

Human Development 4310
Mind, Self, and Emotion: Research Seminar
Spring 2011

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

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Office hours: By appointment

Grading: Class participation and presentation: 20%
Research proposal: 40%
Empirical research: 40%

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 *self in the modern technology era*. We will work on issues related to how the self is encoded, represented, expressed, negotiated, and shared in such forms as Facebook entries, blogs, and tweets on the Internet. We will also discuss memory and emotion in the context of self. 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 topic 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 conduct empirical research in any lab in HD or Psychology for 4 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: 25%**

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:**

Each student will give one 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: 50%**

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 2/24.**

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 3/24.**

Second draft (15%): 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 4/21.**

Research proposal (20%): 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 is 10 pages long, excluding references. The final Research proposal must be turned in on **5/5.**

- **Empirical research: 25%**

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

Academic Integrity

Cornell University requires all faculty members to re-acquaint students with academic integrity rules and how they apply to specific class assignments. Cornell's Academic Integrity policy is located at:

<http://www.theuniversityfaculty.cornell.edu/AcadInteg/index.html>

To read the code, please click the word Code at the top of the page and to see the special sections written for students, click the word "Students".

All of the work you hand in for this class is expected to be:

1. **Independently-conceived and written by you**, composed in your own words, and not those of any other source (researcher, Internet sources, parent, or good friends).
Plagiarism is grounds for a grade of F in the course. Although not well known among students, extensive help from parents is also considered plagiarism at Cornell. Cornell's

policy is to prosecute students who receive extensive help from their parents as academic integrity violations.

2. Reflective of **your own original thinking, not a joint product** of discussions with fellow students in this class or others
3. **Written for this class only**, that is, you may not submit a paper in whole or in part you have written or are writing for another class.

The best strategy for avoiding violations, though, is for you to understand what universities define as academic integrity violations. Please re-read the Cornell Academic Integrity Policy carefully. A list of violations can also be found on the website listed above.

COURSE SCHEDULE/READINGS (tentative)

An additional set of readings will be developed based on students' research interests.

Week 1: Overview

Week 2: What is self?

Neisser, U. (1988). Five kinds of self-knowledge. *Philosophical Psychology*, 1, 35-59.

Tsai, J. L. (2007). Ideal affect: Cultural causes and behavioral consequences. *Perspectives on Psychological Science*, 2(3), 242-259.

Week 3: The development of self

Rhodes, M., & Brickman, D. (2008). Preschoolers' responses to social comparisons involving relative failure. *Psychological Science*, 19, 10, 968-972.

Week 4: The self in close relationships

Gable, S.L., Reis, H.T., Impett, E.A., & Asher, E.R. (2004). What Do You Do When Things Go Right? The Intrapersonal and Interpersonal Benefits of Sharing Positive Events. *Journal of Personality and Social Psychology*, 87(2), 228-245.

Week 5: Future self

Williams, E.F., & Gilovich, T. (2008). Conceptions of the self and others across time. *Personality and Social Psychology Bulletin*, 34(8), 1037-1046.

Week 6: The self in neuroscience

Heatherton, T. F., Krendl, A.C., Macrae, C. N., & Kelley, W.M. (2007). A social brain sciences approach to understanding self. In C. Sedikides & S. J. Spencer (Eds), *The self* (pp. 3-20). New York, NY, US: Psychology Press.

Week 7: Self appraisal

Wilson, A. E., & Ross, M. (2001). From chump to champ: People's appraisals of their earlier and present selves. *Journal of Personality and Social Psychology*, *80*(4), 572-584.

Week 8: Self-esteem (1)

Twenge, J.M., & Campbell, W.K. (2001). Age and birth cohort differences in self-esteem: A cross-temporal meta-analysis. *Personality and Social Psychology Review*, *5*(4), 321-344.

Week 9: Self-esteem (2)

Pillemer, D.B., Ivcevic, Z., Gooze, R.A., Collins, K.A. (2007) Self-esteem memories: Feeling good about achievement success, feeling bad about relationship distress. *Personality and Social Psychology Bulletin*, *33*(9), 1292-1305.

Robins, R.W., Trzesniewski, K.H., Tracy, J.L., Gosling, S.D., Potter, J. (2002). Global self-esteem across the life span. *Psychology and Aging*, *17*(3), 423-434.

Week 10: Self-control and regulation

DeWall, C. N., Baumeister, R. F., Gailliot, M. T., & Maner, J. K. (2008). Depletion makes the heart grow less helpful: Helping as a function of self-regulatory energy and genetic relatedness. *Personality and Social Psychology Bulletin*, *34*(12), 1653-1662.

Week 11: Self-conscious emotion

Tracy, J.L., & Robins, R.W. (2004). Putting the self into self-conscious emotions: A theoretical model. *Psychological Inquiry*, *15*(2), 103-125.

Week 12: Self-expression

Kim, H.S., & Sherman, D.K. (2007). "Express Yourself": Culture and the Effect of Self-Expression on Choice. *Journal of Personality and Social Psychology*, 92(1), 1-11.

Week 13: Self and culture

Wu, S. & Keysar, B. (2007). The effect of culture on perspective taking. *Psychological Science*, 18 (7), 600-606.

Holland, R. W., Roeder, U. R., van Baaren, R. B., Brandt, A. C., & Hannover, B. (2004) Don't stand so close to me. *Psychological Science*, 15, 4, 237-242.

Week 14: Peer reviews