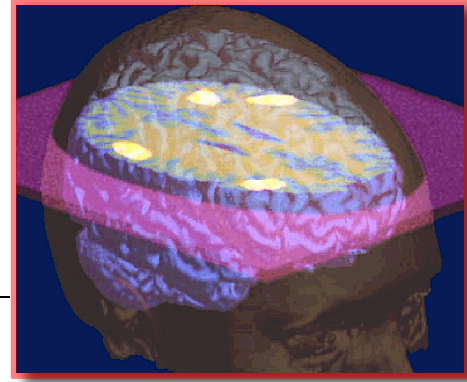


College of Public Health & Health Professions
Department of Clinical & Health Psychology
CLP 7934, Section 073D, **Cognitive and Affective
Bases of Behavior**

Fall 2018

Thursdays 12:50-3:50, HPNP G-316

Materials at UF Canvas: <http://elearning.ufl.edu>



Instructor Information

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Office Hours: By appointment

Course Overview or Purpose

The purpose of this course is to familiarize the student with the current body of knowledge in the cognitive and affective neuroscientific bases of behavior. Historical developments and recent trends in cognitive psychology, cognitive neuropsychology, cognitive neuroscience and affective bases of behavior will be reviewed and applications of findings to research in clinical and health psychology will be explored. Coverage of the topical areas described below will emphasize the study of normal cognition and emotion processing, though some review of cognitive and psychological disorders will be undertaken, particularly when relevant findings inform or constrain theories of cognitive and affective processes.

The course will be conducted in the form of a graduate seminar, meaning students are expected to be *active participants*. Class will meet Thursdays from 12:50pm – 3:50pm. The majority of each class will consist of lectures or demonstrations given by the course instructor and/or select guest speakers. Four debates/discussions organized and presented by students will be undertaken throughout the term. Students will also prepare NRSA-style research proposals. Active student participation is expected and will comprise 10% of the final course grade. Please actively engage our you'll hear my voice much more than you'd like, which will place a ceiling on learning.

Course Objectives and/or Goals

Successful completion of the course should enable the student to: (a) understand and critically evaluate theory and research in cognitive psychology/neuroscience, (b) develop technical and conceptual expertise in evaluating cognitive and affective research methods, (c) apply recent developments in cognitive/affective psychology and neuroscience to their own work, and (d) identify and understand sources of individual differences and diversity in cognitive abilities and processes. Students should also be able to understand the relevance of developments in cognitive psychology/neuroscience for basic and applied work in clinical, counseling and school psychology, health and human performance, and other health-professions fields including rehabilitation science and speech, language and hearing sciences. Students from Marketing/Business programs have also benefited from discussions of broad cognitive concepts involving problem-solving and reasoning.

Course Materials

The required text for the course is Smith, E.E. & Kosslyn, S.M. (2007). *Cognitive Psychology: Mind and Brain (1st Edition)*. New Jersey: Pearson Education, Inc. **Chapters from other books and journal papers will be provided as pdf documents and made available in the course "files" tab on Canvas**

(<http://elearning.ufl.edu>); download by clicking on the link listed under readings for the week of the class. Lecture notes will be available through Canvas by noon the day of class (also under the “files” tab). To access assigned *readings and lectures*, once in Canvas for the course, click “files” tab and you will see folders for “*Class Readings (pdf)*” and “*Class Lectures (pptx)*” organized by class-session week as listed below. There will also be several optional readings for each week; these may provide alternative views and will be well-worth reading.

Text-Related Student Online-Resources

Still waiting for publisher to get back to me regarding online student resources associated with the text. *Ones they sent last time were not useful; hoping they followed my recommendations for new generation—we’ll see and I’ll keep you informed!*

Course Requirements/Evaluation/Grading

Course grading will be determined by two take-home exams (25% each), a topical debate (15%), a brief Research Topic Description (5%), a Research Proposal (20%) and class participation & attendance (10%). The schedule for these events and deadlines for paper submissions can be found in the course plan below.

EXAMINATIONS will consist of objective, short answer, and multiple-choice portions covering topics discussed in class and in readings. Study questions *may* be provided periodically during the semester to assist in learning and in exam preparation. Plus, additional study guides can be found on the link to the text-related resources provided above. Examinations will be **take-home** and distributed via Canvas approximately 1 week prior to due date (Exam 1 due Nov. 9, Exam 2 due Dec. 16, each via email by 5pm on the due date). **Please return exams to me, via email using the subject heading <Last name>”CBB Exam 1” or <Last name> CBB Quiz#2” on the due dates listed by 5PM. Students not adhering to these conventions, or not including their names on assignments, will NOT receive credit.** This happens lots, so please pay attention here.

RESEARCH TOPIC DESCRIPTION. Students will submit a *1-page* single-spaced description of your preliminary ideas for the research proposal. The research topic description should describe the work to be done in the research proposals (see below). Essentially, what you want to get across in these descriptions is the **What, Why, and How** of your research idea. Though brief, please make it comprehensible enough to express your ideas, including primary aims/questions, significance of the questions, and research approach. That is, please include what question(s) you will be addressing, why this question(s) is important, and how you will address the question(s)—i.e., *what, why, and how*. Knowing that we will not have covered all topical areas by the due date of the research topic description, it is understood that your chosen topic might change as you encounter new course material. I will be available after class for students to discuss challenges/questions associated with their research ideas/descriptions before and after its due date (Oct. 25). The timing of this assignment in the schedule is to enable students to incorporate instructor feedback into the final proposals, due December 8. Please let me know if you plan to change your topic substantively following this due date so I can provide any necessary guidance. **Please send to me by 5PM on October 25 via email, using the subject heading <Last name>”CBB Research Topic.”**

RESEARCH PROPOSAL. This assignment is an opportunity for the student to perform further research on a topic of their choice and should be in the form of an “NRSA-style” research proposal (see Parent F31: <http://grants.nih.gov/grants/guide/pa-files/PA-11-111.html>). Proposals should not exceed 6 pages in length (excluding references), using single-spacing and at least an 11-point font with 1” margins. This should include: 1) *Specific Aims*, 2) *Background and Significance*, 3) *Research Design and Methods*, and 4) *Reference sections*. Students will choose an area of interest, pose a specific research question(s) with hypotheses, and describe in the proposal how they would address this question(s) using one or more of the methods and/or cognitive concepts discussed in class. No budget will be required, but

students should be mindful of budgetary limitations to keep their proposed project realistic. **Please send to me by 5PM on December 6 via email, using the subject heading <Last name>"CBB Research Proposal."** I have included a sample proposal that you may use to guide and format yours (though other formats are acceptable)—content- and format-wise. This can be found in the *files* tab under Grant Proposal Example folder. Please **DO NOT DISTRIBUTE** this proposal beyond your classmates.

DEBATES. Each student will participate in one of four debates scheduled throughout the semester. In these debates, students are required to advocate a position and support their arguments with theory and/or data. More specific information on the format of the debates will be given at some point during the first three class meetings. Students are expected to participate actively in class sessions, especially the debates, by expressing ideas, asking questions, and discussing relevant issues, readings, and experiences. **Grades** will be assigned to the whole group based on clarity of their arguments, use of literature in support of arguments, thoughtfulness in both initial presentation and various rebuttals and (need I say), "civility".

Debate format: Students will form 4 groups of 3-5 students each (dependent on class size) and sign up or be assigned after providing their preferences after the 2nd week for the affirmative ("pro") or negative ("con") side of the debate (e.g., there is/is no emotion without cognition). You will be encouraged to sign up for the opposite of what you believe (where possible). 60 minutes will be allotted for the entire debate; the affirmative (pro) group will present for 10-15 minutes, the negative (con) will then present for 10-15 minutes. Each side will then have 5 minutes for rebuttal, then the class will join in for a larger discussion for 15-20 minutes (longer if needed). You will be asked to base your arguments on findings in the literature and to *provide Dr. Perlstein pdfs* of the 2-4 references you use outside of those listed under course readings so he can make them available to the class through Canvas within one week of each debate. **Please provide pdfs of these readings via email to Dr. Perlstein at least 1 week prior to the date of your teams' debate (name the pdfs with the convention <first author last name>"-Publication year>.pdf").** Also, **please include in the email your debate groups' pdfs the list of citations for each paper in APA format.** These readings will be provided in an updated syllabus reference list below as they are received and uploaded to Canvas. All students are expected to read all debate-related articles and play an active role in discussion. Preparation for the debates will require group cooperation to compose supporting arguments for your position. *Once received, the debate-related pdfs will be placed in resource-specific folders available through Canvas ("files" tab) and made accessible to all students on an as-received basis.*

The four debates will be:

Debate I: "WADA testing using fMRI is (pro)/is not (con) effective for determining laterality of language & memory functioning prior to epilepsy surgery" **Held on 9/06/18.**

Debate II: "Functional neuroimaging can (Pro)/cannot (Con) completely replace lesion methods for informing theories of cognition." **Held on 10/04/18.**

Debate III: "Repressed memories are more likely to represent memory distortions (Pro) rather than true, unearthed recollections of past experience (Con)." **Held on 11/08/18.**

Debate IV: "There is no emotion without cognition (or emotion is dependent upon cognition)." Pro = Emotion is dependent on cognition (there is no emotion without cognition); Con = Emotion is independent of cognition (there is emotion without cognition). **Held on 11/29/18.**

Grading Requirements, Dates, and Distribution

Requirement	Distribution date	Due date	% of final grade
Quiz #1 (mid-term)	November 3	November 9	25%
Quiz #2 (final)	November 30	December 16	25%
4 Debates	---	Variable	15%
Research Topic Description Due	---	October 25	5%
Research Proposals Due	---	December 6	20%
Participation	---	---	10%

The grading scale will be as follows: Grades will be weighted according to the number of points available for each component. Decimals will be rounded to the nearest whole number (up or down). Final grades will be calculated as a percentage of the highest score as follows:

% of points earned in class	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
GPA equivalent	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Incomplete grades: An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

Topical Outline

Listed below is a *moderately flexible* schedule of classes and accompanying reading assignments. Readings as listed are subject to change within 7 days prior to the class date. Students are asked to complete required readings prior to class so they can maximally benefit from presentations and to facilitate participation in discussions. *I WILL pop quiz the class if it is detectibly lethargic.* I understand the reading list is heavy; I have provided a list of **OPTIONAL** (i.e., not-required) readings each week for those of you who are inclined to learn more detailed/advanced stuff above-and-beyond the basic required readings. Your choice, but surprise me and your classmates with your advanced knowledge....

Class #	Date	Topic	Reading
1	Aug 23	<ul style="list-style-type: none"> ■ Course Orientation ■ Introduction to Cognitive Psychology & Cognitive Neuroscience ■ Intro to Methods in Cognitive Psychology/Neuroscience & Experimental Neuropsychology (part 1) 	<ul style="list-style-type: none"> ▪ Smith & Kosslynn (2007)—Ch1 ▪ Perves (2008)—Ch 2 ▪ Feinberg & Farah (2005) <p><u>Optional readings:</u></p> <ul style="list-style-type: none"> ▪ Drew et al. (2013) ▪ Perves (2008)—Ch 3 ▪ Rorden (2004) ▪ Tsay (2013)
2	Aug 30	<ul style="list-style-type: none"> ■ Methods in Cognitive Psychology/Neuroscience & Experimental Neuropsychology (part 2) 	<p><i>Readings from last week plus:</i></p> <ul style="list-style-type: none"> ▪ Purves (2008)—Ch 3 ▪ Banich (2011)—Ch 3 (pp. 59-88) <p><u>Optional readings:</u></p> <ul style="list-style-type: none"> ▪ Banich (2011)—Ch 4 ▪ Luck (2005)—Ch 1
	Sept 6	<p>No Class.</p> <p>Debate/Discussion 1: "WADA testing using fMRI is (pro)/is not (con) effective for determining</p>	<p><u>Debate Readings:</u></p> <ul style="list-style-type: none"> ▪ TBD – reminder, please send me your groups' readings <u>1-week in advance so I can make them available to the class and upload them to canvas for</u>

		<p>laterality of language & memory functioning prior to epilepsy surgery. (See <u>description of debate format above.</u>) No enthusiasm for this debate.</p>	<p>all to read to facilitate everyone's participation.</p>
3	Sept 13	<p>■ "The lesion method in cognitive neuropsychology"</p> <p>Guest Speaker: Dr. Dawn Bowers 2-3PM (Clinical & Health Psychology), "The lesion method in cognitive neuropsychology."</p>	<ul style="list-style-type: none"> ▪ Banich (2011)—Ch 3 (pp. 53-59) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Gazzaniga (2002)—Chs 3 & 5 ▪ Perves (2008)—Chs 4 & 5 ▪ Quiroga et al. (2005)
4	Sept 20	<p>■ <i>Spatial Cognition & Attention</i></p> <p>Guest Speaker: Dr. Mingzhou Ding 3PM (Biomedical Engineering) "Neuronal mechanisms of attentional control: Recent advances."</p>	<ul style="list-style-type: none"> ▪ Text: Smith & Kosslyn—Ch 3 ▪ Banich (2011)—Ch 11 ▪ Rorden & Karmath (2004) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Knight & Stuss (2002) ▪ Knudsen (2007) ▪ Posner (2012) ▪ Posner & Rothbart (2007) ▪ Umiltà (2001) ▪ Wang et al. (2016) ▪ Wen et al. (2013) ▪ Wen et al. (2012)
	Sept 27	<p>No Class—Perlstein out of town</p>	<ul style="list-style-type: none"> ▪
5	Oct 4	<p>■ <i>Spatial Cognition & Attention (cont.)</i></p> <p>Debate/Discussion 2: "Functional neuroimaging can (pro)/cannot (con) completely replace lesion methods for informing theories of cognition." (See <u>description of debate format above.</u>)</p>	<p>Readings from last week plus:</p> <ul style="list-style-type: none"> ▪ Banich (2011)—Ch 11 <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Knight & Stuss (2002) ▪ Knudsen (2007) ▪ Posner (2012) ▪ Posner & Rothbart (2007) <p>Debate Readings:</p> <ul style="list-style-type: none"> ▪ TBD – reminder, please send me your groups' readings <u>1-week in advance so I can make them available to the class and upload them to canvas for all to read to facilitate everyone's participation.</u>
6	Oct 11	<p>■ <i>Executive Functions & Working Memory</i></p>	<p>Readings from last week plus:</p> <ul style="list-style-type: none"> ▪ Text: Smith & Kosslyn—Ch 6 ▪ Baddeley (2000) pp. 83-88 (section on working memory) ▪ Banich (2011)—Ch 12 ▪ Stuss (2011) <p>Optional readings:</p> <ul style="list-style-type: none"> • Lewis et al. (2016) • Boissonault et al. (2016)

			<ul style="list-style-type: none"> ▪ Cohen, Perlstein et al. (1997) ▪ Corbetta & Shulman (2002) ▪ Kimberg et al. (2000) ▪ Larson et al. (2006) ▪ Miller & Cohen (2001) ▪ Miyake et al. (2000) ▪ Perlstein et al. (2003)
	Oct 18	No Class — <i>Perlstein out of town</i>	
7	Oct 25	<p>■ <i>Language Comprehension & Production</i></p> <p>Research Topic Description due</p> <p>Guest Speaker: Dr. Lori Altmann (Speech, Language and Hearing Sciences), 1-2:30pm</p> <p>Research Topic Description Due. Please email to me by 5PM (use filename and subject heading <Last Name>"-CBB Research Topic")</p>	<ul style="list-style-type: none"> ▪ Text: Smith & Kosslyn—Ch 12 <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Banich (2011)—Ch 9 ▪ Gazzaniga (2002)—Ch 9
8	Nov 1	<p>■ <i>Memory</i></p> <p>Guest Speaker: Dr. Russell Bauer (Clinical & Health Psychology) 1-3pm</p> <p>Take-home exam 1 to be distributed by email through Canvas (Due 11/8)</p>	<ul style="list-style-type: none"> ▪ Text: Smith & Kosslyn—Chs 4 & 5 ▪ Banich (2011)—Ch 10 ▪ Baddeley (2000) pp. 77-83 <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Brown & Craik (2000) ▪ Cabeza & St. Jacques (2007) ▪ Dodson & Schacter (2001) ▪ Johnson (2006) ▪ Moscovitch et al. (2006) ▪ Parkin (2001) ▪ Ryan & Cohen (2003)
9	Nov 8	<p>■ <i>Reasoning, Problem Solving & Decision Making</i></p> <p>Exam 1 Due</p> <p>Debate/Discussion 3: "Repressed memories are more likely to represent memory distortions (Pro) rather than true, unearthed recollections of past experience (Con)." (See description of debate format above.)</p> <p>Exam 1 Due. Please email to me by 5PM (use subject heading <Last Name>"-CBB Exam 1")</p>	<ul style="list-style-type: none"> ▪ Text: Smith & Kosslyn—Chs 9 & 10 ▪ Purves (2008)—Chs 24 & 25 <p>Podcast: (Hidden Brain) https://www.npr.org/2018/03/12/592986190/daniel-kahneman-on-misery-memory-and-our-understanding-of-the-mind</p> <p>Optional reading:</p> <ul style="list-style-type: none"> ▪ Tsay (2013) ▪ Loken (2006) ▪ Weber & Johnson (2009) <p>Debate Readings:</p> <ul style="list-style-type: none"> • TBD – reminder, please send me your groups' readings 1-week in advance so I can make them available to the class and upload them to canvas for all to read to facilitate everyone's participation.

			Also, see the link weblink listed under Debate III references in reference section below.
10	Nov 15	<p><i>Reasoning, Problem Solving, Decision Making (cont).</i> + <i>NIH's Research Domain Criteria (RDoC)</i></p> <p>Guest Speaker: Dr. Peter Lang (NIMH Center for the Study of Emotion and Attention; Clinical & Health Psychology) 1-2pm</p>	<p>Readings from last week plus: RDoC readings:</p> <ul style="list-style-type: none"> ▪ Iacono (2016) ▪ Kozak & Cuthbert (2016) ▪ Lilienfeld (2014) ▪ Patrick & Hajcak (2016) ▪ Also visit NIMH's RdoC website: https://www.nimh.nih.gov/research-priorities/rdoc/index.shtml
	Nov 22	<p>No Class—UF Holiday; Thanksgiving</p> <p>Please complete on-line faculty evaluation by logging into GatorRater via canvas.</p>	<p>Please send me an email indicating that you have completed the evaluation. Thank you!</p>
11	Nov 29	<p><i>Emotion, Cognition & Psychopathology</i></p> <p>Debate/Discussion 4: "There is no emotion without cognition (Con); or, emotion is dependent upon cognition (Pro)." <i>(See description of debate format above.)</i></p>	<ul style="list-style-type: none"> ▪ Text: Smith & Kosslyn—Ch 8 ▪ Dolcos et al. (2011) ▪ Forgas & Elch (2012) ▪ Lazarus (1984) ▪ Lai et al. (2012) ▪ Storbeck & Clore (2007) <p>Optional readings:</p> <ul style="list-style-type: none"> ▪ Allen et al. (2011)—see <i>entire</i> special issue ▪ Banich (2011)-Chs 13 & 14 ▪ Cacioppo & Gardner (1999) ▪ Duncan & Feldman-Barrett (2007) ▪ Izard (2009) ▪ Levine (2009) ▪ Oschner & Gross (2005) ▪ Perlstein et al. (2002) ▪ Pham (2007) ▪ Phelps & LeDoux (2005) ▪ Servan-Schreiber et al. (1998) ▪ Taylor et al. (2005) <p>Debate Readings:</p> <ul style="list-style-type: none"> ▪ TBD – reminder, please send me your groups' readings <u>1-week in advance so I can make them available to the class and upload them to canvas</u> for all to read to facilitate everyone's participation.
	Dec 6	<p>No Class—UF "Reading Days" <i>(12/06-12/07)</i></p> <p>Exam 2 Distributed</p>	

	<p>by email through Canvas</p> <p>Research Proposals Due</p>	<p>**Research Proposals Due** Please email to me by 5PM 12/06 (subject heading in email should read: <Last Name>"-CBB Proposal")</p> <p>I will email the <u>final exam</u> to you by noon—please email back to me by 5PM on Monday, DEC 13</p>	
	<p>Dec 13</p> <p>Exam 2 Due</p>	<p>No Class—UF "Finals Week" (12/08-12/14)</p> <p>*Take-Home Quiz #2* due to me by 5PM Dec 13; please email to me by 5PM (use filename "<Last Name>"-CBB-quiz#2" & email subject heading should read: <Last Name>"-CBB Quiz#2")</p>	

Assigned and Optional Readings

(Under construction—references will be revised/added as the course progresses). All readings should be completed prior to the assigned class date.

Allen, P.A., Lien, M-C, Ruthruff, E. (2011). Cognition and emotion: Neuroscience and behavioral perspectives. *Journal of Cognitive Psychology*, 23(6), 667-668. I recommend you read the entire volume of all relevant papers in this special issue on cognition and emotion.

Baddeley, A. (2000). Short-term and working memory. In E. Tulving & F.I.M. Craik (Eds.), *The Oxford Handbook of Memory*, pp. 77-92. New York: Oxford University Press.

Banich, M.T., & Compton, R.J. (2011). *Cognitive Neuroscience (3rd Edition)*. Belmont, CA: Wadsworth. (selected chapters)

Boissoneault, J., Frazier, I., Lewis, B., & Nixon S.J. (2016). Effects of age and acute moderate alcohol administration on electrophysiological correlates of working memory maintenance. *Alcoholism: Clinical and Experimental Research*, 40(9), 1874-1883.

Brown, S.C., & Craik, F.M. (2000). Encoding and retrieval of information. In E. Tulving & F.I.M. Craik (Eds.), *The Oxford Handbook of Memory*, pp. 93-107. New York: Oxford University Press.

Cabeza, R., & St. Jacques, P. (2007). Functional neuroimaging of autobiographical memory. *Trends in Cognitive Neuroscience*, 11(5), 219-227.

Cacioppo, J.T., & Gardner, W.L. (1999). Emotion. *Ann. Rev. Psychol.*, 50, 191-214.

Corbetta, M., & Shulman, G.L. (2002). Control of goal-directed and stimulus-driven attention in the brain. *Nature Reviews Neuroscience*, 3, 201-215.

- Cohen, J.D., Perlstein, W.M., Braver, T.S., Nystrom, L.E., Noll, D.C., Jonides, J., & Smith, E.E. (1997). Temporal dynamics of brain activation during a working memory task. *Nature*, 386, 604-608.
- Dodson, C.L., & Schacter, D.L. (2001). Memory distortion. In B. Rapp (Ed.), *The Handbook of Cognitive Neuropsychology: What deficits reveal about the human mind* (pp. 445-461). Baltimore: Johns Hopkins University Press.
- Dolcos, F., Iordan, A.D., & Dolcos, S. (2011). Neural correlates of emotion-cognition interactions: A review of evidence from brain imaging investigations. *Journal of Cognitive Psychology*, 23(6), 669-694.
- Drew, T., Võ, M.L., & Wolfe, J.M. (2013). The invisible gorilla strikes again: Sustained inattention blindness in expert observers. *Psychological Science* [epub ahead of print].
- Duncan, S., & Feldman-Barrett, L. (2007). Affect is a form of cognition: A neurobiological analysis. *Cognition and Emotion*, 21(6), 1184-1211.
- Eysenck, M.W. (2012). General knowledge. In M.W. Eysenck, *Fundamentals of Cognition (2nd Ed.)*, Chapter 7, pp. 214-241. NY: Psychology Press.
- Eysenck, M.W., & Keane, M.T. (2005). Concepts and categories. In M.W. Eysenck & M.T. Keane, *Cognitive Psychology: A Student's Handbook (5th Ed.)*, Chapter 9, pp. 293-313. NY: Psychology Press.
- Eysenck, M.W., & Keane, M.T. (2000). Cognition and emotion. In M.W. Eysenck & M.T. Keane (Eds.), *Cognitive Psychology: A Student's Handbook (4th Ed.)*, Chapter 18, pp. 489-512. Philadelphia, PA: Psychology Press.
- Feinberg, T.E., & Farah, M.J. (2005). A historical perspective on cognitive neuroscience. In M.J. Farah & T.E. Feinberg (Eds.), *Patient-based approaches to cognitive neuroscience, 2nd Ed.*, pp. 3-20. Cambridge MA: MIT Press.
- Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2002). *Cognitive Neuroscience: The Biology of the Mind (2nd Edition)*. NY: W.W. Norton. (selected chapters)
- Goldstone, R.L. & Kersten, A. (2003). Concepts and categorization. In A.F. Healy & R.W. Proctor (Eds.), *Handbook of Psychology, Vol. 4: Experimental Psychology*, pp. 599-621. Hoboken, NJ: John Wiley & Sons.
- Iacono, W.G. (2016). Achieving success with the Research Domain Criteria (RDoC): Going beyond the matrix. *Psychophysiology*, 53, 308-311.
- Izard, C.E. (2009). Emotion theory and research: Highlights, unanswered questions, and emerging issues. *Ann. Rev. Psychol.*, 60, 1-25.
- Johnson, M.K. (2006). Memory and reality. *American Psychologist*, 61, 760-771.
- Kimberg, D.Y., D'Esposito, M., & Farah, M.J. (2000). Frontal lobes II: Cognitive issues. In M.J. Farah and T.E. Feinberg (Eds.), *Patient-Based Approaches to Cognitive Neuroscience*. (pp. 317-326). MA: MIT Press. (unfortunately I do not have a copy of this pdf that you can print).
- Knight, R.T., & Stuss, D.T. (2002). Prefrontal cortex: The present and future. In *Principles of Frontal Lobe Function*, D.T. Stuss and R.T. Knight (Eds.), New York: Oxford University Press, pp. 573-597.

- Knudsen, E.I. (2007). Fundamental components of attention. *Annual Review of Neuroscience*, 30, 57-78.
- Kozak, M.J., & Cuthbert, B.N. (2016). The NIMH research domain criteria initiative: Background, issues, and pragmatics. *Psychophysiology*, 53, 286-297.
- Larson, M.J., Perlstein, W.M., Demery, J.A., & Stigge-Kaufman, D.A. (2006). Cognitive control impairments in traumatic brain injury. *Journal of Clinical and Experimental Neuropsychology*, 28, 968-986.
- Larson, M.J., Perlstein, W.M., Stigge-Kaufman, D., Kelley, K.G., & Dotson, V.M. (2006). Affective context-induced modulation of the error-related negativity. *Neuroreport*, 17, 329-333.
- Lazarus, R.S. (1982). Thoughts on the relations between emotion and cognition. *American Psychologist*, 37, 1019-1024.
- Lewis, B., Boissoneault, J., Frazier, & Nixon, S.J. (2016). Effects of age and acute moderate alcohol administration on neurophysiology during simulated driving. *Alcoholism: Clinical and Experimental Research*, 40(12), 2519-2527.
- Levine, D.S. (2009). Brain pathways for cognitive-emotional decision making in the human animal. *Neural Networks*, 22, 286-293.
- Lilienfeld, S.O. (2014). DSM-5: Centripetal scientific and centrifugal antiscientific forces. *Clinical Psychology Science and Practice*, 21(3), 269-279.
- Loken, B. (2006). Consumer psychology: Categorization, affect, and persuasion. *Annual Review of Psychology*, 57, 453-485.
- Luck, S.J. (2005). *An Introduction to the Event-Related Potential Technique*. Cambridge, MA: MIT Press. (selected chapters)
- Mahon, B.Z., & Caramazza, A. (2009). Concepts and categories: A cognitive neuropsychological perspective. *Annual Review of Psychology*, 60, 27-51.
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Student-provided DEBATE-RELATED READINGS – to be ASSIGNED WITHIN 1 WEEK PRIOR TO THE RELEVANT DEBATE CLASS

Debate 1 / Sept 6: "WADA testing using fMRI is (pro)/is not (con) effective for determining laterality of language & memory functioning prior to epilepsy surgery."

Readings: **PRO** (Team:)

1)

Readings: **CON** (Team:)

1) .

Debate 2 / Oct. 4: "Functional neuroimaging can (PRO)/cannot (CON) completely replace lesion methods for informing theories of cognition"

Readings: **PRO** (Team: Albadì, Cunio, Gluck, Hardcastle, Lopez, Rohl)

2)

Readings: **CON** (Team: Bauman, Cartagena, Dion, Robert, Wang, Xu)

2) .

Debate 3 / Nov. 8: "Repressed memories are more likely to represent memory distortions rather than true, unearthed recollections of past experience."

- See weblink: http://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory.html

Readings: **PRO** (Team: Dongo, Garzona, Lazaro, Sweenie, Warnik)

3)

Readings: **CON** (Team: Basch, England, Ferguson, Rama, Riddle, Rodriguez)

3) .

Debate 4 / Nov. 29: "There is no emotion without cognition (CON) or, emotion is dependent upon cognition (PRO)."

Readings: **PRO** (Team: Eastman, Hatchel, Magennis, Majia, Trainor)

1)

Readings: **CON** (Team: Bailey, Dixon, Gilbert, Monachino, Yaraghchi, Zakzewski)

1)

Statement of University's Honesty Policy (cheating and use of copyrighted materials)

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details:

<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

<http://www.dso.ufl.edu/studenthandbook/studentrights.php>

<http://gradschool.ufl.edu/students/introduction.html>

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

*We, the members of the University of Florida community,
pledge to hold ourselves and our peers
to the highest standards of honesty and integrity.*

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is desirable and expected that take-home assignments will stimulate conversation among classmates, and that classmates may actually mentor one another in the work. Students are also likely to discuss elements of the assignment with the instructor. **It is expected that submitted work will solely reflect the student's own efforts. Students are expected not to collaborate** in running analyses, writing answers, or interpreting results. The instructor will regularly check for "unusual congruence" in answers, and will discuss concerning instances with students involved. Where collaboration has been found, a zero grade will be assigned. **For further clarification, please see the "Acceptable Collaboration" appendix to this syllabus! Rules will be strictly enforced.**

Copyright policy - The University of Florida policy on copyright states: "Copyright permission should not be required of instructors in the following circumstances:

- 1) A single copy of an article, chapter, or poem is on reserve for only *one semester*.
- 2) A reasonable number of copies of an article, chapter, or poem are placed on reserve for only *one semester*. "Reasonable" is determined by an assessment of the number of students assigned the reading, the difficulty of the reading, and the time frame allowed for completion of the reading. This should normally not exceed 6 copies, although up to one copy for every 15 students may be accepted if space is available in the reserve area and the above criteria are met."

Single-use copies, for exclusive use in class, which are not to be further duplicated or distributed, will be made available in Canvas. All articles are also available via the University of Florida library system, and may be accessed by the student using that portal as well.

Policy Related to Class Attendance

Attendance is expected. Students needing to miss class should make *prior* arrangements with the instructor. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. *All cell phones must be turned off during class.*

Policy Related to Make-up Exams or Other Work

Students who miss an examination or paper deadline because of a conflicting professional or personal commitment must make *prior* arrangements with the instructor. If an examination must be missed because of illness, a physician's note is required. I expect you to attend and be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis; please approach me in advance to arrange—I'm pretty addressable and want to facilitate your success in and enjoyment of the class.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College and instructor are committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from: the Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusivity Statement

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is

committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu