

**Syllabus for
Human Emotions
Psychology 650, section 14**

Instructors:

**Geoffrey Miller, Assistant Professor of Psychology
Paul Andrews, Post-Doc in Evolutionary Psychology**

**Where: Room B15 (basement), Psychology Department, Logan Hall, SW Main
Campus**

**When: Wednesdays 1 pm to 3:30 pm, January 22 – May 7 (except for March 19
Spring Break)**

Overview

This graduate seminar will examine recent theoretical and empirical advances in the study of human emotions viewed functionally as adaptations. The focus will be largely on social emotions that may function to (1) mentally represent key ‘fitness affordances’ in the social environment (i.e. threats and opportunities relevant to survival and reproduction), and (2) guide adaptive decision-making and motivate action with respect to those fitness affordances. In contrast to the traditional view that emotions are opposed to rationality, we will investigate which human emotions may contain a hidden adaptive logic that solves certain social problems (e.g. making social commitments and credible threats and promises) more effectively than conscious rational deliberation. Emotions to be considered in detail will include: romantic love, sexual jealousy, parental love, aggressive anger, empathy concerning the distress of others, fear of dangerous animals, and disgust concerning signs of communicable disease and pathogens. A wide range of empirical methods for investigating emotions will be considered.

The course readings will include recent journal papers and book chapters, plus a few historical classics. The readings will emphasize the work of key emotions theorists such as Darwin, Ekman, Rolls, Gray, LeDoux, Cosmides, Tooby, Buss, Daly, Wilson, Thornhill, Gilbert, Nesse, Fridja, Zajonc, Forgas, Hirshleifer, and Frank.

Insofar as human social emotions are at the core of both psychological well-being and psychological distress, this course may hold particular interest for clinical students.

We will consider the role of social emotions especially in relation to mood disorders (depression, bipolar disorder), anxiety disorders, and psychosis.

Instructors’ contact details:

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<http://www.unm.edu/~psych/faculty/gmiller.html>

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If you can't make office hours and you have a question, please call or email.

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Course mechanics

We will meet once a week for two and a half hours. We expect punctuality – allow plenty of time for parking! There will be a 10-15 minute break about half way through each meeting. If you have to miss a class for any reason, please let us know by email as soon as you know you'll be absent.

Background knowledge/prerequisites:

This course assumes that you have taken a fair number of psychology classes and perhaps a bit of evolutionary psychology. If you'd like to get a little more background in evolutionary psychology, we'd recommend any of the following:

David Buss (1999). *Evolutionary psychology: The new science of mind*. New York: Allyn & Bacon.

Dylan Evans (2001). *Emotion: The science of sentiment*. NY: Oxford U. Press.

Geoffrey Miller (2000). *The mating mind: How sexual choice shaped the evolution of human nature*. New York: Doubleday.

Steven Pinker (1999). *How the mind works*. NY: Norton.

Matt Ridley (1995). *The red queen: Sex and the evolution of human nature*. New York: Penguin

Matt Ridley (1998). *The origins of virtue: Human instincts and the evolution of cooperation*. NY: Penguin.

Grading: depends on three kinds of work for this course

60% of grade: one term paper, APA format, c. 5,000 words (20 pages double spaced), methodologically oriented, including a critical assessment of a research literature and an outline of a possible study. Extra credit will be given for submitting the paper for publication to a reputable journal (e.g. as a theoretical note, literature review, etc.). The term paper is due in three stages weighted equally:

20% for initial abstract and outline due Feb. 26

20% for rough draft due April 2

20% for final draft due May 7 (last day of class)

40%: class participation and weekly one-page comments on the readings. We expect regular attendance, knowledge of assigned readings, active participation and intellectual engagement, and well-prepared presentations concerning the

readings.
no exams

Details on the term paper

The term paper determines 60% of your course grade. You can choose any topic related to the course content and course readings. The final paper should be about 4,000 to 6,000 words, plus references. We care more about clarity, insight, research, and the flow of argument than about length per se.

Please plan to submit the rough draft and the final draft in standard APA (American Psychological Association) research paper format. This means computer-printed, double-spaced, single-sided, in 12 point Arial (preferably) or Times Roman font, with a proper title page, abstract, references, and page numbering. Consult the *APA Publication Manual* (4th Edition) for more details.

For graduate students, my goal is for you to produce a paper that you could turn around and submit to a decent journal as a review or commentary piece to improve your C.V., and that you would be proud to submit in an application for a post-doc, tenure-track job, or clinical internship.

You'll get extra credit if you actually submit the term paper for publication in a reputable journal. Please provide a copy of your submission cover letter.

To make sure that you are thinking, researching, and writing the paper on a good schedule throughout the semester, we require the following:

1. Feb 26: Provisional Abstract/outline/bibliography due. A provisional topic statement/abstract (one paragraph), provisional outline of paper (about a page), and provisional bibliography.

The bibliography should list about 10 to 20 references (not all from the syllabus here!), that you have actually read, with brief notes about their relevance to your paper. In the abstract, just let us know what you think you'll probably write about. If you change your mind, no problem, just tell us in an email later. But we want you to have some topic in mind by this date. Pick a topic that you feel passionate about – you'll have to live with it for several months! This topic statement/outline will determine 20% of the course grade. Late submissions will be penalized.

After you submit this outline and bibliography, come to our office hours at least once for my feedback. This is very important; we will try to make sure your paper looks viable and will try to give you some useful suggestions and references

2. April 2: Rough draft due.

This should be a full-length, APA format draft of your term paper – the sort of thing you would submit as your final draft in most other courses. After we get this rough draft, we will write comments and suggestions on it and return it to you as soon as we can. This should allow you to submit a really good final draft, and we hope it will help you improve your writing generally. This rough draft will determine 20% of the course grade. Late submissions will be penalized.

3. May 7 (last day of class): Final draft due.

This should be a highly polished document in correct format with no spelling or grammatical errors. It should represent the culmination of three months of research, thinking, and writing about a topic that passionately interests you. The final draft will determine 20% of your course grade. Late submissions will be penalized. We will try to grade final drafts by the last days of exams.

Structure of the term paper: The ideal paper would include the following elements:

Title page: a decent, descriptive, memorable title, and all other information required for APA format

Abstract page: a concise, punchy abstract that interests the reader in your paper

Introduction: Start with a bang. Pose the problem that interests you, and how you'll approach it. Say where you stand, and why the reader should care. Be specific and clear; mix the theoretical and methodological level of discourse with real-life examples and issues; know when to be funny and when to be serious.

Body of the paper: depending on what you're writing about, this could include a literature review, a series of arguments, an overview of relevant ideas and research from a related area or field, a series of methodological analyses, criticism, and suggestions, or anything that advances your points. If you include literature reviews, don't do generic overviews – review the literature with a purpose, critically, as it pertains to your topic.

Research proposal: ideally, towards the end of your paper, you could sketch out a new empirical way to resolve one or more of the issues you've raised in your paper. This could be a brief outline of an experiment, an observational method, a meta-analysis or re-analysis of existing data, a computer simulation, or any other method you think would be appropriate. If your proposal is good and you're still around UNM next semester, we could go ahead and do the work and publish it!

Bibliography: Only include things you've read. If you haven't read them and have only seen them cited by others, then use the format (name, date; as cited in: name, date). If your bibliography includes good, relevant papers and books that we haven't heard of before, we will be impressed.

The assigned readings

Readings for each week will be copied by the instructor and distributed at least a week ahead of time to each student.

We have tried very hard to find recent, theoretically interesting journal papers from high quality journals. Some data on the readings are on the next page.

The readings have been arranged week by week according to a combination of theoretical issues addressed, and specific emotional phenomena discussed. Most weeks, there are about 40 to 50 pages of actual reading to be done (not counting references sections of the papers.) This should take about three hours. Our intention is for you to have a very broad exposure to the state of the art in emotion research. Some of the readings are harder than others; some weeks require more reading than other weeks.

Please do not take this course if you cannot commit an average of three hours a week to the readings. The major educational benefits of the course depend on you doing the readings on time, to benefit maximally from the class discussion. If you don't read

them, you won't learn much; if you do read them attentively, you'll learn a lot. we expect all of each week's required readings to be completed well before class, so you have time to digest them, think about them, compare and contrast them, and prepare intelligent comments and questions about them. Last-minute reading on Tuesday night will not result in good comprehension or good in-class discussion.

Preparing notes on the assigned readings for each class

Each week, we expect each student to write, copy, and distribute a one-page set of notes, comments, and questions concerning the readings for that week. These will form the basis for the class discussion.

The one-page notes should have your name at the top, and the APA-format reference for each reading as the header for your comments on that reading. Use numbered lists to identify your specific notes, comments, and questions under each reading. Please make at least two substantive comments on each reading – not simply summarizing the reading's main points, but offering some sort of critical analysis of the reading's ideas, or comparison to other readings, etc.

Please bring enough copies of your notes to distribute to everyone else in the class. Assume that the other students have read the paper fairly attentively, and want to know what you think of it.

In each class, you will have the opportunity to explain your comments on each reading, as a way to start some discussion.

Your one-page notes for each week will be the basis for most of your class participation grade, which will constitute 40% of the course grade.

Schedule of topics and readings week by week:

Week 1 (January 22): Course overview

No assigned readings before first class.

Week 2 (January 29): Introductory readings

1. N. H. Frijda (1999). Emotions and hedonic experience. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-being*, pp. 190-210. NY: Russell Sage.
2. S. Pinker (1997). Chapter 6 (Hotheads) from *How the Mind Works*, pp. 363-424. NY: Norton.
3. P. Ekman & R. J. Davidson (1994). Affective science: A research agenda. In: P. Ekman & R. J. Davidson (Eds.), *The Nature of Emotion*, pp. 411-430. Oxford Univ. Press.

Week 3 (February 5): History of emotions research and the argument over whether there are basic emotions

1. E. Hilgard (1987). Chapter 9 (Feeling and emotion) from *Psychology in America*, pp. 316-348. NY: Harcourt Brace Jovanovich.
2. P. Ekman (1999). Basic emotions. In T. Dalgleish & M. Power (Eds.), *Handbook of Cognition and Emotion*, pp. 45-60. Wiley & Sons.
3. A. Ortony & T. J. Turner (1990). What's basic about basic emotions? *Psychological*

Review, 97, 315-331.

Week 4 (February 12): Intrapsychic functions of emotions

1. V. S. Johnston (1999). Chapter 4 (Russian dolls) from *Why We Feel: The Science of Human Emotions*, pp. 61-78. Reading, MA: Perseus.
2. C. S. Carver & M. F. Scheier (1990). Origins and functions of positive and negative affect: A control-process view. *Psychological Review*, 97, 19-35.
3. R. W. Levenson (1999). The intrapersonal functions of emotion. *Cognition and Emotion*, 13, 481-504.
4. L. Cosmides & J. Tooby (2000). Evolutionary psychology and the emotions. In M. Lewis & J. M. Haviland-Jones (Eds.), *Handbook of Emotions (2nd edition)*, pp. xxx-xxx. NY: Guilford.

Week 5 (February 19): Qualia versus brainiac

1. F. Jackson (1999). Epiphenomenal qualia. In W. G. Lycan (Ed.), *Mind and Cognition (2nd Edition)*, pp. 440-446. Malden, MA: Blackwell.
2. M. S. Dawkins (1990). From an animal's point of view: Motivation, fitness, and animal welfare. *Behavioral and Brain Sciences*, 13, 1-61.
3. E. T. Rolls (2000). Precis of *The brain and emotion*. *Behavioral and Brain Sciences*, 23, 177-234.
4. K. N. Ochsner & L. F. Barrett (2001). A multiprocess perspective on the neuroscience of emotion. In T. J. Mayne & G. A. Bonnano (Eds.), *Emotions*, pp. 38-81. NY: Guilford.

Week 6 (February 26): Fear

1. H. M. Stanley (1894). A study of fear as primitive emotion. *Psychological Review*, 1, 241-256.
2. J. LeDoux (2000). Cognitive-emotional interactions: Listen to the brain. In R. D. Lane & L. Nadel (Eds.), *Cognitive Neuroscience of Emotion*, pp. 129-155. Oxford University Press.
3. A. Ohman & S. Mineka (2001). Fears, phobias, and preparedness: Toward an evolved module of fear and fear learning. *Psychological Review*, 108, 483-522.
4. R. M. Nesse (1997). An evolutionary perspective on panic disorder and agoraphobia. In S. Baron-Cohen (Ed.), *The Maladapted Mind*, pp. 73-83. Hove, UK: Psychology Press.

Week 7 (March 5): The social functions of emotions

1. D. Keltner & J. Haidt (2001). Social functions of emotions. In T. J. Mayne & G. A. Bonanno (Eds.), *Emotions*, pp. 192-213. NY: Guilford.
2. M. Ridley (1996). Chapter 7 (Theories of moral sentiments) from *The Origins of Virtue*, pp. 125-147. NY: Viking.
3. R. H. Frank (2000). Cooperation through emotional commitment. In R. M. Nesse (Ed.), *Evolution and the Capacity for Commitment*, pp. 57-76. NY: Russell Sage.
4. T. C. Schelling (2001). Commitment: Deliberate versus involuntary. In R. M. Nesse (Ed.), *Evolution and the Capacity for Commitment*, pp. 48-56. NY: Russell Sage.

Sage.

5. R. Hare (1993). Chapter 3 (The profile: Feelings and relationships) from *Without Conscience*, pp. 33-56. NY: Guilford.

NOTE: Abstract/outline of term paper due on March 5.

Week 8 (March 12): Specific social emotions: embarrassment, gratitude, and moral emotions

1. D. Keltner & B. N. Buswell (1997). Embarrassment: Its distinct form and appeasement functions. *Psychological Bulletin*, *122*, 250-270.
2. M. E. McCullough, R. A. Emmons, S. D. Kilpatrick, & D. B. Larson (2001). Is gratitude a moral affect? *Psychological Bulletin*, *127*, 249-266.
3. J. Haidt (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, *108*, 814-834.

(no class March 19: spring break)

Week 9 (March 26): Anger

1. B. J. Bushman (2002). Does venting anger feed or extinguish the flame? Catharsis, rumination, distraction, anger, and aggressive responding. *Personality and Social Psychology Bulletin*, *28*, 724-731.
2. B. J. Bushman & C. A. Anderson (2001). Is it time to pull the plug on the hostile versus instrumental aggression dichotomy? *Psychological Review*, *108*, 273-279.
3. B. J. Ellis & N. M. Malamuth (2000). Love and anger in romantic relationships: A discrete systems model. *Journal of Personality*, *68*, 525-556.
4. R. Thornhill & C. Palmer (2000). Chapter 3 (Why do men rape?) from *The Natural History of Rape*, pp. 53-84. MIT Press.

Week 10 (April 2): Appraisal, cognition, and emotion

1. W. Lyons (1999). The philosophy of cognition and emotion. In T. Dalgleish & M. Power (Eds.), *Handbook of Cognition and Emotion*, pp.21-44. Wiley & Sons.
2. A. Schorr (2001). Appraisal: The evolution of an idea. In K. R. Scherer, A. Schorr, & T. Johnstone (Eds.), *Appraisal Processes in Emotion*, pp. 20-34. Oxford University Press.
3. I. J. Roseman & C. A. Smith (2001). Appraisal theory: Overview, assumptions, varieties, controversies. In K. R. Scherer, A. Schorr, & T. Johnstone (Eds.), *Appraisal Processes in Emotion*, pp. 3-19. Oxford University Press.
4. J. P. Forgas (2002). Feeling and doing: Affective influences on interpersonal behavior. *Psychological Inquiry*, *13*, 1-28.

Week 11 (April 9): Emotions in decision-making and the perception of risk

1. J. Elster (1998). Emotions and economic theory. *Journal of Economic Literature*, *36*, 47-74.
2. G. F. Loewenstein, C. K. Hsee, E. U. Weber, & N. Welch (2001). Risk as feelings.

- Psychological Bulletin*, 127, 267-286.
3. B. A. Mellers (2000). Choice and the pleasure of consequences. *Psychological Bulletin*, 126, 910-924.
 4. A. Bechara, H. Damasio, A. R. Damasio, & G. P. Lee (1999). *The Journal of Neuroscience*, 19, 5473-5481.

******NOTE: Rough draft term paper due on Nov.8.**

Week 12 (April 16): Subjective well-being, happiness, and self-esteem

1. E. Diener, E. M. Suh, R. E. Lucas, & H. L. Smith (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125, 276-302.
2. D. M. Buss (2000). The evolution of happiness. *American Psychologist*, 55, 15-23.
3. L. A. Kirkpatrick & B. J. Ellis (2001). An evolutionary-psychological approach to self-esteem: Multiple domains and multiple functions. In G. J. O. Fletcher & M. S. Clark (Eds.), *Blackwell Handbook of Social Psychology: Interpersonal Processes*, pp. 411-436. Oxford: Blackwell.

Week 13 (April 23): Pleasure, pain, and hedonic adaptation

1. P. Rozin (1999). Preadaptation and the puzzles and properties of pleasure. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-being*, pp. 109-133. NY: Russell Sage.
2. M. Kubovy (1999). On the pleasures of the mind. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-being*, pp. 134-154. NY: Russell Sage.
3. W. Fite (1903). The place of pleasure and pain in the functional psychology. *Psychological Review*, 10, 633-644.
4. S. Frederick & G. Loewenstein (1999). Hedonic adaptation. In D. Kahneman, E. Diener & N. Schwarz (Eds.), *Well-being*, pp. 302-329. NY: Russell Sage.

Week 14 (April 30): Factors influencing the subjective experience of emotion: fitness interests, remediability, and decisiveness

1. N. W. Thornhill & R. Thornhill (1991). An evolutionary analysis of psychological pain following human (Homo sapiens) rape: IV: The effect of the nature of the sexual assault. *Journal of Comparative Psychology*, 105, 243-252.
2. D. M. Buss et al. (1999). Jealousy and the nature of beliefs about infidelity: Tests of competing hypotheses about sex differences in the United States, Korea, and Japan. *Personal Relationships*, 6, 125-150.
3. D. DeSteno, M. Y. Bartlett, J. Braverman, & P. Salovey (2002). Sex differences in jealousy: Evolutionary mechanism or artifact of measurement? *Journal of Personality and Social Psychology*, 83, 1103-1116.
4. P. W. Andrews & G. F. Miller (in prep).

Week 15 (May 7): (Last day of classes) Depression and bereavement

1. A. Solomon (2001). Chapter 1 (Depression) from *The Noonday Demon*, pp. 15-32. NY: Scribner.
2. R. M. Nesse (1999). The evolution of hope and despair. *Social Research*, 66, 429-469.
3. P. J. Watson & P. W. Andrews (2002). Toward a revised evolutionary adaptationist

analysis of depression: The social navigation hypothesis. *Journal of Affective Disorders*, 72, 1-14.

4. G. A. Bonanno & S. Kaltman (1999). Toward an integrative perspective on bereavement. *Psychological Bulletin*, 125, 760-776.

*******NOTE: Final term paper due on May 7.**

Supplemental bibliography of sources that may be useful for term papers

Paul Andrews and Geoffrey Miller have copies of all of these that may be borrowed if you want to make copies to research your term papers.

Many papers can also be found in electronic form by going to

<http://libdata.unm.edu/ftf/> and following the on-screen instructions.

These are arranged according to primary topic for your convenience. However, it may be worth looking through the entire list, as many papers are relevant to multiple topics.

This list includes very little on sexual emotions, which were covered in Miller's previous graduate seminar on "Mate choice research". Please ask for syllabus and reading list for that if interested.

General and introductory sources on emotions

Ben Ze-ev, A. (2000). *The subtlety of emotions*. Cambridge, MA: MIT Press.

Evans, D. (2001). *Emotion: The science of sentiment*. NY: Oxford U. Press.

Frijda, N. H. (1988). The laws of emotion. *American Psychologist*, 43(5), 349-358.

Johnstone, V. S. (1999). *Why we feel: The science of human emotions*. Reading, MA: Perseus.

Lazarus, R. S. (1991). *Emotion and adaptation*. Oxford, UK: Oxford U. Press.

Functionalism applied to emotions

Frijda, N. H. (1994). Emotions are functional, most of the time. In P. Ekman & R. J. Davidson (Eds.), *The nature of emotion: Fundamental questions*, pp. 112-122. Oxford, UK: Oxford U. Press.

Gaulin, S. J. C., & McBurney, D. H. (2001). Chapter 12, "Motivation and emotion". In *Psychology: An evolutionary approach*, pp. 257-277. NY: Prentice-Hall.

Griffiths, P. E. (1999). Modularity, and the psychoevolutionary theory of emotion. In: W. G. Lycan (Ed.), *Mind and cognition* (2nd Ed.), pp. 516-529. Oxford, UK: Blackwell.

Keltner, D., & Gross, J. J. (1999). Functional accounts of emotion. *Cognition and Emotion*, 13(5), 467-480.

Levenson, R. W. (1994). Human emotion: A functional view. In P. Ekman & R. J. Davidson (Eds.), *The nature of emotion: Fundamental questions*, pp. 123-126. Oxford, UK: Oxford U. Press.

Nesse, R. M. (1990). Evolutionary explanations of emotions. *Human Nature*, 1(3), 261-289.

Tooby, J., & Cosmides, L. (1990). The past explains the present: Emotional adaptations and the structure of ancestral environments. *Ethology and Sociobiology*, 11,

Social functions of emotions

- Buss, D. M. (2001). Cognitive biases and emotional wisdom in the evolution of conflict between the sexes. *Current Directions in Psychological Science*, 10(6), 219-223.
- Ebenbach, D. H., & Keltner, D. (1998). Power, emotion, and judgmental accuracy in social conflict: Motivating the cognitive miser. *Basic and Applied Social Psychology*, 20(1), 7-21.
- Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion*, 13(5), 505-521.
- Leary, M. R. (2000). Affect, cognition, and the social emotions. In J. P. Forgas (Ed.), *Feeling and Thinking*, pp. 331-356. Cambridge, UK: Cambridge U. Press.
- Manstead, A. S. R. (1991). Emotion in social life. *Cognition and Emotion*, 5(5/6), 353-362.
- Nesse, R. M. (Ed.). (2001). *Evolution and the capacity for commitment*. NY: Russell Sage Foundation.
- Tooby, J., & Cosmides, L. (1996). Friendship and the banker's paradox: Other pathways to the evolution of adaptations for altruism. In W. G. Runciman, J. Maynard Smith, & R. I. M. Dunbar (Eds.), *Evolution of social behaviour patterns in primates and man*, pp. 119-143. Oxford, UK: Oxford U. Press.

Specific social emotions

- Feather, N. T., & Sherman, R. (2002). Envy, resentment, *schadenfreude*, and sympathy: Reactions to deserved and undeserved achievement and subsequent failure. *Personality and Social Psychology Bulletin*, 28(7), 953-961.
- Tangney, J. P. (1999). The self-conscious emotions: Shame, guilt, embarrassment, and pride. In T. Dalgleish & M. Power (Eds.), *Handbook of cognition and emotion*, pp. 541-568. New York: John Wiley.

The "basic emotions" debate; Dimensional vs. categorical models of emotion

- Averill, J. R. (1994). In the eyes of the beholder. In P. Ekman & R. J. Davidson (Eds.), *The nature of emotion: Fundamental questions*, pp. 7-14. Oxford, UK: Oxford U. Press.
- Russell, J. A., & Carroll, J. M. (1999). On the bipolarity of positive and negative affect. *Psychological Bulletin*, 125(1), 3-30.
- Tellegen, A., Watson, D., & Clark, L. A. (1999). ON the dimensional and hierarchical structure of affect. *Psychological Science*, 10(4), 297-303.

Neuroscience of Emotion

- Bradley, M. M., & Lang, P. J. (2000). Measuring emotion: Behavior, feeling, and physiology. In: R. D. Lane & L. Nadel (Eds.), *Cognitive Neuroscience of Emotion*, pp. 242-276. Oxford, UK: Oxford U. Press.
- Davidson, R. J. (1992). Prolegomenon to the structure of emotion: Gleanings from neuropsychology. *Cognition and Emotion*, 6(3/4), 245-269.
- Emery, N. J., & Amaral, D. G. (2000). The role of the amygdala in primate social

cognition. In: R. D. Lane & L. Nadel (Eds.), *Cognitive Neuroscience of Emotion*, pp. 156-191. Oxford, UK: Oxford U. Press.

LeDoux, J. (1996). *The emotional brain*. NY: Touchstone.

Ohman, A. (2002). Automaticity and the amygdala: Nonconscious responses to emotional faces. *Psychological Science*, 11(2), 62-66.

Emotions, Qualia, and Consciousness

Averill, J. R. (1994). I feel, therefore I am – I think. In P. Ekman & R. J. Davidson (Eds.), *The nature of emotion: Fundamental questions*, pp. 379-385. Oxford, UK: Oxford U. Press.

Lambie, J. A., & Marcel, A. J. (2002). Consciousness and the varieties of emotion experience: A theoretical framework. *Psychological Review*, 109(2), 219-259.

Lycan, W. G. (Ed.). (1999). *Mind and cognition* (2nd Ed.). Oxford, UK: Blackwell.

Sonnemans, J., & Frijda, N. H. (1994). The structure of subjective emotional intensity. *Cognition and Emotion*, 8(4), 329-350.

Emotion, Cognition, and Appraisal

Clore, G. L. (1994). Why emotions require cognition. In P. Ekman & R. J. Davidson (Eds.), *The nature of emotion: Fundamental questions*, pp. 181-191. Oxford, UK: Oxford U. Press.

Clore, G. J., & Ortony, A. (2000). Cognition in emotion: Always, sometimes, or never? In: R. D. Lane & L. Nadel (Eds.), *Cognitive Neuroscience of Emotion*, pp.24-61. Oxford, UK: Oxford U. Press.

Dolan, R. J. (2002). Emotion, cognition, and behavior. *Science*, 298(8), 1191-1194.

Ellsworth, P. C. (1994). Some reasons to expect universal antecedents of emotion. In P. Ekman & R. J. Davidson (Eds.), *The nature of emotion: Fundamental questions*, pp. 150-154. Oxford, UK: Oxford U. Press.

Frijda, N. H. (1993). The place of appraisal in emotion. *Cognition and Emotion*, 7(3/4), 357-387.

Frijda, N. H., & Zelenberg, M. (2001). Appraisal: What is the dependent? In K. R. Scherer, A. Schorr, & T. Johnstone (Eds.), *Appraisal processes in emotion*, pp. 141-155. Oxford, UK: Oxford U. Press.

Gray, J. A. (1990). Brain systems that mediate both emotion and cognition. *Cognition and Emotion*, 4(3), 269-288.

Gray, J. R., Braver, T. S., & Raichle, M. E. (2002). Integration of emotion and cognition in the lateral prefrontal cortex. *Proc. National Academy of Sciences*, 99(6), 4115-4120.

Innes-Ker, A., & Niedenthal, P. M. (2002). Emotion concepts and emotional states in social judgment and categorization. *J. Personality and Social Psychology*, 83(4), 804-816.

Lewis, M. D. (1996). Self-organising cognitive appraisals. *Cognition and Emotion*, 10(1), 1-25.

Neumann, R. (2000). The causal influence of attributions on emotions: A procedural priming approach. *Psychological Science*, 11(3), 179-182.

Parkinson, B., & Manstead, A. S. R. (1993). Making sense of emotion in stories and social life. *Cognition and Emotion*, 7(3/4), 295-323.

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