Course Description. This is an advanced seminar on the systems-level brain bases of emotion. Each week, students will read and discuss review articles and original research germane to understanding how the brain enables us to perceive motivationally significant stimuli and experience, express, and regulate the emotional responses that ensue. Both human and animal literatures will be surveyed, and relevant areas covered will include basic theories of emotion, positive and negative affect, hemispheric asymmetries, emotional memory, and selected topics in common forms of psychopathology such as depression and anxiety.

Course Objectives.
1. Students will articulate basic theories of emotion.
2. Students will be able to describe the neural circuitry involved in emotion elicitation and regulation.
3. Students will learn to read and think critically about original affective neuroscience research.

Readings. Readings and other course materials for this course will be made available on Blackboard at http://blackboard.tufts.edu (PSY-196_Hurry). There is no assigned textbook.

Student Tasks.

Contribution to class. Contribution to class will be worth 40% of your final grade. As part of this, students will generate 3-5 discussion questions, at least 1 for each reading. The purpose of these questions is to ensure that you’ve actually read the papers that have been assigned (it’s hard to discuss something you haven’t read!), and to help raise issues for class discussion (duh). Your discussion questions are due by noon on Tuesdays (i.e., the day before we meet), and should be turned in whether or not you will be able to attend the class session to which they apply. Questions should be submitted in the Blackboard Discussion Board forum for that day, and should specify the reading(s) that inspired the question. Each set of questions will receive up to 20 points, depending on quality of thought. Your 10 best submissions (out of 11) will be used towards your final grade. Late discussion questions won’t be accepted.

Good discussion questions are open-ended, meaning they’re not easily answered with one or two words. According to Purcell (2001): “A good guide in formulating discussion questions is to ask yourself if the question will stimulate debate, arguments, different opinions, doubt, or soul searching. If so, it will probably be a good question. If you have a closed-ended question such that someone in the class could call out, “the answer is four!” it is probably not what you are looking for.” –excerpted from http://courses.washington.edu/g301f01/discussionquestions.htm

The remainder of your grade for Contribution to class will be based on my assessment of the extent and quality of your participation in class discussions. (Note that you can’t contribute to class if you’re not there.)

Leading the discussion. Students will each take responsibility for leading the discussion with a partner for 2-3 class periods (number TBD depending on enrollment) during the semester, altogether worth 20% of your final grade. Leading the discussion will entail the following: 1) summarizing key points to be gleaned from the articles we’ve read for that
class period, 2) reading one additional article (or more if you’d like) that were not assigned and integrating that into the discussion, and 3) somehow using the discussion questions posted by the other students in the relevant Discussion Board forum. (Note that everyone is responsible for keeping the conversation going (!) but having someone throw new balls in the air once the old ones have fallen to the ground is very helpful, and this is the Discussion Leader’s job.) The discussion leader does not need to submit discussion questions for that class period.

In terms of selecting topics, for next week, we need two volunteers to jump in and get us started… Then, for subsequent weeks, I’d like you to rank your choice of topics by Fri, Sept 7 via the Discussion Board forum created for this purpose. I’ll try to give everyone their top choices if possible!

**Paper.** Constituting 30% of the final grade, students will write a paper summarizing and evaluating a body of research within the field of affective neuroscience using APA Style (5th edition). Undergraduate enrollees (PSY 142) should expect to write 12-15 pages (plus references). Graduate students (PSY 242) should expect to write 15-20 pages (plus references). Regardless of level, the goal is to adequately cover the topic without being redundant or overly broad. Papers should be double-spaced with 1-inch margins and 12-pt standard font.

The paper is due by midnight on Fri, Nov 30, and will be submitted via http://Turnitin.com. Details regarding the paper assignment, including the criteria by which papers will be evaluated, are available on Blackboard. An optional revision will be due by midnight on Fri, Dec 14.

**Peer reviews.** Students will write two reviews of papers submitted by the other students. These peer reviews, together worth 10% of your final grade, should briefly (1 single-spaced page) summarize the paper’s strengths and weaknesses on the basis of criteria to be provided. Examples of reviews written by students in this course in the past are available on Blackboard.

The authors of the papers being reviewed will receive your comments, which will help them figure out whether and how to revise their paper. Constructive feedback includes concrete suggestions for improvement presented in a respectful tone. Both peer reviews are due by midnight on Fri, Dec 7. Details will be provided at a later date.

**Exams.** There are none! How ‘bout that!

**Evaluation**

Final course grades will be assigned on the basis of total points accumulated out of 1000, broken down by category as follows:

- **Contribution to class** 400 points (200 for discussion questions, 200 for participation)
- **Leading the discussion** 200 points
- **Paper** 300 points
- **Peer reviews** 100 points
A final letter grade for the course will be assigned on the basis of the following grading scale:

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<th>minimum points</th>
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<th>final grade</th>
<th>minimum points</th>
<th>% range</th>
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<tbody>
<tr>
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<td>97.0-100%</td>
<td>A+</td>
<td>730</td>
<td>73.0-76.9%</td>
<td>C</td>
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<tr>
<td>930</td>
<td>93.0-96.9%</td>
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<td>700</td>
<td>70.0-72.9%</td>
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<td>87.0-89.9%</td>
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<td>630</td>
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<td>600</td>
<td>60.0-62.9%</td>
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<td>80.0-82.9%</td>
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<td>770</td>
<td>77.0-79.9%</td>
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**Communication.** Students are responsible for the content posted on or relayed via Blackboard (e.g., readings, assignments, announcements, and email communications from the instructor). Check your Blackboard email address to make sure it is present and correct. Students can edit their Blackboard email address as follows:
A. Log into Blackboard
B. Go to any course site
C. Click on Tools / Personal Information / Edit Personal Information

**Etiquette.** Let’s all agree that we’re going to begin and end on time, have plenty of time for questions, come prepared (i.e., do the reading) and fully participate.

**Academic Integrity.** Academic fraud is unacceptable. Students are responsible for knowing and abiding the academic integrity guidelines posted on the Dean of Students website:
http://studentservices.tufts.edu/dos/. As noted above, the paper for this course will be submitted electronically via http://Turnitin.com. This is a web-based database that compares submitted work to millions of existing sources. If I suspect, in the course of reading your paper, that it relies on plagiarized information, I will use Turnitin.com for further investigation. Submission of dishonest or plagiarized work, whether that work represents a draft that you’re working on or the final version, will lead to a failing grade for the course and you will be reported to the Dean of Students as required by their policy. See me if you are unclear about what constitutes academic fraud in any situation. In addition, for a refresher course on plagiarism, see a really handy tutorial at http://www.lib.usm.edu/legacy/plag/whatisplag.php.

**Students with disabilities.** Tufts University is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact me. Students may also speak with the Coordinator of Services for Students with Disabilities x72000 to discuss the process for requesting accommodations. Information is also available on the web at http://studentservices.tufts.edu/DisabilityServices/default.htm.
Tentative Schedule of Topics
Please note that I reserve the right to modify the content and timing of scheduled topics, readings, and assignments as needed. Changes will be posted on Blackboard.

Week 1

Wed, Sept 5  Introduction to Course

Introductions, course overview, review syllabus, schedule discussion leader for next week

Basic Neuroanatomy and Neuroscience Methods

Gazzaniga, Ivry, & Mangun. Ch 1 and 2.


Fri, Sept 7  Discussion leader topic rankings due

Week 2

Wed, Sept 12  Overview of Emotion and Affective Neuroscience


Week 3

Wed, Sept 19  Subjective Experience of Emotion


**Week 4**

**Wed, Sept 26**  
**Conditioning and Extinguishing Fear**


**Week 5**

**Wed, Oct 3**  
**Positive Affect and Reward**


**Week 6**

**Wed, Oct 10**  
**Pre-attentive Processing**


Whalen et al. supplemental material

Wiens, S. (2006). Subliminal emotion perception in brain imaging: findings, issues, and
Week 7

Cognition and Emotion


Week 8

Emotion Regulation


Week 9

Emotional Memory


**Week 10**

**Wed, Nov 7**

**Emotion and Race**


**Week 11**

**Wed, Nov 14**

**Stress**


**Week 12**

**Wed, Nov 21**

**No class – Thanksgiving Break**

**Week 13**

**Wed, Nov 28**

**Selected Topics in Psychopathology**


Fri, Nov 30  *Paper due by midnight*

**Week 14**

**Wed, Dec 5  Hemispheric Asymmetry**


Fri, Dec 7  *Peer reviews due by midnight*

Fri, Dec 14  *Optional* *Revised Paper due*