

Cognitive and Affective Psychology
Course 18:820:505:M1
Summer 2022 (Session 1)

- Instructor:** Bianca P. Acevedo, PhD
- Lecture:** Wednesdays, 9:00AM-1:00PM in the Science Engineering Resource Center, Busch Campus, Room SEC-220
- Contact Info:** bianca.acevedo@rutgers.edu
- Office/Hours:** Fridays, 1:00PM-2:00 PM (via Zoom)
- Course Description:** We will review selected theory and research in the areas of cognitive and affective psychology. This hybrid class will consist of both on-campus and online instruction. The course format will be a mix of lectures to contextualize weekly readings, paper presentations, and discussions based on the reading.
- Course Objectives:** Develop familiarity with major historical theories and current research in cognitive and affective psychology. Understand the conduct of science in cognitive and affective psychology. Learn how to read, interpret, and critically evaluate research in cognitive and affective psychology. Develop an appreciation of how findings from basic research in cognitive and affective psychology can influence the practice of clinical psychology.
- Readings:** All required readings are listed on the schedule below and will be made available through the Canvas site for the course. Supplemental readings on the Canvas site also be provided.
- Attendance Policy:** Attendance is required.
- Special Thanks:** To Dr. Robert Eisenhower for developing the original syllabus and structure of this class.
- Grading: Grades.** The grade you earn in this course will be based on:
- | | |
|---------------------------------------|-------------------|
| In-class paper presentation | 80 (20%) |
| Online paper summary | 80 (20%) |
| Discussion board posts (5@20pts each) | 100 (25%) |
| Participation | 40 (10%) |
| Final paper | 100 (25%) |
| Total | 400 points |

ASSIGNMENTS

In-class paper presentation (20%)

You will be asked to present one of the papers from the assigned readings in class. You can use PowerPoint to structure your presentation. Please limit it to **no more than 6 slides and 30 minutes for the presentation**. The goal is an overview of the key points of the paper, study limitations, and implications for clinical practice.

Online paper summary (20%)

You will be asked to select one paper (not the one you selected for the presentation) from the assigned readings to summarize for the online discussion board. The summary should be no more than 1 page (about 400 words). The goal is to provide the class with a concise overview of the key points of the paper, study limitations, and implications for clinical practice. ***Each online paper summary should include 3 questions for the class to consider.*** Online paper summaries are due on **Wednesdays by 11:59pmET** (except for Week 1 which is due by Thursday, 11:59pm) to give the class time to prepare the responses on the discussion board posts. Late assignments will incur a penalty.

Discussion board posts (25%)

During weeks that you are **not** assigned an online paper summary, you are responsible for writing **three** discussion board posts (each week) in reply to the online paper summary posts. These do not need to be extensive, but thoughtful 2-3 sentence replies for each post are expected. You may write all three posts on one topic or multiple topics in the discussion board. The choice is yours. Discussion board posts are **due on Fridays by 11:59pmET**. Please note that 5 weeks of discussion board posts will be counted towards your course grade.

Participation (10%)

For each week, we will assess your participation in the discussion boards and will assign a grade for your participation. Please note that discussion board posts and participation are **due on Sundays by 11:59pmET** (Weeks 1-6).

Final paper (25%)

You will be asked to write a (7-10 page) paper (**due 6/29 by 11:59pmET**) based on a topic that piques your interest in cognitive and affective psychology. Topics may include, but are not limited to those covered during weekly meetings. I encourage you to write a paper that will help you for the introduction or discussion of your thesis/dissertation. I am happy to meet with you during office hours or by appointment to discuss your paper topics.

Statement of Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. If the documentation supports your request for reasonable accommodations, the campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Statement of Academic Integrity

The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Weekly Schedule

Date	Topic(s)	Assignment/Readings	Location
Week 1:			
5/18	Introduction Relationship between Cognition and Emotion	Required Duncan & Barrett (2007) Lazarus (1984) Zajonc (1984) Moore (2000)	Campus
5/19	Online paper summary due		
5/20	Foundational Theories of Emotion	Required Friedman (2010) James (1884) Schachter & Singer (1962) Solomon & Corbit (1974)	Online
5/20	Discussion board posts #1 due		
Week 2:			
5/25	Experience and Expression	Required Ekman (1993) Fredrickson & Losada (2005) Buck (1999) Supplemental Prinz (2003) Ekman (1999) Cacioppo et al. (1997)	Campus
5/25	Online paper summary due		
5/27	Thought and Computation	Required Thagard (2005) Turing (1950) Supplemental Haugeland (1981) Kirsch (1991)	Online
5/27	Discussion board post #2 due		
Week 3:			
6/1	Social Cognition and Language	Required Baron-Cohen et al. (1985) Chomsky (1959) Haidt (2001) Marsh et al. (2009)	Campus
6/1	Online paper summary due		
6/3	Cognitive Flexibility and Executive Function	Required Chan et al. (2008) Diamond (2013) Moore & Malinowski (2009)	Online
6/3	Discussion board posts #3 due		

Week 4:			
6/8	Decision Making, Impulsivity, and Emotion	Required Damasio (1994) Mishchel & et al. (1972) Supplemental Dunn et al. (2006) Wagar & Thagard (2004)	Campus
6/8	Online paper summary due		
6/10	Memory and Forgetting	Required Anderson & Schooler (1991) Atkinson & Shiffrin (1968) Baddeley (2003) Supplemental Rhodes & Turvey (2007)	Online
6/10	Discussion board posts #4 due		
Week 5:			
6/15	Affective Regulation and Emotional Intelligence	Required Chernis (2010) Sheppes et al. (2015) Tugade & Fredrickson (2007) Supplemental Carver & Scheier (2002) Gross (1998) Salovey & Mayer (1990)	Campus
6/15	Online paper summary due		
6/17	Cognitive Appraisal and Reappraisal	Required Troy et al. (2012) Verduyn (2011) Supplemental Lazarus (1991) Scherer (2001)	Online
6/17	Discussion board posts #5 due		
Week 6:			
6/22	Sensory Processing Sensitivity	Required Acevedo et al. (2017) Aron (2010) Aron (2020) Acevedo et al. (2020)	Campus
6/22	Online paper summary due		
6/24	Discussion board posts #6 due		
6/29	FINAL PAPER DUE		

Full Bibliography for Required and Supplementary Readings

Relationship between Cognition and Emotion

Duncan, S., & Barrett, L. F. (2007). Affect is a form of cognition: A neurobiological analysis. *Cognition and Emotion*, *21*, 1184-1211.

Lazarus, R. S. (1984). On the primacy of cognition. *American Psychologist*, *39*, 124-129.

Zajonc, R. B. (1984). On the primacy of affect. *American Psychologist*, *39*, 117-123.

Moore, J. (2000) Thinking about thinking and feeling about feeling. *The Behavior Analyst*, *23*(1), 45-56.

Foundational Theories of Emotion

Friedman, B. H. (2010). Feelings and the body: The Jamesian perspective on autonomic specificity of emotion. *Biological Psychology*, *84*, 383-393.

James, W. (1884). What is emotion? *Mind*, *9*, 188-205.

Schachter S., & Singer, J. E. (1962). Cognitive, social, and physiological determinants of affective state, *Psychological Review*, *69*, 379-399.

Solomon, R.L. & Corbit, J.D. (1974). An opponent-process theory of motivation: Temporal dynamics of affect. *Psychological Review*, *81*, 119-145.

Emotion Experience and Expression

Ekman, P. (1993). Facial expressions and emotion. *American Psychologist*, *48*, 384-392.

Fredrickson, B. L., & Losada, M. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist*, *60* (7), 678-686.

Buck, R. (1999). The biological affects: A typology. *Psychological Review*, *106*(2), 301-336.

Supplementary Reading

Cacioppo, J. T., Gardner, W. L., & Berntson, G. G. (1997). Beyond bipolar conceptualizations and measures: The case of attitudes and evaluative space. *Personality and Social Psychology Review*, *1*, 3-25.

Ekman, P. (1999) Basic emotions. In T. Dalgleish and T. Power (Eds.) *The handbook of cognition and emotion*. pp. 45-60. New York.: John Wiley & Sons.

Prinz, J. (2003). Emotions Embodied. In R. Solomon (ed.) *Thinking about Feeling*, New York: Oxford University Press, 2003.

Thought and Computation

Thagard, P. (2005). Representation and computation. In P. Thagard (Ed). *Mind*, 2nd Ed. (pp. 3-22). Cambridge, MA: MIT Press.

Turing, A.M. (1950). Computing machinery and intelligence. *Mind*, 59, 433-460.

Supplementary Readings

Haugeland, J. (1981). *Semantic Engines: An Introduction to Mind Design*. In J. Haugeland (Ed.), *Mind Design*. Cambridge, Mass.: MIT Press. (pp. 1-34).

Kirsch, D. (1991). Foundations of AI: The big issues. *Artificial Intelligence*, 47, 3-30.

Social Cognition and Language

Baron-Cohen, S., Leslie, A.M., & Frith, U., (1985) Does the autistic child have a “theory of mind?” *Cognition*, 21, 37-46.

Chomsky, N. (1959). A review of B. F. Skinner’s “Verbal Behavior”. *Language*, 35, 26-58.

Iaidt, J. (2001). The emotional dog and its rational tail: a social intuitionist approach to moral judgment. *Psychological review*, 108(4), 814-834.

Marsh, K. L., Johnston, L., Richardson, M. J., & Schmidt, R. C. (2009). Toward a radically embodied, embedded social psychology. *European Journal of Social Psychology*, 39, 1217-1225.

Cognitive Flexibility and Executive Function

Chan, R. C. K., Shum, D., Touloupoulou, T., & Chen, E. Y. H., (2008). Assessment of executive functions: Review of instruments and identification of critical issues. *Archives of Clinical Neuropsychology*, 23(2), 201-216.

Diamond, A. (2013). Executive functions. *Annual Review of Psychology*. 64, 135-168.

Moore, A., & Malinowski, P., (2009). Meditation, mindfulness, and cognitive flexibility. *Consciousness and Cognition*, 18 (1), 176-186.

Decision Making, Impulsivity, and Emotion

Damasio, A. (1994). *Descartes' Error: Emotion, Reason, and the Human Brain* (pp 34-51).

Lerner, J. S., Li, Y., Valdesolo, P., & Kassam, K. S. (2015). Emotion and decision making. *Annual review of psychology*, 66, 799-823.

Mischel, W., Ebbesen, E. B., & Zeiss, A. R. (1972). Cognitive and attentional mechanisms in delay of gratification. *Journal of Personality and Social Psychology* 21(2), 204–18.

Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice, *Science*, 211.

Supplementary Readings

Dunn, B. D., Dalgleish, T., & Lawrence, A. D. (2006). The somatic marker hypothesis: A critical examination. *Neuroscience and Biobehavioral Reviews*, 30, 239-271.

Wagar, B. M., & Thagard, P. (2004). Spiking Phineas Gage: A neurocomputational theory of cognitive-affective integration in decision making. *Psychological Review*, 111, 67-79.

Memory and Forgetting

Anderson, J. R. & Schooler, L. J. (1991) Reflections of the environment in memory. *Psychological Science*, 2 (6), 396-408.

Atkinson, R. C., & Shiffrin, R. M. (1968). Human memory: A proposed system and its control processes. In Spence, K.W.; Spence, J.T., *The psychology of learning and motivation (Volume 2)*. New York: Academic Press. pp. 89–195.

Baddeley, A. (2003). Working memory: looking back and looking forward. *Nature Reviews Neuroscience* 4 (10). 829–839.

Supplementary Reading

Rhodes, T., & Turvey, M. T. (2007). Human memory as Levy foraging. *Physica A: Statistical Mechanics and its Applications*, 385(1), 255-260.

Affective Regulation and Emotional Intelligence

Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology*, 110-126.

Sheppes, G., Suri, G., & Gross, J. J. (2015). Emotion regulation and psychopathology. *Annual Review of Clinical Psychology*, 11, 379-405.

Tugade, M. M. & Fredrickson, B. L. (2007). Regulation of positive emotions: emotion regulation strategies that promote resilience. *Journal of Happiness Studies*, 8, 311-333.

Supplementary Readings

Carver, C. S., & Scheier, M. F. (2002). Control processes and self-organization as complimentary principles underlying behavior. *Personality and Social Psychology Review*, 6(4), 304-315.

Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2, 271-299.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9(3), 185-211.

Cognitive Appraisal and Reappraisal

Troy, A. S., Shallcross, A. J., Davis, T., & Mauss, I. B. (2012). History of mindfulness-based cognitive therapy is associated with increased cognitive reappraisal ability. *Mindfulness*.

Verduyn, P., Van Mechelen, I., & Tuerlinckx, F. (2011). The Relationship Between Event Processing and the Duration of Emotional Experience. *Emotion*, 11(1), 20-28.

Supplementary Reading

Lazarus, R. S. (1991). Progress on a cognitive-motivational-relational theory of Emotion. *American Psychologist*, 46(8), 819-834.

Scherer, K. R. (2001). Appraisal Considered as a Process of Multilevel Sequential Checking. In K. R. Scherer, A. Schorr & T. Johnstone (Eds.), *Appraisal Processes in Emotion: Theory, Methods, Research* (pp. 92-120): Oxford University Press.

Sensory Processing Sensitivity

Acevedo, B. Jagiellowicz, J., Aron, E., Aron, A., Marhenke, R., Aron, A. (2017). Sensory processing sensitivity and childhood quality's effects on neural responses to emotional stimuli. *Clinical Neuropsychiatry*, 14, 359-373.

Acevedo, B.P. (2020). The basics of sensory processing sensitivity. In Acevedo, B.P. (Ed.). *The Highly Sensitive Brain*. Elsevier, UK.

Aron, E.N. (2010). Distinguishing Sensitivity from DSM Disorders, In Aron, E.N. (Ed.), *Psychotherapy and the Highly Sensitive Person*, Routledge, New York.

Aron, E.N. (2020). Clinical assessment of sensory processing sensitivity. In Acevedo, B.P. (Ed.). *The Highly Sensitive Brain*. Elsevier, UK.