

SYLLABUS - PY 490.50: Senior Seminar: The Self; Spring 2004 Monmouth University

Meeting times:	Wednesday 6:00-8:45	Location:	Edison 149A
Instructor:	Dr. Gary W. Lewandowski Jr.	Phone:	263-5476
Office:	Edison Hall Room 139A	Office hours:	Tues, Wed, Thurs 4:30-6:00, or by appointment
Email (best method):	glewando@monmouth.edu		
Webpage:	http://bluehawk.monmouth.edu/~glewando/		
Prerequisites:	Psychology 320 passed with a grade of "C" or higher and completion of 18 credits in psychology. This course satisfies the Senior Seminar requirement for all Psychology Majors.		

REQUIRED READINGS: Required Weekly Readings (see course schedule for details)

RECOMMENDED TEXT: Brown, J. D. (1998). *The self*. Boston: McGraw Hill. *(Note: Readings from this book will not be assigned. However, this text is a great source for additional information that you may find helpful as a Seminar Leader)*

COURSE GOALS & OBJECTIVES

The major goals and objectives of this course are to help you:

1. Understand current theory and research dealing with the self. Specifically, this course will help further your understanding of topics such as: what constitutes the self, how the self motivates behavior, if what we know about ourselves is accurate, how the self develops, sources of self-esteem, our motivations related to self-esteem, how we regulate our self, how culture influences the self, the manner in which we present the self, the influence of social contexts on the self, the role romantic relationships play in shaping the self, and the influence of death on the self. Weekly reading assignments and the final will help you fulfill this goal.
2. Develop an understanding of the research process as it applies to understanding the self. This goal will be met through the weekly reading assignments, leading a seminar, and in-class participation.
3. Develop oral communication skills as a means of conveying your ideas both as a contributor and leader of a discussion. This goal will be met through leading a seminar, and in-class participation.
4. Recognize how findings from research on the self can be applied to everyday experiences. This goal will be met through completion of a portfolio project.
5. One's self is one of the most significant facets of our lives. For this reason, a major goal of the class is to help you gain a better understanding of yourself.

COURSE FORMAT

This course will be run using a seminar format. That is, students will be expected to make regular and substantial contributions to the course through raising issues, asking questions, and guiding discussion. As a result the professor will not serve as the only source of information. Instead, we will all learn from each other, and benefit from each other's point of view and experience.

CRITICAL THINKING

Critical thinking is the process of thinking on your own, not just memorizing or stating what someone else has written or said about a topic. It is the process of going deeper than just "reporting." Critical thinking means evaluating and critiquing information and figuring out how different ideas fit together. Please exercise your critical thinking skills while taking this course!

ACADEMIC DISHONESTY

In order to provide a learning process and academic environment that permits you to pursue your educational goals, it is essential for all faculty, students, and staff to maintain academic integrity. You are expected to exhibit academic honesty in this and every class taken at Monmouth University. Academic dishonesty includes cheating, plagiarism, and aiding or abetting others to cheat or plagiarize. The penalties for such violations include suspension or dismissal and are elaborated in the Student Handbook.

STATEMENT ON SPECIAL ACCOMMODATIONS

Special accommodations are provided by the University for students with Learning and or Physical Disabilities. If you have such a need, it is important that you see me IMMEDIATELY to discuss your needs.

LATENESS POLICY

Part of this class (and life in general) is time management. Therefore, if you know that you will be gone on a day that an assignment is due, you should turn the assignment in BEFORE you leave. All material must be submitted by the date given in class, at the *beginning* of the specified class. Generally speaking late assignments WILL NOT be accepted. This course is structured so that YOU choose a large portion of what you will be doing and when those things will be due. Since you are choosing the due date or know when things are due well ahead of time, I expect you to complete assignments on time. {NOTE: In extreme cases I may accept late assignments. However, you will lose 10% of the points each day of the week it is late and it will not be accepted for any reason if it is more than 2 days late.}

Please avoid missing deadlines. This is one of the most common ways that good students have their grade negatively influenced.

GRADING SUMMARY			COMPUTING GRADES		
Seminar Leader	80 Points	A	419-450	C	329-346
Weekly Reading Assignment	120 Points	A -	405-418	C -	315-328
Self Portfolio	120 Points	B +	392-404	D +	302-314
Course Participation	80 Points	B	374-391	D	284-301
Final Exam	50 Points	B -	360-373	D -	270-283
TOTAL	450 Points	C+	347-359	F	0-269

(Please keep track so you always know where you stand!!)

EVALUATION OPPORTUNITIES (450 points Total)

Because few students excel at (and feel comfortable with) all forms of evaluation, you will have the opportunity to demonstrate your grasp of the course material in a number of ways. Your final grade will be calculated based on your performance of several activities. Each component is described below.

1. Seminar Leader (80 Points)

- For one class during the semester (to be scheduled the first week of class), you will serve as the seminar leader. Your responsibilities include:
 1. Briefly summarize each of the readings (through whatever method you choose, but I encourage you to ask your classmates a series of content-based questions as part of this)
 2. Lead the discussion of each reading by posing thought-provoking questions, raising critical issues, suggesting applications, contemplating future studies, etc.
 3. Class activity/demonstration related to the topic. This can be as creative as you like (provided it is academically related to your topic). It can take the form of movie or music clips, activities, demonstrations, debates, additional reading, etc.
- Schedule a meeting with me at least one week prior to your seminar to discuss its content.
- You will be graded on your ability to present the material in an engaging fashion, your ability to promote topic-relevant discussion, your use of time, and your overall organization.
- On the day of your presentation, you will provide me with an outline of your seminar (questions you plan to ask, activities you plan to do, how you want things to go, etc.)

2. Weekly Reading Assignment (120 Points)

- For each class you will be required to read several articles related to the day's topic.
- For **each** reading, you need to submit 3 discussion questions, along with a few thoughts on each. I will pass these along to the seminar leader to help in organizing the seminar.
- These questions must be submitted to me via email (in the body of the email, not as an attachment) by 6:00 PM Tuesday night (the time/date stamp on the email will serve as the determinant of punctuality).
- Questions for each reading should be submitted in a neat and organized fashion as follows:
Article One's Author & Title: {type in the info}
Question 1: {type in your question}
 - a) {Give a few possible answers, talking points, related topics, thoughts etc. for each question (please use bullet points and sentences instead of paragraph form)}
- Weekly questions will be worth 10 points each. Your lowest two grades will be dropped.
- Weekly questions will be graded on completeness, thoughtfulness, originality, and quality of writing (proper grammar, sentence structure, organization, etc.). Questions that do an average job will receive 7 points. Questions of exceptional quality and thoughtfulness will receive 8-10 points. Questions of other quality levels will receive 0-6 points depending on fulfillment of the above criteria. These will be graded and returned via email.

3. Self Portfolio (120 Points)

- Your major project/paper for this class will involve creating a portfolio/book about yourself. Each week you will be responsible for making another contribution to the portfolio.
- Each week's chapter will be based on the class discussion from that day and will be assigned at the end of class. At that time, more specific information about the particular assignment will be provided.
- Individual chapters will be worth 10 points each. Your lowest two grades will be dropped.
- The final compilation of the portfolio (including Table of Contents & Forward) is also worth 10 points.

A few words about the portfolio...

Please keep in mind that submitted portfolios will only be read by the professor and will be returned to you the following week. Students are encouraged to withhold any personal information that may be uncomfortable to disclose and should not "over share."

Past students have found this portfolio assignment to be a very worthwhile and rewarding experience. **However**, if you find the idea of exploring and writing about aspects of your self on a weekly basis to be anxiety provoking, or in any way uncomfortable, you may want to consider taking a different section of Senior Seminar that deals with another topic. Please take a moment to review the specific things you will be asked to write about in the "Portfolio Chapter Descriptions" section of the syllabus. Additionally, if you decide to stay in the course but find one of the individual topics difficult for you to write about, you can choose to skip up to two of the assigned chapters since your lowest two grades for the portfolio are dropped. If you have any questions please don't hesitate to contact me either during office hours or over email.

4. Course Participation (80 Points)

- Since this is a senior level course, and has a limited number of students, the class will be conducted in seminar format. Therefore, I will expect every student to be active in class discussions. Aside from simply paying attention to the current discussion and not be distracted by other work, daydreaming, engaged in side conversations, this responsibility involves asking questions, and making thoughtful contributions to class discussion.
- Your participation will be evaluated in terms of the overall quantity and quality of your contributions throughout the semester.
- Students who do an average job of participating in class discussion will receive 60 points. Those with outstanding participation will receive 72-80 points. Those with average participation will receive 56-71 points. Other quality and quantity levels will receive 0-55 points. Following each class I will assess your participation in terms of quantity and degree of thoughtfulness.
- Please check with me if you are ever unsure about the quality of your participation.
- Unexcused absences will have a substantial impact on your participation grade.

5. Final Exam (50 Points)

- The final exam will be comprehensive in nature. It will cover material from the entire course including past quizzes, lectures, class activities, assigned readings, etc.
- The final will be worth 50 points and must be taken to pass the course.
- The comprehensive nature of the final, by encouraging you to study everything at once, will help you to synthesize everything you have learned and develop more sophisticated connections among the topics.
- You will also be required to bring a finalized version of your portfolio with you for the final.

6. Fulfillment of Student Responsibilities

My responsibility as your professor is to present material in a clear and interesting way that will allow you the opportunity to enhance your knowledge of the subject matter and help you grow as a person. Learning is a complimentary process in which teacher and student work together toward the same goal: maximizing student knowledge and growth. As part of this process, your responsibility as a student is the following:

a) Attendance - Students are expected to attend every class. Lectures and other class activities constitute the heart of this class. Missing the opportunity to learn in class (through absence or lateness) is the most typical reason for students' lack of success/learning. Please make the effort to attend every class. Though not graded directly, attendance is a prerequisite for participation

An absence will only be considered excused if: (this will be strictly enforced)

- 1) You notify me BEFORE the class that you are unable to attend via email, office phone, or in person.
- 2) You provide official documentation that I will be able to verify through a phone call.

b) Obtain Extra Help When Needed – If you are struggling with any aspect of this course, it is your responsibility to let me know. I will do EVERYTHING I can to make sure you have every opportunity to be successful in this class. However, this process starts with you. I am very available by email and encourage you to email me for clarification on ANYTHING (lecture material, class procedures, due dates, requirements etc.). I am also available to help you during office hours (if all of those times do not work for you, I am happy to schedule specific meetings with you).

Senior Seminar: The Self Tentative Class Schedule

<u>Date</u>		<u>Lecture Topic</u>	<u>Reading</u>
21-Jan	1	Class Introduction	Syllabus
28-Jan	2	What is the Self?	James, W. (1999). The self. In R. F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 69-77). Philadelphia, PA: Psychology Press.
			Leary, M. R., & Tangney, J. P. (2003). The self as an organizing construct in the behavioral and social sciences. In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 3-14). New York, NY: Guilford Press.
			Markus, H. & Nurius, P. (1986). Possible selves. <i>American Psychologist</i> , 41, 954-969.
4-Feb	3	Self-Concept Content and Motivation	Kernis, M. H., & Goldman, B. M. (2003). Stability and variability in self-concept and self-esteem. In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 106-127). New York, NY: Guilford Press.
			Swann, W. B., Rentfrow, P. J., & Guinn, J. S. (2003). Self-verification: The search for coherence. In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 367-383). New York, NY: Guilford Press.
11-Feb	4	Self-Knowledge: Fact or Fiction	Shauger, J. S., & Schoeneman, T. J. (1999). Symbolic interactionist view of self-concept: Through the looking glass darkly. In R. F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 25-42). Philadelphia, PA: Psychology Press.
			Taylor, S.E., & Brown, J.D. (1994). Positive illusions and well-being revisited: Separating fact from fiction. <i>Psychological Bulletin</i> , 116, 21-27.
18-Feb	5	Self-Development	Harter, S. (2003). The development of self-representations during childhood and adolescence. In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 610-642). New York, NY: Guilford Press.
25-Feb	6	Sources of Self-Esteem	Carver, C.S., Lawrence, J.W., & Scheier, M.F. (1999). Self-discrepancies and affect: Incorporating the role of feared selves. <i>Personality & Social Psychology Bulletin</i> , 25, 783-792.
			Baumgardner, A.H. (1990). To know oneself is to like oneself: Self-certainty and self-affect. <i>Journal of Personality and Social Psychology</i> , 58(6), 1062-1072.
3-Mar	7	Self-Esteem Motives	Tesser, A. (2003). Self-Evaluation. In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 275-290). New York, NY: Guilford Press.
			Baumeister, R.F., Bushman, B.J., & Campbell, W.K. (2000). Self-esteem, narcissism, and aggression: Does violence result from low self-esteem or from threatened egotism? <i>Current Directions in Psychological Science</i> , 9(1), 26-29.
10-Mar	Spring Break		
17-Mar	8	Self-Regulation & Self-Awareness	Carver, C.S. (2003) Self-Awareness. In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 179-198). New York, NY: Guilford Press.
			Baumeister, R. F., Bratslavsky, E., Muraven, M., & Tice, D. (1999). Ego depletion: Is the active self a limited resource? In R. F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 317-336). Philadelphia, PA: Psychology Press.
24-Mar	9	Culture and the Self	Markus, H. R., & Kitayama, S. (2991). Culture and the self: Implications for cognition, emotion, and motivation. <i>Psychological Review</i> , 98, 224-253.
31-Mar	10	Self-Presentation	Schlenker, B. R. (2003). Self-Presentation. In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 492-518). New York, NY: Guilford Press.
			Leary, M. R., Tchividjian, L. R., Kraxberger, B. E. (1999) Self-presentation can be hazardous to your health: Impression management and health risk. In R. F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 69-77). Philadelphia, PA: Psychology Press.

Senior Seminar: The Self Tentative Class Schedule Continued

7-Apr	11	The Self in a Social Context	Leary, M.R., Tambor, E.S., Terdal, S.K., & Downs, D.L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. <i>Journal of Personality and Social Psychology</i> , 68(3), 518-530.
			Tice, D. M., & Wallace, H. M. (2003). The Reflected Self: Creating Yourself as (You Think) Others See You In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 91-105). New York, NY: Guilford Press.
14-Apr	12	Relationships and the Self: General	Aron, A. (2003). Self and close relationships. In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 442-461). New York, NY: Guilford Press.
			Hinde, R. A., Finkenauer, C., & Auhagen, A. E. (2001). Relationships and the self-concept. <i>Personal Relationships</i> , 8, 187-204.
21-Apr	13	Relationships and the Self: Maintenance, & Break-Up	Aron, A., Norman, C. C., & Aron, E. (1998). The self-expansion model and motivation. <i>Representative Research in Social Psychology</i> , 22, 1-13.
			Campbell, W. K., & Baumeister, R. F. (2001). Is loving the self necessary for loving another? An examination of identity and intimacy. In G. J. O. Fletcher & M. S. Clark (Eds.) <i>Blackwell handbook of social psychology: Interpersonal processes</i> (pp 437-456). Malden, MA: Blackwell Publishing.
28-Apr	14	Self & Death	Tuesdays With Morrie
TBA	15	Final Exam	

Senior Seminar: The Self Portfolio Chapter Descriptions

	<u>Lecture Topic</u>	<u>Chapter Description</u>	<u>Date Due</u>
Ch1	Class Introduction	Based on the activity & interview questions from class, create a profile of yourself. Provide the questions that were asked as well as your answers. You should also include a recent photo of yourself as part of the profile.	28-Jan
Ch2	What is the Self?	Describe your self using the dimensions outlined by James. What is your view of the self? How is it similar/different from James, Markus, and the approaches of your classmates? What would you change? Describe your possible selves. How do these influence your cognitions and behavior. As you complete this, please be sure to explain key concepts in your own words.	4-Feb
Ch3	Self-Concept Content and Motivation	Stability Vs. Change – Interview someone that has known you over the past 15 years (parent, grandparent, spouse, relative, etc.) by having them complete the interview questions from Ch1 for you 5, 10, & 15 years ago. That is, they will describe you by answering those questions for 3 separate times. At the top of each you should write “Me at age # according to _____” Once they are done with your three descriptions, see if they think you are largely the same person in each description, or if you have changed. Include the descriptions in your chapter, as well as you own assessment of how you have changed and how you have stayed the same.	11-Feb
Ch4	Self-Knowledge: Fact or Fiction	Describe yourself on 10 dimensions of your choice (you can use info from previous weeks or think of new ones) Next, think of the person at Monmouth that knows you best. Describe in detail how you believe this person sees you on the 10 dimensions. How similar/dissimilar is this to how you see yourself? Does this agree with theory? Next, have this person describe how they actually see you on the 10 dimensions. How similar/dissimilar is this to how you see yourself? Does this agree with theory? Can you count on them to tell the truth? Why/why not?	18-Feb

Senior Seminar: The Self

Portfolio Chapter Descriptions Continued

Ch5	Self-Development	Examine your self-development from birth until now. What factors led you to be who you are today? (Be sure to address biological influences, social influences {parent, sibling, peers, significant others}, major experiences, etc.) How did each shape your current self? Be sure to point out when you first had a self, and at which point you believe your self was fully developed.	<i>25-Feb</i>
Ch6	Sources of Self-Esteem	A) Describe your ought and ideal selves. Analyze how discrepant your current self is from each. What impact does this have on your self-esteem? B) How certain are you about your self? How does this influence your self-esteem? C) Aside from self-discrepancy, what are other major sources of your self-esteem? Are you happy with this? Any that you would change?	<i>3-Mar</i>
Ch7	Self-Esteem Motives	A) Explain cognitive dissonance in your own words. Give 2 examples of when you experience dissonance and how you resolve it to maintain self-esteem. B) In general, how do you protect your self-esteem? Is this conscious or unconscious? Explain. C) What experiences are most threatening to your self-esteem? How do you deal with these?	<i>17-Mar</i>
Ch8	Culture and the Self	A) Describe the culture in which you live in general terms (what are the general values, norms, etc.) and more specifically to current times (i.e. current/relevant issues, mundane information such as major technologies, price of milk, gas, style of dress, etc.). Pictures & examples would be great! B) How has this culture influenced your self-construal? C) How would you be different if you were born in an Eastern culture?	<i>31-Mar</i>
Ch9	Self-Presentation	A) Pick three distinct social settings/groups. What do you do to create certain impressions in others? Why? B) Has your desire for favorable self-presentation ever led you to engage in unhealthy or dangerous behavior? How? C) Knowing what you know now about self-presentation and other self related phenomenon, what advice would you give yourself to avoid the situation you described in part B?	<i>7-Apr</i>
Ch10	The Self in a Social Context	A) Describe a time when you experienced rejection. How did it influence your self-esteem? B) What types of things do you do now to avoid social exclusion? Is this done to protect self-esteem? Why/why not? C) What is the idea of the "looking glass"? Have you internalized these views? D) How do your friends influence who you are? How would you be different if you had a totally different group of friends?	<i>14-Apr</i>
Ch11	Relationships and the Self: General	A) How has your sense of self influenced your relationships? B) How have your relationships influenced your sense of self? {For A & B be sure to discuss several different aspects of your self-concept} C) Do you understand yourself? Why/why not? How has this influenced your relationships?	<i>21-Apr</i>
Ch12	Relationships and the Self: Maintenance, & Break-Up	A) Expand yourself. Pick something that would be considered self-expanding and do it. Explain what it is you did and why it can be considered self-expanding. B) How has a past break-up (preferably with a significant other, but if not, use a friendship) influenced who you are today	<i>28-Apr</i>
Ch13	Self & Death	Write your own obituary (for some point in the future). This shouldn't focus on your how you think you will die (though that inevitably will be a small part of it). Rather, you should focus on your life. What did you accomplish? What did you influence? Who did you help? What did you change? Also, include a list of 5-10 aphorisms or lessons about life that you acquired over your lifetime.	<i>3-May</i>
	Final Portfolio	Submit a final version of all chapters. (This should be a new copy (without comments from me) that has addressed any major issues raised in your previous draft). Compile these into an overall portfolio that includes a Table of Contents and Forward from you (the author) that summarizes the entire portfolio.	<i>3-May</i>