

## **Cognitive and Affective Psychology**

### **18:820:505:M1 Summer 2023 (Session 1)**

- Instructor:** Robert W. Isenhower, Ph.D., BCBA-D
- Time/Place:** W: 9:00 AM-1:00 PM in the Science Engineering Resource Center, Busch Campus, Room SERC-206
- Contact Info:** Robert.isenhower@rutgers.edu
- Office/Hours:** Th: 11:00 AM-12:00 PM and other times by appointment (via Zoom)
- Course Assistant:** Annie Moten, MS, PsyM: fqm3@gsapp.rutgers.edu
- Course Description:** In this course will review historical and modern theory and research in the areas of cognitive and affective psychology. This course covers Discipline-Specific Knowledge (DSK) and Advanced Integrative Knowledge (AIK) of DSK content areas in both cognitive and affective aspects of behavior. This hybrid class will consist of both on-campus and online instruction. The course format is a mix of lectures to contextualize weekly readings, in-class paper presentations, discussion based on the readings, and demonstrations/activities. The course will culminate with a final integration paper where you will demonstrate AIK for cognitive and affective aspects of behavior within a topic that piques your interest.
- Course Objectives:**
- 1) Develop familiarity with major historical theories and current research in cognitive and affective psychology.
  - 2) Understand the conduct of science in cognitive and affective psychology, and learn how to read, interpret, and critically evaluate research in cognitive and affective psychology.
  - 3) 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 may be provided to facilitate further exploration of a topic and to help you choose a topic for your paper.
- Attendance Policy:** Attendance is required for synchronous meetings.
- Grading:**
- |                             |    |       |
|-----------------------------|----|-------|
| In-class paper presentation | 80 | (20%) |
| Online paper summary        | 80 | (20%) |

Discussion board posts (5 @20 pts)	100	(25%)
Participation	40	(10%)
C&A Integration paper	100	(25%)
<b>Total:</b>	<b>400</b>	<b>(100%)</b>

### **In-class Paper Presentations**

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**

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 11:59pm** (except for Week 1 which is due by Friday, 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**

During weeks that you are **not** assigned an online paper summary, you are responsible for writing **two** 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 11:59pm**. Please note that 5 weeks of discussion board posts will be counted towards your course grade.

### **Participation**

For each week, we will assess your participation in the discussion boards and will assign a grade for your participation. Add one additional brief reply to discussion board posts **by Sundays at 11:59pm** (Weeks 1-6).

### **Cognitive and Affective Integration Paper**

The final project in this class is a (7-10 page) paper (**due 6/29 by 11:59pm**) based on a topic that piques your interest that is directly related to *both* cognitive *and* affective psychology. The paper should demonstrate an integration and understanding of historical and/or

modern theories of cognition and affective aspects of behavior. It should utilize empirical research to demonstrate how these two aspects work together and/or simultaneously. It should include both historical issues and current developments within the field. All papers should be formatted using APA style 7<sup>th</sup> ed. Topics may include but are not limited to those covered during weekly meetings. I encourage you to choose a topic that is related to an area you are interested in exploring for your dissertation work. I am happy to meet with you during office hours or by appointment to discuss your paper topics.

- Timeliness:** Be sure to pay close attention to deadlines. Late work may be accepted with a serious and compelling reason and approval. However, assignments that are submitted after the due date may be subject to a 10% penalty per day (with a 24-hour grace period).
- Technology:** If students expect to send or receive urgent e-mails, texts, or calls during class, their needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or placed in silent mode. All computing devices should be used only for the purpose of class-related activities.
- Email:** Prompt communication is essential. On weekdays I will try my best to respond to emails within 18 hours. Over the weekend, please allow 24-36 hours for a response.
- GSAPP Diversity:** The Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University-New Brunswick is committed to diversity, equity, and inclusion (DEI). We view individuals from a variety of backgrounds, lived-experiences, identities, and perspectives across our community members as critical to our threefold mission of world-class education, scholarship, and public service. We aim to honor diversity through a variety of means, such as inclusive groups, events, initiatives, and curricula. We strive to create and maintain a space in which voices are heard and valued, consistent with Rutgers University's Beloved Community. GSAPP acknowledges the systemic practices that have been used to marginalize and oppress some identities and give power and privilege to others in and beyond the United States. Additionally, we are keenly aware of the destructive effects, including on mental health and personal well-being, of prejudice, stigma, microaggressions, and violence in all its forms. We engage in a critical examination of our own biases and behaviors, both past and present. We utilize evolving methods to address, incorporate, and celebrate DEI through our scholarship, service, and training of future health service professionals.
- Accessibility:** Rutgers University welcomes students with disabilities into all the University's educational programs. 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>.

**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/>

**Resources:** <https://gsapp.rutgers.edu/current-students/important-links>

**Title IX:** <http://compliance.rutgers.edu/resources/resources-for-facultystaff>

**Counseling:** Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at <http://psychologicalservices.rutgers.edu>. They also offer several useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

**NOTE:** Instructor reserves the right to modify aspects of the course (e.g., readings) during the semester to better serve the needs of the students.

### Weekly Schedule

Date	Topic(s)	Readings	Location/ Assignments
<b>Week 1</b>			
5/17	Introduction  Foundational Theories of Emotion	Friedman (2010) James (1884) Schachter & Singer (1962) Solomon & Corbit (1974)	Zoom
5/19			Online paper summary due

5/19	<b>Relationship between Cognition and Emotion</b>	Duncan & Barrett (2007) Lazarus (1984) Zajonc (1984) Moore (2000)	Online
5/21			<b>Discussion board posts #1 due</b>
<b>Week 2</b>			
5/24	<b>Experience and Expression</b>	Buck (1999) Csikszentmihalyi & Hunter (2003) Ekman (1993) Fijda (1986) Prinz (2003)	Campus
5/24			<b>Online paper summary due</b>
5/26	<b>Thought and Computation</b>	Fodor (1975) Haugeland (1981) Kirsch (1991) Thagard (2005) Turing (1950) Zhao et al (2022)	Online
5/26			<b>Discussion board post #2 due</b>
<b>Week 3</b>			
5/31	<b>Social Cognition and Language</b>	Baron-Cohen et al. (1985) Chomsky (1959) García-Arch et al. (2021) Haidt (2001)	Campus
5/31			<b>Online paper summary due</b>
6/2	<b>Cognitive Flexibility and Executive Function</b>	Chan et al. (2008) Diamond (2013) Moore & Malinowski (2009)	Online
6/2			<b>Discussion board posts #3 due</b>

<b>Week 4</b>			
<b>6/7</b>	<b>Decision Making, Impulsivity, and Emotion</b>	Damasio (1994) Dunn et al. (2006) Lerner et al (2015) Mischel et al. (1972) Tversky & Kahneman (1981) Wagar & Thagard (2004)	Campus
<b>6/7</b>			<b>Online paper summary due</b>
<b>6/9</b>	<b>Memory and Forgetting</b>	Anderson & Schooler (1991) Atkinson & Shiffrin (1968) Baddeley (2003) Rhodes & Turvey (2007)	Online
<b>6/9</b>			<b>Discussion board posts #4 due</b>
<b>Week 5:</b>			
<b>6/14</b>	<b>Affective Regulation and Emotional Intelligence</b>	Carver & Scheier (2002) Cherniss (2010) Gross (1998) Salovey & Mayer (1990) Sheppes et al.(2015) Tugade & Fredrickson (2007)	Campus
<b>6/14</b>			<b>Online paper summary due</b>
<b>6/16</b>	<b>Cognitive Appraisal and Reappraisal</b>	Lazarus (1991) Scherer (2001) Troy et al. (2012) Verduyn (2011)	Online
<b>6/16</b>			<b>Discussion board posts #5 due</b>
<b>Week 6:</b>			
<b>6/21</b>	<b>Discrete, Dimensional, and Cultural Conceptualizations of Emotion</b>	Barrett & Russell (1998) Bradley & Lang (2000) Cacioppo et al (1997) Ekman (1999)	Campus
<b>6/21</b>			<b>Online paper summary due</b>

6/23	<b>Dynamical Systems Perspectives</b>	Fredrickson & Losada (2005) Lewis (2000) Mayne & Ramsey (2001) Schiepek et al (2014)	Online
6/23			<b>Discussion board posts #6 due</b>
6/28	<b>Final Paper</b>		

**Full Bibliography for Required and Supplementary Readings**

**Foundational Theories of Emotion**

Friedman, B. H. (2010). Feelings and the body: The Jamesian perspective of 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.

**On the 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.

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

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.

**Emotion Experience and Expression**

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

Csikszentmihalyi, M., & Hunter, J. (2003). Happiness in everyday life: The uses of experience sampling. *Journal of happiness studies, 4*, 185-199.

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

Frijda, N. H. (1986). *The emotions*. Maison des Sciences de l'Homme and Cambridge University Press. (pp. 55-93).

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

### **Thought and Computation**

Fodor, J. A. (1975). *The Language of Thought*, Crowell Press. (pp. 27-54).

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.

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

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

Zhao, J., Wu, M., Zhou, L., Wang, X., & Jia, J. (2022). Cognitive psychology-based artificial intelligence review. *Frontiers in Neuroscience*, 16.

### **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.

García-Arch, J., Ventura-Gabarró, C., Adamuz, P. L., Calvo, P. G., & Fuentemilla, L. (2021). Reducing implicit cognitive biases through the performing arts. *Frontiers in Psychology*, 12, 614816.

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

### **Cognitive Flexibility and Executive Function**

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

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

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.

### **Cognitive Appraisal and Reappraisal**

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.

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.

### **Discrete, Dimensional, and Cultural Conceptualizations of Emotion**

Barrett, L. F., & Russell, J. A. (1998). Independence and bipolarity in the structure of current affect. *Journal of Personality and Social Psychology, 74*, 967-984.

Bradley, M. M., & Lang, P. J. (2000). Measuring emotion: Behavior, feeling, and physiology. In R. D. Lane & L. Nadel (Eds.), *Cognitive neuroscience of emotion*. Oxford: Oxford University Press.

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.

### **Temporal Dynamics of Cognition and Emotion**

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

Lewis, M. D. (2000). Emotional self-organization at three-time scales. In M. D. Lewis & I. Granic (Eds.), *Emotion, development, and self-organization: Dynamic systems approaches to emotional development* (pp. 37-69). New York: Cambridge University Press.

Mayne, T. J., & Ramsey, J. (2001). The structure of emotions: a nonlinear dynamic systems approach, in T. J. Mayne, G. Bonanno (Eds), *Emotions: Current Issues and Future Directions. Emotions and Social Behavior*, Guilford, New York, NY, pp.1-37.

Schiepek, G.K., Tominschek, I., & Heinzl, S. (2014). Self-organization in psychotherapy: Testing the synergetic model of change processes. *Frontiers in Psychology*, 5, 1-11.