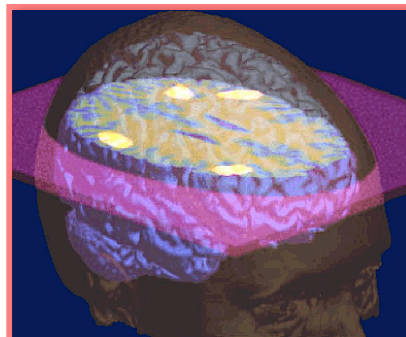


## University of Florida

College of Public Health & Health Professions Syllabus  
Department of Clinical & Health Psychology  
CLP 7934, Section 073D-11106, **Cognitive and  
Affective Bases of Behavior**

Fall 2021

Thursdays 12:50-3:50; HPNP Building G-210  
Materials at UF Canvas: <http://elearning.ufl.edu>



### Instructor Information

**William M. Perlstein, Ph.D.**

**Office:** HPNP 3120

**Phone:** (352) 222-8870 (mobile; please use sparingly)

**Email:** [wmp@php.ufl.edu](mailto:wmp@php.ufl.edu) (preference = email via Canvas)

**Office Hours:** By appointment; please e-mail to schedule a meeting.

**Preferred Course Communications:** Email via Canvas

Note: E-mail is the preferred method of contact for the instructor. You are welcome to e-mail at any time; however, questions about exams or projects sent after 5:00pm on the day before due date may not receive a response in time to make the deadline.

### Course Overview and Purpose:

The purpose of this course is to familiarize the student with the current body of knowledge in the cognitive and affective bases of behavior. Historical developments and recent trends in cognitive psychology, cognitive neuropsychology, cognitive and affective 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 is designed to expose the student to key literature and concepts relevant to cognitive and affective aspects of behavior, and to provide an opportunity, through a research proposal, for the student to integrate key ideas and methods in formulating a research question that addresses an important question or problem in these domains.

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. Three (3) debates/discussions organized and presented by students will be undertaken throughout the term. Students will also prepare an NRSA-style research proposal. Active student attendance and participation are expected and will collectively comprise 5% of the final course grade. Please actively engage or you'll hear my voice much more than you and/or I would like, which will place a ceiling on learning.

### Relation to program outcomes:

This course serves as a graduate-level course within the department of Clinical and Health psychology at the University of Florida. The content of this upper-level graduate course is a required component of the American Psychological Association's (APA) accreditation and demonstrated competency, upon completion, in Cognitive and Affective Bases of Behavior is often required for license eligibility. Content areas will support learning objectives that are applicable to a range of clinical and health professions, including public health, and clinical, counseling and school psychology training programs.

### **Course Objectives and Goals:**

Upon successful completion of the course, students should be able to:

- 1) Apply theory and empirical research to better understand cognitive and emotional phenomena.
- 2) Develop technical and conceptual expertise in evaluating cognitive and affective research methods;
- 3) Apply recent developments in cognitive/affective psychology and neuroscience to their own work.
- 4) Identify and understand sources of individual differences and diversity in cognitive abilities and processes.
- 5) Students should also be able to understand the relevance of developments in cognitive & affective 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.

### **Instructional Methods:**

Lecture, class discussion, and small-group and individual work will comprise the majority of class sessions. The role of the instructor will be to:

- a) present an overview of relevant topics, provide additional reading material and learning resources with up-to-date research findings; and
- b) facilitate discussion of selected topics, and provide timely feedback. Expectations for students are to attend class fully prepared, participate in class discussions, and read assigned materials prior to class in preparation for lecture.

### **Course Materials and Technology:**

**Required textbook:** Smith, E.E. & Kosslyn, S.M. (2007). *Cognitive Psychology: Mind and Brain* (1<sup>st</sup> edition). New Jersey: Pearson Education, Inc.

**Chapters from other books and primary-source refereed-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 power-points will be available through Canvas by noon the day of class, if not sooner (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. All required and optional reading material will be available as pdfs for download on the Canvas system. This text is available online as hardcover and softcover. 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 in the course schedule. There will also be several optional readings for each week; these may provide alternative views and will be well-worth reading.

**Note:** If you plan to print-out the lecture pptx files, I'd advise you to print them in **grayscale**, since some of the slide backgrounds are in black and this will eat up your printer ink!

**Canvas:** Canvas is the course management system that you will use for this course. Canvas is accessed by using your Gatorlink account name and password at [elearning.ufl.edu](http://elearning.ufl.edu). There are several tutorials and help links on the Canvas login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP, option 2, or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). You are responsible for checking your account prior to each class to determine how you should prepare for the upcoming class.

If you have technical questions with your electronic device or the Canvas website, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- UF HELP Desk (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

We will review the canvas site during the 1<sup>st</sup> class session and discuss any questions you may have. I know e-learning can be stressful and I don't want the Canvas implementation to be an additional source of stress.

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### **Required Equipment**

See [UF Student Computer Requirements](#). Your program may have additional requirements. For this course you will need a computer that can run HonorLock and the Google Chrome browser with high speed internet access, a webcam, and microphone.

For technical support for this class, please contact the UF HELP Desk at: [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu), (352) 392-HELP (option 2), or <https://lss.at.ufl.edu/help.shtml> 3

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### **HonorLock Proctoring Services**

*HonorLock will be used for Exams (midterm) 1 & 2 (final); it is required for assignments  $\geq$  15% toward final grade.*

This course will be using HonorLock, a proctoring service for the graded exams. HonorLock ensures exam integrity and enables administration of remote online exams.

- No pre-scheduling is required. You can take your exam at any time during the window it is open in Canvas.
  - However, I caution you not to wait until the last minute, because you will run the extreme risk of having the exam close out automatically before you have had your full number of allowed minutes. The exam will close out at the time set in Canvas regardless of how many minutes you have left to take the exam, and you will not be able to finish.
- HonorLock will record and audit your entire exam session.
- All recorded exam sessions will be reviewed as part of your final grade.
- Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action.
- Students will need to have **Google Chrome**, a microphone and webcam in place during the test-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take a quiz without a webcam.
- Students will need to have some administrative rights on the computer they are using for the quiz to enable the proctoring service to function.
- It is recommended that students not use a wireless Internet connection for quizzes. Please consider wire connecting your wireless laptop to your modem for a more reliable Internet signal during the quiz. Inexpensive modem cables are available in most electronic stores and online.

### **HonorLock Set-up**

HonorLock is a user-friendly system, but you must follow these guidelines to register and take your quizzes:

1. Review the following HonorLock Student Information to obtain an overview of HonorLock:

- [Honorlock - Student Exam Preparation Information \(PDF\) Taking Exams 1 & 2](#)

Again, no pre-scheduling is required. You can take your exam at any time during the window it is open in Canvas. However, as mentioned before, I caution you not to wait until the last minute, because you will run the extreme risk of having the exam close out automatically before you have had your full number of allowed minutes. ***The exams will close out at the time set in Canvas regardless of how many minutes you have left to take the exam, and you will not be able to finish.***

- Please plan on extra time to complete your exam to accommodate connection time and any technical issues that arise.
- No human proctor will appear. You will take your exam with your camera recording the entire session.
- Once you finish and submit your exam, you will log out, and the exam session will be audited at HonorLock.

Keep the following in mind:

1. You must use Google Chrome browser with HonorLock
2. When it is available open your HonorLock Practice Quiz in Canvas. *Please take the required HonorLock practice quiz, which will open in Canvas at 8:00AM – 11:59PM on 10/21.* There is no grade for this practice quiz, but it must be completed prior to exam 1 on 11/18 to be able to complete either exam 1 or 2. Once the extension is installed to your device, you should not need to take the practice quiz again.
3. Click “Get Started” and “Install Extension.”
4. Click “Add extension” and then “Take the Quiz”.
5. Click “Launch Proctoring” and “Allow” (HonorLock to use your camera).
6. Take the required photo by clicking “Take Photo” and click “Accept” if there is a clear image of you on screen. Otherwise “Redo”.
7. Take the required photo of your picture ID.
8. “Begin the Room Scan” by clicking and then scan the room with your camera. Click “I’m done once complete.
9. Take the quiz as normal.
10. Finish the quiz, and HonorLock will automatically save and close as well.

If you have previously taken the HonorLock practice quiz for another class, and installed the extension to your computer, this will not need to be repeated for this class.

### **Exam Rules**

Check your syllabus for other rules related to quizzes and exams. Examples:

- Exams and quizzes will be administered as described in the course schedule.
- Exams and quizzes will be closed book & closed notes, unless otherwise documented.
- Some faculty allow students to have blank sheets of paper as scrap paper or a calculator, but you will be required to use your camera to show both sides of paper or calculator when this is allowed. If it is not specifically stated in the syllabus, don't bring extra materials.
- Exams may be taken at a student's home. Students must plan to take their exam in an environment where other people are not in the room during the exam.
  - You are required to pan your camera around the room and your desk and clear it of anything not allowed in the exam.

### **HonorLock Support:**

Chat on screen or call HonorLock at 855-828-4004 for 24/7 support assistance. Then contact your faculty to let them know you had an issue.

### **Course Requirements/Evaluation/Grading**

Course grading will be determined by two exams (25% each), a topical debate (14.02%), a brief, 1-page Research Topic Description (4.67%), an Integrative Research Proposal (14.02%), and class participation & attendance (4.67%). The schedule for these events and deadlines for paper submissions can be found in the detailed Topical Outline/Course schedule below.

**EXAMINATIONS** will consist of objective, short answer, and multiple-choice portions covering topics discussed in class and in readings. Examinations will be completed on Canvas. *The first examination will provide coverage of cognitive aspects of behavior; while the second exam will primarily address affective aspects of behavior.*

**RESEARCH TOPIC DESCRIPTION.** Students will submit a *1-page* single-spaced description of your preliminary ideas for the integrative 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 be modified as you encounter new course material. Importantly, the research question should reflect content in both cognitive and affective aspects of behavior and should reflect the student's attempt to integrate concepts from these domains. I will be available after class for students to discuss challenges/questions associated with their research ideas/descriptions before and after its due date (Nov. 18). The timing of this assignment in the schedule is to enable students to incorporate instructor feedback into the final proposals, due Dec. 19. Please let me know if you plan to change your topic substantively following this due date so I can provide any necessary guidance. **Please upload the Research Topic Description to me via Canvas by 5PM on Nov. 18.**

**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. 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 integrative 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 and feasible. **Please upload to me via Canvas by 5PM December 9.** 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 the Grant Proposal Example folder. Please **DO NOT DISTRIBUTE** this proposal beyond your classmates.

**DEBATES.** Each student will participate in one of 3 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 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 showing evidence of their attempt to assimilate content from class and apply it to their own academic and applied interests. **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 a reliance on substantive arguments rather than ad hominem attacks.



**Debate format:** Students will form 6 groups of multiple students each (dependent on class size) and sign up or be assigned after providing their preferences after the 2<sup>nd</sup> 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). Each group will be asked to base your arguments on findings in the literature and to provide Dr. Perlstein pdfs of the 2-3 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 Canvas 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” [e.g., Perlstein-2009.pdf]). Also, please include in the email your debate groups’ pdfs the citation 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 three debates will be:

**Debate 1:** “Functional neuroimaging can (Pro)/cannot (Con) completely replace lesion methods for informing theories of cognition.” **Held on October 7.**

**Debate 2:** “Repressed memories are more likely to represent memory distortions (Pro) rather than true, unearthed recollections of past experience (Con).” **Held on November 4.**

**Debate 3:** “There is no emotion without cognition (i.e., emotion is dependent upon cognition).” Pro = Emotion is dependent on cognition (i.e., there is no emotion without cognition); Con = Emotion is independent of cognition (there is emotion without cognition). **Held on December 2.**

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## ACADEMIC REQUIREMENTS AND GRADING

### **Attendance:**

Attendance will be taken at every class. You will be allowed to miss one class with no penalty with attendance counting for 10% of your final grade. Class attendance is expected, not optional. You will be required to sign into class each week to mark your class attendance. It will not be permitted to sign in for a classmate; anyone caught doing this will lose their and their classmate’s attendance point for the day. We will ask you to sign in at a random time during the class period to encourage attendance throughout the duration of the class. If you do miss a class, it will be your responsibility to request notes from a classmate or schedule office hours with me to discuss content from that class.

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Exams:**

There will be TWO (2) exams—a midterm and a final; each will be worth 25% of the total grade and will be taken out-of-class using HonorLock. Exams will not be cumulative and will cover material from lectures,

readings, and in-class presentations or discussions. The format of exams will be multiple choice and short answer, and will include an additional extra-credit question. There will be no make-up exams, except for documented medical reasons (i.e., physician note); other documented emergencies may or may not be approved pending decision by the instructor. If you miss an exam, you will receive a score of zero on that exam.

Class attendance will be rewarded via the inclusion of in-class information in each exam that is not covered in the textbook. Exams will be administered electronically through Canvas: Exam #1 will be an at-home exam, using HonorLock; Exam #2 (Final Exam) will also be an at-home exam which will occur during “finals week” (on **12/13, 5:30-7pm**), also using HonorLock.

**Grading:**

*The American Psychological Association (APA) has implemented updated accreditation requirements for Domain Specific Knowledge (DSK) in accredited graduate programs. Consequently, students will be graded separately on 3 required DSK components—cognitive (exam 1), affective (exam 2) & integrative (integrate research topic description and integrative research proposal – combined score). Students must receive a passing grade on each of these components, as well as the combined total points across requirement assignments in the course listed directly below, in order to pass this course.*

**Snapshot View of Due dates:**

Requirement	Due date (time)	% of final grade (total # of Points)
<i>Exam #1 (Cognitive Aspects of Behavior)</i>	<b>11/18 (11:59pm)</b>	23.36% (25)
<i>Exam #2 (Final; Affective Aspects of Behavior)</i>	<b>12/13 (5:30-7pm)</b>	23.36% (25)
<i>3 Debates</i>	<i>Variable</i>	14.02% (15)
<i>Integrative Research Topic Description Due</i>	<b>11/18 (5pm)</b>	4.67% (5)
<i>Integrative Research Proposals Due</i>	<b>12/9 (5pm)</b>	14.02% (15)
<i>Attendance &amp; Participation</i>	---	4.67% (5)
<b>Assignment 1: Biographical Statement</b>	<b>9/2 (5pm)</b>	2.8% (3)
<i>Syllabus Quiz</i>	<b>9/2 (5pm)</b>	4.67% (5)
<b>Assignment 2: Debate team preference</b>	<b>9/9 5pm</b>	0% (0)
<b>Assignment 3: Kognito training certificate</b>	<b>9/30 (11:59pm)</b>	1.87% (2)
<b>Assignment 4: HonorLock Practice quiz</b>	<b>10/21 (11:59pm)</b>	0% (0)
<b>TOTAL</b>	<b>-</b>	<b>100% (107)</b>

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:

<b>% of points earned in class</b>	<b>93%</b> - <b>100%</b>	<b>90%</b> - <b>92%</b>	<b>87%</b> - <b>89%</b>	<b>83%</b> - <b>86%</b>	<b>80%</b> - <b>82%</b>	<b>77%</b> - <b>79%</b>	<b>73%</b> - <b>76%</b>	<b>70%</b> - <b>72%</b>	<b>67%</b> - <b>69%</b>	<b>63%</b> - <b>66%</b>	<b>60%</b> - <b>62%</b>	<b>Below 60%</b>
<b>Letter Grade equivalent</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

<b>GPA equivalent</b>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0
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Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate.

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)  
[Grades and Grading Policies](#)

**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.

**Policy Related to Make up Exams or Other Work:**

You are expected to attend and to be prepared to participate in all class sessions. Personal issues with respect to fulfillment of course requirements will be handled on an individual basis. If you must miss an exam because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify me immediately to set-up alternative arrangements prior to the exam date. If a student is not able to complete an online exam due to an illness or medical emergency, they will be required to provide a statement from their healthcare provider documenting the illness or medical emergency. A make-up exam will be provided the first day the student returns to their normal class schedule or at the earliest convenience of the instructor. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Reporting illnesses and family emergencies:**

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify the instructor immediately to set-up alternative arrangements.

**The UF Religious Holidays Policy is available at:**

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#religious>

For University of Florida Students, the following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.



- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Professionalism and COVID**

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people).

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

### **COVID-19 Symptoms**

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

### **Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Policy Related to Required Class Attendance:**

Attendance is considered an integral part of the learning experience as class discussions and lectures will include valuable material covered in the examinations that is not otherwise covered in the textbook. Thus, class attendance will be taken, and students are expected to attend all classes and participate in class discussions to have exposure to this information. If students must be absent, they will be responsible for any missed material by acquiring lecture notes from other students who attended. You can expect that class slides will, in most cases, be on Canvas, however, not every lecture has slides that will accompany it and not all information will be on slides. Some material presented in lectures will not be in the texts and will be included on examinations. Thus, reduced attendance can be expected to result in a lower course grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule:**

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 expected to complete required readings prior to class so they can maximally benefit from presentations and to facilitate participation in class 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....

<b>Class #</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b> (Required + specified optional)	<b>Assignment(s) Due</b>
1	Aug 26	<ul style="list-style-type: none"> <li>■ <i>Course Orientation</i></li> <li>■ <i>Introduction to Cognitive Psychology &amp; Cognitive Neuroscience</i></li> <li>■ <i>Intro to Methods in Cognitive Psychology/Neuroscience &amp; Experimental Neuropsychology (part 1)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Smith &amp; Kosslyn (2007)—Ch1</li> <li>▪ Perves (2008)—Ch 2</li> <li>▪ Feinberg &amp; Farah (2005)</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>▪ Drew et al. (2013)</li> <li>▪ Perves (2008)—Ch 3</li> <li>▪ Rorden (2004)</li> <li>▪ Tsay (2013)</li> </ul>	<p>Canvas quiz on syllabus due by <b>5PM 9/2</b></p> <p>(Opens on Canvas 8/29 8am).</p>
2	Sept. 2	<ul style="list-style-type: none"> <li>■ <i>Methods in Cognitive Psychology/Neuroscience &amp; Experimental Neuropsychology (part 2)</i></li> </ul>	<p><i>Readings from last week plus:</i></p> <ul style="list-style-type: none"> <li>▪ Purves (2008)—Ch 3</li> <li>▪ Banich (2011)—Ch 3 (pp. 59-88)</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>▪ Banich (2011)—Ch 4</li> <li>▪ Luck (2005)—Ch 1</li> <li>▪ Walsh &amp; Cowey (2000)</li> </ul>	<p><b>Assignment 1</b></p> <p><b>(Biographical Statement)</b> <b>DUE 5pm 9/2</b> via Canvas</p>
3	Sept. 9	<ul style="list-style-type: none"> <li>■ <i>“The lesion method in cognitive neuropsychology”</i></li> </ul> <p><b>Guest Speaker: Dr. Dawn Bowers</b> (Clinical &amp; Health Psychology), <i>“The lesion method in cognitive neuropsychology.”</i> (Time TBD)</p>	<ul style="list-style-type: none"> <li>▪ Banich (2011)—Ch. 3 (pp. 53-59)</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>▪ Gazzaniga (2002)—Chs.3 &amp; 5</li> <li>▪ Perves (2008)—Chs. 4 &amp; 5</li> <li>▪ Quiroga et al. (2005)</li> </ul>	<p><b>Assignment 2</b></p> <p><b>Debate team choice</b></p> <p><b>DUE 5pm 9/9</b> (via Canvas)</p>
4	Sept. 16	<ul style="list-style-type: none"> <li>■ <i>Spatial Cognition &amp; Attention</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Text:</b> Smith &amp; Kosslyn—Ch. 3</li> <li>▪ Banich (2011)—Ch. 11</li> <li>▪ Rorden &amp; Karmath (2004)</li> <li>▪ Fan et al. (2002) ANT.pdf</li> </ul>	
5	Sept. 23	<ul style="list-style-type: none"> <li>■ <i>Spatial Cognition &amp; Attention (cont.)</i></li> </ul> <p><b>Guest Speaker:</b> Dr. Mingzhou Ding (Biomedical Engineering) <i>“Neuronal mechanisms of attentional control: Recent advances.”</i> (1-2pm via zoom)</p>	<p>Required readings per last week.</p> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>▪ Knight &amp; Stuss (2002)</li> <li>▪ Knudsen (2007)</li> <li>▪ Liu et al (2016)</li> <li>▪ Liu et al (2017)</li> <li>▪ Posner (2012)</li> <li>▪ Posner &amp; Rothbart (2007)</li> <li>▪ Rajan et al (2018)</li> <li>▪ Umiltà (2001)</li> </ul>	<p><b>Assignment 3</b></p> <p><i>Kognito training certificate: Due 11:59pm 9/30</i></p>

			<ul style="list-style-type: none"> <li>▪ Wang et al. (2016)</li> <li>▪ Wen et al. (2013)</li> <li>▪ Wen et al. (2012)</li> </ul>	
	Sept. 30	<b>No Class – Perlstein out</b>		
6	Oct. 7	<p><b>Debate/Discussion #1:</b> “Functional neuroimaging can (pro)/cannot (con) completely replace lesion methods for informing theories of cognition.” <i>(See description of debate format above.)</i></p>	<ul style="list-style-type: none"> <li>• <b>Kognito presentation</b> by Kognito Ambassador (UF-CWC). Time: TBD</li> </ul> <p><b>Debate Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>PRO:</b> TBD</li> <li>• <b>CON:</b> TBD</li> </ul> <p><b>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.</b></p>	<b>Debate 1</b>
7	Oct. 14	<ul style="list-style-type: none"> <li>■ <i>Gross &amp; Functional Anatomy of Cognition &amp; Emotion</i></li> <li>■ <i>Principles of Sensory Processing &amp; Encoding</i></li> <li>■ <i>Basic Processes in Visual Perception/Cognition</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Text:</b> Smith &amp; Kosslyn—Ch 1 (pp. 17-25)</li> <li>▪ Banich (2011)—Ch 1</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>▪ Banich (2011)—Ch 2, 4, 6</li> <li>▪ Gazzaniga (2002)—Chs 5, 6</li> <li>• Pessig &amp; Tarr (2007)</li> </ul>	N/A
8	Oct. 21	<p>■ <i>Executive Functions &amp; Working Memory</i></p> <p><b>HonorLock Practice Quiz 11:595PM 10/21</b></p>	<p><i>Readings from last week plus:</i></p> <ul style="list-style-type: none"> <li>• <b>Text:</b> Smith &amp; Kosslyn—Ch 6</li> <li>• Baddeley (2000) pp. 83-88 (section on working memory)</li> <li>• Stuss (2011)</li> <li>• Gratton et al. (2017)</li> </ul> <p><b>Optional readings:</b></p> <ul style="list-style-type: none"> <li>• Banich (2011)—Ch 12</li> <li>• Cohen, Perlstein et al. (1997)</li> <li>• Corbetta &amp; Shulman (2002)</li> <li>• Kimberg et al. (2000)</li> <li>• Larson et al. (2006)</li> <li>• Miller &amp; Cohen (2001)</li> <li>• Miyake et al. (2000)</li> <li>• Perlstein et al. (2003)</li> </ul>	<p><b>Assignment #4 Practice Quiz to enable HonorLock;</b> due by 11:59pm, <b>10/21</b> (available 8:00am-11:59pm)</p>
9	Oct. 28	<ul style="list-style-type: none"> <li>■ <i>Spatial Cognition, Object Recognition</i></li> <li>■ <i>Attention &amp; Attentional Disorders</i></li> </ul> <p><b>Guest Speaker:</b> Dr. Kenneth Heilman (UF, Department of Neurology), “<i>Visuospatial attention and attentional disorders.</i>” (12:50-2pm)</p>	<ul style="list-style-type: none"> <li>• Required readings from Oct. 1</li> <li>• <b>Text:</b> Smith &amp; Kosslyn Ch 2</li> <li>• Heilman et al. (2015)-Clin-NP Ed5 Neglect</li> </ul>	N/A

9	Nov. 4	<p>■ <i>Memory</i></p> <p><b><u>Debate/Discussion #2:</u></b> “Repressed memories are more likely to represent memory distortions (Pro) rather than true, unearthed recollections of past experience (Con).” (<u>See description of debate format above</u>). 3-3:50pm</p> <p><b>Guest Speaker: Dr. Russell Bauer</b> (Clinical &amp; Health Psychology) (Time: TBD)</p>	<ul style="list-style-type: none"> <li>▪ <b>Text:</b> Smith &amp; Kosslyn—Chs 4 &amp; 5</li> <li>▪ Banich (2011)—Ch 10</li> <li>▪ Baddeley (2000) pp. 77-83</li> <li>▪ Murphy et al. (2019)</li> </ul> <p><b><u>Optional readings:</u></b></p> <ul style="list-style-type: none"> <li>▪ Brown &amp; Craik (2000)</li> <li>▪ Cabeza &amp; St. Jacques (2007)</li> <li>▪ Dodson &amp; Schacter (2001)</li> <li>▪ Johnson (2006)</li> <li>▪ Moscovitch et al. (2006)</li> <li>▪ Parkin (2001)</li> <li>▪ Ryan &amp; Cohen (2003)</li> </ul> <p><b><u>Debate Readings:</u></b></p> <ul style="list-style-type: none"> <li>• PRO: TBD</li> <li>• CON: TBD</li> </ul> <p>Reminder, please send me your groups’ readings <b><u>1-week in advance so I can make them available to the class and upload them to canvas</u></b> for all to read to facilitate everyone’s participation. Also, see the weblink listed under Debate 2 references in reference section below.</p>	<b>Debate 2</b>
	Nov. 11	<b>NO CLASS – Veterans Day</b>		
10	Nov. 18	<p>■ <i>Basics of Emotion</i></p> <p>■ <i>Emotion &amp; Cognition</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Text:</b> Smith &amp; Kosslyn—Ch 8</li> <li>▪ Lazarus (1982)</li> <li>▪ Lang (1994)</li> <li>▪ Ochsner &amp; Gross (2005)</li> <li>▪ Paquette et al. (2003)</li> </ul> <p><b><u>Optional readings:</u></b></p> <ul style="list-style-type: none"> <li>▪ Allen et al. (2011)</li> <li>▪ Barrett et al. (2019)</li> <li>▪ Cacioppo &amp; Gardner (1999)</li> <li>▪ Duncan &amp; Barrett (2007)</li> <li>▪ Izard (2009)</li> <li>▪ Perlstein et al. (2002)</li> <li>▪ Servan-Schreiber et al. (1998)</li> <li>▪ Pham (2007)</li> <li>▪ Phelps &amp; LeDoux (2005)</li> <li>▪ Taylor et al. (2005)</li> <li>▪ Banich (2011)—Chs. 13 &amp; 14</li> </ul>	<p><b>Research Topic Description Due 5pm 11/18</b></p> <p><b>Exam 1 (via Canvas using HonorLock) DUE 11:59pm 11/18 (opens 5pm 11/18)</b></p>
	Nov. 25	<b>NO CLASS—UF Holiday (11/24-11/27); Thanksgiving</b>	<b>N/A</b>	

11	Dec. 2	<p>■ <i>Emotion Regulation; NIMH Research Domain Criteria (RDoC)</i></p> <p><b>Guest Speaker:</b> Dr. Nicola Sambuco (Res Ast SCTST; CHP, Center for the Study of Emotion &amp; Attention) (<b>Time: TBD</b>)</p> <p><b>Debate/Discussion #3:</b> “There is no emotion without cognition.” (Pro= Emotion is dependent on cognition (there <i>is no</i> emotion without cognition;” Con = Emotion is independent of cognition (i.e., there <i>is</i> emotion without cognition). <i>(See description of debate format above.)</i></p>	<p>Required readings from Nov. 18 plus:</p> <ul style="list-style-type: none"> <li>• Gross (2015)</li> <li>• Kozak &amp; Cuthbert (2016)</li> <li>• Voosen (2013)</li> <li>• Sambuco et al. (2020)</li> </ul> <p><b><u>Optional readings on emotion &amp; cognition:</u></b></p> <ul style="list-style-type: none"> <li>▪ Dolcos et al. (2012)</li> <li>▪ Lai et al. (2012)</li> <li>▪ Lazarus (1984)</li> <li>▪ Patrick (1994)</li> </ul> <p><b><u>Debate Readings:</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Pro: TBD</b></li> <li>▪ <b>Con: TBD</b></li> </ul> <p>▪ <b>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.</b></p> <p><b>Also, see the weblink listed under Debate 3 references in reference section below.</b></p>	<b>Debate 3</b>
	Dec. 9 <b>Research Proposal, Due 5pm 12/9</b>	<b>No Class</b> –UF “Reading Days” (12/9-12/10)		<b>Research Proposal Due via Canvas, 5pm 12/9</b>
	Dec. 14 <b>FINAL EXAM 12/13, 5:30-7pm)</b>	<b>No Class</b> –UF “Finals Week” (12/11-12/17)  <b>FINAL EXAM 12/13, 5:30-7pm)</b>		<b>Exam 2</b> (Via Canvas using HonorLock)  Opens on Canvas <b>12/13, 5:30pm</b>  <i>during finals week</i>

**Kognito Training:**

Kognito is a free online training simulation course that teaches effective techniques to help and refer friends, classmates, and peers around you who might be showing signs and symptoms of emotional distress. Kognito has three unique training modules, one for friends and family of students, one for faculty members, and one for helping student veterans. You are only expected to complete the At-Risk for Students module, though I encourage you to explore the other modules as well.

As a friend, family member or UF peer, you may be the first one to notice signs of distress of someone around you. At UF, it is our shared responsibility to look out for one another and we are here to support you help distressed students. The UF Counseling and Wellness Center offers a free online resource, Kognito, to help you practice having difficult conversations and learn tools for when students show signs



of stress. With Kognito, you can learn how to talk about these signs, practice sharing your concerns, and learn how to motivate the person in distress to seek help.

To take this course, follow these instructions:

1. Go to [kognitocampus.com](http://kognitocampus.com)
2. Click on "Create a New Account"
3. **\*DO NOT USE THE SAME PASSWORD AS YOUR GATORLINK ACCOUNT\***
4. Fill out form and use the enrollment key: `uflstudent`
5. Select your category
6. Follow the on-screen instructions
7. Download your certificate of completion and upload to the corresponding Assignment in Canvas

**Questions or concerns? Email a Kognito Program Ambassador at [Kognito-UF@ufl.edu](mailto:Kognito-UF@ufl.edu).**

**Problems creating a Kognito account?** This may have something to do with browser compatibility and depend upon whether you're using a Mac or PC. Contact Kognito support center by phone (646.923.8632; M-F 10am-6pm EST) or email ([support@kognito.com](mailto:support@kognito.com)).

### Course Materials and Technology:

- **Required Textbook:** Lee, C. M., & Hunsley, J. (2018). *Introduction to Clinical Psychology: An Evidence Based Approach*. (4<sup>th</sup> Edition). Canada: John Wiley & Sons. ISBN # 9781118949467.
- **Additional Readings:** as indicated in syllabus; will be made available via Canvas files tab.
- **Electronic Device:** There will be "in-class" or scheduled assignments, quizzes or exams administered via Canvas (as described within this syllabus). An electronic device with internet and Canvas capabilities is required (e.g., laptop, tablet; preferably with **Firefox** browser for full Canvas functionality). Please contact the UF Computer Help Desk (contact information below) if you have questions or concerns regarding your device's capabilities.
- **Canvas:** Canvas is the course management system that you will use for this course. Canvas is accessed by using your Gatorlink account name and password at [elearning.ufl.edu](http://elearning.ufl.edu). There are several tutorials and student-help links on the Canvas login site. **Canvas works best with the Firefox browser.**
- If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). You are responsible for checking your account prior to each class to determine how you should prepare for the upcoming class.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

### Assigned and Optional Readings

**(Under construction—references will be revised/added as the course progresses, particularly for the debates; these will be highlighted below). 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 (3<sup>rd</sup> Edition)*. Belmont, CA: Wadsworth. (selected chapters)

- 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.
- Coltheart, M. (2013). How can functional neuroimaging inform cognitive theories? *Perspectives on Psychological Science*, 8(1), 98-103.
- 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.
- Damasio, A. (1995). Toward a neurobiology of Emotion and Feeling: Operational concepts and hypotheses. *The Neuroscientist*, 1(1), 19-25,
- Devitt, A. L., & Schacter, D. L. (2016). False memories with age: Neural and cognitive underpinnings. *Neuropsychologia*, 91, 346-359.
- 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., Vö., M.L., & Wolfe, J.M. (2013). The invisible gorilla strikes again: Sustained inattentive blindness in expert observers. *Psychological Science* [epub ahead of print].
- Duncan, S., & Barrett, L.F. (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 (2<sup>nd</sup> 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 (5<sup>th</sup> 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 (4<sup>th</sup> Ed.)*, Chapter 18, pp. 489-512. Philadelphia, PA: Psychology Press.
- Barrett, L.F., Adolphs, R., Marsella, S., Martinez, A.M., & Pollak, S.D. (2019). Emotional expressions reconsidered: Challenges to inferring emotion from human facial movements. *Psychological Science in the Public Interest*, 20(1), 1-68.
- Eklund, A., Nichols, T. E., & Knutsson, H. (2016). Cluster failure: Why fMRI inferences for spatial extent have inflated false-positive rates. *Proceedings of the national academy of sciences*, 113(28), 7900-7905. <https://doi.org/10.1073/pnas.1602413113>
- 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, 2<sup>nd</sup> 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* (2<sup>nd</sup> 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.
- Gratton, G., Cooper, P., Fabiani, M., Carter, C.S., & Karayanidis, F. (2017). Dynamics of cognitive control: Theoretical bases, paradigms, and a view for the future. *Psychophysiology*, <https://doi.org/10.1111/psyp.13016>.
- Gross, J. J. (2014). *Emotion regulation: Conceptual foundations*. In J. J. Gross (Ed.), *Handbook of emotion regulation* (2nd ed., p. 3–20). The Guilford Press.
- Gross, J.J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, *26*(1), 1-26.
- Hallett, M., Di Iorio, R., Rossini, P. M., Park, J. E., Chen, R., Celnik, P., ... Ugawa, Y. (2017). Contribution of transcranial magnetic stimulation to assessment of brain connectivity and networks. *Clinical neurophysiology: official journal of the International Federation of Clinical Neurophysiology*, *128*(11), 2125–2139. doi:10.1016/j.clinph.2017.08.007
- Heilman, K.M., Watson, R.T., & Valenstein, E. (2011). Neglect and related disorders. In K.M. Heilman & E. Valenstein (Eds.), *Clinical Neuropsychology* 5<sup>th</sup> edition. Chapter 12. Oxford University Press.
- Hoffmann, F., Viding, E., Puetz, V. B., Gerin, M. I., Sethi, A., Rankin, G., & McCrory, E. J. (2018). Evidence for Depressogenic Spontaneous Thoughts and Altered Resting-State Connectivity in Adolescents with a Maltreatment History. *Journal of the American Academy of Child & Adolescent Psychiatry*, *57*(9), 687-695.
- 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.
- 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.
- Lai, V.T., Hagoort, P., & Cassanto, D. (2012). Affective primacy vs. cognitive primacy: Dissolving the debate. *Frontiers in Psychology*, *3*, 1-8.
- Lang, P.J. (1994). The varieties of emotional experience: A meditation on James-Lange theory. *Psychological Review*, *101*(2), 211-221.
- Lang, P.J. (1995). The emotion probe: Studies of motivation and attention. *American Psychologist*, *50*(5), 372-385.
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**Student-provided DEBATE-RELATED READINGS – to be PROVIDED by students in debate groups  
WITHIN 1 WEEK PRIOR TO THE RELEVANT DEBATE CLASS**

**Debate 1 / Oct. 7:** "Functional neuroimaging can (PRO)/cannot (CON) completely replace lesion methods for informing theories of cognition"

**Readings: PRO (Team: ????)**

1. TBD

**Readings: CON (Team: ????)**

1. TBD

**Debate 2 / Nov. 4:** "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](http://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory.html)

**Readings: PRO (Team: ????)**

1. TBD

**Readings: CON (Team: ????)**

1. TBD

**Debate 3 / Dec. 2:** "There is no emotion without cognition (CON) or, emotion is dependent upon cognition (PRO)."

**Readings: PRO (Team: ????)**

1. TBD

**Readings: CON (Team: ????)**

2. TBD

**STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

**Expectations Regarding Course Behavior:**

- Please refrain from using electronic devices during class lectures except for taking notes and completing in-class assignments, as it is distracting and inconsiderate of other students and the instructor. Cell phones must be placed on silent or turned off during class. Any use of a cell phone during class (i.e., chatting, texting) will be considered a violation of this policy as it disrupts other students from learning. Students who violate this policy will be asked to leave and will lose 1% of their final grade per violation. Please speak to the instructors prior to the beginning of class if you experience an emergency that requires you to leave the room to take a phone call.
- Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

**Academic Integrity:**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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 your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here](#).

### **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

### **Policy Related to Students Recording Class(es):**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper,

leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## SUPPORT SERVICES

### Accommodations for Students with Disabilities:

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Health and Wellness:

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **You Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. 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: <https://shcc.ufl.edu/>
- **University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- Crisis intervention is always available 24/7 from: **Alachua County Crisis Center:** (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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.

### Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints On-Campus:** [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- **On-Line Students Complaints:** [View the Distance Learning Student Complaint Process.](#)

**Inclusive Learning Environment:**

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](http://www.multicultural.ufl.edu)