

PSYCHOLOGY 707
Emotional Bases of Behavior
Fall 2022
Tuesday & Thursday; 3:00-4:15pm
Cabrera 1320C

Instructor: Thalia R. Goldstein, Ph.D.
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Office Hours: Tuesdays/ Thursdays, 1:30-2:30pm & 4:15-5p. Appointments required. It is unlikely that I'll be able to see you for very long via walk in. Zoom appointments also available.

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?

Course Materials: There is no textbook for this course. Class is entirely based on articles posted each week on Blackboard. Slides will also be posted on Blackboard before the beginning of each class for your reference. However, you will find my slides very unhelpful if you do not attend class.

Assignments/ Requirements:

- Class Participation (10%)
- 3 Response Papers to Readings (15%)
- Midterm Debate (25%)
- Class Leadership Session (20%)
- Final: Preregistered Study Proposal (30%)

GENERAL COURSE SCHEDULE

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Notes</u>
1	Aug 23	Intro; What is Emotion?	
	Aug 25	What is Emotion?	
2	Aug 30	How to Study Emotion – in the Lab	
	Sept 1	How to Study Emotion – in the World	
3	Sept 6	Appraisal Theories I	
	Sept 8	Appraisal Theories II	
4	Sept 13	Evolutionary Theories	
	Sept 15	Cultural Theories	
5	Sept 20	Construction and Core Affect	
	Sept 22	<i>No Class, Dr. Goldstein out</i>	Debate Prep Meetings.
6	Sept 27	Neurological Bases of Emotion	
	Sept 29	The Body and Emotion	
7	October 4	Interoception	
	October 6	Midterm Debate!	
8	October 11	<i>No Class, Monday Schedule</i>	
	October 13	Development I	
9	October 18	Development II	
	October 20	Relationships	
10	October 25	Intergroup Emotions	
	October 27	Individual Differences	Final Paper Topic Due
11	November 1	Emotions at Work	
	November 3	Emotion Regulation – Foundations	
12	November 8	Emotion Regulation - Workshop	
	November 10	Emotion Regulation- Clinical Issues	
13	November 15	Moral Emotions	
	November 17	Empathy	Annotated Bibliography
14	November 22	Aesthetic Emotions	
	November 24	<i>No Class, Thanksgiving</i>	
15	November 29	Topic Workshop/ Catch up	Final Paper Outline Due
	December 1	Where do we go from Here?	
FINAL PAPER DUE		Thursday December 8th, 5pm	

DETAILED READING ASSIGNMENTS

1 Aug 23 Intro; What is Emotion?

- I. "Emotion" from the Stanford Encyclopedia of Philosophy
<https://plato.stanford.edu/entries/emotion/?fbclid=IwAR3mwf5XfPEnFaX4SGeJPn0pKsk9cvz3YVOPIp-qYqsQCdtiLQ3l0plZwho>
- II. James, W. (1884). What is an emotion? *Mind*, 9(34), 188-205.
- III. "The New Complex Emotions" from *The Cut*
<https://www.thecut.com/2020/02/78-new-complex-emotions.html>
- IV. STOP & RAIN:
 - a. http://themuddpartnership.co.uk/site/assets/files/1038/stop_rain.pdf
 - b. <https://www.mindful.org/tara-brach-rain-mindfulness-practice/>

Aug 25 What is Emotion?

- I. 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.
- II. Russell, J. A. (2003). Core affect and the psychological construction of emotion. *Psychological review*, 110(1), 145.
- III. Ekman, P. (1992). An argument for basic emotions. *Cognition & emotion*, 6(3-4), 169-200.
- IV. Ford, B. Q., & Gross, J. J. (2019). Why beliefs about emotion matter: An emotion-regulation perspective. *Current Directions in Psychological Science*, 28(1), 74-81.

2 Aug 30 How to Study Emotion – in the Lab

- I. Trull, T. J., Hepp, J., Wycoff, A. M., Vebares, T. J., Fleming, M. N., Hua, J. P., ... & Kerns, J. G. (2022). Relations between lab indices of emotion dysregulation and negative affect reactivity in daily life in two independent studies. *Journal of Affective Disorders*, 297, 217-224.
- II. Quigley, K. S., Lindquist, K. A., & Barrett, L. F. (2014). Inducing and measuring emotion and affect: Tips, tricks, and secrets. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (pp. 220–252). Cambridge University Press.
 - a. *This is not as long as it looks because it's in proof formatting.
- III. STUDENT: 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.

Sept 1 How to Study Emotion – in the World

- I. 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.
- II. 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.
- III. STUDENT: Moore, M. M., & Martin, E. A. (2022). Taking Stock and Moving Forward: A Personalized Perspective on Mixed Emotions. *Perspectives on Psychological Science*, 17456916211054785.

3 Sept 6 Appraisal Theories I - Foundations

- I. Schachter, S., & Singer, J. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological review*, 69(5), 379.
- II. Siemer, M., Mauss, I., & Gross, J. J. (2007). Same situation-different emotions: How appraisals shape our emotions. *Emotion*, 7(3), 592-600.
- III. STUDENT: 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.

Sept 8 Appraisal Theories II - Applied

- I. 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.
- II. Ford, B. Q., Green, D. J., & Gross, J. J. (2022). White fragility: An emotion regulation perspective. *American Psychologist*.
- III. STUDENT: Harth, N. S. (2021). Affect, (group-based) emotions, and climate change action. *Current Opinion in Psychology*, 42, 140-144.

4 Sept 13 Evolutionary Theories

- I. Tooby, J., & Cosmides, L. (2008). The evolutionary psychology of the emotions and their relationship to internal regulatory variables.
- II. Al-Shawaf, L., Conroy-Beam, D., Asao, K., & Buss, D. M. (2016). Human emotions: An evolutionary psychological perspective. *Emotion Review*, 8(2), 173-186.
- III. STUDENT: Bliss-Moreau, E. (2017). Constructing nonhuman animal emotion. *Current opinion in psychology*, 17, 184-188.

Sept 15 Cultural Theories

- i. 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.
- ii. Ford, B. Q., & Mauss, I. B. (2015). Culture and emotion regulation. *Current opinion in psychology*, 3, 1-5.
- iii. STUDENT: Tsai, J. L. (2007). Ideal affect: Cultural causes and behavioral consequences. *Perspectives on Psychological Science*, 2(3), 242-259.

5 Sept 20 Construction and Core Affect

- I. Barrett, L. F. (2006). Are emotions natural kinds? *Perspectives on psychological science*, 1(1), 28-58.
- II. Theory of Constructed Emotion (simply):
https://www.youtube.com/watch?time_continue=1&v=M1OdhdI_3eI&feature=emb_logo
- III. Russell, J. A., & Barrett, L. F. (1999). Core affect, prototypical emotional episodes, and other things called emotion: dissecting the elephant. *Journal of personality and social psychology*, 76(5), 805.

- IV. **STUDENT:** Crivelli, C., Carrera, P., & Fernández-Dols, J. M. (2015). Are smiles a sign of happiness? Spontaneous expressions of judo winners. *Evolution and Human Behavior*, 36(1), 52-58.
- V. **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 22 No Class, Dr. Goldstein out

Meetings for Debate Groups!
No Readings assigned.

6 Sept 27 Neurological Bases of Emotion

- I. Mendes, W.B. (2016). Emotion and the Autonomic Nervous System. *Handbook of Emotions*.
- II. 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.
- III. **STUDENT:** Zhou, F., Zhao, W., Qi, Z., Geng, Y., Yao, S., Kendrick, K. M., ... & Becker, B. (2021). A distributed fMRI-based signature for the subjective experience of fear. *Nature communications*, 12(1), 1-16.
- IV. **OPTIONAL:**
https://www.ted.com/talks/lisa_feldman_barrett_you_aren_t_at_the_mercy_of_your_emotions_your_brain_creates_them

Sept 29 The Body and Emotion

- I. Niedenthal, P. M. (2007). Embodying emotion. *Science*, 316(5827), 1002-1005.
- II. Ekman, P., Levenson, R. W., & Friesen, W. V. (1983). Autonomic nervous system activity distinguishes between emotions. *Science*, 221, 1208-1210.
- III. **STUDENT:** 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.

7 October 4 Interoception

- I. Chentsova-Dutton, Y. E., & Dzokoto, V. (2014). Listen to your heart: The cultural shaping of interoceptive awareness and accuracy. *Emotion*, 14(4), 666.
- II. Barrett LF, Quigley KS. Interoception: The Secret Ingredient. *Cerebrum*. 2021 Jul 1;2021:cer-06-21. PMID: 34650672; PMCID: PMC8493823.
- III. **STUDENT:** Khalsa, S. S., Adolphs, R., Cameron, O. G., Critchley, H. D., Davenport, P. W., Feinstein, J. S., ... & Zucker, N. (2018). Interoception and mental health: a roadmap. *Biological psychiatry: cognitive neuroscience and neuroimaging*, 3(6), 501-513.

October 6 Midterm Debate!

No Readings Assigned

8 October 11 No Class, Monday Schedule

No Readings Assigned

October 13 Development I - Internal

- I. 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.
- II. LoBue, V., Pérez-Edgar, K., & Buss, K. A. (2019). Introduction: Emotional Development, Past, and Present. In *Handbook of Emotional Development* (pp. 1-3). Springer, Cham.
- III. Buss, Cole & Zhou, Theories of Emotional Development: Where have we been and where are we now? *Handbook of Emotional Development* (pp 7-25)
- IV. STUDENT: LoBue, V., & Adolph, K. E. (2019). Fear in infancy: Lessons from snakes, spiders, heights, and strangers. *Developmental psychology*, 55(9), 1889.

9 October 18 Development II - Socialization

- I. Hajal & Paley (2020) Parental Emotion and Emotion Regulation: A Critical Target of Study for Research and Intervention to Promote Child Emotion Socialization
- II. Trommsdorff, G., & Heikamp, T. (2013). Socialization of emotions and emotion regulation in cultural context. *Cultural variations in psychopathology: From research to practice*, 67-92.
- III. STUDENT: 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.

October 20 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.
- STUDENT: Le, B. M., Côté, S., Stellar, J., & Impett, E. A. (2020). The distinct effects of empathic accuracy for a romantic partner's appeasement and dominance emotions. *Psychological science*, 31(6), 607-622.
- **WORKSHOP:** 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 a paragraph to tell us a bit about the experience. (POST IN BLACKBOARD FORUM)
 - 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>

10 October 25 Intergroup Emotions

- I. Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition & Emotion*, 13(5), 505-521.
- II. Goldenberg, A., Garcia, D., Halperin, E., & Gross, J. J. (2020). Collective emotions. *Current Directions in Psychological Science*, 29(2), 154-160.

- III. STUDENT: 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.

October 27 Individual Differences

- Segerstrom, S. C., & Smith, G. T. (2019). Personality and coping: Individual differences in responses to emotion. *Annual review of psychology*, 70, 651-671.
- 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: 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>

11 November 1 Emotions at Work

- Zapf, D., Kern, M., Tschan, F., Holman, D., & Semmer, N. K. (2021). Emotion work: A work psychology perspective. *Annual Review of Organizational Psychology and Organizational Behavior*, 8, 139-172.
- 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.
- STUDENT: 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.

November 3 Emotion Regulation – Foundations

- Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of general psychology*, 2(3), 271-299.
- Mauss, I. B., Bunge, S. A., & Gross, J. J. (2007). Automatic emotion regulation. *Social and Personality Psychology Compass*, 1(1), 146-167.
- STUDENT: 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.

12 November 8 Emotion Regulation – Workshop

- I. WORKSHOP: Bring in a prepared situation where you have experienced dysregulation, either in yourself or in another person. We will workshop out cognitive reappraisal and other forms of regulatory ideas. I will provide a link to submit ANONYMOUSLY.
- II. Ford, B. Q., Gross, J. J., & Gruber, J. (2019). Broadening our field of view: The role of emotion polyregulation. *Emotion Review*, 11(3), 197-208.
- III. 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.
- IV. McRae, K., & Gross, J. J. (2020). Emotion regulation. *Emotion*, 20(1), 1.

November 10 Emotion Regulation- Clinical Issues

- 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.
- Cludius, B., Mennin, D., & Ehling, T. (2020). Emotion regulation as a transdiagnostic process. *Emotion*, 20(1), 37.
- STUDENT: 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*.

13 November 15 Moral Emotions

- 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.
- Tybur, J. M., Lieberman, D., Kurzban, R., & DeScioli, P. (2013). Disgust: Evolved function and structure. *Psychological review*, 120(1), 65.
- STUDENT: Ginther, M. R., Hartsough, L. E. S., & Marois, R. (2021, March 4). Moral Outrage Drives the Interaction of Harm and Culpable Intent in Third-Party Punishment Decisions. *Emotion*. Advance online publication. <http://dx.doi.org/10.1037/emo0000950>

November 17 Empathy

- I. Zaki, J., & Ochsner, K. (2015). Empathy. In Barrett, L. F., Lewis, M., & Haviland-Jones, J. M. *Handbook of Emotions*.
- II. 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>
- III. STUDENT: Bloom, P. (2017). Empathy and its discontents. *Trends in cognitive sciences*, 21(1), 24-31.
 - a. Optional: Interview with Paul Bloom, Against Empathy <https://www.vox.com/conversations/2017/1/19/14266230/empathy-morality-ethics-psychology-compassion-paul-bloom>

14 November 22 Aesthetic Emotions

- Silvia, P. J. (2005). Emotional responses to art: From collation and arousal to cognition and emotion. *Review of general psychology*, 9(4), 342.
- Eskine, K. J., Kacirik, N. A., & Prinz, J. J. (2012). Stirring images: fear, not happiness or arousal, makes art more sublime. *Emotion*, 12(5), 1071.
- STUDENT: Andersen, M. M., Schjoedt, U., Price, H., Rosas, F. E., Scrivner, C., & Clasen, M. (2020). Playing with fear: A field study in recreational horror. *Psychological science*, 31(12), 1497-1510.

November 24 No Class, Thanksgiving

No Readings

15 November 29 Topic Workshop/ Catch up

Reading TBD

December 1 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*

ASSIGNMENTS/ RUBRICS

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. 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.

Response papers (15%) (3 papers, 5% each)- Due before class for day's readings **Submit before class, day of class on Blackboard (Response Paper #1, #2, #3)**

You will be required to submit three two-page response papers. I recommend that you do not wait until the last three weeks to submit your papers. You are not allowed to submit a paper for a day that you are presenting in class. 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 500 words (double spaced).

It is your responsibility to keep track of how many reaction papers you have submitted across the semester and make sure that 3 are submitted by the last day of class. Each assignment is listed under “Course Work” on Blackboard, and you can upload your file up until the beginning of that day’s class time.

The reaction papers should discuss 1 or 2 critical issues of interest to you about 1 or more of the week’s readings. *Do not spend more than 2-3 sentences summarizing the article.* Responses might include topics such as criticism of the readings 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 readings 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 articles assigned and thoughtfulness in their response. You do not have to cite all of the weekly readings. Often, just one point from one of the articles will do. However, these responses are more than just a way to show me that you have read the articles. They are a way to show me that you have thought about the implications of the articles and they 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 (for Tuesday OR Thursday), please send it by **8am on Sunday**, the day before it’s due. I will have it back to you by **11pm on Sunday** night, giving you Monday to revise, or decide to wait until another week. I will only do this once, however!

Rubric:

- 0: Does not critique/ no response / unrelated
- 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.
- 5: Brings up new materials, new insights or strong conclusions, citing literature from the week. Integrates research and discussion; goes beyond reporting what is in the text and provides evidence of reflection and thinking of broader implications.

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.

Class Leadership (20%)

Each student in the class is responsible for teaching 30 minutes of one class. You should base that class leadership off of the "presentation reading" article, and go from there. You should teach the article, theory to methods and implications, as well as a critique of the article. Think about this as a teaching exercise rather than a presentation per se. I recommend reading all of the readings for the week before you begin to think about where you could go with your assigned 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. You could present on a series of other studies. You could focus in on one 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 the general field that this article comes from/founded. Your presentation should last about 30 minutes, and at least 5 minutes should be guided discussion. 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

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.

Final PreRegistration Study Proposal (30%)

- *Topic approval & Discussion (1%) - October 27th*
 - You should attend office hours to check in about your topic at least once before October 27th, or email me with a possible topic. Once we have discussed it, you can upload onto Blackboard for grading.
- *“One-sentence” Bibliography (2%) – November 17th*
 - At least 10 empirical (that means there are 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.
- *Outline (2%) – Due November 29th*
 - 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.
- *Final Paper (25%) – Due December 8th, 5pm on Blackboard.*

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 theory and research are integrated.

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

Official Mason Syllabus Information

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.

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. The Honor Code is available at: <http://oai.gmu.edu/the-mason-honor-code-2/> All violations of the Honor Code will be reported to the Honor Committee.

Grading:

Grade	Percentage	Quality Points	Graduate Courses
A+	98-100	4.00	Satisfactory/Passing
A	93-97.99	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

You must do the readings before class (including readings for student presentations) and come prepared to actively discuss. If there is a reason why you cannot attend, please email me in advance. If you cannot participate one day and do not want to be called on, please let me know BEFORE class, and I will avoid calling on you.

How to do well in this class:

- Read every article and make a QALMRI
- Make notes in the article, or list questions you have on a separate piece of paper
- Come to class prepared to discuss and think about the article

Make up/ Extension Policy: I hold a policy of generosity when it comes to late/ make up work. However, I require as much advance notification and planning as possible. I want you to do your best work, and to present to me your best work. However, I also have a very full schedule, and cannot grade to each individual student's schedule. Therefore, you MUST LET ME KNOW when your work is going to be submitted after the grading period begins.

Attendance: Students who miss classes, exams, or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide me, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Students requesting an excused absence for participation in a university- sponsored activity must provide me a letter from a university official stating the dates and times that participation in the activity would result in the student missing class.

Plagiarism: *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.

I use "Turn It In" which compares your paper to a large library and database of previously submitted and internet-sourced papers and tells me if there is overlap. I do not have a 'minimum' percentage for failure, and instead take each example of plagiarism separately.

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.
- 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' Mason 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:

Last day to add: Aug 29, 2022

Last day to drop: Sept 6, 2022

Unrestricted Withdrawal Ends: Sept 27, 2022

Monday is Tuesday: Oct 11, 2022