

# Human Emotion - Psychology 3131

## Spring 2015



*\*Syllabus subject to change. Check course webpage for up-to-date information\**

### **Course Information**

When: Tu & Th, 11:00am-12:15pm

Location: RAMY C250

Website: [http://www.gruberpeplab.com/teaching/psych3131\\_spring2015/](http://www.gruberpeplab.com/teaching/psych3131_spring2015/)

Twitter: [@psych3131](https://twitter.com/psych3131)

E-mail: [psych3131.emotion@gmail.com](mailto:psych3131.emotion@gmail.com)

*Note: Please direct course-related questions to this e-mail address. You will receive an answer or acknowledgement within 24 hours. If the TA unable to answer your question, they will pass your email to Dr. Gruber who will respond personally.*

### **Instructor Information**

#### **Professor**

June Gruber, Ph.D.

Assistant Professor, Department of Psychology and Neuroscience

Office Hrs: Tu & Th, 10:00-11:00am

Location: MUEN D321C

#### **Teaching Assistants**

Harry Smolker

Graduate Student, Department of Psychology and Neuroscience

Office Hrs: Mon & Wed, 3:00-4:00pm

Location: MUEN D260D

Lauren Goode

Graduate Student, Department of Psychology and Neuroscience

Office Hrs: Tu & Th, 12:30-1:30pm

Location: MUEN E232

### **Course Description**

Welcome! This course will introduce students to a diverse array of theoretical and empirical issues related to the study of human emotion. Some questions the course will address include: What are our emotions? What purpose do they serve? How do emotions relate to our thoughts, memories, and behaviors towards others? What happens when our emotional responses go awry? Although these questions date back to early philosophical texts, only recently have experimental psychologists begun to explore this vast and exciting domain of study. The course will begin by discussing the evolutionary origins of distinct emotions such as love, anger, fear, and disgust. We will ask how emotions might color our cognitive processes such as thinking and memory, emotion and the brain, development of emotions in childhood, and how emotions shape our social relationships. We will also consider how these methods can be applied to studying mental illness in both children and adults. We conclude by studying the pursuit of happiness and well-being, trying to understand what makes us happy.

## Course Structure

### **1. In-Class Lectures: *Conceptual Foundation in the Science of Emotion***

You are required to attend all course lectures. Each lecture will last approximately 75 minutes and will include the following components: (1) conceptual roadmap outlining topics covered, (2) science of emotion drawn from your readings and outside sources, (3) videotaped “expert interview” with distinguished scholars in the field of human emotion corresponding to the lecture topic. On occasion, we will have invited guest lectures. Some lectures will be posted on the course website. However, we encourage you take notes during class to ensure comprehension of the material.

### **2. Background Readings: *Scientific Exposure to the Study of Emotion***

To get the most out of this course, it is important that you understand the readings. Please read the assigned chapters and/or articles before the course lecture for that assigned date. This will allow for a better understanding of the lecture and also give you the opportunity to ask questions. Readings will be drawn from a textbook and empirical journal articles (more below).

## Requirements

Requirements include the following three things: in-class exams, class participation, and a final outreach project. There are also several opportunities for extra credit. Details and breakdown are below:

### **1. Three In-Class Exams (25% each x 3 exams = 75% total)**

There will be 3 non-cumulative exams in this course. Each exam will cover approximately 1/3 of the course material covered in lectures and readings. Exams may consist of multiple-choice, short-answer, and brief essay questions. The purpose of the exams is two-fold. First, you should be able to demonstrate that you have read the material and understand the factual points and arguments. Second, you should be able to synthesize and integrate the material such that this knowledge can be applied in a broader context. Exams will take place during class on the assigned date in the syllabus and will be closed book. **There will be no make-up exams.** Optional exam review sessions will be provided outside of regular class time before each exam to go over exam material and answer questions.

### **2. Outreach Project (15%)**

This goal of this project is to delve into a topic in human emotion from class that excites you. You have the freedom to delve into a topic of your choice, but you must make sure the topic is pertinent to the class and scientific study of emotion. The project description will be provided on *Tuesday, January 27<sup>th</sup>* and due **in class** no later than 11:00am MT on *Thursday, April 2<sup>nd</sup>*. For each calendar day the project is turned in late, you will have 10% of your score deducted. Please email your final assignment to [psych3131.emotion@gmail.com](mailto:psych3131.emotion@gmail.com) and do the following 3 things (1) Type “Psych 3131 Project” in subject line, (2) Include attachment (.doc or .docx format *only*), and (3) Paste text of paper in email body. Any additional components of your project (i.e., DVDs, posters, flyers, etc.) must also be turned in during class on Thursday April 2<sup>nd</sup>. The project will include two parts

**Part I. Outreach project:** The first part includes an outreach project where your goal is to help educate others about human emotion via a video, newspaper article, brochure, or a creative outreach idea of your own. The aim is to have fun with the ultimate goal of helping to educate others about human emotion. You can cover a topic of your choosing, but it must be relevant to the course and the study of emotion. There will be opportunities for top class projects to be featured in-class during the final week of the course. Additional details will be provided when the project is assigned in class on *Tuesday, January 27<sup>th</sup>*.

**Part II. 1-page research summary:** The second part of the project involves writing a brief research summary on your chosen outreach project topic. The goal is to provide a summary of the motivation and scientific background in emotion that lies behind your research project. Additional details will be provided in class on *Tuesday, January 27<sup>th</sup>*.

### **3. Classroom Participation (10%)**

You are asked to come to class on time and to be well prepared. Part of your grade will include your degree of involvement in class. Specifically, this includes attending class; bringing questions, and responding to clicker questions. Your responses to clicker questions which will begin the third week of class (i.e., Tuesday January 27<sup>th</sup>) and you must have your clicker activated before this date to receive credit. Your responses will be graded as response/no response, and will be used to assess the degree to which you are reading and thinking about class material. **You must be present with your iClicker to receive credit.** There are no make-up points if you miss a class or your clicker is not operating properly (sorry!). Remotes for iClickers can be purchased at the CU Bookstore and should be registered individually for each student at MyCUInfo using your **CU identikey**. Information below: <http://www.colorado.edu/oit/tutorial/cuclickers-iclicker-remote-registration>

### **Extra Credit Opportunities**

Extra credit opportunities are available for interested students. Each extra credit option (A or B) is worth 5% maximum of your total grade, for a total of 10% maximum applied to final course grade. These are the only extra credit opportunities available for this course so take advantage of them!

**Extra Credit Option A: *Social Media and Emotion.*** An important piece of participating in the emerging field of human emotion is to help disseminate information about the field. Social media is an ever-increasing way to do this. We encourage students to post “scientifically relevant” information about emotion they find on twitter and link to the course account (@psych3131). Posts should take the form of scientific articles, news websites, local events, etc that are directly relevant to the science and psychology of emotion, are not already posted (by another student or from the course website) on the twitter account, and are recent (not older than 2014). If unsure, you can contact the course TAs ([psych3131.emotion@gmail.com](mailto:psych3131.emotion@gmail.com)) before posting to ensure it fulfills these requirements. When submitting tweets, please do the following: (1) In the tweet, post the url link with a one-sentence description (e.g., “Study links meditation to increased happiness”), (2) Email [psych3131.emotion@gmail.com](mailto:psych3131.emotion@gmail.com) with screenshot of posting and paste text and url from twitter posting in the body of the email. You can assume your post has been successfully received as an extra credit response unless you hear otherwise via email. For every 5 scientifically relevant responses submitted, you will receive 1% extra credit point toward your final grade, for a maximum of 5% total extra credit. Note: <https://twitter.com/psych3131> (@psych3131). All extra credit tweet assignments must be submitted before the last day of class (i.e., before 11:00am MT on *Thursday April 30<sup>th</sup>*) to receive credit.

**Extra Credit Option B: *Online Interviews with Emotion Experts.*** Each lecture in class will be paired with a ~15-minute “Experts in Emotion Interview” containing a videotaped conversation with Professor Gruber and an expert scholar in emotion from the field freely available for viewing or download on YouTube ([http://www.youtube.com/playlist?list=PLh9mgdi4rNew731mjIZn43G\\_Y5otqKzJA](http://www.youtube.com/playlist?list=PLh9mgdi4rNew731mjIZn43G_Y5otqKzJA)). For extra credit, you have the option to submit a 1-page, single-spaced, 12-pt Times New Roman font, reaction to watching the online interview that accompanies the specific class lecture, discussing and critically analyzing the major themes discussed in each video. Answers will be assigned one of the following three grades: ‘1’ (full credit), ‘1/2’ (half-

credit), or '0' (no credit). You can assume your response has been successfully received and graded a '1' unless you hear otherwise via email. Responses are due no later than **11:00am MT** before the subsequent lecture (i.e., videos watched in class Tuesday have extra credit responses due by 11:00am Thursday that week; videos watched in class Thursday have extra credit responses due by 11:00am the following Tuesday). No late extra credit responses are accepted. You will submit your responses to: [psych3131.emotion@gmail.com](mailto:psych3131.emotion@gmail.com) with: (1) Full name, (2) Paste entire response in email body, (3) Attach document to email with responses as well (.doc or .docx format *only*); and (4) You **MUST** include the following subject line in the email: **LASTNAME\_EIE\_LastNameExpert.doc** (*Example: Smith\_EIE\_Gilbert.doc*). Failure to follow directions will result in a grade of a '0.' For every 5 full-credit responses (i.e., assigned a grade of a '1') submitted, you will receive 1% extra credit point toward your final grade, for a maximum of 5% total extra credit. A handout detailing requirements and format for this extra credit assignment will be provided to interested students by emailing [psych3131.emotion@gmail.com](mailto:psych3131.emotion@gmail.com) or checking the course website.

## **Readings and Materials**

Please read assigned chapters and/or articles **before** the class meeting on the assigned date.

**Textbook:** Understanding Emotions, 3<sup>rd</sup> Edition. Oatley, Keltner, & Jenkins. Available for purchase at the CU Bookstore or online (e.g., [www.amazon.com](http://www.amazon.com)).

**Articles:** Articles outside of textbook will be available to download as PDF files off the course website.

**Clicker:** iClicker remotes can be purchased at the CU Bookstore and should be registered individually for each student at MyCUInfo  
<http://www.colorado.edu/oit/tutorial/cuclickers-iclicker-remote-registration>

## **Grading**

A rough grading scheme is below. Grades will typically be rounded up to the nearest % point. Students who actively participate and engage in the course may enhance borderline grades.

<b>% Points</b>	<b>Grade</b>
92.5-100	A
89.5-92.4	A-
87.5-89.4	B+
82.5-87.4	B
80.0-82.5	B-
77.5-79.4	C+
72.5-77.4	C
70.0-72.5	C-
67.5-69.4	D+
62.5-67.4	D
60.0-62.5	D-
57.5-59.4	F+
52.5-57.4	F
50.0-52.5	F-

## **Course Policies**

### **1. Disability**

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

### **2. Religious Observances**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, make-up assignments will be considered only if written notice is provided at least 1 full week prior to the scheduled course due date. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

### **3. Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

### **4. Discrimination and Harassment**

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

### **5. Honor Code**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. **In this course, giving your clicker to another student to "click in" responses for you is a serious honor code violation for both parties involved.** All incidents

of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

## **6. Regrades**

Regrades will ONLY be considered in extremely exceptional circumstances. If you have any inquiries about grading, first talk to your TA to check for miscommunications or errors. If your TA agrees to a regrade, your TA will e-mail the Professor and cc the student with the reasons for the change. Any regrade will be subject to an entire re-grading by the Professor directly, and your score could go up *or* down (and often it goes down). Advice: Don't ask for regrades unless there is a blatant error.

# CLASS CALENDAR

*Check course website for most up-to-date information*

Date	Topic	Readings
1.1 TUESDAY 1/13	<b>Introduction</b> <i>What's this course about?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li><u>Gross</u> (2010). The future's so bright, I gotta wear shades.</li> </ul>
1.2 THURSDAY 1/15	<b>Emotions are Real</b> <i>What is an emotion?</i>	<b>Required</b> <ul style="list-style-type: none"> <li><u>Chapter 1</u> (textbook)</li> <li><u>Ekman</u> (1992). An argument for basic emotions.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li><u>Barrett</u> (2012). Emotions are real.</li> <li><u>James</u> (1884). What is an emotion?</li> </ul>
2.1 TUESDAY 1/20	<b>Manipulating &amp; measuring emotions</b> <i>How do you create emotions?</i>	<b>Required</b> <ul style="list-style-type: none"> <li><u>Mauss &amp; Robinson</u>. (2005). Measures of emotion: A review.</li> <li><u>Coan &amp; Allen</u> (2007). Organizing the tools and methods of affective science.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li><u>Rottenberg, Ray, &amp; Gross</u> (2007). Emotion elicitation using films.</li> <li><u>Levenson</u> (2007). Emotion elicitation with neurological patients.</li> </ul>
2.2 THURSDAY 1/22	<b>Emotions in man and animals</b> <i>Do monkeys and dogs have feelings like us?</i>	<b>Required</b> <ul style="list-style-type: none"> <li><u>Bekoff</u> (2000). Animal emotions: Exploring passionate natures.</li> <li><u>Parr</u> (2003). Discrimination of faces and their emotional content by chimpanzees (Pan troglodytes).</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li><u>Darwin</u> (1872). Emotional expression in man and animals</li> <li><u>Panksepp</u> (2005). Beyond a joke: From animal laughter to human joy?</li> <li><u>Bartal et al.</u> (2011) Empathy and pro-social behavior in rats.</li> </ul>
3.1 TUESDAY 1/27 <b>OUTREACH PROJECT ASSIGNED</b>  <b>iCLICKER BEGINS</b>	<b>Evolution &amp; emotion</b> <i>Where do emotions come from?</i>	<b>Required</b> <ul style="list-style-type: none"> <li><u>Chapter 2</u> (textbook)</li> <li><u>Ekman</u> (1994). Strong evidence for universals in facial expressions.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li><u>Nesse</u> (2004). Natural selection and the elusiveness of happiness.</li> </ul>
3.2 THURSDAY 1/29	<b>Emotion &amp; culture</b> <i>Are emotions cross-cultural?</i>	<b>Required</b> <ul style="list-style-type: none"> <li><u>Chapter 3</u> (textbook).</li> <li><u>Tsai</u>. (2007). Ideal affect: Cultural causes and behavioral consequences.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li><u>Wong &amp; Tsai</u> (2007). Cultural models of shame and guilt.</li> <li><u>Kitayama et al.</u> (2006). Cultural affordances and emotional experience.</li> <li><u>Matsumoto et al.</u> (2009). Sequential dynamics of culturally moderated facial expressions of emotion.</li> </ul>
4.1 TUESDAY 2/3	<b>Morality &amp; emotion</b> <i>Do emotions make us moral?</i>	<b>Required</b> <ul style="list-style-type: none"> <li><u>Haidt</u> (2007). The new synthesis in moral psychology.</li> <li><u>Greene et al.</u> (2001). An fMRI investigation of emotional engagement in moral judgment.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li><u>Pizarro et al.</u> (2011). On disgust and moral judgment.</li> <li><u>Haidt</u>. (2003). The moral emotions.</li> </ul>
4.2 THURSDAY 2/5	<b>Gender &amp; sex</b> <i>Let's talk about sex?</i>	<b>Required</b> <ul style="list-style-type: none"> <li><u>Kring &amp; Gordon</u> (1998). Sex differences in emotion.</li> <li><u>Chivers et al.</u> (2004). A sex difference in the specificity of sexual arousal.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li><u>DeSteno et al.</u> (2002). Sex differences in jealousy: Evolutionary mechanism or artifact of measurement?</li> <li><u>Gonzaga et al.</u> (2006). Romantic love and sexual desire in close relationships.</li> </ul>

5.1 TUESDAY 2/10	<b>Emotions &amp; the self</b>  <i>What are self-conscious emotions?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• <u>Tangney</u> (1996). Are shame, guilt, and embarrassment distinct emotions?</li> <li>• <u>Tracy &amp; Robins</u>. (2007). Emerging insights into the nature of pride.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• <u>Keltner &amp; Anderson</u>. (2000). Saving face for Darwin: The function and uses of embarrassment.</li> </ul>
5.2 THURSDAY 2/12	<b>EXAM #1 IN CLASS</b>	
6.1 TUESDAY 2/17	<b>Emotion &amp; others</b>  <i>Living in a socioemotional world?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ <u>Chapter 9</u> (textbook)</li> <li>▪ <u>Algoe &amp; Haidt</u> (2009). Witness excellence in action: The 'other-praising' emotions of elevation, gratitude, and admiration.</li> <li>▪ <u>Smith et al.</u> (2009). Exploring the when and why of <i>schadenfreude</i>.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>▪ <u>Gable et al.</u> (2006). Will you be there for me when things go right?</li> <li>▪ <u>Graham et al.</u> (2004). Willingness to express negative emotions promotes relationships.</li> <li>▪ <u>Levenson &amp; Gottman</u>. (1983). Marital interaction: Physiological linkage and affective exchange.</li> </ul>
6.2 THURSDAY 2/19	<b>Emotional expression</b>  <i>Why do we laugh, cry, and touch?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ <u>Chapter 4</u> (textbook)</li> <li>▪ <u>Rottenberg et al.</u> (2008). Is crying beneficial?</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>▪ <u>Bachorowski &amp; Owren</u>. (2001). Not all laughs are alike.</li> <li>▪ <u>Hertenstein et al.</u> (2006). Touch communicates distinct emotions.</li> </ul>
7.1 TUESDAY 2/24	<b>Thinking, judgment, &amp; emotion</b>  <i>Are emotions irrational?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• <u>Chapter 10</u> (textbook)</li> <li>• <u>Clore et al.</u> (2000). Cognition in emotion: Always, sometimes, or never.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• <u>Lazarus</u> (1984). On the primacy of cognition.</li> <li>• <u>Zajonc</u> (1984). On the primacy of affect.</li> </ul>
7.2 THURSDAY 2/26  GUEST LECTURE: WAGER	<b>Bodily changes and emotion I: Central nervous system</b>  <i>Is our brain emotional?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ <u>Ch 6</u> (textbook)</li> <li>▪ <u>Dagleish</u> (2004). The emotional brain.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>▪ <u>Davidson &amp; McEwen</u> (2012). Social influences on neuroplasticity.</li> <li>▪ <u>LeDoux</u>. (2000). Emotion circuits in the brain.</li> <li>▪ <u>Davidson et al.</u> (1990). Emotional expression and brain physiology: approach/ withdrawal and cerebral asymmetry</li> <li>▪ <u>Rolls</u> (2000). <i>Precis of the brain and emotion</i>.</li> </ul>
8.1 TUESDAY 3/3 GUEST LECTURE: WELKER	<b>Bodily changes and emotion II: Neuroendocrine system</b>  <i>Are hormones emotional?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• <u>Nelson</u>. (2005). An introduction to behavioral endocrinology.</li> <li>• <u>Stansbury &amp; Gunnar</u>. (1994). Adrenocortical activity and emotion regulation</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• <u>Kudielka et al.</u> (2008). Why do we respond so differently? Reviewing determinants of human salivary cortisol responses to challenge.</li> <li>• <u>Rubinow &amp; Schmidt</u> (1996). Androgens, brain, &amp; behavior</li> </ul>
8.2 THURSDAY 3/5	<b>Bodily changes and emotion III: Peripheral nervous system</b>  <i>Blood and sweat = tears and fears?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ <u>Chapter 5</u> (textbook)</li> <li>▪ <u>Levenson</u> (2003). Blood, sweat, and fears: The autonomic architecture of emotion.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>▪ <u>Levenson et al.</u> (1990). Voluntary facial activity generates emotion-specific autonomic nervous system activity.</li> <li>▪ <u>Zajonc &amp; McIntosh</u> (1992). Emotions research: Some promising questions and some questionable promises.</li> <li>▪ <u>Critchley &amp; Nagai</u> (2012). How emotions are shaped by bodily states.</li> </ul>

9.1 TUESDAY 3/10	<b>Emotion regulation</b> <i>Can we change our emotions?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• <u>Gross</u> (1998). The emerging field of emotion regulation: An integrative review.</li> <li>• <u>Gross &amp; Levenson</u> (1993). Emotional suppression: Physiology, self-report, and expressive behavior.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• <u>Lewis et al.</u> (2010). Advances, problems, and challenges in the study of emotion regulation: A commentary.</li> </ul>
9.2 THURSDAY 3/12	<b>Unconscious emotion</b> <i>Can we feel without knowing?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• <u>Williams &amp; Bargh</u> (2008). Keeping one's distance: The influence of spatial distance cues on affect and evaluation.</li> <li>• <u>Williams &amp; Bargh</u> (2008). Experiencing physical warmth promotes interpersonal warmth.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>▪ <u>Williams et al.</u> (2009). On the unconscious regulation of emotion.</li> </ul>
10.1 TUESDAY 3/17 GUEST LECTURE: DEVLIN	<b>Emotion and aging</b> <i>Do emotions change as we grow old?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ <u>Scheibe &amp; Carstensen</u> (2010). Emotional aging: Recent findings and future trends.</li> <li>▪ <u>Carstensen et al</u> (2011). Emotional experience improves with age: Evidence based on over 10 years of experience-sampling.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>▪ Chapter 8 (textbook)</li> <li>▪ <u>Samanez-Larkin &amp; Carstensen.</u> (2011). Socioemotional functioning and the aging brain.</li> </ul>
10.2 THURSDAY 3/19	<b>EXAM #2 IN CLASS</b>	
11.1 TUESDAY 3/31	<b>Emotional &amp; Mental Health I: Anxiety and Fear</b> <i>Only thing to fear is fear itself?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ <u>Kring</u> (2008). Emotion disturbances as transdiagnostic processes in psychopathology.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>▪ <u>Mennin et al.</u> (2005). Preliminary evidence for an emotion regulation deficit model of generalized anxiety disorder.</li> </ul>
11.2 THURSDAY 4/2 OUTREACH PROJECT DUE	<b>Emotional &amp; Mental Health II: Mania and Depression</b> <i>Emotion gone awry?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• <u>Gruber &amp; Keltner.</u> (2007). Emotional behavior and psychopathology.</li> <li>• <u>Gruber.</u> (2011). Can feeling too good be bad? Positive emotion persistence (PEP) in bipolar disorder.</li> <li>• <u>Rottenberg</u> (2005). Mood and emotion in major depression.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• None</li> </ul>
12.1 TUESDAY 4/7 GUEST LECTURE: MITTAL	<b>Emotional &amp; Mental Health III: Psychosis</b> <i>Emotion gone awry?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• Chapter 13 (textbook)</li> <li>• <u>Kring &amp; Moran</u> (2008). Emotional response deficits in schizophrenia.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• <u>Kring et al</u> (1993). Flat affect in schizophrenia does not reflect diminished subjective experience of emotion.</li> <li>• <u>Schiffman et al</u> (2004). Childhood videotaped social and neuromotor precursors of schizophrenia</li> </ul>
12.2 THURSDAY 4/9	<b>Emotional &amp; Mental Health IV: Autism and Childhood Disorders</b> <i>How early in life can emotions go awry?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• Chapter 12 (textbook)</li> <li>• <u>Heerey et al.</u> (2003). Making sense of self-conscious emotion: Linking theory of mind and emotion in children with autism.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• <u>McPartland et al.</u> (2011) Recent advances in understanding the neural bases of autism spectrum disorder.</li> <li>• <u>McIntosh et al.</u> (2006). When the social mirror breaks: Deficits in automatic, but not voluntary, mimicry of emotional facial expressions in autism.</li> </ul>

<b>13.1</b> <b>TUESDAY</b> <b>4/14</b> <b>GUEST</b> <b>LECTURE:</b> <b>DIMIDJIAN</b>	<b>Emotional</b> <b>Treatments I</b>  <i>Emotion gone awry?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ Ch 14 (textbook)</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• Baer, R. A. (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review.</li> </ul>
<b>13.2,</b> <b>THURSDAY</b> <b>4/16</b> <b>GUEST</b> <b>LECTURE:</b> <b>ARCH</b>	<b>Emotional</b> <b>Treatments II</b>  <i>Emotion gone awry?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>▪ Rottenberg &amp; Gross (2007). Emotion and emotion regulation: A map for psychotherapy researchers.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• Greenberg &amp; Safran (1984). Emotion in psychotherapy.</li> </ul>
<b>14.1</b> <b>TUESDAY</b> <b>4/21</b>	<b>Emotional Health:</b> <b>Sleep &amp; Stress</b>  <i>How to cultivate healthy feelings?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• Walker &amp; van der Helm (2009). Overnight therapy? The role of sleep in emotional brain processing.</li> <li>• Folkman &amp; Moskowitz (2000). Stress, positive emotion, and coping.</li> <li>• Pennebaker, J. W. (1993). Putting stress into words: Health, linguistic and therapeutic implications.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• Bonanno (2004). Loss, trauma, and human resilience.</li> <li>•</li> </ul>
<b>14.2</b> <b>THURSDAY</b> <b>4/23</b>	<b>Happiness</b>  <i>Don't worry, be happy?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• Fredrickson (1998). What good are positive emotions?</li> <li>• Gruber, Mauss, &amp; Tamir (2011). A dark side of happiness? How, when, and why happiness is not always good.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• Myers &amp; Diener (1995). Who is happy?</li> <li>• Dunn et al. (2008). Spending money on others promotes happiness.</li> </ul>
<b>15.1</b> <b>TUESDAY</b> <b>4/28</b>	<b>Emotional</b> <b>Intelligence &amp; The</b> <b>Future</b>  <i>Where do we go from here?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• Salovey &amp; Mayer (1989). Emotional intelligence.</li> <li>• Mayer, Caruso &amp; Salovey (2000). Emotional intelligence meets traditional standards for an intelligence.</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• Brackett &amp; Mayer (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence.</li> <li>• Picard et al (2001). Toward machine emotional intelligence.</li> </ul>
<b>15.2</b> <b>THURSDAY</b> <b>4/30</b>	<b>EXAM #3</b> <b>IN CLASS</b>	