

# PSYCHOLOGY 3131 – HUMAN EMOTION

## Professor June Gruber

### Spring 2018



*\*Syllabus subject to change. Check D2L and course webpage for up-to-date information\**

### **Course Information**

When: Tues 3:30-6:00pm

Where: MUEN 064

Course Website: [http://www.gruberpeplab.com/teaching/psych3131\\_spring2018/](http://www.gruberpeplab.com/teaching/psych3131_spring2018/)

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

### **Instructor Information**

Professor June Gruber, Ph.D.

Department of Psychology and Neuroscience

Director, Positive Emotion and Psychopathology Laboratory

Office Hrs: Mon 2:00-3:00pm & Weds 2:00-3:00pm (*email 24 hrs in advance if planning to attend*)

Location: MUEN D321C

E-mail: [june.gruber@colorado.edu](mailto:june.gruber@colorado.edu)

*Note: Please include "PSYC 3131" in subject line. You will receive an answer or acknowledgement within 24 hours (on normal business days).*

### **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. This course is open to psychology majors and non-majors with instructor permission.

## Course Structure

### **1. In Class-Lectures: *Conceptual Foundation in Scientific Concepts***

Each class will include a lecture covering foundational material on the week's topics. Each lecture will include a conceptual roadmap outlining topics covered, empirical findings about the psychology and science of emotion drawn from your readings and outside sources, check-in comprehension questions throughout the lecture, and conclude with take-away questions at the end of each lecture module to highlight key points. For those interested in extra credit opportunities, there will be an accompanying videotaped "expert interview" with distinguished scholars in emotion corresponding to each lecture (see extra credit option below for details). On occasion, we will have invited guest lectures. You should take notes during class to ensure comprehension of the material.

### **2. Background Readings: *Empirical Foundation in Scientific Readings***

Before class each week, it is important that you carefully read and understand the content from the background readings drawn from empirical journal articles. The weekly class lectures will be coordinated to complement your readings. Please read the assigned chapters and/or articles **before** class each week. 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 original scientific journal articles.

### **3. Discussion and Reading Questions: *Engaging in Scientific Dialogue***

We will also spend time in class each week discussing course readings and materials. To promote active engagement in both written and oral scientific dialogue, you will: (1) Provide weekly reading reactions and questions for each week's readings due by **5:00pm MT Monday** in advance of the class meeting the next day on Tuesday; (2) Actively participate in discussion each week; (3) Abstain from using personal laptops or smartphones during class (unless you require special note taking devices; if so, please just let me know in advance). There are many good evidence-based reasons for this (see [here](#), [here](#), [here](#), [here](#), [here](#), [here](#), & [here](#)). Details for reading reaction assignments are described below.

### **4. Outreach Project: *Engaging in Scientific Outreach*.** By the end of the semester you will complete and present a scientific outreach project on a topic of your choice. The goal is to promote active dissemination of the course materials to the broader community outside of the classroom, and help bridge the gap between the classroom and the broader community (see inspiration from [The People's Science](#)). The outreach project will include completing a written summary of the outreach project and a brief "flash talk" presentation to your classmates. Extra credit opportunities to promote scientific outreach through posting recent scientific findings via social media are also available (see details below for extra credit Twitter assignments). If you choose, you will have the opportunity to provide written permission to publish your (de-identified) course work for this course as part of my participation in the Faculty Teaching Excellence Program (FTEP) [Making Teaching and Learning Visible Project](#) to enhance student learning and explore new pedagogical opportunities for CU Boulder students. As part of my participation, I will be comparing students' learning achievements on different types of assignments that will be compiled in a course portfolio summarizing student achievements and feedback. If you give permission, your course work may be included in this published research, in full or partial form. However, your performance in the course is entirely independent from and not contingent on providing this permission.

## Course Requirements

Requirements include the following three things: in-class exams, reading reactions and participation, and a final outreach project. 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. There will be exam review sheets and time devoted during class before each exam to review material and answer questions.

### **2. Weekly Reading Reactions and Participation (15% total)**

To facilitate group discussion, you will be required to submit weekly reactions and questions connected to the assigned readings. Specifically, each week you will submit a **1-page max** single-spaced document containing your reactions and/or suggested discussion questions to the week's required readings. Your response should specify which reading your reaction refers to. The response will be graded "1" (full credit), "1/2" (half-credit), or "0" (no credit). The written reaction is not a summary of the readings, but should reflect a succinct, theoretically thoughtful, and logically coherent response. All reactions should be emailed to [june.gruber@colorado.edu](mailto:june.gruber@colorado.edu) (subject line "PSYC 3131") no later than **Monday 5:00pm MT** before class the next day on Tuesday.

### **3. Outreach Project (10%)**

This goal of this project is to delve into a topic in 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 the study of emotion. The project will include two parts:

**Part I. Outreach project:** The first part includes an outreach project where your goal is to help educate the community outside of the classroom about human emotion via a video, newspaper article, brochure, or a creative outreach project idea of your own. You can cover a topic of your choosing, but it must be relevant to the course. Additional details will be provided in class.

**Part II. Class "Flash Talk" Presentation:** The second part of the project involves putting together a brief "flash talk" presentation on your chosen outreach project topic. The goal is to provide a brief and accessible overview of the motivation and scientific background of your research project. Additional details will be provided in class.

## Extra Credit Opportunities

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

**Extra Credit Option A: *Social Media and Emotion.*** Social media is an increasingly utilized and effective way to rapidly disseminate scientific information to the broader community and nation at large. Interested students are invited to post "scientifically relevant" information about emotion on twitter and link to the course Twitter account.

Posts should take the form of **recent** (i.e. no older than 2017) scientific articles, news websites, local events, etc. and cannot already be posted (by another student or from the course website) on the course Twitter account ([@psych3131](https://twitter.com/psych3131)). If unsure, please contact Professor Gruber *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 [june.gruber@colorado.edu](mailto:june.gruber@colorado.edu) with “PSYC 3131” in the subject line and including a screenshot of the posting and paste the text and the 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. All extra credit tweet assignments must be submitted before the last day of class (i.e., before 3:30pm MT on *Tuesday May 1<sup>st</sup>*) to receive credit. No late extra credit assignments can be accepted.

**Extra Credit Option B: Interviews with Emotion Experts.** Each lecture module in class is paired with a ~15-minute Experts in Emotion (EIE) Interview containing a videotaped conversation with Professor Gruber and an expert scholar in emotion around the country. These interviews are freely available for viewing on YouTube ([http://www.youtube.com/playlist?list=PLh9mgdi4rNew731mjIZn43G\\_Y5otqKzJA](http://www.youtube.com/playlist?list=PLh9mgdi4rNew731mjIZn43G_Y5otqKzJA)). Some of these may also be viewed during class to stimulate discussion. 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(s) 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 **Monday 5:00pm MT** before the following day’s class on Tuesday (i.e., videos watched or assigned in class Tuesday have extra credit responses due by 5:00pm MT Monday the following week). You will submit your responses to: [june.gruber@colorado.edu](mailto:june.gruber@colorado.edu) with “PSYC 3131” in the subject line: (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 2 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. All extra credit EIE assignments must be submitted before the last day of class (i.e., before 3:30pm MT on *Tuesday May 1<sup>st</sup>*) to receive credit. No late extra credit assignments can be accepted.

## Readings and Material

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



**Textbook:** Emotion, 3<sup>rd</sup> Edition. Shiota & Kalat. Oxford University Press. Available at the CU Bookstore or online (e.g., amazon).



**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.

<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 Accommodation**

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 Holidays**

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. Please read each class syllabus carefully with regard to specific class policies, and speak with the faculty about any questions or concerns you may have. 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 <https://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>

### **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:

<https://www.colorado.edu/policies/student-classroom-and-course-related-behavior>

#### **4. Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of the institution

(<https://www.colorado.edu/policies/academic-integrity-policy>). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at <http://honorcode.colorado.edu>

#### **5. Discrimination, Harassment, and/or Related Retaliation**

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website

(<https://www.colorado.edu/institutionalequity/>).

#### **6. Regrades**

Regrades will only be considered in extremely exceptional circumstances. If you have any inquiries about grading, first talk to your Professor to check for miscommunications or errors. 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.

A summary of course policies can be found here: <http://www.colorado.edu/psych-neuro/undergraduate-information>

# CLASS CALENDAR

Check D2L and course website for most up-to-date information

Date	Topic	Readings	Expert Interview (Extra Credit)
WEEK 1 1/16	<b>1.1 Introduction &amp; Course Logistics</b>  <i>Who and what?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Gross (2010). The future's so bright, I gotta wear shades. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Zajonc &amp; McIntosh (1992). Emotions research: Some promising questions and some questionable promises. <a href="#">[pdf]</a></li> </ul>	Lisa Barrett <a href="#">[url]</a>
	<b>1.2 History and Definitions</b>  <i>What is an emotion?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CHAPTER 1 (textbook). <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Ekman (1992). An argument for basic emotions.</li> <li>James (1884). What is an emotion?</li> <li>Barrett (2012). Emotions are real.</li> </ul>	
WEEK 2 1/23	<b>2.1 Manipulating Emotions</b>  <i>How do you elicit emotions?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CHAPTER 4 (textbook). <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Rottenberg, Ray, &amp; Gross (2007). Emotion elicitation using films. <a href="#">[pdf]</a></li> <li>Levenson (2007). Emotion elicitation with neurological patients. <a href="#">[pdf]</a></li> <li>Roberts, Tsai, &amp; Coan (2007). Emotion elicitation using dyadic tasks. <a href="#">[pdf]</a></li> </ul>	Iris Mauss <a href="#">[url]</a>  James Coan <a href="#">[url]</a>
	<b>2.2 Measuring Emotions</b>  <i>How do you measure emotions?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Mauss &amp; Robinson. (2005). Measures of emotion: A review. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Coan &amp; Allen (2007). Organizing the tools and methods of affective science. <a href="#">[pdf]</a></li> <li>Rottenberg, Ray, &amp; Gross (2007). Emotion elicitation using films. <a href="#">[pdf]</a></li> </ul>	
WEEK 3 1/30  OUTREACH PROJECT ASSIGNED	<b>3.1 Function of Emotions</b>  <i>What good are emotions?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 2 (textbook). <a href="#">[book]</a></li> <li>Nesse (2004). Natural selection and the elusiveness of happiness. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Tooby &amp; Cosmides (2008). The evolutionary psychology of the emotions and their relationship to internal regulatory variables. <a href="#">[pdf]</a></li> </ul>	Paul Ekman <a href="#">[url]</a>  Lisa Parr <a href="#">[url]</a>  Jaak Panksepp <a href="#">[url]</a>
	<b>3.2 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>Bekoff (2000). Animal emotions: Exploring passionate natures. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Darwin (1872). <i>Emotional Expression in Man and Animals</i> [Excerpt] <a href="#">[pdf]</a></li> <li>Parr (2003). Discrimination of faces and their emotional content by chimpanzees. <a href="#">[pdf]</a></li> <li>Panksepp (2005). Beyond a joke: From animal laughter to human joy? <a href="#">[pdf]</a></li> </ul>	

WEEK 4 2/6	<b>4.1 Emotion Expression</b>  <i>Why do we smile, laugh, &amp; cry?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 5 (textbook). <a href="#">[book]</a></li> <li>Rottenberg et al. (2008). Is crying beneficial? <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Darwin (1982). <i>Expression of emotion in man and animals</i> (pp. 55-69). <a href="#">[pdf]</a></li> <li>Ekman (1993). Facial expression and emotion.</li> <li>Bachorowski &amp; Owren (2001). Not all laughs are alike. <a href="#">[pdf]</a></li> <li>Hertenstein et al. (2006). Touch communicates distinct emotions. <a href="#">[pdf]</a></li> </ul>	<i>Experts in Emotion Interview:</i> Jo-Anne Bachorowski or Jonathan Rottenberg Michael Bailey
	<b>4.2 Emotion, Gender &amp; Sex</b>  <i>What's sex got to do with it?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Chivers et al. (2004). A sex difference in the specificity of sexual arousal. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Kring &amp; Gordon (1998). Sex differences in emotion. <a href="#">[pdf]</a></li> <li>DeSteno et al. (2002). Sex differences in jealousy: Evolutionary mechanism or artifact of measurement? <a href="#">[pdf]</a></li> <li>Gonzaga et al. (2006). Romantic love and sexual desire in close relationships. <a href="#">[pdf]</a></li> </ul>	
WEEK 5 2/13	<b>5.1. Exam 1</b>  <b>EXAM #1 IN CLASS</b>	<b>Required</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>None</li> </ul>	Dacher Keltner <a href="#">[url]</a>
	<b>5.2 Emotions and the Self</b>  <i>What are self-conscious emotions?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Keltner &amp; Anderson. (2000). Saving face for Darwin: The function and uses of embarrassment. <a href="#">[pdf]</a></li> <li>Tangney (1996). Recent empirical advances in the empirical study of shame and guilt. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Tracy &amp; Robins. (2007). The nature of pride.</li> <li>Lagattuta &amp; Thompson (2007). The development of self-conscious emotions. Cognitive processes and social influences. <a href="#">[pdf]</a></li> <li>Wong &amp; Tsai (2007). Cultural models of shame and guilt. <a href="#">[pdf]</a></li> </ul>	
WEEK 6 2/20	<b>6.1 Emotions and Others</b>  <i>Living in a socioemotional world?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 9 (textbook) <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Algoe &amp; Haidt (2009). The 'other-praising' emotions of elevation, gratitude, and admiration. <a href="#">[pdf]</a></li> <li>Smith et al. (2009). Exploring the when and why of <i>schadenfreude</i>. <a href="#">[pdf]</a></li> <li>Graham et al. (2004). Willingness to express negative emotions promotes relationships. <a href="#">[pdf]</a></li> </ul>	Jeanne Tsai <a href="#">[url]</a>  Margaret Clark <a href="#">[url]</a>  David Rand <a href="#">[url]</a>
	<b>6.2 Sociocultural Context</b>  <i>Are emotions cross-cultural?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 3 (textbook). <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Tsai (2007). Ideal affect: Cultural causes and behavioral consequences. <a href="#">[pdf]</a></li> <li>Keltner &amp; Haidt (1999). Social functions of emotions at four levels of analysis. <a href="#">[pdf]</a></li> <li>Morelli, Lieberman, Zaki. (2015). The emerging study of positive empathy. <a href="#">[pdf]</a></li> </ul>	



WEEK 7 2/27	<b>7.1 Morality and Emotion</b>  <i>Do emotions make us moral?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Haidt. (2003). The moral emotions. <a href="#">[pdf]</a></li> <li>Greene et al. (2001). An fMRI investigation of emotional engagement in moral judgment. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Pizarro et al. (2011). On disgust and moral judgment. <a href="#">[pdf]</a></li> </ul>	Steven Pinker <a href="#">[url]</a>  Jonathan Haidt <a href="#">[url]</a>
	<b>7.2 Outreach Project</b>  <b>PROPOSALS DUE</b>	<b>Required</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>None</li> </ul>	
WEEK 8 3/6	<b>8.1 Emotions in the Body</b>  <i>Blood, sweat, tears, and fears?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 7 (textbook) <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Cacioppo et al. (2000). The psychophysiology of emotion. <a href="#">[pdf]</a></li> <li>Levenson, R. W. (2003). Blood, sweat, and fears: The autonomic architecture of emotion. <a href="#">[pdf]</a></li> <li>Kreibig et al (2010). Autonomic nervous system activity in emotion: A review. <a href="#">[pdf]</a></li> </ul>	Robert Levenson <a href="#">[url]</a>  John Cacioppo <a href="#">[url]</a>  Tor Wager <a href="#">[url]</a>
	<b>8.2 Emotions in the Brain</b>  <i>Your brain on emotion?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 6 (textbook) <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Lindquist et al. (2012). The brain basis of emotion: A meta-analytic review. <a href="#">[pdf]</a></li> <li>LeDoux (2000). Emotion circuits in the brain. <a href="#">[pdf]</a></li> <li>Davidson et al. (1990). Emotional expression and brain physiology. <a href="#">[pdf]</a></li> </ul>	
WEEK 9 3/13	<b>9.1 Emotion Regulation</b>  <i>Can we control our emotions? Should we control our emotions?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 15 (textbook) <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Gross (1998). The emerging field of emotion regulation: An integrative review. <a href="#">[pdf]</a></li> <li>Ochsner &amp; Gross (2004). Thinking makes it so: A social cognitive neuroscience approach to emotion regulation. <a href="#">[pdf]</a></li> <li>Lewis et al. (2010). Advances, problems, and challenges in the study of emotion regulation: A commentary. <a href="#">[pdf]</a></li> </ul>	James Gross <a href="#">[url]</a>  James Coan <a href="#">[url]</a>
	<b>9.2 Unconscious Emotion</b>  <i>Can we feel without knowing?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Williams et al. (2009). The unconscious regulation of emotion. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Williams &amp; Bargh (2008). Experiencing physical warmth promotes interpersonal warmth. <a href="#">[pdf]</a></li> <li>Williams &amp; Bargh (2008). Keeping one's distance: The influence of spatial distance cues on affect and evaluation. <a href="#">[pdf]</a></li> </ul>	
WEEK 10 3/20	<b>10.1 Exam 2</b>  <b>EXAM # 2 IN CLASS</b>	<b>Required</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>None</li> </ul>	Laura Carstensen <a href="#">[url]</a>

	<b>10.2 Emotion and Aging</b>  <i>Do emotions change as we grow old?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 8 (textbook) <a href="#">[book]</a></li> <li>Scheibe &amp; Carstensen (2010). Emotional aging: Recent findings and future trends. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Carstensen et al (2011). Emotional experience improves with age. <a href="#">[pdf]</a></li> <li>Samanez-Larkin &amp; Carstensen. (2011). Socioemotional functioning and the aging brain. <a href="#">[pdf]</a></li> </ul>	
<b>WEEK 11</b> <b>4/3</b>	<b>11.1 Emotion and Cognition I:</b> <i>How do feelings shape attention and memory?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>CH. 10 (textbook) <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Lazarus (1982). Thoughts on the relations between emotion and cognition. <a href="#">[pdf]</a></li> <li>Clore &amp; Huntsinger (2007). How emotions inform judgment and regulate thought. <a href="#">[pdf]</a></li> <li>Ohman et al (2001). Emotion drives attention: Detecting the snake in the grass. <a href="#">[pdf]</a></li> <li>Phelps et al (1997). Emotional memory: What does the amygdala do? <a href="#">[pdf]</a></li> </ul>	Derek Isaacowitz <a href="#">[url]</a>  Brian Knutson <a href="#">[url]</a>
	<b>11.2 Emotion and Cognition II:</b> <i>How do feeling shape judgments and decisions?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Lerner et al (2004). Heart strings and purse strings: Effects of emotions on economic decisions. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Knutson et al (2007). Neural predictors of purchases. <a href="#">[pdf]</a></li> <li>Zajonc (1980). Feeling and thinking: Preferences need no inferences. <a href="#">[pdf]</a></li> </ul>	
<b>WEEK 12</b> <b>4/10</b>	<b>12.1 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>CH. 14 (textbook) <a href="#">[book]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Gruber &amp; Keltner. (2007). Emotional behavior and psychopathology. <a href="#">[pdf]</a></li> <li>Mennin et al. (2005). Preliminary evidence for an emotion regulation deficit model of generalized anxiety disorder. <a href="#">[pdf]</a></li> </ul>	Doug Mennin <a href="#">[url]</a>  Sheri Johnson <a href="#">[url]</a>  Jonathan Rottenberg <a href="#">[url]</a>  Ian Gotlib <a href="#">[url]</a>
	<b>12.2 Emotional &amp; Mental Health II: Mania and Depression</b>  <i>Emotion gone awry?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Gruber. (2011). Can feeling too good be bad? Positive emotion persistence (PEP) in bipolar disorder. <a href="#">[pdf]</a></li> <li>Rottenberg (2005). Mood and emotion in major depression. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Kring (2008). Emotion disturbances as transdiagnostic processes in psychopathology. <a href="#">[pdf]</a></li> </ul>	
<b>WEEK 13</b> <b>4/17</b>	<b>13.1 Emotional Health</b>  <i>How to cultivate healthy feelings?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>Folkman &amp; Moskowitz (2000). Stress, positive emotion, and coping. <a href="#">[pdf]</a></li> <li>Bonanno (2004). Loss, trauma, and human resilience. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>Walker &amp; van der Helm (2009). Overnight</li> </ul>	Daniel Gilbert <a href="#">[url]</a>  Barbara Fredrickson <a href="#">[url]</a>  Maya Tamir

		<p>therapy? The role of sleep in emotional brain processing. <a href="#">[pdf]</a></p> <ul style="list-style-type: none"> <li>• Rottenberg &amp; Gross (2007). Emotion and emotion regulation: A map for psychotherapy researchers. <a href="#">[pdf]</a></li> <li>• Pennebaker, J. W. (1993). Putting stress into words: Health, linguistic and therapeutic implications. <a href="#">[pdf]</a></li> </ul>	<a href="#">[url]</a> Michael Norton <a href="#">[url]</a>
	<b>13.2 Happiness</b>  <i>Don't worry, be happy?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• CH. 12 (textbook) <a href="#">[book]</a></li> <li>• Gruber, Mauss, &amp; Tamir (2011). A dark side of happiness? How, when, and why happiness is not always good. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• Fredrickson (1998). What good are positive emotions? <a href="#">[pdf]</a></li> <li>• Myers &amp; Diener (1995). Who is happy? <a href="#">[pdf]</a></li> <li>• Dunn et al. (2008). Spending money on others promotes happiness. <a href="#">[pdf]</a></li> </ul>	
<b>WEEK 14 4/24</b>	<b>14.1 EXAM #3 IN CLASS</b>	<b>Required</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	None
	<b>14.2 Emotional Intelligence &amp; The 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. <a href="#">[pdf]</a></li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• Mayer et al. (2000). Emotional intelligence meets traditional standards for intelligence. <a href="#">[pdf]</a></li> <li>• Picard et al (2001). Toward machine emotional intelligence. <a href="#">[pdf]</a></li> </ul>	
<b>WEEK 15 5/1</b>	<b>15.1 OUTREACH PRESENTATIONS</b>	<b>Required</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	None
	<b>15.2 Feedback</b>  <i>What did you learn in this course?</i>	<b>Required</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Optional</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	