

Feeling in a Social World: Integrating Affective Science and Relationship Science

Course Syllabus

PSYC 3665

Course Information

Location and Time TBD

Instructor Info

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Drop-in hours: TBD

Course Description

Have you ever noticed how the people around you shape how you feel, and how your emotions influence other people too? This course dives into the intimate links between our social relationships and emotional lives. We will draw from empirical and theoretical readings from a range of disciplines, primarily affective science and relationship science. This class will encourage students to lean into their personal experiences to identify consequential phenomena, and be rigorous about operationalizing them using quantitative methodologies. At the end of the course, students will be equipped with a researcher's mindset: a perceptive eye for observing relationships and emotions, a bold spirit for cross-pollinating ideas across subfields, an informed reviewer of study methodologies, and a clear science communicator of our profound interdependence with one another.

Prerequisites

Instructor permission, plus an introductory psychology course (e.g., PSYC 1001), and one research methods (e.g. PSYC 1420) OR statistics course (PSYC 1610).

Admission to the Seminar

If there is more student interest than there is space, priority will go to undergrad Psychology, Cognitive Science and Neuroscience & Behavior majors and Psychology post-bacs in the Certificate Program. Other things being equal, students who have the best preparation and strongest motivation for our course topics will be selected.

Role in the Psychology Curriculum

This course fulfills the following requirements of the following programs:

- Psychology Majors & Post-Bacs: Seminar requirement or Group 3 requirement

Learning Objectives

Nothing in this syllabus will be set in stone or taken for granted. The instructions and outcomes laid out here are a beginning, something we'll treat roughly as the course proceeds. This is not a map, but rather a direction in which we'll point ourselves at the outset with the goal of vigorously rewriting the syllabus as we go, discovering what we'll learn together as we learn it, questioning what we'll do even as we begin to do it.

A class is a process, an independent organism with its own goals and dynamics. It is always something more than even the most imaginative lesson plan can predict. ~ Thomas P. Kasulis

By the end of this course, students will be able to:

- **Identify** interesting social-affective phenomena to study
- **Critique** theories and methods used to study social-affective phenomena
- **Generate** recommendations for the study and dissemination of the science of emotions and relationships
- Have epiphanies!

Course Organization

Class

Each two-hour class meeting will consist primarily of in-class insight labs based on the readings, student presentations of one of the readings, and discussion of the topics of those readings. Whether or not it is your day to present, please come to class prepared to actively participate.

Assignments

Journal entries: For the first 6 weeks of the course, I would like you to keep an emotion journal. Once a week, I would like you to write about: 1) What was the strongest emotion that you felt in that week or on the particular day you were journaling?; 2) What did you notice about that emotion (physiological changes, cognitive changes, behavioral changes, sensory experiences)?; 3) Is there anything that you did to regulate that emotional experience, and if so, what did you do? This will be turned in every week on **Sunday 11:59pm EST**. Each journal entry is worth 2 points: 2 = complete; 1 = late; 0 = incomplete.

In-class insight labs. At the beginning of most class meetings, you will complete a short “insight lab” based on that week’s readings. These are meant to replace the traditional online response posts. Instead of writing outside of class, you will practice synthesizing, analyzing, and applying ideas in the moment. There are two types of insight labs:

1. AI Labs: You will be given a short AI-generated summary or response and asked to critique, revise, and/or extend it. The goal is to strengthen your ability to use AI critically, spotting errors or oversimplifications and deepening the analysis. The focus is on working with AI, not learning from AI.

2. Co-reading and Writing Labs: I will hand out a short excerpt of one of the week’s readings for us to read out loud and annotate together. Research has shown that sharing joint attention on a physical object can boost learning and social connection. Then, without notes or devices, you will be asked to write a brief response (1 paragraph, roughly 5-7 sentences, ~100-150 words) to a prompt based on the week’s readings. These prompts may ask how research ideas are operationalized, strengths and limitations of the research approach, and how the reading may intersect with your personal observations as an emerging scientist. These are meant to strengthen your skills in articulating and synthesizing ideas quickly.

You will complete a total of **12 insight labs total** across the semester. Labs are graded on a simple scale (0-2 points): *2 points (full credit*, thoughtful and engaged response directly addresses the task, connects to course ideas, and shows clear effort); *1 point: (partial credit*, minimal effort, vague response, or partial engagement with the prompt); and *0 points* (no submission, off-topic, or clear lack of effort). To give you flexibility, I will **automatically drop the lowest score**. Grading is based on thoughtful effort and engagement, not the quantity written.

Paper presentations. Each student will briefly present a chosen empirical paper during one class period. Each topic on our syllabus has 1 or 2 presentable papers listed (these are the starred ones), but you are also welcome to suggest an alternative paper on the same topic. To swap in an alternative paper, please discuss your ideas with me at least 1 week before the class period in question. Your job as presenter is to be our “resident expert” on the topic for this week, so while you can assume everyone has read the paper,

your presentation should help to clarify any particularly tricky methods or results from the studies, and address any questions that your fellow students have. I'll be there to help you with this both as you prepare your presentation and during class, so ask as many questions as you need, and feel free to send me drafts of your slides.

Your **10- to 15-minute presentation** should briefly cover the paper's important points and scientific value, recap the study's methods and results, and also offer a critical assessment of the work in the context of other course materials, including what is novel, potential pitfalls/misinterpretation, and possible future directions. Presentations should also include **questions to spark our discussion**. This means that even though you'll only be preparing up to 15 minutes' worth of material, you likely won't get to your final slide until 30+ minutes into class. Presentations will be graded on clarity, command of audience, quality of presentation, and thoughtfulness of ideas.

Detailed requirements for the presentation will be discussed during the first class meeting, when we will also go over the list of topics and the tentative schedule. Please have your calendars handy during our first class meeting to facilitate our creation of the schedule.

Goal Setting and Check-in: At the beginning of the course, you will submit a brief ~100 word reflection on what you would like to gain out of this course, and how you will achieve this goal. This will serve two purposes: 1) as an instructor, I can tailor the class accordingly; 2) writing down your goals & your means to attain it makes it more likely that you will achieve them. After the midpoint of the course (e.g. after Fall break), you will submit another brief ~100 word response on how you're progressing towards those goals, and if there's anything you might do differently. It's okay if your goals have changed too – make sure to write that down and explain why. This will be graded on a 2 point scale assessing its thoughtfulness and completion of the response.

Thought paper: The thought paper will showcase your learning from this course. There are three options: (a) Design a study that tests a hypothesis about a social-affective phenomena; (b) policy write-up/op-ed piece; (c) A critique of a social media post offering soundbites about emotions and relationships. Each paper should be 8-10 pages long. 20% of your grade will come from a brief 5-min presentation during the last class of the semester.

Option 1: Critical scientific paper: The paper should be a brief review + experimental proposal of any issue or area pertinent to affective science and relationship science. Students are free to take their main interest area as a starting point and then to bring what we know from existing research to bear. In many cases, we will know very little, so the student will be attempting to take a literature that seems related and making bridges to their interest area. This is the "thought" component. When little is known, talking about what is known, what needs to be studied, and (in general terms), how might we go about studying it with regard to the student's interest area is what is desired. Operationalization is key here – this is a topic we will be discussing a lot throughout the semester. This paper should

follow APA format. Paper grading will be based on creativity of the ideas, quality of writing, and strength of the argument based on existing scientific literature. The thesis should be clearly stated, the literatures should be synthesized and also organized in a fashion that best defends your argument. The bibliography will be graded on relevance of articles to the paper's argument. While there is no set number of articles to include in the bibliography, a thorough critique of this format will likely cite somewhere between 10 and 15 sources.

Option 2: Policy write-up: Many of the psychological theories and research studies that we will discuss in class have real implications for our everyday emotional and social life. There is often room for policies in society to be rooted more strongly in existing research in affective and relationship science. Furthermore, the motivation for these policies is not often effectively communicated to the public. Your final assignment is to write an op-ed for a specific publication (your choice!) highlighting one aspect of society that encourages harmful or self-destructive behavior for our emotional life and/or relationships, and ideas for how to change/improve it. I encourage you to think of this assignment as an opportunity to write something that you can actually try to get published in a general audience publication. I will provide a starter list of publications for your consideration; you are most welcome to suggest more.

Option 3: Critique of social media post: Many influencers have started offering tidbits on the science of emotions and relationships, sometimes even seeking to offer practical advice on how to have a better emotional and/or social life. While it is good that psychological science has become more accessible, often times the complexity of these topics are not sufficiently communicated. In this paper, you should (a) describe the thesis of the social media post; (b) to what extent the material is grounded in psychological findings, and state which ones; (c) its limitations (i.e. are there exceptions to their case? Are there competing theories that would offer a different take?)

Grading

Attendance/participation -----	15
Journal entries -----	10
In-class insight labs -----	20
Paper presentation -----	20
Goal Setting and Check-in -----	5
Thought paper -----	30

There is no extra credit for this course. For students who are on the border between grades, I will consider their contributions to discussions throughout the term to decide whether to bump them up to the next highest grade (e.g., a very high B+ could be bumped to an A-).

Academic Integrity

Academic honesty includes presenting only your own work in exams and assignments, and correctly attributing others' ideas where appropriate. Taking credit for work that is not your own is a serious violation within the academic community, and anyone found to be cheating or plagiarizing in this class will be reported to the university. Detailed definitions and examples of academic dishonesty (and a rundown of the consequences) are available in Columbia's Guide to Academic Integrity (<http://www.college.columbia.edu/academics/integrity>).

Course Policy on AI. Generative AI tools like ChatGPT, Claude, and Gemini can do a lot of heavy lifting in academic contexts. Such tools aren't inherently good or bad—it's all up to how you use them. To visualize our course policy, imagine AI as something like an e-bike: the electric motor removes most of the effort that would have been required of the cyclist in order to get them to their destination. If the goal is to get somewhere with the least exertion (and sweat) possible, then the e-bike is a godsend. But if part of the goal in cycling was for the rider to get some exercise and build physical strength or endurance, then the e-bike works against those purposes. A recent study out of MIT supports this idea – researchers found that students using LLM-assisted essay writing (i.e., ChatGPT) engaged their cortical brain circuitry less than those using search engine-assisted (i.e., Google) and brain-only essay writing.

To dismount from this tortured metaphor: the purpose of this seminar is not primarily to teach you content (get you to some destination); our main goals are to give you experience in thinking critically, examining and critiquing past research and theories, and expressing your own ideas both orally and in writing. So: to the extent that AI can help you understand material, it can be useful—e.g., asking it to explain some of the statistical procedures or experimental design details in a paper you're reading. And if you find AI useful in helping to format or polish your presentations, that's fine too.

Ultimately, the ideas and words you share in class and in your written work for this course must all be either your own, or properly attributed to their source. In reading responses, I want to know how each student is thinking about the papers we're reading that week—reading a dozen AI reactions to our papers wastes my time while giving me no guidance for how to direct our next discussion. In presentations, although you're welcome to seek AI help in the aesthetics of your slides, the words presented in them should be your own. And in your policy paper and final papers, it's fine to get AI help with editing, but the ideas, wording, and thoughts on the page need to have been produced by you alone.

I assume you're all here because you're interested in the course topics and enthusiastic to learn as much as you can. But I know that in real life, stuff happens. I always prefer to deal with any issues before they get so bad that they become overwhelming, or so bad that a student feels that cheating or plagiarism is his or her best (or only) option. In the MIT study, students who used LLMs (i.e., ChatGPT) to assist with essay writing had more trouble citing/quoting their sources accurately; this is improper scientific and academic conduct. So please do come to me if you have any questions about how to properly cite a source or build upon others' ideas, or if you're

feeling stressed out about the class workload (or about anything else). If you have an issue that you'd rather not talk about with me, you might consider speaking with your academic advisor or dean; with one of the Psych Department's Directors of Undergraduate Studies; or with the counselors at Columbia's Counseling and Psychological Services (<http://health.columbia.edu/services/cps>).

Diversity & Inclusion

Every learning environment should accommodate a wide range of students' backgrounds, opinions, and identities. For seminars, it is even more crucial that everyone in the room feels able to freely express their thoughts, and is willing to respectfully listen to others'. This doesn't mean we all need to be perfectly aligned on everything—or even anything! In the area of our course discussions in particular, disagreement will challenge each of us to hone our own arguments, uncover our misconceptions, and expand our perspectives. But it's equally important to leave space for—and to learn from—non-academic forms of diversity, such as nationality, sex or gender, sexuality, race, class, religion, differences in ability, and many others. In the service of these goals, please let me know if any of the following is true:

- You have a name and/or set of pronouns that differ from those that appear in SSOL or on Canvas.
- Something that was said in class made you uncomfortable or unwelcome.
- Your ability to take part in our class is being affected by events or experiences outside of our class. Even if its something I cant help with directly, I can try to connect you with resources or support on or off campus.

Nobody is ever finished learning about diverse perspectives and identities, me included. I'm very open to feedback; on this topic (and many others) you can teach me as much as, if not more than, I can teach you.

Accommodations

Students with specific needs who may require accommodations should make an appointment to see me as soon as possible, at least by the end of the second week of class. If you have not already done so, stop by the Office of Disability Services (ODS) on the 7th floor of Lerner Hall to register for support services. ODS often requires two weeks to process an application, so please contact them as soon as you can, preferably before the course begins.

Wellness

All of us at some point experience challenges to our mental health and well-being. This is true at any time, and has been even more so in the past couple of years. I urge you to take care of yourselves—and of each other. Please prioritize your mental health and wellbeing and know that there are many resources available to you both within our classroom community and throughout the university:

<https://health.columbia.edu/content/counseling-and-psychological-services>

<http://blogs.cuit.columbia.edu/nightline/>

<https://universitylife.columbia.edu/student-resources-directory#health>

<https://columbiavirtualcampus.com/>

Please reach out for help if you need it, and if you see others who are struggling, please point them toward these or other sources of help, or encourage them to talk to me or one of the Directors of Undergraduate Studies in the Psychology Department.

List of Topics & Readings

Each class after the first week will be devoted to one topic related to the social emotion regulation. The exact order of topics is somewhat flexible if necessary: we can often shift our topics within each group to fall on weeks when it is more convenient for the student presenter.

We'll assign each student both a topic and a week to present during or shortly after our first class meeting. In some weeks we will have two student presenters—in these cases, you will each be presenting on one paper, on your own (i.e., it isn't a group project), but I'll put you in touch with the other presenter so that you can make sure there's not too much overlap between your presentations. Articles are subject to change. Students are encouraged to incorporate additional readings (particularly from empirical papers) that they feel would enhance discussion.

Course Materials

There are no required textbooks for this course. The articles listed below can be found on Google Scholar (while on the Columbia campus) and will be posted on Canvas.

Notes on this reading list:

- Articles listed with an asterisk/star are eligible for students to present. If more than one article for one week is starred, the presenter(s) for that week may choose which paper they prefer to present.
- Articles listed without an asterisk/star are background readings, or they provide an alternative/complementary perspective on a topic. The background readings will be critical to provide an overview of the field and to integrate information from affective science and relationship science.
- Everyone should plan to read all articles listed before each class meeting (both those starred and those unstarred), except for any labeled as "optional."

Week	Topic & Motivating Questions	Readings	To submit
1	Welcome and Introduction <ul style="list-style-type: none"> • How this course works • How to read a paper • Sign up for presentations 		
2	What are emotions?	<ul style="list-style-type: none"> • *Lindquist, K. A., Barrett, L. F., Bliss-Moreau, E., & Russell, J. A. (2006). Language and the perception of emotion. <i>Emotion</i>, 6(1), 125–138. https://doi.org/10.1037/1528-3542.6.1.125 (14 pages) • Adolphs, R., Mlodinow, L., & Barrett, L. F. (2019). What is an emotion?. <i>Current biology</i>, 29(20), R1060-R1064. (5 pages) • Barrett, L. F., Mesquita, B., Ochsner, K. N., & Gross, J. J. (2007). The experience of emotion. <i>Annu. Rev. Psychol.</i>, 58(1), 373-403. (31 pages) • OPTIONAL: Tracy, J. L., & Randles, D. (2011). Four models of basic emotions: A review of Ekman and Cordaro, Izard, Levenson, and 	<ul style="list-style-type: none"> • Journal entry #1 • Insight lab #1 (in class)

		Panksepp and Watt. <i>Emotion review</i> , 3(4), 397-405. (9 pages)	
3	What is emotion regulation?	<ul style="list-style-type: none"> ● Gross, J. J. (2015). Emotion regulation: Current status and future prospects. <i>Psychological inquiry</i>, 26(1), 1-26. (26 pages) ● *Ochsner, K. N., Bunge, S. A., Gross, J. J., & Gabrieli, J. D. (2002). Rethinking feelings: an fMRI study of the cognitive regulation of emotion. <i>Journal of cognitive neuroscience</i>, 14(8), 1215-1229. (15 pages) ● Braunstein, L. M., Gross, J. J., & Ochsner, K. N. (2017). Explicit and implicit emotion regulation: a multi-level framework. <i>Social cognitive and affective neuroscience</i>, 12(10), 1545-1557. (13 pages) ● OPTIONAL: Mauss, I. B., Bunge, S. A., & Gross, J. J. (2007). Automatic emotion regulation. <i>Social and Personality Psychology Compass</i>, 1(1), 146-167. (22 pages) 	<ul style="list-style-type: none"> ● Journal entry #2 ● Insight lab #2 (in class)
4	Emotion regulation & Context	<ul style="list-style-type: none"> ● *Ford, B. Q., Feinberg, M., Lam, P., Mauss, I. B., & John, O. P. (2019). 	<ul style="list-style-type: none"> ● Journal entry #3 ● Insight lab #3 (in class)

		<p>Using reappraisal to regulate negative emotion after the 2016 US Presidential election: Does emotion regulation trump political action?. <i>Journal of personality and social psychology</i>, 117(5), 998. (18 pages)</p> <ul style="list-style-type: none"> ● Bonanno, G. A., & Burton, C. L. (2013). Regulatory flexibility: An individual differences perspective on coping and emotion regulation. <i>Perspectives on psychological science</i>, 8(6), 591-612. (22 pages) ● *Aldao, A., & Nolen-Hoeksema, S. (2012). The influence of context on the implementation of adaptive emotion regulation strategies. <i>Behaviour research and therapy</i>, 50(7-8), 493-501. (9 pages) 	
5	Emotion regulation is social	<ul style="list-style-type: none"> ● *Liu, D. Y., Strube, M. J., & Thompson, R. J. (2021). Interpersonal emotion regulation: An experience sampling study. <i>Affective Science</i>, 2(3), 273-288. (16 pages) ● *Zayas, V., Urganci, B., & Strycharz, S. (2024). Out of sight but in mind: Experimentally activating partner representations in daily life buffers against common stressors. <i>Emotion</i>. (13 pages) 	<ul style="list-style-type: none"> ● Journal entry #4 ● Insight lab #4 (in class)

		<ul style="list-style-type: none"> ● Zaki, J., & Williams, W. C. (2013). Interpersonal emotion regulation. <i>Emotion, 13</i>(5), 803. (8 pages) 	
6	Emotion regulation is social: Life-span Developmental Approaches Pt 1.	<ul style="list-style-type: none"> ● *Costello, M. A., Bailey, N. A., Stern, J. A., & Allen, J. P. (2024). Vulnerable self-disclosure co-develops in adolescent friendships: Developmental foundations of emotional intimacy. <i>Journal of social and personal relationships, 41</i>(9), 2432-2454. (23 pages) ● *Waters, S. F., West, T. V., & Mendes, W. B. (2014). Stress contagion: Physiological covariation between mothers and infants. <i>Psychological science, 25</i>(4), 934-942. (9 pages) ● Sroufe, L. A., & Waters, E. (2017). Attachment as an organizational construct. <i>Interpersonal development, 109</i>-124. (16 pages) 	<ul style="list-style-type: none"> ● Journal entry #5 ● Insight lab #5 (in class)
7	Emotion regulation is social: Life-span Developmental Approaches Pt 2.	<ul style="list-style-type: none"> ● *Lin, J., Stern, J. A., Allen, J. P., & Coan, J. A. (2024). Does attachment in adolescence predict neural responses to handholding in adulthood? A functional magnetic resonance imaging study. <i>Journal of</i> 	<ul style="list-style-type: none"> ● Journal entry 6 ● Insight lab #6 (in class)

		<p><i>social and personal relationships</i>, 41(8), 2276-2296. (21 pages)</p> <ul style="list-style-type: none"> ● Ong, A. D., Uchino, B. N., & Wethington, E. (2016). Loneliness and health in older adults: a mini-review and synthesis. <i>Gerontology</i>, 62(4), 443-449. (7 pages) 	
8	<p>Studying relationships: what makes an approach truly social?</p>	<ul style="list-style-type: none"> ● Finkel, E. J., Simpson, J. A., & Eastwick, P. W. (2017). The psychology of close relationships: Fourteen core principles. <i>Annual Review of Psychology</i>, 68(1), 383-411. (29 pages) ● *Back, M. D., & Kenny, D. A. (2010). The social relations model: How to understand dyadic processes. <i>Social and Personality Psychology Compass</i>, 4(10), 855-870. (16 pages) ● *Iida, M., Seidman, G., & Shrout, P. E. (2018). Models of interdependent individuals versus dyadic processes in relationship research. <i>Journal of Social and Personal Relationships</i>, 35(1), 59-88. (30 pages) 	<ul style="list-style-type: none"> ● Insight lab #7 (in class)
Fall Break			

9	Social Support	<ul style="list-style-type: none"> ● *Hornstein, E. A., & Eisenberger, N. I. (2017). Unpacking the buffering effect of social support figures: social support attenuates fear acquisition. <i>PloS one</i>, 12(5), e0175891. (15 pages) ● Bolger, N., & Amarel, D. (2007). Effects of social support visibility on adjustment to stress: experimental evidence. <i>Journal of personality and social psychology</i>, 92(3), 458. (18 pages) ● Gable, S. L., & Reis, H. T. (2010). Good news! Capitalizing on positive events in an interpersonal context. In <i>Advances in experimental social psychology</i> (Vol. 42, pp. 195-257). Academic Press. (63 pages) 	<ul style="list-style-type: none"> ● Check-in reflection due ● Insight lab #8 (in class)
10	Shared Reality & Merging	<ul style="list-style-type: none"> ● Rossignac-Milon, M., Bolger, N., Zee, K. S., Boothby, E. J., & Higgins, E. T. (2021). Merged minds: Generalized shared reality in dyadic relationships. <i>Journal of Personality and Social Psychology</i>, 120(4), 882. (30 pages) ● *Goldring, M. R., Pinelli, F., Bolger, N., & Higgins, E. T. (2022). Shared reality can reduce stressor reactivity. 	<ul style="list-style-type: none"> ● Insight lab #9 (in class)

		<p><i>Frontiers in Psychology</i>, 13, 853750. (15 pages)</p> <ul style="list-style-type: none"> ● OPTIONAL: Aron, A., Aron, E. N., Tudor, M., & Nelson, G. (1991). Close relationships as including other in the self. <i>Journal of personality and social psychology</i>, 60(2), 241. (13 pages) ● OPTIONAL: Andersen, S. M., & Chen, S. (2002). The relational self: an interpersonal social-cognitive theory. <i>Psychological review</i>, 109(4), 619. (27 pages) 	
11	Romantic Relationships	<ul style="list-style-type: none"> ● Finkel, E. J., Eastwick, P. W., Karney, B. R., Reis, H. T., & Sprecher, S. (2012). Online Dating: A Critical Analysis From the Perspective of Psychological Science. <i>Psychological Science in the Public Interest</i>, 13(1), 3–66. https://doi.org/10.1177/1529100612436522 (64 pages) ● Neff, L. A., & Morgan, T. A. (2014). The Rising Expectations of Marriage: What We Do and Do Not Know. <i>Psychological Inquiry</i>, 25(1), 95–100. https://doi.org/10.1080/1047840x.2014.878234 (6 pages) 	<ul style="list-style-type: none"> ● Insight lab #10 (in class)

12	Network perspectives	<ul style="list-style-type: none"> ● *Christakis, N. A., & Fowler, J. H. (2007). The spread of obesity in a large social network over 32 years. <i>New England journal of medicine</i>, 357(4), 370-379. (10 pages) ● *Pinus, M., Cao, Y., Halperin, E., Coman, A., Gross, J. J., & Goldenberg, A. (2025). Emotion regulation contagion drives reduction in negative intergroup emotions. <i>Nature communications</i>, 16(1), 1387. (12 pages) 	<ul style="list-style-type: none"> ● Insight lab #11 (in class)
13	Memory Perspectives	<ul style="list-style-type: none"> ● *Meyer, M. L., Williams, K. D., & Eisenberger, N. I. (2015). Why social pain can live on: Different neural mechanisms are associated with reliving social and physical pain. <i>PloS one</i>, 10(6), e0128294. (20 pages) ● *Sahi, R. S., Gaines, E. M., Nussbaum, S. G., Lee, D., Lieberman, M. D., Eisenberger, N. I., & Silvers, J. A. (2025). You changed my mind: Immediate and enduring 	<ul style="list-style-type: none"> ● Insight lab #12 (in class)

		<p>impacts of social emotion regulation. <i>Emotion</i>, 25(2), 330. (10 pages)</p> <ul style="list-style-type: none"> ● Tottenham, N., & Vannucci, A. (2025). Attachment as Prediction: Insights From Cognitive and Developmental Neuroscience. <i>Current Directions in Psychological Science</i>, 34(3), 195-206. (12 pages) 	
14	Presentation Day	<ul style="list-style-type: none"> ● Students give a 5 minute presentation on their thought paper 	Submit thought paper the following week (date TBD)

Syllabus credit: Many thanks to Dr. Vannucci, Dr. Tottenham, Dr. Silver, Dr. Fox-Glassman and Dr. Jesse Kommel's syllabi material for their inspiration!