



PSY420S– Social Psychology Seminar

Psychology of the Self

Summer 2023

Tuesday/Thursday 4 – 6pm IN-PERSON

[Sidney Smith Hall Room 2102](#)

Course Delivery

IN-PERSON: Seminars are often defined as small, discussion-based courses. Typically, students complete readings and assignments before the class and discuss major themes or topics during class.

Seminar: a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions. Students lead and do a good deal of the talking.

Contact Information

Professor: Dr. Will Huggon

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Office Hours: by appointment

Course Description

An examination of theory and research on the psychology of the self from the perspective of social psychology. Examples of topics associated with self-development that will be covered are self-awareness, self-knowledge, self-esteem, self-schemata, self-presentation, self-regulation, motivations, individual differences, and narrative perspectives on the self.

Reading Material

Readings and summary slides on Quercus that **NEED TO BE READ BEFORE CLASS**

Email:

E-mails need to come from an utoronto account. Students can expect a response to a **legitimate inquiry** within **48 hours**, not including weekends. If you don't receive a reply in this time period, please re-send your message. The **course code (PSY420) should appear in the subject-heading** of all e-mails, to prevent messages from being discarded as spam. E-mail should not be used as a mechanism to receive private tutorials or to explain material that was covered in lectures you missed.

Learning Objectives

By the end of this course, students will be able to:

1. Describe how motivations drive us, and be better able to control and predict outcomes.
2. Explain how differences in motivations and perception of those motivations lead to differences in the various psychological phenomena we will be discussing.
3. Understand how research is done in this field.
4. Critique and suggest improvements to social psychology research. Students will also have fostered the following skills:
 1. Independent learning.
 2. Teamwork and group learning.
 3. Critical thinking.
 4. Oral and written communication.
 5. Ability to give and accept feedback.

Academic Guidelines:

Prerequisite: PSY202H1/ ECO220Y1/ SOC252H1/ STA221H1/ PSY202H5/ STA221H5/ PSYC08H3/ STAB27H3/ STAC32H3, and PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1

Exclusion: PSY420H5/ PSYD12H3/ PSYD15H3/ PSYD16H3

Distribution Requirements: Science

Breadth Requirements: Thought, Belief and Behaviour (2)

It is your responsibility to ensure that you have met all prerequisites listed in the College Calendar for this course. If you lack any prerequisites for this course, the Department may cancel your registration at any time. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Calendar. <http://www.artsci.utoronto.ca/>

Course Webpage

Quercus portal: <http://q.utoronto.ca>. Readings posted the week before class, download and read BEFORE class.

Course Evaluation

Course Structure. Most classes, I will introduce a topic at the start of our class period. Prepared with the readings from the previous week, we will have a class discussion. Your job will be to spend each week annotating the assigned readings and also come to class ready with a writeup of your thoughts about those readings (specific requirements are described below). My “lectures” will likely get shorter as we progress through the course and your base knowledge grows; your discussions will drive this course more and more as the course progresses.

Workload. You should expect this course to take about 10 hours of your time per week. Advanced seminars are designed to give you the opportunity to use the knowledge and skills you’ve acquired during your years at university to engage in complex independent and group learning experiences. The idea is that you will learn a lot not just from your professor, but also from your own hard work, and from discussing that work with your classmates.

Assessment Strategy. As is the case with most seminar courses, there will be no tests or exams in this course. Instead, you will be assessed based on Participation, Attendance, and your Capstone components.

Assessment Method	Weight	Date
Attendance	10%	All semester
Participation (various)	25%	All semester
Topic Idea	1%	July 13 th midnight
Annotated Bibliography	2%	July 16 th (Sunday) midnight
Hamburger Essay	2%	July 20 th midnight
Argumentative Paper	30%	July 27 th midnight
Infographic/Poster	20%	August 3 rd midnight
Class Presentation	10%	Last week of class (8 th & 10 th August)
Total	100%	

Penalties for Lateness:

Term work must be submitted by the assigned date. Penalties of 5% per calendar day (including weekends) up to and including the last day of the term, will be applied by the Instructor.

Religious Accommodation:

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. Every reasonable effort will be made to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Academic Resources

Accessibility Needs:

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (www.accessibility.utoronto.ca) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

Writing Centre:

As a student at the University of Toronto, you are expected to write well. The university provides students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>

Academic Integrity and Plagiarism *READ*:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensure that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Original:

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html).

Equity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Resources:

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.asc.utoronto.ca/>)

Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>)

Course Outline

Date	Topic	Assignments
July 4	Semester Overview & Intro	
July 6	Self-Awareness	
July 11	Self-Evaluation Motivations: Self-Enhancement	
July 13	Self-Evaluation Motivations: Self-Verification, Self-Improvement, & Self-Assessment	Capstone Idea July 13th Annotated Bibliography due Sunday July 16 th
July 18	Self-Esteem & Self-Regulation	
July 20	Workshop Day	Hamburger Essay
July 25	Self-Awareness and Self-Consciousness	
July 27	The Importance of Being Modest	Argumentative Paper
August 1	Belongingness and Self-Esteem	
August 3	The Self as an Object and a Subject	Infographic Poster
August 8	Presentations	
August 10	Presentations	

Additional Information

Most assessments are built around multiple chances for you to earn a certain number of all-or-nothing points. I will keep you updated, through the QUERCUS gradebook, on how many of these points you have earned. I won't argue about points you did not earn, but will help you figure out how to improve your performance on these all-or-nothing points if you feel that you are not earning as many of these as you expected. When possible, I will provide written feedback about why you didn't earn a point for any given point-earning opportunity.

Criterion 1: Attendance (10%). Regular attendance is mandatory in this course, as is your attendance for the full duration of the class time. There will be no Zoom component to this course unless the university suspends in-person classes due to Covid-19; therefore, if you cannot attend in person, you cannot take this course.

This is not to say that you must attend if you are ill! Do not attend class if you are ill or think you might have been exposed to Covid or the flu or the Respiratory virus; these are excusable absences, and for everyone's sake, please stay home and declare on ACORN to document your absence. It seems likely that some of us will be ill this term.

In an effort to preserve our learning experience in the face of unavoidable absences, you will not earn points for attending classes but instead will lose points if you miss (unexcused) classes this term. You will lose one point off your participation total (of 10 points).

Criterion 2: Participation (25%). Participation is a critical aspect of students' learning experience in a seminar. In Seminar, the majority of time is devoted to discussion and student participation. Seminar classes hone students' presentation and critical thinking skills, and they provide opportunities to apply learning. You cannot gain the benefits offered by a seminar course by simply attending and doing nothing else. Therefore, you must engage in some sort of participation, even if it is difficult for you.

You can earn up to 25 total points across the semester (up to 3 points a class) by engaging in some form of substantive comment. Why a maximum of 3 points per class? Because if you dominate the discussion, (a) we won't have a plurality of voices to learn from and (b) others won't have a chance to earn these participation points. There are 6 weeks and 12 days available to earn up to 25 points, so even if you don't participate every class, or earn 3 every class, you can still get 100%.

A substantive comment adds to the complexity and value of class discussions – it adds content, rather than simply adding empty words. The opposite of a substantive comment is saying something like “that's interesting” or “agreed”. The more substantive comment would be saying something more like the following (non-comprehensive) examples:

1. “that's interesting because [specific thoughts that further the discussion]”
2. “I was thinking about X [specific thoughts that further the discussion or start a new one] as I was doing the readings this week”
3. “I thought that Article X was deeply flawed due to its premise/methods/whatever”
4. “I think we're getting off track and would like to remind us of where we were, and add my own thoughts to the conversation [then remind us and add your thoughts]”.

Talking about your own personal experience (“anecdotal evidence”) is good too, but unless you have related your own personal experience to the topic at hand in a theoretically interesting and/or empirically relevant manner, then your personal experience, while surely interesting, has not furthered the conversation, and therefore will not earn you points. Finally, it is not a bad thing if you make non-substantive comments such as “I agree”, because those types of comments offer support to your fellow students. However, you cannot earn points for those.

Types of Participation

In-Class Discussion (@25 possible points): The usual way to participate is to engage in class discussion. Though the professor will, of course, do some of the talking, it is expected that students do at least as much talking as the professor – preferably more. You can earn all 25 of the possible participation points simply by showing up prepared and making substantive comments during class time (whether during DrH's lectures or during open discussion time).

** If you have difficulty speaking up in class and would like to find a way to get over it (trust me, this is possible!) then please contact me for help figuring out how to feel comfortable speaking up in class. Participation is easiest early in term, so start early, even if you feel shy about it. Do not wait until midway through the term to ask for help! Ask for help the first week so that we can maximize your learning experience in this course.

Other Options (@only 18 possible points): You can earn some of your participation points without coming to class if you get sick, and without speaking up if you find speaking up horrifying. You can earn up to 18 of your 25 participation points (72%) by doing some combination of these things very well and on time. Please understand that because speaking up in class is so critical to a seminar's success, I cannot make these alternatives worth all 25 participation points.

Before Class (this should be part of your class prep anyway) --

Annotate (@18 possible points): Annotate at least two of the assigned readings each class (unless there is only one reading that class). You can earn up to 3 "all or nothing" points per class (1 point per substantive annotation), as long as they exist across at least 2 of the assigned readings (if there are 2 or more readings that class; otherwise, annotations in the same article can earn your 3 points). (1 point per substantive annotation).

Your annotations must illustrate that you are carefully studying and thinking about the readings. Good annotations (think of these as substantive comments) include, but are not limited to:

1. Questions you ask and also attempt to answer (speculate!).
2. Connections you make with lectures or other readings or even current events.
3. Critiques of any aspect of the article, including its basic premise, methods, results, or conclusions.

They are due BEFORE CLASS (late submissions will not earn points).

Post An Annotated Article (@18 possible points): Add to the content of the course by posting a primary source article relevant to the class's topic and telling the class about that article on the Quercus discussion forum dedicated to this activity. Your blurb to the class should highlight your article's take-home message and its relevance to the current topic and/or earlier parts of the course. You can earn up to 2 points per post (1 for finding a relevant article and 1 for accompanying blurb).

You must do all of this by SUNDAY BEFORE CLASS it relates to (late submissions will not earn points).

Pre-Class Discussion (@18 possible points): Add to the content of the course commenting on posts by your classmates and adding your thoughts to the relevant discussion forum. You can only engage in this particular task if some other student has posted an article for you to comment on, so don't count on this opportunity coming up on any given week!

Respond to up to 3 annotations made by your classmates, before the class it relates to (late submissions will not earn points).

After Class:

Post-Class Discussion (@18 possible points): Add to the content of the course by commenting on previous class and adding your thoughts to the relevant discussion forum. Up to 3 substantive comments made after the relevant class it relates to and before the next class. (late submissions will not earn points).

Workshop/Presentation Weeks:

Review/Feedback (@6 points): Be helpful to your classmates by doing peer reviews of their capstone infographic and presentation in the form of two stars and a wish. For each of these weeks, pick 3 presentations from your peers and give them good, helpful, constructive feedback in the form of two substantive comment/elements that worked particularly well in their infographic and/or oral presentation and one wish that you would have liked to see that would have added to the poster or presentation.

Criterion 3: Capstone Assignment (65%). You will explore a psychology of self topic of your choosing. This topic must have the potential for some sort of practical (real-world) application (examples: world peace, covid-19, future pandemics, environmental issues, prejudice, politics, personal wellbeing, cross-cultural cooperation ... etc.). If your topic was already covered in class, then your assignment must go well beyond whatever we discussed.

You must refer to 5-10 novel (not assigned in class or discussed in lectures) primary source articles in your paper. At least 4 of your articles must describe research (“empirical articles”); only 1 of your articles can be a theoretical discussion (e.g., a review paper or meta-analysis) of the topic of interest. Webpages are not primary source articles and cannot be used for this assignment.

Your capstone assignment includes three main components: an argumentative paper (30%), an infographic poster (20%) and an in-class presentation/summary (10%) each of which flows from the last and is based on your thesis statement.

For your paper, use this resource. You are writing, in essence, an argumentative paper. I recommend the canva app for creating your infographic (though any app is fine with me).

Argumentative Paper Steps

(1) Come up with a question you’d like your paper to answer. This question must be specific, ask about some specific phenomenon of interest to you. Later you will be turning this into a thesis statement, so keep that in mind. In 100-200 words, ask the question and explain how the question is relevant to some real-world problem (1 point). Please do this without referring to the empirical literature (which you address in step 2). As with most other aspects of the course, each point is an “all or nothing point” – you must show thoughtfulness to earn your point.

(2) Submit an Annotated Bibliography in APA 7 style. An annotated bibliography is an organized list of sources (like a reference list). It differs from a straightforward bibliography in that each reference is followed by a paragraph length annotation, usually 100–200 words in length. Depending on the type of reference, it might have all or some of these different purposes: Provide a literature review on a particular subject; Help to formulate your thesis on the subject; Demonstrate the research you have performed on a particular subject; Provide examples of major sources of information available on a topic; Describe items that other researchers may find of interest on a topic. 2 points.

(3) Submit a short version of your final paper about 1 page in “Hamburger Paragraph” Style. 2 points.

(4) Submit Paper. Your paper must be double-spaced, with 1” margins, and in a normal (Calibri, Times New Roman, or similar) 12-point font. Length is about 6 pages. The paper is worth 30 points. (See rubric and instructions)

Infographic Poster Requirements

Your infographic should describe the take-home message of your written component in language and images suitable to a general public audience (laypeople with no relevant scientific training, so avoid science jargon) but still include the science! Remember, your project is meant to address a specific problem, and so your infographic must do the same. Must include thesis statement, arguments, and a summary conclusion. Points will be available for particularly attractive and effective infographics.

In-Class Presentation (Poster Conference!)

This will hopefully feel more casual with coffee/tea/cookies. The essence of your thesis statement, arguments, and conclusions in both a 30 second summary and a longer (max 5 min) that includes more description of research. Must include thesis statement, arguments, and a summary conclusion.