

**Doctoral Program in Clinical Psychology
The Graduate Center of the City University of New York**

**Cognition and Affect
Course # 71133.14420
Spring, 2011**

Professor: Eric A. Fertuck, Ph.D.

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Telephone: 212.650.5847

Day & Time: Wednesdays: 9:45-11:40am, NAC 8/132

Office Hours: by appointment

Course Description:

The course is designed to provide clinical graduate students in psychology with an overview of the history, theory, and measurement of human cognition and affect from a basic science perspective.

The focus of this course will be the basic sciences of human cognition and emotion, how these two domains of human functioning can mutually influence each other, and how they can be harnessed to inform us about psychopathology. Since the literature on the cognitive and affective aspects of behavior is vast, we will focus on selected key topics within the areas of attention, memory, language, emotion, decision making, social cognition, and emotion regulation.

Consistent with the American Psychological Association's *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, this course is designed to provide broad and general scientific knowledge in the foundational area of cognitive-affective aspects of behavior, focusing on "the breadth of scientific psychology." However, because effective approaches to assessment and intervention of psychological disorders may be enhanced by knowledge of cognition and affect, this course is highly relevant for graduate students who are planning to pursue careers in the professional practice areas of psychology.

Course Objectives:

This course is designed to:

- (1) Provide students with an overview of the history, theory, and measurement of human cognition and affect from a basic science perspective, with a focus on their intersection with developmental, social, and clinical psychology.
- (2) Survey the state of the scientific literature in key domains of cognition and affect, with emphasis on those germane to psychopathology and its treatment.
- (3) Integrate basic cognitive and affective processes with single case studies in clinical psychology

- (4) Equip students with competence in critical, scientific thinking and the capacity to evaluate the strengths and weaknesses of original research articles in cognitive and affective science.

Requirements and Grading:

Student Performance Evaluation:

A. Class Journal Reviews (40% of Grade): This class will be comprised of a mixture of lecture and graduate seminar discussion. Therefore, it is crucial that you do all the reading and come to class prepared to discuss.

For the beginning half of class each week (with the exception of guest lectures), you will be responsible for evaluating and critiquing aspects of an original research article assigned the week prior. This exercise will be used to facilitate class discussion of original research articles in cognitive and affective science. The syllabus contains proposed articles but these are subject to change. This article will be related to the topic of the prior week's lecture. Kazdin's (1995) paper will serve as our guide for these critiques. The areas for critique in each article are: abstract, introduction, method, results, and discussion. Every week every student will be expected to articulate strengths and weaknesses regarding the method and/or measures and results. In addition, you are free to critique another aspect of the research, such as the abstract, introduction, or discussion. But, the emphasis will be a "journal club" style focus on the research methods. A brief summary of your critiques (no more than 250 words) should be emailed to the instructor by the beginning of class each week, and you should be prepared to discuss them in class.

In addition, in the second half of each class each week we will cover an area of cognitive and affective research with review articles and book chapters.

B. Research Proposal (40% of Grade): A research proposal applying a concept, theory, and method that you learned of in the course to a clinical phenomenon (e.g. a form of psychopathology, type of treatment, etc.). This proposal will be similar to a peer-reviewed original research article. The paper should include a title, introduction, literature review, hypotheses, and proposed measures. APA style. 2000-3000 words excluding tables, figures, and references. Due: Last day of class.

Alternative option to final paper. Presenting your research proposal to class for feedback. See instructor if interested to discuss.

C. Class Participation and Discussion Points (20% of Grade): Your weekly participation in class discussion.

Required Texts: None

Psychology Reference Librarian:

Shea A. Taylor

Phone: 212-650-5763

Email Address: staylor@ccny.cuny.edu

Weekly Reading Assignments and Class Topics:

Week 1: February 2

Introduction to the History and Science of Cognition, Emotion, and Behavior

1. Robins, R. W., Gosling, S. D., & Craik, K. H. (1999). An empirical analysis of trends in psychology. *American Psychologist*, *54*(2), 117-128.
2. Bornstein, R. F. (2005). Reconnecting psychoanalysis to mainstream psychology. Challenges and opportunities. *Psychoanalytic Psychology* *22*(3): 323-340.
3. Lehrer, J. (2009). Don't! The secret of self-control. *The New Yorker*. (Dept. of Science)
4. Kazdin, A. E. (1995). Preparing and evaluating research reports. *Psychological Assessment*, *7*(3), 228-237.

Week 2: February 9

Original Research:

1. Mischel, W., Shoda, Y., & Peake, P. K. (1988). The nature of adolescent competencies predicted by preschool delay of gratification. [doi:10.1037/0022-3514.54.4.687]. *Journal of Personality and Social Psychology*, *54*(4), 687-696.

Automaticity and Control

2. Posner, M. I. and M. K. Rothbart (2000). Developing mechanisms of self-regulation. *Development and Psychopathology* *12*(03): 427-441.
3. Kirsch, I., & Lynn, S. J. (1999). Automaticity in clinical psychology. *American Psychologist*, *54*, 504-515.
4. Optional Reading: Lieberman, M. D. (2000). Intuition: A social cognitive neuroscience approach. *Psychological Bulletin*, *126*(1), 109-137.

Week 3: February 16

Original Research:

1. Denes-Raj, V., & Epstein, S. (1994). Conflict between intuitive and rational processing: When people behave against their better judgment. *Journal of Personality and Social Psychology*, *66*, 819-829.

Attentional and Executive Systems and Processes

2. Posner, M.I. & Rothbart, M. (2007). Research on attention networks as a model for the integration of psychological science. *Annual Review of Psychology*, 58, 1-23.
3. Williams, J. M. G., Matthews, A., & MacLeod, C. (1996). The emotional Stroop task and psychopathology. *Psychological Bulletin*, 120(1), 3–24.
4. Optional Reading: Fertuck, E. A., M. F. Lenzenweger, et al. (2006). Executive neurocognition, memory systems, and borderline personality disorder. *Clinical Psychology Review* 26(3): 346-375.

Week 4: February 23

Original Research:

1. Fan, J., McCandliss, B. D., Fossella, J., Flombaum, J. I., & Posner, M. I. (2005). The activation of attentional networks. [doi: DOI: 10.1016/j.neuroimage.2005.02.004]. *NeuroImage*, 26(2), 471-479.

Learning and Memory

2. Johnson, M.K. (2006). Memory and reality. *American Psychologist*, 61, 760-771.
3. Erdelyi, M. H. (2010). The ups and downs of memory. *American Psychologist* 65(7): 623-633.

Week 5: March 2

Original Research:

1. Gerber, A. J., Posner, J., Gorman, D., Colibazzi, T., Yu, S., Wang, Z., et al. (2008). An affective circumplex model of neural systems subserving valence, arousal, and cognitive overlay during the appraisal of emotional faces. [DOI: 10.1016/j.neuropsychologia.2008.02.032]. *Neuropsychologia*, 46(8), 2129-2139.

Emotion I (guest lecturer: Andrew Gerber, M.D.)

2. Gladwell, M. (2002). The Naked Face. *The New Yorker*, August 5th, 38 Available online at http://www.gladwell.com/2002/2002_08_05_a_face.htm
3. Posner, J., Russell, J. A., & Peterson, B. S. (2005). The circumplex model of affect: An integrative approach to affective neuroscience, cognitive development, and psychopathology. *Development and Psychopathology*, 17(3), 715-734.
4. Optional Reading: Ekman, P., E. R. Sorenson, et al. (1969). "Pan-cultural elements in facial displays of emotions." *Science* 164: 86-88.

Week 6: March 9

Emotion II (guest lecturer: Paul Siegel, Ph.D.)

1. Siegel, P. To be determined.

Week 7: March 16

Original Research:

Geraerts, E., Lindsay, D. S., Merckelbach, H., Jelicic, M., Raymaekers, L., Arnold, M. M., et al. (2009). Cognitive Mechanisms Underlying Recovered-Memory Experiences of Childhood Sexual Abuse. *Psychological Science*, 20(1), 92-98.

Unconscious/Implicit Processes

Erdelyi, M. H. (1992). "Psychodynamics and the unconscious." *American Psychologist* 47(6): 784-787.

Kihlstrom, J. (1987). "The cognitive unconscious." *Science* 237(4821): 1445-1452.

Week 8: March 23

Original Research:

Adams, H.E., Wright, L.W., & Lohr, B.A. (1996). Is homophobia associated with homosexual arousal? *Journal of Abnormal Psychology* 105:440-445.

Judgment and Decision Making

Bechara, A., Damasio, H., Tranel, D. & Damasio, A.R. (2005). The Iowa Gambling task and the somatic marker hypothesis : some questions and answers. *Trends in Cognitive Sciences*, 9, 159-162.

Sanfey, A.G., Loewenstein, G., McClure, S.M. & Cohen, J.D. (2006). Neuroeconomics: cross-currents in research on decision making. *Trends in Cognitive Science*, 10,108-116.

Week 9: March 30

Original Research:

King-Casas, B., Sharp, C., Lomax-Bream, L., Lohrenz, T., Fonagy, P., & Montague, R. R. (2008). The rupture and repair of cooperation in borderline personality disorder. *Science*, 321(5890), 806-810.

Language and Sensory Representation

Pinker, S. (1991) Rules of Language. *Science*, 253, 530-535.

Bucci, W. (2001). Pathways of Emotional Communication. *Psychoanalytic Inquiry*, 21(1), 40-70.

Week 10: April 6

Original Research:

Kosslyn, S. M., Thompson, W. L., Costantini-Ferrando, M. F., Alpert, N. M., & Spiegel, D. (2000). Hypnotic visual illusion alters color processing in the brain. *American Journal of Psychiatry*, 157(8), 1279-1284.

Emotion Regulation/Constraint Satisfaction

Feldman Barrett, L., Ochsner, K. N., & Gross, J. J. (2007). Automaticity and emotion. In J. A. Bargh (Ed.), *Social Psychology and the Unconscious: The Automaticity of Higher Mental Processes* (pp. 173-218). New York: Psychology Press.

Week 11: April 13

Original Research:

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. [doi:10.1037/0022-3514.85.2.348]. *Journal of Personality and Social Psychology*, 85(2), 348-362.

Stereotypes, Beliefs, and Impressions

Kunda, Z., & Thagard, P. (1996). Forming impressions from stereotypes, traits, and behaviors: a parallel-constraint-satisfaction theory. *Psychological Review*, 103, 284-308.

Gilbert, D. T. (1991). How mental systems believe. *American Psychologist*, 46(2), 107-119.

Spring Recess April 17–26 (Sunday–Tuesday)

Week 12: April 27

Original Research:

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. [doi:10.1037/0022-3514.69.5.797]. *Journal of Personality and Social Psychology*, 69(5), 797-811.

Unconscious Emotion

Berridge, K. C., & Winkielman, P. (2003). What is an unconscious emotion? (The case for unconscious "liking"). *Cognition & Emotion*, 17(2), 181-211.

Week 13: May 4

Student Presentation: Julie Ackerman

Social Cognition: Others

Pronin, E. (2008). How we see ourselves and how we see others. *Science*, 320(5880), 1177-1180.

Optional: Casebeer, W.D. (2003). Moral cognition and its neural constituents. *Nature Reviews Neuroscience*, 4, 840-846.

Optional: Schmidt, N. B., Richey, J. A., Buckner, J. D., & Timpano, K. R. (2009). Attention training for generalized social anxiety disorder. [doi:10.1037/a0013643]. *Journal of Abnormal Psychology*, 118(1), 5-14.

Week 14: May 11

Student Presentation

Social Cognition: Self-Consciousness/Free Will

Baumeister, Roy, Masicampo, E. J. and Vohs, Kathleen, Do Conscious Thoughts Cause Behavior? (2011). *Annual Review of Psychology*, Vol. 62, pp. 331-361, 2011. Available at SSRN: <http://ssrn.com/abstract=1722018> or doi:10.1146/annurev.psych.093008.131126

Week 15: May 18

Student Presentations

Review and Synthesis.

Westen, D., & Gabbard, G. O. (2002). Developments in Cognitive Neuroscience I and II. *Journal of the American Psychoanalytic Association*, 50(1), 99-134.

Optional Readings:

Bucci, W. (2000). The need for a "psychoanalytic psychology" in the cognitive science field. *Psychoanalytic Psychology* 17(2): 203-224.

Ochsner, K. N. (2008). The Social-Emotional Processing Stream: Five Core Constructs and Their Translational Potential for Schizophrenia and Beyond. *Biological Psychiatry*, 64(1), 48-61.

Blatt, S. J., J. Corveleyn, et al. (2006). Minding the gap between positivism and hermeneutics in psychoanalytic research. *Journal of the American Psychoanalytic Association* 54(2): 571-610.

May 20–27 (Friday-Friday)

Final Examinations