# The self in social context

PSYC W3690

Fall 2016
Schermerhorn 405
Wednesday 6:10PM- 8:00PM

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Office hours: by appointment
232 Horace Mann

I.   Bulletin description
II.   Full course description
III.   Rationale for offering this course
IV.   Weekly topics and reading list
V.   Course requirements and grading
VI.   Course policies
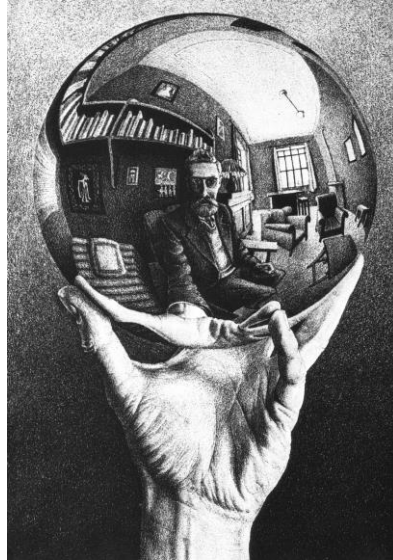
M.C. Escher, 1935, Hand with reflecting sphere

I. BULLETIN DESCRIPTION

Prerequisites: Science of Psychology (W1001) or Mind, Brain and Behavior (W1010) or the equivalent, plus the instructor's permission.

This course centers on understanding the self embedded in the social context. We will integrate knowledge from various areas of psychology (developmental, cognitive, social cognition) with a main focus in social psychology. This course will provide the opportunity to gain an understanding of research in the following areas: the development of self in a social context, the relationship between the self and the broader socio-cultural context, the impact of self-involvement on social/cognitive processes, and contemporary research on individual differences.

II. FULL COURSE DESCRIPTION

Course Mission Statement:
  The aim of "The self in social context" is not only to understand your personal concept of self, but in fact to allow you to discover what the concept of self is, how it develops and what cognitive and emotional consequences are associated with the idea of self. The course will provide surprising insights about basic psychological phenomena centering on the topic of self.

This course provides a review of the central concept in the lives of even the most altruistic of us: the self. We begin the course by considering the definition of self and review a set of select topics on its ontogenetic development. As a second topic, we address the ways in which the self is affected by being embedded in a hierarchical social context where resources are shared with other people. In this section

we examine the dynamics and cues of social dominance and perceived control. Further, we address the ways in which making free choices, and thus exercising one's control, affects future preferences and well being. Finally, we learn about the interpersonal socio-cognitive theory of the self. In the third section of the course, we focus on the biases that self-involvement creates, for better or for worse. Specifically, we examine the effects of self-involvement on value, memory, and predictions about the future (optimism bias). In the fourth and final section of the course, we explore the concept of personality as it is studied using modern approaches to individual differences. In explaining individual differences in behavior, these approaches incorporate both the influence and characteristics of the situation a person is in as well as the characteristics of that person. As examples of modern individual differences research, we will discuss self-discrepancy theory, its applications, and the concept of resilience.

III. RATIONALE FOR OFFERING THIS COURSE

The notion of self in the social context is so ubiquitous and implicit in everyday activities that people rarely give it deliberate and analytical consideration in day-to-day life. In contrast to the folk-psychological intuitive sense of self of healthy adults, psychological science, through its many subdisciplines, applies rigorous experimental methods in order to analyze numerous phenomena centering on the issue of self. The course provides an interdisciplinary overview of topic-centered research, placing most emphasis on social psychology research. This advanced seminar also adds to the offerings in social development and fulfills the Group III - social/personality/abnormal requirement for the major helping to offset a shortage of seminars in this area.

DEGREE REQUIREMENTS

• For the Psychology major or concentration in the College and in G. S., for the Psychology minor in Engineering, and for the Psychology Postbac Certificate, PSYC W3690 meets the Group III (Social, Personality, and Abnormal) distribution requirement.

• For the School of General Studies, PSYC W3690 will meet the social science requirement, provided that students obtain the necessary permissions and have taken the prerequisite psychology courses.

• For the Psychology Postbac Certificate, PSYC W3690 will fulfill the advanced seminar requirement.

 • For the Barnard Psychology major, PSYC W3690 will fulfill the senior seminar requirement.

COURSE GOALS
What are we trying to achieve?

Successful participation in this course will advance many of the program goals set out by the Columbia University Psychology Department (http://www.columbia.edu/cu/psychology/dept/ugrad/goals.html).

Completing readings and activities throughout this course will expand your knowledge in psychology and allow you to appropriately apply that knowledge to a real world problem. Through participation in class discussions, discussion moderation, and written assignments you will have the opportunity to develop your ability to think critically about research and draw conclusions from results of empirical studies. You will also be able to summarize literature on a topic that interests you and identify unanswered research questions.

Having successfully completed this course, you will be better able to write about research in psychology in a concise way while following appropriate APA guidelines. In addition, you will learn to skillfully use appropriate sources and media for literature searches.

The course aims to improve your understanding of research methods and quantitative literacy. To this end, you will serve as a discussion moderator and explicate empirical findings in this role. Discussion moderation is also a great way to enhance communication skills as they pertain to psychological research and theories.

WHO SHOULD TAKE THIS COURSE?
Am I ready for an advanced seminar?

This course is recommended for advanced undergraduate psychology majors or concentrators as well as neuroscience and behavior majors. Every effort will be made to accommodate all interested students, but the more senior students will be given preference if the class is full. An introductory psychology course is a prerequisite so that you understand the basic concepts in psychology. Ideally, you should also have a working understanding of research methods, which will make the readings a lot easier to understand. However, your most important qualification is interest in psychology and the topic of this course, so don't hesitate to apply to be in the seminar.

RESOURCES FOR READINGS AND ASSIGNMENTS

Throughout the course we will be reading actual scientific papers that can sometimes seem difficult and jargon-filled. This kind of text is often dense and written with an expert audience in mind. Therefore, it may take several hours to read and comprehend an empirical paper of only 10 pages.

In order to help you develop your skill in reading scientific empirical papers and reviews, I will provide you with several kinds of help throughout the course. The resources page on courseworks will give you links and advice that will help you with your readings and assignments. The introduction to the course will also include a brief tutorial on reading empirical papers in social psychology. In addition, feel free to email me with any questions related to the course or come to office hours. If you cannot make office hours due to scheduling conflicts, you can make an appointment via email for a different time. Finally, the extra credit project is designed to help the entire class with the readings by defining some of the scientific jargon found in the readings.
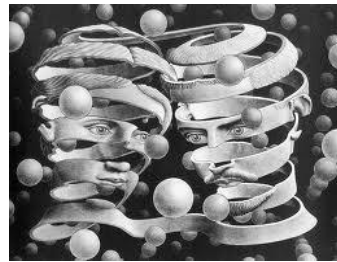
Week 1   Introduction
- Welcome! The road ahead…

- Introduction to the course, student introduction.
- Overview of class topics, readings, assignments and policies.
- "How to read scientific papers in psychology" tutorial given by the instructor.

I   CONSTRUCTING THE SOCIAL SELF

M. C. Escher, 1956, Bond of Union

Week 2   Defining the self
- Is "Know thyself" mission impossible?

Readings:
Klein, S. B. (2012). "What is the self?": Approaches to a very elusive question. *Social Cognition, 30*(4), 363-366.

Swann, W., Stein-Seroussi, A., & Giesler, B. (1992). Why people self-verify. *Journal of Personality and Social Psychology, 62*(3), 392-401.

Wilson, T. D. (2002). *Strangers to ourselves : discovering the adaptive unconscious*. Cambridge, Mass.: Belknap Press of Harvard University Press.[Selection: Chapter 9: , pp. 183-202]

Wheeler, S. C., DeMarree, K. G., & Petty, R. E. (2007). Understanding the role of the self in prime-to-behavior effects: The Active-Self account. *Personality and Social Psychology Review, 11*(3), 234-261.

Recommended reading:
Swann, W. B., & Buhrmester, M. D. (2012). Self as Functional Fiction. *Social Cognition, 30*(4), 415-430.

Week 3   Perceiving one's own and others' actions
- *Who is in charge of your actions and how do we figure that out? The question of who dunnit*

Readings:

Sebanz, N. (2007). The emergence of self: Sensing agency through joint action. *Journal of Consciousness Studies, 14, 1*(2), 234-251.

Wegner, D., & Sparrow, B. (2007). The puzzle of coaction. In D. Ross, D. Spurett, H. Kincaid & L. G. Stephens (Eds.), *Distributed cognition and the will: individual volition and social context* (pp. 15-37). Cambridge, MA: MIT Press.

Wegner, D. M., Sparrow, B., & Winerman, L. (2004). Vicarious agency: Experiencing control over the movements of others. *Journal of Personality and Social Psychology, 86*(6), 838-848.

Recommended readings:

Knoblich, G., & Sebanz, N. (2006). The social nature of perception and action. *Current Directions in Psychological Science, 15*(3), 99-104.

Wegner, D. M., Fuller, V. A., & Sparrow, B. (2003). Clever hands: Uncontrolled intelligence in facilitated communication. *Journal of Personality and Social Psychology, 85*(1), 5-19.

Week 4   Dialectic of self and other mind perception
- *The inextricable bond of "self" and "other"*

Readings:

Meltzoff, A. (2007). The 'like me' framework for recognizing and becoming an intentional agent. *Acta Psychologica, 124*(1), 26-43.

Meltzoff, A., & Brooks, R. (2008). Self-experience as a mechanism for learning about others: A training study in social cognition. *Developmental psychology, 44*(5), 1257-1265.

Taylor-Parker, S., Mitchell, R., & Boccia, M. (1994). Expanding dimensions of the self: Through the looking glass and beyond. In S. Taylor-Parker, R. Mitchell & M. Boccia (Eds.), *Self-Awareness in Animals and Humans: Developmental Perspectives* (pp. 3-19): Cambridge University Press Online.

Recommended reading:

Gopnik, A., & Meltzoff, A. (1994). Minds, bodies and persons: Young children's understanding of the self and others as reflected in imitation and theory of mind research. In S. Taylor-Parker, R. Mitchell & M. Boccia (Eds.), *Self-Awareness in Animals and Humans: Developmental Perspectives* (pp. 166-186): Cambridge University Press Online.

II THE SELF IN SOCIAL CONTEXT

Girl frisking policeman, Banksy

Week 5   Social cues to personal agency – power and control
                        - The story of the powerful and the powerless

Readings:

Smith, P., & Galinsky, A. (2010). The nonconscious nature of power: Cues and consequences. *Social and Personality Psychology Compass, 4*(10), 918–938.

Fast, N. J., Gruenfeld, D. H., Sivanathan, N., & Galinsky, A. D. (2009). Illusory control: A generative force behind power's far-reaching effects. *Psychological Science, 20*(4), 502-508.

Keltner, D., Gruenfeld, D., & Anderson, C. (2003). Power, approach, and inhibition. *Psychological Review, 110*(2), 265-284.

Inesi, M. E., Botti, S., Dubois, D., Rucker, D. D., & Galinsky, A. D. (2011). Power and choice: Their dynamic interplay in quenching the thirst for personal control. *Psychological Science, 22*(8), 1042-1048.

Recommended reading:

Haney, C.; Banks, C.; Zimbardo, P. (1973) Interpersonal dynamics in a simulated prison. *International Journal of Criminology & Penology*, 1(1), 69-97.

Week 6   The origin and perpetuation of personal preferences
                        –   *You are what you choose.*

Readings:

Festinger, L., & Carlsmith, J. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology, 58*, 203-210.

Bem, D. J. (1965). An experimental analysis of self-persuasion. *Journal of Experimental Social Psychology, 1*(3), 199-218.

Sharot, T., Velasquez, C., & Dolan, R. (2010). Do decisions shape preference? *Psychological Science, 20*(10), 1-5.

Sharot, S., Fleming, S., Yu, X., Koster, R., & Dolan, R. J. (2012). Is choice-induced preference change long lasting? *Psychological Science*. XX(X) 1-7 (available online first)

Snibbe, A. C., & Markus, H. R. (2005). You can't always get what you want: Educational attainment, agency, and choice. *Journal of Personality and Social Psychology, 88*(4), 703-720.

Recommended readings:

Albarracin, D., & Wyer, R. S. (2000). The cognitive impact of past behavior: Influences on beliefs, attitudes, and future behavioral decisions. *Journal of Personality and Social Psychology, 79*(1), 5-22.

Lieberman, M., Ochsner, K., Gilbert, D., & Schacter, D. (2001). Do amnesics exhibit cognitive dissonance reduction?: The role of explicit memory and attention in attitude change. *Psychological Science, 12*(2), 135-140.

Week 7   Making choices– health benefits of being in control
                            – *The rewards of being the king of your castle.*

Readings:

Anderson, C., Kraus, M. W., Galinsky, A. D., & Keltner, D. (2012). The local-ladder effect: social status and subjective well-being. *Psychological Science, 23*(7), 764-771.

Langer, E., & Rodin, J. (1976). Effects of choice and enhanced personal responsibility for aged - field experiment in an institutional setting. *Journal of Personality and Social Psychology, 34*(2), 191-198.

Lachman, M. E., & Weaver, S. L. (1998). The sense of control as a moderator of social class differences in health and well-being. *Journal of Personality and Social Psychology, 74*(3), 763-773.

Leotti, L. A., Iyengar, S. S., & Ochsner, K. N. (2010). Born to choose: the origins and value of the need for control. *Trends in Cognitive Sciences, 14*(10), 457-463.

Recommended reading:

Kuiper, N. A., Martin, R. A., Olinger, L. J., Kazarian, S. S., & Jette, J. L. (1998). Sense of humor, self-concept, and psychological well-being in psychiatric inpatients. *Humor-International Journal of Humor Research, 11*(4), 357-381.

Week 8   Relational self within and across cultures
                            - *What do significant others say about you?*

Readings:

Andersen, S.M., & Chen, S. (2002). The relational self: An interpersonal social-cognitive theory. *Psychological Review*, 109, 619-645.

Markus, H. R., & Kitayama, S. (1991). Culture and the self – implications for cognition, emotion and motivation. *Psychological Review, 98*(2), 224-253.

Kitayama, S., Markus, H. R., Matsumoto, H., & Norasakkunkit, V. (1997). Individual and collective processes in the construction of the self: Self-enhancement in the United States and self-criticism in Japan. *Journal of Personality and Social Psychology, 72*(6), 1245-1267.

Andersen, S.M., Miranda, R., & Edwards, T. (2001). When self-enhancement knows no bounds: Are past relationships with significant others at the heart of narcissism? *Psychological Inquiry*, 12, 197-202.

Recommended reading:

Berk, M.S., & Andersen, S.M. (2000). The impact of past relationships on interpersonal behavior: Behavioral confirmation in the social-cognitive process of transference. *Journal of Personality and*

Social Psychology, 79, 546-562.

III THE NON CONSCIOUS BIASES OF
        SELF-INVOLVEMENT

Week 9   The self and memory (self-reference and implicit self-esteem)
                    – *Why are some things more memorable than others?*

<u>Readings:</u>

Cunningham, S. J., Turk, D. J., Macdonald, L. M., & Macrae, C. N. (2008). Yours or mine?
    Ownership and memory. *Consciousness and Cognition, 17*(1), 312-318.

Kesebir, S., & Oishi, S. (2010). A spontaneous self-reference effect in memory: why some
    birthdays are harder to remember than others. *Psychological Science, 21*(10), 1525-1531.

Koole, S. L., Dijksterhuis, A., & Van Knippenberg, A. (2001). What's in a name: Implicit self-
    esteem and the automatic self. *Journal of Personality and Social Psychology, 80*(4), 669-685.

Nakao, T., Tokunaga, S., Takamura, M., Nashiwa, H., Hayashi, S., & Miyatani, M. (2012).
    Altruistic People Show No Self-Reference Effect in Memory. *Journal of General Psychology,
    139*(1), 29-41.

<u>Recommended reading:</u>

Pelham, B. W., Mirenberg, M. C., & Jones, J. T. (2002). Why Susie sells seashells by the
    seashore: Implicit egotism and major life decisions. *Journal of Personality and Social Psychology,
    82*(4), 469-487.

Klein, S. B. (2012). Self, memory, and the self-reference effect: An examination of conceptual and
    methodological issues. *Personality and Social Psychology Review, 16*(3), 283-300.

Week 10   Self and value (ownership and free choice)
                    – *The Midas' touch of self: When "it" becomes "mine"*

<u>Readings:</u>

Langer, E. (1975). The illusion of control. *Journal of Personality and Social Psychology, 32*(2), 311-
    328.

Kahneman, D., Knetsch, J. L., & Thaler, R. H. (1990). Experimental tests of the endowment
    effect and the Coase theorem. *Journal of political Economy, 98*(6), 1325-1348.

Mochon, D., Norton, M.I. & Ariely, D., Bolstering and restoring feelings of competence via the
    IKEA Effect, *International Journal of Research in Marketing* (2012), accepted manuscript 1-36 doi:
    10.1016/j.ijresmar.2012.05.001

Recommended reading:

Lakshminaryanan, V., Chen, M. K., & Santos, L. R. (2008). Endowment effect in capuchin monkeys. *Philosophical Transactions of the Royal Society - Biological Sciences, 363*(1511), 3837-3844.

Week 11   Optimism Bias

 – *La self en rose: Is it right to be optimistically wrong?*

Readings:

Sharot, T., Korn, C. W., & Dolan, R. J. (2011). How unrealistic optimism is maintained in the face of reality. *Nature Neuroscience, 14*(11), 1475-1479.

Massey, C., Simmons, J. P., & Armor, D. A. (2011). Hope over experience: Desirability and the persistence of optimism. *Psychological Science, 22*(2), 274-281.

Armor, D. A., Massey, C., & Sackett, A. M. (2008). Prescribed optimism - Is it right to be wrong about the future? *Psychological Science, 19*(4), 329-331.

Campbell, K. W., & Sedikides, C. (1999). Self-threat magnifies the self-serving bias: a meta-analytic integration. *Review of General Psychology, 3*(1), 23-43.

Recommended reading:

Taylor, S., Lerner, R. Sherman, D., Sage,R., McDowell, N. (2003) Portrait of the self-enhancer: Well adjusted and well liked or maladjusted and friendless? *Personality Processes and Individual Differences*, 84, 1,165–176.

vanDellen, M. R., Campbell, W. K., Hoyle, R. H., & Bradfield, E. K. (2011). Compensating, resisting, and breaking: A meta-analytic examination of reactions to self-esteem threat. *Personality and Social Psychology Review, 15*(1), 51-74.

IV MODERN APPROACHES TO PERSONALITY
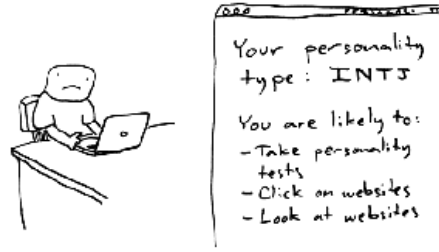
Week 12   Personality in context
- Personality mythbuster 101

Readings[1]:

Mischel, W. (2004). Toward an integrative science of the person. *Annual Reviews, 55*, 1-22.

McAdams, D. P. & Olson, B. D. (2010). Personality development: Continuity and change over the life course. *Annual Review of Psychology*, 61, 517-542.

Shackman, J.E., Shackman, A.J., and Pollak, S.D. (2007). Physical abuse amplifies attention to threat and increases anxiety in children. *Emotion*, 7, 838-852.

Recommended reading:

Mischel, W., & Shoda, Y. (1998). Reconciling processing dynamics and personality dispositions. *Annual Review of Psychology, 49*, 229-258.

Week 13   Self-discrepancy theory: ideals and oughts
- Ideally I'd like to be a ….., but my duty is to be a ……

Readings:

Higgins, E. T.; Bond, R. N.; Klein, R.; Strauman, T. (1986) Self-discrepancies and emotional vulnerability: How magnitude, accessibility, and type of discrepancy influence affect. *Journal of Personality and Social Psychology*, 51(1), 5-15.

Moretti, M. Higgins, E. T. (1990) Relating self-discrepancy to self-esteem: The contribution of discrepancy beyond actual-self rating, *Journal of Experimental Social Psychology*, 26 (2),108–123

Spalding, L. R., & Hardin, C. D. (1999). Unconscious unease and self-handicapping: Behavioral consequences of individual differences in implicit and explicit self-esteem. *Psychological Science, 10*(6), 535-539.

Higgins, E. T., Roney, C. J. R., Crowe, E., & Hymes, C. (1994). Ideal versus ought predilections for approach and avoidance - Distinct self-regulatory systems. *Journal of Personality and Social Psychology, 66*(2), 276-286.

Recommended reading:

Bizman, A., Yinon, Y., & Krotman, S. (2001). Group-based emotional distress: An extension of self-discrepancy theory. *Personality and Social Psychology Bulletin, 27*(10), 1291-1300.

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[1] Read the two reviews first and then apply them to the finding described in the third reading (Friedman & Pollak, 2004).

Week 14   The self resisting adversity

> *- What doesn't kill you will make you stronger.   - Nieche*

Readings:

Seery, M. D. (2011). Resilience: A silver lining to experiencing adverse life events? *Current Directions in Psychological Science, 20*(6), 390-394.

Seligman, M. (1977). Reversing learned helplessness and depression. In P. Zimbardo (Ed.), *Psychology and Life* (11th ed.). Glenview, IL: Scott-Foresman.

Bonanno, G. A. (2004). Loss, trauma, and human resilience - Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist, 59*(1), 20-28.

V. Course requirements and grading

1. In class discussion participation   15%
2. Pre-class reaction papers   30%
3. Discussion moderation   15%
4. Final paper   40%

Extra credit: Decoding psychology jargon (5 entries minimum)

1. In class discussion participation

Quality of discussion contributions is important for your learning and that of your classmates. At the beginning of class each student will have the chance to tell the class what they think about the assigned readings.

Your comments should be based on the content of the readings, but may relate that content to broader issues. Particularly useful comments will address questions like the following:

     a. Are the conclusions justified by the methods and results used in the various experiments? What are the salient methodological issues?
     b. How do the findings you read about relate to other research in psychology?
     c. Are the results and conclusions discussed in the papers generalizable to all situations they purport to explain?
     d. How do the conclusions of the readings assigned for this discussion relate to what we have learned in other sessions in the course?

Meaningful examples of concepts discussed in class can include personal experiences that illustrate the research we read. If you'd like to offer such examples to class, make sure you connect the concept or finding in question with the example before doing so.

The purpose of the discussion is to further your understanding of the topic, so misunderstanding the material or misstating some facts will not be penalized. Instead, it will provide a good opportunity to understand the finer and more difficult points of the material. In other words, you should not fear that you will say something wrong as long as you are not saying it merely to introduce any comment at all. In fact, it is through both erroneous and accurate comments that you will learn to refine your conceptual understanding.

2. Reaction papers

After you have completed the assigned readings, you should write a concise reaction paper analyzing the readings. The format should be approximately two pages, double-spaced, 12pt font. Include your name and the week that the paper is written for in the paper and preferably in the file name (ex. Ljubica_Chatman_week1).
Good reaction papers will analyze the concepts brought up in the papers. Characteristics of quality content will include some of the following elements: What was found/theorized, how was it interpreted, how else could it be interpreted, and what are the implications of the finding/theory? The best papers will also integrate comments/topics across readings.

Reaction papers will be graded with a check minus, check or check plus and samples of good reaction papers will be made available on courseworks.

Reaction papers should be posted in the dropbox on courseworks by 10 AM of the Tuesday before the class they refer to.

3. Discussion moderation

Each student will be assigned one class that they will be responsible for moderating, likely with a classmate. You will be assigned to a particular class session/week according to your preferences and availability.

As a discussion moderator you will:
- Read the recommended reading and summarize it for the class during the first 10 minutes of the class. If the recommended reading is an empirical article, you will present the results and conclusions of the paper. What methods were used in the studies reported, what analyses were employed, what were the results, and what conclusions were made based on the findings? In the case that the recommended reading is a review paper, your presentation should include a discussion of what the argument of the review is and what are the unresolved issues where the research is inconclusive.
- Based on assigned readings, you will prepare five discussion questions, perhaps in collaboration with another discussion moderator if there are two moderators that week.

You are required to meet with me before discussion moderation. When there are two presenters for that week, we will meet together. We will meet during the week before your discussion moderation. Please bring a draft of your presentation of the recommended reading and a list of five or more discussion questions to be used to stimulate discussion in class. Due to the number of sessions and students, some sessions are likely to have two discussion moderators. In those cases, moderators will collaborate regarding discussion questions with my help . Two discussion moderators will both present within the 10 minute time at the beginning of class and specific assignments will be worked out when we meet before your discussion moderation. You will be given specific readings and assignments of approximately equal difficulty based on your topic preference.

4. Final paper

The main part of the paper will be a review of the scientific literature on a topic of your choosing approved by the instructor. The review should summarize the current research, synthesize and analyze existing research in order to suggest a new research question that remains unresolved. In order to refine your ideas and find the appropriate literature, I will be available to meet with you to help develop your idea and get you started with the literature review. The rest of the paper will add your personal contribution to the field. You will a) identify questions that have not been answered in the literature you reviewed and b) apply the findings you reviewed appropriately to address a real world issue. In other words, apply the knowledge gained in this review to resolve a real or hypothetical issue encountered in everyday life.

The format should be double-spaced, 12pt Times New Roman, and 14-16 pages in length (not including references).

Important dates:
- meet with me by week 5 class date to discuss the topic of the paper
- create an outline and seed references and turn it in by the week 7 class date
- prepare the final draft and turn it in by week 12 class date
- turn in paper into electronic dropbox on courseworks by (time date exact folder)

Extra credit project:

Using [Google docs or discussion board on Courseworks TBD] this class will create a common resource: A list of explanations of psychological jargon found in the readings assigned for this course. Each explanation will be approximately a paragraph long. Examples will be posted online. The extra credit assignment will be used during the process of letter grade assignment and will potentially help those students whose grades are close to the next highest letter grade.

VI. CLASS POLICIES

Absenteeism policy:

I hope that you will look forward to class and never want to miss it. If you must miss a class please be sure to contact me as soon as possible so that we can make arrangements for you to make up the material that you missed. If your absence is due to medical or family emergencies, you will need to provide a dean's or doctor's note. Unexcused absences will lower your course grade.

Academic honesty policy:

It's likely that you will have so many ideas inspired by readings that cheating will never cross your mind. However, you should know that plagiarism will not be tolerated and is easily detectable. Please read the Columbia University Faculty Statement on Academic Integrity at www.college.columbia.edu/faculty/resourcesforinstructors/academicintegrity/statement and the Columbia University Undergraduate Guide to Academic Integrity which starts at https://www.college.columbia.edu/academics/integrity

Technology usage:

Technology usage for the purpose of improving the class and furthering our learning goals is allowed.

Assignment submission:

If you are unable to complete an assignment on time, please email me to request an extension, explaining your circumstances. For the final paper, half a letter grade will be deducted for each day after the submission date that I have not approved.

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This syllabus is subject to revision and all revisions will be posted on courseworks in a timely manner.