

Human Development 4310/6390  
**Mind, Self, and Emotion: Research Seminar**

**Seminar session:** MVR 157

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**Office hours:** By appointment

**Grading:** Class participation and presentation: 25%  
Discussion questions: 25%  
Research proposal: 50%

### **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 *the future self*. We will work on a variety of issues related to how people perceive and anticipate their selves in the future and factors that influence the perception and anticipation. We will also discuss memory and emotion in the context of the future 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. For those who are currently doing independent research, collecting (pilot) data is encouraged.

4) Each student will give one in-class presentation during the semester (see detail below).

5) A peer review session will take place at the end of the semester, where students provide critiques and comments on each other's proposals. A handout about how to do peer review will be distributed later.

## LEARNING OUTCOMES

1. Learn content and theories in the research of the future self;
2. Learn how to critically evaluate theories and empirical research on the future self;
3. Develop advanced literacy in the research methods of the future self.

## 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 over the semester. It gives you an opportunity to be an effective discussion leader. You can choose one topic you feel most interested in and give presentation in that class. To prepare for the presentation, you need to do the readings extra thoughtfully and critically and have at least 5-6 discussion questions. Your responsibilities include 1) summarizing the major themes of each article; 2) posing thoughtful questions concerning the theoretical and methodological issues addressed in the readings; and 3) assisting the professor to lead the discussion. Depending on the schedule, you may collaborate with another student on the presentation.

- **Discussion questions: 25%**

Prepare at least 2 discussion questions (DQs) for the week's reading assignments and bring a typed copy of the questions to class. Your DQs should reflect your thinking about the readings, e.g., what you agree or disagree with and why. Simple regurgitation of the material or a list of questions that show a poor attempt at understanding the readings will not be accepted. You will use your DQs as a launch pad to get involved in the discussion. At the end of each class, you will hand in your DQs and they will be graded on a (√), (√+), or (√-) basis. **Late DQs are not acceptable.**

- **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 when appropriate) and adequate elaborations to indicate the scope and depth of your thinking on your topic. The Reference list should consist of no fewer than 10 citations in APA format. **Due on Sept. 20.**

**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 Oct. 18.**

**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 Nov. 15.**

**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 Reference list should consist of no fewer than 20 citations in APA format. The final Research proposal must be turned in on **Dec. 6.**

### *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**

### **Week 1: Overview of class (August 23)**

### **Week 2: What is the self and what is the future self? (August 30)**

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

Markus, H. & Nurius, P. (1986). Possible selves. *American Psychologist*, *41*(9), 954-969.

### **Week 3: Development of the future self (September 6)**

Atance, C.M., & Meltzoff, A.N. (2005). My future self: Young children's ability to anticipate and explain future states. *Cognitive Development*, *20*, 341-361.

Bélanger, M. J., Atance, C. M., Varghese, A. L., Nguyen, V., & Vendetti, C. (2014). What will I like best when I'm all grown up? Preschoolers' understanding of future preferences. *Child Development*, *85*(6), 2419-2431.

### **Week 4: Positive biases (September 13)**

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

Newby-Clark, I. R., & Ross, M. (2003). Conceiving the past and future. *Personality and Social Psychology Bulletin*, *29*(7), 807-818.

### **Week 5: Temporal biases (September 20) - **Outline due****

Caruso, E. M., Van Boven, L., Chin, M., & Ward, A. (2013). The temporal doppler effect: When the future feels closer than the past. *Psychological Science*, *24*(4), 530-536.

Weick, M., & Guinote, A. (2010). How long will it take? Power biases time predictions. *Journal of Experimental Social Psychology*, 46(4), 595-604.

### **Week 6: Functions (September 27)**

MacLeod, A. K., & Conway, C. (2007). Well-being and positive future thinking for the self versus others. *Cognition and Emotion*, 21(5), 1114-1124.

Orbell, S., Hodgkins, S., & Sheeran, P. (1997). Implementation intentions and the theory of planned behavior. *Personality and Social Psychology Bulletin*, 23, 945-954.

### **September 29: Literature research workshop at Mann Library (with Jim Morris-Knower and Kate Ghezzi-Kopel)**

### **Week 7: Connecting past and future (October 4)**

Spreng, R., & Levine, B. (2006). The temporal distribution of past and future autobiographical events across the lifespan. *Memory & Cognition*, 34(8), 1644-1651.

Schacter, D. L. & Addis, D. R. (2007). The ghosts of past and future. *Nature* 445:27.

Szpunar, K. K. (2010). Evidence for an implicit influence of memory on future thinking. *Memory & Cognition*, 38(5), 531-540.

### **October 8-12: Fall break**

### **Week 8: Past and future thinking in children (October 18) – First draft due**

Lagattuta, K. (2007). Thinking about the future because of the past: Young children's knowledge about the causes of worry and preventative decisions. *Child Development*, 78(5), 1492-1509.

Cuevas, K., Rajan, V., Morasch, K. C., & Bell, M. A. (2015). Episodic memory and future thinking during early childhood: Linking the past and future. *Developmental Psychobiology*, 57(5), 552-565.

### **Week 9: The self in future thinking (October 25)**

D'Argembeau, A., & Mathy, A. (2011). Tracking the construction of episodic future thoughts. *Journal of Experimental Psychology: General*, 1-14.

Wang, Q., & Koh, J. B. K. (2015). How will things be the next time? Self in the construction of future events among school-aged children. *Consciousness and Cognition*, 36, 131-138.

### **Week 10: Brain mechanisms (November 1)**

Buckner, R. L., & Carroll, D. C. (2007). Self-projection and the brain. *Trends in Cognitive Sciences*, *11*, 49–57.

Gonsalves, B., Reber, P. J., Gitelman, D. R., Parrish, T. B., Mesulam, M., & Paller, K. A. (2004). Neural evidence that vivid imagining can lead to false remembering. *Psychological Science*, *15*(10), 655-660.

### **Week 11: The role of emotion (November 8)**

Hepburn, S. R., Barnhofer, T., & Williams, J. G. (2006). Effects of mood on how future events are generated and perceived. *Personality and Individual Differences*, *41*(5), 801-811.

D'Argembeau, A., & Van der Linden, M. (2007). Emotional aspects of mental time travel. *Behavioral & Brain Sciences*, *30*, 320-321.

### **Week 12: Aging (November 15) – Second draft due**

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.

Rutt, J. L., & Löckenhoff, C. E. (2016). From Past to Future: Temporal Self-Continuity Across the Life Span. *Psychology and Aging*. Advance online publication.

### **Week 13: The role of culture (November 22)**

Unemori, P., Omeregie, H., & Markus, H. (2004). Self-portraits: Possible selves in European-American, Chilean, Japanese and Japanese-American cultural contexts. *Self and Identity*, *3*(4), 321-328.

Ji, L-J., Nisbett, R.E., & Su, Y. (2001). Culture, change, and prediction. *Psychological Science*, *12*, 450-456.

### **November 23-28: Thanksgiving break**

### **Week 14: Peer reviews (November 29) - Final research proposal due on December 6.**