

**The Self: A cognitive exploration**

PSYC W3290

Spring, 2014

Location: 405 Schermerhorn Hall

Time: R 12:10-2:00

**Instructor: Karen Kelly**

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Office hours: TBA

**Description of the seminar:****The purpose of this course:**

This seminar is intended to explore what it means to have a sense of self. We will discuss topics that include: whether or not the sense of self is uniquely human, self-reflective and self-monitoring abilities, brain structures thought to be activated during tasks that evoke self processing, and disorders of self. While we will use a cognitive perspective to discuss these topics, we will also consider evolutionary, developmental, neuroscience, and psychopathological perspectives. The purpose of each session is to generate a theoretically based discussion of the designated topic that will engage you and your fellow students in a productive, exciting, and thought provoking exchange.

**The rationale for offering this course:**

Understanding what it means to have a sense of self has been a topic of philosophical debate for centuries. This course will allow us to continue this discussion by moving beyond the realm of philosophy into the world of science. We will be able to focus on this specific topic and gain a broad understanding of it from a number of different theoretical perspectives as well as a number of different methodologies. The seminar setting will encourage creative and critical thinking skills, reinforce active learning, and help you to begin to understand how to conduct research and navigate the tools available to you to review, understand, and present your findings. We will discuss many different topics that will help us converge on what it means to have a sense of self and how we are able to navigate through the world, reflect on our own experiences and abilities, control our own behavior and emotions, understand our personalities, and understand how deficits in these abilities have profound consequences in everyday life.

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

**Course Goals and Objectives:**

After completing this course you should be able to:

- Discuss what it means to have a sense of self from a scientific perspective.
- Locate, read, interpret, and discuss primary source articles.
- Formulate your own experimental design that will allow the scientific exploration of self and present your idea to the class.

- Participate and lead discussions by generating questions, critiquing class material, interacting with other students, and proposing unique ideas.
- Research and write a scientific paper summarizing the most current literature on a topic of your choice related to our in-class discussions.

### **Readings:**

All readings will be posted on CourseWorks.

### **Course Requirements, and Grading:**

- **Class Participation (15%)** - you will be required to actively participate in class discussions based on assigned readings.
- **Discussion Facilitation (15%)** - each student (or pairs of students - depending on enrollment) will be chosen to co-facilitate, with me, one class discussion. You will generate questions that will be posted on CourseWorks; students will respond to these prior to the class. The selected student(s) and I will discuss the questions together so that they are at an appropriate level and will stimulate class discussion.
- **Posting responses (20%)** - you will be required to post responses to the discussion questions on CourseWorks 24 hours prior to the class session.
- **Research proposal (20%)** - you will be required to write a 3-4 page "casual" research proposal that will motivate the final research paper based on one of the major themes covered in class. This will include a brief description of the topic of interest, a methods section, a hypothesized results section, and a discussion. This paper is intended to be "casual" and based on your genuine interest in the topic. You will develop your own idea in order to have the experience of thinking about how to experimentally test the topic of interest. You will then present a brief summary of your proposal to the class, outlining your general question and the research methods you plan to use to follow-up on your research question.
- **Research paper (30%)** - you will be asked to select a paper topic related to one of the major themes covered in class (and ideally based on your research proposal). You will be required to obtain topic approval prior to beginning the paper. The paper will be 8-10 pages in length and will summarize the topic at hand based on approximately 6 primary source journal articles.

### **Course Policies:**

**-Academic Integrity** – All work and ideas that you submit and contribute must be your own. Plagiarism will not be tolerated. Please review Columbia's policy on academic integrity at [www.college.columbia.edu/faculty/resourcesforinstructors/academicintegrity/statement](http://www.college.columbia.edu/faculty/resourcesforinstructors/academicintegrity/statement). If you do plagiarize or violate these procedures it will be reported to the Dean of Student Affairs in charge of academic integrity.

**-Assignment Submission** – All assignments are to be turned in on time and all discussion questions and comments must be posted on CourseWorks two days prior to class. The research proposals and research papers will be brought to class on the assigned day. For everyday that they are late, 5 points will be deducted from your final score. If you require additional time to

complete an assignment because of an unexpected emergency you must contact me directly and provide appropriate documentation.

**-Attendance Policy** – You are required to attend all class sessions and to be on time. Your participation in the class is an integral part of the seminar format. If you are unable to attend a class you must notify me in advance. If an emergency prevents you from attending a class you must provide documentation from either a doctor or your dean. It is important that you remain in contact with your dean throughout the semester, particularly if you are experiencing any kind of personal difficulty. Your dean is responsible for advocating for you and ensuring your success.

**- Technology Usage** – You may not use cell phones, laptops, etc. unless you are using them for reasons directly related to the discussion (for example, taking notes).

**Calendar of Discussion Topics and Reading Assignments:**

<b>Session 1</b> <b>Jan. 23</b>	<b>Introduction, Syllabus review, and overview of the course topic</b>
<b>Session 2</b> <b>Jan. 30</b>	<b>Self-Awareness – The Mirror Self-Recognition Test</b> Gallup, G. G. Jr. (1982). Self-awareness and the emergence of mind in primates. <i>American Journal of Primatology</i> , 2(3), 237–248.  Papousek, H. & Papousek M. (2004). Mirror image and self-recognition in young human infants: I. A new method of experimental analysis. <i>Developmental Psychology</i> , 7(2), 149-157.  Reiss, D. & Marino, L. (2001). Mirror self-recognition in the bottlenose dolphin: A case of cognitive convergence. <i>Proceedings of the National Academy of Science of the United States of America</i> , 98(10), 5937-5942.
<b>Session 3</b> <b>Feb. 6</b>	<b>Episodic Memory – The self in time</b> Tulving, E. (1993). What is episodic memory? <i>Current Directions in Psychological Science</i> , 2(3), 67-70.  Irish, M., Lawlor, B. A., O’Maral, S. M., & Coen, R. F. (2008). Assessment of behavioural markers of auto-noetic consciousness during episodic autobiographical memory retrieval: A preliminary analysis. <i>Behavioral Neurology</i> , 19(1-2), 3-6.  Arnold, K. M., McDermott, K. B., & Szpunar, K. K. (2011). Individual differences in time perspective predict auto-noetic experience. <i>Consciousness and Cognition</i> , 20(3), 712-719.
<b>Session 4</b> <b>Feb. 13</b>	<b>Metacognition – Thinking about your own thoughts</b> Metcalf, J. & Son, L.K. (in press). Auto-noetic, noetic and auto-noetic metacognition. <i>The Foundations of Metacognition</i> , M. Beran, J. R. Brandl, J. Perner, & J. Proust (Eds.) Oxford University Press: Oxford, UK. <i>Journal of Cognitive Neuroscience</i> .

	<p>Ariel, R., &amp; Dunlosky, J. (2011). The sensitivity of judgment-of-learning resolution to past test performance, new learning, and forgetting. <i>Memory &amp; Cognition</i>, 39, 171-184.</p> <p>Kelly, K. J., &amp; Metcalfe, J. (in press). Metacognition of emotional face recognition. <i>Emotion</i>.</p>
<b>Session 5 Feb. 20</b>	<p><b>Agency – The feeling of being in control</b></p> <p>Metcalfe, J., &amp; Greene, M.J. (2007). Metacognition of agency. <i>Journal of Experimental Psychology: General</i>, 136, 184-199.</p> <p>Wegner D., Sparrow, B., &amp; Winerman, L. (2004). Vicarious agency: Experiencing Control over the movements of others. <i>Journal of Personality and Social Psychology</i> 86: 838-848.</p> <p>Knoblich, G., &amp; Repp, B. (2009). Inferring agency from sound. <i>Cognition</i>, 111, 248-262.</p>
<b>Session 6 Feb. 27</b>	<p><b>Self-regulation – Controlling your own behavior</b></p> <p>Bandura, A. (1991). Social cognitive theory of self-regulation. <i>Organizational Behavior and Human Decision Processes</i>, 50(2), 248-287.</p> <p>Vohs, K. D., Baumeister, R. F., Schmeichel, B. J.; Twenge, J. M., Nelson, N. M., &amp; Tice, D. M. Making choices impairs subsequent self-control: A limited-resource account of decision making, self-regulation, and active initiative. <i>Journal of Personality and Social Psychology</i>, 94(5), 883-898.</p>
<b>Session 7 Mar. 6</b>	<p><b>Emotion regulation – Controlling your own emotions</b></p> <p>Poldrack, R. A., Wanger, A. D., Ochsner, K. N., &amp; Gross, J. J. (2008). Cognitive Emotion Regulation: Insights From Social Cognitive and Affective Neuroscience. <i>Current Directions in Psychological Science</i>, 17(2), 153-158.</p> <p>Dan-Glauser, E. S. &amp; Gross, J. J. (2011). The temporal dynamics of two response-focused forms of emotion regulation: Experiential, expressive, and autonomic consequences. <i>Psychophysiology</i>, 48(9), 1309-1322.</p> <p>Adrian, M., Zeman, J., Erdley, C., Ludmila, L., Homan, K., &amp; Sim, L. (2009). Social contextual links to emotion regulation in an adolescent psychiatric inpatient population: do gender and symptomatology matter? <i>Journal of Child Psychology and Psychiatry</i>, 50(11), 1428–1436,</p>
<b>Session 8 Mar. 13</b>	<p><b>Personality – Who am I?</b></p> <p>Mischel, W. (1973). Toward a cognitive social learning reconceptualization of personality. <i>Psychological Review</i>, 80(4), 252-283.</p> <p>McAdams, D. P. &amp; Olson, B. D. (2010). Personality Development:</p>

	Continuity and Change Over the Life Course. <i>Annual Review of Psychology</i> , 61, 517-542.
<b>Session 9 Mar. 27</b>	<b>The self in the brain - Neural correlates of the self</b> Vogeley, K., May, M., Ritzl, A., Falkai, P., Zilles, K., & Fink, G. R. (2004). Neural Correlates of First-Person Perspective as One Constituent of Human Self-Consciousness. <i>Journal of Cognitive Neuroscience</i> , 16(5), 817-827.  Hughes, S. M. & Nicholson, S. E. (2010). The processing of auditory and visual recognition of self-stimuli. <i>Consciousness and Cognition</i> , 19(4), 1124-1134.  Heinisch, C., Dinse, H. R., Tegenthoff, M., Juckel, G., & Brune, M. (2010). An rTMS study into self-face recognition using video-morphing technique. <i>Social Cognitive and Affective Neuroscience</i> , 1-8.
<b>Session 10 Apr. 3</b>	<b>Individual presentation of research ideas Research Proposal due</b>
<b>Session 11 Apr. 10</b>	<b>Autism – the absence of self?</b> Russell, J. & Jarrold, C. (1999). Memory for Actions in Children with Autism: Self versus Other. <i>Cognitive Neuropsychiatry</i> , 4(4), 303-331.  Hobson, P, Gayathri, C., Lee, A., & Meyer, J. (2006). Foundations for self-awareness: An exploration through autism: II. Background and methodological approach. <i>Monographs of the Society for Research in Child Development</i> , 71(2), 29-47.
<b>Session 12 Apr. 17</b>	<b>Disorders of self</b> Scholarly articles selected by the students. Articles must be related to the following: Alzheimer’s Disease, Schizophrenia, Stroke, Traumatic Brain Injury, Personality disorders, and Psychopathology.
<b>Session 13 Apr. 24</b>	<b>Disorders of self (cont.)</b> See above
<b>Session 14 May 1</b>	<b>Mental states – The self and others (Theory of Mind)</b> Sebanz, N. (2007). The emergence of self: Sensing agency through joint action. <i>Journal of Consciousness Studies</i> , 14, 234-251.  Frith, U. (2006). Autism and theory of mind in everyday life. <i>Social Development</i> , 3(2), 108-124.  McCleery, J. P., Surtees, A. D. R., Graham, K. A., Richards, J. E., & Apperly, I. A. (2011). The Neural and Cognitive Time Course of Theory of Mind. <i>The Journal of Neuroscience</i> , 31(36), 12849-12854.  <b>Research Paper is due</b>