

**Psychology 7/8407**  
**Cognition and Emotion**  
**Fall 2025**

Tuesdays, 9:00 am to 12:00 pm

August 26 through December 2

212 Scates Hall

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

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**(1) Course 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.

**(2) Course readings**

A compressed archive of PDFs of all the journal articles and book chapters for the course appears below. **Copy and paste** this link into the address bar of a browser window: <https://rogerkreuz.com/C&E/C&Ereadings.zip>

**(3) Attendance policy**

**Face-to-face attendance at all class meetings and participation in every group discussion is required.** If you know in advance that you must miss a class for a professional reason (e.g., you're attending a conference or an interview), please inform the instructor **beforehand**, and your absence will be counted as excused. **More than one unexcused absence** will have a negative impact on your course grade.

Class sessions will **always begin promptly**, so please be in your seats and ready to start at 9:00. If you are frequently late to class, this will have a negative impact on your grade.

#### (4) Evaluation

a) Attendance at all lectures and participation in all group discussions will constitute 25% of the course grade.

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

c) Each student will **submit commentaries for each week's readings** (beginning with the September 9th class). The commentaries should be ~300 words in length and must be posted to the course's blog site (see section 6 below) **by noon on Monday** (the day before each week's class). These commentaries will constitute 50% of the 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.

#### (5) Blog site

Commentaries should be posted at:

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

You can access this website 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.

#### (6) 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 (at least) 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. Students are required to earn a grade of **B or better** in these **three assessed areas**.

## **(7) Communication**

Course announcements as well as consultation with the instructor may occur via email. You must either **check your university email account regularly** or forward your university email to a personal email account that you will check regularly (i.e., at least daily).

You can use the university's identity management service to forward your university e-mail to a personal email account. The management service can be accessed at:

<https://iam.memphis.edu>

## **(8) Academic misconduct**

Students are expected to behave in accordance with the University's Code of Student Rights and Responsibilities found here:

<https://www.memphis.edu/osa/students/code-of-rights.php>.

Students engaging in disruptive behaviors or conduct that violates the rules and regulations of the university may be removed from the course. The instructor may report misconduct to the chair of the department or the University's Office of Student Accountability. Likewise, 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 other possible disciplinary sanctions may also be imposed. Consistent with these regulations and policies, students are expected to behave in accordance with the American Psychological Association Code of Ethical Conduct Found here:

<https://www.apa.org/ethics/code/principles.pdf>.

ChatGPT and similar AI tools, though useful in many contexts, are inappropriate for use in this course. One important outcome of this course is to strengthen your abilities as a critical thinker and writer. This is only possible when you do the work. You may not submit work written wholly or partially by an AI tool. You must complete all course assignments on your own or, when appropriate, with your classmates. Assignment submissions may be run through AI detection software. If your submission appears to have been written using AI, you may receive a failing grade or be asked to resubmit the assignment.

Students are expected to behave in accordance with the university's Code of Student Rights and Responsibilities, found here:

<https://www.memphis.edu/osa/students/code-of-rights.php>.

Disruptive behavior, use of an electronic or other noise- or light-emitting device that disturbs others, and excessive use of electronic devices for text messaging, telephone, or video-based conversations during instructional time in the classroom will not be tolerated. Students engaging in disruptive behaviors or general conduct that violates the rules and regulations of the university may be removed or excluded from the classroom. The instructor may report classroom misconduct to the Department Chair or the University's Office of Student Accountability.

## (9) Student accommodation

The University of Memphis values all students, and students with varied learning preferences and needs are welcome in this course. You are encouraged to speak with me privately if there are aspects of instruction or design of this course that result in barriers to accessibility or accurate assessment of achievement. If barriers to participation exist due to a physical, mental, or cognitive condition or a temporary injury, please contact Disability Resources for Students (DRS) to submit an official request for course accommodations by calling 901-678-2880, emailing [drs@memphis.edu](mailto:drs@memphis.edu), or visiting 110 Wilder Tower.

## (10) Sexual misconduct

The University of Memphis is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity via email at <[oie@memphis.edu](mailto:oie@memphis.edu)>, or by calling (901) 678-2713. An online reporting form is available at: [www.memphis.edu/report](http://www.memphis.edu/report)

Please note that all faculty, administrators, and most university staff are **mandatory reporters**, so if you disclose an incident to one of your instructors, they are **required** to report it. If you want to make a confidential report, you can contact the University Counseling Center, in 214 Wilder Tower, (901) 678-2713. The University's sexual misconduct policy can be found at: <https://www.memphis.edu/oie/title9/sexualmisconduct.php>

## (11) Student Health

As a student, you may experience a range of issues that can create barriers to learning. These include physical health problems, strained relationships, increased anxiety, alcohol and drug abuse, feeling down, difficulty in concentrating, and lack of motivation. These mental and physical health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. The University of Memphis has a range of confidential mental and physical health services available on campus to assist you, including the following:

**Psychological Services Center:** 126 Psychology Building (901) 678-2147

**University Counseling Center:** 214 Wilder Tower (901) 678-2068

**University Student Health Center:** 200 Hudson Health Center (901) 678-2287

## **(12) Student Resources**

Students who need additional resources can visit the Dean of Students Office website at:  
[www.memphis.edu/deanofstudents/crisis/index.php](http://www.memphis.edu/deanofstudents/crisis/index.php)

## **(13) Statement of Mutual Respect**

As a student in this class, you may be exposed to issues that you may encounter in the professional practice of psychology, including, but not limited to, culture, disability, ethnicity, gender, generation, sexual orientation, national origin, privilege, race, size, and different views on religion in education, policy, research, practice, recruitment, and retention. The University of Memphis Department of Psychology strives to offer resources to students that promote goals of professional responsibility, understanding, and mutual respect. The American Psychological Association has policies and recommendations regarding these issues, as evident in the following sources:

*Ethical Principles of Psychologists and Code of Conduct:*  
[www.apa.org/ethics/code/index.aspx](http://www.apa.org/ethics/code/index.aspx)

*Publication Manual of the American Psychological Association, Seventh Edition (2019):*  
[www.apastyle.org/](http://www.apastyle.org/)

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 (Administration Building, Room 156) at (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

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### Tuesday, August 26

#### **(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, September 2

#### **(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(3-4), 169-200. <https://doi.org/10.1080/02699939208411068>

{02} Fehr, B., & Russell, J. A. (1984). Concept of emotion viewed from a prototype perspective. *Journal of Experimental Psychology: General*, 113(3), 464-486. <https://doi.org/10.1037/0096-3445.113.3.464>

### Tuesday, September 9

**(1) Discussion: Basic emotions** to be led by Vivian Gleason

#### **(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(1), 3-28. <https://doi.org/10.1080/02699938708408361>

- {04} Storbeck, J., & Clore, G. (2007). On the interdependence of cognition and emotion. *Cognition and Emotion*, 21(6), 1212-1237.  
<https://doi.org/10.1080/02699930701438020>

## Tuesday, September 16

**(1) Discussion: One system or two?** to be led by Bella Skinner

**(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(3), 353-385.  
<https://doi.org/10.1080/026999398379646>

- {06} Duncan, S., & Barrett, L. F. (2007). Affect is a form of cognition: A neurobiological analysis. *Cognition and Emotion*, 21(6), 1184-1211.  
<https://doi.org/10.1080/02699930701437931>

## Tuesday, September 23

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

**(2) Lecture: Emotion regulation**

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

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- {07} Koole, S. L. (2009). The psychology of emotion regulation: An integrative review. *Cognition and Emotion*, 23(1), 4-41. <https://doi.org/10.1080/02699930802619031>
- {08} Feldman Barrett, L. F., 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(6), 713-724. <https://doi.org/10.1080/02699930143000239>

## Tuesday, September 30

**(1) Discussion: Emotion regulation** to be led by Kyra Ellison

**(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(5), 667-696. <https://doi.org/10.1080/026999398379493>

{10} Jefferies, L. N., Smilek, D., Eich, E., & Enns, J. T. (2008). Emotional valence and arousal interact in attention control. *Psychological Science*, 19(3), 290-295. <https://doi.org/10.1111/j.1467-9280.2008.02082.x>

## **Tuesday, October 7**

**(1) Discussion: Emotion and attention** to be led by Mary Dillon

**(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). Oxford University Press. <https://doi.org/10.1093/oso/9780195169157.003.0002>

{12} Eich, E., & Metcalfe, J. (1989). Mood dependent memory for internal versus external events. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 15(3), 443-455. <https://doi.org/10.1037/0278-7393.15.3.443>

## **Tuesday, October 14**

~~Independent fieldwork in cognition and emotion~~ **Fall Break**

## **Tuesday, October 21**

**(1) Discussion: Creating affect in the lab** to be led by Tori Moore

**(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. R. (2004). Relations between emotion, memory, and attention: Evidence from taboo Stroop, lexical decision, and immediate memory tasks. *Memory & Cognition*, 32(3), 474-488. <https://doi.org/10.3758/BF03195840>
- {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(1), 254-257. <https://doi.org/10.1016/j.jesp.2008.08.014>

**Tuesday, October 28**

**(1) Discussion: Affect and memory (I)** to be led by Joy Kumpati

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

flashbulb memory • reminiscence bump • childhood amnesia

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- {15} Hirst, W., Phelps, E. A., Meksin, R., Vaidya, C. J., Johnson, M. K., Mitchell, K. J., Buckner, R. L., Budson, A. E., Gabrieli, J. D. E., Lustig, C., Mather, M., Ochsner, K. N., Schacter, D., Simons, J. S., Lyle, K. B., Cuc, A. F., & 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(3), 604-623. <https://doi.org/10.1037/xge0000055>
- {16} Schmidt, S. R., & Qiao, L. (2019). A comparison of Chinese and American memories for public events. *Applied Cognitive Psychology*, 34(1), 217-227. <https://doi.org/10.1002/acp.3611>

**Tuesday, November 4**

**(1) Discussion: Affect and memory (II)** to be led by Mia Kosmicki

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

Nonliteral language • conceptual metaphors • idioms • idioms • positivity bias  
• writing about emotional experiences • talking about trauma • effect of positive emotions

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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). Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781315805917>

- {18} Rothermich, K., Giorio, C., Falkins, S., Leonard, L., & Roberts, A. (2021). Nonliteral language processing across the lifespan. *Acta Psychologica*, 212, 103213.  
<https://doi.org/10.1016/j.actpsy.2020.103213>

## **Tuesday, November 11**

**(1) Discussion: Affect and language** to be led by Josie Steen

**(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(4), 433-440. <https://doi.org/10.1080/026999300402745>

- {20} Lerner, J. S., & Keltner, D. (2000). Beyond valence: Toward a model of emotion-specific influences on judgement and choice. *Cognition and Emotion*, 14(4), 473-493.  
<https://doi.org/10.1080/026999300402763>

## **Tuesday, November 18**

**(1) Discussion: Affect, cognition, and decision making** to be led by Sungho Jang

**(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. <https://doi.org/10.1111/j.1749-6632.2009.04416.x>

- {22} Berridge, K. C., & Winkielman, P. (2003). What is an unconscious emotion? (The case for unconscious “liking”). *Cognition and Emotion*, 17(2), 181-211.  
<https://doi.org/10.1080/02699930302289>

## **Tuesday, November 25**

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

**(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(2-3), 117-149.  
<https://doi.org/10.1080/02699939508409005>

{24} Vinden, P. G. (1999). Children's understanding of mind and emotion: A multi-culture study. *Cognition and Emotion*, 13(1), 19-48.  
<https://doi.org/10.1080/026999399379357>

## **Tuesday, December 2**

**(1) Discussion: Cognition, emotion, and development** to be led by Vivian Gleason

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

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<p><b>Some notes on being the discussion leader</b></p>
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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 talk to the instructor about any questions or concerns. (And keep in mind that 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 slides 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

- Does the methodology seem 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, the instructor will 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 an assignment if I can't bring myself to write?*

A: Yes, the instructor will 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 the instructor takes 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 laptop died, the dog ate my paper).*

A: The instructor expects graduate students to be responsible, but he is aware that sometimes life does hand out lemons. Please do everything you can to post your 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 in your postings, you'll be hearing from the instructor about this.

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

A: Although the instructor will read all the commentaries carefully, he will only provide feedback if he spots problems (in other words, 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 many, many perks of being the discussion leader.