**PSYCHOLOGY 707**

CRN: 81936

**Emotional Bases of Behavior**

Thursdays on Zoom (COVID19): 3-4:15pm

https://gmu.zoom.us/j/93433398808?pwd=TUk0TWlXZStad1JTZ2poOHpRcnUzdz09

Meeting ID: 934 3339 8808

Passcode: 638541

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

 tgoldste@gmu.edu

703-993-6460

 Department of Psychology

David King Hall 2050

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

David King Hall 3055 (but not right now, obviously)

**tgoldste@gmu.edu** **(this is the best way to get in touch with me)**

703-993-6460 (but not right now, obviously)

**Office Hours**: Tuesdays, 12-1:15pm, on Zoom. Appointments recommended, other days and times for appointments welcome.

https://gmu.zoom.us/j/92460843293?pwd=VUQxMXhiUG00Q2VMaTZkNkFZMHQ3QT09

Meeting ID: 924 6084 3293

Passcode: 794980

**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 dysregulated. We will use readings of primary research literature, as well as historical, contemporary, and humanistic scholarship to approach this topic.

**Prerequisite:** Graduate student standing or permission of instructor.

**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:**

* Daily articles posted on Blackboard

**Assignments/ Requirements:**

* Class/Forum Participation (13%)
* 3 Response Papers to Readings (12%)
* Midterm Debate (25%)
* Class Leadership Session (20%)
* Final: Preregistered Study Proposal (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.
* Please take notes on paper. It’s really hard to participate online and take notes online simultaneously.
* 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** |
| 1 | August 25/27 | Course Welcome and Intro | **Presentations chosen** |
| 2 | Sept 1/ 3 | What *is* Emotion? |  |
| 3 | Sept 8/10 | Evolution of Emotion |  |
| 4 | Sept 15/17 | Appraisal Theory Emotion |  |
| 5 | Sept 22/24 | Culture and Emotion |  |
| 6 | Sept 29/Oct 1 | The Brain and Body |  |
| 7 | Oct 6/8 | Development of Emotion |  |
| 8 | Oct 13/15 | Emotions and Relationships | **(DEBATE DUE OCT 13, 3pm: WHICH THEORY IS RIGHT?**) |
| 9 | Oct 20/22 | Individual Differences in Emotions |  |
| 10 | Oct 27/29 | Emotions in the Workplace |  |
| 11 | Nov 3/5 | Emotion Regulation  |  |
| 12 | Nov 10/12 | Clinical Issues in Emotion Regulation |  |
| 13 | Nov 17/19 | Empathy and the Moral Emotions |  |
| 14 | Dec 1/3 | Where do we go from here?  |  |
| FINAL | TBD |  |  |

**Detailed reading assignments and course schedule:**

**Aug 25/27: Course Welcome and Intro**

* <https://www.thecut.com/2020/02/78-new-complex-emotions.html>
* Conner, T. S., Tennen, H., Fleeson, W., & Barrett, L. F. (2009). Experience sampling methods: A modern idiographic approach to personality research. *Social and personality psychology compass*, *3*(3), 292-313.
* Tov, W., Ng, K. L., Lin, H., & Qiu, L. (2013). Detecting well-being via computerized content analysis of brief diary entries. *Psychological assessment*, *25*(4), 1069.
* Theory of Constructed Emotion (simply):<https://www.youtube.com/watch?time_continue=1&v=M1OdhdI_3eI&feature=emb_logo>
* Optional: Theory of constructed emotion (complex)—this is a 40 min movie, not required, but if you really want to get into it:<https://www.youtube.com/watch?v=0rbyC5m557I&feature=emb_logo>

**Sept 1/3: What is Emotion?**

* James, W. (1884). What is an emotion? *Mind*, *9*(34), 188-205.
* Sievers, B., Lee, C., Haslett, W., & Wheatley, T. (2019). A multi-sensory code for emotional arousal. *Proceedings of the Royal Society B*, *286*(1906), 20190513.
* Niedenthal, P. M. (2007). Embodying emotion. *Science*, *316*(5827), 1002-1005.
* Russell, J. A. (2003). Core affect and the psychological construction of emotion. *Psychological review*, *110*(1), 145.

**Sept 8/10: Evolution of Emotion**

* Tooby, J., & Cosmides, L. (2008). The evolutionary psychology of the emotions and their relationship to internal regulatory variables.
* Al-Shawaf, L., Conroy-Beam, D., Asao, K., & Buss, D. M. (2016). Human emotions: An evolutionary psychological perspective. *Emotion Review*, *8*(2), 173-186.
* Slavich, G. M., & Cole, S. W. (2013). The emerging field of human social genomics. *Clinical Psychological Science*, *1*(3), 331-348.
* *STUDENT PRESENTATION:* Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition & Emotion*, *13*(5), 505-521.

**Sept 15/17: Appraisal Theory of Emotion**

* Siemer, M., Mauss, I., & Gross, J. J. (2007). Same situation-different emotions: How appraisals shape our emotions. *Emotion*, *7*(3), 592-600.
* Moors, A., Ellsworth, P. C., Scherer, K. R., & Frijda, N. H. (2013). Appraisal theories of emotion: State of the art and future development. *Emotion Review*, *5*(2), 119-124.
* Clore, G. L. & Huntsinger, J. R. (2007). How emotions inform judgment and regulate thought. *Trends in Cognitive Sciences* *11,* 393-399.
* STUDENT 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.

**Sept 22/24: Culture and Emotion**

* Jackson, J. C., Watts, J., Henry, T. R., List, J. M., Forkel, R., Mucha, P. J., ... & Lindquist, K. A. (2019). Emotion semantics show both cultural variation and universal structure. *Science*, *366*(6472), 1517-1522.
* Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review*, *98*(2), 224.
* 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.
* Chentsova-Dutton, Y. E., & Dzokoto, V. (2014). Listen to your heart: The cultural shaping of interoceptive awareness and accuracy. *Emotion*, *14*(4), 666.
* *STUDENT LED:* Tsai, J. L. (2007). Ideal affect: Cultural causes and behavioral consequences. *Perspectives on Psychological Science*, *2*(3), 242-259.

**Sept 29/Oct 1: The Brain and the Body**

**Tuesday video (in addition to my lecture video)**

<https://www.ted.com/talks/lisa_feldman_barrett_you_aren_t_at_the_mercy_of_your_emotions_your_brain_creates_them>

**Thursday paper:**

* Ekman, P., Levenson, R. W., & Friesen, W. V. (1983). Autonomic nervous system activity distinguishes between emotions. *Science, 221,* 1208-1210.
* 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.
* Dunsmoor, J. E., Kubota, J. T., Li, J., Coelho, C. A., & Phelps, E. A. (2016). Racial stereotypes impair flexibility of emotional learning. Social cognitive and affective neuroscience, 11(9), 1363-1373.
* *STUDENT LED:*  Marsh, A. A., Rhoads, S. A., & Ryan, R. M. (2019). A multi-semester classroom demonstration yields evidence in support of the facial feedback effect. Emotion, 19(8), 1500.

**Oct 6/8: Development of Emotion**

* Hoemann, K., Wu, R., LoBue, V., Oakes, L. M., Xu, F., & Barrett, L. F. (2020). Developing an understanding of emotion categories: Lessons from objects. Trends in Cognitive Sciences, 24(1), 39-51.
* Halberstadt, A. G., Denham, S. A., & Dunsmore, J. C. (2001). Affective social competence. *Social development*, *10*(1), 79-119.
* van der Pol, L. D., Groeneveld, M. G., van Berkel, S. R., Endendijk, J. J., Hallers-Haalboom, E. T., Bakermans-Kranenburg, M. J., & Mesman, J. (2015). Fathers’ and mothers’ emotion talk with their girls and boys from toddlerhood to preschool age. Emotion, 15(6), 854.
* *STUDENT LED:* Trommsdorff, G., & Heikamp, T. (2013). Socialization of emotions and emotion regulation in cultural context. *Cultural variations in psychopathology: From research to practice*, 67-92.

**Oct 13/15: Emotions and Relationships**

* Badr, H. (2004). Coping in marital dyads: A contextual perspective on the role of gender and health. Personal Relationships, 11(2), 197–211. <https://doi.org/10.1111/j.1475-6811.2004.00078.x>
* Kenny, R., Dooley, B., & Fitzgerald, A. (2013). Interpersonal relationships and emotional distress in adolescence. Journal of adolescence, 36(2), 351-360.
* Sutin, A. R., Stephan, Y., Carretta, H., & Terracciano, A. (2015). Perceived discrimination and physical, cognitive, and emotional health in older adulthood. The American Journal of Geriatric Psychiatry, 23(2), 171-179.
* *STUDENT LED:* 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.

**Oct 20/22: Individual Differences in Emotions**

* Larsen, R. J., & Diener, E. (1987). Affect intensity as an individual difference characteristic: A review. *Journal of Research in personality*, 21(1), 1-39.
* Barrett, L. F., & Bliss-Moreau, E. (2009). She’s emotional. He’s having a bad day: Attributional explanations for emotion stereotypes. Emotion, 9(5), 649–658. [https://doi.org/10.1037/a0016821](https://psycnet.apa.org/doi/10.1037/a0016821)
* Maio, G. R., & Esses, V. M. (2001). The need for affect: Individual differences in the motivation to approach or avoid emotions. *Journal of personality*, *69*(4), 583-614.
* *STUDENT LED:* Gohm, C. L., & Clore, G. L. (2000). Individual differences in emotional experience: Mapping available scales to processes. *Personality and Social Psychology Bulletin*, *26*(6), 679-697.

**Oct 27/29: Emotions in the Workplace**

* 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.
* 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.
* Thoresen, C. J., Kaplan, S. A., Barsky, A. P., Warren, C. R., & De Chermont, K. (2003). The affective underpinnings of job perceptions and attitudes: a meta-analytic review and integration.
* *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.

**Nov 3/5: Emotion Regulation**

* 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.
* Mauss, I. B., Bunge, S. A., & Gross, J. J. (2007). Automatic emotion regulation. *Social and Personality Psychology Compass*, *1*(1), 146-167.
* 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.
* STUDENT LED: Ford, B. Q., & Mauss, I. B. (2015). Culture and emotion regulation. *Current opinion in psychology*, *3*, 1-5.

**Nov 10/12: Clinical Issues in Emotion Regulation**

* Berking, M., & Wupperman, P. (2012). Emotion regulation and mental health: recent findings, current challenges, and future directions. *Current opinion in psychiatry*, *25*(2), 128-134.
* De France, K., & Evans, G. W. (2020). Expanding context in the role of emotion regulation in mental health: How socioeconomic status (SES) and developmental stage matter. *Emotion*.
* Carter, R. T., & Kirkinis, K. (2020). Differences in Emotional Responses to Race-Based Trauma among Black and White Americans. *Journal of Aggression, Maltreatment & Trauma*, 1-18.
* STUDENT LED: 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.

**Nov 17/19: Empathy and Moral Emotions**

**For Tuesday:** Spend a few min thinking about a person for whom you're thankful and jot down a quick note to that person. It can be communicated later in any format you like - text, a call, etc. Then, write in the forum, what format was the expression tell us a bit about the experience

SEE: Kumar, A., & Epley, N. (2018). Undervaluing Gratitude: Expressers Misunderstand the Consequences of Showing Appreciation. *Psychological Science, 29(9*), 1423–1435. <https://doi.org/10.1177/0956797618772506>

**THURSDAY**

* Decety, J., & Cowell, J. M. (2014). Friends or foes: Is empathy necessary for moral behavior?. *Perspectives on Psychological Science*, *9*(5), 525-537.
* Vox Interview with Paul Bloom: Against Empathy <https://www.vox.com/conversations/2017/1/19/14266230/empathy-morality-ethics-psychology-science-compassion-paul-bloom>
* McAuliffe, W. H. B., Carter, E. C., Berhane, J., Snihur, A. C., & McCullough, M. E. (2020). Is Empathy the Default Response to Suffering? A Meta-Analytic Evaluation of Perspective Taking’s Effect on Empathic Concern. Personality and Social Psychology Review, 24(2), 141–162. https://doi.org/10.1177/1088868319887599
* *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.

**Dec 1/3: Where do we go from here?**

* 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*.
* Barrett, L. F., & Satpute, A. B. (2017). Historical pitfalls and new directions in the neuroscience of emotion. *Neuroscience letters*

**Details on Assignments and Grading:**

* Class/Forum Participation (13%)
* 3 Response Papers to Readings (12%)
* Midterm Debate (25%) – October 13th, 3pm
* Class Leadership Session (20%)
* Final Preregistered Study Proposal (30%)

***Class/Forum Participation (13%)***

Class discussions on the readings play a critical role in your success in the course. Thursday classes will be devoted to just discussion on the articles. 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 chat with 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.

**At 9am before each Thursday meeting, please post at least 2 questions in the forum about the readings and/or the lecture for the week.** These can be informal, thought of while you were watching the lecture or reading the papers. Please make them *specific* to the topic of the week, and *thoughtful* in what kind of answer they will require. Yes/No, or repetitive questions do not show depth of analysis or thinking are not particularly useful for discussion and do not show your critical thinking on articles.

**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. Comments are insensitive to other students in the class. If this person were not a member of the class, valuable time would be saved and the comfort level of the class would be elevated.

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

This debate will consist of teams preparing a presentation and/or 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, but why at least one or two of the other theories are wrong. You should prepare a 10 minute presentation, with either a single page handout or a powerpoint presentation. You should base your presentation on research and writings from theorists, both historical and modern. Even if you personally don’t believe in a theory’s correctness, you should present as though you are the theorist that has a lot to personally gain from the group buying in to your theory. Give us the history, research that supports the theory, reasons why critiques of the theory are invalid, and reasons why research supporting other theories do not negate yours.

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 read articles, but at least 2 peer reviewed empirical articles about your theory. Groups will be assigned the first week.

***Responses to Readings***

Write 3 responses to readings assigned for Thursday. 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 3 classes to submit a response. You can submit up to the start of class time, the day the reading is due. 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 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/racial 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 Monday**. I will have it back to you by **11pm on Monday** night, giving you a few days 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 PreRegistration Study Proposal (30%)***

* *Topic approval & Discussion (1%)*
	+ You should attend office hours to check in about your topic at least once before October 30th, 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 literature review or methodology. Below each reference, write a one sentence summary of what the authors found, or why the paper is integral to your topic. Due November 16th, 7am
* *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. Including population of interest, and a rough outline of the methods. This can be more complete than an outline, but at least an organization of topics is required. Due December 4th.
* *Final Paper (25%)*

All students will be expected to write a final paper in the format of a preregistered study. Think of this as a paper to submit to a journal, but without a Results, Discussion, or Conclusion section. You should include a literature review, a “Current Study” section, which is basically a statement of purpose, a participants section, methods, hypotheses, and proposed data analysis. Don’t be constrained by funding or access in your current life. But also be realistic—a 10 year prospective longitudinal study with randomly assigned groups and well controlled conditions is always a great idea, but is unlikely to occur. Find something in the middle- what would be the ideal participant group to answer your question beyond what is already in the literature, what kinds of methods would you want to use?

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 issues within the study of emotion, within your subdiscipline of interest. The paper should be typed, double spaced, 10-15 pages in length. 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.

For this paper, you will follow APA *Publication Manual* (7th Edition) in terms of style, referencing, etc.

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

Each student in the class is responsible for teaching 20 minutes of one class. You should base that class leadership off of the “presentation reading” article, and go from there. You should give a 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, 5 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**

|  |  |  |
| --- | --- | --- |
|  |  | **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. <20 min>40 min | Articles mostly related, well chosen, go slightly off topic. <25 min>35 min | Articles well chosen, related to each other and the topic. 30 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 1 minutes.  | Class somewhat involved, moderate discussion, <3 minutes. | Gets class involved, sparks full discussion. Full 5 minutes.  |