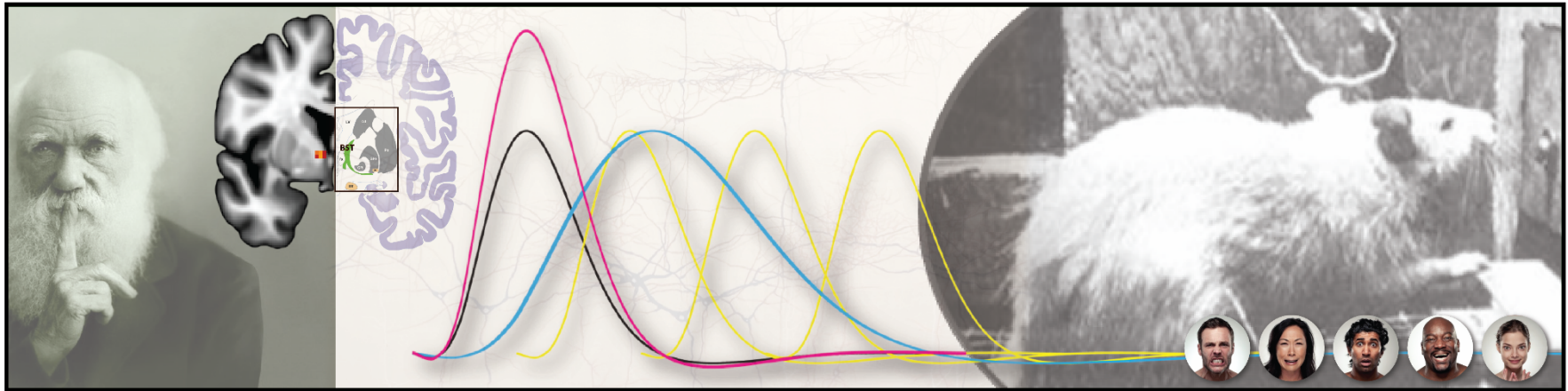




Psychology 489A: *The Nature and Biological Bases of Emotion*

Professor Alex Shackman

University of Maryland

Fall 2025

Emotions play a crucial role in human experience: from the feelings of terror and rage that occasionally punctuate your morning Beltway commute, to the joy of seeing your newborn child for the first time. Movies like *“Inside Out”* and TV shows like *“Lie to Me”* attest to our collective fascination with emotion, and there is a keen interest among scientists, philosophers, and clinicians in understanding their nature and discovering their underlying mechanisms. Although recent years have seen tremendous advances in our understanding of the biological underpinnings of emotion, it has become increasingly clear that the field of *Affective & Translational Neuroscience*—my field!—is at an intellectual cross-roads, with leading scientists vigorously challenging the canon of theories, facts, and shared assumptions that has inspired and guided emotion researchers since the 1980s.

Welcome to Psychology 489A! In this advanced (upper-division) undergraduate course, we will explore the current state of our scientific understanding of emotional states and traits, their roots in the brain and genome, and their relevance to psychiatric disease. We will cover foundational knowledge in neuroscience and genetics, strengths and weaknesses of widely used methods, classic and cutting-edge empirical work, and ongoing conceptual debates. We will discuss crucial discrepancies between the ways that scientists and lay people conceptualize emotions. In addition to human neuroimaging and genomic-association studies, we will also explore biological research that affords causal insights, including animal models, acute pharmacological challenges, neurofeedback and brain stimulation approaches, and case studies of patients with circumscribed neural insults.

Emotional states, traits, and disorders reflect bidirectional interactions between the brain and psychosocial experience. Understanding the emotional brain requires a deep understanding of behavior, ethology, and emotion theory. Conversely, neurobiology has provided unique insights into the nature of the emotional mind—insights that cannot be obtained using ratings or other behavioral measures. In short, the psychology and biology of emotion are interdependent, and we cannot make much progress in one without the other. Accordingly, in this course we will delve deeply into both areas and explore their relevance to anxiety disorders, depression, addiction, and everyday temptation.

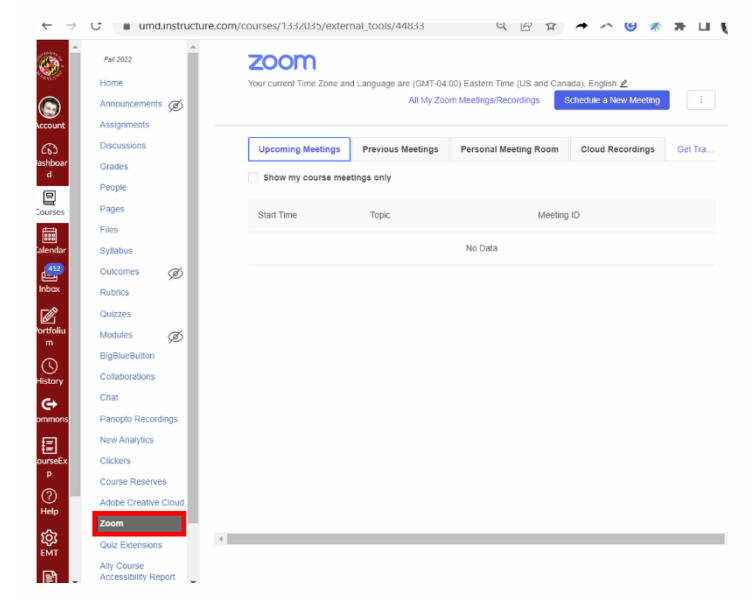
Nuts and Bolts: A Blended Classroom Experience

We will typically meet on Mondays and Wednesdays, from 5:30-6:45 PM, in the [Atlantic Building, Room 1113](#).

To facilitate efficient active learning, Discussion-Intensive class meetings will take place on **Canvas Zoom** at the regularly scheduled time. Student Flash Talk presentations will also take place on Zoom. *See the Appendix for detailed Canvas Zoom instructions.*

Instructor: Dr. Alex Shackman (shackman@umd.edu)

Thoughtful and Talented Teaching Assistant: Ms. Yuqi (Sarah) Wang (swang96@umd.edu)

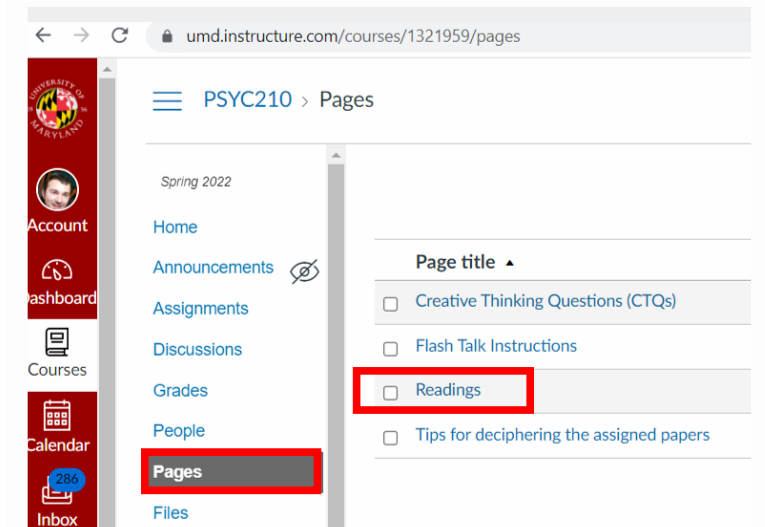


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Required Materials¹

¹ My folks were first-generation college students and they were both dead broke. My Dad was raised by a cab driver and homemaker in Brooklyn. My Mom was raised by a single mother who ran a tiny roadside café in LaPorte, Indiana. They were both on my mind when I decided to make this class almost entirely free (aside from the cost of tuition and the Clickers technology). You'll hear plenty about both of them, my wife, and my kids this semester.

- **Textbook.** *The Nature of Emotion*, 2nd edition (Fox, Lapate, Shackman & Davidson Oxford University Press 2018). *FREE* in Canvas: **Pages → Readings**
- **Technology.** PointSolutions 'Clickers' application for your mobile device²
- **Readings.** [Overview](#). *FREE* in Canvas: **Pages → Readings**
- **Announcements.** Shared via Canvas
- **Office Hours**
 - By appointment. Telephone, videoconference, face-to-face in my office or over a coffee—*my treat!*—at the Union
 - According to [2022 Inside Higher Ed/College Pulse survey](#), many students are hungry for informal professional mentorship and guidance.
 - ***Please take advantage of my open-door policy.*** I'm more than happy to schedule a time to chat about your experiences as a student, your professional aspirations, and any and all questions about research, training, and academia. You do not need a well-developed agenda or specific question. Please have a low threshold for scheduling a time to just chat!



- **Student-Driven Learning Communities.** You are welcome to create a **GroupMe** or **WeChat** for the course, but if you do so, please include Dr. Shackman to facilitate troubleshooting.

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Learning Objectives

Through exposure to classic and cutting-edge work drawn from the primary and secondary literatures, students will cultivate 4 kinds of expertise:

² PointSolutions 'Clickers' let me poll you, the students, who respond using a subscribed mobile device. There are 3 key steps to ensure success: physical clicker, and **(3)** *Purchase* a subscription. You can find some detailed instructions (including technical support options) [here](#). *It is very important that you match your UMD Zoom, and UMD Canvas profiles. All 3 need to match!* To participate during class meetings, simply enter the Session ID provided by Profes



or
ions,

✓ **Affect.** Foundational and graduate-level understanding of emotion

✓ **Biology.** Foundational and graduate-level understanding of the brain and genome

✓ **Affective & Translational Neuroscience.** Advanced integrative knowledge at the intersection of Affect and Biology. You'll develop the ability to synthesize these two areas of scholarship, and understand how the mind, brain, and genome collectively give rise to emotional experience, behavior, and disorders.

✓ **Critical Thinking.** A healthy dose of skepticism is a core aspect of the scientific enterprise. We will explore on-going conceptual debates and discuss the limitations of widely used approaches. This will enable you to strengthen your critical thinking skills; form your own scientific perspective on the nature, biological bases, and implications of emotion for psychopathology; and become a more sophisticated producer, consumer, or reviewer of affective neuroscience research

Assignments and Required Readings will help you develop expertise in each of these areas, reinforce the material covered in our classroom meetings, and strengthen your written science communications skills.

Examinations will assess your competency in Affect, Biology, and Affective & Clinical Neuroscience. They will help me to determine whether you understand the key factual points and arguments, and whether you can integrate the material and apply it to a broader context.



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A Unique “Textbook”—*The Nature of Emotion 2.0*

Several years ago, my friends and I edited a book, *The Nature of Emotion 2.0* (NoE). All of us are professors at research-oriented public universities (Drew Fox, UC-Davis; Regina Lapate, UCSB; Alex Shackman, UMD; Richie Davidson, UW-Madison), and one of our motivations for organizing and writing the book was to create an accessible, unified framework for teaching emotion and affective neuroscience.

To do so, we invited more than 100 leading emotion researchers from around the world—junior and senior, male and female—to address 14 fundamental questions about the nature and biological bases of emotion. For example: *What is an emotion? How are emotions organized in the brain?* At the end of each chapter, we wrote an Afterword, doing our best to integrate the various “expert responses” and highlight key areas of agreement and disagreement.

So, the NoE is not your run-of-the-mill textbook or even a conventional scientific handbook. There is not a singular, highly distilled viewpoint; there is no “Textbook Authority” voice. The NoE is a chorus of voices. Sometimes, they sing in harmony and sometimes it’s a decided cacophony. In both cases, the NoE seeks to highlight the most important lessons and challenges in the words of the leading researchers working in the field of affective (neuro-)science today.

The NoE is our gift to you, our students and the next generation of emotion researchers.



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What I Want for You ...

- **Be Engaged** – Complete the target Readings—*all of it*—before class. Come to class meetings. Be a hunter of information: seek out what is interesting and useful to you.
- **Be Skeptical.** Read what is assigned and critically consider the claims. Decide for yourself whether you think it's true, and what it means for theory or practice. *Just because something is published, doesn't mean it's true. Even if the approach is solid, the claims are often overblown!*
- **Be Heard.** Speak up in class and share your ideas—even in moments where it feels scary or pointless. Be prepared to ask questions and participate in discussions. There are many opportunities for us to learn from one another. Learning can stem from sharing knowledge or from asking questions. More often than not, many of your peers will be struggling with the same question. Help them by asking.
- **Enjoy! Have a positive experience!** Let us know early and directly if you are encountering any trouble or barriers. *We're excited to have you aboard and want you to get the most out of this opportunity!*

Class Etiquette and Guidelines

- **Take Notes**, the old-fashioned way, with pen or pencil in a notebook
- **Ask Questions**, about anything that you don't understand
- **Be Polite. Be Punctual.** *Timeliness is a critical professional skill. We have so much interesting material to cover and precious little time together*
- **Be Present.** Physically and mentally. You paid for the course—*get the most out of it!*
- **Have Realistic Expectations.** Completing the coursework and mastering the content takes time. University guidelines suggest that you should expect to spend ~2-3 hours outside of class for every hour spent in our classroom meetings.
- I will post lectures after class. Slides can be found on Canvas: **Files → Powerpoints_Slides**



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Course Structure

1. Classroom Meetings

Classroom meetings are organized around 75-minute learning modules. There are 2 kinds of meetings: **Lecture-Intensive** and **Discussion-Intensive**.

Lecture-Intensive Meetings include 3 components:

- A conceptual roadmap outlining the new topics and fundamental questions to be explored
- The science of emotion and the brain drawn from your readings and other sources. *There will be plenty of time for questions, discussion, and other kinds of active learning.*
- A recap of the most important take-home points

Discussion-Intensive Meetings include 2 components:

- A 25-30-minute, student-driven discussion of the fundamental question discussed in the target NoE reading(s) (e.g. *What is an Emotion?*).
- [Overview](#)
- Detailed instructions can be found on Canvas: **Pages → Discussion-Intensive Classroom Meeting Instructions**
- In the remaining time, Dr. Shackman will provide a closing mini-lecture (~45-50 minutes). The mini-lecture will provide a formal summary of the essential background material, illustrative examples, and key take-home points. Examinations will include material covered in the mini-lectures.

2. Target Readings

Readings for this course have been hand-picked by the instructor and include a mix of recent and classic empirical reports, mini-reviews, and commentaries—*what better way to learn about emotion than straight from the most exciting researchers working in the field today?*

- **FREE** in Canvas: **Pages → Readings**
- Read the required papers *before* class—this will allow for a better understanding of the lecture material
- To be successful, it is important that you understand the key take-home points—*not* the nitty-gritty technical aspects
- Ask questions about anything you find confusing or challenging. *Bring ‘em to class or email me!*
- A helpful guide packed with tips for deciphering scientific papers is available [here](#)

Assessments, Assignments, and Grading

Your overall grade will be determined by 4 components: multiple-choice exams, reaction papers, attendance and participation, and flash talks.

- The accompanying table lists the learning resources and levels of collaboration that are acceptable for each component of the class.

1. Three Examinations (Total: 10% + 10% + 15% = 35%)

Three cumulative, open-note, on-line, multiple-choice exams will assess competency in Affect, Biology, and Affective Neuroscience, respectively.

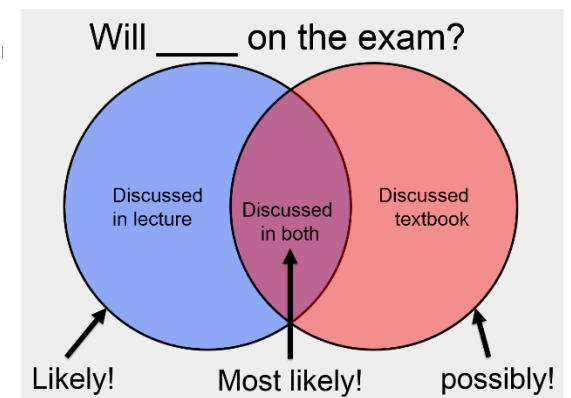
- Exams will be administered asynchronously and remotely using Canvas Quizzes. This maximizes our time learning together and minimizes the need to make *ad hoc* accommodations. It lets *YOU choose the best day and time-of-day to take each exam!*
- Within a 1-week window, you will be able to choose the date and time to begin taking the exam. The allotted time to complete the exam is fixed (but appropriately adjusted for students with an ADS accommodation). This approach maximizes the amount of time available for learning; reduces TA burden; and automatically addresses religious holidays, short-term absences, and the like.
- Multiple-choice questions that involve critical thinking about concepts drawn from the lectures as well as the target readings—*everything in writing is fair game*.
- Much of the exam material is not contained verbatim in the lecture slides, *so attendance and engagement will be crucial to your success*.
- To help you prepare, we will have Jeopardy-style group review sessions prior to each exam. To keep things interesting, we will receive 1 point of extra credit. *See this handy-dandy [Guide](#) for details and the Syllabus Timetable for dates.*
- Make-up exams will only be considered in exceptional circumstances and may involve different questions than the usual exam
- Double-or-Nothing Option:** Students will have the option of replacing the first midterm grade with the second (but not *vice versa*).

2. Reaction Papers (Total: 25%; Lowest grade automatically dropped)

For most (but not all) learning modules, you will be required to submit a brief written *Reaction* (RP) to one of the target readings

- [Overview](#)
- [Examples](#)

	 OPEN NOTES	 USE BOOK	 LEARN ONLINE	 GATHER CONTENT With AI	 ASK FRIENDS	 WORK IN GROUPS
Exams	✓	✓	✓	.	.	.
Reaction Papers	✓	✓	✓	.	✓	.
Classroom Clicker Polls	.	.	.	.	✓	.
Flash Talk	✓	✓	✓	.	✓	✓
Jeopardy Exam Review Sessions	✓	✓	.	.	✓	✓



- Detailed instructions can be found on Canvas: **Pages → Reaction Paper Instructions**
- Target readings for the Reaction Paper assignments are marked with an asterisk (*) on Canvas: **Pages → Readings**. If 2 or more are marked, please select only one
- The goal is to help you to organize your thoughts, consolidate and integrate the material, and refine your critique prior to the class meeting. Therefore, RPs are due at the start of the relevant class meeting. Files can be uploaded using the appropriate Canvas Assignment.
- Grading: 4/4, 3/4, 2/4, 1/4, 0/4 (per the [Rubric](#))
- At the end of the semester, your lowest grade will automatically be dropped—so there is no need to stress when the occasional unexpected issue crops up (e.g. illness, family emergency, spaced out, etc.).

3. Attendance and Participation (Total: 20%; Lowest grade automatically dropped)

- Engaged attendance is crucial for success in this class. So long as you attend and participate, you will receive full credit! If you occasionally miss class, don't sweat it—the lowest grade (e.g., unexcused absence) will be dropped at the end of the semester.
- If you have a [legitimate, non-emergent reason](#) to miss class, please email Professor Shackman in advance.

4. Small-Group Flash Talk (20%)

This assignment will take the form of an ultra-brief Zoom presentation (“flash talk”)

- To allow sufficient time for everyone, the TA will pre-assign students to small groups
- [Overview](#)
- Instructions are available on Canvas: **Pages → Flash Talks**



5. Extra Credit

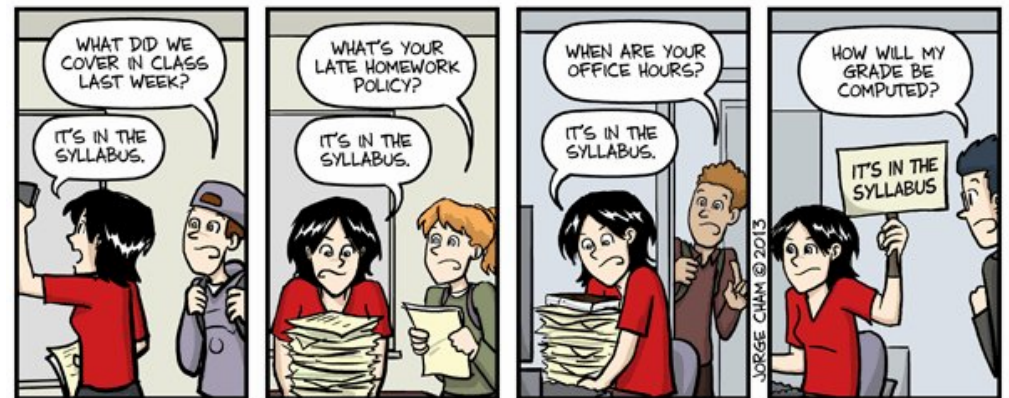
Students who complete the Department Mass Survey using the SONA system before October 8th will earn 1 point of extra credit.

- Create an account at [SONA](#). Please take care to enter your contact information correctly (i.e., errors = no extra credit)
- Choose **PSYC 489A** as the course (incorrect course = no extra credit)

- Earn extra credit by completing the “**Selection Questionnaires, Fall 2025**” - a collection of on-line surveys, many focused on emotional traits. Separate versions of the Mass Survey are available for students who are above or below 18 years of age.
- You must complete the Selection Questionnaires by October 8th to receive course extra credit
- If you encounter difficulties, please contact the TA. Be prepared to describe the problem in as much detail as possible.

Evidence-Based Tips for Success!

- Review your notes EVERY DAY—even if you only have a couple of minutes
- Spread out study sessions to maximize learning and retention
- Study past lectures. Think about critical questions and topics
- Study the hard stuff first
- Organize your notes into meaningful clusters. *Linking new information to prior knowledge is crucial for learning*
- Make YOUR OWN study guide and practice tests
- Teach yourself by teaching someone else (*This is a great way to test or strengthen your understanding!*)
- Seek out help when you need it...*the earlier the better!*



IT'S IN THE SYLLABUS

Continued...

Timetable

Date	Location	Activities and Assignments	Special Points to Consider (Breakout Discussion Teams)
Mon Sep 1	-	No Class: Labor Day Holiday	-
Wed Sep 3	ATL 1113	Module 01. Introductions, Course Philosophy & Mechanics	-
SECTION I: THE PSYCHOLOGICAL NATURE OF THE EMOTIONAL MIND			
Mon Sep 8	Canvas Zoom	Module 02. What is an Emotion? RP for M02 Due at 5:30 PM	<i>Scholars disagree on the best way to think about emotion. Based on the readings, and your own scientific judgement, (A) What do *you* think is the most defensible and practically useful way to answer the question, "What is an Emotion?" (B) How do contemporary scientific perspectives on emotion differ from everyday folk psychology? In what ways do "the scientists" and "the American public" seem to hold distinct viewpoints?</i>
Wed Sep 10	Canvas Zoom	Module 03. How Are Emotions Expressed and Perceived? RP for M03 Due at 5:30 PM	<i>(A) Do emotions really drive hard-wired suites of expressions and behaviors? (B) Movies like 'Inside Out' imply the existence of a small number of universal emotional expressions (e.g., "anger") that transparently and automatically give away our innermost feelings. How true is this claim?</i>
Mon Sep 15	Canvas Zoom	Module 04. How Are Emotions Regulated? RP for M04 Due at 5:30 PM	<i>In the smash Broadway musical, "The Book of Mormon," a character gives this advice to a friend who's feeling down: "When you're feeling certain feelings that just don't seem right, treat those pesky feelings like a reading light and turn 'em off." (A) What are some key strategies that humans use to deliberately dampen or amplify emotions? (B) How might alterations in emotion regulation contribute to anxiety disorders, depression, and other mental illnesses? What are the implications for clinical treatment?</i>
Wed Sep 17	ATL 1113	Module 05. Emotional Traits RP for M05 Due at 5:30 PM	-
Mon Sep 22	ATL 1113	Module 06. What Do Emotional Traits Do? (Part 1) RP for M06 Due at 5:30 PM	-
Wed Sep 24	ATL 1113	Module 07. What Do Emotional Traits Do? (Part 2) RP for M07 Due at 5:30 PM	-
Mon Sep 29	ATL 1113	Module 08. What Do Emotional Traits Do? (Part 3) RP for M08 Due at 5:30 PM	-
Wed Oct 1	ATL 1113	Module 09. The Interplay of Emotion and Cognition RP for M09 Due at 5:30 PM	-
SECTION II: NEGATIVE AFFECT			
Mon Oct 6	ATL 1113	Module 10. Neuroticism/Negative Emotionality (N/NE) RP for M10 Due at 5:30 PM	-
Wed Oct 8	ATL 1113	Module 11. Childhood Behavioral Inhibition (BI) RP for M11 Due at 5:30 PM Last day to complete the SONA Extra-Credit Questionnaire	
Mon Oct 13	-	No Class: UMD Fall Break	-

Wed Oct 15	ATL 1113	Jeopardy Review Session #1 <i>Please Check Canvas for your Team Assignment!</i> Flash Talk Proposal Deadline	-
10/15-10/21	Canvas Quizzes	Cumulative Asynchronous Examination #1 (Focus on Affect)	-
SECTION III: THE BRAIN			
Mon Oct 20	-	No Class: Shackman Away	-
Wed Oct 22	ATL 1113	Module 12. The Brain: <i>Foundations in Neuroscience (Part 1)</i> <i>No RP</i>	-
Mon Oct 27	ATL 1113	Module 13. The Brain: <i>Foundations in Neuroscience (Part 2)</i> <i>No RP</i>	-
SECTION IV: GENETICS: FOUNDATIONS AND APPLICATIONS TO EMOTION			
Wed Oct 29	ATL 1113	Module 14. Part 1: <i>Heritability and Behavioral Genetics</i> RP for M14 Due at 5:30 PM	-
Mon Nov 3	ATL 1113	Module 15. Part 2: <i>Molecular Genetics and GWAS</i> RP for M15 Due at 5:30 PM	-
Wed Nov 5	ATL 1113	Module 16. Part 3: <i>Neurogenetics and Epigenetics</i> RP for M16 Due at 5:30 PM	-
Mon Nov 10	ATL 1113	Jeopardy Review Session #2 <i>Please Check Canvas for your Team Assignment!</i>	-
11/10-11/16	Canvas Quizzes	Cumulative Asynchronous Examination #2 (Focus on Biology)	-
SECTION V: THE EMOTIONAL BRAIN—BASIC & CLINICAL AFFECTIVE NEUROSCIENCE			
Wed Nov 12	ATL 1113	Module 17. The Human Brain and Emotion: <i>Significance and Methodological Foundations</i> RP for M17 Due at 5:30 PM	-
Mon Nov 17	-	No Class: Shackman at the annual SFN meeting	-
Wed Nov 19	ATL 1113	Module 18. The Neurobiology of Negative Affect: <i>Focus on the Amygdala</i> RP for M18 Due at 5:30 PM	-
Mon Nov 24	ATL 1113	Module 19. The Neurobiology of Positive Affect and Reward (Part 1): <i>Wanting, Liking, and Depression</i> RP for M19 Due at 5:30 PM	-
Wed Nov 26	-	No Class: UMD Thanksgiving Break	-
Mon Dec 1	ATL 1113	Module 20. The Neurobiology of Positive Affect and Reward (Part 2): <i>Temptation, Craving, and Addiction</i> RP for M20 Due at 5:30 PM	-
Wed Dec 3	Canvas Zoom	Module 21. The Brain and Emotion: <i>Key Conceptual Lessons and Future Challenges</i> RP for M21 Due at 5:30 PM	(A) Does it really make sense to talk about the “limbic system” or the “emotional brain” or is all of the brain involved in processing and responding to emotional challenges? Where would you draw the dividing line and why? (B) What is the ‘added value’ of studying the brain for understanding the nature of emotion? Is

			<i>neuroscientific research really necessary (or useful) if you just want to understand the *nature* of emotion, and don't care about neural substrates?</i>
Mon Dec 8	Canvas Zoom	Student Flash Talks	-
Wed Dec 10	ATL 1113	Module 22: Semester Re-Cap and Jeopardy Review Session #3 <i>Please Check Canvas for your Team Assignment!</i>	-
12/10-12/16	Canvas Quizzes	Cumulative Asynchronous Examination #3 (Focus on the Integration of Basic and Clinical Affective Neuroscience)	-

Please note: This schedule is subject to change. Updates will be announced on Canvas.

Additional Policies

I expect you to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to visit <https://tutoring.umd.edu> and schedule an appointment with an academic coach. Or, if you just need someone to talk to, I encourage you to visit <http://www.counseling.umd.edu>. Remember, everything is free because you already paid for it and everyone needs help...all you have to do is ask for it.



Students are responsible for knowing all of the relevant course and University policies

- [Undergraduate](#) -or- [Graduate](#)
- <https://tinyurl.com/ShackPolicies2018> (detailed letter grade policy)

Life is Unpredictable Policy. If you face challenges that are uncontrollable, unusual, or extreme, please let Dr. Shackman know as soon as possible. If you're ill, please send me a notification via email or ELMS. *I've got your back!* Otherwise, please manage the everyday issues that we all face (traffic, work schedules, computer problems, parking, assignments for other classes) so that you can succeed without special accommodations.

Working Together to Cultivate a Respectful and Inclusive Learning Environment

- As an instructor, I am absolutely committed to fostering a safe, welcoming, and respectful environment for students of all genders, races, ethnicities, sexual orientations/identities, socioeconomic groups, political parties, and religious and educational backgrounds. UMD is a highly diverse campus. Depending on your preferred definition, [students of color comprise ~60% of all undergraduates \(scroll down in the link for graduate demographics\)](#). Many students are first-generation Americans or first-generation college students (~20%), and many [transferred](#) from smaller schools around the state (as did my own parents). Some of you hail from liberal urban areas (like my Dad's family), and others come from conservative, traditional, or rural backgrounds (like my Mom's). I will treat all of you equally, without distinction, and do my best to foster an inclusive learning environment.
- Biomedical research has a [longstanding history of systemic sexism and racism](#). I am committed to strengthening the diversity and the equity of the scientific workforce. In our classroom, it doesn't matter if your name is Ronald Fisher, Letitia Washington, or Fred the First-Generation Farmer's Son; whether you grew up in Georgetown, Baltimore City, or Worcester County. If you're smart, passionate, and willing to work your tail off, then *you* can become an affective scientist!
- Please be courteous, sensitive, and respectful of others' perspectives, even when they differ from your own, and do your best to argue charitably, on the basis of data, rather than conjecture, anecdotes, or rhetorical tricks.
- The course is designed to promote thoughtful conversation and active student engagement—inside and outside the classroom. Given the number of students and the precious small amount of time that we have together, on occasion, I may need to redirect or pause the dialogue. Please don't mistake the necessities of time

management for a lack of respect or interest. I'm interested in what you have to say and what you think. Please take advantage of other opportunities for continuing our conversation outside the classroom, whether that be via email or office hours.

Additional Resources

There are many free and low-cost resources available to support you!

Counseling and Mental Health

- [UMD Counseling Center](#) - Counseling Services
- [Accessibility & Disability Service](#) - Supporting students with disabilities
- [UMD Help Center](#) – Student-run peer counseling
- [UMD Behavioral Health Services](#) - mental health counseling, psychiatry, medication management, wellness
- [988 Suicide & Crisis Lifeline](#) - Call 988.
- [UMD Dean of Students](#) - If you don't know where to start

Academic and Career Planning

- [BSOS College - Feller Center for Academic Advising & Career Planning](#)
- [Career Readiness Resources](#)
- [Teaching and Learning Transformation \(TLTC\) Center](#)
- [Tutoring and academic support resources](#)
- Talk to a specific subject [librarian](#) for help on your next project
- [Office of Undergraduate Research](#)

Find Your Community

- [First-Generation Terps](#) - A resource for students who are the first in their family to attend college
- [New Transfer and Off-Campus Students](#)
- [Office of Diversity and Inclusion](#)
- [LGBTQ Equity Center](#) - Networking, advocacy, and support for LGBTQ Terps.
- [Multicultural Involvement & Community Advocacy](#) - Empowers students through education on issues of race, ethnicity, sexual orientation, gender identity, gender expression, religion and their intersections
- [Office of Multi-Ethnic Student Education](#)
- [Veteran Student Life](#)
- [University Chaplains](#) - Find a faith community
- [TerrapinSTRONG](#)

Legal Issues

- [UMD Legal Aid](#) - Free legal aid for full-time UMD students
- Maryland [Free legal answers](#) and advice

Violence and Sexual Assault

- [CARE Center](#) - Campus Advocates Respond and Educate to Stop Violence, a confidential resource for victims of violence including sexual assault. 24/7 crisis hotline 301-741-3442
- [Office of Civil Rights & Sexual Misconduct](#) - Includes the Title IX office. Administers UMD discrimination and harassment policies.
- [UMD Police](#)
- [National Sexual Violence Resource Center](#) - Survival communities and hubs for survivors

Tech Support

- [Tech Issues](#) - The Division of Information technologies help landing page
- ELMS-Canvas how-to [guides](#)
- [Zoom technical support](#)

Food

- [UMD Campus Pantry](#) - Open to students, faculty, and staff who are experiencing food insecurity
- [College Park Community Food Bank](#) - Through the Church of the Nazarene
- [Supplemental Nutrition Assistance Program \(SNAP\)](#) - Maryland Department of Human Services
- [FoodPantries.org](#) - Neighborhood food pantries

Money and Finances

- [UMD Financial aid office](#) - Student loans and other financial supports
- [UMD student crisis fund](#) - One-time emergency funds for terps struggling with a sudden financial problem. It is linked with the BSOS Advising Student Emergency Fund, so students only have to apply once.
- [Fostering Terp Success](#) - Assistance for Terps who are unhoused and lack a supportive family network or have a history of being in the foster care system

Campus and Local Emergencies

- [UMD Police](#)
- [UMD Inclement Weather](#)

- [UMD Apps](#) - Stay up to date with what is going on around campus from your phone
- [UMD Office of Emergency Management](#)
- [Prince George's County Office of Emergency Management](#)

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Appendix: How to use Canvas Zoom for Discussion-Intensive Meetings

To facilitate active learning, 4 classroom meetings will be “discussion-intensive.” See the *Syllabus Timetable* for dates.

To facilitate working in small groups and to maximize our precious limited time together, discussion-intensive meetings will use Canvas Zoom.

We will also use Canvas Zoom for the student Flash Talk presentations.

Canvas Zoom meetings will be “synchronous” and occur at the regularly scheduled time.

Canvas Zoom requires access to an internet-enabled computer equipped with a webcam, microphone, and speakers. If you lack consistent access to the necessary equipment or are uncomfortable participating in online classroom interactions, you should not enroll in this course.

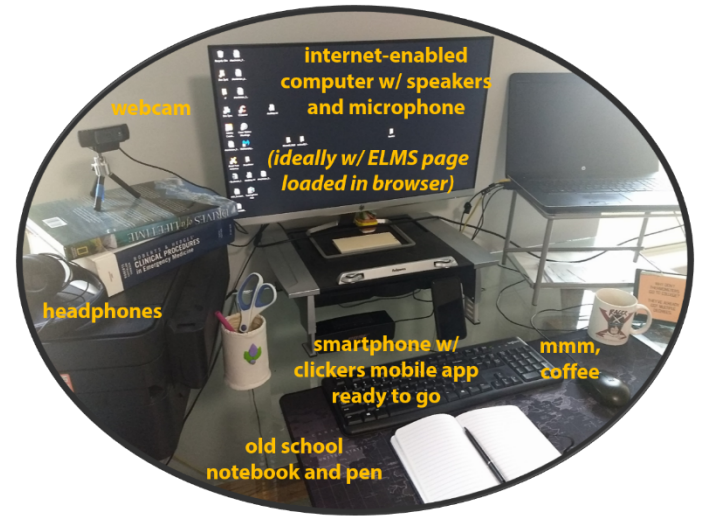
Instructions are available [here](#). A [Troubleshooting Guide](#) is also available.

It is very important that you activate your Zoom UMD account and test it before the first discussion-intensive meeting by visiting <https://umd.zoom.us>.

You are also encouraged to schedule a time to test your set-up with the TA prior to the first discussion-intensive meeting.

The email in your Canvas profile must be identical to the email in your UMD Zoom profile. Thus, echad@termail.umd.edu vs. echad@umd.edu would prompt an error.

Please understand that we are not able to diagnose and fix technical difficulties with campus digital tools or your computing devices. If you encounter technical problems with course-related digital resources (e.g. ELMS, Clickers) please consult with the [IT Helpdesk](#).



Continued...

Appendix: An Interdependent Learning Community

My colleague (and teaching hero), Dr. Scott Roberts, describes the college learning environment as a 'community of learners,' where each of us has a defined set of roles, expectations, and responsibilities. I could not agree more!

A Community of Learners

As members of a learning community, we are all here to support each other, challenge ideas in a way that advances our perspectives, and contribute as active and engaged participants. In order to do that, we need to have a mutual understanding of what is expected from each of us and what we have the right to expect from others.



The instructional team agrees to...

- ✓ Create and maintain a classroom environment that fosters student engagement and active learning.
- ✓ Establish clear standards, assess your learning & skills in a fair way.
- ✓ Give you helpful feedback that is intended to help advance your learning and performance.
- ✓ Respond to your questions in a timely manner.



You, as a student, agree to...

- ✓ Take personal responsibility for your learning and performance.
- ✓ Ask questions when you have them.
- ✓ Actively engage the material and our discussions.
- ✓ Monitor your UMD email account and our ELMS page for time-sensitive updates.



We all agree to...

- ✓ Inform ourselves of, and abide by, the course and campus policies.
- ✓ Be welcoming, respectful and encouraging to each other.
- ✓ Give each other our undivided attention during class meetings.
- ✓ Act as professionals. That means being on time, being prepared, and preventing foreseeable problems and delays.

If there is something I've missed, or if you ever feel like we as a community have come up short of these agreements, please email or call me so that we can work together to address it.

Continued...

About the Course

Professor Alex Shackman. I am a Professor in the Department of Psychology (Clinical and CNS Area Groups), core faculty member of the interdepartmental Neuroscience and Cognitive Science (NACS) Doctoral Program and the Maryland Neuroimaging Center (MNC), and Director of the Affective and Translational Neuroscience Laboratory at the University of Maryland. My work has been continuously supported by the NIH since 2016 and led to well over 100 publications (*h*-index: 55). I am an Associate Editor at the [Journal of Psychopathology and Clinical Science](#) (formerly *Journal of Abnormal Psychology*); was Co-Editor of [The Nature of Emotion](#) (Oxford University Press); served as an Associate Editor at *eLife* and several other journals; and co-edited 4 special issues focused on the neurobiology of emotion and multidisciplinary science, most recently at [Clinical Psychological Science](#). I am a Fellow of the Association for Psychological Science; an active member of the international [Affective Neuroimaging Collaboratory](#), [ENIGMA Anxiety](#), and Hierarchical Taxonomy of Psychopathology ([HiTOP](#)) research consortia; and a standing member of the NIH Adult Lifespan Psychopathology (ALP) study section. I have been invited to teach and lecture at meetings and institutions around the world. Our work has been featured in [Discovery Magazine](#) and [Newsweek](#), and I have provided expert scientific commentary for the [BBC](#) and [Smithsonian Magazine](#). Most of my work—both empirical and theoretical—is focused on understanding the nature and biological bases of anxiety-related states, traits, and disorders. When extreme, anxiety contributes to a variety of debilitating, often treatment-resistant mental illnesses, including internalizing disorders, substance misuse, and psychosis. To understand the origins and course of this liability, my group uses a broad spectrum of tools—including multimodal neuroimaging (MRI, PET), psychophysiology, smartphone digital phenotyping, semi-structured clinical and life-stress interviews, and genetic analyses—in pediatric and adult patients, university students, community members, and monkeys, working closely with collaborators in the U.S., Germany, China, and South Korea. More recently established secondary lines of research are focused on psychiatric nosology and graduate student health and wellbeing. In addition to my own research, I regularly serve as an expert consultant and co-investigator on emotion-related neuroimaging and ecological momentary assessment (EMA) studies.

Enjoys [sci-tweeting](#), [Maui](#), Sherlock Holmes, [wandern](#), [Peloton](#), streaming underground music from the 90s, and spending time outdoors with [family](#), [friends](#), and [his dog, Josie](#).

TA Yuqi (Sarah) Wang. Sarah is a fourth-year doctoral student in the Clinical Psychological Science program working with Dr. Fanita Tyrell in the Resilient Adaptation Across Culture and Context Lab. She received her BS in Psychology from the University of Pittsburgh in 2019 with a minor in Chemistry. Following graduation, Sarah spent three years as a postbaccalaureate lab manager at the University of Pittsburgh studying developmental psychopathology in adolescent girls. Her current research interests include how identity-related stress impacts internalizing problems and the sociocultural protective factors that promote resilience in immigrant youth's mental health.

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