

Psychology of the Self Summer 2024

Instructor: Jinhyung Kim, Ph.D.

Class Time/Date: TBD

Office: D634

Phone: 02-705-8384

Office Hours: by appointment

E-mail: jinhyung@sogang.ac.kr

Lab Homepage: www.askpsylab.com



COURSE OBJECTIVES

This course examines major theories and research, both classic and contemporary, on the psychology of the “self.” The “self,” as you will see, is one of the most studied constructs across the field of psychological science. We will explore how psychological scientists study the self and examine the many psychological processes and behaviors that are associated with it. Our class sessions will feature lecture, discussion, and active learning exercises.

COURSE OBJECTIVES

Here are the specific student learning outcomes for this course.

- Successful students will be able to describe key concepts, principles, and overarching themes in theory and research focused on the self.
- Successful students will be able to accurately apply psychological theories and research on the self to explain, represent, and analyze social behavior in diverse contexts and settings.
- Successful students will be able to demonstrate effective written and oral communication, particularly as it pertains to the articulation of psychological research findings.

CLASS FORMAT

- This course will be delivered *in-person* unless otherwise changed by the university.
- Course time will be split among lecture and in-class discussion. Students are expected to *actively participate* in discussion. During in-class discussion, students will form a sub-group of 2–3 people and discuss about each topic. Within each group, one student will take a facilitator position and lead the discussion in their own group.

COURSE EVALUATIONS

- **Midterm and Final Exams (2×100 points = 200 points total)**
Midterm and final exams will be held *offline* during midterm and finals days (see the schedule below). Each exam is worth 100 points and will consist of multiple-choice and short-answer questions. These exams are *not cumulative* and will only cover material from their respective section of the course. However, understanding the material from midterm exam will help you do well on final exam. The exams will test your understanding of the information presented in lectures, readings, and group discussions.
- **In-Class Activities and Participation (200 points)**
Success of this course is largely based on active participation during class. Questions, comments, thoughts, and communication are considered as class participation, which will be graded by the instructor (me). There will be in-class activities that are designed to facilitate your learning about the course topics. Active engagement in the in-class activities
- **Final Grades (400 points in total = 200 for exams + 200 for participation)**
Your total percentage will be rounded to the nearest whole number and assigned a letter based on your performance.

COURSE MATERIALS

This is an **open access course**. There is no required text book for this course. Instead, we will make use of open access resources and academic journal articles that are available to you. The list of readings and course calendar is available on the course website (TBA).

COURSE SCHEDULE*

*Subject to change

Dates TBD

Day 1

- Topics:
 - Introduction to Course
 - Introduction to Self
- Recommended Readings:
 - Baumeister, R. F. (2011). Self and identity: A brief overview of what they are, what they do, and how they work. *Annals of the New York Academy of Sciences*, 1234(1), 48–55.



Day 2

- Topics:
 - Culture and the Development of Self-Knowledge
 - Internal Influences on Self-Knowledge
- Recommended Readings:
 - Wang, Q. (2006). Culture and the development of self-knowledge. *Current Directions in Psychological Science*, 15(4), 182–187.
 - McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current Directions in Psychological Science*, 22(3), 233–238.



Day 3

- Topics:
 - External Influences on Self-Knowledge
 - Self-Knowledge (Concept) Structure
- Recommended Readings:
 - Alicke, M. D., Zell, E., & Bloom, D. L. (2010). Mere categorization and the frog-pond effect. *Psychological Science*, 21(2), 174–177.
 - McConnell, A. R. (2011). The multiple self-aspects framework: Self-concept representation and its implications. *Personality and Social Psychology Review*, 15(1), 3–27.



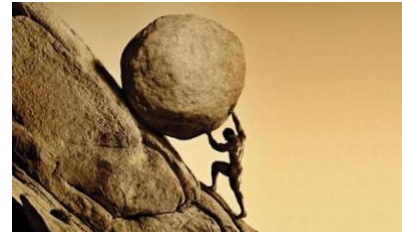
Day 4

- Topics:
 - Self-Regulation: Self-Awareness and Regulatory Focus
 - Self-Regulation: The “Resource” Model of Self-Control
- Recommended Readings:
 - Inzlicht, M., & Schmeichel, B. J. (2012). What is ego depletion? Toward a mechanistic revision of the resource model of self-control. *Perspectives on Psychological Science*, 7(5), 450–463.



Day 5

- Topics:
 - Self-Regulation: Effectively Pursuing Goals
- Recommended Readings:
 - Inzlicht, M., Legault, L., & Teper, R. (2014). Exploring the mechanisms of self-control improvement. *Current Directions in Psychological Science*, 23(4), 302–307.

**Day 6**

- Topics:
 - Self-Regulation: Where There's a Will... Wait, is There One?
 - Self-Esteem
- Recommended Readings:
 - Orth, U., & Robins, R. W. (2014). The development of self-esteem. *Current Directions in Psychological Science*, 23(5), 381–387.

**Day 7: MIDTERM EXAM****Day 8**

- Topics:
 - Narcissism
- Recommended Readings:
 - Brummelman, E., Thomaes, S., & Sedikides, C. (2016). Separating narcissism from self-esteem. *Current Directions in Psychological Science*, 25(1), 8–13.

**Day 9**

- Topics:
 - Motivations: Self-Consistency
- Recommended Readings:
 - Harmon-Jones, E., Harmon-Jones, C., & Levy, N. (2015). An action-based model of cognitive-dissonance processes. *Current Directions in Psychological Science*, 24(3), 184–189.
 - Egan, L. C., Santos, L. R., & Bloom, P. (2007). The origins of cognitive dissonance: Evidence from children and monkeys. *Psychological Science*, 18(11), 978–983.

**Day 10**

- Topics:
 - Motivations: Self-Enhancement
- Recommended Readings:
 - Alicke, M. D., Sedikides, C., & Zhang, Y. (2020). The motivation to maintain favorable identities. *Self and Identity*, 19(5) 572–589.
 - Leary, M. R. (1999). Making sense of self-esteem. *Current Directions in Psychological Science*, 8(1), 32–35.



Day 11

- Topics:
 - Motivations: Self-Presentation
- Recommended Readings:
 - Scopelliti, I., Loewenstein, G., & Vosgerau, J. (2015). You call it “Self-Exuberance”; I call it “Bragging” miscalibrated predictions of emotional responses to self-promotion. *Psychological Science*, 26(6), 903–914.

**Day 12**

- Topics:
 - Motivations: Growth
- Recommended Readings:
 - Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian psychology/Psychologie canadienne*, 49(3), 182–185.

**Day 13**

- Topics:
 - The Self in Groups
- Recommended Readings:
 - Swann Jr, W. B., & Buhrmester, M. D. (2015). Identity fusion. *Current Directions in Psychological Science*, 24(1), 52–57.
 - Cohen, G. L., & Garcia, J. (2008). Identity, belonging, and achievement: A model, interventions, implications. *Current Directions in Psychological Science*, 17(6), 365–369.

**Day 14**

- Topics:
 - The “True” Self
- Recommended Readings:
 - Kim, J., Christy, A. G., Rivera, G. N., Schlegel, R. J., & Hicks, J. A. (2018). Following one’s true self and the sacredness of cultural values. *Journal of Experimental Social Psychology*, 76, 100–103.

**Day 15: FINAL EXAM**