

Human Development 4310
Mind, Self, and Emotion: Research Seminar
Spring 2010

Seminar session: Tuesdays & Thursdays 1:25-2:40pm

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Office hours: By appointment

Grading: Class participation and presentation: 30%
Research proposal: 40%
Empirical research: 30%

COURSE DESCRIPTION AND GOALS

- 1) If you are currently doing research or planning to do research in the near future on one of the three topics – memory, self, and emotion, then this course is right for you. We focus on one topic each year, and this year's topic is MEMORY. We will also discuss self and emotion in the context of memory. The class is structured in the way that each week we will discuss the readings in one class and discuss individual research projects in another.
- 2) We will approach the topics from a variety of perspectives and at multiple levels of analysis. We can think our "scale of observation" as occurring **within the person** (brain mechanisms, including genetics), **at the level of the person** (content--goals, beliefs, desires, etc.), and **between persons** (relationships, and group interaction--including culture).
- 3) One important goal of this course is to stimulate research ideas and to help you read and write thoughtfully and critically for the field of psychology. You will be encouraged to fully engage in the weekly readings. This will include critically assessing their theoretical and methodological strengths and weaknesses, making connections across the reading list, and proposing directions for future research. Based on these readings, you will generate your own research questions and submit a research proposal at the end of the semester.
- 4) Each student will give a presentation in class at the end of the semester about his/her project. For those who are currently doing independent research, collecting (pilot) data is encouraged.

5) As part of the course requirement, you will be conducting empirical research in one of the labs in HD or Psychology for 6 hours per week during the semester. The research activity is preferably related to the topics of this course. This experience will familiarize you with research processes, help you improve research skills and develop research ideas, and further prepare you for your independent project.

COURSE REQUIREMENTS AND GRADING

- **Participation and presentation: 30%**

First of all, **ATTENDANCE IS MANDATORY!** Unless it's an emergency, you should not miss a class. Anyone who cannot attend a class must let me know in advance. Additional work may be required to make up for a missing class.

FINISH THE ASSIGNED READINGS BEFORE CLASS. Criticisms, alternative interpretations of research findings, different perspectives, and integrative thinking are all welcome.

Remember, this class cannot be successful without a serious commitment from everyone. Your active participation is required and will make the course a more meaningful and engaging experience for us all. Differences of opinion will be respected and active debate will be encouraged.

- **Presentation:**

In addition to the project presentation at the end of the semester, each student will give one class presentation during the semester. The purpose of the presentation is to further facilitate your skills of critical reading, thinking, and discussion, and most importantly, to help you formulate initial questions for your Research Proposal. You can choose a topic you feel most interested in and give presentation in that class. The responsibilities of the presenter include 1) summarizing the major themes of each article; 2) formulating thoughtful questions concerning the theoretical and methodological issues addressed in the readings; and 3) assisting the professor in leading discussions.

- **Research proposal: 40%**

Over the semester, you will have interlinked assignments that provide a multiple step process to help you complete the Research proposal. **All these assignments are due in class on a specified date.**

Outline and Reference list (5%): This is the first step toward the completion of your Research proposal. It helps you construct a logical structure for your paper and aids you to integrate your readings later on. The outline should be in a traditional format, with a specific title and subtitles and adequate elaborations to indicate the scope and depth of your thinking on your topic. The Reference list should consist of no less than 15 citations in APA format. **Due on 2/23.**

First draft (10%): This draft is your first attempt at writing your paper. It could be a progress report of sorts, since you may not have all the information you wish to collect at this point. Also, this draft gives you some leeway to change avenues if you find the writing process taking you down exciting new paths you had not initially anticipated or intended to explore. However, this does not mean it is a "rough" draft. You must turn in a polished proposal (i.e., no spelling errors, incomplete sentences) at least 3 pages long, excluding references. **Due on 3/18.**

Second draft (10%): This draft should include changes derived from my comments obtained on the first draft, as well as additional sources, points, and further subtopics you may have decided to incorporate into your proposal. In addition, you should spell out in this draft the specific methods you plan to use to test your research question or hypothesis. It should be at least 8 pages long, excluding references. You will receive peer feedback on this draft which is intended as a way for you to obtain constructive critiques before completing the final version of your Proposal. **Note that peer feedback will not affect your grade.** The peer feedback reports will be conducted in class following the second draft due date. **Due on 4/20.**

Research proposal (15%): Your research proposal should consist of a thorough and critical review of the literature together with an original contribution, i.e., your interesting new theory or hypothesis and a detailed description of methodology. Generally, the proposal should be about 10 pages long, excluding references. The final Research proposal must be turned in on **5/11.**

- **Empirical research: 30%**

Evaluation of your performance in empirical research will be based on the quality of your work and the progress you make over the semester.

COURSE SCHEDULE/READINGS

Boyer, P., & Wertsch, J. V. (2009) (Eds.). *Memory in mind and culture*. Cambridge University Press. (MMC)

Empirical papers available on line at <http://www.library.cornell.edu/>

An additional set of readings will be developed for each student based on his/her research interest.

Week 1: Overview

Week 2: Memory and development

Ceci, S., Fitneva, S. A., & Williams, W. M. (in press). Representational constraints on the development of memory and metamemory: A developmental-representational Theory. *Psychological Review*.

Week 3: Autobiographical memory I

MMC, chapter 2

Baumeister, Roy F, Newman, Leonard S. (1994). How stories make sense of personal experiences: Motives that shape autobiographical narratives. *Personality and Social Psychology Bulletin*, 20(6), 676.

Week 4: Autobiographical memory II

MMC, chapter 3

MMC, chapter 4

Addis, D. R., Wong, A. T., & Schacter, D. L. (2008). Age-related changes in the episodic simulation of future events. *Psychological Science*, 19, 1, 33-41.

Week 5: Collective memory I

MMC, chapter 5

MMC, chapter 6

Sahdra, B. & Ross, M. (2007). Group identification and historical memory. *Personality and Social Psychology Bulletin*, 33, 3, 384-395.

Week 6: Collective memory II

MMC, chapter 7

MMC, chapter 8

Hirst, W., Phelps, E. A., et al. (2009). Long-term memory for the terrorist attack of September 11: Flashbulb memories, event memories, and the factors that influence their retention. *Journal of Experimental Psychology: General*, 138(2), 161-176.

Week 7: Memory and history

MMC, chapter 9

MMC, chapter 10

MMC, chapter 11

Week 8: Memory and culture

MMC, chapter 12
MMC, chapter 13

Brown, N., Lee, P., Krslak, M., Conrad, F., Hansen, T., Havelka, J., et al. (2009). Living in history: How war, terrorism, and natural disaster affect the organization of autobiographical memory. *Psychological Science*, 20(4), 399-405.

Week 9: More about memory

Rubin, D. (2005). A Basic-Systems Approach to Autobiographical Memory. *Current Directions in Psychological Science*, 14(2), 79-83.

Rubin, D., & Wenzel, A. (2005). Autobiographical Memory Tasks: Six Common Methods. Cognitive methods and their application to clinical research (pp. 215-217). Washington, DC US: American Psychological Association.

Kassam, K., Gilbert, D., Swencionis, J., & Wilson, T. (2009). Misconceptions of Memory: The Scooter Libby Effect. *Psychological Science*, 20(5), 551-552.

Week 10: Childhood memory

Bauer, P.J. (2007). *Remembering the times of our lives: Memory in infancy and beyond*. Mahwah, NJ: Erlbaum. Chapter 3, Infantile or Childhood Amnesia. (pp. 50-86).

Braun-LaTour, K., LaTour, M., & Zinkhan, G. (2007). Using childhood memories to gain insight into brand meaning. *Journal of Marketing*, 71, 45-60.

Week 11: Memory and psychopathology

Williams, J. M. G., Barnhofer, T., Crane, C., Hermans, D., Raes, F., Watkins, E., & Dalgleish, T. (2007). Autobiographical memory specificity and emotional disorder. *Psychological Bulletin*, 133, 1, 122-148.

Kenny, L., Bryant, R., Silove, D., Creamer, M., O'Donnell, M., & McFarlane, A. (2009). Distant memories: A prospective study of vantage point of trauma memories. *Psychological Science*, 20(9), 1049-1052.

Week 12: Cultural influences on memory

Oishi, S., Schimmack, U., Diener, E., C., K-P, Scollon, C. N., Choi, D-W (2007). The value-congruence model of memory for emotional experiences: An explanation for cultural differences in emotional self-reports. *Journal of Personality and Social Psychology*, 93(5), 897-905.

Melzi, G. (2000). Cultural Variations in the Construction of Personal Narratives: Central American and European American Mothers' Elicitation Styles. *Discourse Processes*, 30, 2, 153-177.

Week 13: Project presentations

Week 14: Peer reviews