

EPSY 6163: EMOTION & COGNITION
COURSE SYLLABUS
SPRING 2009

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Office Hours: Monday - Friday: 8:00a – 5:00p; Appointments recommended.

Course Readings

Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (2008). *Handbook of emotions, third edition*. New York: Guilford Press.

Solomon, R. C. (Ed.) (2003). *What is an emotion? Classic and contemporary readings*. New York: Oxford University Press.

Additional Readings: We will continue to construct the annotated Reading List, including recent research. You will also be reviewing other academic texts (books, journal articles, etc.) of your choice with a focus on emotion and cognition.

OSU Professional Education Council Mission and Conceptual Framework

The Professional Education Unit (PEU) prepares and develops professional educators who facilitate life long learning and enrich quality of life for people in public schools and other educational settings. OSU's Professional Education programs are based upon the L.E.A.D.S. conceptual framework: **L**eadership; **E**thics and Professionalism; **A**cademics and Professional Roles, including Content Knowledge, Integration, Human Growth and Development, Learning Environment, Technology, Teaching/Professional Practice and Assessment; **D**iversity; and **S**ervice Orientation/Community Outreach. These core values are an expansion of the earlier conceptual framework based upon Professionalism, Integration and Diversity.

Program Philosophy

School Mission

The mission of the School of Applied Health and Educational Psychology is to foster the development, integration, and application of empirical knowledge, theory, skills and experiences to promote social, physical, psychological, educational, and environmental health. Consistent with the stated goals and core concepts of the Professional Educational Council of Oklahoma State University, the faculty strives to demonstrate and perpetuate teaching based on theory and research-driven educational practices.

Educational Psychology Program Mission

The Educational Psychology area emphasizes the application of psychological theory and research to the provision of educational and psychological services to children, youth, and adults. Principles of psychology and education are integrated to enhance learning, development, adjustment, and to facilitate success for diverse learners of all ages.

OSU Catalog Description of Course

The relationship between emotion and cognition as it relates to knowing and learning. History, wisdom and the interdependence of affect and cognition, the effects of mood on memory, emotion in feminist

epistemology, the role of feeling in the writing process, intuition, and narrative thought. Exploration of potential research.

Course Description

The purpose of this course is to acquaint students with the classic and current research and controversy in the relationship of emotion and cognition. Feminist literature, narration, the role of intuition, and the social construction of emotion by genders will help us explore the topic. The practice of skills related to understanding, appropriately utilizing, planning, and conducting research will be an additional outcome of this course.

Course Objectives

The objectives for this course are to assist each student to:

1. Articulate one's own philosophy and implicit theory about the relationship of emotion and cognition and the ways that gender and socialization contribute to that theory.
2. Review, analyze and integrate literature related to various theories in the study of emotion and cognition and development.
3. Apply the theory to practical educational or psychological issues and concerns.
4. Demonstrate a thorough knowledge of literature related to a proposed theoretical area of interest related to emotion and cognition.
5. Investigate an alternative research strategy, such as narrative, memory work, or feminist research approaches.
6. Develop an appropriate research question responding to an existing problem that utilizes theory as a contribution to a potential solution.
7. Integrate literature related to a theoretical problem.

Style of Teaching

The purpose of this course is to create an environment for students to conceptualize, within methods of science, various issues in the theories (implicit and explicit) about the relationship between emotion and cognition. This is a doctoral level course of study with commensurate expectations (e.g., this is not an introductory course).

Conducted as a seminar course, most of the class sessions will be an in-depth discussion of the readings within the context of student and instructor research. These discussions will be based on student-generated concerns and responses to focus questions developed by the instructor on the content of the course. Each student will have the opportunity to serve as a resident expert in the topics of discussions. This course is structured so that you have the freedom to learn as deeply and as broadly as you choose. You will be invited to collaborate in the process of student evaluation and will have an opportunity to continue to improve any professional product you are developing for this class. Negotiation for group work is welcomed, but must be preplanned with the instructor.

Course Learning Opportunities

I. Attendance and Participation

Expectation: You are expected to prepare for and attend all class sessions and to participate in class discussions. Should you find an extreme circumstance that prevents you from attending class, arrangements must be made before class begins. Appropriate make-up work is mandatory or any absence will result in one letter grade lower than the grade you normally earned.

Expectation: Each week, one student will be randomly selected to summarize the assigned reading(s) for the week at the start of the class period. As such, you are expected to sufficiently comprehend the readings to be able to provide a coherent, 5-10 minute overview of the material if you are selected.

Expectation: Preparation for each session includes an integrative reflection of the assigned readings (Lesson) and a question to pose for discussion (Puzzle). These will be written (no more than two pages in total) and turned in at the end of each class session for credit.

Format of Lessons: For each lesson learned, you should quote from the textbook or journal article the section of text that includes the lesson. In one or more paragraphs, you should discuss **in your own words** (1) why this lesson is the most important one gleaned from the material, (2) what that lesson means to you, **and** (3) **why that lesson is important to your field of study or practice**. Appropriate APA citation of quoted versus paraphrased material must be used.

Format of Puzzles: For each puzzle, you must identify (1) pertinent issues omitted by the authors, (2) key research remaining to be done, **or** (3) concepts or methodologies that require clarification not included in the textbook or journal article.

The “Lessons and Puzzles” assignments will each be graded as full credit or no credit, and in total will comprise 30% of your course grade. You have the opportunity to rewrite any of your Lessons and Puzzles assignments within one week of the discussion should you find ways to improve your work after the discussion.

Invitation: As you consider the wide range of possibilities for understanding emotion and cognition in various integrated ways, you are invited to bring in relevant topics, creative connections, or articles of new knowledge and understanding to present to the class members. This is not graded, but is a necessity for collegiality, collaboration and other professional skills of researchers and practitioners in education and psychology.

II. Depth of Learning Content (Integrative and Creative Thought)

Expectation – Option A: You are expected to develop a **literature review** based on your **theoretical** interest in emotion and cognition, evaluated by you, other class members, the instructor, and other colleagues as appropriate. Your product includes the literature review, critique from at least two peer readers, and your self-evaluation. The product is comprised of three drafts of the paper: one an idea paper with your initial thoughts and potential resources and references, the second is a final draft to be evaluated by peer readers, and the third is the concluding paper of your best work that incorporates the feedback of the two readers and the instructor. The final product will be graded by the instructor and will comprise 50% of your course grade (10% for the idea paper and 20% for the timely final draft and 20% for the concluding paper). Criteria for evaluation will be co-constructed during the semester.

Expectation – Option B: You are expected to develop a **research proposal** based on your **theoretical** interest in emotion and cognition, evaluated by you, other class members, the instructor, and other colleagues as appropriate. Your product includes the research proposal (consisting of an introduction, literature review, and proposed method), a critique from at least two peers readers, and your self-evaluation. The product is comprised of three drafts of the paper: one an idea paper with your initial thoughts and potential resources and references, the second is a final draft to be evaluated by peer reviewers, and the third is the concluding paper of your best work that incorporates the feedback of the two readers and the instructor. The final product will be graded by the instructor and will comprise 50% of your course grade (10% for the idea paper and 20% for the timely final draft and 20% for the concluding paper). Criteria for evaluation will be co-constructed during the semester.

III. Demonstration of Competencies Learned and Breadth of Content (final examination equivalent)

Expectation: You are expected to collect and distribute readings or ideas related to innovation in thinking related to theory and research in emotion and cognition for each class meeting (Critical Connections).

Expectation: Additionally, you will serve as the Resident Expert on the afternoon that your assigned theory is one of the topics to be discussed. You will distribute one salient, interesting article to others in the class the week before you serve as Resident Expert. You will prepare for leadership during the discussion. This will be graded as completed or not completed and will comprise 20% of your grade.

Grading and Other Significant Details

- Use a realistic estimate when predicting the time you will need to complete the course activities and requirements. Although the option of taking an incomplete (“I”) is available to you at the end of the semester should you encounter an emergency or other unexpected events, it will mean that you will receive one letter grade decrease in your course grade.

If you find that you are falling behind or are experiencing difficulty in completing course assignments, please discuss the situation with the instructor as soon as possible so that mutually-negotiated accommodations can be made that will enable you to fulfill the requirements of the course and to avoid having to take an incomplete. University policy dictates that incomplete grades can only be given if 70% of the course requirements have been completed by the end of the grading period.

- Although self-evaluation and peer evaluation is a significant portion of your growth and development in this doctoral seminar, the instructor does final grading of the assignments. Upon the receipt of your Grade Expectation during pre-finals week, which will be after all work for this class is fully complete, any inconsistencies between your expectation for a grade and the grade assigned will be discussed with the instructor. Final exam week will be used for any interviews about grades and course assignments as needed.
- Course grades can be calculated as follows: A is 90% or above of all possible points with no absences, high quality work and thinking, and consistent contributions to each session; a B is 80 to 89% with unexpected absences, not enough time to study the readings, or late work; and a C is 70 to 79% of all possible points and a semester in which you didn't have the time or energy to devote yourself to learning the depth and breadth of these most exciting topics. The contribution of each requirement to the grade is as follows:

	Percent
Weekly Lessons & Puzzles	30
Semester Project: Idea Paper, with References	10
Semester Project: Final Draft, with Peer Review	20
Semester Project: Concluding Paper and Evaluations	20
Resident Expert/Articles (Final Exam Equivalent)	20

- Learn and practice APA (5th edition) style of writing early.
- Structure professional input from others. In other words, fully utilize your colleagues (including fellow students and the instructor).

Course Schedule

<u>Session</u>	<u>Topics</u>	<u>Readings & Due Dates</u>
1 - January 13	Introductions (to each other and the course)	None
2 - January 20	Selected History	Sol, Part. 1; Hbk, Ch. 1-2 L&Ps Due Weeks 2-14
3 - January 27	Philosophy and Psychology Nexus	Sol, Part 2; Hbk, Ch. 4-5
4 - February 3	Emotions in Other Contexts	Hbk, Ch. 3, 6-7, 9 Idea Paper Due
5 - February 10	Conceptual Analysis	Sol, Part 4
6 - February 17	Biological and Neurophysiological Approaches	Sol, Part 3; Hbk, Ch. 10-11
7 - February 24	Expression of Emotions	Hbk, Ch. 12-14, 16
8 - March 3	Social Perspectives	Hbk, Ch. 24-28
9 - March 10	Cognitive Factors	Hbk, Ch. 33-37
<i>March 17</i>	<i>Spring Break – NO CLASS</i>	
10 - March 24	Developmental Changes	Hbk, Ch. 18-21, 23 Final Draft Due (3 copies)
11 - March 31	Personality Issues	Hbk, Ch. 29-32
12 - April 7	Select Emotions	Hbk, Ch. 44-47, 49
13 - April 14	Positive Emotions & Intuition	Hbk, Ch. 48; Constructed Readings
14 – April 21	Health and Emotions	Hbk, Ch. 40-43
15 - April 28	Open Topics & Project Presentations	Concluding Paper Due Self-Evaluation Due
16 - May 5	Final Exam week	Interviews as needed

Possible Changes in the Syllabus

This syllabus is your contract for production in the course. If changes are made to it they will be announced in class and posted on D2L as soon as possible. No changes increasing requirements will be made as these might adversely affect your grade.

Course Bibliography (To Be Expanded)

- Blanchard, M. (1993). *The rest of the deer: An intuitive study of intuition*. Portland, ME: Actarte Shell Press.
- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- Chodorow, N. J. (1999). *The power of feelings: Personal meaning in psychoanalysis, gender and culture*. New Haven, CN: Yale University Press.
- Crawford, J., Kippax, S., Onyx, J., Gault, U., and Benton, P. (1992). *Emotion and Gender: Constructing meaning from memory*. Newbury Park, CA: Sage.
- de Sousa, R. (XX). *The rationality of emotion*. Cambridge, MA: MIT Press.
- Ekman, P. (2003). *Emotions revealed: Recognizing faces and feelings to improve communication and emotional life*. New York: Times Books.
- Ekman, P., and Davidson, R. J. (Eds.) (1994). *The nature of emotion: Fundamental questions*. New York: Oxford University Press.
- Eich, E., Killstrom, J. F., Bower, G. H., Forgas, J. P., and Niedental, P. M. (2000). *Cognition and emotion*. New York: Oxford University Press.
- Gregory, R., Harris, J., Heard, P., and Rose, D. (Eds.) (1995). *The artful eye*. New York: Oxford University Press.
- Hillman, J. (1997, 1962). *Emotion: A comprehensive phenomenology of theories and their meanings for therapy*. Evanston, IL: Northwestern University Press.
- Hjort, M., and Laver, S. (1997). *Emotion and the arts*. New York: Oxford University Press.
- Izard, C. E., Kagan, J., and Zajonc, R. B. (1988). *Emotions, cognition, and behavior*. New York: Cambridge University Press.
- Kaufman, J. S. (1994). The wedge between emotion and cognition: Feminism, knowledge and power. *Holistic Education Review*, 7, 43-49.
- Lazarus, R. S. (1991). *Emotion and adaptation*. New York: Oxford University Press.
- Niedenthal, P. M., and Kitayama, S. (Eds.) (1994). *The heart's eye: Emotional influences in perception and attention*. San Diego: Academic Press.
- Pert, C. B. (2003, 1997). *Molecules of Emotion: The science behind mind-body medicine*. New York: Scribner.
- Redding, P. (1999). *The logic of affect*. Ithaca, NY: Cornell University Press.
- Sternberg, R. J. (Ed.) (1999). *The nature of cognition*. Cambridge, MA: MIT Press.
- Wollheim, R. (1999). *On the emotions*. New Haven, CN: Yale University Press.

Students Rights and Responsibilities

<http://www.okstate.edu/ucs/sja/srr.html>

Classroom Conduct Policy

Classroom conduct will be governed by Student Rights and Responsibilities Governing Student Behavior, Fall 2008, Section IX, Academic Policies, Rights, and Responsibilities, Subsection C, last sentence: "It is the responsibility of the student to conform to conduct conducive to learning by being prepared, prompt, attentive, and courteous in the classroom and by conforming to policies set by the teacher to maintain an academic decorum". <http://www.okstate.edu/ucs/SJA/sectionIX.htm>.

Academic Integrity

Consistent with Oklahoma State University policy, academic dishonesty and/or misconduct will not be tolerated. It is important that you are aware of university policy and procedures in the event that violations of academic dishonesty or misconduct do occur (please see www.okstate.edu/ucs/srr.html). Should a violation of this policy occur (and following a meeting between the instructor and the accused student), disciplinary actions consistent with university policy would be initiated. A description of behaviors that constitute academic dishonesty and/or misconduct can be found online at <http://osu.okstate.edu/acadaffr/aa/ai-violations.htm>

Intellectual Property Policy

Words and ideas are the intellectual property of the individuals who originated them. Thus, whenever you quote more than three words in sequence from any single source, you must enclose those words in quotation marks. Cite in parentheses the author of the book or article, the year of publication, and the number of the page on which the words were written (e.g., Solomon, 2003, p. 125). Include the complete citation of the source in your references at the end of your paper. Failure to follow these procedures will result in loss of points on any paper in which such failure occurs. Furthermore, failure to follow these procedures may be viewed as plagiarism and, thus, a violation of university policies that pertain to academic integrity. **The instructor reserves the right to report academic integrity violations and assign a grade of "F" in the course.**

Sexual Harassment

Please see the link below to review university policy and procedures regarding sexual harassment and gender discrimination.

<http://home.okstate.edu/policy.nsf/0/1fed349052d11b0a862562d8007c090f?OpenDocument>

Drop and Add Policy

The standard drop/add policy for fall classes will be followed as described in the Spring 2009 Syllabus Attachment.

Students with Disabilities

If any member of this class feels that he or she has a disability and needs special accommodations of any nature, the instructor will work with you and the Office of Student Disability Services (Student Union Room 326) to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations no later than the end of the first week of classes.