



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

UNDERSTANDING THE SELF Preliminaries

Course Title : **Understanding the Self**

No. of Units : **3 units**

Course Description:

The course deals with the nature of identity, as well as the factors and forces that affect the development and maintenance of personal identity.

The directive to Know Oneself has inspired countless and varied ways to comply. Among the questions that everyone has had to grapple with at one time or other is "Who am I?" At no other period is this question asked more urgently than in adolescence—traditionally believed to be a time of vulnerability and great possibilities. Issues of self and identity are among the most critical for the young.

This course is intended to facilitate the exploration of the issues and concerns regarding self and identity to arrive at a better understanding of one's self. It strives to meet this goal by stressing the integration of the personal with the academic—contextualizing matters discussed in the classroom and in the everyday experiences of students—making for better learning, generating a new appreciation for the learning process, and developing a more critical and reflective attitude while enabling them to manage and improve their selves to attain a better quality of life.

The course is divided into three major parts: The first part seeks to understand the construct of the self from various disciplinary perspectives: philosophy, sociology, anthropology, and psychology—as well as the more traditional division between the East and

West—each seeking to provide answers to the difficult but essential question of “What is the self?” And raising, among others, the question: “Is there even such a construct as the self?”

The second part explores some of the various aspects that make up the self, such as the biological and material up to and including the more recent Digital Self. The third and final part identifies three areas of concern for young students: learning, goal setting, and managing stress. It also provides for the more practical application of the concepts discussed in this course and enables them the hands-on experience of developing self-help plans for self-regulated learning, goal setting, and self care.

This course includes the mandatory topics on Family Planning and Population Education.

Learning Outcomes

At the end of the course, the students will be able to:

The Self From Various Perspectives

1. Discuss the different representations and conceptualizations of the self from various disciplinary perspectives
2. Compare and contrast how the self has been represented across different disciplines and perspectives
3. Examine the different influences, factors, and forces that shape the self
4. Demonstrate critical and reflective thought in analyzing the development of one’s self and identity by developing a theory of the self

Unpacking The Self

5. Explore the different aspects of self and identity
6. Demonstrate critical, reflective thought in integrating the various aspects of self and identity
7. Identify the different forces and institutions that impact the development of various aspects of self and identity
8. Examine one’s self against the different aspects of self discussed in class

Managing and Caring For The Self

9. Understand the theoretical underpinnings for how to manage and care for different aspects of the self
10. Acquire and hone new skills and learnings for better managing of one’s self and behaviors
11. Apply these new skills to one’s self and functioning for a better quality of life

Number of Hours: **3 hours every week for 18 weeks or 54 hours in a semester**

UNDERSTANDING THE SELF Learning Plan

Learning Outcome	Topic	Resources	Methodology	Assessment
<p>Introduction to Course</p>			<p>Class Activity: Getting to know me and you</p> <p>Class Discussion: Raising fundamental questions regarding the self</p> <p>Surfacing students' beliefs and concerns regarding the self</p> <p>Discussion of the mechanics of the course</p> <p>Introducing the requirements and integrative final paper</p>	
<p>1. The Self From Various Perspectives</p> <p>a. Discuss the different representations and conceptualizations of the self from various disciplinary</p>	<p>The Self From Various Perspectives</p> <p>a. Philosophy</p> <ul style="list-style-type: none"> • Socrates, Plato and Augustine to Descartes, Locke, Hume, Kant, Freud, Ryle, 	<p>Bandura, A. (1999). Social Cognitive Theory of Personality. In Pervin and John (eds) Handbook of Personality Theory and Research. 2nd ed. Guilford Press 134 – 194</p>	<p>The Self From Various Perspectives</p> <ul style="list-style-type: none"> • Lecture • Group discussions centering on similarities/differences of self representations and conceptualizations and the 	<ul style="list-style-type: none"> • Group write-up of quickie survey results • Individual submission of essay on self: How

<p>perspectives</p> <p>b. Examine the different influences, factors and forces that shape the self</p> <p>c. Compare and contrast how the self has been represented across the different disciplines and perspectives</p> <p>d. Demonstrate critical and reflective thought in analyzing the development of one's self and identity by developing a theory of the self</p>	<p>Churchland and Merleau-Ponty - all try to answer the question Who are you?</p> <p>b. Sociology</p> <ul style="list-style-type: none"> • The self as a product of modern society among other constructions • Mead and the social self <p>c. Anthropology</p> <ul style="list-style-type: none"> • The Self and person in contemporary anthropology • The self embedded in culture <p>d. Psychology</p> <ul style="list-style-type: none"> • The Self as a Cognitive Construction: - William James 	<p>Chafee, J. (2013) Who are you? Consciousness, Identity and the Self. In the Philosopher's Way: Thinking Critically about Profound Ideas. Pearson. 106 – 169.</p> <p>Csordas, T. (1999). Self and Person. In bode (ed). Psychological Anthropology. Praeger. 331 – 350</p> <p>Geertz, C. (1973). The Impact of the Concept of Culture and the Concept of Man. 33 – 54 and Person, Time and Conduct in Bali. 360 – 411. In The Interpretation of Culture. Basic Books.</p> <p>Harter, S. (1996). Historical Roots of Contemporary Issues Involving the Self Concept. In Bracken (ed) Handbook of Self Concept: Developmental, Social and</p>	<p>various identified influences</p> <ul style="list-style-type: none"> • Class project (quickie survey): How is self understood? • Class discussions and processing of survey results once data have been written up (see assessment) <p>Group Discussion: How is my self shaped and influenced by culture? (May be discussed at either or both the regional/ national levels)</p>	<p>do I understand my self? What led up to this self?</p> <p>Points will be given for group presentation</p>
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	<p>and the Me-Self; I-Self</p> <ul style="list-style-type: none"> - Global vs differentiated models - Real and Ideal self concepts - Multiple vs Unified selves - True vs False selves <p>• The Self as Proactive and Agentic</p> <p>e. The Self in Western and Oriental/Eastern Thought</p> <ul style="list-style-type: none"> • Individualistic vs Collective self • The Social Construction of the Self in Western thought • The Self as 	<p>Clinical Considerations. John Wiley & Sons Inc. 1 – 37.</p> <p>Johnson, T. (1985) The Western Concept of Self. In Marsella (ed) Culture and Self: Asian and Western Perspectives. Tavistock Publications. 91-138</p> <p>Lanuza, G. (2004). The Constitution of the Self. In David, R. (ed) Nation, Self and Citizenship: An invitation to Philippine Sociology. Anvil Publishing.</p> <p>Mead, GH (1972) Mind, Self and Society from the Standpoint of a Social Behaviorist. The University of Chicago Press</p> <p>Triandis (1989). The self and social behaviour in differing cultural contexts. Psychol. Rev. 96.3.506-520</p>	<p>Totoo ba? A Discussion: Is the Philippines really a collectivist society? Give examples and if true, how does this shape/impact our idea of Self?</p>	<p>Short paper on Real/Ideal Self and a discussion/assessment of any differences</p>
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	embedded in relationships and through spiritual development in Confucian thought	Wei-Ming, T. (1985). Selfhood and Otherness in Confucian Thought. In Marsella (ed). Culture and Self: Asian and Western Perspectives. Tavistock Publications. 231 – 251.		Three things I learned about myself from this topic*
<p>2. Unpacking The Self</p> <p>a. Explore the different aspects of self and identity</p> <p>b. Demonstrate critical, reflective thought in integrating the various aspects of self and identity</p> <p>c. Identify the different forces and institutions that impact the development of</p>	<p>Unpacking The Self</p> <p>a. THE PHYSICAL SELF: The self as impacted by the body</p> <ul style="list-style-type: none"> • The impact of culture on body image and self Esteem: The importance of beauty 	<p>Belk (2013). Extended Self in a Digital World. Journal of Consumer Research. 40. 3. 477 – 500</p> <p>Demello, M. (2014). Beautiful Bodies. Pp 173 – 188. And Fat and Thin Bodies. 189 – 205. In Body Studies: An Introduction. Routledge</p> <p>Demetrio, Fernando &</p>	<p>Unpacking The Self</p> <ul style="list-style-type: none"> • Lecture • Group discussion and presentation: Who is beautiful? Cultural conceptions and standards of beauty of face and body (If time permits, this may also be given as a quickie class survey) • Class may bring pictures of who is beautiful to begin discussion • Psychological Tests <ul style="list-style-type: none"> - Self esteem scale 	<ul style="list-style-type: none"> • Individual constructions of the personal self illustrating how the different aspects are situated relative to one another and the importance of each relative to the other

<p>various aspects of self and identity</p> <p>d. Examine one's self against the different aspects of self discussed in class</p>	<p>b. SEXUAL SELF</p> <ul style="list-style-type: none"> • Development of Secondary sex characteristics and the human reproductive system • Discussing the Erogenous Zones • Understanding the Human sexual response <p>The basic biology of sexual behavior</p> <p>Understanding the Chemistry of lust, love and attachment</p> <p>The Psychological aspect:</p> <p>What turns people on: the phases of sexual response</p> <ul style="list-style-type: none"> • The diversity of sexual behavior: solitary, heterosexual, 	<p>Zialcita. (1991). The soul, 95-97. One is not enough. 99-101. The Soul Book. GCF Books.</p> <p>Diokno, MS (1997). Becoming a Filipino Citizen. In Perspectives on Citizenship and Democracy. UP Third World Studies Center. 17 – 38</p> <p>Dittmer, H. (1992). The Individual Centered Approach: Material Possessions as Parts of the Extended Self. Pp. 41-64 and Possessions as Symbolic Expressions of Identity. Pp. 95-121 in The Social Psychology of Material Possessions: To Have is to Be? St. Martin's Press.</p> <p>Doronilla, ML (1997). An Overview of Filipino Perspectives on Democracy and</p>	<p>- Body esteem scale</p> <ul style="list-style-type: none"> • What do men and women find attractive: A class discussion • Tanungin si Dra: Totoo ba? Surfacing common beliefs and misconceptions regarding the body, sex, and sexuality • What does he want? (according to him/according to her). What does she want? (according to her/according to him): Comparing expectations • Usap tayo: A Discussion on Love, Sex, Relationships, and Family 	
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	<p>homosexual and bisexual, transsexual</p> <ul style="list-style-type: none"> Sexually transmitted diseases (STIs) Methods of Contraception (natural and artificial) <p>c. THE MATERIAL/ECONOMIC SELF:</p> <ul style="list-style-type: none"> I shop, therefore I Am: I have, therefore I am? Shaping the way we see ourselves: The role of consumer culture on our sense of self and identity <p>d. THE SPIRITUAL SELF: The practice of religion: belief in supernatural being and power</p>	<p>Citizenship. In Perspectives on Citizenship and Democracy. UP TWSC. 69 – 112</p> <p>Ellison et. Al. (2006). Managing Impressions online: Self presentation processes in the online dating environment. Journal of Computer Mediated Communication. 11. 415 – 441. Doi: 10.1111/j.1083-6101.2006.00020x</p> <p>Feldman, R. (2008) Understanding Psychology. 8th ed. McGraw Hill. Module 34: Understanding Human Sexual Response. 369-375; Module 35: Diversity of Sexual behavior. 379-385; Module 36: Sexual Difficulties. 389-391</p> <p>Fisher, H. (2004). Why We Love: The Nature and Chemistry of Romantic</p>	<ul style="list-style-type: none"> Lecture Class/group discussion on the role of mass media in shaping purchase behaviors: What makes an ad effective or ineffective? What affects my purchase behavior? My bag/wallet and me (an unobtrusive measure) <p>Class discussion: Listing of beliefs in spirits and the supernatural prevalent in the area</p>	<p>Paper on my most prized possession: What would I save first in any emergency and why?</p> <p>Paper: Me and My Favorite Things (what these are and what they say about me)</p> <p>Interview of Informant/s regarding most common rituals in locale, description, and the functions they serve</p>
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	<ul style="list-style-type: none"> • The concept of “dungan” - spirit or soul • Rituals and ceremonies: <ul style="list-style-type: none"> - The function of rituals - Rituals and ceremonies - Religion, Magic and Witchcraft • Finding and creating meaning <ul style="list-style-type: none"> - Three ways of discovering meaning in life e. THE POLITICAL SELF <ul style="list-style-type: none"> • Developing a Filipino Identity: Values, Traits, Community and Institutional factors • Establishing a democratic culture 	<p>Love. Chapter 3: Chemistry of Love. 51-76; Chapter 4: Web of Love: Lust, Love and Attachment. 77-98.</p> <p>Frankl, V. (1959) Man’s Search for Meaning: An Introduction to Logotherapy. Especially Part 2: Basic Concepts of Logotherapy. 149-210.</p> <p>Gibbs et. Al. (2006). Self Presentation in online personals: The role of anticipated future interactions, self disclosures and perceived success in internet dating. Communications Research. 33.2.152-172.</p> <p>Gonzales & Hancock (2010). Mirror, Mirror on my FB Wall: Effects of Exposure to FB on self esteem. Cyberpsychology, Behaviour and Social Networking. Doi: 10.1089/cyber.2009.0411</p>	<ul style="list-style-type: none"> • Lecture • Group discussion: Who is the Filipino? What makes a Filipino? • A Game: You know you’re Filipino if/when.... (Inspired by the book of the same title) • Lecture • Group discussion/sharing: My FB experiences • Quickie Survey: Who goes online and why? 	<p>Personal Essay: Reflections of Frankl’s ways of discovering meaning</p>
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	<p>f. THE DIGITAL SELF: Self and other in cyberspace</p> <ul style="list-style-type: none"> • I, me, myself and my user ID online identity • Selective self presentation and impression management • Impact of online Interactions on the self • Boundaries of the self online: private vs public; personal/ individual vs social identity online; gender and sexuality online 	<p>Haviland, et. al. (2007) Spirituality, Religion and the Supernatural. In the Essence of Anthropology. Thomson Wadsworth. 289-306.</p> <p>Kawada, M. (1996). Bayad sa Dili Naton Kaipon: A Visayan Ritual of Offering to the Spirits. In Ushijima & Zayas (eds). Binisaya Nga Kinabuhi (Visayan Life). Visayas Maritime Anthropological Studies. CSSP Publications. 213 – 240.</p> <p>Lugue & De Leon (2001). Textbook on Family Planning. Rex Printing.</p> <p>Magos, A. The Ideological Context of Ma-aram Practice in Mariit. In The Enduring Ma-aram Tradition: An ethnography of Kinaray-a Village in Antique. New Day Publishers. 46-62.</p>		
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		<p>Sosis, R. (2010). The Adaptive Value of Religious Ritual. In Angeloni (ed). Annual Editions: Anthropology 10/11. 33rd ed. McGraw Hill. 133-137.</p> <p>Stein & Stein (2011). Ritual. In the Anthropology of Religion, Magic and Witchcraft. Prentice Hall. 77-102.</p> <p>Walther (2007). Selective self presentation in computer mediated communication: Hyperpersonal dimensions of technology, language and cognition. Computers in Human Behavior. 23. 2538 – 2557.</p> <p>Wolfson (2010). The Chemistry and Chimera of Desire. http://www.healthline.com/healthy/what-is-desire</p> <p>Zialcita, F. (1997). Barriers</p>		
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		and Bridges to a Democratic Culture. In Perspectives on Citizenship and Democracy. UP TWSC. 39 - 68		
<p>3. Managing and Caring for the Self</p> <p>a. Understand the theoretical underpinnings for how to manage and care for different aspects of the self</p> <p>b. Acquire and hone new skills and learnings for better managing of one's self and behaviors</p> <p>c. Apply these new skills to one's self and functioning for a better quality of life</p>	<p>Managing and Caring for the Self</p> <p>a. Learning to be a better student</p> <ul style="list-style-type: none"> • What happens during learning? <p>Brain and behaviour changes</p> <ul style="list-style-type: none"> • Metacognition and study strategies • Managing your own learning: Self regulated learning <p>b. Setting goals for Success</p> <ul style="list-style-type: none"> • The importance of goals • Bandura's Self efficacy, Dweck's 	<p>J. Dunlosky, K.A. Rawson, E.J. Marsh, M.J. Nathan, & D.T. Willingham. (2013). Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology. Psychological Science in the Public Interest, 14(1), 4-58. Doi:10.1177/1529100612453266</p> <p>Locke, E. (2002). Setting Goals for Life and Happiness. In Snyder & Lopez (eds.) Handbook of Positive Psychology. Oxford University Press.</p>	<p>Managing and Caring for the Self</p> <ul style="list-style-type: none"> • Guided lecture and how-to demonstration: Examination of own study strategies and development of more effective study plans and strategies (self regulated learning program) • Answering the Metacognition Awareness Inventory • The Power of Habit at http://www.youtube.com/watch?v=4HofTwtPLfo • Guided lecture and how-to demonstration: Examination of goals (short and long term) as well as plans for accomplishing these • Clarifying goals and setting up a plan for the short term (for the semester) 	<ul style="list-style-type: none"> • Feedback report on initial implementation: what happened, problems encountered, etc. • Working of my Bad Habits (paper) • Feedback report on initial implementation of goals

	<p>Mindset (growth vs fixed)</p> <ul style="list-style-type: none"> • Locke's goal setting theory <p>c. Taking charge of one's health</p> <ul style="list-style-type: none"> • Stressors and responses • Sources of coping and strength • Stress and Filipinos: The social and cultural dimensions of stress • Taking care of the self: The need for self care and compassion 	<p>299 – 312</p> <p>Neff, K. (2012). The Science of Self Compassion. In Germer & Siegel (eds). Compassion and Wellness in Psychotherapy. NY. Guilford Press. 79-92. Or http://self-compassion.org/the-research</p> <p>Article of Michael Tan at http://pcij.org/stories/stress-and-the-filipino/</p> <p>Urda (1991) Achievement Goal Theory: Past Results, Future Directions. <i>Advances in Motivation and Achievement</i>. Vol. 10. 99 – 141.</p> <p>Zimmerman, B. (2002). Becoming Learner: Self-Regulated Overview. <i>Theory into Practice</i>, 41(2), 64 – 70. Doi:10.1207/s15430421tip4102_2</p>	<ul style="list-style-type: none"> • Answering the Test your Mindset Instrument at http://mindsetonline.com/testyourmindset/step1.php • Answering the Internal/External Motivation Scale and the Locus of Control Scale at http://www.psych.uncc.edu/pagoolka/LocusofControl-intro.htm • Guided lecture and how-to demonstration: Identifying personal stressors and usual coping • Identifying effective and ineffective coping responses • Developing a self care plan 	<ul style="list-style-type: none"> • Feedback on Implementation
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UNDERSTANDING THE SELF Course Map

GENERAL EDUCATION (G.E.) LEARNING OUTCOMES			
A. INTELLECTUAL COMPETENCIES (Knowledge)	The Self from Various Perspectives	Unpacking the Self	Managing and Caring for the Self
L			
1. Analyze "texts" (written, visual, oral, etc.) critically		X	
2. Demonstrate proficient and effective communication (writing, speaking, and use of new technologies)			X
3. Use basic concepts across the domains of knowledge	X	X	X
4. Demonstrate critical, analytical, and creative thinking	X	X	X
5. Apply different analytical modes in problem solving			X
P			
B. PERSONAL AND CIVIC COMPETENCIES (Values)			
1. Appreciate the complexity of the human condition	X	X	X
2. Interpret the human experience from various perspectives	X	X	
3. Examine the contemporary world from both Philippine and global perspectives	X	X	
4. Take responsibility for knowing and being Filipino	X	X	
5. Reflect critically on shared concerns	X	X	
6. Generate innovative practices and solutions guided by ethical standards			X
7. Make decisions based on moral norms and imperatives			X
8. Advocate respect for human rights	X	X	X

Legend:

L = Facilitates learning of the competencies (input is provided and competency is evaluated)

P = Allows student to practice competencies (no input but competency is evaluated)

O = Opportunity for development (no input or evaluation but there is opportunity to practice the competencies)

GENERAL EDUCATION (G.E.) LEARNING OUTCOMES			
C. PRACTICAL SKILLS (Skills)	The Self from Various Perspectives	Unpacking the Self	Managing and Caring for the Self
O			
1. Work effectively in a group	X	X	X
2. Apply computing tools to process information effectively			
3. Use current technology to assist and facilitate learning and research			X
4. Negotiate the world of technology responsibly		X	
5. Create solutions to problems in various fields			
6. Manage one's knowledge, skills, and values for responsible and productive living		X	X
7. Organize one's self for lifelong learning	X	X	X

Legend:

L = Facilitates learning of the competencies (input is provided and competency is evaluated)

P = Allows student to practice competencies (no input but competency is evaluated)

O = Opportunity for development (no input or evaluation but there is opportunity to practice the competencies)

UNDERSTANDING THE SELF Required Readings and Other Materials

- Bandura, A.** (1999). Social Cognitive Theory of Personality. In Pervin and John (eds) Handbook of Personality Theory and Research. 2nd ed. Guilford Press 134 – 194. (For the topic, The Self from Various Perspectives - The Self in Western and Oriental/Eastern Thought)
- Belk** (2013). Extended Self in a Digital World. *Journal of Consumer Research*. 40. 3. 477 – 500 (For the topic, Unpacking The Self - The Digital Self)
- Chafee, J. (2013)** Who are you? Consciousness, Identity and the Self. In the *Philosopher's Way: Thinking Critically about Profound Ideas*. Pearson. 106 – 169. (For the topic, The Self from Various Perspectives - Philosophy)
- Csordas, T.** (1999). Self and Person. In bode (ed). *Psychological Anthropology*. Praeger. 331 – 350 (For the topic, The Self from Various Perspectives - Anthropology)
- Demello, M.** (2014). Beautiful Bodies. Pp 173 – 188. And Fat and Thin Bodies. 189 – 205. In *Body Studies: An Introduction*. Routledge (For the topic, Unpacking the Self - The Physical Self)
- Demetrio, Fernando & Zialcita.** (1991). The soul, 95-97. One is not enough. 99-101. *The Soul Book*. GCF Books. (For the topic, Unpacking the Self - The Spiritual Self)
- Diokno, MS** (1997). Becoming a Filipino Citizen. In *Perspectives on Citizenship and Democracy*. UP Third World Studies Center. 17 – 38 (For the topic, Unpacking the Self - The Political Self)
- Dittmer, H.** The Individual Centered Approach: Material Possessions as Parts of the Extended Self. Pp. 41-64 and Possessions as Symbolic Expressions of Identity. Pp. 95-121 in *The Social Psychology of Material Possessions: To Have is to Be?* St. Martin's Press. (For the topic, Unpacking the Self - The Material/Economic Self)
- Doronilla, ML** (1997). An Overview of Filipino Perspectives on Democracy and Citizenship. In *Perspectives on Citizenship and Democracy*. UP TWSC. 69 – 112 (For the topic, Unpacking the Self - The Political Self)
- J. Dunlosky, K.A. Rawson, E.J. Marsh, M.J. Nathan, & D.T. Willingham.** (2013). Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology. *Psychological Science in the Public Interest*, 14(1), 4-58. Doi:10.1177/1529100612453266 (For the topic, Managing and Caring for the Self)
- Ellison et. Al.** (2006). Managing Impressions online: Self presentation processes in the online dating environment. *Journal of Computer Mediated Communication*. 11. 415 – 441. Doi: 10.1111/j.1083-6101.2006.00020x (For the topic, Unpacking the Self - The Digital Self)
- Feldman, R.** (2008) *Understanding Psychology*. 8th ed. McGraw Hill. Module 34: Understanding Human Sexual Response. 369-375; Module 35: Diversity of Sexual behavior. 379-385; Module 36: Sexual Difficulties. 389-391 (For the topic, Unpacking the Self - The Sexual Self)

- Fisher, H.** (2004). *Why We Love: The Nature and Chemistry of Romantic Love*. Chapter 3: Chemistry of Love. 51-76; Chapter 4: Web of Love: Lust, Love and Attachment. 77-98. (For the topic, Unpacking the Self - The Sexual Self)
- Frankl, V.** (1959) *Man's Search for Meaning: An Introduction to Logotherapy*. Especially Part 2: Basic Concepts of Logotherapy. 149-210. (For the topic, Unpacking the Self - The Spiritual Self)
- Geertz, C.** (1973). The Impact of the Concept of Culture and the Concept of Man. 33 – 54 and Person, Time and Conduct in Bali. 360 – 411. In *The Interpretation of Culture*. Basic Books. (For the topic, The Self From Various Perspectives - Anthropology)
- Gibbs et. Al.** (2006). Self Presentation in online personals: The role of anticipated future interactions, self disclosures and perceived success in internet dating. *Communications Research*. 33.2.152-172. (For the topic, Unpacking the Self - The Digital Self)
- Gonzales & Hancock** (2010). Mirror, Mirror on my FB Wall: Effects of Exposure to FB on self esteem. *Cyberpsychology, Behaviour and Social Networking*. Doi: 10.1089/cyber.2009.0411 (For the topic, Unpacking The Self - The Digital Self)
- Harter, S.** (1996). Historical Roots of Contemporary Issues Involving the Self Concept. In Bracken (ed) *Handbook of Self Concept: Developmental, Social and Clinical Considerations*. John Wiley & Sons Inc. 1 – 37. (For the topic, The Self From Various Perspectives - Psychology)
- Haviland, et. al.** (2007) Spirituality, Religion and the Supernatural. In *the Essence of Anthropology*. Thomson Wadsworth. 289-306. (For the topic, Unpacking the Self - The Spiritual Self)
- Johnson, T.** (1985) The Western Concept of Self. In Marsella (ed) *Culture and Self: Asian and Western Perspectives*. Tavistock Publications. 91-138 (For the topic, The Self from Various Perspectives - The Self in Western and Oriental/Eastern Thought)
- Kawada, M.** (1996). Bayad sa Dili Naton Kaipon: A Visayan Ritual of Offering to the Spirits. In Ushijima & Zayas (eds). *Binisaya Nga Kinabuhi (Visayan Life)*. Visayas Maritime Anthropological Studies. CSSP Publications. 213 – 240. (For the topic, Unpacking the Self - The Spiritual Self)
- Lanuza, G.** (2004). The Constitution of the Self. In David, R. (ed) *Nation, Self and Citizenship: An invitation to Philippine Sociology*. Anvil Publishing. (For the topic, The Self from Various Perspectives - Sociology)
- Locke, E.** (2002). Setting Goals for Life and Happiness. In Snyder & Lopez (eds.) *Handbook of Positive Psychology*. Oxford University Press. 299 – 312. (For the topic, Managing And Caring for the Self)
- Lugue & De Leon** (2001). *Textbook on Family Planning*. Rex Printing. (For the topic, Unpacking the Self - The Sexual Self)
- Magos, A.** The Ideological Context of Ma-aram Practice in Mariit. In *The Enduring Ma-aram Tradition: An ethnography of Kinaray-a Village in Antique*. New Day Publishers. 46-62. (For the topic, Unpacking the Self - The Spiritual Self)

- Mead, GH** (1972) *Mind, Self and Society from the Standpoint of a Social Behaviorist*. The University of Chicago Press
(For the topic, The Self from Various Perspectives - Sociology)
- Neff, K.** (2012). *The Science of Self Compassion*. In Germer & Siegel (eds). *Compassion and Wellness in Psychotherapy*. NY. Guilford Press. 79-92. Or <http://self-compassion.org/the-research> (For the topic, Managing and Caring for the Self)
- Sosis, R.** (2010). *The Adaptive Value of Religious Ritual*. In Angeloni (ed). *Annual Editions: Anthropology 10/11*. 33rd ed. McGraw Hill. 133-137. (For the topic, Unpacking the Self - The Spiritual Self)
- Stein & Stein** (2011). *Ritual*. In the *Anthropology of Religion, Magic and Witchcraft*. Prentice Hall. 77-102. (For the topic, Unpacking the Self - The Spiritual Self)
- Tan, Michael** article at <http://pcij.org/stories/stress-and-the-filipino/> (For the topic, Managing and Caring for the Self)
- Triandis** (1989). *The self and social behaviour in differing cultural contexts*. *Psychol. Rev.* 96.3.506-520 (For the topic, The Self from Various Perspectives - The Self in Western and Oriental/Eastern Thought)
- Urdan** (1991) *Achievement Goal Theory: Past Results, Future Directions*. *Advances in Motivation and Achievement*. Vol. 10. 99 – 141. (For the topic, Managing and Caring for the Self)
- Walther** (2007). *Selective self presentation in computer mediated communication: Hyperpersonal dimensions of technology, language and cognition*. *Computers in Human Behavior*. 23. 2538 – 2557. (For the topic, Unpacking the Self - The Digital Self)
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UNDERSTANDING THE SELF Notes to the Teacher

1. The activities such as the class/group discussions may be done prior to the lecture as a means of eliciting the personal experiences of the students which can then be used to begin as well as to enrich and contextualize the subsequent lecture/discussion. The discussions may be done in the middle of the lecture as a means of illustrating a particular theory or concept or even at the end to wrap up the topic and provide a good way of tying theory and experiences together.
2. The quikkie survey mentioned in the "Activities" section is a means by which the students actively participate in gathering data and in pooling together this data to understand the "pulse of the public" regarding a particular topic or issue. The teacher may pose the pertinent research question the meeting before so the results can be discussed during the class meeting or it can be assigned at the end of the topic and the results discussed at the next meeting.

Students may be formed into small groups and assigned a particular group/sector/population to focus on. For instance: in the topic concerning gender, one group can be asked to focus on young males, another can ask the research question of young females, a third group can focus on older men etc. In this manner, they collect data which may then be discussed against what is in current research, the assigned reading or what the students in class themselves believe.

3. The recommended assessment sources are the following:
 - Two (2) long examinations
 - Class attendance and participation in class activities. The latter will include not only recitations but engagement in activities such as the quikkie surveys and group discussions. This last may be evaluated by the teacher (eyeball), by the student him/herself and/or by the group.
 - Class demeanor may be seen as a subcategory of the above. This will include attentiveness and responsiveness during the lectures and activities, evidence of having come prepared for the class by doing the assignment/exercises and reading the reference/s beforehand, readiness to volunteer for activities, etc.
 - Submitted assignments, reactions/feedback papers, group work reports, etc.
 - Final integrative paper (which is discussed on the first day)
 - The activity of 3 Things I learned about myself which is part of the assessment activities of each topic is intended to help the students critically reflect on and internalize the learnings from the reading/s, and more importantly, from the

discussions and sharings in class and see how this may be appropriate to or relevant to their lives. At the end of the semester, the students may use this list to help them construct the final integrative paper.

4. There are various short psychology tests suggested as class activities. These tests may easily be downloaded from the identified sites by the students themselves or copies may be provided beforehand and answered in class. The scoring key as well as short interpretations will also be provided.

However, these tests (whether the items or the scores) are intended to serve as jump-off points for discussion and/or reflection by the students and should thus be treated as such.

5. As a bonus activity, students may be encouraged to keep a journal or to do journaling. This need not be an assigned assessment activity nor will it necessarily be graded. However, students should be encouraged to do so as journaling has been found to help develop self reflection and insight and may be regarded as a self assessment tool. (For students who already keep diaries or blogs, this should be a familiar activity.)

The teacher provides prompts for the entry, taking off from the topic for the day: ex. "The biggest influences on my life have been...." Students may or may not submit the journal at the end of the semester for evaluation or simply for comments by the teacher.

Aside from helping develop critical thinking (reacting to theories, concepts discussed), self reflection and insight, enabling the reduction of stress, and helping clarify thoughts and feelings, research studies have found that regular journaling promotes both physical and emotional health.

6. Should there not be enough time to cover all the topics in the module, the teacher has the option to select only one or two of the topics in Managing and Caring for the Self. Which topic/s to take (Study habits, Goals or Stress Management) may be determined by the perceived needs of or by the articulated choice of the students themselves.