Human Emotion

Psychology 3131
Professor June Gruber
Human Emotion

Psychology 3131
Professor June Gruber
Paper planes
I’m so excited
Just like heaven
Love will tear us apart
Hey Jude
Human Emotion
Human Emotion
Human Emotion

Psychology
Psychiatry & Psychotherapy
Neuroscience
Linguistics
Anthropology
Sociology
Economics
Philosophy
Political Science
Computer Science
Art & Music
Roadmap

Key Questions

Logistics

Who’s Who
Question

What is an emotion?
Question

Are emotions evolutionarily evolved?
Question

Why do we laugh and cry?
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?
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?
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?
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
Logistics

Syllabus & Website
Requirements
Extra Credit Opportunities
Readings
No Electronics
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 behavior? How do cultural and individual differences influence emotional processing? These questions will be addressed through a variety of theoretical and methodological approaches, including cognitive appraisal, biologically-based theories, and cultural differences in emotional expression and regulation.
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 sessions scheduled outside of regular class time before each exam to go over exam material and answer questions.
2. Outreach Project (10%)

This goal of this project is to delve into a topic in emotion from 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 scientific study of emotion. A detailed project description will be provided in class. The project will include two parts:

- **Part I. Outreach project:** The first part includes an outreach project where your goal is to help educate others about human emotion via a video, newspaper article, brochure, or a creative outreach idea of your own. The aim is to have fun with the ultimate goal of helping to educate others about human emotion. You can cover a topic of your choosing, but it must be relevant to the course and the study of emotion. There will be opportunities for top class projects to be featured in-class during the final week of the course. Group projects are encouraged. 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.

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 judged 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 ability 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.
3. Weekly Reading Reaction (15%)

To facilitate group discussion, you will be required to submit weekly reactions and questions triggered by the assigned readings. Specifically, each week you will be assigned specific “required” readings. You should 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 the psych3131.emotion@gmail.com no later than
Course Logistics

Course Website
Requirements
Extra Credit Opportunities
Readings
No Electronics
Experts In Emotion
<table>
<thead>
<tr>
<th>Experts in Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Allen</td>
</tr>
<tr>
<td>Jo-Anne Bachorowski</td>
</tr>
<tr>
<td>Michael Bailey</td>
</tr>
<tr>
<td>John Bargh</td>
</tr>
<tr>
<td>Lisa Feldman Barrett</td>
</tr>
<tr>
<td>Roy Baumeister</td>
</tr>
<tr>
<td>Arturo Bejar</td>
</tr>
<tr>
<td>Kent Berridge</td>
</tr>
<tr>
<td>Wendy Berry Mendes</td>
</tr>
<tr>
<td>George Bonanno</td>
</tr>
<tr>
<td>John Cacioppo</td>
</tr>
<tr>
<td>Joseph Campos</td>
</tr>
<tr>
<td>Laura Carstensen</td>
</tr>
<tr>
<td>Yulia Chentsova Dutton</td>
</tr>
<tr>
<td>Margaret Clark</td>
</tr>
<tr>
<td>Gerald Clore</td>
</tr>
<tr>
<td>James Coan</td>
</tr>
<tr>
<td>Leda Cosmides</td>
</tr>
<tr>
<td>Ronald Dahl</td>
</tr>
<tr>
<td>Richard Davidson</td>
</tr>
<tr>
<td>David DeSteno</td>
</tr>
<tr>
<td>Nancy Eisenberg</td>
</tr>
<tr>
<td>Naomi Eisenberger</td>
</tr>
<tr>
<td>Paul Ekman</td>
</tr>
<tr>
<td>Barbara Fredrickson</td>
</tr>
<tr>
<td>Daniel Gilbert</td>
</tr>
<tr>
<td>Ian Gotlib</td>
</tr>
<tr>
<td>James Gross</td>
</tr>
<tr>
<td>Jonathan Haidt</td>
</tr>
<tr>
<td>Matthew Hertenstein</td>
</tr>
<tr>
<td>Derek Isaacowitz</td>
</tr>
<tr>
<td>Sheri Johnson</td>
</tr>
<tr>
<td>Jutta Joormann</td>
</tr>
<tr>
<td>Jerome Kagan</td>
</tr>
<tr>
<td>Dacher Keltner</td>
</tr>
<tr>
<td>Brian Knutson</td>
</tr>
<tr>
<td>Hedy Kober</td>
</tr>
<tr>
<td>Ann Kring</td>
</tr>
<tr>
<td>Marianne LaFrance</td>
</tr>
<tr>
<td>Jennifer Lerner</td>
</tr>
<tr>
<td>Robert Levenson</td>
</tr>
<tr>
<td>Iris Mauss</td>
</tr>
<tr>
<td>Pranjal Mehta</td>
</tr>
<tr>
<td>Douglas Mennin</td>
</tr>
<tr>
<td>Judith Moskowitz</td>
</tr>
<tr>
<td>Michael Norton</td>
</tr>
<tr>
<td>Kevin Ochsner</td>
</tr>
<tr>
<td>Jaak Panksepp</td>
</tr>
<tr>
<td>Lisa Parr</td>
</tr>
<tr>
<td>Steven Pinker</td>
</tr>
<tr>
<td>David Pizarro</td>
</tr>
<tr>
<td>David Rand</td>
</tr>
<tr>
<td>Jonathan Rottenberg</td>
</tr>
<tr>
<td>Laurie Santos</td>
</tr>
<tr>
<td>Greg Siegle</td>
</tr>
<tr>
<td>Leah Somerville</td>
</tr>
<tr>
<td>Maya Tamir</td>
</tr>
<tr>
<td>June Tangney</td>
</tr>
<tr>
<td>John Tooby</td>
</tr>
<tr>
<td>Jeanne Tsai</td>
</tr>
<tr>
<td>Jessica Tracy</td>
</tr>
<tr>
<td>Tor Wager</td>
</tr>
<tr>
<td>David Watson</td>
</tr>
<tr>
<td>Jamil Zaki</td>
</tr>
</tbody>
</table>
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
Questions?
Roadmap

Key Questions

Logistics

Who’s Who
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 in young adults
2. Desires - wanting or craving emotions in everyday life
3. Brain activity (EEG), hormones, and emotional health in bipolar disorder and depression
4. Emotional interventions (e.g., how can we change emotions using mindfulness-based therapies)
5. Visual attention and emotion (‘rose-colored glasses’?)
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 emotion in lab meetings

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

Email: gruberpeplab@colorado.edu
Reflective Exercise: Why Emotions?

What is an emotion?

Why do we have emotions?

What do 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