

COURSE OUTLINE

1. GENERAL INFORMATION

LECTURER	D. STAMATOPOULOU		
SEMESTER (fall/spring)	fall		
SCHOOL	PHILOSOPHY		
DEPARTMENT	PHILOSOPHY AND SOCIAL STUDIES		
LEVEL	undergraduate		
COURSE CODE	KΨB082	SEMESTER OF STUDIES (1-8)	
COURSE TITLE	SELF AND CULTURE: self orientations		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY LECTURE HOURS	ECTS CREDITS
		3	5
COURSE CLASSIFICATION	Advanced		
COURSE TYPE	Lecturing		
TEACHING COMPETENCE COURSE			
PREREQUISITES	Advanced level (introductory lessons) Good knowledge of English		
TEACHING AND EXAMINATION LANGUAGE	Greek		
AVAILABLE FOR ERASMUS STUDENTS	yes		
COURSE URL			

2. LEARNING OUTCOMES

The goals of the lesson will be accomplished through participation in class discussion, work on a couple of assignments, and, most substantively, in a substantive, original paper that you will work on all semester or final exams.

In order to: 1) gain an understanding of selective but central concepts in defining self, identity and culture; 2) develop expertise in a specific domain of interest related to self and identity; 3) explore new theoretical and/or research ideas; 4) improve your scholarly writing skills; 5) gain experience reviewing papers; and 6) gain experience revising manuscripts and “submitting” them.

COURSE OBJECTIVES

The primary objective of the course is to help students to think through and discuss the questions and assumptions set in the course, so to come away with an informed opinion about each of them. The discussions will be based on readings, but the goal is to synthesize, to gain a meta-understanding of the positions and the problems they raise, and to practice, as a group, deconstructing and constructing the arguments that underpin these positions and problems.

3. COURSE CONTENT

The central questions of this course are “What is a Self Identity?” and “How does a Self function?” There are three frameworks that shape the thematic organization of the course: the philosophical on culture and the mind, the social psychological, and related theoretical and empirical work on emotions that inform the current understanding of the self. I have organized the course around these axes, and the questions and assumptions they imply:

Question 1: What is a Self?

Reflexivity – we are the object of our own awareness

1. Is the self a concept? Models of the Self
2. Is the self a dialogue? Facets, Temporality and culture
3. Is the self knowable? Biases and Breakdowns and different cultural cognitive styles
4. Is the self an implicit affective sense? Implications

Question 2: How does a Self function?

Constancy – we maintain and protect a sense of self over time

5. What am I without a narrative? The Role of Memory
6. What am I without my desires? Self-Regulation, emotions and culture

Relativity – we develop and are shaped through others

7. How do I know that I am not you? Development of the Self
8. How do the people I am close to shape me? Social Construction of the Self

9. How does my culture affect me?
- a. Patterns of Identity: Culture and self-construals
 - b. Patterns of Identity: Personal Transformations

4. TEACHING AND ASSESSMENT METHODS

TEACHING METHOD	Lecture-- a discussion-based course	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes	
COURSE STRUCTURE	ACTIVITIES	SEMESTER WORKLOAD
	Presentation of the core ideas on self, identity, culture and emotion.	40%
	For each substantive session of the course, several students will be asked to come prepared with a “seed” question that they will turn in to prompt discussion..	20%
	Review assignment, early in the semester, will involve looking at an already published paper of students choice, but related to issues of self and identity. Students should choose a paper that seems interesting to them and relevant to the topic they will use in their final essay.	40%
	TOTAL	100
ASSESSMENT METHOD	Participation in the review assignment 30%	
	Final essay or exams 70%	

	<ul style="list-style-type: none"> • In case of essays: The paper should fit one of three forms. 1) An argument with full literature review, (2) An argument with brief literature review and well developed proposal for a study, or (3) An analysis of archival data with supporting argument and literature review.
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5. RECOMMENDED READING

Baumeister, R. F. (1998). The Self. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The Handbook of Social Psychology, Volume 1, Fourth Edition*. New York, NY: McGraw Hill.

Baars, B. J. (1988). Self as the dominant context of experience and action. *A Cognitive Theory of Consciousness*. **Chapter 9, p. 88.**

Adams, G., & Markus, H. R. (2001). Culture as patterns: An alternative approach to the problem of reification. *Culture and Psychology, 7, 3*, 283-296.

Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.

Cohen, D., & Gunz, A. (2002). As seen by the other...: Perspectives on the self in the memories and emotional perceptions of Easterners and Westerners. *Psychological Science, 13, 1*, 55-59.

Kashima, Y., Kokubo, T., Kashima, E. S., Boxall, D., Yamaguchi, S. Macrae, K. (2004). Culture and Self: Are there within-culture differences in self between metropolitan areas and regional cities? *Personality and Social Psychology Bulletin, 30*, 816-823.

Operario, D. & Fiske, S.(2001). Ethnic identity moderates perceptions of prejudice: Judgments of personal versus group discrimination and subtle versus blatant bias. *Personality & Social Psychology Bulletin, 27*, 550-561.

Suh, E. M. (2000). Self, the hyphen between culture and subjective well-being. In E. Diener & E. M. Suh (Eds.), *Culture and subjective well-being*. Cambridge, MA: MIT Press. 63-86.

Markus, H.R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 224–253.

Matsumoto, D. (1999). Culture and self: An empirical assessment of Markus and Kitayama's theory of independent and interdependent self-construal. *Asian Journal of Social Psychology, 2*, 289–310.

Sedikides, C., Gaertner, L., and O'Mara, E. M. (2011). Individual self, relational self, collective self: hierarchical ordering of the tripartite self. *Psychol. Stud. 56*, 98–107. doi: 10.1007/s12646-011-0059-0.

Nisbett, R. (2007). A psychological perspective: cultural psychology—past, present, and future, In Kitayama, S. & Cohen, D. (Eds.) *Handbook of Cultural Psychology*. (pp 837- 844). NY: Guilford Press.

Uskul, A., Cross, S., Gunsoy, C., & Gul, P. (2019). Cultures of honor. In S. Kitayama & D. Cohen (Eds.), *Handbook of cultural psychology* (pp. 793-821). New York: The Guilford Press.

Triandis, H. (2007). Culture and psychology: A history of the study of their relationship. In Kitayama, S. & Cohen, D. (Eds.) *Handbook of Cultural Psychology* (pp 59-76). NY: Guilford Press.