

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2019/2020

<p>Name</p> <p>Emotions</p>
<p>Teaching staff (Also indicate the Professor in charge)</p> <p>Ana Pinheiro (Professor in charge)</p> <p>João Moreira</p> <p>Tatiana Conde</p>
<p>ECTS</p> <p>6</p>
<p>Functioning</p> <p>2nd year, 2nd semester. Maximum of 30 students. 2 hours per week of theoretical classes, 2 hours per week of practical/laboratory work.</p>
<p>Learning goals</p> <ul style="list-style-type: none"> • To describe and distinguish theoretical perspectives in the study of emotions. • To identify methods for eliciting and assessing emotions in experimental research. • To identify neural circuits related with affective processes. • To justify the impact of the stimulus sensory modality on emotion recognition. • To assess the interactions between affective and cognitive processes, and to discuss their implications. • To assess the impact of emotions on social interactions. • To identify and characterize variables that contribute to inter-individual differences in affective processing. • To identify clinical conditions associated with specific alterations in the processing of emotions. • To critically discuss experimental research of emotions. • To identify research questions that are relevant for the study of emotions.
<p>Skills to be developed</p>

1. Knowledge and characterization of theoretical models of emotions.
2. Characterization and evaluation of methods aiming to elicit and assess emotions in the context of emotion research.
3. Knowledge of neural circuits related to the experience, expression and perception of emotions.
4. Analysis and characterization of the relationships emotion-cognition and emotion-behavior.
5. Identification of differences in emotional recognition as a function of sensory modality.
6. Characterization of developmental differences in the experience, expression and perception of emotions.
7. Characterization of individual and cultural differences in the experience, expression and perception of emotions.
8. Identification of clinical implications associated with alterations in the processing of emotions.
9. Critical analysis of emotion research.

Prerequisites (precedences) *

Not applicable.

Contents

1. Emotion: definition and historical perspectives.
2. Brain mechanisms of emotional processing.
3. Emotion recognition as a function of the sensory modality of the stimulus.
4. Emotion manipulation and elicitation methods.
5. Emotion evaluation methods.
6. Emotion and cognition interactions: the example of attention, memory and language.
7. Individual and cultural differences in the expression and recognition of emotions.
8. Developmental approach to emotions.
9. Alterations in emotional processing and their clinical implications.

Bibliography

- Kandel, E.R., Schwartz, J.H., & Jessell, T.M. (2000). *Principles of Neural Science*. New York: McGraw-Hill.
- Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds). (2010). *Handbook of emotions* (3rd edition). New York, NY: Guilford.

- Schirmer, A. (2015). *Emotion*. Thousand Oaks, CA: SAGE Publications.
- Strongman, K. T. (1998). *A Psicologia da Emoção*. Lisboa: Climepsi.

*Additional material for each topic will be provided in the beginning of the semester and available at the course moodle website.

Teaching methods

The theory class (2 weekly hours) involves the exposition and discussion of the program topics. The practice session (2 weekly hours) involves the participation in experimental tasks associated with different topics presented in the theory classes. These experimental activities will be followed by a multiple-choice test. Additionally, a practical work will be conducted in groups and will additionally involve an oral presentation.

Evaluation Regimes (General and/or Alternative)

The assessment elements 1-4 are obligatory. The final grade corresponds to the sum of the partial grades.

Evaluation Elements

(Dates due, weights, minimum required grades)

1. Final exam: 50%. Registration according to the academic calendar.
2. Participation in experimental tasks: 5%.
3. Practical test: 15%.
4. Practical work (in group): 30%.
 - 4.1. Literature review of a topic related to Psychology of Emotions, which aims to answer to a specific question provided in the beginning of the semester.
 - 4.2. Presentation of the work in poster format.

Approval in evaluation elements 1, 3 and 4 is mandatory (minimum of 8.5/20).

Rules for grade improvement

Grades may be improved only after all evaluation elements were completed. Elements 1, 3 and 4 may be improved in the 2nd evaluation period. Considering the nature of the 2nd evaluation element, it is not susceptible to grade improvement. If the classification of the evaluation element is positive, the grade can be improved but only once.

Rules for students having previously failed the course unit *

With no specific rules beyond those that consider assiduity.

Requirements on attendance and punctuality

For those students who are attending the course for the first time and who do not have a special status, the final evaluation is conditioned by the assiduity rules. They may miss only 3 practice sessions, and are required to be present

during the total class duration (maximum of 15 minutes of tolerance). This requirement is not applied to students with a special status and those students who have previously failed the course unit, even though it is highly recommended that they attend all the classes.

Students with a special status (see below) are not required to attend all the classes, but they have to accomplish all the evaluation elements, including the practical tasks.

Rules for special-status students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

With no specific rules beyond those that consider assiduity.

Language of instruction

Portuguese/English

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable