

# The Psychology of Emotions

21 830 405

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Class Days: Tuesdays and Thursdays, 11:30-12:40

Location: Ackerman 106

Office Hours: Tuesdays, 2:00 – 3:00

## Overview

What are our emotions? Where do they come from? What purpose do they serve? How do emotions relate to our thoughts, memories, and opinions? Can we control our feelings, or do they control us? Although people have asked these questions since antiquity only recently have experimental psychologists begun to explore this vast and fascinating domain. This renewed interest has led to a rush of research into emotions, moods, and feeling states that covers everything from culture, development, reasoning, and social relations.

This course introduces students to the general range of issues related to the study of emotions. We will begin by reviewing theories that concern the functions, mechanisms, and meanings of emotions--in other words the "what" and the "why" of feeling states. Later we move on to the role of emotions in human development, in thinking and memory, and in social interactions. Finally, we consider how people regulate moods, deal with overwhelming emotions, and the nature of specific emotions such as love, hostility, fear, and disgust.

## Course Format

This class will be challenging, and students are required to have completed Principles of Psychology (101 and 102) in order to enroll in the class. Students should be prepared to do a fair amount of reading (about 50 pages a week) and should be prepared to handle moderately advanced readings. Lectures will largely follow class readings, although from time to time I will add material not in readings. *Students are responsible for all materials covered in lecture and in readings.* Lectures tend to cover a lot of ground, so it is very important to attend class

and to keep up with class readings. Also, emotion is a topic ready-made for interesting discussion, and I will encourage discussion during class. Again, keeping current with readings will be important for quality discussion.

## Readings

Required readings for this class include:

1. Text: Oatley, K., Keltner, D., & Jenkins, J. (2012) *Understanding Emotions, Third Edition*. This is a very good text. It is both well written and, unlike other psychology texts, incorporates philosophical and literary approaches that highlight and enrich empirical work--which constitutes the core of this book. The book is at Barnes & Noble Bookstore on Halsey Street. You can also get it online for about \$10.00.

2. Course readings: Course readings (separate from the Oatley et al., text) have been uploaded to my Rutgers webpage: <http://nwkpsych.rutgers.edu/~kharber/emotions/> . These readings include classic and contemporary works on emotions and emotions research. Readings are an essential part of the class.

## Lectures

Class lectures are uploaded to my webpage: <http://nwkpsych.rutgers.edu/~kharber/emotions/>

I strongly recommend that you follow these lectures as they are posted. Download them to hard-copies to use as study-material for exams. You might also want to bring copies to class, to help in taking notes. Please note that I always update my lectures, so the ones currently available will differ slightly from those in class.

## Grading

Performance will be evaluated on the basis of: a class exercise (15%), two quizzes (10% each; 20% total), a mid-term (30%), and a final (35%). All exams will be multiple choice format, and will include extra credit questions.

Extra Credit: You can earn up to six extra credit points, applied to your final grade. You can earn 2 Extra credit points by completing the *Ten Meter Tower* assignment, and two points by completing the *Going Flat Face* assignment. You can also earn up to, but no more than, 4 points by participating in research experiments. One point is earned for each 30 minutes of experiment participation (i.e. 1 "R Point").

NOTE: You can earn no more than six extra credits can be earned, total.

1. *Ten Meter Tower* (2 extra credit points): View the *Ten Meter Tower* video and write a 2-page paper, relating it to class themes. Value: 2 points toward final grade. Due not later than April 29. See "Ten Meter Tower" document in the Psychology of Emotions extra credit web page:

<http://nwkpsych.rutgers.edu/~kharber/emotions/Extra%20Credit%20%20/>

2. *Going Flat Face* (2 extra credit points): Complete the "Going Flat Face" task. Value: 2 points toward final grade. Due no later than April 29. See *Going Flat Face* in the Psychology of Emotions extra credit web page:

<http://nwkpsych.rutgers.edu/~kharber/emotions/Extra%20Credit%20%20/>

3. *Psychology Subject Pool Extra Credit* (up to, but no more than, 4 extra credit points): The Psychology Department Subject Pool provides opportunities for students to earn extra credit by enrolling in experiments. Extra credit occurs later in the semester, soon after Spring Break. You can earn up to 6 points toward your final grade by participating in experiments (each ½ hour of experiment participation = 1 extra credit). You cannot earn more than 6 points of extra credit via the Subject Pool.

NOTE: If you are enrolled in Psych 101 and Psych 102, your “R-Points” requirements for those classes do not count towards Psych of Emotions extra credit. Also, paid experiments do not count toward extra credit.

### **Tips on Succeeding**

1. Take notes. Students who take notes during lectures generally perform much better in this class than those who passively sit and watch. Research shows that people learn better from lectures when they take notes. Take notes!

2. Print out PowerPoint. Study the PowerPoint slides, and make margin notes on these.

3. Read with your pen. When reading assigned readings and when studying PowerPoints, make notes of main ideas in the margins. These margin notes do three things for you: 1) They help you identify key points, 2) They help you integrate and learn course material, and 3) When studying for exams, the key points are already identified. Reading with your pen, and taking notes during class, will vastly improve your performance.

4. STUDY THE READINGS! The PowerPoints closely follow the readings, but provide only a gloss. To understand the PowerPoints, and to prepare for tests, read the readings. The readings are interesting. Read the readings.

### **Personal Issues Regarding Class Participation**

If you have a particular issue that makes it hard for you to attend class, to take exams, to complete the course assignment, or that might otherwise interfere with your class participation, tell me early in the semester. If I can do so, I will help arrange an accommodation. If a family emergency, medical situation, or other disrupting issue arises, let me know as soon as possible.

## Class Schedule

Jan. 17	Overview of Class Approaches to Understanding Emotions  Text: Chapter 1 T. Jefferson, <i>My Head and My Heart</i>
Jan. 19	Evolution of Emotions  Text: Chapter 2 Ekman, <i>The Face of Man</i>
Jan. 24	Culture and Emotions  Text: Chapter 3 Nisbett & Cohen: <i>Culture of Honor</i>
Jan. 26	Defining Emotion I  Fiske & Taylor, 450-461
Jan. 31	Defining Emotion II  Text: Chapter 4
Feb. 2	Video—Emotional Development
Feb. 7	Development of Emotions I—Attunement and Attachment  Stern, et al. <i>Affect Attunement</i> Bowlby, <i>Anger, Anxiety, and Attachment</i>
Feb. 9	Development of Emotions II— <i>Socialization and Temperament</i> <b>QUIZ 1</b> Text: Chapter 8
Feb. 14	Physiology of Emotion I Text: Chapter 5 Goode, Schrof, & Burke, <i>Where Emotions Come From</i>
Feb. 16	Physiology of Emotion II
Feb. 21	Physiology of Emotions III

- Feb. 23            Emotions and Health  
                          Text: Chapter 6  
                          Sobel, *The Wisdom of the Gut*  
                          Salovey, et al., *Emotional States and Physical Health*
- Feb. 28            Emotion, Learning, and Memory  
                          Bower: *Affect and Cognition*  
                          Text: Chapter 10
- Mar. 2             Emotions and Reasoning I  
                          Salovey & Meyer, *Emotional Intelligence*
- Mar. 7             Emotions and Reasoning II  
                          St. Exupery, *Wind, Sand, and Stars*  
                          DeBecker, *The Gift of Fear*  
                          Harber, *Self Esteem and Affect as Information*
- Mar. 9             Midterm**
- Mar. 11-19        SPRING BREAK**
- Mar. 21            Emotions and Social Judgment  
                          Text: 279-286 (277-283)  
                          Schachter, *Anxiety and Affiliation*  
                          Isen & Levin, *Effect of Feeling Good on Helping*  
                          Forgas & Moylan, *After the Movies: Transient Mood and Social Judgment*  
                          DIARY STUDY-CLASS PROJECT ASSIGNED AND STARTS, DIARY ENTRY 1
- Mar. 23            Emotions and Perception  
                          Stefanucci, et al. *Plunging Into the Pool of Death: Fear and Distance Perception*  
                          Harber, et al. *Psychosocial resources and Perception.*  
                          DIARY ENTRY 2
- Mar. 28            Empathy  
                          Batson, *How social an animal? The human capacity for caring.*  
                          Bloom: *The Dark Side of Empathy*  
                          DIARY ENTRY 3

- Mar. 30 Positive Emotions  
Text: Chapter 9 (pp. 212-222)  
Panksepp, *The Riddle of Laughter*  
Gelman, *The Delusions of Love*  
Kim, *Capgras Syndrome*  
DIARY ENTRY 4
- Apr. 4 Anger and Hostility  
Text: Chapter 9 (223-233)  
Jones, et al. *Stigma* pp. 226-232  
Duhigg, *Why are We So Angry?*  
DIARY ENTRY 5
- Apr. 6 Fear and Anxiety  
Ohman, *Fear and Anxiety: Evolutionary, Cognitive, and Clinical Perspectives*  
DIARY ENTRY 6
- Apr. 11 Fear II and Disgust  
Rozin & Fallon, *A Perspective on Disgust*  
**Quiz 2: Via Blackboard**  
DIARY ENTRY 7
- Apr. 13 Emotional Disclosure and Coping  
Pennebaker, *Opening Up*  
DIARY ENTRY 8: LAST EMOTION DIARY ENTRY
- Apr. 18 Traumatic Events and Collective Emotions  
Pennebaker & Harber, *A Three Stage Model of Collective Coping*
- Apr. 20 Disclosure and Social Judgment  
Harber, et al. *Disclosure and Victim Blaming*
- Apr. 25 Emotions and The Future of Humans  
Whelan, et al. *How Emotion-Sensing Tech. Can Reshape the Workplace*  
El Kaliouby. *Computers Can Read Your Emotions.*
- Apr. 27 Catch-up Class and Final Exam Review  
**CLASS PROJECT WRITE-UP DUE**  
**EXTRA CREDIT DUE**
- May 9 **FINAL EXAM**

## Course Bibliography

### TEXT

Keltner, D., Oatley, K. & Jenkins, J. (2006). Understanding Emotions, Third Edition. Malden, MA: Blackwell

### READINGS

Batson, C.D. (1990). How social an animal? The human capacity for caring. American Psychologist, 45, 336-346.

Bloom, P. (2016). The dark side of empathy. *New York Times*

Bower, G.H. (1983). Affect and cognition. Philosophical Transactions of the Royal Society of London, 387-402.

Bowlby, J. (1969). Attachment and loss, separation and anxiety.

DeBecker, G. (1997). *The gift of fear* pp. 1-41. London, UK: Bloomsbury.

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Ekman, P. (1980). The face of man. pp. 3-10, 123-138.

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- Kim, M. (Apr. 7, 2018). Capgras syndrome. *Washington Post, Health Science*.
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