“The most beautiful thing we can experience is the mysterious. It is the fundamental emotion that stands at the cradle of true art and true science.”

- Albert Einstein
Human Emotion

Flashdance - What a Feeling
Human Emotion

Psychology 3131
Professor June Gruber
Paper planes
I’m so excited
Just like heaven
Lemonade
Hey Jude
Dolores O’Riordan, Lead Singer of the Cranberries, Dies at 46

By CHRISTINE HAUSER JAN. 15, 2018

RELATED COVERAGE

ROCK REVIEW; Prim and Precise, for All Her Abandon

Irish Group Living by Its Tunes

Review/Pop; Irish Smiles and Scowls

Dolores O’Riordan Dies at 46
Being on the basement level of MUEN
Human Emotion
Human Emotion

Psychology
Psychiatry & Psychotherapy
Neuroscience
Linguistics
Anthropology
Sociology
Economics
Philosophy
Political Science
Computer Science
Art & Music
<table>
<thead>
<tr>
<th>Introduction &amp; Overview</th>
<th>What is Emotion</th>
<th>Emotion Elicitation</th>
<th>Emotion Measurement</th>
<th>Emotion in Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evolution &amp; Emotion</td>
<td>Culture &amp; Emotion</td>
<td>Emotion &amp; Morality</td>
<td>Gender &amp; Sex</td>
<td>Aging &amp; Emotional Brain</td>
</tr>
<tr>
<td>Self-Conscious Emotions</td>
<td>Emotions and Others</td>
<td>Laughter, Crying, &amp; Touch</td>
<td>Unconscious Feelings</td>
<td>Cognition &amp; Emotion</td>
</tr>
<tr>
<td>Brain and Physiology of Emotion</td>
<td>Emotion Regulation</td>
<td>Emotional Intelligence</td>
<td>Physical &amp; Mental Health</td>
<td>Happiness &amp; Well-Being</td>
</tr>
</tbody>
</table>
Question

What is an emotion?
Question

Are emotions evolutionarily evolved?
Question

Why do we laugh and cry?
Question

How can we measure emotion?
Film Clips

Happy

Courtesy: Sarah Hughes (USA) - 2002 Salt Lake City, Figure Skating, Ladies' Free Skate. Originally aired by NBC Sports 2002. Clip appearing on YouTube.
Film Clips

Sad

Film Clips
Amusement

Courtesy: Naked Gun.
Question

Do culture & age change our emotions?
Question

Can we read other people’s emotions?
Question

Is our brain emotional?
Question

Can emotion go awry?
Question

What’s sex got to do with it?
Question

Do emotions make us self-conscious?
Question

Does our wallet reflect our feelings?
Question

Sleep: Overnight therapy?
Question

Do monkeys & dogs have feelings?
Question

What is happiness?
“Happiness is the meaning and the purpose of life, the whole aim and end of human existence.”

ARISTOTLE
“The very motion of our life is towards happiness.”

- DALAI LAMA
The Art of Happiness
“What we call happiness in the strictest sense comes from the satisfaction of needs which have been dammed up to a high degree.”

- SIGMUND FREUD
“Onstage I’m the happiest person in the world”

- BRITNEY SPEARS
Question

How can we find happiness?
PROZAC

PAXIL

CYMBALTA
A DARK SIDE?

HAPPINESS

A DARK SIDE?
Objectives

Exposure to current issues and theories of emotion.

Scientific methods and ways of thinking about emotions.

Curiosity and excitement in this new discipline.
Roadmap

Key Questions

Logistics

Who’s Who
Logistics

Syllabus & Website
Requirements
Extra Credit Opportunities
Readings
No Electronics
Quote of the Week

“The most beautiful thing we can experience is the mysterious. It is the fundamental emotion that stands at the cradle of true art and true science.”

- Albert Einstein
Logistics

Syllabus & Website
Requirements
Extra Credit Opportunities
Readings
No Electronics
Human Emotion
Psychology 3131 - Professor June Gruber

Welcome! This course will introduce students to a diverse array of theoretical and empirical issues related to the study of human emotion. Some questions the course will address include: What are our emotions? What purpose do they serve? How do emotions relate to our thoughts, memories, and actions? How do emotions develop and change over the lifespan? How do emotions interact with other aspects of human behavior, such as social behavior and decision-making? The course will cover a variety of topics, including emotion theories, emotion regulation, emotion expression, and the biological basis of emotion. By the end of the course, students should have a deep understanding of the complexities of human emotion and be able to apply this knowledge to real-world situations.
Course Logistics

Syllabus & Website

Requirements

Extra Credit Opportunities

Readings

No Electronics
1. Three In-Class Exams (75%)
There will be 3 non-cumulative exams in this course. Each exam will cover approximately 1/3 of the course material covered in lectures and readings. Exams may consist of multiple-choice, short-answer, and brief essay questions. The purpose of the exams is two-fold. First, you should be able to demonstrate that you have read the material and understand the factual points and arguments. Second, you should be able to synthesize and integrate the material such that this knowledge can be applied in a broader context. Exams will take place during class on the assigned date in the syllabus and will be closed book. There will be NO make-up exams. There will be exam review sheets and time devoted during class before each exam to review material and answer questions.
2. Outreach Project (10%)

This goal of this project is to delve into a topic in class that excites you. You have the freedom to delve into a topic of your choice, but you must make sure the topic is pertinent to the class and the study of emotion. The project will include two parts:

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

• **Part II. Class “Flash Talk” Presentation:** The second part of the project involves putting together a brief “flash talk” presentation on your chosen outreach project topic. The goal is to provide a brief and accessible overview of the motivation and scientific background of your research project. Additional details will be provided in class.
Associated with positive emotions, Davidson identified a key role for meditation in promoting emotional and physical health.

Using electroencephalography, Davidson and colleagues showed that meditators had significantly more left-sided anterior brain activation than did a wait-list control group immediately and 4 months after the training ended. Meditators also exhibited a greater immune response to an influenza vaccine, and the magnitude of this response was significantly predicted by the magnitude of left-sided anterior brain activation.

As this pattern of brain activation has been associated with positive emotions, Davidson identified a key role for meditation in promoting emotional and physical health.

Using structural MRI, another study showed that decreased pain sensitivity experienced by mindfulness meditators when subjected to thermal stimulation was correlated with increased cortical thickness in affective brain regions including the anterior cingulate cortex and insula. The authors ascribe the increased thickness to an enhanced ability to attend to and, in part, control one’s emotional (and painful) states.

A study conducted in the Zelazo laboratory tested the emotional reactivity of meditators using the Emotional Interference Task: a paradigm in which participants judge tones as either high- or low-pitched while viewing affective pictures.

Whereas wait-list controls responded slowly to tones while viewing pictures with high negative affect, meditators responded much more quickly, demonstrating their heightened abilities to devote fewer attentional resources to and disengage more readily from many emotionally-charged stimuli. Accordingly, the authors argue that decreased emotional reactivity parallels many healthful benefits such as a decreased tendency to ruminate on negative experiences and an increased ability to problem-solve amidst an anger- or fear-provoking situation.
Making Teaching and Learning Visible: Course Portfolios

The Faculty Teaching Excellent Program (FTEP) is pleased to introduce Making Teaching and Learning Visible (MTLV), a collaborative project that grew out of FTEP’s 2016 Summer Assessment Institute: Achieving Course Goals and Gathering Evidence about Student Learning. During the 2016-2017 academic year, a group of CU Boulder faculty agreed to document their teaching practices and produce Course Portfolios. The goal of a course portfolio is to make visible the intellectual inquiry that grounds teaching: design, assessment, reflection, and redesign. In each portfolio listed below, a faculty member identifies a specific course and a question or challenge to investigate. Then, they describe the solutions they devised, how they implemented them, and their observations of student learning. Each portfolio concludes with the faculty’s reflections on the results. By making their teaching visible, faculty illustrate the significant role of teaching in their professional life.

Making Teaching and Learning Visible (MTLV) is an opportunity for faculty to demonstrate teaching methods and explore new pedagogical possibilities. In the portfolios published here, you’ll see ways to help students discover meaning in their learning experiences and stimulate their imaginations. We invite your feedback; please email comments to Mary Ann Shea, Director, FTEP at MaryAnn.Shea@Colorado.edu.

Use the "Search" tools below to find a portfolio by discipline category or keyword tag.
3. Weekly Reading Reaction and Participation (15%)

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

Course Website
Requirements
Extra Credit Opportunities
Readings
No Electronics
Experts In Emotion
Experts in Emotion

John Allen  
Jo-Anne Bachorowski  
Michael Bailey  
John Bargh  
Lisa Feldman Barrett  
Roy Baumeister  
Arturo Bejar  
Kent Berridge  
Wendy Berry Mendes  
George Bonanno  
John Cacioppo  
Joseph Campos  
Laura Carstensen  
Yulia Chentsova Dutton  
Margaret Clark  
Gerald Clore  
James Coan  
Leda Cosmides  
Ronald Dahl  
Richard Davidson  
David DeSteno  
Nancy Eisenberg  
Naomi Eisenberger  
Paul Ekman  
Barbara Fredrickson  
Daniel Gilbert  
Ian Gotlib  
James Gross  
Jonathan Haidt  
Matthew Hertenstein  
Derek Isaacowitz  
Sheri Johnson  
Jutta Joormann  
Jerome Kagan  
Dacher Keltner  
Brian Knutson  
Hedy Kober  
Ann Kring  
Marianne LaFrance  
Jennifer Lerner  
Robert Levenson  
Iris Mauss  
Pranjal Mehta  
Douglas Mennin  
Judith Moskowitz  
Michael Norton  
Kevin Ochsner  
Jaak Panksepp  
Lisa Parr  
Steven Pinker  
David Pizarro  
David Rand  
Jonathan Rottenberg  
Laurie Santos  
Greg Siegle  
Leah Somerville  
Maya Tamir  
June Tangney  
John Tooby  
Jeanne Tsai  
Jessica Tracy  
Tor Wager  
David Watson  
Jamil Zaki
Course Twitter Account

#psych3131
@psych3131
Course Logistics

Course Website
Requirements
Extra Credit Opportunity
Readings
No Electronics
The Future’s So Bright, I Gotta Wear Shades

James J. Gross
Department of Psychology, Stanford University, USA

Abstract

In this article I consider the future of the field of emotion. My conclusion—borrowing the title of a little-remembered song from the 1980s—is that “the future’s so bright, I gotta wear shades.” I begin this article by considering some of the many daunting conceptual and empirical challenges here; this is clearly not a field for the faint of heart. I then turn to some of the incredible conceptual and empirical opportunities here; there are so many it’s easy to feel dizzy. In the final section, I predict that the field of emotion will broaden and become more problem focused, and hazard a “top 10” list of hot topics.
Course Logistics

Course Website
Requirements
Extra Credit Opportunity
Readings
No Electronics
Students are Better Off without a Laptop in the Classroom

What do you think they’ll actually use it for?

By Cindi May on July 11, 2017
Questions?
Professor
Dr. June Gruber
POSITIVE EMOTION

Integrating the *Light* Sides and *Dark* Sides

edited by JUNE GRUBER, PhD
and JUDITH TEDLIE MOSKOWITZ, PhD, MD
Current PEP Lab Projects

1. Risk for developing mania and depression in young adults (e.g., college students)

2. Brain activity (fMRI) and emotion perception in bipolar disorder and depression

3. Emotional interventions (e.g., how can we achieve a more balanced mood using implementation-intention interventions)

4. Desires - wanting or craving emotions in everyday life
RECRUITING RESEARCH ASSISTANTS!

www.gruberpeplab.com

- Run experimental sessions
- Enter and analyze data in SPSS
- Physiology & neuroimaging data
- Literature reviews and writing
- Attend and discuss articles in lab meetings

Great experience for graduate school in clinical psychology or medical school.

Email: gruberpeplab@colorado.edu
Reflective Exercise

What is an emotion?

3 things you want to learn in this class?

Who are you? (name, year, interests)
Time for a break!
Thank You!

Psychology 3131
Human Emotion
Professor June Gruber