

PSY 710: PSYCHOLOGY OF EMOTION

Fall, 2010

Class Time: Wednesdays, 9:10 to 11:55 am

Class Room: Poe 424

Office Hrs: Mon 12:00 to 12:30, Wed 1:30 to 2:30, & by appt.

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Goals

Emotions are powerful. Emotions are also present in every, or almost every, interaction (actually this premise may be something we will argue about). Emotions are said to impact the way we think; the way we think is also said to impact our emotions. Emotions are in the individual; they are also constructed within relationships. Emotions are thought to be “female”; depending on the emotion and, depending on the culture, they are also thought to be “male”! In summary, emotions are biological, cognitive, cultural, intrapsychic, and interpersonal processes and events.

In this course we will examine the multi-faceted nature of emotion. We will consider history, theories, and the most recent research and thinking in the science of emotion. A goal for our discussions will be to increase our awareness of the assumptions underlying theorists’ claims, researchers’ findings, and our own belief structures. We are often under the impression that scientific findings are “facts”, and we forget that they are embedded in a cultural and historical context. Discussion will help us to identify how science is influenced by values, and, indeed, how our own beliefs are often driven by “nonconscious ideologies” that we accept without reflection. We will also work to strengthen our general thinking and communicative abilities as we study the psychology of emotion. Specifically, our goals will be to state theories and ideas clearly and concisely, to identify different parts of arguments and analyze the logic of these parts, to integrate the different aspects of emotion, and to generate new ideas based on the theories and research. My shorthand terms for these processes are: “summarizing”, “analyzing”, “integrating”, and “generating”. To summarize, course goals are as follows:

- (1) To acquire a basic knowledge of the theories, research challenges, and specific content of the psychology of emotion.
- (2) To obtain a general understanding of the multifaceted nature of emotion, including the biological, cognitive, cultural, intrapsychic, and relational aspects of emotion, both in general and with regard to specific emotions. This semester I want to focus particularly on the processes of emotion.
- (3) To improve our thinking and communication skills (including writing, speaking, and listening to others).
- (4) To increase generativity in the specific scientific domain of hypothesis generation and testing.

Text and Materials

Primary sources are assigned every week as per below.

Other great resources include:

- Kalat, J. W. & Shiota, M. N. (2007). *Emotion*. Belmont, CA: Thomson- Wadsworth.
- M. Lewis & J. M. Haviland-Jones (2000, 2008). *Handbook of emotions*, 2nd or 3rd ed. NY: Guilford.
- P. Ekman & R. J. Davidson (1994). *The nature of emotion: Fundamental questions*. New York, NY: Oxford University Press.

Please note that this syllabus is a guide to what we will be reading and discussing, and when. However, due to class interests, weather constraints, etc, some changes may occur. You will receive revisions in class and by email. The grading structure described below and requirements that you need to fulfill, however, will not change.

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Requirements

As a seminar, this course is discussion-based and, thus, reliant on the energies of all the participants. Given the format and size of the class, it is imperative that everyone come prepared to participate in each class.

There is a lot of reading so pace yourself! I do expect you to know details in the readings, to examine tables carefully, and to understand in a deep way what you have read. The writing that you do for each class (one page of single-spaced bullets that summarize, analyze, integrate, or generate) will also help you achieve this goal. Note how these papers continue to build on the processes we are working to further develop (summary, analysis, integration, generativity). All papers must be handed in during class because they constitute our beginning activities.

A research grant proposal will be developed throughout the semester. The proposed research should address a carefully delineated question reflecting the issues related to emotion. Ideally, the chosen topic will have its origins in the readings and/or class discussion, but the final package will be a unique creation based on the required readings; plenty of additional reading; and your particular skills, knowledge base, and personal flair. The topic must relate to the themes of this course, and must be about emotion-related processes. Please review rules for plagiarism and requirements for independent and new work for each course; consult with me if you are addressing a topic that is similar to a topic being pursued in another class (either past or present) or as current or proposed research.

The proposal should be written in either APA style (with a very brief Results section that reiterates the hypotheses) or in NSF or NIMH grant proposal format. In either case, include: (a) the aims of the proposed research, (b) a relevant literature review, (c) the significance of the proposed research, (d) a clear and detailed method section, (e) a brief Results section that reiterates the hypotheses and how the data will be analyzed, (f) a human subjects ethics assurance. Proposal packets from NIH are available on the web, and example proposals may be borrowed from the instructor.

Brief oral presentations of your ideas (@ 10 minutes) will be made approximately half-way through the semester. The purpose of the presentations are (a) to ensure that you begin and continue to work on your grant proposal in a timely fashion, (b) to pick your colleagues' brains for their expertise and good ideas, and (c) to help your colleagues develop and improve their ideas. We will also have a review panel during which we will develop our reviewing and analytical skills, and further contribute to our colleagues' work. For that review panel, you will also prepare three thorough reviews of other students' proposals. As in the "real world", we are often reviewing the work of colleagues that we know, and so you will write a formal review of the proposals, and lead discussion of the proposal in the review panel. You will also be expected to read the abstracts of all the proposals, and as much of the text as possible.

Due Dates

Weekly writing is to be turned in for every class.

Due dates for developing your proposal are as follows:

1 st paragraph description, or hypotheses:	Sept 15
Rationale and hypotheses:	Oct 6
3-page Prospectus	Oct 27
Presentations:	Nov 3
First Draft option for review:	Nov 17
Submission to the panel:	Dec 1

Evaluation

Class participation:	10%
Weekly critiques (10 X 4%):	40%
Class Presentation:	4%
Grant Proposal Submission:	30%
Reviewing (2 X 4%):	8%
Grant Proposal Revision:	8%

Grading

Final grade will be based on this rubric:

Grade	# of Points	Grade	# of Points	Grade	# of Points
A+	96.7-100	B+	86.7-89.9	C+	76.7-79.9
A	93.3-96.6	B	83.3-86.6	C	73.3-76.6
A-	90-93.2	B-	80-83.2	C-	70-73.2
				D	65.0-69.9
				F	<60

Academic Integrity

Students should be familiar with University policies regarding academic integrity and support for students with disabilities. Ignorance of University policy is no excuse for academic dishonesty, so read university policy: http://www2.ncsu.edu/prr/student_services/student_conduct/POL445.00.1.htm. I expect that all the work that you do for this course is yours, and any quotes or ideas are appropriately credited to the original source. In this course I also expect you to be generous with your advice and brainstorming on behalf of your colleagues; when you receive corresponding support make sure to include the appropriate reference to "Personal Communication" and your colleague's name so they get credit for their good ideas. In addition, I also expect that the work you do in this course has not been used for other courses; although your grant proposal may build on previous knowledge, it does need to have a flair and contribution unique to this course. Seek my advice if you are unsure about appropriate credit, uniqueness of your work, etc.

Late work, missed classes, special needs

As a seminar it is essential that we are all prepared for class; thus, your weekly writing is due when class begins, and will not be accepted late, except in the most extraordinary of situations. Because we are all dependent upon you for the end of semester presentations; these should be prepared well in advance so if there is a disruption to your schedule, you will still have the flexibility to meet your requirements to the class. The due dates for the final projects will be chosen collaboratively so they should also be turned in on time. It is expected that we will all attend all classes, however; I do not expect you to come to class when ill and contagious or when you have university business to attend to. But let us know! Finally, whether or not you are not officially registered with Disability Services, please let me know as soon as possible about any special needs that might involve accommodations in order to maximize your performance in the class. If you have a reasonable request, I will certainly try to make necessary and reasonable accommodations to the best of my ability.

And now for the weekly readings ...

DATE	CLASS TOPIC	• READINGS
		•
8/18	Greetings and Introduction	•
		•
8/25	What is emotion? Theories	<ul style="list-style-type: none"> • Kalat, J. W. & Shiota, M. N. (2007). <i>Emotion</i>. Belmont, CA: Thomson- Wadsworth. Chapter 1 • Campos, J. J., Mumme, D. L., Kermoian, R., Campos, R. G. (1994). A functionalist perspective on the nature of emotion. <i>Monographs of the Society for Research in Child Development, 59</i>, 284-303. • Barrett, L. F., Mesquita, B., & Smith, E. R. (2010). The context principle. In B. Mesquita, L. F. Barrett, & E. R. Smith (Eds.) <i>The mind in context</i>. New York, NY, US: Guilford Press. • Four replies to the question posed about what distinguishes emotion in P. Ekman & R. J. Davidson (1994). (Ekman, Panksepp, Watson & Clark, Davidson & Ekman) • Optional: James, W., (1884).
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9/1	Basic emotions vs dimensions, Universality	<ul style="list-style-type: none"> • Kalat, J. W. & Shiota, M. N. (2007). <i>Emotion</i>. Belmont, CA: Thomson- Wadsworth. Chapter 2 • Four replies to the question posed about basic emotions in P. Ekman & R. J. Davidson (1994). (Averill, Ekman, Shweder, Ekman & Davidson) • Panksepp, J. (2000). Emotions as natural kinds within the mammalian brain. In M. Lewis & J. M. Haviland-Jones (Eds). <i>Handbook of emotions, 2nd ed.</i> NY: Guilford. • Panksepp, J. (2005). Beyond a joke: From animal laughter to human joy? <i>Science, 308</i>, 62-63.
		•
9/8	Culture and emotion	<ul style="list-style-type: none"> • Kalat & Shiota (2007). Chapter 3 Kalat, J. W. & Shiota, M. N. (2007). <i>Emotion</i>. Belmont, CA: Thomson- Wadsworth. Chapter 2 • Levenson, R. W., Ekman, P., Heider, K., & Friesen, W. V. (1992). Emotion and autonomic nervous system activity in the Minangkabau of West Sumatra. <i>Journal of Personality and Social Psychology, 62</i>, 972-988. • Kitayama, S., Mesquita, B., & Karasawa, M. (2006). Cultural affordances and emotional experience: Socially engaging and disengaging emotions in Japan and the United States. <i>Journal of Personality and Social Psychology, 91</i>, 890-903. • Mesquita, B., Karasawa, M., Haire, A., Izumi, S., Hayashi, A., Idzelis, M., Kobata, H., Durham, M., & Kashiwagi, K., What do I feel? The role of cultural models in the content of emotion representations (<i>Emotion</i>) • Eid, M., & Diener, E., (2001). Norms for experiencing emotions in different cultures: Inter- and intranational differences. <i>Journal of Personality and Social Psychology, 81</i>, 869-885.
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9/15	Developmental processes and emotion <i>1st paragraph due on grant proposal</i>	<ul style="list-style-type: none"> • Mills-Koonce, W. R., Gariepy, J., Propper, C., Sutton, K., Calkins, S., Moore, G. A., & Cox, M. (2007). Infant and parent factors associated with early maternal sensitivity: A caregiver-attachment systems approach. <i>Infant Behavior & Development</i>, 30, 114-126. doi:10.1016/j.infbeh.2006.11.01 • Barry, R. A., & Kochanska, G. (2010). A Longitudinal Investigation of the Affective Environment in Families With Young Children: From Infancy to Early School Age. <i>Emotion</i>, 237-249. • Halberstadt, A. G., & Lozada, F. L.(in press). Emotion development in infancy through the lens of culture. <i>Emotion Review</i> . • Oveis, C., Gruber, J., Keltner, D., Stamper, J. L., & Boyce, W. T. (2009). <u>Smile intensity and warm touch as thin slices of child and family affective style.</u> <i>Emotion</i>, 9, 544-548.
9/22	What is emotional competence? Experience and expression as windows to the internal world <i>1st paragraphs returned</i>	<ul style="list-style-type: none"> • Halberstadt, A. G., Denham, S. A., & Dunsmore, J. C. (2001). Affective social competence. <i>Social Development</i>, 79-119. • Keltner, D., Kring, A. M., & Bonanno, G., a. (1999). Fleeting signs of the course of life: Facial expression and personal adjustment. <i>Current Directions in Psychological Science</i>, 8, 18-22. • Bono, J. E.; Ilies, R. (2006). <u>Charisma, positive emotions and mood contagion.</u> <i>The Leadership Quarterly</i>, Vol 17, Aug, 2006. pp. 317-334
9/29	Interpretation of emotions?	<ul style="list-style-type: none"> • Dodge & Crick (1994). Hostile attribution bias • TBA • Cutting, A.L., & Dunn, J. (2002). The cost of understanding other people: Social cognition predicts young children's sensitivity to criticism. <i>Journal of Child Psychology and Psychiatry</i>, 43, 849 – 860. • Cunningham, Kliewer, & Garner or Garner, Dunsmore, etc. or Leerkes et al on EU and E Control <i>check CUED IN grant</i>
		•
10/6	Relational aspects of emotion <i>Rationale and hypotheses</i>	<ul style="list-style-type: none"> • Moody, E.J., McIntosh, D.N., Mann, L.J., & Weisser, K.R. (2007). More than mere mimicry? The influence of emotion on rapid facial reactions to faces. <i>Emotion</i>, 7, 447-457. • Gillman, S., & Larson, R. W. (1999). Transmission of emotions in the daily interactions of single-mother families. <i>Journal of Marriage and Family</i>. 61, 21-37. • Eisenkraft & Eifenbein • Anderson (college roomies • Mesquita chapter
10/13	Anger and Sad <i>Rationale and hypotheses returned</i>	<ul style="list-style-type: none"> • Averill (1983), • anger and gender (Brescoll & Uhlmann?) • <u>Cultural variance in the interpersonal effects of anger in negotiations.</u> Adam, Hajo; Shirako, Aiwa; Maddux, William W.; <i>Psychological Science</i>, Vol 21, 2010. pp. 882-889. • Rottenberg et al, 2008, Barr-Zisowitz (2000)
		•

10/27	Positive emotions <i>Prospectus</i>	<ul style="list-style-type: none"> ○ Fredrickson(1998), ○ Fredrickson, B. L., & Joiner, T. (2002). Positive emotions trigger upward spirals toward emotional well-being. <i>Psychological Science</i>, 13(2), 172-175. ● Cohn et al (2009). Happiness Unpacked: Positive Emotions Increase Life Satisfaction by Building Resilience <i>Emotion</i> ● Abel & Kruger, 2010, Psy Science ● reschly adolescent flourishing ● Optional: <u>Social chemosignals from breastfeeding women increase sexual motivation.</u> Spencer, Natasha A.; McClintock, Martha K.; Sellergren, Sarah A.; Bullivant, Susan; Jacob, Suma; Mennella, Julie A.; <i>Hormones and Behavior</i>, Vol 46(3), Sep, 2004. Special issue: Olfaction, Sex, and Behavior. pp. 362-370. ● http://www.fastcompany.com/1680219/worlds-happiest-countries-norway-denmark-costa-rica-turkmenistan ● http://www.eurekalert.org/pub_releases/2006-07/uol-uol072706.php ● http://www.physorg.com/news73321785.html
11/3	Self- Conscious emotions <i>Presentations</i>	<ul style="list-style-type: none"> ● Robins, R. W., & Schriber, R. A. (2009). The self-conscious emotions: How are the experienced, expressed, and assessed? <i>Social and Personality Psychology Compass</i>, 3, 887-898. ● Oveis, Hofberg, & Keltner (2010). ● TBA
11/10	Stress	<ul style="list-style-type: none"> ● Gross & John (2003), or Handbook ● Kim, H., Townsend, S., & Mesquita, B. , Emotional similarity and stress reduction: a neuro-endocrinological approach. (<i>Psychological Science</i>). ● Yuan, J. W.; McCarthy, M; Holley, S. R.; Levenson, R. W. Physiological down-regulation and positive emotion in marital interaction. <i>Emotion</i>, 467-474. ○ <u>Shaver, Phillip R., Mikulincer, Mario, Handbook of <i>emotion</i> regulation.</u> Gross, James J. (Ed.); pp. 446-465. New York, NY, US: Guilford Press, 2007 ● <u>Davis, E. L., & Levine, L. Metacognitive emotion regulation: Children's awareness that changing thoughts and goals can alleviate negative emotions.</u> Pages 498-510
11/17	Emotion Regulation	<ul style="list-style-type: none"> ● Sheffield Morris ● Inzlicht, Tullett (2010) Belief in god reduces stress or something <i>Psychological Science</i> ● <u>Handbook of emotion regulation.</u>Detail Only Available Gross, James J. (Ed.); New York, NY, US: Guilford Press, 2007
11/24	Emotion & information processing	<ul style="list-style-type: none"> ● Affective Forecasting etc.
12/ 1	Review Panel begins. . . .	

Project ideas:

Keltner's idea that facial expressions are a window into personality

Cultural variation in the desire to be happy, and the consequences of happiness in those cultures

Loving meditation – who benefits from this and how?

Power and emotion – privilege of showing what you feel, and feeling what you show? (Keltner ideas of approach/avoidance)

Emotion regulation strategies of depressed people/ people vulnerable to depression/ people who have experienced traumatic events

Emotions across time – how changeable are people's emotions, and through the lifespan? And who is most able to change what they are feeling and when?

Role of humor in emotion regulation

How emotions help/hinder conflict-resolution

Children's willingness to be socialized, to share their emotions, predicts child outcomes. . .

Averill, J. R. (1983). Studies on anger and aggression: Implications for theories of emotion. *American Psychologist*, 1145-1160.

Barr-Zisowitz, C. (2000). Sadness- Is there such a thing?. In M.Lewis & J. M. Haviland-Jones (Eds.), *Handbook of emotions* (pp. 607-622). New York, NY: Guilford Press

**Blanchett, I., & Richards, A. (2003). Anxiety and the interpretation of ambiguous information: Beyond the emotion-congruent effect. *Journal of Experimental Psychology: General*, 132, 294-309.

Cole, P. M., Bruschi, C. J., & Tamang, B. L. (2002). Cultural differences in children's emotional reactions to difficult situations. *Child Development*, 73, 983-996.

Cornelius, R. R. (1996). *The science of emotion: Research and tradition in the psychology of emotion*. Upper Saddle River, NJ: Prentice-Hall.

**Ekman, P., & Davidson, R. J. (1994). *The nature of emotion: Fundamental questions*. New York, NY: Oxford University Press.

Fredrickson, B. L. (1998). What good are positive emotions? *Review of general psychology*, 2, 300-319.

Gross, J.J. & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85, 348-362.

Halberstadt, A.G., Denham, S.A., & Dunsmore, J.D. (2001). Affective social competence. *Social Development*, 10, 79-120.

Johnson, K. J., & Fredrickson, B. L. (2005). "We all look the same to me" Positive emotions eliminate the own-race bias in face recognition. *Psychological Science*, 16, 875-881

Levenson, R. W., Ekman, P., Heider, K., & Friesen, W. V. (1992). Emotion and autonomic nervous system activity in the Minangkabau of West Sumatra. *Journal of Personality and Social Psychology*, 62, 972-988.

Vandervoort, D. J. (2001). Cross-cultural differences in coping with sadness. *Current psychology: Developmental, learning, personality*, 20, 147-153.

Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. Fredrickson, Barbara L.; Cohn, Michael A.; Coffey, Kimberly A.; Pek, Jolynn; Finkel, Sandra M.; *Journal of Personality and Social Psychology*, Vol 95(5), Nov, 2008. pp. 1045-1062.

Engagement as flourishing: The contribution of positive emotions and coping to adolescents' engagement at school and with learning. Reschly, Amy L.; Huebner, E. Scott; Appleton, James J.; Antaramian, Susan; *Psychology in the Schools*, Vol 45(5), May, 2008. pp. 419-431.

Happiness unpacked: Positive emotions increase life satisfaction by building resilience. Cohn, Michael A.; Fredrickson, Barbara L.; Brown, Stephanie L.; Mikels, Joseph A.; Conway, Anne M.; *Emotion*, Vol 9(3), Jun, 2009. pp. 361-368.