O.P. Jindal Global University
A Private University Promoting Public Service

Jindal School of Psychology & Counselling
India's First Transdisciplinary Psychology School

Emotion and Cognition

School-specific elective

PCCU-04-BAP-EMCO4053

JSPC B.A./ B.Sc. (Hons.)

Fall Semester 2026

Course Information

Emotions and Cognition
Course Duration: 15 weeks
Credit Hours: 4 credit points
Location:
Prerequisites: None
Equivalent Courses:
Exclusive Courses

Instructor Information
Instructor: Dr. Navkiran Kalsi
Biography: Dr. Navkiran Kalsi is an Associate Professor at Jindal School of Psychology and Counselling, O.P. Jindal Global University. She obtained her PhD in Dynamic and Clinical Psychology from Sapienza University, Rome, Italy. After her doctoral degree, she received a Postdoctoral Fellowship under the Cognitive Science Research Initiative by the Department of Science and Technology of India (CSRI-DST). During this time, she worked in the Brain Mapping Lab of the Department of Psychiatry, All India Institute of Medical Sciences (AIIMS), New Delhi. She has published in several peer-reviewed articles in renowned journals.
Email: navkiran.kalsi@jgu.edu.in
Office: FOB, Fourth Floor
Office Hours:
Homepage: https://jgu.edu.in/jspc/faculty/dr-navkiran-kalsi

1. Course Description

This elective course explores the interactive and two-way relationship between emotion and cognition with psychological and neuroscientific perspectives. In this coursework the students will critically evaluate how emotional processes shape attention, perception, memory, decision-making, and executive control and in turn how cognitive strategies regulate emotional experience.

The course is designed into two sections. The first section constructs a conceptual, theoretical background: what has science known about the connection between feeling and thinking, what do the key models tell us and how we empirically study these interactions. The second section extends these frameworks to specific cognitive domains including attention, memory, reasoning, decision-making and culminating in real-world applications.

The sessions are designed to be engaging and inquiry-driven where classroom lectures are paired with journal article discussions, experimental demonstrations, case studies, and group presentations. No prior background in neuroscience is required; just the intellectual curiosity.

2. Course Learning Objectives (Aims)

By the end of the course the student will be able to:

Course Intended Learning Outcomes	**Teaching and Learning Activities**	**Assessments and Activities**
Define and critically compare the major theoretical frameworks linking emotion and cognition.	- Readings and research articles - Class lectures and presentations	- Class Participation - Assignments - Examination
Describe and evaluate how emotional states modulate attention, perception, and early stages of information processing, with reference to key experimental paradigms.	- Readings and research articles - Class lectures and presentations	- Class Participation - Assignments - Examination
Understand how emotional states modulate attention, perception, and early stages of information processing, with reference to key experimental paradigms.	- Readings and research articles - Class lectures and presentations	- Class Participation - Assignments - Examination
Understand the cognitive and neural mechanisms underlying emotion regulation, including reappraisal, suppression, and attentional deployment.	- Readings and research articles - Class lectures and presentations	- Class Participation - Assignments - Examination

3. Scheme of Evaluation and Grading

Grade Breakdown

10% Class Participation
20% Quiz
20% Journal Club
20% Group Project
30% Final Examination

Class Participation (10%)
Class participation will be assessed based on behavior, quality of content discussion, and other relevant factors.

Quiz (20%)
One quiz will be administered in pen and paper format around the end of week five, to assess students' understanding of lecture material

Journal Club (20%)
Students will engage in a structured discussion of a selected research article related to emotion–cognition interaction. Each student/group will present the study, focusing on its theoretical background, methodology, key findings, and implications

Group Project (20%)
Students will work in groups of 4-5 to explore a selected aspect of emotion-cognition interaction through the design and implementation of a behavioral task. The project will involve applying relevant theoretical frameworks, collecting and analyzing data, and presenting findings in a structured format. Additional details related to nature and requirements for this assessment will be shared with the students two week ahead.

Final Exam (30%)
The final examination will be conducted at the end of the semester in a closed-book format. It will include a combination of short- and long-answer questions designed to assess both factual knowledge and conceptual understanding. The examination is cumulative and will cover all course material following the mid-semester quiz.

Grade Definition

Grade	Percentage of Marks	Grade Value	Grade Description
O	80% and above	8	**Outstanding:** Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and extraordinarycritical and analytical ability.
A+	75 - 79.75%	7.5	**Excellent:** Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles; and critical and analytical ability.
A	70 - 74.75%	7	**Very Good:** Sound knowledge of the subject matter, organizational capacity; ability to synthesize ideas, rules, and principles; critically analyze existing material and originality in thinking.
A-	65 - 69.75%	6	**Good:** Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
B+	60 - 64.75%	5	**Fair:** Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
B	55 - 59.75%	4	**Acceptable:** Adequate knowledge of the subject matter togo to the next level of the study; passable critical and analytical skills.
B-	50 - 54.75%	3	**Marginal:** Limited knowledge of the subject matter andirrelevant use of materials; poor critical and analytical skills.
P1	45 - 49.75%	2	**Pass 1:** Pass with a passable understanding of the subjectmatter; lacking in critical and analytical skills.
P2	40 - 44.75%	1	**Pass 2:** Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
F	Below 40%	0	**Fail:** Poor comprehension of the subject matter; poorcritical and analytical skills; and marginal use of the relevant materials. Requires the student to repeat the course.
P/F	Pass / Fail	NA	**Pass or Fail:** Pass is awarded with a final grade of 40%or above. Fail reserved for the final grade below 40%. This option (selected at the start of the semester) is only available for semesters taught online.

I	Incomplete	NA	**Incomplete:** Issued due to extenuating circumstances that prevent the student from completing internal or external marks. If an 'I' grade is assigned, the JSPC Academic Committee will suggest a schedule for the completion of work, or a supplementary examination.

4. Academic Integrity

Classroom Punctuality and Conduct

JSPC conducts all classes on a foundation of professionalism. Students are expected to be present and seated within five minutes of the class start time. Students arriving more than ten minutes after the designated start time will be refused entry and marked absent. The classroom is a space for free expression and critical thinking and students must respect all opinions, listen actively, and contribute meaningfully to discussions.

Attendance Policy

Regular attendance is both expected and required. A minimum of 75% attendance across all sessions (lectures and tutorials) is mandatory. Students who fall below this threshold will have deductions in their grades in accordance with institutional policy. Attendance can be recorded at any time during each session.

Phone Usage

Phones are not permitted during classroom hours. Use of a phone during class may result in its confiscation by the course instructor. Repeated violations may result in formal academic discipline.

Plagiarism & AI

In line with JGU policy, JSPC operates a zero-tolerance approach to plagiarism. The use of unacknowledged source material which includes any AI writing tools is a violation of academic integrity, and all reported cases will be investigated for potential disciplinary action. Students may use AI tools for brainstorming or initial ideation but must disclose this and ensure that all submitted work reflects their own original thinking and writing.

Phone/ Computer Usage

Students are encouraged to use the computer/phone only for activities associated with the class activities during the virtual classrooms. If a student is found using the phone/computerfor any other activity, they may be asked to leave the classroom and be marked absent fromthe lecture. In addition, repeated violations may result in an academic disciplinary action.

Safe Space Pledge

This course engages with topics including emotion dysregulation, anxiety, stress, trauma, and psychopathology that may evoke strong personal responses. All students and the instructor are committed to maintaining a respectful, inclusive environment where everyone can speak and learn without inhibition or fear.

5. Course Material

Main Reading:

Lemaire, P. (2017). *Emotion and cognition: An introduction*. Routledge.

Additional Reading:

- Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). (2010). *Handbook of emotions* (3rd ed.). Guilford Press.
- Niedenthal, P. M., Neta, M., & Wood, A. (2025). Psychology of Emotion (3rd ed.). Taylor & Francis.

Key Journals

- Emotion (American Psychological Association)
- Cognition & Emotion (Taylor & Francis)
- Affective Science (Springer)
- Psychological Science
- NeuroImage

6. Class Lecture Plan

The classroom lectures span over 15 weeks. Each week may comprise two lectures, each lecture with a duration of 120 minutes. The following topics will be covered during the 15-week duration:

Session	General Topic	Objectives
Week 1	Introduction to Emotion and Cognition: Two Systems or One?	• Define emotion and cognition. • Historical separation and integration of emotion and cognition. • Why emotion–cognition interactions matter. • Apply emotion-cognition interaction to a simple real-life scenario.
Week 2	Theoretical Models of Emotion-Cognition Interaction	• Critically differentiate dual-process vs appraisal models using examples. • Automatic vs controlled emotional processing. • Emotion as information: functional perspectives.
Week 3	Methodological Approaches	• Understand survey, experimental, psychophysiological, and neuroimaging methods. • Interpret key paradigms (dot-probe, Stroop, go/no-go)

Week 4	Emotion and Attention	• Explain emotional modulation of selective attention • Evaluate attentional bias toward threatening stimuli. • Review experiments and paradigms in emotion–attention research- dot-probe and visual search evidence.
Week 5	Emotion and Attention II: Vigilance, Narrowing, and Broadening	• Evaluate when emotion narrows vs broadens attention. • Link to anxiety and positive affect • Discuss implications for real-world performance.
Week 6	**Quiz - Content Week 1-5**	
Week 7-8	Emotion and Memory	• Explain the emotional enhancement of memory • Describe encoding and consolidation of emotional memories. • Critically evaluate reliability of emotional memory • Examine the neural mechanisms underlying emotional memory
Week 9-10	Emotion, Thinking, and Decision-Making	• Examine how emotions influence reasoning and judgment • Evaluate heuristics and cognitive biases under emotional states. • Present the somatic marker hypothesis and decision making; • Evaluate emotion–cognition interactions in real-world choices
Week 11	Emotion Regulation: Cognitive Strategies and Neural Mechanisms	• Define and compare Cognitive strategies for emotion regulation- Reappraisal, suppression, and attentional control. • Describe the neural circuitry involved in regulation. • Discuss individual and developmental differences. • Implications for mental health and well-being
Week 12	Applications: Mental Health and Social Cognition	Translate theories to real world scenarios
Week 13-14	Emotion and cognition group project	Apply emotion-cognition frameworks to anxiety, depression, financial or social behaviour
Week 15	Revision	

This schedule is preliminary and subject to change based on changing conditions.