

**Psychology 7/8407**  
**Cognition and Emotion**  
**Fall 2019**

Tuesdays, 9:00 to 12:00  
212 Scates Hall

Instructor: Roger Kreuz  
Office: 116 Scates Hall  
E-mail: rkreuz@memphis.edu  
Phone: 678-3372  
Office hours: Mondays, Tuesdays, & Wednesdays, 8:30 to 9:00, and by appointment

### **Objectives**

Cognition and emotion affect behavior in a myriad of ways. The interactions of cognition and emotion are also quite complex. The primary purpose of this course is to provide an overview of research on the cognitive and affective bases of behavior. The course is also designed to foster critical thinking, writing, discussion, and presentation skills.

### **Readings**

A compressed archive of PDFs of the readings is available at:

[umdrive.memphis.edu/rkreuz/public/cognition&emotion/C&Earticles.zip](http://umdrive.memphis.edu/rkreuz/public/cognition&emotion/C&Earticles.zip)

### **Evaluation**

Each of you will **lead a discussion of the readings** for a given week during the term, and this will constitute 25% of your course grade.

You will also be expected to **submit commentaries for each week's readings** (beginning with the September 10 class). The commentaries should be ~300 words in length and must be posted to the course's blog site **by noon on Monday before** the day before class). The commentaries will constitute 50% of your course grade. Students enrolled at the 8000 level will be expected to submit commentaries appropriate to doctoral-level study in comparison to those enrolled at the 7000 level.

**Attendance at all lectures and participation in all discussions is required** and will count as 25% of your course grade. If you know in advance that you must miss a class (e.g., you're attending a conference or an interview), please inform me beforehand. More than one **unexcused** absence will have a negative impact on your course grade.

### **Blog site**

Commentaries should be submitted to:

<http://blogs.memphis.edu/7407cognitionandemotion>

You can access this Web site using your UUID and password. Your first assignment in the course will be to post a comment to my first posting on the blog site.

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### **Assessment statement**

The American Psychological Association requires students in this course to acquire domain-specific knowledge in the areas of cognition and emotion. Specifically, to reach a minimum level of achievement, students must demonstrate familiarity with the cognitive and affective aspects of behavior. This includes but is not limited to theories of cognitive and affective processing and the empirical research that has been conducted to test these theories. This course also serves as the integrative experience for these two domains of knowledge.

It should be noted that competency in the cognitive and affective areas of behavior will be assessed **separately** for all student assignments. These assignments are the twelve written commentaries on the course readings, service as the discussion leader during one class, and contributions to the weekly discussion of the course readings. Competency in the **integration** of the cognitive and affective areas of behavior will also be assessed via the commentaries and discussions of readings that explicitly address the combination of these areas.

### **Academic misconduct statement**

Students are expected to behave in accordance with the university's *Code of Student Rights and Responsibilities*. Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated. Students engaging in academic dishonesty will receive a zero on the associated assignment and may be reported to the chair of the department or the University's Office of Student Accountability and the Academic Integrity Committee. Consistent with these regulations and policies, students are expected to behave in accordance with the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*.

### **Disability statement**

Student with disabilities are encouraged to speak to the instructor privately about academic and classroom accommodations. It is strongly encouraged that you register with Disability Resources for Students to determine appropriate academic accommodations. DRS coordinates all accommodations for students with disabilities.

### **Diversity statement**

The University of Memphis seeks to understand and address issues of culture, disability, ethnicity, gender, generation, sexual orientation, national origin, privilege, race, and different views on religion in education, policy, research, practice, recruitment, and retention of diverse populations. In this, it strives to offer resources that promote goals of cultural humility, mutual respect, and social justice at the level of the department, university, and broader community.

If you feel that you have experienced discrimination based on culture, disability, ethnicity, gender, generation, sexual orientation, national origin, privilege, race, and different views on religion, please contact the Office for Institutional Equity at the Administration Building, Room 156 (901-678-2713). To make a report, you may fill out an online form at <https://www.memphis.edu/report/submit-a-report/index.php>.

## Class dates, topics, and readings

### Tuesday, 27 August

#### **(1) Introduction**

course format • topics • resources

#### **(2) Lecture: Background and context**

defining cognition and affect • dualistic vs. functional theories • Duchenne and Darwin

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### Tuesday, 03 September

#### **(1) Lecture: Quantifying cognition and affect**

reaction time • accuracy • scaled ratings • eye and mouse movements • evoked potentials PET and fMRI • ERPs • behavioral • experiential • physiological

#### **(2) Lecture: Basic emotions**

categorical theories • dimensional theories • hybrid models • appraisal theories • constructivist theories

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[01] Ekman, P. (1992). An argument for basic emotions. *Cognition and Emotion*, 6, 169-200.

[02] Fehr, B., & Russell, J. A. (1984). Concept of emotion viewed from a prototype perspective. *Journal of Experimental Psychology: General*, 113, 464-486.

### Tuesday, 10 September

**(1) Discussion: Basic emotions** to be led by Daniel Lattimore

#### **(2) Lecture: One system or two?**

James-Lange • Cannon-Bard • Schachter & Singer • Zajonc • Lazarus

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[03] Leventhal, H. & Scherer, K. (1987). The relationship of emotion to cognition: A functional approach to a semantic controversy. *Cognition and Emotion*, 1, 3-28.

[04] Storbeck, J., & Clore, G. (2007). On the interdependence of cognition and emotion. *Cognition and Emotion*, 21, 1212-1237.

### Tuesday, 17 September

**(1) Discussion: One system or two?** to be led by Zak Neemeh

#### **(2) Lecture: Biological basis of cognition and emotion**

brain anatomy and terminology • coordinate systems • structures and circuits • neurotransmitters

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[05] Drevets, W. C., & Raichle, M. E. (1998). Reciprocal suppression of regional cerebral blood flow during emotional versus higher cognitive processes: Implications for interactions between cognition and emotion. *Cognition and Emotion*, 12, 353-385.

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

## **Tuesday, 24 September**

**(1) Discussion: Biological basis of cognition and emotion** to be led by Richard deBord

**(2) Lecture: Emotion regulation**

defense mechanisms • cognitive dissonance theory • process model • emotional intelligence

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[07] Koole, S. (2009). The psychology of emotion regulation: An integrative review. *Cognition and Emotion*, 23, 4-41.

[08] Feldman Barrett, L., Gross, J., Christensen, T. C., & Benvenuto, M., (2001). Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation. *Cognition and Emotion*, 15, 713-724.

## **Tuesday, 01 October**

**(1) Discussion: Emotion regulation** to be led by Andrew Voss

**(2) Lecture: Emotion and attention**

attentional flow • attentional lapses • change blindness • attentional blink • Stroop effects • binding • feature integration theory

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[09] Robinson, M. D. (1998). Running from William James' bear: A review of preattentive mechanisms and their contributions to emotional experience. *Cognition and Emotion*, 12, 667-696.

[10] Jefferies, L. N., Smilek, D., Eich, E., & Enns, J. T. (2008). Emotional valence and arousal interact in attention control. *Psychological Science*, 19, 290-295.

## **Tuesday, 08 October**

**(1) Discussion: Emotion and attention** to be led by Rong Gong

**(2) Lecture: Creating affect in the laboratory**

ethics • concept instantiation • induction techniques • encoding specificity • calculating sensitivity

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[11] Rottenberg, J., Ray, R. D., & Gross, J. J. (2007). Emotion elicitation using films. In J. A. Coan & J. J. B. Allen (Eds.), *The handbook of emotion elicitation and assessment* (pp. 9-28). London: Oxford University Press.

[12] Eich, E., & Metcalfe, J. (1989). Mood dependent memory for internal versus external events. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 15, 443-455.

## **Tuesday, 15 October**

~~Independent fieldwork: cognition & emotion~~ *Fall Break*

## **Tuesday, 22 October**

**(1) Discussion: Creating affect in the lab** to be led by Jenny Tatara

**(2) Lecture: Affect and memory I**

lexical decision task • priming • factors influencing response times • word recognition models • autobiographical memory

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[13] McKay, D. G., Shafto, M., Taylor, J. T. Marian, D. E., Abrams, L., & Dyer, J. (2004). Relations between emotion, memory, and attention: Evidence from taboo Stroop, lexical decision, and immediate memory tasks. *Memory & Cognition*, 32, 474-488.

[14] Forgas, J. P., Goldenberg, L., & Unkelbach, C. (2009). Can bad weather improve your memory? An unobtrusive field study of natural mood effects on real-life memory. *Journal of Experimental Social Psychology*, 45, 254-257.

## **Tuesday, 29 October**

**(1) Discussion: Affect and memory (I)** to be led by Allyson Topps

**(2) Lecture: Affect and memory II**

flashbulb memory • reminiscence bump • childhood amnesia

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[15] Hirst, W., Phelps, E., Meksin, R., Vaidya, C., Johnson, M., Michell, K., ... Olsson, A. (2015). A ten-year follow-up of a study of memory for the attack of September 11, 2001: Flashbulb memories and memories for flashbulb events. *Journal of Experimental Psychology: General*, 144, 604-623.

[16] Talarico, J. M., & Rubin, D. C. (2003). Confidence, not consistency, characterizes flashbulb memories. *Psychological Science*, 14, 455-461.

## **Tuesday, 05 November**

**(1) Discussion: Affect and memory (II)** to be led by Bhanu Shukla

**(2) Lecture: Affect and language**

Linguistic relativity • Whorf • language and color • conceptual metaphors • idioms

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[17] Fussell, S. R., & Moss, M. (1998). Figurative language in emotional communication. In S. R. Fussell & R. J. Kreuz (Eds.), *Social and cognitive approaches to interpersonal communication* (pp. 113-141). Mahwah, NJ: Lawrence Erlbaum Associates.

[18] Lindquist, K. A., Barrett, L. F., Bliss-Moreau, E., & Russell, J. A. (2006). Language and the perception of emotion. *Emotion*, 6, 125-138.

## **Tuesday, 12 November**

**(1) Discussion: Affect and language** to be led by Kinsey Pebley

**(2) Lecture: Affect, cognition, and decision making**

rational choice models • Kahneman & Tversky • heuristics and the biases they cause • malleability of judgments

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[19] Schwarz, N. (2000). Emotion, cognition, and decision making. *Cognition and Emotion*, 14, 433-440.

[20] Lerner, J. S., & Keltner, D. (2000). Beyond valence: Toward a model of emotion-specific influences on judgement and choice. *Cognition and Emotion*, 14, 473-493.

## **Tuesday, 19 November**

**(1) Discussion: Affect, cognition, and decision making** to be led by Ally Schimmel-Bristow

**(2) Lecture: Conscious awareness, cognition, and affect**

consciousness & creativity • incubation effects • issues with verbal self-reports as data • subliminal perception

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[21] Walker, M. P. (2009). The role of sleep in cognition and emotion. *Annals of the New York Academy of Sciences*, 1156, 168-197.

[22] Berridge, K. C., & Winkielman, P. (2003). What is an unconscious emotion? (The case for unconscious "liking"). *Cognition and Emotion*, 17, 181-211.

## **Tuesday, 26 November**

**(1) Discussion: Conscious awareness, cognition, and affect** to be led by Tori Horn

**(2) Lecture: Cognition, emotion, and development**

theory of mind • child language assessment • transcription

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- [23] Wellman, H. M., Harris, P. L., Banerjee, M., & Sinclair, A. (1995). Early understanding of emotion: Evidence from natural language. *Cognition and Emotion*, 9, 117-149.
- [24] Vinden, P. G. (1999). Children's understanding of mind and emotion: A multi-culture study. *Cognition and Emotion*, 13, 19-48.

### **Tuesday, 03 December**

**(1) Discussion: Cognition, emotion, and development** to be led by Margaret Fahey and Katherine Semenkovich

**(2) Discussion: Wrap up** to be led by Roger Kreuz

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### **Some Notes on Being the Discussion Leader**

You should take your responsibilities as discussion leader seriously. In particular, you should be well prepared to summarize the issues at hand, and to lead an in-depth exploration of the articles and their implications for cognition and emotion.

I would advise you to read the papers you'll be responsible for well in advance. You may also want to look at some of the articles that the authors cite, or later papers on the topic. Of course, you should feel free to come and talk to me about any questions or concerns. (You'll also have the incredibly insightful commentaries of your classmates to help you.)

You should begin the discussion by briefly summarizing the first article. For the summary, you can use the classroom's projector if you wish, although this is by no means required. For the discussion, you may want to ask your classmates to expand on what they wrote in their commentaries, or address conflicting viewpoints expressed in the commentaries. Please keep track of the time and try to shift over to the second paper about halfway through the class.

## Some Notes on the Commentaries (Empirical papers)

An important skill to develop is how to critically but fairly evaluate an empirical article, and then distill your thoughts into a coherent written report. To help you learn how to do this, an important part of this course will be the writing and sharing of commentaries.

Your commentaries should *not* be a summary of the paper's methodology and results: that's why the authors wrote an abstract. Instead, the commentary should focus on questions like the following:

### General

- Does the article explore an important issue?
- Do the authors employ terms and concepts without explaining them?
- Was there anything that was confusing or ambiguous?
- Is the paper well written and clearly organized?

### Procedural

- Is the methodology appropriate for the questions being investigated?
- Is there a different or better methodology that could have been employed?
- Are there any issues with the stimuli or manipulations?

### Data and statistics

- Are the statistics appropriate for the data?
- Anything noteworthy about the participants (e.g., small sample size, skewed gender)?
- Did the authors use tables and figures appropriately? Redundantly? Haphazardly? Not at all?
- Are there limitations to generalizability?

### The Big picture

- Do the experiments have ecological validity?
- Do the authors' conclusions follow from the evidence presented? Are you convinced?
- Do the authors over-reach in their interpretations of the evidence?
- Are there alternative explanations for the results?
- Do the authors tell a good story?

These are just starting points — feel free to address other issues that you feel are important.



## (Potentially) Frequently Asked Questions

*Q: I've written everything I can think of, but my commentary is only 237 words long. Am I a bad person?*

A: Probably not. The 300-word length is simply a guideline; don't be too obsessed with this number. Some of your commentaries will be shorter, and others will be longer. However, if you're routinely writing 600-word analyses, you should try to be more succinct. And if you're consistently submitting 200-word commentaries, I'll probably notice (and not be impressed).

*Q: Do I need to give both papers equal attention in my commentaries?*

A: Nope. For whatever reason, you may have more to say about one paper than another. However, you should address at least *some* issues in each article.

*Q: My pet dog/cat/weasel just died, and I'm pretty broken up. Is it possible to skip the assignment if I can't bring myself to write?*

A: Yes, I'll allow each student to skip one commentary assignment during the term. However, if you skip more than that, you'll need to throw yourself on the mercy of the court. Keep in mind that I take the assignments pretty seriously, so don't expect much sympathy.

*Q: I was too hung over to write, so I didn't upload my commentary until midnight (variants: my WiFi wasn't working, my hard drive died, the dog ate my paper).*

A: I expect graduate students to be responsible, but sometimes life does hand you lemons. Please do everything you can to submit the commentaries on time. It makes the discussion leaders' job easier if they have your thoughts in a timely manner. And if any of you are consistently late, you'll be hearing from me.

*Q: Will I get feedback on my commentaries from you?*

A: Although I will read all the commentaries carefully, I'll only provide feedback if I spot problems (so, no news is good news).

*Q: Do I need to write a commentary for the day when I'm the discussion leader?*

A: Nope—you're off the hook for that class. That's one of the perks of being the discussion leader.