

---

Time: Tues & Thurs: 4:00 – 5:20 pm  
Location: Psych B 316

Faculty: Antonio Freitas  
Email: antonio.freitas@stonybrook.edu  
Faculty Office: 203 Psych B  
Office hours: Mon., Tues., & Wed. 2 – 3 pm

### 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](mailto: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](tel:6316326748). 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/DisabilitySupportService.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**      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.  
=30%

**Class Participation**      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.  
=20%

**Research Proposal**      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:  
=50%

11/6      1. Submit (via Blackboard) a two-page précis of your research proposal. Include your research question, experimental design, and references.

11/13, 11/20,  
11/27, or  
11/29 →      2. Give a 15-min. presentation to class of your research proposal.

12/6 →      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**

Beedie, C., Terry, P., & Lane, A. (2005). Distinctions between emotion and mood. *Cognition & Emotion, 19*, 847-878.

Gross, J. J. (2010). The future's so bright, I gotta wear shades. *Emotion Review, 2*, 212-216.

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

Frijda, N. H., Kuipers, P., & Ter Schure, E. (1989). Relations among emotion, appraisal, and emotional action readiness. *Journal of Personality and Social Psychology, 57*, 212.

Russell, J. A. (2017). Mixed emotions viewed from the psychological constructionist perspective. *Emotion Review, 9*, 111-117.

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

Zajonc, R.B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist, 35*, 151-175.

Lazarus, R. S. (1984). On the primacy of cognition. *American Psychologist, 39*, 124-129.

### **Sep 11: Emotional expression I**

Ekman, P., Davidson, R. J., & Friesen, W. V. (1990). The Duchenne smile: Emotional expression and brain physiology: II. *Journal of Personality and social Psychology, 58*, 342.

Malek, N., Messinger, D., Gao, A. Y. L., Krumhuber, E., Mattson, W., Joobar, R., ... & Martinez-Trujillo, J. C. (2018). Generalizing Duchenne to sad expressions with binocular rivalry and perception ratings. *Emotion*.

### **Sep 13: Emotional expression II**

Crivelli, C., Jarillo, S., Russell, J. A., & Fernández-Dols, J. M. (2016). Reading emotions from faces in two indigenous societies. *Journal of Experimental Psychology: General, 145*, 830-843.

Niedenthal, P. M., Rychlowska, M., & Wood, A. (2017). Feelings and contexts: socioecological influences on the nonverbal expression of emotion. *Current Opinion in Psychology, 17*, 170-175.

### **Sep. 18: Measuring emotional processes**

Mauss, I. B., & Robinson, M. D. (2009). Measures of emotion: A review. *Cognition and emotion, 23*, 209-237.

Robinson, M. D., & Clore, G. L. (2002). Belief and feeling: evidence for an accessibility model of emotional self-report. *Psychological bulletin, 128*, 934-960.

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

Maier, M., Steinhauser, M., & Hübner, R. (2008). Is the error-related negativity amplitude related to error detectability? Evidence from effects of different error types. *Journal of Cognitive Neuroscience, 20*, 2263-2273.

Hajcak, G., & Foti, D. (2008). Errors are aversive: Defensive motivation and the error-related negativity. *Psychological science, 19*, 103-108.

### **Sep. 25: Information-processing conflict & emotional processes II: Conflicts as aversive signals**

Dreisbach, G., & Fischer, R. (2012). Conflicts as aversive signals. *Brain and cognition, 78*, 94-98.

Fritz, J., & Dreisbach, G. (2013). Conflicts as aversive signals: Conflict priming increases negative judgments for neutral stimuli. *Cognitive, Affective, & Behavioral Neuroscience, 13*, 311-317.

### **Sep. 27: Information-processing conflict & emotional processes III: Processing fluency & liking**

- Carr, E. W., Brady, T. F., & Winkielman, P. (2017). Are you smiling, or have I seen you before? Familiarity makes faces look happier. *Psychological science*, 28, 1087-1102.
- Graf, L. K., & Landwehr, J. R. (2015). A dual-process perspective on fluency-based aesthetics: The pleasure-interest model of aesthetic liking. *Personality and Social Psychology Review*, 19, 395-410.

### **Oct. 2: Emotion & attention I: Visual search**

- Öhman, Arne, Anders Flykt, & Francisco Esteves (2001). "Emotion drives attention: detecting the snake in the grass." *Journal of Experimental Psychology: General*, 130, 466-478.
- Pinkham, A. E., Griffin, M., Baron, R., Sasson, N. J., & Gur, R. C. (2010). The face in the crowd effect: anger superiority when using real faces and multiple identities. *Emotion*, 10, 141-146.

### **Oct. 4: Emotion & attention II: Attention rubbernecking**

- Zhao, J. L., & Most, S. B. (2018). Manipulations of distractor frequency do not mitigate emotion-induced blindness. *Cognition and Emotion*, 1-10.
- Chanon, V. W., Sours, C. R., & Boettiger, C. A. (2010). Attentional bias toward cigarette cues in active smokers. *Psychopharmacology*, 212, 309-320.

### **Oct. 9: NO CLASS ("Fall Break")**

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

- Schupp, H. T., Cuthbert, B. N., Bradley, M. M., Cacioppo, J. T., Ito, T., & Lang, P. J. (2000). Affective picture processing: The late positive potential is modulated by motivational relevance. *Psychophysiology*, 37, 257-261.
- Dunning, J. P., Parvaz, M. A., Hajcak, G., Maloney, T., Alia-Klein, N., Woicik, P. A., ... & Goldstein, R. Z. (2011). Motivated attention to cocaine and emotional cues in abstinent and current cocaine users—an ERP study. *European Journal of Neuroscience*, 33, 1716-1723.

### **Oct. 16: Emotion & memory I: Specificity**

- Kensinger, E. A., Garoff-Eaton, R. J., & Schacter, D. L. (2007). Effects of emotion on memory specificity: Memory trade-offs elicited by negative visually arousing stimuli. *Journal of Memory and Language*, 56, 575-591.
- Anderson, R. J., Goddard, L., & Powell, J. H. (2010). Reduced specificity of autobiographical memory as a moderator of the relationship between daily hassles and depression. *Cognition & Emotion*, 24, 702-709.

### **Oct. 18: Emotion & memory II: Prioritization**

- Sakaki, M., Fryer, K., & Mather, M. (2014). Emotion strengthens high-priority memory traces but weakens low-priority memory traces. *Psychological Science*, 25, 387-395.
- Kaplan, R. L., Van Damme, I., Levine, L. J., & Loftus, E. F. (2016). Emotion and false memory. *Emotion Review*, 8, 8-13.

### **Oct. 23: Risk as feelings**

- Loewenstein, G.F., Weber, E.U., Hsee, C.K., and Welch, N. (2001). Risk as feelings. *Psychological Bulletin*, 127, 267-286.
- Dillard, A. J., Ferrer, R. A., Ubel, P. A., & Fagerlin, A. (2012). Risk perception measures' associations with behavior intentions, affect, and cognition following colon cancer screening messages. *Health Psychology*, 31, 106.

### **Oct. 25: Effects of emotional experience on risk perception**

- Lerner, J. S., & Keltner, D. (2001). Fear, anger, and risk. *Journal of Personality and Social Psychology*, 81, 146-159.
- Hogarth, R. M., Portell, M., Cuxart, A., & Kolev, G. I. (2011). Emotion and reason in everyday risk perception. *Journal of Behavioral Decision Making*, 24, 202-222.

### **Oct. 30: Goal-behavior discrepancies & self-conscious emotions**

- Phillips, A. G., & Silvia, P. J. (2010). Individual differences in self-discrepancies and emotional experience: Do distinct discrepancies predict distinct emotions?. *Personality and Individual Differences*, 49, 148-151.
- Katzir, M., & Eyal, T. (2013). When stepping outside the self is not enough: A self-distanced perspective reduces the experience of basic but not of self-conscious emotions. *Journal of Experimental Social Psychology*, 49, 1089-1092

### **Nov. 1: Boredom**

- Chin, A., Markey, A., Bhargava, S., Kassam, K. S., & Loewenstein, G. (2017). Bored in the USA: Experience sampling and boredom in everyday life. *Emotion*, 17, 359-370.
- Havermans, R. C., Vancleef, L., Kalamatianos, A., & Nederkoorn, C. (2015). Eating and inflicting pain out of boredom. *Appetite*, 85, 52-57.

### **Nov 6: Emotion regulation**

- Sheppes, G., Scheibe, S., Suri, G., Radu, P., Blechert, J., & Gross, J. J. (2014). Emotion regulation choice: a conceptual framework and supporting evidence. *Journal of Experimental Psychology: General*, 143, 163-181.
- Feldman, J.F., & Freitas, A.F. (2018). The generality of effects of emotional experience on emotion-regulation choice. Manuscript submitted for consideration for publication.

### **Nov 8: Goal-related affect and prioritization**

- Carver, C. S. (2015). Control processes, priority management, and affective dynamics. *Emotion Review*, 7, 301-307.
- Ilies, R., & Judge, T. A. (2005). Goal regulation across time: The effects of feedback and affect. *Journal of Applied Psychology*, 90, 453

### **Nov. 13: Student Presentations**

### **Nov. 15: Interpersonal processes I: Emotions and trust**

- Dunn, J. R., & Schweitzer, M. E. (2005). Feeling and believing: the influence of emotion on trust. *Journal of Personality and Social Psychology*, 88, 736-748.
- Effron, D. A., & Miller, D. T. (2011). Reducing exposure to trust-related risks to avoid self-blame. *Personality and Social Psychology Bulletin*, 37, 181-192.

### **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**

- Rydell, R. J., Mackie, D.M., Maitner, A.T., Claypool, H. M.; Ryan, M. J., & Smith, E.R. (2008). Arousal, processing, and risk-taking: Consequences of intergroup anger. *Personality and Social Psychology Bulletin*, 34, 1141-1152.
- Hodson, G., & Costello, K. (2007). Interpersonal disgust, ideological orientations, and dehumanization as predictors of intergroup attitudes. *Psychological Science*, 18, 691-698.

### **Dec. 6: Interpersonal processes III: Mood and ingratiation**

Matovic, D., & Forgas, J. P. (2018). Mood effects on ingratiation: Affective influences on producing and responding to ingratiating messages. *Journal of Experimental Social Psychology*, 76, 186-197.

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