

PSYC 3131 – HUMAN EMOTION

Professor June Gruber

Fall 2019



Syllabus subject to change. Check Canvas for up-to-date information

Course Information

When: Tues 3:30-6:00pm

Where: MUEN E431

Course Website: http://www.gruberpeplab.com/teaching/psych3131_fall2019/

Class Twitter: [@psych3131](https://twitter.com/psych3131)

Instructor Information

Professor June Gruber, Ph.D.

Department of Psychology and Neuroscience

Director, Positive Emotion and Psychopathology Laboratory

Office Hrs: Tuesday 1:00-3:00pm (*email 24 hrs in advance if planning to attend*)

Location: MUEN D321C

E-mail: june.gruber@colorado.edu

Note: Please include "PSYC 3131" in subject line. You will receive an answer or acknowledgement within 24 hours (on normal business days).

Course Description and Objectives

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 towards others? What happens when our emotional responses go awry? Although these questions date back to early philosophical texts, only recently have experimental psychologists begun to explore this vast and exciting domain of study. The course will begin by discussing the evolutionary origins of distinct emotions such as love, anger, fear, and disgust. We will ask how emotions might color our cognitive processes such as thinking and memory, emotion and the brain, development of emotions in childhood, and how emotions shape our social relationships. We will also consider how these methods can be applied to studying mental illness in both children and adults. We conclude by studying the pursuit of happiness and well-being, trying to understand what makes us happy. This course is open to psychology majors and non-majors with instructor permission.

Professionalism Note: Given the nature of the course, some of the topics covered may be sensitive or elicit strong personal feelings for some class members. It is our collective responsibility as students and faculty to maintain a professional, appropriate and inclusive learning environment, and to be considerate of the feelings of others in class. Given the nature of this course in particular, we place special emphasis on ensuring the privacy of personal information is respected. Although class participation is encouraged, no student should be expected or encouraged to share personal information or discuss any topic that makes them feel uncomfortable.

Campus Resources: If you or someone you know needs to talk to someone about experiences or symptoms potentially discussed in class, you may contact CU Boulder's Counseling and Psychological Services (CAPS). Walk-in services are available at several on-campus locations including the C4C and the Wardenburg Health Center; 24/7 support is also available with a licensed professional at 303-492-2277. This service is free and confidential. For more information: <https://www.colorado.edu/health/counseling>

Course Structure and Requirements

Requirements include attending in-class lectures, weekly reading reactions, three in-class exams, and a final outreach project. Extra credit opportunities are also described below.

1. In Class-Lectures: *Conceptual Foundation in Emotion*

Each class will include two lectures covering foundational material on that week's topics. Each lecture will include a conceptual roadmap outlining topics covered, empirical findings about human emotion that draw from your readings and outside sources, check-in comprehension questions throughout the lecture, and conclude with take-away questions at the end of each lecture module to highlight key points. On occasion, we may have invited guest lectures. You should take notes during class to ensure comprehension of the material. ***Please abstain from using personal laptops or smartphones during class*** (unless you require special note taking devices; if so, please let me know in advance). There are many good evidence-based reasons for this (see [here](#), [here](#), [here](#), [here](#), [here](#), [here](#), & [here](#)). Extra credit opportunities for students regularly attending class may be quasi-randomly presented during class. ☺

2. Weekly Reading Reactions: *Empirical Foundation in Scientific Readings*

Before class each week, it is important that you carefully read and understand the content from that week's course readings. The weekly class lectures will be coordinated to complement your readings. To facilitate a better understanding of the lecture and also give you the opportunity to ask questions in class, you are required to submit a weekly reading reaction for each week of class covering both class lectures. The written reaction is not a summary of the readings, but should reflect a succinct, theoretically thoughtful, and logically coherent response. Specifically, you will be provided with several question prompt options to choose from each week for each of the required readings and are required to select **1 prompt question for EACH of the required readings** to respond to for class that week (*we want to give you intellectual freedom to choose!*). Your response should specify which prompt(s) you are responding to and is no more than ½-1 pg., single-spaced, 12-pt font, with your full name and SID at the top. All reactions should be uploaded to Canvas in a word .doc or .pdf format in the appropriate Reading Reaction folder no later than **Monday 11:59pm MT** the day before class that day (e.g., for Week 2 reading reactions are due Monday the day before the start of class on Tuesday that week). The response will be graded "1" (full credit), "1/2" (half-credit), or "0" (no credit). For each calendar day it is turned in late, you will have 10% of your score deducted. **(15% of total grade)**

3. Three In-Class Exams

There will be 3 non-cumulative in-class 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. **(25% each x 3 exams = 75% of total grade)**

4. Outreach Project: *Engaging in Scientific Outreach*

One goal of this course is to promote active dissemination of the course materials to the broader community outside of the classroom, and help bridge the gap between the standard classroom and the broader community. By the end of the semester you will complete a scientific outreach project on a topic of your choice within the field of emotion. 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 scientific study of emotion. The outreach project has two parts: (i) *project proposal* that briefly describes the relevant literature motivating your project topic and describes your proposed project and implementation plan; and (ii) demonstrated evidence and brief 1-page summary of your *outreach project* in which you will help educate the community outside of the classroom about emotion via a video, newspaper article, brochure, or a creative outreach project idea of your own. You have the freedom to delve into a topic of your choice, so long as the topic is pertinent to the class. Additional details for the outreach project will be provided in class. **(10% of total grade)**

Extra Credit Opportunities

Several extra credit opportunities are available for interested students. Each extra credit option (Option A or B) is worth 5% maximum of your final course grade, for a total of 10% maximum applied to your final course grade if you fully complete both Option A and B. No late extra credit assignments can be accepted. These are the only extra credit opportunities available for this course so take advantage of them!

Extra Credit Option A: *Online Interviews with Emotion Experts.* Some of the course lectures are paired with a ~15-minute “Experts in Emotion (EIE)” interview containing a videotaped conversation with Professor Gruber and an expert scholar in the field. These interviews are freely available for viewing on YouTube (http://www.youtube.com/playlist?list=PLh9mgdi4rNew731mjIZn43G_Y5otqKzJA). Some of these may also be viewed during class to stimulate discussion. For extra credit, you have the option to submit a 1-page, single-spaced, 12-pt Times New Roman font, reaction to watching the online interview(s) that accompanies the specific class lecture, discussing and critically analyzing the major themes discussed in each video. When submitting EIE responses, please upload your response to the appropriate Canvas folder assigned for EIE extra credit assignments as a word document (.doc or .docx format *only*) with the following document title: **LASTNAME_EIE_LastNameExpert.doc** (Example: **Smith_EIE_Gilbert.doc**). Answers will be assigned one of the following three grades: ‘1’ (full credit), ‘1/2’ (half-credit), or ‘0’ (no credit). Failure to follow directions will result in a grade of a ‘0.’ For every full-credit response submitted (i.e., assigned a grade of a ‘1’) you will receive 0.5% extra credit point toward your final grade, for a maximum of 10 EIE responses worth up to 5% total extra credit. EIE assignments are due no later than **Monday 11:59pm MT** for that week’s class to receive credit (e.g., videos watched or

assigned in class Tuesday for Week 1 of class have EIE extra credit responses due by 11:59pm MT Sunday for Week 1 of class). No late extra credit assignments can be accepted. A handout with additional details will be available on the Course website for interested students. **(5% total bonus)**

Extra Credit Option B: *Social Media and Emotion.* Social media is an increasingly utilized and effective way to rapidly disseminate scientific information to the broader community and nation at large. Interested students are invited to post “scientifically relevant” information about the science of emotion on twitter and link to the course Twitter account. Twitter posts should take the form of recent (i.e. no older than **2019**) scientific articles, news items, local events, etc. and cannot already be posted (by another student or from the course website) on the course Twitter account (<https://twitter.com/psych3131>). If unsure, please contact Professor Gruber *before* posting to ensure it fulfills these requirements. When submitting Tweets, please do the following: (1) Tag the course **@psych3131** in your Tweet and include the relevant url link with a one-sentence description (e.g., “Study finds laughter effective for reducing cardiovascular reactivity”), (2) Upload your response as a word document (.doc or .docx format) to the appropriate Canvas folder assigned for Twitter extra credit assignments with a screenshot and/or pasted text and url from the post as evidence of your Tweet. For each Twitter post, you will receive 0.5% extra credit point toward your final grade, for a *maximum of 10 Twitter posts* worth up to 5% total extra credit. Twitter extra credit posts are due no later than the last day of class to receive credit. **(5% total bonus)**

Readings and Material

Please read assigned chapters and/or articles **before** the class meeting on the assigned date.



Textbook: Emotion, 3rd Edition. Shiota & Kalat. Oxford University Press. Available at the CU Bookstore or online (e.g., amazon).



Articles: Articles outside of textbook will be available to download as PDF files off the course website.

Grading

A rough grading scheme is below. Students who actively participate and engage in the course may enhance borderline grades. Regrades will only be considered in extremely exceptional circumstances. If you have any inquiries about grading, first talk to the Professor to check for miscommunications or errors. Any regrade will be subject to an entire re-grading and your score could go up *or* down. Advice: Don't ask for regrades unless there is a blatant error.

% Points	Grade
92.5-100	A
89.5-92.4	A-
87.5-89.4	B+
82.5-87.4	B
80.0-82.5	B-

77.5-79.4	C+
72.5-77.4	C
70.0-72.5	C-
67.5-69.4	D+
62.5-67.4	D
60.0-62.5	D-
57.5-59.4	F+
52.5-57.4	F
50.0-52.5	F-

Course Policies

1. Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

2. Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

3. Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

4. Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals

who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

5. Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See the [campus policy regarding religious observances](#) for full details.

A summary of course policies can be found here:

<https://www.colorado.edu/academicaffairs/policies-customs-guidelines/required-syllabus-statements>

CLASS CALENDAR

Check Canvas / course website for most up-to-date information

Date	Topic	Readings	Expert Interview (Extra Credit)
WEEK 1 8/27	1.1 Introduction & Course Logistics <i>Who and what?</i>	Required <ul style="list-style-type: none"> Gross (2010). The future's so bright, I gotta wear shades. [pdf] Optional <ul style="list-style-type: none"> Zajonc & McIntosh (1992). Emotions research: Some promising questions and some questionable promises. [pdf] 	Lisa Barrett
	1.2 History and Definitions <i>What is an emotion?</i>	Required <ul style="list-style-type: none"> CHAPTER 1 (textbook). [book] Optional <ul style="list-style-type: none"> Ekman (1992). An argument for basic emotions. James (1884). What is an emotion? Barrett (2012). Emotions are real. 	
WEEK 2 9/3	2.1 Manipulating Emotions <i>How do you elicit emotions?</i>	Required <ul style="list-style-type: none"> CHAPTER 4 (textbook). [book] Optional <ul style="list-style-type: none"> Rottenberg, Ray, & Gross (2007). Emotion elicitation using films. [pdf] Levenson (2007). Emotion elicitation with neurological patients. [pdf] Roberts, Tsai, & Coan (2007). Emotion elicitation using dyadic tasks. [pdf] 	Iris Mauss James Coan
	2.2 Measuring Emotions <i>How do you measure emotions?</i>	Required <ul style="list-style-type: none"> Mauss & Robinson. (2005). Measures of emotion: A review. [pdf] Optional <ul style="list-style-type: none"> Coan & Allen (2007). Organizing the tools and methods of affective science. [pdf] Rottenberg, Ray, & Gross (2007). Emotion elicitation using films. [pdf] 	
WEEK 3 9/10 OUTREACH PROJECT ASSIGNED	3.1 Function of Emotions <i>What good are emotions?</i>	Required <ul style="list-style-type: none"> CH. 2 (textbook). [book] Nesse (2004). Natural selection and the elusiveness of happiness. [pdf] Optional <ul style="list-style-type: none"> Tooby & Cosmides (2008). The evolutionary psychology of the emotions and their relationship to internal regulatory variables. [pdf] 	Paul Ekman Lisa Parr Jaak Panksepp
	3.2 Emotions in Man and Animals <i>Do monkeys and dogs have feelings like us?</i>	Required <ul style="list-style-type: none"> Bekoff (2000). Animal emotions: Exploring passionate natures. [pdf] Optional <ul style="list-style-type: none"> Darwin (1872). <i>Emotional Expression in Man and Animals</i> [Excerpt] [pdf] Parr (2003). Discrimination of faces and their emotional content by chimpanzees. [pdf] Panksepp (2005). Beyond a joke: From animal laughter to human joy? [pdf] 	

WEEK 4 9/17	4.1 Emotion Expression <i>Why do we smile, laugh, & cry?</i>	Required <ul style="list-style-type: none"> ▪ CH. 5 (textbook). [book] ▪ Rottenberg et al. (2008). Is crying beneficial? [pdf] Optional <ul style="list-style-type: none"> ▪ Darwin (1982). <i>Expression of emotion in man and animals</i> (pp. 55-69). [pdf] ▪ Ekman (1993). Facial expression and emotion. ▪ Bachorowski & Owren (2001). Not all laughs are alike. [pdf] ▪ Hertenstein et al. (2006). Touch communicates distinct emotions. [pdf] 	Jo-Anne Bachorowski Jonathan Rottenberg Michael Bailey
	4.2 Emotion, Gender & Sex <i>What's sex got to do with it?</i>	Required <ul style="list-style-type: none"> ▪ Chivers et al. (2004). A sex difference in the specificity of sexual arousal. [pdf] Optional <ul style="list-style-type: none"> ▪ Kring & Gordon (1998). Sex differences in emotion. [pdf] ▪ DeSteno et al. (2002). Sex differences in jealousy: Evolutionary mechanism or artifact of measurement? [pdf] ▪ Gonzaga et al. (2006). Romantic love and sexual desire in close relationships. [pdf] 	
WEEK 5 9/24	5.1. Exam 1 EXAM #1 IN CLASS	Required <ul style="list-style-type: none"> • None Optional <ul style="list-style-type: none"> • None 	Dacher Keltner
	5.2 Emotions and the Self <i>What are self-conscious emotions?</i>	Required <ul style="list-style-type: none"> ▪ Keltner & Anderson. (2000). Saving face for Darwin: The function and uses of embarrassment. [pdf] ▪ Tangney (1996). Recent empirical advances in the empirical study of shame and guilt. [pdf] Optional <ul style="list-style-type: none"> ▪ Tracy & Robins. (2007). The nature of pride. ▪ Lagattuta & Thompson (2007). The development of self-conscious emotions. Cognitive processes and social influences. [pdf] ▪ Wong & Tsai (2007). Cultural models of shame and guilt. [pdf] 	
WEEK 6 9/31	6.1 Emotions and Others <i>Living in a socioemotional world?</i>	Required <ul style="list-style-type: none"> ▪ CH. 9 (textbook) [book] Optional <ul style="list-style-type: none"> ▪ Algoe & Haidt (2009). The 'other-praising' emotions of elevation, gratitude, and admiration. [pdf] ▪ Smith et al. (2009). Exploring the when and why of <i>schadenfreude</i>. [pdf] ▪ Graham et al. (2004). Willingness to express negative emotions promotes relationships. [pdf] 	Jeanne Tsai Margaret Clark David Rand
	6.2 Sociocultural Context <i>Are emotions cross-cultural?</i>	Required <ul style="list-style-type: none"> ▪ CH. 3 (textbook). [book] Optional <ul style="list-style-type: none"> ▪ Tsai (2007). Ideal affect: Cultural causes and behavioral consequences. [pdf] ▪ Keltner & Haidt (1999). Social functions of emotions at four levels of analysis. [pdf] ▪ Morelli, Lieberman, Zaki. (2015). The emerging study of positive empathy. [pdf] 	

WEEK 7 10/8	7.1 Morality and Emotion <i>Do emotions make us moral?</i>	Required <ul style="list-style-type: none"> ▪ Haidt. (2003). The moral emotions. [pdf] ▪ Greene et al. (2001). An fMRI investigation of emotional engagement in moral judgment. [pdf] Optional <ul style="list-style-type: none"> ▪ Pizarro et al. (2011). On disgust and moral judgment. [pdf] 	Steven Pinker Jonathan Haidt
	7.2 Outreach Project PROPOSALS DUE	Required <ul style="list-style-type: none"> ▪ None Optional <ul style="list-style-type: none"> ▪ None 	
WEEK 8 10/15	8.1 Emotions in the Body <i>Blood, sweat, tears, and fears?</i>	Required <ul style="list-style-type: none"> • CH. 7 (textbook) [book] Optional <ul style="list-style-type: none"> • Cacioppo et al. (2000). The psychophysiology of emotion. [pdf] • Levenson, R. W. (2003). Blood, sweat, and fears: The autonomic architecture of emotion. [pdf] • Kreibig et al (2010). Autonomic nervous system activity in emotion: A review. [pdf] 	Robert Levenson John Cacioppo Tor Wager
	8.2 Emotions in the Brain <i>Your brain on emotion?</i>	Required <ul style="list-style-type: none"> • CH. 6 (textbook) [book] Optional <ul style="list-style-type: none"> • Lindquist et al. (2012). The brain basis of emotion: A meta-analytic review. [pdf] • LeDoux (2000). Emotion circuits in the brain. [pdf] • Davidson et al. (1990). Emotional expression and brain physiology. [pdf] 	
WEEK 9 10/22	9.1 Emotion Regulation <i>Can we control our emotions? Should we control our emotions?</i>	Required <ul style="list-style-type: none"> • CH. 15 (textbook) [book] Optional <ul style="list-style-type: none"> • Gross (1998). The emerging field of emotion regulation: An integrative review. [pdf] • Ochsner & Gross (2004). Thinking makes it so: A social cognitive neuroscience approach to emotion regulation. [pdf] • Lewis et al. (2010). Advances, problems, and challenges in the study of emotion regulation: A commentary. [pdf] 	James Gross James Coan
	9.2 Unconscious Emotion <i>Can we feel without knowing?</i>	Required <ul style="list-style-type: none"> ▪ Williams et al. (2009). The unconscious regulation of emotion. [pdf] Optional <ul style="list-style-type: none"> ▪ Williams & Bargh (2008). Experiencing physical warmth promotes interpersonal warmth. [pdf] ▪ Williams & Bargh (2008). Keeping one's distance: The influence of spatial distance cues on affect and evaluation. [pdf] 	

WEEK 10 10/29	10.1 SNOW DAY	Required <ul style="list-style-type: none"> • None Optional <ul style="list-style-type: none"> • None 	
	10.2 SNOW DAY	Required <ul style="list-style-type: none"> ▪ None Optional <ul style="list-style-type: none"> ▪ None 	
WEEK 11 11/5	11.1 Exam 2 EXAM #2 IN CLASS	Required <ul style="list-style-type: none"> • None Optional <ul style="list-style-type: none"> • None 	Laura Carstensen Derek Isaacowitz Brian Knutson
	11.2 Emotion and Aging <i>Do emotions change as we grow old?</i>	Required <ul style="list-style-type: none"> ▪ CH. 8 (textbook) [book] ▪ Scheibe & Carstensen (2010). Emotional aging: Recent findings and future trends. [pdf] Optional <ul style="list-style-type: none"> ▪ Carstensen et al (2011). Emotional experience improves with age. [pdf] ▪ Samanez-Larkin & Carstensen. (2011). Socioemotional functioning and the aging brain. [pdf] 	
WEEK 12 11/12	12.1 Emotional & Mental Health I: Anxiety and Fear <i>Only thing to fear is fear itself?</i>	Required <ul style="list-style-type: none"> ▪ CH. 14 (textbook) [book] Optional <ul style="list-style-type: none"> ▪ Gruber & Keltner. (2007). Emotional behavior and psychopathology. [pdf] ▪ Mennin et al. (2005). Preliminary evidence for an emotion regulation deficit model of generalized anxiety disorder. [pdf] 	Doug Mennin Sheri Johnson Jonathan Rottenberg Ian Gotlib
	12.2 Emotional & Mental Health II: Mania and Depression <i>Emotion gone awry?</i>	Required <ul style="list-style-type: none"> • Gruber. (2011). Can feeling too good be bad? Positive emotion persistence (PEP) in bipolar disorder. [pdf] • Rottenberg (2005). Mood and emotion in major depression. [pdf] Optional <ul style="list-style-type: none"> • Kring (2008). Emotion disturbances as transdiagnostic processes in psychopathology. [pdf] 	
WEEK 13 11/19	13.1 Emotional Health <i>How to cultivate healthy feelings?</i>	Required <ul style="list-style-type: none"> • Folkman & Moskowitz (2000). Stress, positive emotion, and coping. [pdf] • Bonanno (2004). Loss, trauma, and human resilience. [pdf] Optional <ul style="list-style-type: none"> • Walker & van der Helm (2009). Overnight therapy? The role of sleep in emotional brain processing. [pdf] • Rottenberg & Gross (2007). Emotion and emotion regulation: A map for psychotherapy researchers. [pdf] • Pennebaker, J. W. (1993). Putting stress into words: Health, linguistic and therapeutic 	Daniel Gilbert Barbara Fredrickson Maya Tamir Michael Norton

		implications. [pdf]	
	13.2 Happiness <i>Don't worry, be happy?</i>	Required <ul style="list-style-type: none"> • CH. 12 (textbook) [book] • Gruber, Mauss, & Tamir (2011). A dark side of happiness? How, when, and why happiness is not always good. [pdf] Optional <ul style="list-style-type: none"> • Fredrickson (1998). What good are positive emotions? [pdf] • Myers & Diener (1995). Who is happy? [pdf] • Dunn et al. (2008). Spending money on others promotes happiness. [pdf] 	
WEEK 14 12/3	14.1 EXAM #3 IN CLASS	Required <ul style="list-style-type: none"> • None Optional <ul style="list-style-type: none"> • None 	None
	14.2 Emotional Intelligence & The Future <i>Where do we go from here?</i>	Required <ul style="list-style-type: none"> • Salovey & Mayer (1989). Emotional intelligence. [pdf] Optional <ul style="list-style-type: none"> • Mayer et al. (2000). Emotional intelligence meets traditional standards for intelligence. [pdf] • Picard et al (2001). Toward machine emotional intelligence. [pdf] 	
WEEK 15 12/10	15.1 OUTREACH PROJECT DUE	Required <ul style="list-style-type: none"> • None Optional <ul style="list-style-type: none"> • None 	None
	15.2 Feedback <i>What did you learn in this course?</i>	Required <ul style="list-style-type: none"> • None Optional <ul style="list-style-type: none"> • None 	