Cognitive and Affective Psychology
18:820:505 Summer 2024 (Session 1)

Instructor: Joshua Cohen, PhD

Time/Place: Monday & Wednesdays, 8:30 - 11:40 am, Busch SMH 219

Contact Info: dr.jrcohen@rutgers.edu

Office/Hours: by appointment over zoom or phone (732) 648-5238

Course Assistant: Rahil Kamath, rk1081@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 be mostly on-campus, with one class possibly online. 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. Please check Canvas announcements for any updates to the readings.

Attendance Policy: Attendance is required.

Grading: 

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<th>Component</th>
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<tr>
<td>In-class paper presentation</td>
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<tr>
<td>Online paper summary</td>
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<tr>
<td>Discussion board posts</td>
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<td>Participation</td>
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<td>C&amp;A Integration paper</td>
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**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 Fridays by 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**
As you can see, class participation is a large percentage of your grade. Participation includes **attending class, paying attention, and joining the conversation**. The quality of our class will largely depend on how much you engage with the material and our discussions.

**Cognitive and Affective Integration Paper**
The final project in this class is a **(5-10 page) paper (due 6/26 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 7th 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 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 24 hours, and usually will within 12 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**

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<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
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| 5/15 | Introduction  
Foundational Theories of Emotion | Friedman (2010)  
James (1884)  
Schachter & Singer (1962)  
Solomon & Corbit (1974) | Smithers  
Online paper summary due |
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<th>Date</th>
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| 5/20  | Relationship between Cognition and Emotion | Duncan & Barrett (2007)  
Lazarus (1984)  
Zajonc (1984)  
Moore (2000) | Smithers |
| 5/22  |                                            |                                                                             | Discussion board posts #1 due |
| 5/22  | Experience and Expression                  | Buck (1999)  
Csikszentmihalyi & Hunter (2003)  
Ekman (1993)  
Fijda (1986)  
Prinz (2003) | Smithers |
| 5/24  |                                            |                                                                             | Online paper summary due |
| 5/29  | Thought and Computation                    | Fodor (1975)  
Haugeland (1981)  
Kirsch (1991)  
Thagard (2005)  
Turing (1950)  
Zhao et al (2022) | Smithers |
| 5/29  |                                            |                                                                             | Discussion board post #2 due |
| 5/31  |                                            |                                                                             | Online paper summary due |
| 6/3   | Social Cognition and Language              | Baron-Cohen et al. (1985)  
Chomsky (1959)  
García-Arch et al. (2021)  
Haidt (2001) | Smithers |
| 6/5   | Cognitive Flexibility and Executive Function | Chan et al. (2008)  
Diamond (2013)  
Moore & Malinowski (2009) | Smithers |
<p>| 6/5   |                                            |                                                                             | Discussion board posts #3 due |</p>
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<td>Discussion board posts #4 due</td>
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Full Bibliography for Required and Supplementary Readings

Foundational Theories of Emotion


On the Relationship Between Cognition and Emotion


Emotion Experience and Expression


**Thought and Computation**


**Social Cognition and Language**


**Cognitive Flexibility and Executive Function**


Decision Making, Impulsivity, and Emotion


Memory and Forgetting


Affective Regulation and Emotional Intelligence


**Cognitive Appraisal and Reappraisal**


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


**Temporal Dynamics of Cognition and Emotion**

