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.
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


Week 2: February 9

Original Research:


Automaticity and Control


Week 3: February 16

Original Research:


Attentional and Executive Systems and Processes


Week 4: February 23

Original Research:


   Learning and Memory


Week 5: March 2

Original Research:


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


Week 6: March 9

Emotion II (guest lecturer: Paul Siegel, Ph.D.)
1. Siegel, P. To be determined.

Week 7: March 16
Original Research:

Unconscious/Implicit Processes


Week 8: March 23
Original Research:


Judgment and Decision Making


Week 9: March 30
Original Research:


Language and Sensory Representation


Week 10: April 6
Original Research:

Emotion Regulation/Constraint Satisfaction


Week 11: April 13

Original Research:

Stereotypes, Beliefs, and Impressions


Spring Recess April 17–26 (Sunday–Tuesday)

Week 12: April 27

Original Research:


Unconscious Emotion


Week 13: May 4

Student Presentation: Julie Ackerman

Social Cognition: Others


**Week 14: May 11**

Student Presentation

**Social Cognition: Self-Consciousness/Free Will**


**Week 15: May 18**

Student Presentations

**Review and Synthesis.**

Optional Readings:


**May 20–27 (Friday-Friday)**
Final Examinations