INTDS 490
Cognitive Humanities:
Interdisciplinary explorations of passion and affect.

Spring 2014
T/TH 1:30-2:45
Carnegie Hall 112

Professor M. Soledad Caballero
Office: Oddfellows 215
Telephone: 332-4329
Office Hours: M/W 4:45-6:00, T 3-5:30, Th 2:45-3:45

Professor Aimee Knupsky
Office: Carnegie 210
Telephone: 332-6270
Office Hours: M 2-4; W 4-6; Th 2:45-3:45, 4-5

Note: Thursday 2:45 to 3:45 is a joint office hour for INTDS 490. It will be held in Carnegie 210.

Required Readings:
Baillie, Joanna, Plays on the Passions, Broadview Literary Text, Editor Peter Duthie (2005).
Articles made available on Sakai.

Course Objectives:
How do humans express and regulate emotion? How can we best integrate work across disciplines to address questions like this? Using the approach of the newly developed lens of the cognitive humanities, this class will examine humanistic and empirical concepts of affect, emotion, and “the passions.” Beginning in the 18th century with philosophers and writers and moving into modern research, we will explore the methods and models of various perspectives on how we express and regulate feeling. Literary examples will include the passion plays of Joanna Baillie, Jane Austen’s Sense and Sensibility, and the poetry of William Wordsworth. Scientific selections will begin with Charles Bell and move into modern day psychological and neuroscience work. These texts will be juxtaposed with and inform interpretations of one another. Broadly, the course will model interdisciplinary approaches to research and scholarship.

From the outset, we want you to know that this course is going to be challenging for a number of reasons. First and foremost we will ask you to think across disciplines and to consider how to productively integrate them. By interdisciplinarity, we do not mean knowing something about another discipline. We mean weaving these ways of knowing together to create something new. This will be hard and uncomfortable at times. It will force us to question our own disciplinary lenses and to appreciate the practices of different fields. In other words, it will challenge us to see the limitations of viewing a topic from one single perspective and require that we remain open, flexible, and respectful. Second, the sources we will read are challenging in that they will reflect brand new areas for some of us which will require new vocabularies. They will span time periods, disciplines, and will sometimes contradict each other. There will be no one correct, linear answer to our questions. Therefore, when we finish reading a text, we are not done discussing that text. We have organized the class schedule to continually reassess and revisit recurring themes.

While we acknowledge this course will be risky for all of us, we also expect the process to be rewarding and exciting and will open up new avenues of study and conversation. Our class discussions will be a practice in process of integration and discovery. Through critical reflection on primary sources across the disciplines of English, Psychology, and Neuroscience and through active participation in sustained discussion of and writing about these sources, we expect that by the end of the semester, you will be able to…

✧ Critically evaluate primary sources.
✧ Consider the pros and cons of different methodological approaches across disciplines.
✧ Recognize the challenges and rewards of interdisciplinary work.
✧ Be able to discuss perspectives on human emotion using our interdisciplinary lens.
✧ Transform ideas into an interdisciplinary research proposal.
✧ Share your thoughts and ideas with others.
Course Requirements:

ATTENDANCE POLICY: Attendance will be noted for every class period. After two absences (of ANY kind), there will be a 3% reduction in your overall grade for every additional day missed. So, you have two days to miss for any reason, including sickness, sports, travel, family emergencies, etc. Example: if your final grade is a 90 (A-) but you missed three classes, then your final grade is an 87% (B). In addition, you will be removed from our Sakai page until you come to meet with one of us, which means you will be unable to access course materials. You should immediately discuss with us any potential issues that would affect your ability to meet the attendance requirement.

CLASS PARTICIPATION: Because this is a discussion and workshop-based course, you must be a regular contributor to class. Contributions to class can include sharing your ideas about the readings, volunteering your questions, responding to the questions of others, and participating in class activities. Class time is a “safe place” to test your ideas about what we are learning. We hope you will find that engaging the topics with your classmates can be invigorating. Even if you do not come to this conclusion, we expect at least one meaningful contribution per class. We will do our best to keep an objective measure of participation as described below, but you are also responsible for making your contributions notable, salient, and consistent.

Besides being an important part of your individual grade, participation is also vital to the success of the class as a whole. We believe that the course will provide many opportunities for exciting and thought-provoking discussions. Such discussions, however, will only happen if everyone participates. Furthermore, this course will be very different from previous courses in that we will be working as a team to critically evaluate theories and methodologies. Our analyses will be much stronger when everyone contributes equally. In other words, we are challenging you to take ownership in this course and we have high expectations regarding your engagement of the topics and readings.

▶ Evaluating Participation: As we described above, class participation is central to the success of your experience in this class. This means that you have carefully read each assignment, have thought about it in the context of our other classes and conversations, are ready with questions and concerns that you have, and are energized and excited about our class time. You may find the material difficult to follow and hard to read, and for this reason, class discussion is crucial. This is not a time to be “timid” or “shy;” remember that a well-asked and well thought out question is as valuable in a discussion as a declarative statement. Keep in mind, however, that quantity of comments and questions does not trump quality. Talk often and insightfully. This means students talk multiple times a session and do so while also listening carefully and respectfully to other students. Not doing so will detrimentally affect your grade.

A participation is marked by its active nature, consistency, and quality. An A participant doesn’t wait to respond to questions the instructors pose but initiates discussion by coming prepared with questions, ideas, and observations about the assigned reading. This participant will be consistently engaged in class discussion, always letting us know that she/he has engaged the reading thoroughly and thoughtfully. Finally an A participant will not try to substitute quantity of participation for quality (being consistent is not the same thing as dominating a discussion). To earn the highest grade for your participation, you will want to make it possible for others to participate productively too (this is not a competition); thus, habits such as interrupting others and taking up too much conversational space will not enhance your grade. It will also do you no good to participate if you haven’t done the reading. We expect participation to be firmly grounded in careful and thoughtful reading. As the A reader reads, she or he prepares to participate in a class discussion with other readers. For a secret extra credit point, send an e-mail cc’d to both of us by January 16th with the subject, ‘All art is about appealing to emotion.

A B discussant is less consistent than an A in initiating discussion but is active in responding to questions or problems posed by the professor and other students. To get a B in participation, you will need to be in class and talk regularly-- more, certainly, than once during a class session once a week or so. Regular means regular. This level of class participation will also communicate clearly to us that you have done all the reading for the day and that you have done it thoughtfully. This level will also include productive discussion habits, such as engaging the ideas of others, not dominating, listening carefully, etc.

A C grade for participation means that you have contributed in an average way to the discussion. Your
contributions have been less frequent than those of the B participant or have let me know that you are not always keeping up with the reading or have, in some way, interfered with good discussion—for instance, a “dominator” would get credit for participating often but would get knocked down to a C for taking over and not engaging others in discussion. In short, you have not been silent or absent or altogether uninvolved, but your involvement did not work consistently to make the class a productive learning experience.

A D grade means that you were there physically most of the time and maybe even piped up three or four times during the semester but that's it. It's just the grade it should be—a minimal passing grade.

An F grade should need no explanation.

**READING ASSIGNMENTS:** It is imperative that each day's reading be completed before class. Otherwise, you will not be able to contribute to and benefit from class discussion. Readings will include chapters from the required texts and articles from the fields we are examining. All non-text readings will be available on Sakai. Always keep in mind this course will be reading-intensive. You should be aware that the reading in this course is not optional and will be essential to the success of the class.

Remember, this is not a lecture course. Although success in many of your previous classes depended upon learning the ideas presented by your professor, in this course, you will need to develop ideas of your own about the material. While this may be quite a challenging task at first, by the end of the semester, it will be a much easier, and perhaps enjoyable, process. A major key to success in the course, then, is to make sure that you have **actively** read each day's selection before class. Active reading requires that you read the selection, recognize the major points and key concepts, identify areas that are confusing to you, and develop thoughtful questions that will generate discussion. This process is best pursued by taking careful notes while reading. Obviously, this is a process that cannot be completed an hour before class. Preparing for the reading assignments will be demanding in terms of time commitment, but will also be rewarding in terms of both your grade for the course and for your success in developing your research project.

**BLOG:** Throughout the semester, you will be responsible for contributing to a course blog together with your classmates. Working on the blog will develop your skills for 1) identifying key points in readings, 2) critically evaluating sources, 3) connecting course concepts to larger discussions in the field and the “real-world,” and 4) generating thoughtful discussion.

Approximately every other week, you and your blogmates (see blog group assignments below) will each be required to post entries that reflect on the topics presented in the assigned readings. These postings must be completed by **9:30 am on the assigned day of class.** Because we will use these postings as a key component of class, you will need to make sure that your entries are thoughtful examinations of important aspects of the reading. For example, you might focus on a section of the reading that was difficult to process, identify important implications, or connect to a previous topic or theme from class. Each entry will require careful thought and should not simply indicate that you “liked or didn’t like” the reading or that the reading was “interesting or not interesting.” Therefore, make sure to allocate sufficient time for these postings. The bottom line is that we should be able to use your entry to generate discussion and to shape the conversations we have in class. **You should be prepared to introduce the topic of your entry and your question to us in class.** Therefore, please make sure to bring a hard copy of your entry with you in case you need to refer to it during our discussion.

Part of the grade for each blog entry will be determined by how successful your entry was at generating class discussion and how well you did contributing to that discussion. In addition, we will expect to see each of the following components in your entries and will consider them as we grade each entry:

- Identify the passage or section of the reading you are going to focus on for your entry. You can use excerpts if you like, just make sure to provide a page number for your reader.
- Provide a critical reflection on that passage or section. For example, what do you think the passage means, what are the implications of the passage/section, or how does this passage/section connect to concepts from a previous reading or larger theme we are discussing this semester? This is the “meat” of your entry.
and should prepare the reader for the question you are going to have us consider in class. In other words, this is the context that sets-up the question.

- Provide the question you would like us to discuss in class. Please **bold** the question so that it is clearly identified. Also, it is essential that your question is not a yes/no question. In other words, if someone could answer your question by answering “yes” or “no,” this is NOT a discussion question. You can always find a way to rewrite your question so that it avoids this problem. Also, your question should be one that we could actually address using what we have learned so far in class. In other words, make sure your question is connected to concepts from the reading. If you have more than one question, please put these in the order you would like us to address them so that if we can only get to one of them, it will be clear which one is most important.

- Provide a link to a resource that we could use to learn more about the topic of your entry. You can link to any resource that you think would be informative and interesting: For example, you could link to a peer-reviewed article that examines a related topic, a news story, a YouTube video, an on-line podcast, or another blog entry. The only requirement is that this resource relate in some way to the topic/question of your blog entry. At the end of the syllabus, I’ve suggested some web sites that you can use to explore, but the sky is the limit here, so have fun!

- Finally, remember that blog entries are usually fun and visually interesting. Pay attention to details like the title of your entry and consider using images, pictures, or cartoons that relate to the topic you are discussing.

**About Blogging:** We must always respect one another and maintain an academic standard. Don’t post anything you would be embarrassed to have your mom or dad read! Remember, our blogs will be accessible to the public and can receive feedback from people outside of the Allegheny community. In fact, in previous semesters, authors of our books have responded to entries written by students. Consider that you must be responsible for what you have posted. Although your entries will never be “perfect,” be careful to avoid issues of plagiarism and make sure to provide appropriate references when necessary.

**Leading Discussions:** When your group is assigned to generate entries for the class blog, your group will also be responsible for leading the discussion and analysis of that reading. Consequently, you should take care that your entries will generate stimulating and engaging discussions. This means you will definitely want to avoid yes/no or fact-based questions and make sure that your comments relate specifically to material that your classmates can engage (i.e., avoid questions or comments for which we do not have the background or information to address). Also, be ready to address not just the content of the readings, but (when appropriate) how the reading exemplifies our interdisciplinary goals. Have fun with these opportunities to lead class. These discussions are your opportunity to take charge of class. Be creative and take risks!

**SYNTHESIS PAPERS:** There will be two take-home papers consisting of essay questions. These will be designed to assess your understanding of the material covered in class and in the assigned readings. Although the papers will be take-home, it is expected that all work turned in will be your own individual work. However, you may consult the Learning Commons when necessary. If we suspect that the work you have presented is not your own, this will result in referral to the Honor Committee. You may cite evidence (using APA or MLA style) or put information from the text or the readings into your own words. However, be careful not to plagiarize from these sources, or any other sources, when answering the questions. If you use direct quotes, you must cite the appropriate page numbers for that quote. Keep in mind, however, that we want to evaluate your insight in these papers, not the views of our authors. Therefore, most of the work should be your original synthesis.

**PROJECT PROPOSAL:** The major project involves developing a research that an interdisciplinary perspective on a topic related to emotion. The project will have two major components. First, we will require an annotated bibliography that critically assesses 15 appropriate sources. Because the annotated bibliography must be written in your own words, you will need to have the texts in hand so that you can summarize them and NOT just use the abstracts. Therefore, you will want to have most of your inter-library loans submitted **two weeks** before the bibliography is due. This will allow us to assess whether your topic is appropriate and whether you have identified useful sources. Second, the final product will be an interdisciplinary research proposal that indicates to us that you would be poised to pursue this project given more time (e.g., as an independent study or your senior project). The proposal will be approximately 8 pages. More details will be provided closer to the deadline.
Grading:  
- Blog entries: 20% of final grade
- Synthesis Papers: 25% of final grade
- Annotated Bibliography: 20% of final grade
- Reflection: 5% of final grade
- Interdisciplinary Research Proposal: 20% of final grade
- Class Participation: 10% of final grade

We will assign final grades based on the following (%) scale:

93-100%  A   88-89%  B+   80-82%  B-   72-77%  C   67-69%  D+   < 62%  F
90-92%   A-   83-87%  B   78-79%  C+   70-71%  C-   62-66%  D

Special Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination status that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Learning Commons at 332-2898. It is your responsibility to do this and inform your professors ahead of time, not after assignments, tests, exams, etc are due or in progress.

STATEMENT OF COMMUNITY: Allegheny College has a no-tolerance policy toward any type of racism, sexism, religious bigotry or other form of discrimination, such as discrimination based on sexual orientation. Allegheny is dedicated to furthering the potential of each member of its community through education and will confront and respond to all forms of hatred. We advocate a diverse community which is not hampered by intimidation, hostility, or other types of offensive behavior.

Allegheny affirms its commitment to the principles of free speech and inquiry. The legitimate exercise of these freedoms in our community does not include either the right to engage in abusive behavior towards others or to curtail the freedom of others to participate in a shared learning experience.

HONOR CODE: All sections of the Allegheny Honor Code are in force in this course. The rules regarding unacknowledged assistance apply to all papers and other assignments. Please note that while you are encouraged to collaborate with other students on many of the assignments and presentations, simply copying someone else’s work is a violation of the Honor Code. In addition, please remember that it is also your responsibility as an Allegheny student to report any dishonesty you witness to the Honor Committee.

PLAGIARISM: Don’t do it. You will be sent to the Honor Committee if any sign of plagiarism emerges in any of your work, including written, oral, homework, formal and informal writing, etc. Any work means any work. If you’re caught cheating, it’s not a good thing. Period.

Plagiarism is another word for stealing. When you plagiarize you directly or indirectly use the ideas and/or language of another person or persons without acknowledgement and claim these words and ideas as your own. Not only is it a serious offense and grounds for academic expulsion, it is also against the law. You are plagiarizing if you do any or all of the following, though please keep in mind that these are not the only ways to plagiarize: 1) Use others’ words directly without proper citation and quotations, 2) Use others’ ideas and wording so closely (paraphrasing) that you are essentially quoting them without proper acknowledgement, 3) re-use assignments not written for this class and pretend that they are written for this class, 4) Borrow, buy, steal, download (you get the idea) others’ essays, ideas, words, language, etc. and pass them off as your own. We should say that we regularly visit on-line websites that sell college essays and that we belong to a large network of websites that assist me in finding stolen essays students have bought on line. Please see us at any time if you have citation and documentation questions.
BLOG ASSIGNMENTS

Group 1
Nicholas Allen
Megan Earley
Maura Matvey
Morgan Mechlenburg

Group 2
Kerri Barron
Matthew Jankowski
Charles Mosca

Group 3
Kathryn Denning
Alexander Lang
Christopher Schuchert

Group 4
Jennifer Glen
Evelyn Wells
Annie Utterback

Some web sources to consider for blog links and images

http://www.youtube.com/watch?v=8PHMR-U9R-g&list=SPh9mgdi4rNew731mJZn49G_Y5otqKzJ4 (60 interviews with experts in emotion research)
http://www.sciculture.ac.uk/ (Science in Culture website of the Arts & Humanities Research Council)
http://www.neurohumanitiesstudies.eu/ (Neuro Humanities Studies)
http://bps-research-digest.blogspot.com/ (general psychology blog)
http://www.spring.org.uk/ (general psychology blog)
http://mindhacks.com/ (general psychology blog)
http://www.wired.com/wiredscience/frontal-cortex/ (general psychology blog)
http://www.psychologicalscience.org/index.php/news/were-only-human (blog of the Association of Psychological Science)
http://www.radiolab.org/series/podcasts/ (lots of podcasts on cognitive topics here)
http://www.ted.com/ (you can search for talks on psychology and neuroscience concepts)
http://www.scientificamerican.com/mind-and-brain (there’s a Mind & Brain pull-down menu)
http://www.npr.org/ (general news site, but often has podcasts on cognitive issues)
http://online.wsj.com (the Wall Street Journal)
http://www.washingtonpost.com/ (the Washington Post)
http://www.theatlantic.com/ (The Atlantic, explore the Health and Education pull-down menus)
http://www.newyorker.com/ (The New Yorker, explore the Culture or Science & Tech pull-down menus)
**SCHEDULE AND ASSIGNMENTS**

**This course schedule will be followed as closely as possible, but changes WILL occur. Check our Sakai page regularly! It is your responsibility to be aware of any changes to the schedule announced in class.**

**WEEK 1: Revisiting The Age of Wonder**

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<thead>
<tr>
<th>T</th>
<th>Jan 14</th>
<th>Goals &amp; Plans for the Course.</th>
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<tr>
<td>TH</td>
<td>Jan 16</td>
<td>The Cognitive Humanities</td>
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**WEEK 2: A Century of Debate**

<table>
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<tr>
<th>T</th>
<th>Jan 21</th>
<th>What is Emotion?</th>
<th>Ekman &amp; Cordaro 2011; Dixon 2012; Scarantino 2012</th>
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<tr>
<td>TH</td>
<td>Jan 23</td>
<td>The Cognitive Humanities</td>
<td>Richardson Ch. 1 (BR Sci of Mind); Pinch Intro (p. 1-7) and Ch. 1 (SF of Passion)</td>
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**WEEK 3: A Century of Debate**

<table>
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<tr>
<th>T</th>
<th>Jan 28</th>
<th>What are Emotions?</th>
<th>Mulligan &amp; Scherer 2012; LeDoux 2012; and Barrett 2011</th>
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<tr>
<td>TH</td>
<td>Jan 30</td>
<td>“Introductory Discourse”</td>
<td>Baillie (1798) pg 67-113</td>
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**WEEK 4: The Stronger Passions of the Mind**

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<tr>
<th>T</th>
<th>Feb 4</th>
<th><em>De Monfort: A Tragedy</em></th>
<th>Baillie (1821) pg 301-387</th>
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<tr>
<td>TH</td>
<td>Feb 6</td>
<td><em>De Monfort: A Tragedy</em></td>
<td>Baillie (1821) continued</td>
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**WEEK 5: Expressing our Emotions**

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<td>Fri.</td>
<td>Feb 14</td>
<td>First Synthesis Paper</td>
<td>Due on Sakai by 5:00 p.m.</td>
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**WEEK 6: Expressing our Emotions**

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<tr>
<th>T</th>
<th>Feb 18</th>
<th>Functions of Emotion Expression</th>
<th>Fridlund &amp; Russell 2006; Shariff &amp; Tracy 2011</th>
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<tr>
<td>TH</td>
<td>Feb 20</td>
<td>Construction of Emotion Perception</td>
<td>Matsumoto et al. 2008; Barrett et al. 2011; Lindquist &amp; Gendron 2013;</td>
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**WEEK 7: Expressing our Emotions**

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<tr>
<th>T</th>
<th>Feb 25</th>
<th>Reading Emotions</th>
<th>Richardson Ch. 2 (Intro to CCS); Zunshine Ch. 9 (Intro to CCS)</th>
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<tr>
<td>TH</td>
<td>Feb 27</td>
<td>Reading Emotions</td>
<td>Felicia Hemans -- “Juana,” “Joan of Arc, in Rheims” and “The American Forest Girl”</td>
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**WEEK 8: Regulating our Emotions**

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<tr>
<th>T</th>
<th>Mar 4</th>
<th>Of Heartache and Head Injury</th>
<th>Richardson Ch. 4 (BR Sci of Mind); Pinch Ch. 5 (SF of Passion)</th>
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<tr>
<td>TH</td>
<td>Mar 6</td>
<td>Emotion Regulation and Context</td>
<td>Aldao 2013; Troy et al. 2013</td>
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WEEK 9: Regulating our Emotions
T    Mar 11    Choices in Emotion Regulation    Bonanno & Burton 2013; Sheppes et al. 2011
TH   Mar 13    Conduct Books                   \textit{A Father's Legacy to His Daughters}, Dr. Gregory
Fri.  Mar 14   Second Synthesis Paper        Due on Sakai by 5:00 p.m.

WEEK 10
T    Mar 18    NO CLASS—SPRING BREAK!
TH   Mar 20    NO CLASS—SPRING BREAK!

WEEK 11: Signaling our Emotions
T    Mar 25    \textit{Sense and Sensibility}    Austen pg 5-109
TH   Mar 27    \textit{Sense and Sensibility}    Austen pg 109-180

WEEK 12: Signaling our Emotions
T    Apr  1    NO CLASS—GATOR DAY
TH   Apr  3    \textit{Sense and Sensibility}    Austen pg 181-269

WEEK 13: Considering the Blush
T    Apr  8    Theories for the Blush      Crozier 2004; Leary & Toner 2013
TH   Apr 10    Psychophysiology & Signal Value Drummond 2013; de Jong & Dijk 2013

WEEK 14: Considering the Blush
T    Apr 15    The Blush and Social Emotions Crozier 2006 Ch. 6, 7, 8
TH   Apr 17    The Constructed Blush         Rosenthal 2004; Yeazell 1991
Fri.  Apr 18   Annotated Bibliography       Due on Sakai by 5:00 p.m.

WEEK 15: Considering the Blush
T    Apr 22    The Age of Blushing, Revisiting S&S  Austen
TH   Apr 24    The Poetics of the Blush       Keats

WEEK 16: Considering the Blush
T    Apr 29    The Poetics of the Blush       Keats
Fri.  Apr 24   Course Reflection            Due on Sakai by 5:00 p.m.

FINALS (Exam Group K)
Tues  May  6    Interdisciplinary Project Proposal   Due on Sakai by 5:00 p.m.