Overview

This course will meet on Wednesday mornings from 9:30-11:30 am in room 316. This course will survey recent articles from the emerging field of developmental affective science. The readings will cover papers from a recent Special Issue (2003) published in *Brain and Cognition*. The papers contained in the Special Issue comprise review as well as empirical articles. In order to provide breadth of the field, the papers cover historical as well as contemporary issues and span basic concepts and processes, developmental and clinical issues, and animal models.

Objectives

1) To develop students’ critical evaluation skills, critical writing skills, and critical presentation skills.
2) To develop a knowledge base in the field of human developmental psychology and developmental affective science.

Evaluation

Students will be expected to critically review articles listed in the course outline. Each student will be required to select one article and prepare and lead a 20-30 minute in class discussion around the article. Each student will be also required to write a 2-3 page reaction paper that will take the form of a formal peer review to be submitted to a journal editor. Students will be expected to present their review, and lead a discussion around the review and topic, to the class. The students will be allowed to revise their review after receiving feedback from their in-class presentation and discussion of the article. The review should contain: a cover letter to the journal editor, a brief (one paragraph) overview of the article covering its mainpoints, conceptual and methodological strengths and weaknesses; and whether the paper, in your opinion, should be accepted for publication, rejected, but invited for re-submission, or outright rejected without re-submission (even though the paper is already published). The review is due one week after the student’s in-class presentation of the article. Although each student is expected to review and discuss only one paper, students will be expected to read all of the assigned articles. The initial review is due at the time of the student’s presentation. The revised review is due one week after the presentation. All papers are drawn from a Special Issue on Affective Science, Vol 52 Issue 1, pp. 1-133 *Brain and Cognition* (2003) and can be downloaded from the publisher’s website.

Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>In-class Presentation</td>
<td>30%</td>
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<tr>
<td>Initial Review/Critique</td>
<td>30%</td>
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<tr>
<td>Revised Critique</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>30%</td>
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ASSIGNED READINGS


WEEK 1: INTRODUCTION TO THE COURSE
JANUARY 10, 2007

Affective Neuroscience: Introductory remarks
Page 3
Louis A. Schmidt

WEEK 2: CONCEPTUAL ISSUES
JANUARY 17, 2007

At the interface of the affective, behavioral, and cognitive neurosciences: Decoding the emotional feelings of the brain
Pages 4-14
Jaak Panksepp

Demythologizing the emotions: Adaptation, cognition, and visceral representations of emotion in the nervous system
Pages 15-23
Jay Schulkin, Barbara L. Thompson and Jeffrey B. Rosen

WEEK 3: DEVELOPMENTAL I: INFANCY AND CHILDHOOD
PERSEPCTIVES
JANUARY 24, 2007

Facial expressions of emotion: A cognitive neuroscience perspective
Pages 52-60
Kristine Erickson and Jay Schulkin

Development of frontal electroencephalogram (EEG) and heart rate (ECG) responses to affective musical stimuli during the first 12 months of post-natal life
Pages 27-32
Louis A. Schmidt, Laurel J. Trainor and Diane L. Santesso

Individual differences in children’s performance during an emotional Stroop task: A behavioral and electrophysiological study
Pages 33-51
Koraly Pérez-Edgar and Nathan A. Fox
WEEK 4: DEVELOPMENTAL II: ADULTHOOD, AGING, AND CLINICAL PERSPECTIVES
JANUARY 31, 2007

Dissociable neural systems for recognizing emotions
Pages 61-69
Ralph Adolphs, Daniel Tranel and Antonio R. Damasio

Cerebral blood flow and anxiety in older men: An analysis of resting anterior asymmetry and prefrontal regions
Pages 70-78
Carol F. Tankard, Shari R. Waldstein, Eliot L. Siegel, Lawrence E. Holder, David Lefkowitz, Frank Anstett and Leslie I. Katzeln

Central and autonomic nervous system integration in emotion
Pages 79-87
Dirk Hagemann, Shari R. Waldstein and Julian F. Thayer

WEEK 5: NONHUMAN ANIMAL STUDIES
FEBRUARY 7, 2007

Heart rate and respiration in reptiles: Contrasts between a sit-and-wait predator and an intensive forager
Pages 88-96
Stephen W. Porges, Todd C. Riniolo, Thomas McBride and Byron Campbell

Modeling ADHD-type arousal with unilateral frontal cortex damage in rats and beneficial effects of play therapy
Pages 97-105
Jaak Panksepp, Jeff Burgdorf, Cortney Turner and Nakia Gordon

Pleasures of the brain
Pages 106-128
Kent C. Berridge

WEEK 6: CAVEATS, CONUNDRUMS, AND THE FUTURE
FEBRUARY 14, 2007

Seven sins in the study of emotion: Correctives from affective neuroscience
Pages 129-132
Richard J. Davidson