Seminar on Emotion- PSYC 3410Q
Tentative Syllabus-subject to change
July 2-August 10, 2012
Instructor: Jennifer Silvers (jas2222@columbia.edu, 212-854-9816)
Office: 324A Schermerhorn Hall

I. The Basics

When and Where: 200B Schermerhorn Hall, Tuesday and Thursday, 1:00-4:10PM
Office Hours: Tuesdays, 11:50AM-12:50PM and by appointment

Bulletin Description: How do emotional experiences and emotional behavior develop and change over the course of a lifespan? What can neuroscience and psychological science reveal about these changes? This seminar will serve as an introduction to the interdisciplinary field of developmental affective science. We will discuss the neural, physiological, and behavioral bases for empathy, self-regulation, emotional expression, and emotional perception, as well as environmental and social influences on emotional processes.

Rationale for Giving Course: Anyone who has ever cared for infants or young children knows that the way we experience and manage our emotions changes dramatically over the course of a lifetime. This course seeks to provide an interdisciplinary perspective on how and why our emotional lives develop across the lifespan. We will start with an introduction on what defines emotional experiences at the neural, cognitive and behavioral levels. Next, we will discuss the different methodologies used to study emotion and examine the pros and cons associated with each. For the rest of the course, we will move chronologically to discuss how phenomena such as emotional perception, self-regulation, reward processing and empathy change over the course of the lifespan. The course will culminate in students proposing an independent research project that seeks to understand some developmental aspect of emotional processes.

Course Goals and Objectives:

After successfully completing this course,

- You will be able to locate, interpret, synthesize and critique primary source articles on the topic of emotion and emotional development.
You will be able to write a clear and compelling proposal for a novel scientific study.

You will be able to give effective oral presentations on proposed scientific research that clearly communicate both the details of their proposed methodology and the significance of their big picture questions.

You will become knowledgeable about basic emotional theory, developmental themes surrounding emotional changes across the lifespan and pros and cons associated with different methodologies commonly used by developmental researchers.

Course credit: 3 points

Prerequisites: Course equivalent of Science of Psychology (W1001) or Mind, Brain and Behavior (W1010)

Readings: All readings and assignments will be found on CourseWorks (https://CourseWorks.columbia.edu/)

II. Course Requirements, and Grading

Below are brief descriptions of the assignments associated with this course. Detailed descriptions and instructions for each of these assignments will be provided in class.

Response Posts (30% of grade), maximum of 3 possible points for each of the 10 posts

You should be familiar with all assigned readings for each class. To assist in your preparation for class, I will ask you to submit a response post on the CourseWorks message board by 5PM the night before each class (that is, 5PM on Monday and 5PM on Wednesday). Response posts ought to be between 150-500 words and should contain at least one comment on the week's readings. This comment can be a criticism, praise, or a discussion of the methodologies or conclusions of the authors. Response posts should also include at least one proposed topic for class discussion. While you are encouraged to discuss the course readings with your fellow students, response posts must be written independently.

Class Participation (33% of grade), maximum of 3 possible points for 11 sessions, lowest session grade will be dropped)
For each class, you will be given a score of 0-3 points (0=no effort, 3=best effort) and at the end of the course, the 11 best scores you received will be summed to create your participation grade. Scores will be assigned in accordance with how engaged, thoughtful and respectful you are in class. This does not mean that you must talk constantly (please don’t!), but it means you should treat our class discussions as a thing of significance. Failing to arrive in class on time will result in a reduced class participation grade (the maximum number of points you may earn for that class will be 2 points instead of 3).

**Oral Research Proposal (15% of grade)**

In our last class, you will be asked to give a ten-minute powerpoint presentation outlining a proposal for a research study that examines emotion from a developmental perspective. These presentations will include information about relevant prior research, your hypotheses, proposed methodology, anticipated results and potential conclusions. This is an excellent opportunity to study something you care about in more depth and to gain experience in communication and presentation skills.

**Written proposal=(22% of grade)**

In addition to your oral presentation, you will also write a 7-10 page paper describing your study proposal. This may be done in a variety of ways, but ought to include an introduction as well as sections describing methods, potential results and a discussion of the research's implications. All proposals must be original both in concept and in wording. Plagiarism will result in a grade of 0.

**III. Course Policies**

**Assignment Submission Policies**

All assignments must be turned in on time. Grades for response posts that are late will be docked 1 point. Written research proposals will lose 10 points for each day they are late and research proposals submitted after Saturday, Aug. 11 will automatically receive a 0. To be
excused from late penalties, a student should notify me as soon as possible and present documentation (e.g., from a doctor or a dean) certifying the medical or family emergency.

Attendance Policy
As a member of this class, you will be expected to attend and contribute to all sessions. This is a very intense but short course and therefore missing even one session can detract significantly from your overall understanding of the topic. If a medical emergency prohibits you from attending class, you must bring a note from your doctor to verify this. If a family or personal emergency arises, you must bring a note from your dean. The reason for involving a dean lies in the simple fact that our first concern about students is their safety and wellbeing. If you are encountering a time of personal difficulty, involving your dean ensures that you have an advocate in the administration who is looking out for you in your time of need.

Lateness Policy
Your participation score will be reduced by one point for any days where you arrive late.

Technology Usage
You may not use phones, laptops etc. for anything not directly related to the course (such as taking notes).

IV. Support Services:
– Columbia University Writing Center: http://uwp.columbia.edu/writing-center/
– Barnard College Writing Center: http://writing.barnard.edu/
– Tutoring Services: http://www.studentaffairs.columbia.edu/asp/tutoring/
– Office of Disability Services: http://health.columbia.edu/services/ods
– Health Services: http://health.columbia.edu/
– Counseling and Psychological Services: http://health.columbia.edu/services/cps

V. Calendar
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Session 1</td>
<td><strong>What is emotion?</strong>&lt;br&gt;1a: Introduction to goals of the course.</td>
<td>1b: -Gross &amp; Barrett (2011)&lt;br&gt;In class: -Anderson, et al. (2003)</td>
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<td>Tuesday, July 3</td>
<td>1b: -Primer on emotion and its representation in the brain &lt;br&gt;-Exercise on how to read research articles &lt;br&gt;-In class reading and discussion of Anderson, et al. (2003) article</td>
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<td>Thursday, July 5</td>
<td>2b: -Mini-lesson on finding research articles and interpreting statistics &lt;br&gt;-Group debate on benefits and limitations associated with different research approaches.</td>
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<td>Tuesday, July 10</td>
<td>3b: Effects of maternal psychopathology on emotional development.</td>
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<td>Thursday, July 12</td>
<td>4b: Individual differences in infant emotional behavior.</td>
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<td>Session 5</td>
<td><strong>Do babies have emotions? Part II</strong>&lt;br&gt;Trip to the Sackler Institute</td>
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<td>Tuesday, July 17</td>
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<td>Session 6</td>
<td><strong>How do preschoolers and young children learn</strong></td>
<td>6a:</td>
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| Thursday, July 19 | | about the emotional and social world? | 6a: How empathy, self-awareness and emotion co-develop.  
6b: Impact of environment on emotional, social and self-regulatory behavior. | -Eisenberg, et al. (1993)  
-Chaplin, Casey, Sinha & Mayes (2010)  
-Diamond, Barnett, Thomas & Munro (2007) |
| Session 7 | Tuesday, July 24 | How do emotional process mature during childhood? | 7a: Effects of school and peers on emotional experiences and behavior.  
7b: Interactions between developing cognitive control process and emotion regulation. | -Murphy, et al. (1999)  
-Zeman & Garber (1996)  
-Giedd & Rapoport (2010)  
-Hoffner, 1993  
-Mischel & Mischel (1983) |
| Session 8 | Thursday, July 26 | What happens when emotional development goes wrong? | 8a: Discussion of developmental psychopathology and its consequences.  
8b: Students will be assigned to groups where they will present research on one disorder and how they believe research funds may best be used to study it. | -Finger, et al. (2008)  
-Kaiser & Pelphrey (2010)  
-Silk, et al. (2011) |
| Session 9 | Tuesday, July 31 | Changing hormones, brains and social environment: what shapes the emotional lives of adolescents? | 9a: Behavioral evidence for changes in emotion, mood and risk taking.  
9b: Neural findings on changes in emotion, mood and risk taking. | -Fignier, Mackinlay, Wilkening, & Weber (2009)  
-Larson & Lampman-Petrakis (1989)  
-Burnett, et al. (2009)  
-Casey, et al. (2010)  
-Chein, et al. (2011)  
-Spear (2011) |
-Somerville, Heatherton & Kelley |
August 2

10b: Individual differences and psychopathology in adulthood.

(2006)
10b:
- Bickart, et al. (2011)
- Etkin & Wager (2007)
- Zaki, Bolger & Ochsner (2008)

Session 11
Tuesday, August 7

How does emotion change during aging?

11a: Emotion and emotion regulation in the elderly.
11b: Social experiences and individual differences in emotional wellbeing in elderly populations.

10a:
- Carstensen, et al. (2011)
- Winecoff, et al. (2010)
10b:
- Lang & Carstensen (1994)
- Iecovich, Jacobs & Stessman (2011)

Session 12
Thursday, August 9

Bringing it all together

12a: Oral proposals
12b: Continue oral proposals, wrap-up and synthesis of the course

Final research proposals due

List of Readings


