Human Emotion

Flashdance - What a Feeling
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
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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
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.
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 behaviors? What role do emotions play in our lives? How can we manage and express our emotions effectively? Through a combination of lectures, discussions, and hands-on activities, students will explore these and other questions and gain a deeper understanding of the science of emotion.
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.
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 valence, 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.

"Mindfulness Meditation for Beginners"
Yale WorkLife Program
Instructor Beth Roth
Sterling Memorial Lecture Hall
Thursday, April 15, 2010
12:00 PM – 1:30 PM

Admission is free, but register in advance at
www.yale.edu/worklife/events
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
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
Questions?
Professor

Dr. June Gruber


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!

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- 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