

Human Emotion – Psychology 3131

Summer 2015: Term A

Online Course



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

Course Information

When: Term A, June 1 – July 2

Course Materials: <http://learn.colorado.edu>

Other Resources: http://www.gruberpeplab.com/teaching/psych3131_summer2015/

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

E-mail: 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.

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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. Videotaped Lectures: *Conceptual Foundation in the Science of Emotion*

You will be required to watch a series of videotaped lecture by Professor Gruber. Each lecture video is approximately one-hour long, split up into 3 smaller ~20-minute modules. Each week, you will be expected to watch 4 lectures (i.e., or 4 lectures x 3 brief modules = 12 modules total) totaling approximately 4-5 hours per week of video lectures. There are a total of 20 lecture videos for the entire course. The videotaped lectures contain presentation of background material via slides, videos and exercises; and conclude with take-away questions at the end. It is critical that you view all videotaped lectures in order to do well in this course. It is important that you take notes during each lecture to ensure successful 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. The lectures will be coordinated to complement your readings. Please read the assigned chapters and/or articles **before** watching the assigned lecture video. 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.

Course Requirements & Grading

1. Course Material Comprehension - Two Exams

(30% each x 2 exams = 60% total)

There will be 2 non-cumulative exams in this course. Each exam will cover approximately 1/2 of the course material covered in lectures and readings. Exams may consist of multiple-choice, short-answer, and essay questions that involve critical thinking about concepts drawn from the readings and lectures. The purpose of the exams is two-fold. First, you should be able to demonstrate that you have read and watched the material and understood 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 be closed book. Unfortunately, there will be **no** exam make-ups given the accelerated summer course schedule.

2. Critical Thinking - Discussion Questions

(1 posted response per lecture x 20 lectures = 20 total; 1.5% each = 30% total)

To encourage active engagement and critical thinking about the course material, you are required to submit a discussion question response corresponding to each class lecture for a total of 20 discussion question responses. The goal of these questions is to spark critical thinking and consideration of the theoretical issues or common themes raised in the science of emotion. Discussion questions will be available for that week's lectures at the beginning of the week (i.e., available Monday at 12:00am MT). You will have until the end of that same week to submit your responses corresponding to that week's lectures (i.e., Sunday at 11:59pm MT). For example, during week 1 discussion questions for Lectures 1-4 will be available, and you should submit your responses no later than the end of that week (i.e., submit responses for Lectures 1, 2, 3, and 4), for a total of 4 total discussion responses submitted each week. For each lecture, you will be provided with several options to choose from and are required to select only **1** question per lecture to respond to (*we want to give you intellectual freedom to choose!*). **Your discussion question response must be submitted in 2 different places by the due date specified above:** (1) Posted on the online discussion post section on the course website and (2) emailed to the course e-mail account at psych3131.emotion@gmail.com with: (a) "Lecture X – Discussion Question" in the subject line, (b) full text response pasted to the email

bod, and (c) document attachment (.doc or .docx) titled 'LASTNAME_LectureXResponse.doc' (e.g., GRUBER_Lecture1DiscussionQuestion.docx). The document should be single-spaced, 12-pt font, Times New Roman, with your full name and student ID at the top. These responses should be approximately ½ page in length. 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. For each calendar day the project is turned in late, you will have 10% of your score deducted.

3. Class Participation -- Peer Responses (5 weeks x 1% each = 10% total)

Your participation in this course is vital to your success. As such, we expect that each of you contribute meaningfully to class online discussion posts. Specifically, each week you will respond to at least one classmate's post by the end of the week (i.e., Sunday by 11:59pm MT) for a total of **five** posted peer responses by the end of the semester. Please do not wait to submit all five at the end of the semester, but follow the above guidelines for one response posted per week. **Your peer response must be submitted in 2 different places by the due date specified above:** (1) Posted on the online discussion forum on the course website and (2) emailed to the course e-mail account at psych3131.emotion@gmail.com with: (a) "Lecture X – Peer Response" in the subject line, (b) full text response pasted to the email bod, and (c) document attachment (.doc or .docx) titled 'LASTNAME_LectureXPeerResponse.doc' (e.g., GRUBER_Lecture1Response). The document should be single-spaced, 12-pt font, Times New Roman. These responses should be approximately 2-3 sentences and no longer than ½ page total. 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. For each calendar day the project is turned in late, you will have 10% of your score deducted.

Extra Credit Opportunity

Extra credit opportunities are available for interested students. Extra credit is worth 5% maximum of your total grade. This is the only extra credit opportunities available for this course so take advantage of them!

Extra Credit Option: *Online Interviews with Emotion Experts.* Each lecture in class is 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. These are noted at the end of each video lecture, and freely available for viewing: (http://www.youtube.com/playlist?list=PLh9mgdi4rNew731mjlZn43G_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. **Templates for responses will be provided.** Responses are due no later than **Sunday 11:59pm MT** by the end of each week for that week's lectures (i.e., videos corresponding to Week 1's lectures have extra credit responses due by 11:59pm MT Sunday that week). No late extra credit responses are accepted. You will submit your responses to: 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 25 responses that can be submitted totaling to 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.

Readings and Materials

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

Textbook: Understanding Emotions, 3rd Edition. Oatley, Keltner, & Jenkins.
Available for purchase at the CU Bookstore or online (e.g., www.amazon.com).

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

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.

% Points	Grade
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. 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

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

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. All incidents of academic misconduct shall be reported to the Honor Code Council (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 regrading 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.

TENTATIVE CLASS SCHEDULE

Check website for up-to-date information

Date	Topic	Videos	Readings
WEEK 1			
WEEK 1 Lecture 1	Introduction <i>Question: What is an emotion?</i>	1.1 1.2	Required <ul style="list-style-type: none"> ▪ Chapter 1 (textbook) ▪ Ekman (1992). An argument for basic emotions. Optional <ul style="list-style-type: none"> ▪ Barrett (2012). Emotions are real. ▪ James (1884). What is an emotion? ▪ Gross (2010). The future's so bright, I gotta wear shades.
WEEK 1 Lecture 2	Manipulating & measuring emotions <i>Question: How do you trigger emotions?</i>	2.1 2.2 2.3	Required <ul style="list-style-type: none"> • Mauss & Robinson. (2005). Measures of emotion: A review. Optional <ul style="list-style-type: none"> • Rottenberg, Ray, & Gross (2007). Emotion elicitation using films. • Coan & Allen (2007). Organizing the tools and methods of affective science. • Levenson (2007). Emotion elicitation with neurological patients.
WEEK 1 Lecture 3	Emotions in man and animals <i>Question: Do monkeys and dogs have feelings like us?</i>	3.1 3.2 3.3	Required <ul style="list-style-type: none"> • Chapter 2 (textbook) Optional <ul style="list-style-type: none"> ▪ Parr (2003). Discrimination of faces and their emotional content by chimpanzees (Pan troglodytes). ▪ Darwin (1872). <i>Emotional Expression in Man and Animals</i> ▪ Panksepp (2005). Beyond a joke: From animal laughter to human joy?
WEEK 1 Lecture 4	Evolution and emotion <i>Question: Are emotions evolutionarily evolved?</i>	4.1 4.2 4.3	Required <ul style="list-style-type: none"> • Chapter 3 (textbook) Optional <ul style="list-style-type: none"> ▪ Ekman (1994). Strong evidence for universals in facial expressions. ▪ Nesse (2004). Natural selection and the elusiveness of happiness.
WEEK 2			
WEEK 2 Lecture 5	Culture, gender, and sex <i>Question: Let's talk about sex (and culture)?</i>	5.1 5.2 5.3	Require <ul style="list-style-type: none"> ▪ Chapter 9 (textbook) ▪ Kring & Gordon (1998). Sex differences in emotion Optional <ul style="list-style-type: none"> ▪ Tsai. (2007). Ideal affect: Cultural causes and behavioral consequences. ▪ Wong, Y. & Tsai, J. L. (2007). Cultural models of shame and guilt. ▪ Chivers et al. (2004). A sex difference in the specificity of sexual arousal.
WEEK 2 Lecture 6	Emotional behavior <i>Question: Why do we laugh, cry, and touch?</i>	6.1 6.2 6.3	Required <ul style="list-style-type: none"> ▪ Chapter 4 (textbook) ▪ Rottenberg, J. et al. (2008). Is crying beneficial? Optional <ul style="list-style-type: none"> ▪ Bachorowski & Owren M. (2001). Not all laughs are alike. ▪ Keltner, D. (2009). "Laughter" from <i>Born to Be Good</i> ▪ Hertenstein et al. (2006). Touch communicates distinct emotions.
WEEK 2 Lecture 7	Bodily Changes and Emotion <i>Question: Blood and sweat = tears and fears?</i>	7.1 7.2 7.3	Required <ul style="list-style-type: none"> ▪ Chapter 5 (textbook) ▪ Zajonc & McIntosh (1992). Emotions research: Some promising questions and some questionable promises. Optional <ul style="list-style-type: none"> ▪ Levenson (2003). Blood, sweat, and fears: The autonomic architecture of emotion. ▪ Levenson et al. (1990). Voluntary facial activity generates emotion-specific autonomic nervous system activity.
WEEK 2 Lecture 8	Emotions and the Brain <i>Question: Is our brain really emotional?</i>	8.1 8.2 8.3	Required <ul style="list-style-type: none"> ▪ Dagleish (2004). The emotional brain Optional <ul style="list-style-type: none"> ▪ LeDoux, J. (2000). Emotion circuits in the brain. ▪ Davidson et al. (1990). Emotional expression and brain physiology: approach/withdrawal and cerebral asymmetry ▪ Lieberman et al. (2007). Putting feelings into words: Affect labeling disrupts amygdala activity in response to affective stimuli. ▪ Rolls, E. T. (2000). Precis of the brain and emotion.

WEEK 3**EXAM #1, WEDNESDAY, 6/17 [24-HR WINDOW TO TAKE, 75 min time limit]**

WEEK 3 Lecture 9	Emotions and the self <i>Question: What are self-conscious emotions?</i>	9.1 9.2 9.3	Required <ul style="list-style-type: none"> Tangney (1996). Are shame, guilt, and embarrassment distinct emotions? Optional <ul style="list-style-type: none"> Keltner & Anderson. (2000). Saving face for Darwin: The function and uses of embarrassment. Tracy, J. L. & Robins, R. W. (2007). The nature of pride.
WEEK 3 Lecture 10	Emotion & the social world <i>Question: Living in a social world?</i>	10.1 10.2 10.3	Required <ul style="list-style-type: none"> Chapter 9 (textbook) Optional <ul style="list-style-type: none"> Lieberman & Eisenberger (2009). Pains and pleasures of social life. Graham <i>et al.</i> (2004). Willingness to express negative emotions promotes relationships. Levenson & Gottman. (1983). Marital interaction: Physiological linkage and affective exchange.
WEEK 3 Lecture 11	Morality & Emotion <i>Question: Do emotions make us moral?</i>	11.1 11.2 11.3	Required <ul style="list-style-type: none"> Haidt (2007). The new synthesis in moral psychology. Optional <ul style="list-style-type: none"> Pizarro, Inbar & Helion (2011). On disgust and moral judgment. Haidt, J. (2003). The moral emotions. Greene <i>et al</i> (2001). An fMRI investigation of emotional engagement in moral judgment. Wheatley, T. & Haidt, J. (2005). Hypnotic disgust makes moral judgments more severe.
WEEK 3 Lecture 12	Cognition and Emotion <i>Question: How does thinking affect feeling?</i>	12.1 12.2 12.3	Required <ul style="list-style-type: none"> Chapter 10 (textbook) Clore <i>et al</i> (2000). Cognition in emotion: Always, sometimes, or never. Optional <ul style="list-style-type: none"> Lazarus (1984). On the primacy of cognition. Zajonc (1984). On the primacy of affect. Ohman <i>et al</i> (2001). Emotion drives attention: Detecting the snake in the grass.
WEEK 4			
WEEK 4 Lecture 13	Judgment and Decision-Making <i>Question: Does our wallet reflect our feelings?</i>	13.1 13.2 13.3	Required <ul style="list-style-type: none"> Lerner (2004). Heart strings and purse strings: Carryover effects of emotions on economic decisions: Optional <ul style="list-style-type: none"> Knutson <i>et al</i> (2007). Neural predictors of purchases. Han, S. <i>et al.</i> (2005). Feelings and consumer decision-making: The appraisal-tendency framework. Lowenstein & Lerner (2003). The role of affect in decision-making.
WEEK 4 Lecture 14	Emotion Regulation <i>Question: Can we change our emotions?</i>	14.1 14.2 14.3	Required <ul style="list-style-type: none"> Chapter 11 (pp. 292-295) Gross (1998). The emerging field of emotion regulation: An integrative review. Optional <ul style="list-style-type: none"> Gross & Levenson (1993). Emotional suppression: Physiology, Self-report, and Expressive Behavior. Lewis, Zinbarg & Durbin (2010). Advances, problems, and challenges in the study of emotion regulation: A commentary
WEEK 4 Lecture 15	Emotional Development <i>Question: How do emotions grow?</i>	15.1 15.2 15.3	Required <ul style="list-style-type: none"> Chapter 8 (textbook) Scheibe & Carstensen (2010). Emotional aging: Recent findings and future trends. Optional <ul style="list-style-type: none"> Campos (1989). Emergent themes in the study of emotional development and emotion regulation. Kagan & Snidman, (1991). Temperamental factors in human development.
WEEK 4 Lecture 16	Emotion and Physical Health <i>Question: Is there a mind-body connection?</i>	16.1 16.2 16.3	Required <ul style="list-style-type: none"> Walker, M. P. & van der Helm, E. (2009). Overnight therapy? The role of sleep in emotional brain processing. Folkman & Moskowitz (2000). Stress, positive emotion, and coping. Optional <ul style="list-style-type: none"> Stansbury, K. & Gunnar, M. R. (1994). Adrenocortical Activity and Emotion Regulation

WEEK 5**EXAM #2, WEDNESDAY, 7/2 [24-HR WINDOW TO TAKE, 75 min time limit]**

WEEK 5 Lecture 17	Emotional Disorders: <i>Question: When is emotion too much?</i>	17.1 17.2 17.3	Required <ul style="list-style-type: none"> • Gruber & Keltner (2007). Emotional behavior and psychopathology: A survey of methods and concepts. • Kring (2008). Emotion disturbances as transdiagnostic processes in psychopathology. Optional <ul style="list-style-type: none"> • Rottenberg (2005). Mood and emotion in major depression. • Kring & Moran (2008). Emotional response deficits in schizophrenia: Insights from affective science. • Aldao et al. (2010). Emotion regulation strategies across psychopathology: A meta-analytic review.
WEEK 5 Lecture 18	Emotion and Mental Health <i>Question: How to cultivate healthy feelings?</i>	18.1 18.2 18.3	Required <ul style="list-style-type: none"> • Bonanno (2004). Loss, trauma and human resilience. ▪ Rottenberg & Gross (2007). Emotion and emotion regulation: A map for psychotherapy researchers. Optional <ul style="list-style-type: none"> ▪ Greenberg & Safran (1989). Emotion in psychotherapy.
WEEK 5 Lecture 19	Happiness <i>Question: Don't worry, be happy?</i>	19.1 19.2 19.3	Required <ul style="list-style-type: none"> • Fredrickson (1998). What good are positive emotions? • Gruber, Mauss, & Tamir (2011). A dark side of happiness? How, when, and why happiness is not always good. Optional <ul style="list-style-type: none"> • Myers & Diener (1995). Who is happy? • Dunn et al. (2008). Spending money on others promotes happiness. • Pennebaker (1997). Writing about emotional experiences as a therapeutic process.
WEEK 5 Lecture 20	The Future of Emotion <i>Question: What does the future hold?</i>	20.1	Required <ul style="list-style-type: none"> ▪ None Optional <ul style="list-style-type: none"> • None