

The following course will be offered in the Winter. It was mistakenly not listed in the Schedule of Classes.

Psychology 407/507 (Winter 1996)
The Development of the Self
Wednesday 9:00-11:50, 156 Straub

Instructor: **Dr. Lou Moses**

Phone: 346-4918

Office: 309 Straub

Office Hours: Mondays and Wednesdays 2:30-3:30, or by appointment

E-mail: moses@darkwing.uoregon.edu

PREREQUISITES: Psychology 302 and 303 and consent of instructor.

GENERAL DESCRIPTION: This course is a limited enrollment (12-15 students), advanced undergraduate seminar (4 credits) on the topic of the development of the self in infancy and childhood. The seminar will have a group discussion rather than lecture format, and would be an especially appropriate one for students intending to pursue graduate work in the fields of developmental, social, or cognitive psychology. Topics will include self-awareness, self-other differentiation, self-recognition, self-conception, self-regulation, and the continuity of self. We will also discuss some of the early correlates of emerging concepts of self (e.g., imitation, emotional development, theory of mind), as well as examining a parallel set of issues in the comparative literature (e.g., self-awareness in non-human primates and some other species). The seminar represents a unique opportunity for students to learn in a small group setting about state-of-the-art ideas in one of the most exciting areas of social-cognitive development.

COURSE REQUIREMENTS: Requirements include a research paper, as well as written and oral presentations in the seminar.

Interested students should consult with Dr. Moses as soon as possible.

PSYCHOLOGY 407/507
DEVELOPMENT OF THE SELF
Winter 1996

Dr. Lou Moses
Phone: 346-4918
E-mail: moses@darkwing.uoregon.edu
Office: 309 Straub
Office Hours: Monday 2:30-3:30 & Thursday 10-11, or by appointment.

General Description: This course is a limited enrollment, advanced undergraduate seminar (4 credits) on the topic of the development of the self. The seminar will have a group discussion rather than lecture format and will focus on self-awareness and conceptions of self in infancy and early childhood. Topics to be covered include self-recognition, self-perception, self-other differentiation, continuity of self, self-regulation, and aspects of self-evaluation. We will also discuss some of the early correlates of self-conception (e.g., imitation, emotional development, theory of mind), as well as examining a parallel set of issues in the comparative literature (e.g., self-awareness in non-human primates and some other species). The seminar represents a unique opportunity for students to learn in a small group setting about state-of-the-art ideas in one of the most exciting areas of social-cognitive development.

Readings:

Weekly readings (see below) will be available from Knight Library reserve.

Seminar Requirements:

- Research Paper (50% of grade). Students will write a short research proposal (approx. 10-15 pages) based on some aspect of the course material. The research itself does not need to be conducted. The proposal should summarize the relevant literature, provide a rationale for the research, describe the proposed research methodology, and how the data would be analyzed, and discuss the main ways in which the findings might come out. The due date for the proposal is Friday, March 8.
- Full participation in the seminar (50% of grade). The best and most enjoyable seminars are those in which everyone comes well prepared and makes thoughtful contributions to the discussion. In addition to such contributions, each student will be asked to help facilitate the discussion for at least one seminar during the term. The discussion facilitator should come prepared to briefly summarize the week's readings, and to present ideas or questions to help "jump start" the discussion if it happens to peter out or stray too far from the topic at hand. Discussion facilitators should consult with me in the week before the relevant seminar meeting.
- Weekly Thought Pieces. Each week all students (except the discussion facilitator for that week) will be asked to turn in short informal critiques (approx. 1-2 typed or handwritten pages) of that week's readings. The aim of these is to prompt people to think carefully about the readings and to articulate their thoughts on paper, and, most importantly, to help generate intelligent and lively seminar discussions. The critiques should be original thoughts and ideas provoked by the readings, rather than summaries of the readings themselves. They might include one or more of the following: methodological or conceptual strengths or weaknesses in the research described; alternative interpretations of research findings; connections or contrasts with other findings or theories in the readings or elsewhere; suggestions for further research. Although the critiques are a course requirement they will not be graded.

SCHEDULE OF TOPICS

January 10 Introduction

January 17 Conceptual Issues

Moses, L.J. (1994). Foreword. In S. Parker, R. Mitchell, & M. Boccia (Eds.), Self-awareness in animals and humans: Developmental perspectives. New York: Cambridge University Press.

James, W. (1892/1948). Psychology. Cleveland, OH: World Publishing. Chapter 12: The Self.

Lewis, M. (1994). Myself and me. In S. Parker, R. Mitchell, & M. Boccia (Eds.), Self-awareness in animals and humans: Developmental perspectives. New York: Cambridge University Press.

Mitchell, R.W. (1994). Multiplicities of self. In S. Parker, R. Mitchell, & M. Boccia (Eds.), Self-awareness in animals and humans: Developmental perspectives. New York: Cambridge University Press.

Neisser, U. (1993). The self perceived. In U. Neisser (Ed.), The perceived self: Ecological and interpersonal sources of self-knowledge. New York: Cambridge University Press.

January 24 Self-Recognition in Human Infants

Bertenthal, B.I., & Fischer, K.W. (1978). Development of self-recognition in the infant. Developmental Psychology, 14, 44-50.

Lewis, M. & Brooks-Gunn, J. (1979). Social cognition and the acquisition of self. New York: Plenum Press. Chapter 8: The development of self-recognition.

Priel, B. & De Schonen, S. (1986). Self-recognition: A study of a population without mirrors. Journal of Experimental Child Psychology, 41, 237-250.

Cameron, P.A. & Gallup, G.G., Jr. (1988). Shadow recognition in human infants. Infant Behavior and Development, 11, 465-471.

January 31 Self-Recognition in Other Species

Gallup, G.G., Jr. (1985). Do minds exist in species other than our own? Neuroscience and Biobehavioral Reviews, 9, 631-641

Povinelli, D.J. (1987). Monkeys, apes, mirrors, and minds: The evolution of self-awareness in primates. Human Evolution, 2, 493-509.

Povinelli, D.J. (1989). Failure to find self-recognition in Asian elephants (elephas maximus) in contrast to their use of mirror cues to discover hidden food. Journal of Comparative Psychology, 103, 122-131.

Marino, L., Reiss, D., & Gallup, G.G. (1994). Mirror self-recognition in Bottlenose Dolphins (Tursiops truncatus): Implications for comparative study of highly dissimilar species. In S. Parker, R. Mitchell, & M. Boccia (Eds.), Self-awareness in animals and humans: Developmental perspectives. New York: Cambridge University Press.

February 7 Perceptual and Interpersonal Aspects of Self Development

- Watson, J.S. (1994). Detection of self: The perfect algorithm. In S. Parker, R. Mitchell, & M. Boccia (Eds.), Self-awareness in animals and humans: Developmental perspectives. New York: Cambridge University Press.
- Rochat, P. & Morgan, R. (1995). The function and determinants of early self-exploration. In P. Rochat (Ed.), The self in infancy. Amsterdam: Elsevier Science.
- Butterworth, G. (1992). Origins of self-perception in infancy. Psychological Inquiry, 3, 103-111.
- Stern, D.N. (1995). Self/other differentiation in the domain of intimate socio-affective interaction: Some considerations. In P. Rochat (Ed.), The self in infancy. Amsterdam: Elsevier Science.
- Tomasello, M. (1995). Understanding the self as social agent. In P. Rochat (Ed.), The self in infancy. Amsterdam: Elsevier Science.

February 14 Correlates of Self-Awareness: Imitation and Emotional Development

- Meltzoff, A.N. & Moore, M.K. (1995). A theory of the role of imitation in the emergence of self. In P. Rochat (Ed.), The self in infancy. Amsterdam: Elsevier Science.
- Asendorpf, J.B. & Baudonnière, P. (1993). Self-awareness and other-awareness: Mirror self recognition and synchronic imitation among unfamiliar peers. Developmental Psychology, 29, 88-95.
- Perner, J. (1991). Understanding the representational mind. Cambridge, MA: MIT Press. (pp. 132-135).
- Lewis, M., Sullivan, M.W., Stranger, C., & Weiss, M. (1989). Self development and self-conscious emotions. Child Development, 60, 146-156.
- Kagan, J. (1989). Unstable ideas: Temperament, cognition, and the self. Cambridge, MA: Harvard University Press. Chapter 7: The emergence of self-awareness.

February 21 Self-Regulation

- Harnishfeger, K.K., & Bjorklund, D.F. (1993). The ontogeny of inhibition mechanisms: A renewed approach to cognitive development. In M.L. Howe & R. Pasnak (Eds.), Emerging themes in cognitive development: Vol. 1. Foundations. New York: Springer-Verlag.
- Gerstadt, C.L., Hong, Y. J., & Diamond, A. (1994). The relationship between cognition and action: performance of children 3 ½-7 years old on a Stroop-like day-night test. Cognition, 53, 129-153.
- Kochanska, G., Murray, K., Jacques, T.Y., Koenig, A.L., & Vandegeest, K.A. (in press). Inhibitory control in young children and its role in emerging internalization. Child Development.
- Mischel, W., Shoda, Y., & Rodriguez, M.L. (1989). Delay of gratification in children. Science, 244, 933-938.

February 28 Development of Self and Theory of Mind

- Povinelli, D.J. (1993). Reconstructing the evolution of mind. American Psychologist, 48, 493-509.
- Harris, P.L., (1991). The work of the imagination. In A. Whiten (Ed.), Natural theories of mind. Oxford: Blackwell.
- Gopnik, A. & Wellman, H.M. (1992). Why the child's theory of mind really is a theory. Mind and Language, 7, 145-171.
- Carlson, S.M., Moses, L.J., & Hix, H.R. (1995). The role of inhibitory processes in young children's performance on deception and false belief tasks. Manuscript under review. University of Oregon.

March 6 Conceptions of Self in Early Childhood and Beyond

- Bullock, M. & Lütkenhaus, P. (1990). Who am I? Self-understanding in toddlers. Merrill-Palmer Quarterly, 36, 217-238.
- Povinelli, D.J. , Landau, K.R., & Perilloux, H.K. (1994). Self-recognition in young children using delayed versus live feedback: Evidence of a developmental asynchrony. Unpublished manuscript, University of Southwestern Louisiana.
- Chandler, M, Boyes, M., Ball, L., & Hala, S. (1987). The conservation of selfhood: a developmental analysis of children's changing conceptions of self-continuity. In T. Honess & R. Krysia (Eds.), Self and Identity. New York: Routledge & Kegan Paul.
- Harter, S. (1988). Developmental processes in the construction of self. In T.D. Yawkey & J.E. Johnson (Eds.), Integrative processes and socialization. Hillsdale, New Jersey: Erlbaum.

March 13 Conceptions of Self in Atypical Populations

- Gallup, G.G., Jr., McClure, M.K., Hill, S.D., & Bundy, R.A. (1971). Capacity for self-recognition in differentially reared chimpanzees. The Psychological Record, 21, 69-74.
- Cicchetti, D. (1991). Fractures in the crystal: Developmental psychopathology and the emergence of self. Developmental Review, 11, 271-287.
- Hobson, R.P. (1990). On the origins of self and the case of autism. Development and Psychopathology, 2, 163-181.
- Bigelow, A.E. (1995). The effect of blindness on the early development of the self. In P. Rochat (Ed.), The self in infancy. Amsterdam: Elsevier Science.