

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2021/2022

Study Programme: Undergraduate Degree in Psychology

| |
|---|
| <p>Name</p> <p>Emotions</p> |
| <p>Teaching staff</p> <p>Ana Pinheiro (Professor in charge)</p> <p>Silvia Ouakinin</p> <p>Tatiana Conde</p> |
| <p>ECTS</p> <p>6</p> |
| <p>Functioning</p> <p>2nd year, 2nd semester. 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., Siegelbaum, S. A., & Hudspeth, A. J. (2013). *Principles of neural science*. McGraw-Hill.
- Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (2010). *Handbook of emotions*. Guilford.

- Schirmer, A. (2015). *Emotion*. SAGE Publications.

*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 (e.g., presentation and discussion of emotion evaluation instruments validated for the Portuguese population). These activities will support the practical works to be developed.

Evaluation Regimes (General and/or Alternative)

Approval in the course is conditional to successful performance in evaluation elements 1 and 2. The final grade corresponds to the sum of the partial grades.

Alternative evaluation plan to adopt in case of a new emergency state: the evaluation elements 1, 2.1, and 2.2 will occur online via moodle.

Evaluation Elements

(Dates due, weights, minimum required grades)

1. Final exam (50%): registration according to the academic calendar.
2. Practical works (45%):
 - 2.1. Mini-test (multiple choice) focusing on the topics addressed in the practical classes (10%). Registration according to the academic calendar.
 - 2.2. Presentation and discussion of a research proposal (group work) aiming to address a relevant research question in the context of Emotion Psychology (35%).
3. Participation in experimental tasks (5%): optional. Registration according to the academic calendar. For those students who are not interested in participating in the experiments, the final exam will have a weight of 55%.

Approval in evaluation elements 1 and 2 is mandatory (minimum of 9.5/20).

Rules for grade improvement

Grades may be improved only after all evaluation elements were completed. Elements 1 and 2.1 may be improved in the 2nd evaluation period. Considering their nature, elements 2.2 and 3 are 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 *

| |
|--|
| <p>With no specific rules beyond those that consider assiduity.</p> |
| <p>Requirements on attendance and punctuality</p> <p>With no specific rules beyond those that consider punctuality (maximum of 15 minutes of tolerance).</p> |
| <p>Rules for special-status students</p> <p>(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *</p> <p>With no specific rules beyond those that consider assiduity.</p> |
| <p>Language of instruction</p> <p>Portuguese/English</p> |
| <p>Disciplinary violations and penalties</p> <p>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:</p> <ul style="list-style-type: none"> 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. <p>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.</p> |

* If applicable