

Bernadette Park
D365C Muenzinger
Office Hours: Mon 1-3

Wednesday 1:00 – 3:30pm
3 Credits
Bernadette.Park@Colorado.edu

Readings: All readings are (or will be...) posted in Canvas

Grades: Grades will be based on the following.

1/3 from participation including attendance, weekly questions, and class discussion

1/3 from paper summaries, both written and oral

1/3 from Final Paper

Format: Students are expected to have read all of the articles prior to class. Class will focus on a discussion of the assigned papers. Two types of assignments will facilitate our discussion.

Weekly discussion questions. Post **three** questions, comments, or observations relevant to the week's readings on Canvas by 6:00 a.m. Wednesday morning. It would be best to first formulate your questions/thoughts (probably write them out in word) and then copy and paste them into the discussion thread in Canvas. After posting your comments, take some time to read each other's comments and feel free to add reactions in the thread. Try to revisit the discussion at some point before class so that we are all familiar with each other's wise insights.

Paper Summaries. For each reading, one student will be assigned to summarize and present the paper. This entails a written summary. Please email your summary to me by 6:00 a.m. on Wednesday morning. I will post these on Canvas underneath the readings for that week. I will ask you to quickly summarize the paper to set the stage for our discussion. The notes should be succinct and provide a summary so that if we want to remind ourselves now, or a year from now, how a given study worked (or how the theoretical argument went) we could pull up the notes and reconstruct the paper. Your class presentation should be **no more than 5 min.** We will all have read the paper; we just want a quick reminder to set the stage for discussion. It is really boring to listen to a 30 min summary of a paper you've just read. So, just give us a quick reminder – I will not be bashful about cutting you off if you go too long.

Final Paper Assignment: Your final paper should be about 12-15 pages long (double spaced) including references. It can take one of two forms. (1) It can be a theoretical overview of the literature on some topic covered in class. You can certainly begin with the readings from the syllabus but develop your reading list from there. The format should be something like a mini *Psych Review*, *Psych Bull*, or *Personality and Social Psychology Review* paper. (2) You can develop a research proposal along the lines of a mini NSF proposal. Pick a topic from among the readings we will cover and develop 2-3 studies in a line of research to examine the question of interest. The basic format is a brief section on background and significance of the topic, followed by a tight summary of your 2-3 studies, their implications and importance. Try to begin to develop some of the actual materials for your study and include them either as part of the 12-15 pages or, if that cramps you too much for space, as an appendix. I find that thinking concretely about a project really pushes me to consider design issues I otherwise would not. **It is a good idea to run your paper topic by me before you start. Final papers are due Monday May 6th by 5 pm.**

Week 1: Introduction**Jan 16**

Baumeister, R. F. (1998). The self. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *Handbook of social psychology* (Vol. 2, pp. 680-740). Boston, MA: McGraw-Hill. ([cited by 2575](#))

[completely optional – mostly I just want you to have access to this classic]

James, W. (1890). The consciousness of self. In *The principles of psychology*. New York: Dover Publications, Chapter 10. ([cited by 43,285](#))

Week 2: Self-Representation**Jan 23**

Kihlstrom, J. F., & Klein, S. B. (1994). The self as a knowledge structure. In R. S. Wyer & T. K. Srull (Eds.), *Handbook of social cognition* (2nd ed., Vol. 1, pp. 153–208). Hillsdale, NJ: Erlbaum. ([cited by 348](#))

Markus, H. R., & Kunda, Z. (1986). Stability and malleability of the self-concept. *Journal of Personality and Social Psychology*, 51, 858–866. ([cited by 1314](#))

Markus, H. R., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41, 954–969. ([cited by 7850](#))

McConnell, A. R. (2011). The multiple self-aspects framework: Self-concept representation and its implications. *Personality and Social Psychology Review*, 15(1), 3-27. doi:10.1177/1088868310371101 ([cited by 295](#))

Week 3: Self-Concept, Self-Clarity, Self-Complexity**Jan 30**

Linville, P. W. (1987). Self-complexity as a cognitive buffer against stress-related illness and depression. *Journal of Personality and Social Psychology*, 52(4), 663-676. doi:10.1037/0022-3514.52.4.663 ([cited by 1683](#))

Donahue, E. M., Robins, R. W., Roberts, B. W., & John, O. P. (1993). The divided self: Concurrent and longitudinal effects of psychological adjustment and social roles on self-concept differentiation. *Journal of Personality and Social Psychology*, 64(5), 834-846. doi:10.1037/0022-3514.64.5.834 ([cited by 589](#))

Campbell, J. D. (1990). Self-esteem and clarity of the self-concept. *Journal of Personality and Social Psychology*, 59(3), 538-549. doi: 10.1037/0022-3514.59.3.538 ([cited by 1535](#))

Showers, C. (1992). Compartmentalization of positive and negative self-knowledge: Keeping bad apples out of the bunch. *Journal of Personality and Social Psychology*, 62(6), 1036-1049. 1992-35201-00110.1037/0022-3514.62.6.1036 ([cited by 474](#))

Week 4: SPSP NO CLASS**Feb 6****Week 5: Self-Discrepancy Theory; Regulatory Focus****Feb 13**

Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94(3), 319-340. doi: 10.1037/0033-295X.94.3.319 ([cited by 7529](#))

Higgins, E. T. (1996). The "self digest": Self-knowledge serving self-regulatory functions. *Journal of Personality and Social Psychology*, 71, 1062-1083. (cited by 867)

Polman, E. (2012). Effects of self–other decision making on regulatory focus and choice overload. *Journal of Personality and Social Psychology*, 102(5), 980-993. (cited by 111)

Week 6: Self-Efficacy; Self-Enhancement; Self-Verification

Feb 20

Bandura, Albert. 1977. Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215. (cited by 66,720)

Cialdini, R.B., Borden, R.J., Thorne, A., Walker, M.R., Freeman, S., & Sloan, L.R. (1976). Basking in reflected glory: three (football) field studies. *Journal of Personality and Social Psychology*, 34, 366–375. (cited by 2847)

Wicklund, R. A., & Duval, S. (1971). Opinion change and performance facilitation as a result of objective self-awareness. *Journal of Experimental Social Psychology*, 7(3), 319-342. (cited by 331)

Swann, W. B., Griffin, J. J., Predmore, S. C., & Gaines, B. (1987). The cognitive–affective crossfire: When self-consistency confronts self-enhancement. *Journal of Personality and Social Psychology*, 52(5), 881-889. (cited by 735)

Bargh, J. A. (2018). It Was Social Consistency That Mattered All Along. *Psychological Inquiry*, 29(2), 60-62.

Week 7: Identity Conflict

Feb 27

Settles, I. H. (2004). When multiple identities interfere: The role of identity centrality. *Personality and Social Psychology Bulletin*, 30(4), 487-500. doi:10.1177/0146167203261885 (cited by 265)

Crocker, J., & Wolfe, C. T. (2001). Contingencies of self-worth. *Psychological Review*, 108(3), 593-623. doi:10.1037/0033-295X.108.3.593 (cited by 1733)

Park, B., & Banchevsky, S. (in press). Women and men, moms and dads: Leveraging social role change to promote gender equality. In J. M. Olson & M. P. Zanna (Eds.), *Advances in Experimental Social Psychology*. New York, NY: Elsevier.

Week 8: Self-Esteem

March 6

Kernis, M.H. (2003). Toward a conceptualization of optimal self-esteem. *Psychological Inquiry*, 14, 1–26. (cited by 1910)

Cvencek, D., Greenwald, A. G., & Meltzoff, A. N. (2016). Implicit measures for preschool children confirm self-esteem's role in maintaining a balanced identity. *Journal of Experimental Social Psychology*, 62, 50-57. (cited by 46)

Buhrmester, M. D., Blanton, H., & Swann Jr, W. B. (2011). Implicit self-esteem: Nature, measurement, and a new way forward. *Journal of Personality and Social Psychology*, 100(2), 365-385. (cited by 239)

Week 9: Gender & Identity**March 13**

- Josephs, R. A., Markus, H. R., & Tafarodi, R. W. (1992). Gender and self-esteem. *Journal of Personality and Social Psychology*, 63(3), 391-402. [\(cited by 759\)](#)
- Fredrickson, B. L., Roberts, T. A., Noll, S. M., Quinn, D. M., & Twenge, J. M. (1998). That swimsuit becomes you: sex differences in self-objectification, restrained eating, and math performance. *Journal of Personality and Social Psychology*, 75(1), 269-284. [\(cited by 1152\)](#)
- Bowleg, L. (2008). When Black+ lesbian+ woman ≠ Black lesbian woman: The methodological challenges of qualitative and quantitative intersectionality research. *Sex roles*, 59(5-6), 312-325. [\(cited by 924\)](#)
- Cohn, A., & Zeichner, A. (2006). Effects of masculine identity and gender role stress on aggression in men. *Psychology of Men & Masculinity*, 7(4), 179. [\(cited by 145\)](#)

SPRING BREAK NO CLASS**March 20****Week 10: Bias in Self-Perceptions; Social Norms****March 27**

- Cohen, G. L. (2003). Party over policy: The dominating impact of group influence on political beliefs. *Journal of Personality and Social Psychology*, 85(5), 808-822. doi:10.1037/0022-3514.85.5.808 [\(cited by 862\)](#)
- Mols, F., Haslam, S. A., Jetten, J., & Steffens, N. K. (2015). Why a nudge is not enough: A social identity critique of governance by stealth. *European Journal of Political Research*, 54(1), 81-98. [\(cited by 82\)](#)
- Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annu. Rev. Psychol.*, 55, 591-621. [\(cited by 3474\)](#)
- Unsworth, K. L., & Fielding, K. S. (2014). It's political: How the salience of one's political identity changes climate change beliefs and policy support. *Global Environmental Change*, 27, 131-137. [\(cited by 77\)](#)

Week 11: Sociometer Theory**April 3**

- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529. doi:10.1037/0033-2909.117.3.497 [\(cited by 17,331\)](#)
- Leary, M. R., Tambor, E. S., Terdal, S. K., & Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. *Journal of Personality and Social Psychology*, 68, 518-530. [\(cited by 2525\)](#)
- Johnson, M. K., Rowatt, W. C., & LaBouff, J. (2010). Priming Christian religious concepts increases racial prejudice. *Social Psychological and Personality Science*, 1(2), 119-126. [\(cited by 181\)](#)

Transue, J. E. (2007). Identity salience, identity acceptance, and racial policy attitudes: American national identity as a uniting force. *American Journal of Political Science*, 51(1), 78-91. (cited by 205)

Week 12: Social Identity Complexity; Collective Self-Esteem
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April 10

Roccas, S., & Brewer, M. (2002). Social identity complexity. *Personality and Social Psychology Review*, 6(2), 88-106. (cited by 1469)

Crocker, J., & Luhtanen, R. (1990). Collective self-esteem and ingroup bias. *Journal of Personality & Social Psychology*, 58, 60-67. (cited by 1116)

Postmes, T., Haslam, S. A., & Swaab, R. I. (2005). Social influence in small groups: An interactive model of social identity formation. *European review of social psychology*, 16(1), 1-42. (cited by 356)

Huddy, L. (2013). From group identity to political cohesion and commitment. *Oxford handbook of political psychology*, 737-773. (cited by 409)

Week 13: Self-Threat & Self-Affirmation
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April 17

Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629. doi:10.1037/0003-066X.52.6.613 (cited by 7751)

Sherman, D. K., & Cohen, G. L. (2006). The psychology of self-defense: Self-affirmation theory. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 38, pp. 183-242). San Diego, CA, US: Elsevier Academic Press. (cited by 1258)

Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331(6023), 1447-1451. (cited by 1015)

Miyake, A., Kost-Smith, L. E., Finkelstein, N. D., Pollock, S. J., Cohen, G. L., & Ito, T. A. (2010). Reducing the gender achievement gap in college science: A classroom study of values affirmation. *Science*, 330(6008), 1234-1237. (cited by 495)

Week 14: Self-Regulation, Ego Depletion, Self-Control
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April 24

Baumeister, R. F., Bratslavsky, E., Muraven, M., and Tice, D. M. (1998). Ego depletion: Is the active self a limited resource? *Journal of Personality and Social Psychology*, 74, 1252-1265. (cited by 4920)

de Ridder, D., T.D., Lensvelt-Mulders, G., Finkenauer, C., Stok, F. M., & Baumeister, R. F. (2012). Taking stock of self-control: A meta-analysis of how trait self-control relates to a wide range of behaviors. *Personality and Social Psychology Review*, 16(1), 76-99. (cited by 772)

Josephs, R. A., Larrick, R. P., Steele, C. M., & Nisbett, R. E. (1992). Protecting the self from the negative consequences of risky decisions. *Journal of Personality and Social Psychology*, 62(1), 26-37. (cited by 406)

Oyserman, D., Fryberg, S. A., & Yoder, N. (2007). Identity-based motivation and health. *Journal of Personality and Social Psychology*, 93(6), 1011-1027. (cited by 310)

Tough, P. (2011, September 14). What if the Secret to Success Is Failure. *The New York Times*. Retrieved from http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html?pagewanted=all&_r=0 (cited by 103)

Week 15: Self & Culture; Morality	May 1
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Markus, H.R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253. (cited by 21,415)

Brewer, M. B., & Gardner, W. (1996). Who is this "we"? Levels of collective identity and self representations. *Journal of Personality and Social Psychology*, 71(1), 83-93. (cited by 3635)

Vitz, P. C. (1990). The use of stories in moral development: New psychological reasons for an old education method. *American Psychologist*, 45(6), 709-720. (cited by 425)

Strohminger, N., & Nichols, S. (2014). The essential moral self. *Cognition*, 131(1), 159-171. (cited by 207)