Course Aims

This graduate “breadth” course will examine intersections between emotion-related processes (including core affect, mood, and emotions) and cognitive processes (including attention, memory, and reasoning). Understanding the complex scientific literatures addressing these intersections will require evaluating basic theoretical and empirical work on emotion-related processes, including dimensional and natural-kind theories of emotions, distinctions between emotional experiences that vary in degree of self-reflection, and the role of emotion-related appraisals in making sense of somatosensory experiences. Because manipulating and measuring emotion-related processes both figure centrally in the empirical literatures of interest, we also will critically evaluate some of the many methods that have been developed for those purposes. In light of the varied scholarly aims of the graduate students in the course, our examination of intersections between emotion-related and cognitive processes will pursue advances both in basic theory (e.g., on the nature of underlying psychological processes) and in application (e.g., to social behaviors). In class, our primary aim will be creative, scholarly discussion of each week’s articles, intended to identify basic principles that transcend particular content domains. Toward these ends, students will be responsible for submitting a written response to each reading before each class meeting, for contributing substantively to class discussion, and for developing research proposals that build on the research literatures reviewed here.

Readings

There is not a textbook for this course. Instead, all required readings will be in the form of articles from primary scientific journals that will be posted on BLACKBOARD at https://blackboard.stonybrook.edu/ For problems logging on, go to the helpdesk in the Main Library SINC Site or the Union SINC Site. You can also call: 631-632-9602 or e-mail: helpme@stonybrook.edu

Americans with Disabilities Act: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC(Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. https://web.stonybrook.edu/newfaculty/StudentResources/Pages/DisabilitySupportServices.aspx.

Academic Integrity: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/
GRADING: Your final grade in this course will reflect (in the weights given below) three components:

**Submitting Reading Responses** = 30%

Each student will be responsible for submitting one written response to each of the assigned readings. These will be due (via Blackboard) by midnight the night before class (i.e., every Mon. & Wed. by 11:59 PM). The written responses should be in the form of discussion questions, with one well-developed question for each of the assigned readings. These should be no longer than one page in total length.

**Class Participation** = 20%

Your grade will reflect how much you participate in class discussion in ways demonstrating your preparation to discuss the assigned readings. Not all students are equally gregarious, outgoing, and outspoken. To encourage students to participate in discussion, I suggest that you each please try to find the opportunity to talk about what you wrote in your written responses for that day’s reading.

**Research Proposal** = 50%

This paper should propose new empirical work testing ideas directly relevant to course content. Your primary aim is to develop an original idea for an experiment (or series of experiments) that would provide interesting, informative results *no matter how they turn out*. The best case would be one in which you provide a good test of competing theories, such that your result will support either one theory or the other. This assignment has three components:

1. Submit (via Blackboard) a two-page précis of your research proposal. Include your research question, experimental design, and references.
2. Give a 15-min. presentation to class of your research proposal.
3. Submit (via Blackboard) your full, written proposal by 12/6 (midnight). Following the general structure of a fellowship proposal, state (a) the nature of the question you intend to investigate, (b) why this question is important in light of the existing literature, (c) what are your specific hypotheses, and (d) what methods and analyses you will use. Do NOT include any simulated results in this written paper. This paper should be approximately 10 pages of text, single spaced. Use APA style. Please see “Final Paper” assignment in Blackboard for more specific guidelines (which I have adapted from the National Institutes of Health’s requirements for the Ruth L. Kirschstein Institutional National Research Service Award [NRSA], for which some of you may wish to apply).
**Schedule**

**Aug. 28: Introduction**
Introductory discussion; organizational meeting.

**Aug. 30: Defining emotional processes I**

**Sep. 4: Defining emotional processes II**

**Sep. 6: Emotional experiences and their appraisals**

**Sep 11: Emotional expression I**

**Sep 13: Emotional expression II**

**Sep. 18: Measuring emotional processes**

**Sep. 20: Information-processing conflict & emotional processes I: An error-related negativity in event-related potentials**

**Sep. 25: Information-processing conflict & emotional processes II: Conflicts as aversive signals**
Sep. 27: Information-processing conflict & emotional processes III: Processing fluency & liking

Oct. 2: Emotion & attention I: Visual search

Oct. 4: Emotion & attention II: Attention rubbernecking

Oct. 9: NO CLASS (“Fall Break”)

Oct. 11: Emotion & attention III: A late positivity in event-related potentials

Oct. 16: Emotion & memory I: Specificity

Oct. 18: Emotion & memory II: Prioritization

Oct. 23: Risk as feelings

Oct. 25: Effects of emotional experience on risk perception
Oct. 30: Goal-behavior discrepancies & self-conscious emotions

Nov. 1: Boredom

Nov 6: Emotion regulation

Nov 8: Goal-related affect and prioritization

Nov. 13: Student Presentations

Nov. 15: Interpersonal processes I: Emotions and trust

Nov. 20: Student Presentations

Nov. 22: NO CLASS (Thanksgiving Break)

Nov. 27 Student Presentations

Nov. 29: Student Presentations

Dec. 4: Interpersonal processes II: Emotions and intergroup perception

Dec. 6: Interpersonal processes III: Mood and ingratiation

*Due Dec. 6th (midnight): Written final paper. Please submit via Blackboard.*