Purpose of the Course/Overview
This advanced graduate seminar will provide students with a broad overview of current topics in social cognition and self theory. Through in-depth discussion of selected readings, seminar participants will learn about the dynamic field of social cognition and how it relates to self/identity and various socialization processes. This area “bridges” both developmental and social psychology, but has clear implications for clinical, biobehavioral, and non-psychology students as well. We will focus on a variety of empirical and theoretical readings, from traditional social cognitive and self perspectives to more recent work on individual characteristics and socialization processes.

Course Objectives
After completing this course, participants should be familiar with the basic principles underlying each of the topics listed in the syllabus. More specifically, participants should be able to integrate, critically evaluate, and apply current theoretical and empirical knowledge in the areas of self and identity formation, inter-group process, and/or broader social cognitive processes.

Course Format
- **Readings** – Required readings are available for photocopying in the Psych 1 “photocopying nook” in John Dewey Hall (look for our course box). Since we only meet once per week, these readings should be thought of as appropriate for an entire week’s worth of content (which would typically be broken into two sessions). Selected supplemental course readings will also be available in our course box. If you are interested in others, check with me b/c I may have a copy of the reading. Course readings have been selected to be informative AND interesting. **Seminar participants must be sure to complete the required readings before coming to class.**

- **Meetings** - Each meeting time, the instructor will provide a background summary (or related discussion) of the topic(s) for that day. Subsequently, a student facilitator will present a brief overview (2-3 sentences) of the required readings for that day and will lead discussion on the topic.
• **Discussion questions** - Each meeting time, all seminar participants are expected to turn in 2-3 questions that they had about the readings. These questions should be conceptual in nature, but they can also be a request for the instructor to clarify material. Please hand in discussion questions at the end of class, as you may wish to refer to them for class discussion. *Examples of appropriate vs. inappropriate questions*

• **Discussion papers** – **Twice** during the semester, seminar participants will hand in a 3-5 page (double spaced) thought paper on the readings for that day. Students will turn in one of these papers for the class that they facilitate, and one for a class of their choice. The papers should be organized around any or all of the following issues: fleshing out intriguing ideas, theoretical points, or empirical findings; pointing out and discussing inconsistencies in the assigned readings or extant literature base; and highlighting limitations and/or future research directions that could be useful. Please hand in discussion papers by the end of class on the day we discuss that topic.

• **Final papers** – Seminar participants will write a final paper, selecting from a range of questions that I will provide near the end of the semester. The purpose of this paper is to summarize, critically evaluate, and integrate the literature covered during the seminar.

• **Links between course material and societal issues** – Seminar participants are encouraged to bring in newspaper clippings, internet articles, etc. that relate to the topics we cover in class, as they can offer insight into how well our theory and research fit with what’s going on in the “real world.”

**Course Evaluation:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance &amp; Discussion:</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Papers (2):</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper:</td>
<td>40%</td>
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</tbody>
</table>
PSYCHOLOGY 380: SOCIAL COGNITION, SELF, & SOCIALIZATION
Tentative Schedule of Topics and Readings

I. Core Principles

8/28 Introduction: What is “social cognition?”


Supplemental:


9/4 HOLIDAY

9/11 Self "versus" Other in the Context of Relationships


Supplemental:

9/18 Developmental Perspectives on the Self


Supplemental:


9/25 Social and Personality Perspectives on the Self


Supplemental:


10/2  

*Identity Formation*


Deaux et al. article

Supplemental:  


II.  

*“Individual” Characteristics as Moderators*

10/9  

*Class*


Supplemental:


10/16 Race/Ethnicity


Current directions paper


Supplemental:


10/23 Gender


Supplemental:


### III. Socialization Processes

10/30  *Gender Socialization*


Supplemental:


Rose article – Psych Bulletin

11/?  *Achievement Socialization*


Supplemental:


11/13 Development of Inter-Group Cognitions


Supplemental:


11/20 HOLIDAY

11/27 Development of Sexual Orientation/Identity


Supplemental:


*Journal of Adolescence*: Special issue on gay, lesbian and bisexual youth (selected articles)

12/4  *Romantic Relationships*


Supplemental:

