**(DRAFT) Psychology 499**

**USC**

**Dornsife School of Letters, Arts, Science**

## **Affective Science**

## (Spring, 2016, Mon & Wed, 2:00 – 3:50)

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| Instructor | Michael Dawson, Ph.D. |
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**Course Description**

Affective science is a broad area that emphasizes the study of emotion but is not restricted to it. Beside emotion, affective science includes the study of feelings, moods, temperament, stress, and affective style.

This course will cover the vast terrain of affective science by focusing on how affective phenomena are elicited and assessed in the laboratory; how they are mediated by physiological mechanisms; how they change with age; how they are related to both conscious and unconscious cognition; how they are related to differences in culture; how they are related to individual differences including sex differences; how they play out in social situations; how they can be voluntarily controlled and regulated; how they are related to abnormal behavior and physical health; how they are related to specific emotions such as fear, anger, joy, and love; and finally what are the classic and contemporary theories of affective processes?

**Learning Objectives**

Students will learn to understand and appreciate the various psychological scientific approaches to the study of affective phenomena such as emotions, feelings, and temperament.

**Recommended Preparation:**:Background in research methods and physiological psychology is advisable but not mandatory

**Required Readings and Supplementary Materials**

Readings from the textbook and/or outside readings will be assigned for each class meeting and students should be prepared to ask and/or answers about the readings. I suggest you bring the readings to class in order to promote discussion. The textbook is available at the USC Bookstore.

Textbook: Schirmer, A. (2015). *Emotion*. Los Angeles: Sage.

**Course Notes**

Slides to accompany the lectures will be posted on Blackboard the day before each lecture.

Outside readings will be made available on Blackboard a week before the reading is due.

**Emergency Preparedness/Course Continuity in a Crisis**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

**Grading Breakdown**

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| --- | --- | --- |
| **Course Requirement** | **Points** | **% of Grade** |
| Midterm Exam | 100 | 35 |
| Final Exam | 100 | 35 |
| Short term paper | 45 | 15 |
| Class participation | 45 | 15 |
|  |  |  |
| **Total** | **290** | **100** |

Grading will not be based on a curve (it is possible for everyone, or no one, to get an A).

94-100 = A; 90-93 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-67-69 = D+; 60-66 = D; below 60 = F. Points earned will be posted throughout the semester.

**Description and Assessment of Assignments**

* 1. The **midterm exam** will cover material from the beginning of the course up to the point of the exam. It will consist of a combination of multiple choice questions and short essay questions. Examples will be given in the review lecture.
  2. The **final exam** will cover material from the entire course but with an emphasis on the material presented after the midterm. It will consist of a combination of multiple choice questions and short essay questions. Examples will be given in the review lecture.
  3. The **short term paper** is to be a substantive original paper of 5 – 6 pages (double spaced in 12 point font). The paper must cite at least 5 references in the scientific literature. The topic is your choice as long as it is relevant to material in the class and approved in advanced by the instructor. An electronic version and a hard copy must be turned by the last class meeting (late papers cannot be accepted).
  4. Your **class participation** is an important part of the course. It is therefore important that you carefully read the assigned material and that you come to class prepared to ask and/or answer questions about the material.

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.  Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university.  You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>.  This is important for the safety whole USC community.  Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.  *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

## **Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing.  Check with your advisor or program staff to find out more.  Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.  *The Office of Disability Services and Programs* <http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html> provides certification for students with disabilities and helps arrange the relevant accommodations.  If an officially  declared emergency makes travel to campus infeasible, *USC Emergency Information* [*http://emergency.usc.edu/*](http://emergency.usc.edu/)will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

## **Schedule of Class Topics, Readings, Examinations, and Assignments**

**DAY DATE TOPIC ASSIGNMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | 1/11 | Overview of course and class requirements |  |
| 2 | 1/13 | What is affective science? Early theories | Pp 1 - 19 |
|  | 1/18 | **Martin Luther King Day** |  |
| 3 | 1/20 | How are affective processes elicited in the lab? 1 | Pp 102 - 116 |
| 4 | 1/25 | How are affective processes elicited in the lab? 2 | Pp 116 - 124 |
| 5 | 1/27 | How are affective processes measured in the lab? 1 | Pp 125 - 134 |
| 6 | 2/1 | How are affective processes measured in the lab? 2 | Pp 134 – 138  **Outside reading** |
| 7 | 2/3 | Theories of emotions and affective processes | Pp 20 - 41 |
| 8 | 2/8 | Classification of emotions | Pp 42 - 69 |
| 9 | 2/10 | Evolution, emotion, and affective processes | **Outside reading** |
|  | 2/15 | **Presidents Day** |  |
| 10 | 2/17 | CNS and peripheral nervous system | Pp 73 - 87 |
| 11 | 2/22 | Autonomic Nervous System and affective processes | Pp 137 – 139  **Outside reading** |
| 12 | 2/24 | Brain and affective processes | Pp 87 - 101 |
| 13 | 3/2 | Brain and affective processes | Pp 138 - 150 |
| 14 | 3/7 | Consciousness and affective processes  Review for midterm exam | **Outside reading** |
| 15 | 3/9 | **Mid-Term Exam** |  |
|  |  | **Spring Recess** |  |
| 16 | 3/14 | Cognition and affective processes 1 | Pp 233 – 242 |
| 17 | 3/21 | Cognition and affective processes 2 | Pp 242 - 262 |
| 18 | 3/23 | Regulation of affective processes | Pp 263 – 276 |
| 19 | 3/28 | Neurobiology of affective regulation | Pp 276 - 286 |
| 20 | 3/30 | Conditioned emotions and affective processes | **Outside reading** |
| 21 | 4/4 | Specific emotion: Fear and anxiety | Pp 204 - 216 |
| 22 | 4/6 | Fear, amygdala, and startle | Pp 216 - 229  **Outside reading** |
| 23 | 4/11 | Specific emotion: Sadness | Pp 178 - 202 |
| 24 | 4/13 | Affective processes and physical and mental health | **Outside reading** |
| 25 | 4/18 | Culture & affective processes | Pp 185-195 |
| 26 | 4/20 | Sex differences in emotion & affective processes | Pp 203-215 |
| 27 | 4/25 | Specific emotion: Joy and Love | Pp 151 - 177 |
| 28 | 4/27 | Age and affective processes  Review for final exam | Pp 289 – 318  **Term Paper Due** | ses | Pp 230-253 12 |
| 29 |  | **FINAL EXAM** |  |