**PSYCHOLOGY 592/461**

**Emotional Bases of Behavior**

**Fall, 2018**

Tuesday/ Thursday

3:00 PM to 04:15 PM

**Instructor**: Thalia R. Goldstein, Ph.D.

[tgoldste@gmu.edu](mailto:tgoldste@gmu.edu)

703-993-6460

Department of Psychology

David King Hall 2050

**Office Hours**: By appointment, or Tuesdays & Thursdays 1:30-2:45pm, Wednesdays 12-3.

**Course Description:**

Emotion influences practically every aspect of human behavior and is studied (directly or indirectly) in all subfields of psychology. In this course, we will approach the topic of emotion from multiple viewpoints: behavioral, neurological, somatic, developmental, social, clinical, cognitive, and even artistic. We will ask questions about how we define "emotion", how the social world affects the experience and expression of emotion, the development of emotion knowledge and regulation, and what happens when emotions become overwhelming or disregulated. We will use both a text book and readings of primary research literature, as well as historical, contemporary, and humanistic scholarship to approach this topic.

**Prerequisite:** PSYC100 or permission of instructor (for 461), Graduate student standing or permission of instructor (for 592).

**Course Objectives and Questions:**

1. What is emotion?
2. Does “emotion” develop, and if so how? What is the developmental course of emotion regulation?
3. What are the cognitive aspects of emotion, and how can cognitive appraisals change emotional states?
4. What is known about the social bases and influences on emotion processing and functioning? How do we read and understand emotions in others?
5. What are the neural bases of emotions? Is there such a thing as an “emotional” part of the brain?
6. What happens when emotions become dysregulated and overwhelming? How are emotional disorders diagnosed, treated, and solved?
7. What is the role of the body in emotion?

**What to Expect in Class**

This class is not about memorizing information. It is about thinking, asking questions, and reading psychological papers that provide evidence that help us answer these questions. It is also about discussion. This is an interactive, discussion-based course. Class participation is crucial for the success of the course, and for your learning experience. Reading is expected to be completed before the date for that topic. Attendance is mandatory. If for some unavoidable reason you cannot attend, please email me in advance and ask for an excused absence (granted for illness). Non-excused absences will lower your grade. I expect you to complete the readings for each class and watch any assigned videos prior to coming to class and to come prepared to comment on the readings. I will call on students randomly, so be prepared. Why do I do this? Because it is important to learn the skill of being informed and being able to speak up. And it is also OK to say “I don’t know.” Your participation grade will not be deducted for answering that you’re not sure or don’t know.

**Official Communications via GMU E-mail**: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

**Class Cancellation Policy**: This class will entail frequent use of email, blackboard, PowerPoint, etc. Please check blackboard and your email regularly. If class is cancelled, I will notify you by email/blackboard and how we will make the time up.

**Accommodations:** Disability Statement: If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Services (DRS) at 703-993-2474.

**Required Course Materials:**

* 461/592: Emotion Edition 3: James W. Kalat & Michelle N. Shiota

\**If you have an earlier version, make sure you check in with a classmate to look for differences.*

* 592: Daily articles posted on Blackboard

**Assignments/ Requirements:**

**FOR UNDERGRADUTE STUDENTS:**

* Attendance and Class Participation (10%)
* 2 Quizzes in class (15%)
* 2 Response Papers to Readings (20%)
* Midterm Debate (25%)
* Final Paper (30%)

**FOR GRADUATE STUDENTS:**

* Attendance and Class Participation (10%)
* 5 Response Papers to Readings (15%)
* Midterm Debate (25%)
* Class Leadership Session (20%)
* Final Paper (30%)

**Grading:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Percentage** | **Quality Points** | **Graduate Courses** |
| A+ | 97-100 | 4.00 | Satisfactory/Passing |
| A | 93-96.99 | 4.00 | Satisfactory/Passing |
| A- | 90-92.99 | 3.67 | Satisfactory/Passing |
| B+ | 87-89.99 | 3.33 | Satisfactory/Passing |
| B | 83-86.99 | 3.00 | Satisfactory/Passing |
| B- | 80-82.99 | 2.67 | Satisfactory\*/Passing |
| C | 70-79.99 | 2.00 | Unsatisfactory/Passing |
| F | Under 70 | 0.00 | Unsatisfactory/Failing |

*Make up/ Extension Policy*: Extensions on assignments will not be granted lightly, and will be reserved for serious, documented problems (e.g., illness) and must be requested BEFORE the due date. Grades will be lowered if no extension has been previously granted. There is no extension without previous approval, by me, in writing. When you request an extension, I will ask to see everything you have prepared for the assignment up to that point, to ensure that you are not simply requesting an extension because you had not yet begun the assignment!

**Academic Integrity:**

**Honor Code:** George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is every student’s responsibility to familiarize himself or herself with the Honor Code.

* All violations of the Honor Code will be reported to the Honor Committee.
* See [honorcode.gmu.edu](http://honorcode.gmu.edu/) for more detailed information.

*What is Plagiarism*? ***Plagiarism*** (*v.*) is the act of taking undeserved or unwarranted credit for something. ***Plagiarism*** (*n.*) is something represented in a plagiaristic fashion.

*Severe plagiarism* (a.k.a. “copying”) is the most overt and deceptive form of plagiarism. This involves deliberately misrepresenting all or part of another person’s work as one’s own. For example, a student might turn in a paper written by another student in a previous term. Another common example is writing containing chunks of “copy-and-paste” from published articles or internet sources such as Wikipedia. Papers copied from the internet are typically obviously copied, and can be located on the internet with a simple Google search.

*Irresponsible plagiarism* (a.k.a. “omission”) is the act of paraphrasing or quoting from a source, without giving credit to the source. The author does not necessarily explicitly take credit for the idea or materials (but this is nevertheless implied). Please be aware that not only do ideas need to be cited, but they should also be stated *in your own words*.

*Self-plagiarism* (a.k.a. “recycling”) is the act of representing one’s own previous ideas or materials as new and original. For example, a student might turn in all or part of the same paper for more than one course. This may not seem as bad as stealing another person’s work, but it is *deceptive*, and therefore unacceptable.

*Should I Plagiarize*? You should absolutely not plagiarize. You will be caught and there will be severe consequences.

Sometimes students tell me that they do not know what constitutes plagiarism. All students should go to http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml and read this site carefully. Clear examples are provided about the difference between using a secondary source correctly and plagiarizing from it.

**It is very easy to discover Internet plagiarism by typing in a few words of the plagiarized paper into Google.** **If a student is suspected of academic dishonesty, the matter will be turned over to the Committee on Academic Integrity. Students who violate academic integrity will receive an F in the course, and the Committee on Academic Integrity may determine other more serious consequences.** **I have an extremely strict policy on plagiarism. So please remember, it is never worth it!**

**Blackboard:**

I will post notes, resources, grades, and announcements on Blackboard. You should frequently check Blackboard because you will be responsible for the material posted. Additionally, all assignments will be turned in through Blackboard.

**General classroom management:**

* It goes without saying that we are all adults and behavior that shows respect for yourselves, your classmates, and the educational process is expected.
* Please turn cell phones OFF during class. Not vibrate, off.
* Computers are allowed for note-taking purposes ONLY. If any one student in class is caught on any website (this includes checking email, facebook, shopping for clothes, etc), the privilege for the entire class will be taken away and no computers will be allowed.
* Courtesy is expected. Come to class on time and stay for the entire session. If you have an emergency and must come in late or early, please do so quietly.
* The instructor reserves the right to change the syllabus if necessary.
* In the event that the instructor wishes to disseminate information to the entire class outside of the classroom, an email will be sent to all students’ GMU email addresses. It is the students’ responsibility to regularly check email at this address. It would be wise to check email the morning of class. There may be announcements regarding assignments or lecture that would be a good idea for you to see.

**Important dates for GMU:**

* Last day to Add classes/ drop with no tuition penalty:
* Last Day to Drop (67% tuition penalty):
* Selective Withdrawal period:

**COURSE SCHEDULE (Subject to change)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Day/Date** | **Topic** | **Notes** |
| **What is Emotion? History and Theory** | | | | |
| 1 | Tues 8/28 | Course Welcome and Intro | **GRAD: Presentations chosen** |
|  | Thurs 8/30 | What is Emotion? |  |
| 2 | Tues 9/4 | Evolution of Emotion |  |
|  | Thurs 9/6 | Evolution of Emotion |  |
| 3 | Tues 9/11 | Appraisal Theory of Emotion |  |
|  | ***Thurs 9/13*** | ***Dr. Goldstein out of town*** | **Group meeting: Theory Debate!** |
| 4 | Tues 9/18 | Culture and Emotion |  |
|  | Thurs 9/20 | Culture and Emotion | **QUIZ 1- UNDERGRAD** |
| **Bodies and Brains** | | | | |
| 5 | Tues 9/25 | Bodies and Faces, Feeling |  |
|  | Thurs 9/27 | The Brain and the CNS |  |
| 6 | Tues 10/2 | Hormones |  |
|  | Thurs 10/4 | **DEBATE DAY: DO BASIC EMOTIONS EXIST**? | **(AKA Pick a theory!)** |
|  | | | | |
| 7 | Tues 10/9 | *No Class, Fall Break* |  |
|  | Thurs 10/11 | Development of Emotion |  |
| 8 | Tues 10/16 | Social Development of Emotion |  |
|  | Thurs 10/18 | Emotions and Relationships |  |
| 9 | Tues 10/23 | Individual Differences in Emotions |  |
|  | Thurs 10/25 | Emotions in the Workplace |  |
| 10 | Tues 10/30 | Emotions and Cognitions |  |
|  | Thurs 11/1 | Emotions and Cognitions | **QUIZ 2- UNDERGRAD** |
|  | | | | |
| 11 | Tues 11/6 | Emotion Regulation |  |
|  | Thurs 11/8 | Emotion Regulation |  |
| 12 | Tues 11/13 | Clinical Issues in Emotion Regulation |  |
|  | Thurs 11/15 | Clinical Issues in Emotion Regulation |  |
| 13 | Tues 11/20 | Emotion in the Arts | **FINAL TOPIC DUE** |
|  | Thurs 11/22 | *No Class, Thanksgiving* |  |
|  | | | | |
| 14 | Tues 11/27 | Empathy and Moral Emotions |  |
|  | Thurs 11/29 | Empathy and Moral Emotions | **ANNOTATED BIBLIOGRAPHY DUE** |
| 15 | Tues 12/4 | Catch up/ TBD/ Presentations/ Etc |  |
|  | Thurs 12/6 | Where do we go from here? | **FINAL PAPER OUTLINE DUE** |
| FINAL | TBD |  | **FINAL PAPER DUE** |

**Detailed reading assignments and course schedule:**

**Tues 8/28: Course Welcome and Intro**

* No Readings Assigned for Day 1.

**Thurs 8/30: What is Emotion?**

* *Everyone:* Chapter 1
* *Graduate Students Only:* James, W. (1884). What is an emotion? *Mind*, *9*(34), 188-205.
* *Presentation:* n/a

**Tues 9/4: Evolution of Emotion**

* *Everyone:* Chapter 2
* *Graduate Students Only:* Tooby, J., & Cosmides, L. (2008). The evolutionary psychology of the emotions and their relationship to internal regulatory variables.
* *Presentation:* Slavich, G. M., & Cole, S. W. (2013). The emerging field of human social genomics. *Clinical Psychological Science*, *1*(3), 331-348.

**Thurs 9/6: Evolution of Emotion**

* *Everyone:* Chapter 2
* *Graduate Students Only:* Al-Shawaf, L., Conroy-Beam, D., Asao, K., & Buss, D. M. (2016). Human emotions: An evolutionary psychological perspective. *Emotion Review*, *8*(2), 173-186.
* *Presentation:* Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition & Emotion*, *13*(5), 505-521.

**Tues 9/11: Appraisal Theory of Emotion**

* *Everyone:* Chapter 4
* *Graduate Students Only:* Siemer, M., Mauss, I., & Gross, J. J. (2007). Same situation-different emotions: How appraisals shape our emotions. *Emotion*, *7*(3), 592-600.
* *Presentation:* Balzarotti, S., & Ciceri, M. R. (2014). News reports of Catastrophes and viewers' fear: threat appraisal of positively versus negatively framed events. *Media Psychology*, *17*(4), 357-377.

***Thurs 9/13 Dr. Goldstein out of town***

* **Debate Day Groups meet and plan.**

**Tues 9/18: Culture and Emotion**

* *Everyone:* Chapter 3
* *Graduate Students Only:* Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review*, *98*(2), 224.
* *Presentation Reading:* Tsai, J. L. (2007). Ideal affect: Cultural causes and behavioral consequences. *Perspectives on Psychological Science*, *2*(3), 242-259.

**Thurs 9/20: Culture and Emotion**

**QUIZ 1- UNDERGRAD**

* *Everyone:* Chapter 3
* *Graduate Students Only:* Heine, S. J., Lehman, D. R., Peng, K., & Greenholtz, J. (2002). What's wrong with cross-cultural comparisons of subjective Likert scales?: The reference-group effect. *Journal of personality and social psychology*, *82*(6), 903.
* *Presentation Reading: n/a*

**Tues 9/25: Bodies and Faces, Feeling**

* *Everyone:* Chapter 5
* *Graduate Students Only:* Crivelli, C., Russell, J.A., Jarillo, S., et al. (2017). Recognizing Spontaneous Facial Expressions of Emotion in a Small-Scale Society of Papua New Guinea, *Emotion, 17,* 337-347.
* *Presentation Reading:* Crivelli, C., Carrera, P., & Fernández-Dols, J.M. (2015). Are smiles signs of happiness? Spontaneous expressions of judo winners. *Evolution and Human Behavior,* in press.

**Thurs 9/27: The Brain and the CNS**

* *Everyone:* Chapter 6
* *Graduate Students Only:* Ekman, P., Levenson, R. W., & Friesen, W. V. (1983). Autonomic nervous system activity distinguishes between emotions. *Science, 221,* 1208-1210.
* *Presentation Reading:* Lindquist, K. A., Wager, T. D., Kober, H., Bliss-Moreau, E., & Barrett, L. F. (2012). The brain basis of emotion: a meta-analytic review. *Behavioral and brain sciences*, *35*(3), 121-143.

**Tues 10/2: Hormones**

* *Everyone:* Chapter 7
* *Graduate Students Only:* Hobson, C. J., Kamen, J., Szostek, J., Nethercut, C. M., Tiedmann, J. W., & Wojnarowicz, S. (1998). Stressful life events: A revision and update of the social readjustment rating scale. *International journal of stress management*, *5*(1), 1-23.
* *Presentation Reading:*  Susman, E. J., Inoff-Germain, G., Nottelmann, E. D., Loriaux, D. L., Cutler Jr, G. B., & Chrousos, G. P. (1987). Hormones, emotional dispositions, and aggressive attributes in young adolescents. *Child Development*, 1114-1134.

**Thurs 10/4**

DEBATE DAY: DO BASIC EMOTIONS EXIST? (AKA Pick a theory, any theory)

**Tues 10/9: *No Class, Fall Break***

**Thurs 10/11: Development of Emotion**

* *Everyone:* Chapter 8
* *Graduate Students Only:* Halberstadt, A. G., Denham, S. A., & Dunsmore, J. C. (2001). Affective social competence. *Social development*, *10*(1), 79-119.
* *Presentation Reading:* Laursen, B., Coy, K. C., & Collins, W. A. (1998). Reconsidering changes in parent‐child conflict across adolescence: A meta‐analysis. *Child development*, *69*(3), 817-832.

**Tues 10/16: Social Development of Emotion**

* *Everyone:* Denham, S. A., Bassett, H. H., & Wyatt, T. (2007). The socialization of emotional competence. *Handbook of socialization: Theory and research*, 614-637.
* *Graduate Students Only:* Morris, A. S., Silk, J. S., Steinberg, L., Myers, S. S., & Robinson, L. R. (2007). The role of the family context in the development of emotion regulation. *Social development*, *16*(2), 361-388.
* *Presentation Reading:* Trommsdorff, G., & Heikamp, T. (2013). Socialization of emotions and emotion regulation in cultural context. *Cultural variations in psychopathology: From research to practice*, 67-92.

**Thurs 10/18: Emotions and Relationships**

* *Everyone:* Chapter 9
* *Graduate Students Only:* Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of personality and social psychology*, *52*(3), 511.
* *Presentation:* Miller, D. A., Smith, E. R., & Mackie, D. M. (2004). Effects of intergroup contact and political predispositions on prejudice: Role of intergroup emotions. *Group processes & intergroup relations*, 7(3), 221-237.

**Tues 10/23: Individual Differences in Emotions**

* *Everyone:* Chapter 13
* *Graduate Students Only:* Grossman, M. & Wood, W. (1993). Sex differences in intensity of emotional experience: A social role interpretation. *Journal of Personality and Social Psychology, 65,* 1010-1022.
* *Presentation:* Larsen, R. J., & Diener, E. (1987). Affect intensity as an individual difference characteristic: A review. *Journal of Research in personality*, 21(1), 1-39.

**Thurs 10/25: Emotions in the Workplace**

* *Everyone:* Fisher, C. D., & Ashkanasy, N. M. (2000). The emerging role of emotions in work life: An introduction. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *21*(2), 123-129.
* *Graduate Students Only:* Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers. *Journal of managerial Psychology*, *18*(8), 788-813.
* *Presentation Reading:* Morris, J. A., & Feldman, D. C. (1996). The dimensions, antecedents, and consequences of emotional labor. *Academy of management review*, *21*(4), 986-1010.

**Tues 10/30: Emotions and Cognitions**

* *Everyone:* Chapter 10
* *Graduate Students Only:* Clore, G. L. & Huntsinger, J. R. (2007). How emotions inform judgment and regulate thought. *Trends in Cognitive Sciences* *11,* 393-399.
* *Presentation Reading:* Blanchette, I., & Richards, A. (2010). The influence of affect on higher level cognition: A review of research on interpretation, judgement, decision making and reasoning. *Cognition & Emotion*, *24*(4), 561-595.

**Thurs 11/1: Emotions and Cognitions**

**QUIZ 2- UNDERGRAD**

* *Everyone:* Chapter 10
* *Graduate Students Only:* Oatley, K., & Johnson-Laird, P. N. (2014). Cognitive approaches to emotions. *Trends in cognitive sciences*, *18*(3), 134-140.
* *Presentation Reading:* n/a

**Tues 11/6: Emotion Regulation**

* *Everyone:* Chapter 15
* *Graduate Students Only:* John, O. P., & Gross, J. J. (2004). Healthy and unhealthy emotion regulation: Personality processes, individual differences, and life span development. *Journal of personality*, *72*(6), 1301-1334.
* *Presentation Reading:* Shapiro Jr, D. H., Schwartz, C. E., & Astin, J. A. (1996). Controlling ourselves, controlling our world: Psychology's role in understanding positive and negative consequences of seeking and gaining control. *American psychologist*, *51*(12), 1213.

**Thurs 11/8: Emotion Regulation**

* *Everyone:* Chapter 15
* *Graduate Students Only:* Mauss, I. B., Bunge, S. A., & Gross, J. J. (2007). Automatic emotion regulation. *Social and Personality Psychology Compass*, *1*(1), 146-167.
* *Presentation Reading:* Barrett, L. F., Gross, J., Christensen, T. C., & Benvenuto, M. (2001). Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation. *Cognition & Emotion*, *15*(6), 713-724.

**Tues 11/13: Clinical Issues in Emotion Regulation**

* *Everyone:* Chapter 14
* *Graduate Students Only:* Joormann, J., & Siemer, M. (2011). Affective processing and emotion regulation in dysphoria and depression: Cognitive biases and deficits in cognitive control. *Social and Personality Psychology Compass*, *5*(1), 13-28.
* *Presentation Reading:* Bylsma, L. M., Morris, B. H., & Rottenberg, J. (2008). A meta-analysis of emotional reactivity in major depressive disorder. *Clinical psychology review*, *28*(4), 676-691.

**Thurs 11/15: Clinical Issues in Emotion Regulation**

* *Everyone:* Chapter 14
* *Graduate Students Only:* Gruber, J., Johnson, S. L., Oveis, C., & Keltner, D. (2008). Risk for mania and positive emotional responding: too much of a good thing?. *Emotion*, *8*(1), 23.
* *Presentation Reading:* Teper, R., Segal, Z. V., & Inzlicht, M. (2013). Inside the mindful mind: How mindfulness enhances emotion regulation through improvements in executive control. *Current Directions in Psychological Science*, *22*(6), 449-454.

**Tues 11/20: Emotion in the Arts**

* *Everyone:* Silvia, P. J. (2005). Emotional responses to art: From collation and arousal to cognition and emotion. *Review of general psychology*, *9*(4), 342.
* *Graduate Students Only:* Eskine, K. J., Kacinik, N. A., & Prinz, J. J. (2012). Stirring images: fear, not happiness or arousal, makes art more sublime. *Emotion*, *12*(5), 1071.
* *Presentation Reading:* Hanich, J., Wagner, V., Shah, M., Jacobsen, T., & Menninghaus, W. (2014). Why we like to watch sad films. The pleasure of being moved in aesthetic experiences. *Psychology of Aesthetics, Creativity, and the Arts*, *8*(2), 130.

**Thurs 11/22 *No Class, Thanksgiving***

**Tues 11/27: Empathy and Moral Emotions**

* *Everyone:* Decety, J., & Cowell, J. M. (2014). Friends or foes: Is empathy necessary for moral behavior?. *Perspectives on Psychological Science*, *9*(5), 525-537.
* *Graduate Students Only:* Decety, J., & Cowell, J. M. (2014). The complex relation between morality and empathy. *Trends in cognitive sciences*, *18*(7), 337-339.
* *Presentation Reading:* Tybur, J. M., Lieberman, D., Kurzban, R., & DeScioli, P. (2013). Disgust: Evolved function and structure. *Psychological review*, *120*(1), 65.

**Thurs 11/29: Empathy and Moral Emotions**

* *Everyone:* Vox Interview with Paul Bloom: Against Empathy https://www.vox.com/conversations/2017/1/19/14266230/empathy-morality-ethics-psychology-science-compassion-paul-bloom
* *Graduate Students Only:* Greene, J. D., Sommerville, R. B., Nystrom, L. E., Darley, J. M., & Cohen, J. D. (2001).  An fMRI investigation of emotional engagement in moral judgment.  *Science 293*, 2105-2108.
* *Presentation Reading:* Rozin, P., Lowery, L., Imada, S., & Haidt, J. (1999). The CAD triad hypothesis: A mapping between three moral emotions (contempt, anger, disgust) and three moral codes (community, autonomy, divinity). *Journal of Personality & Social Psychology, 76,* 574-586.

**Tues 12/4: Catch up/ TBD/ Presentations/ Etc**

* *Everyone:* TBD
* *Graduate Students Only: TBD*
* *Presentation Reading: TBD*

**Thurs 12/6: Where do we go from here?**

* *Everyone:* Fox, A. S., Lapate, R. C., Davidson, R. J., & Shackman, A. J. (2017). Epilogue—The nature of emotion: A research agenda for the 21st century. *The nature of emotion. Fundamental questions*.
* *Graduate Students Only:* Barrett, L. F., & Satpute, A. B. (2017). Historical pitfalls and new directions in the neuroscience of emotion. *Neuroscience letters*
* *Presentation Reading:* n/a

**Details on Assignments and Grading:**

**ASSIGNMENTS FOR EVERYONE:**

***Attendance and Class Participation (10%)***

Class discussions on the readings play a critical role in your success in the course. Effective class comments may integrate material from this and other courses, draw on real-world experiences and observations, address questions raised by others, or pose new questions to the class. High quality participation involves knowing when to speak and when to listen or allow others to speak. Take the time to think about how your comments will be received; comments that are vague, repetitive, unrelated to the current topic, or without sufficient foundation are distracting and do not move forward the discussion. *Those that are insensitive to other students in the class or are framed as personal attacks are unacceptable under any circumstances.*

If for any reason (social anxiety, language difficulties, etc) you feel that you will have problems speaking up in class, I have several methods for engaging in class participation without having to speak in class. Please set up an appointment to see me as soon as possible. This can include handing in a note with ideas and questions at the end of each class, or sending me a copy of your notes with questions or ideas integrated.

**Criteria for assessment:**

Strong Contributor: Contributions in class reflect thorough preparation. Ideas offered are substantive and provide good insights as well as direction for the class. Challenges are well substantiated and are persuasively presented in a respectful manner. If the strong contributor person were not a member of the class, the quality of discussion would be diminished considerably.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated and are sometimes persuasive. If the adequate contributor were not a member of the class, the quality of discussion would be somewhat diminished.

Minimal Contributor: Contributions in class reflect minimal preparation. Ideas offered are occasionally but rarely substantive, and offer repetitive or obvious insights. Challenges are rarely presented, or are not persuasive if presented. If the minimal contributor were not a member of the class, the quality of discussion would diminish only slightly.

Non-Participant: The non-participant says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and are often tangential and off track.

***Midterm Debate (25%)***

This debate will consist of teams preparing a statement and handout as to why their theory of emotion is the correct theory of **What Emotion *is…*** Emotion theories will be assigned early in the semester. You must be able to present not only why your emotion theory is correct, buy why at least one or two of the other theories are wrong. You will have 5 minutes to present on your theory, round table, and then one minute of rebuttal against the other theories. Then we will have open discussion and debate. We’ll vote at the end as to which theory has “won”, which will be taken separately from your grade (although a prize may be awarded). You will be graded on the completeness of your explanation of your theory, the presentation of evidence for your theory (empirical, experimental, neurological, etc), your criticism of an alternative theory, and your response to criticism. All members of a group will be given the same grade unless there is disagreement about how much work each member of the group contributed. You must bring in not only discussion from class and the text book, but at least 2 peer reviewed empirical articles about your theory. Groups will be assigned the first week, and on the day I am out of town, you will be required to meet with your group during class time and send me an update.

***Responses to Readings (2: 20% Undergraduate/ 5: 15% Graduate)***

For each day, there is an assigned reading for “only” graduate students. Graduate students must write 5 (five) responses to these readings. Undergraduates must write 2 (two) responses to these readings. When you submit these responses is up to you, and it is your responsibility to track how many responses you have submitted. I do not recommend that you wait until the last 2/5 classes to submit a response. You can submit up to the start of class time, the day the reading is due. For graduate students, you cannot submit a response on the same day you give your class presentation. Papers should be in APA format (although there is no need for a formal reference section or title page, references within the text are enough), and should be 1 inch margins, 12 pt font, roughly 450-500 words (double spaced). Two pages total.

The reaction papers should discuss 1 or 2 critical issues of interest to you about the reading. Do not spend more than 2-3 sentences summarizing the article. They might include topics such as criticism of the reading and how future research may be able to improve on the work, an important related topic that was not covered by the readings and why it is important to be addressed, an idea for future research following up on the readings, or a way that the research in the reading could be applied to a real-world issue or setting, or other papers/ discussions connected to the class so far.

Papers will be graded on their understanding of the article assigned and thoughtfulness in their response. You do not need to discuss the entire paper. Often, just one point will do. However, these responses are more than just a way to show me that you have read the articles. I trust that you’ve read the assigned Chapter and the article. These papers are a way to show me that you have thought about the implications of the articles and the way in which the research on this topic has come together towards a common conclusion.

Merely saying “there should have been more participants”, “more gender/ ethnic diversity” or “more socioeconomic diversity” is not enough. You have to tell me *why* these elements are important to the findings and *how* findings might differ across groups.

I will read ONE draft over the course of the semester. Usually, it’s a good idea to send me the draft for your first response. If you would like me to read a draft, please send it by **8am on Sunday/Wednesday**, the day before it’s due. I will have it back to you by **11pm on Sunday/Wednesday** night, giving you Monday/Thursday morning to revise, or decide to wait until another week. I will only do this once, however!

**Rubric:**

0: Does not answer question/ no response/ late response.

1: Does not bring in new thought, does not cite literature from the week. No integration of research and discussion; does not go beyond reporting what is in the text.

2: Partially brings in new thought, does not cite enough literature from the week. No integration of research and discussion; does not go beyond reporting what is in the text.

3: Somewhat goes beyond literature in conclusion only vaguely citing literature from the week. No integration of research and discussion; does not go beyond reporting what is in the text.

4: Comes to some new insight or conclusion, citing literature from the week. Moderate integration of research and discussion, may go beyond reporting what is in the text, but provides little evidence of reflection and thinking of broader implications.

***Final Paper (30%)***

* *Topic approval & Discussion (1%)*
  + You should attend office hours to check in about your topic at least once before November 20th at class time, or email me with a possible topic. Once we have discussed it, you can upload onto Blackboard for grading.
* *“One-sentence” Bibliography (2%)*
  + At least 10 empirical (that means there is data in the article) articles that you plan on referencing as part of your final paper. Below each reference, write a one sentence summary of what the authors found, or why the paper is integral to your topic.
* *Outline (2%)*
  + A one-page (or more!) outline of the paper, with each of the major sections and the ideas you hope to explore in each section. This can be more complete than an outline, but at least an organization of topics is required.
* *Final Paper (25%)*

All students will be expected to write a final paper that integrates theory and research on some aspect of emotion. For their final papers, students have a choice of either analyzing additional material on topics that were covered in class or reviewing the literature on a topic that was not addressed in class but is directly relevant to the class material. The final paper can take two forms: either a thorough and integrative literature review that explores and identifies gaps in the literature or a study proposal to answer an outstanding question in the literature. Thus, select a question or a issue that is of particular interest to you and explore the current research literature. The journal articles selected should provide empirical data related to your topic and/or question.

Topics for final papers must be approved by me, and there are a series of due dates before the final due date to ensure you are keeping up with your paper. The paper must be on developmental issues, within social, emotional, or cognitive development. The paper should be typed, double spaced, and 10 pages (undergraduate) 20 pages (graduate) in length. Title page, abstract, and references do not count in the 10/20 page limit. Grades on the final paper will be based on the quality of writing, the thoughtfulness of the paper, and on how well developmental theory and research are integrated. No late papers accepted.

The paper should have the following components:

* Title Page
* Abstract (200 words) (on a separate page)
* Body of the paper: Begin with statement of the question, then review the evidence (which may include evidence favoring conflicting views), then come to a conclusion about what the evidence you have reviewed shows. Use subheadings to separate major parts of the paper, including one called “Conclusions”. (This is the 10/20 pages).
* References (starting on a new page)

You should aim for **at least 10 references**, and **at least 8** of these should be ***empirical studies*** in journals. How should you find your references?

* Search through the reference lists at the end of the articles on this topic that are assigned for this class.
* Do an electronic search using PsycInfo or Google Scholar. If you click on “view record” you can read the abstract and decide if the article is relevant for your paper.

All references that are cited in your paper must be read. It is not acceptable to cite a source that you have found cited in a primary source. If you cite it, you must read the primary source.

For this paper, you will follow APA *Publication Manual* (Sixth Edition) in terms of style, referencing, etc.: <http://owl.english.purdue.edu/owl/resource/560/01/>

#### Outlines help make your paper better

After you have read all of the articles you plan to include as sources, write yourself a detailed outline. The outline should include the arguments of each of your references. For example, if your paper is about whether the object concept is present earlier than Piaget claimed, your outline must specify which sources you will review that claim YES, and which you will review that claim NO. Look at your outline carefully to be sure that the structure of your paper follows a logical progression. If your outline is good, the paper will almost write itself.

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| Criteria | Point Distribution | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| 1) Organization, Clarity, Writing style | Thesis of paper unclear or missing | Thesis of paper vague, paper disorganized | Thesis of paper ambiguous, paper moderately organized | Thesis of paper moderately clear, paper somewhat organized | Clear thesis of paper, with organized topics around thesis |
| 2) Literature choice/ Why topic is relevant for study | Papers unrelated to each other, no relevance given | Papers reviewed not really related, passing relevance given | Papers reviewed somewhat related, weak relevance given | Papers reviewed related, moderate relevance given | Papers reviewed clearly related to each other, strong relevance given |
| 3) Review 1: Critique, Commentary and Insights from literature review | Papers reviewed without critique, commentary, or insight | Papers reviewed with only passing critique and commentary | Papers reviewed with good critiques and commentary, but no real insight | Papers reviewed with good critiques and commentary, only passing insight | Papers reviewed with thorough and insightful critiques and commentary |
| 4) Review 2:  Tell a story throughout the literature review | Papers do not build on each other, no story given | Papers don’t really build on each other, don’t tell a strong story | Papers somewhat build on each other, could lead to conclusions but not strongly | Papers are somewhat organized and tell a moderately related story, or only moderately lead to conclusions | Papers are organized to tell a story, build on each other, and lead to conclusions |
| 5) Conclusions | Conclusions not based on papers, or direct copies of conclusions already made | Conclusions directly from papers without insight | Conclusions based on papers, does not present new theory or idea | Conclusions build somewhat on papers, presents moderately new idea | Conclusions go beyond any one paper to build a new theory or idea for the field |
| 6) Technical points | Major pervasive errors in spelling, grammar, formatting | Major (5+) errors in spelling, grammar or formatting | Minor (4-5) errors in spelling, grammar or formatting | Only 1 or 2 errors in spelling, grammar or formatting | No errors in spelling, grammar or formatting |

**FOR UNDERGRADUTE STUDENTS ONLY:**

***2 Quizzes (15%)***

On September 20 and November 1, undergraduates will take short quizzes, roughly 5-8 short answer questions, to ensure understanding and retention of material. Sample questions will be available ahead of time, and material will be taken from the text book and class discussions and presentations. Quiz 2 will not be cumulative.

**FOR GRADUATE STUDENTS ONLY:**

***Class Leadership (20%)***

Each graduate student in the class is responsible for teaching 40 minutes (that is, just over 1/2) of one class. You should base that class leadership off of the “presentation reading” article, and go from there. You will have been the only person in the class that has read the “presentation reading”, and so you should give a full presentation of the article, theory to methods and implications, as well as a critique of the article. From there, where you go is up to you. You could include an exercise or a short (less than 3 minutes) film clip and discussion. I recommend reading all of the readings for the week before you begin to think about where you could go with your assigned article. You could explore further research from the original lab that goes deeper into detail on the phenomenon. You could find articles that propose alternative theories, find other results, or begin a controversy. You could bring up related topics and how the different processes work together. You could look into the neural correlates of the phenomena. You could look at the developmental, social, cognitive, or clinical implications of the theory. You could work across cultures and environments.

Be *creative, thoughtful and thorough*. By the end of your presentation, we should be knowledgeable not only about the article assigned, but several other articles and their contexts, as well as any controversy surrounding the findings. We should be knowledgeable about the general field that this article comes from/founded. Your presentation should last about 30 minutes, and you should cover **at least 2, if not 3** additional studies in addition to the original presentation. Not all studies have to be covered with the same depth of review and analyses; you can go into more or less detail with each article. Then, 10 minutes should be guided discussion. Present questions to be answered. Present a question or two you can make sure your fellow students will be able to answer/ think about. The discussion can be all at the end, or can be integrated into the presentation, piece by piece.

In the week or so before your presentation, I **HIGHLY** recommend you set up a meeting with me or come to my office hours. I can give you many more articles to look at, depending on the direction you would like to go, and can make suggestions to ensure your presentation is a successful one! Once you have completed your power point, please upload onto blackboard. You can do this up until class time on the day of your presentation.

**Rubric for class presentation**

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|  |  | | **Levels of Performance** | | | |
| **Criteria** | 1 | 2 | | 3 | 4 | 5 |
| **1. Organization and Clarity**: Articles are on the same topic, appropriate to class, related to section of class. Stayed in time limit. | Articles not related or not appropriate to topic. | Articles related but not appropriate/ appropriate but not related. | | Articles mostly related or mostly appropriate. <30 min  >50 min | Articles mostly related, well chosen, go slightly off topic.  <35 min  >45 min | Articles well chosen, related to each other and the topic. 40 minutes long. |
| **2. Assigned article summary:** Assigned article is summarized completely and clearly | Summary not given; is vague | Summary given but not clear, misses key points | | Summary mostly clear and covers most of article | Summary clear and covers most of article, importance not recognized. | Summary clear and covers entire article, importance recognized. |
| **3. Depth of presentation:** Assigned article is used to spark an in depth/wide ranging discussion of material | Discussion is too narrow/ not in depth/ doesn’t come from article. | Discussion is moderately narrow, only tangentially related to article. | | Discussion related to article, mostly covers field. | Discussion related to article, builds slightly or only a small range. | Discussion related to article and builds on it to exploring the field. |
| **4. Thoughtfulness of presentation:** Additional material presented clearly and well. | Additional material not well presented. | Additional material vague or not clear. | | Additional material presented mostly clear. | Additional material presented clearly and moderately well. | Additional material presented clearly and well. |
| **5. Class discussion:** Leading clear and thorough class discussion. | No class discussion. | Class barely involved. | | Class moderately involved. Less than 4 minutes. | Class somewhat involved, moderate discussion, <7 minutes. | Gets class involved, sparks full discussion. Full 10 minutes. |