

Psychology 7/8407
Cognition and Emotion
Spring 2025

Tuesdays, 9:00 am to 12:00 pm

January 21 through April 29

212 Scates Hall

Instructor:	Roger Kreuz
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Office hours:	Mondays, Tuesdays, and Wednesdays, 8:30-9:00, and by appointment

(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 the 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: <ftp.rogerkreuz.com/C&E/C&Ereadings.zip>

(3) Attendance policy

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 February 4th 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 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.

(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 statement

Students are expected to behave in accordance with the university's *Code of Student Rights and Responsibilities* and can be found at:

www.memphis.edu/osa/pdfs/csrr.pdf

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 their department, the university's Office of Student Accountability, or 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*. This document can be found at found at:

www.apa.org/ethics/code/principles.pdf

(9) Student accommodation

Students with accessibility or learning accommodation issues due to a disability are encouraged to contact the instructor about accommodations as soon as possible.

It is strongly encouraged that you register with Disability Resources for Students (DRS) to determine appropriate academic accommodations. DRS coordinates all accommodations for students with disabilities, and students must submit an official request for course accommodations to them. Contact DRS at (901) 678-2880 or via email at <drs@memphis.edu>. DRS can be found online at:

www.memphis.edu/drs/index.php

Disability Resources for Students also offers volunteer opportunities for students who provide copies of notes to students who have that as an approved accommodation. Scholarship, community service, and volunteer hours can be validated for this service by Disability Resources for Students.

(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>, or by calling (901) 678-2713. An online reporting form is available at:

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

(13) **Diversity Policy**

The University of Memphis Department of Psychology 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.

The Department of Psychology endorses the American Psychological Association's policies and recommendations regarding these diversity issues. These can be found in the following sources:

Office of Ethnic Minority Affairs:

www.apa.org/pi/oema/

Ethical Principles of Psychologists and Code of Conduct:

www.apa.org/ethics/code/index.aspx

Publication Manual of the American Psychological Association, Seventh Edition (2019):
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

Tuesday, January 21

(1) Introduction

course format • topics • resources

(2) Lecture: Background and context

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

Tuesday, January 28

(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

{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, February 4

(1) Discussion: Basic emotions to be led by Alec Sisco

(2) Lecture: One system or two?

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

{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, February 11

(1) Discussion: One system or two? to be led by Spence Layton

(2) Lecture: Biological basis of cognition and emotion

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

{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, February 18

(1) Discussion: Biological basis of cognition and emotion to be led by Travis Erickson

(2) Lecture: Emotion regulation

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

{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, February 25

(1) Discussion: Emotion regulation to be led by Jasmine Blake

(2) Lecture: Emotion and attention

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

{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, March 4

(1) Discussion: Emotion and attention to be led by Liqin Zhu

(2) Lecture: Creating affect in the laboratory

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

{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, March 11

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

Tuesday, March 18

(1) Discussion: Creating affect in the lab to be led by Rusty Haner

(2) Lecture: Affect and memory I

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

{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, March 25

(1) Discussion: Affect and memory (I) to be led by Ruby Boisclair

(2) Lecture: Affect and memory II
flashbulb memory • reminiscence bump • childhood amnesia

{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, April 1

(1) Discussion: Affect and memory (II) to be led by Rajat Sharma

(2) Lecture: Affect and language
Nonliteral language • conceptual metaphors • idioms • idioms • positivity bias
• writing about emotional experiences • talking about trauma • effect of positive emotions

{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, April 8

(1) Discussion: Affect and language to be led by Will Wright

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

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

{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, April 15

(1) Discussion: Affect, cognition, and decision making to be led by Chris Hartless and Zach Mikkelson

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

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

{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, April 22

(1) Discussion: Conscious awareness, cognition, and affect to be led by Maddie Carello

(2) Lecture: Cognition, emotion, and development
theory of mind • child language assessment • transcription

{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, April 29

(1) Discussion: Cognition, emotion, and development to be led by Paul Mowry

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

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 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.