Human Emotion - Psychology 3131
Spring 2016

*Syllabus subject to change. Check course webpage for up-to-date information*

Course Information
When: Weds 3:00-5:30pm
Where: MUEN E113
Website: http://www.gruberpeplab.com/teaching/psych3131_spring2016/
Twitter: https://twitter.com/psych3131 (@psych3131)
E-mail: psych3131.emotion@gmail.com

Note: Please direct course-related questions to this e-mail address. You will receive an answer or acknowledgement within 24 hours.

Instructor Information
Professor
June Gruber, Ph.D.
Assistant Professor
Director, Positive Emotion and Psychopathology Laboratory
Department of Psychology and Neuroscience
Office Hrs: Mon 9:00-10:00am & Weds 2:00-3:00pm (email 24 hrs in advance if planning to attend)
Location: MUEN D321C

Course Description
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.
Course Structure

I. BEFORE CLASS EACH WEEK
You should plan to prepare the following two things before class each week:

1. **Background Readings: Empirical Foundation.** Before class each week, it is important that you carefully read and understand the content from the background readings drawn from empirical journal articles. The weekly seminar topics will be coordinated to complement your readings. Please read the assigned chapters and/or articles before class each week. This will allow for a better understanding of the lecture and also give you the opportunity to ask questions. Readings will be drawn from a textbook and empirical journal articles (more below in Course Requirements).

2. **Reading Reactions:** You will be asked to submit weekly reactions based on readings each week by 5:00pm MT on Tuesday prior to class each week on Wednesday. Details for reading reaction assignments are described below.

II. DURING CLASS EACH WEEK
Class each week will have a regular structure consisting roughly of two things:

1. **In Class-Lectures: Disseminating Knowledge.** Each class will include a lecture covering foundational material on the week’s topics. Each lecture will include a conceptual roadmap outlining topics covered, science of emotion drawn from your readings and outside sources, and accompanying videotaped “expert interview” with distinguished scholars in the field of human emotion corresponding to the lecture topic (note extra credit option below for expert interviews). On occasion, we will have invited guest lectures. You should take notes during class to ensure comprehension of the material.

2. **Discussion and Reading Questions: Group Discussion.** We will also spend time in class discussing articles and material. To promote group discussion, you will be asked to: 1) Provide weekly reading reactions and questions for each week’s readings due by 5:00pm MT Tuesday in advance of the class meeting on Wednesday; 2) Actively participate in discussion each week; 3) Abstain from using personal laptops or smartphones during class. There are many good evidence-based reasons for this (see here, here, here, here, here, & here). *Time to unplug and bring a pen and notepad!*
Course Requirements & Grading

Requirements include the following three things: in-class exams, class participation, and a final outreach project. There are also several opportunities for extra credit. Details and breakdown are below:

1. Three In-Class Exams (25% each x 3 exams = 75% total)
   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.

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.

3. Weekly Reading Reactions (15% total)
   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 Tuesday 5:00pm MT before class the following Wednesday.
Extra Credit Opportunities

Extra credit opportunities are available for interested students. Each extra credit option (Option A or Option B) is worth 5% maximum of your total grade each, for a total of 10% maximum applied to final course grade if you fully complete both Option A and B. These are the only extra credit opportunities available for this course so take advantage of them!

Extra Credit Option A: Social Media and Emotion. An important piece of participating in the emerging field of human emotion is to help disseminate information about the field. Social media is an ever-increasing way to do this. We encourage students to post “scientifically relevant” information about emotion they find on twitter and link to the course account (@psych3131). Posts should take the form of scientific articles, news websites, local events, etc. that are directly relevant to the science and psychology of emotion, are not already posted (by another student or from the course website) on the twitter account, and are recent (not older than 2015). If unsure, you can contact the course TAs (psych3131.emotion@gmail.com) before posting to ensure it fulfills these requirements. When submitting tweets, please do the following: (1) In the tweet, post the url link with a one-sentence description (e.g., “Study links meditation to increased happiness”), (2) Email psych3131.emotion@gmail.com with screenshot of posting and paste text and url from twitter posting in the body of the email. You can assume your post has been successfully received as an extra credit response unless you hear otherwise via email. For every 5 scientifically relevant responses submitted, you will receive 1% extra credit point toward your final grade, for a maximum of 5% total extra credit. Note: https://twitter.com/psych3131 (@psych3131). All extra credit tweet assignments must be submitted before the last day of class (i.e., before 3:30pm MT on Wednesday April 27) to receive credit.

Extra Credit Option B: Online Interviews with Emotion Experts. Each lecture module in class will be paired with a ~15-minute “Experts in Emotion Interview” containing a videotaped conversation with Professor Gruber and an expert scholar in emotion from the field freely available for viewing or download on YouTube (http://www.youtube.com/playlist?list=PLh9mgdi4rNew731mjIZn43G_Y5otqKzJA). Some of these will 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. Answers will be assigned one of the following three grades: ‘1’ (full credit), ‘1⁄2’ (half-credit), or ‘0’ (no credit). You can assume your response has been successfully received and graded a ‘1’ unless you hear otherwise via email. Responses are due no later than Tuesday 5:00pm MT before the following week’s class (i.e., videos watched or assigned in class Wednesday have extra credit responses due by 5:00pm MT Tuesday the following week). No late extra credit responses are accepted and only those assigned for that week will be counted for credit. You will submit your responses to: psych3131.emotion@gmail.com with: (1) Full name, (2) Paste entire response in email body, (3) Attach document to email with responses as well (.doc or .docx format only), and (4) You MUST include the following subject line in the email: LASTNAME_EIE_LastNameExpert.doc (Example: Smith_EIE_Gilbert.doc). Failure to follow directions will result in a grade of a ‘0.’ For every 5 full-credit responses (i.e., assigned a grade of a ‘1’) submitted, you will receive 1% extra credit point toward your final grade, for a maximum of 5% total extra credit. A handout detailing requirements and format for this extra credit assignment will be provided to interested students by emailing psych3131.emotion@gmail.com or checking the course website.
Readings and Materials
Please read assigned chapters and/or articles before the class meeting on the assigned date.


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

Grading
A rough grading scheme is below. Grades will typically be rounded up to the nearest % point. Students who actively participate and engage in the course may enhance borderline grades.

<table>
<thead>
<tr>
<th>% Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92.5-100</td>
<td>A</td>
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<tr>
<td>89.5-92.4</td>
<td>A-</td>
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<tr>
<td>87.5-89.4</td>
<td>B+</td>
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<tr>
<td>82.5-87.4</td>
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<td>80.0-82.5</td>
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<td>77.5-79.4</td>
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<td>72.5-77.4</td>
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<td>70.0-72.5</td>
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<td>67.5-69.4</td>
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<td>62.5-67.4</td>
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<td>60.0-62.5</td>
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<td>50.0-52.5</td>
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Course Policies
1. Disability
If you qualify for accommodations because of a disability, please submit to your Professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

2. Religious Observances
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. In this class, make-up
assignments will be considered only if written notice is provided at least 1 full week prior to the scheduled course due date. See full details at http://www.colorado.edu/policies/fac_relig.html

3. 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 differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. 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. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

4. Discrimination and Harassment
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/

5. Honor Code
All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. In this course, giving your clicker to another student to “click in” responses for you is a serious honor code violation for both parties involved. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu

6. Regrades
Regrades will ONLY be considered in extremely exceptional circumstances. If you have any inquiries about grading, first talk to your Professor to check for miscommunications or errors. Any regrade will be subject to an entire re-grading by the Professor directly, and your score could go up or down (and often it goes down). Advice: Don’t ask for regrades unless there is a blatant error.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Expert Interview</th>
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</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>1.1 Introduction &amp; Course Logistics</td>
<td><strong>Required</strong></td>
<td>Lisa Barrett</td>
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<td><strong>Optional</strong></td>
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<td></td>
<td></td>
<td>• Zajonc &amp; McIntosh (1992). Emotions research: Some promising questions and some questionable promises.</td>
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<td></td>
<td>1.2 History and Definitions</td>
<td><strong>Required</strong></td>
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<td></td>
<td>What is an emotion?</td>
<td>• Chapter 1 (textbook)</td>
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<td><strong>Optional</strong></td>
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<td>• James (1884). What is an emotion?</td>
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<td>• Barrett (2012). Emotions are real.</td>
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<td>1.3 Function of Emotions</td>
<td><strong>Required</strong></td>
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<td>• Chapter 2 (textbook)</td>
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<td><strong>Optional</strong></td>
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<td>• Nesse (2004). Natural selection and the elusiveness of happiness.</td>
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<td>• Tooby &amp; Cosmides (2008). The evolutionary psychology of the emotions and their relationship to internal regulatory variables.</td>
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<td></td>
<td>1.4 Emotions in Man and Animals</td>
<td><strong>Required</strong></td>
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<td><strong>Optional</strong></td>
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<td></td>
<td></td>
<td>• Darwin (1872). <em>Emotional Expression in Man and Animals</em> [Excerpt]</td>
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<td>• Parr (2003). Discrimination of faces and their emotional content by chimpanzees.</td>
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<td>• Panksepp (2005). Beyond a joke: From animal laughter to human joy?</td>
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</table>

WEEK 2
1/20
2.1 Manipulating Emotions
How do you elicit emotions?

**Required**


**Optional**

• Levenson (2007). Emotion elicitation with neurological patients.

WEEK 3
1/27
3.1 Function of Emotions
What good are emotions?

**Required**

• Chapter 2 (textbook)
• Nesse (2004). Natural selection and the elusiveness of happiness.

**Optional**

• Tooby & Cosmides (2008). The evolutionary psychology of the emotions and their relationship to internal regulatory variables.

WEEK 3
1/27
OUTREACH PROJECT ASSIGNED
3.2 Emotions in Man and Animals
Do monkeys and dogs have feelings like us?

**Required**


**Optional**

• Darwin (1872). *Emotional Expression in Man and Animals* [Excerpt]
• Parr (2003). Discrimination of faces and their emotional content by chimpanzees.
• Panksepp (2005). Beyond a joke: From animal laughter to human joy.

Experts in Emotion Interview:

• Iris Mauss
• James Coan
• Paul Ekman
• Lisa Parr
• Jaak Panksepp
### WEEK 4 2/3

#### 4.1 Emotion Expression

**Why do we smile, laugh, & cry?**

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<tr>
<td>- Chapter 4 (textbook)</td>
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<tr>
<td>- Rottenberg et al. (2008). Is crying beneficial?</td>
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<th>Optional</th>
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<tbody>
<tr>
<td>- Bachorowksi &amp; Owren (2001). Not all laughs are alike</td>
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#### 4.2 Emotion, Gender & Sex

**What’s sex got to do with it?**

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<tbody>
<tr>
<td>- Kring &amp; Gordon (1998). Sex differences in emotion</td>
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<tr>
<td>- DeSteno et al. (2002). Sex differences in jealousy: Evolutionary mechanism or artifact of measurement?</td>
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### WEEK 5 2/10

#### 5.1 Exam 1

**EXAM #1 IN CLASS**

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#### 5.2 Emotions and the Self

**What are self-conscious emotions?**

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<tbody>
<tr>
<td>- Wong &amp; Tsai (2007). Cultural models of shame and guilt</td>
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### WEEK 6 2/17

#### 6.1 Emotions and Others

**Living in a socioemotional world?**

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<td>- Chapter 9 (textbook)</td>
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<table>
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<tr>
<th>Optional</th>
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<tbody>
<tr>
<td>- Smith et al. (2009). Exploring the when and why of schadenfreude.</td>
</tr>
<tr>
<td>- Graham et al. (2004). Willingness to express negative emotions promotes relationships.</td>
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</tbody>
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#### 6.2 Sociocultural Context

**Are emotions cross-cultural?**

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<th>Required</th>
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<tr>
<td>- Chapter 3 (textbook).</td>
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<tr>
<td>- Tsai (2007). Ideal affect: Cultural causes and behavioral consequences.</td>
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<th>Optional</th>
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**Experts in Emotion Interview:**

- Jo-Anne Bachorowksi
- Jonathan Rottenberg
- Michael Bailey
- Dacher Keltner
- Jeanne Tsai
- Margaret Clark
- David Rand
<table>
<thead>
<tr>
<th>WEEK 7 2/24</th>
<th>7.1 Morality and Emotion</th>
<th>Required</th>
</tr>
</thead>
</table>
Optional  |
|  | - Pizarro et al. (2011). On disgust and moral judgment.  
Optional  |
|  |  | Experts in Emotion Interview:  
Steven Pinker  
Jonathan Haidt  

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<thead>
<tr>
<th>WEEK 8 3/2</th>
<th>8.1 Emotions in the Body</th>
<th>Required</th>
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Optional  |
Optional  |
|  |  | Experts in Emotion Interview:  
Robert Levenson  
John Cacioppo  
Tor Wager  

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<tr>
<th>WEEK 8 3/2</th>
<th>8.2 Emotions in the Brain</th>
<th>Required</th>
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</thead>
</table>
| Your brain on emotion? | - Ch 6 (textbook)  
Optional  |
- Davidson et al. (1990). Emotional expression and brain physiology: approach/withdrawal and cerebral asymmetry  
Required  |
|  |  |  

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<tr>
<th>WEEK 9 3/9</th>
<th>9.1 Emotion Regulation</th>
<th>Required</th>
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</table>
Optional  |
- Lewis et al. (2010). Advances, problems, and challenges in the study of emotion regulation: A commentary  
Required  |
|  |  | Experts in Emotion Interview:  
James Gross  
James Coan  

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<tr>
<th>WEEK 9 3/9</th>
<th>9.2 Unconscious Emotion</th>
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</table>
Optional  |
- Williams et al. (2009). The unconscious regulation of emotion.  
Required  |
| WEEK 10 3/16 | 10.1 Exam 2 | Required | None  
Optional | None  |
| EXAM #2 IN CLASS | | | | |

Optional | Chapter 8 (textbook)  
Carstensen et al (2011). Emotional experience improves with age  
| Do emotions change as we grow old? | | | | |

| GUEST LECTURE: TOBIAS | | | | |


| Only thing to fear is fear itself? | | | | |

| Emotion gone awry? | | | | |

Experts in Emotion Interview: Laura Carstensen  
Derek Isaacowitz  
Brian Knutson  
Doug Mennin  
Sheri Johnson  
Jonathan Rottenberg  
Ian Gotlib
### WEEK 13
#### 4/13

**13.1 Emotional Health**  
*How to cultivate healthy feelings?*

**Required**  
- Ch 14 (textbook)

**Optional**  

**Experts in Emotion Interview:**  
- Daniel Gilbert
- Barbara Fredrickson
- Maya Tamir
- Michael Norton

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**13.2 Happiness**  
*Don’t worry, be happy?*

**Required**  
- Fredrickson (1998). What good are positive emotions?

**Optional**  
- Myers & Diener (1995). Who is happy?
- Dunn et al. (2008). Spending money on others promotes happiness.

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### WEEK 14
#### 4/20

**14.1 Emotional Intelligence & The Future**  
*Where do we go from here?*

**Required**  

**Optional**  

**Experts in Emotion Interview:**  
- None

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**14.2 Feedback**  
*What do you need help on before next week?*

**Required**  
- None

**Optional**  
- None

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### WEEK 15
#### 4/27

**15.1 EXAM #3 IN CLASS**

**Required**  
- None

**Optional**  
- None

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**15.2 OUTREACH PROJECT FLASH TALKS**

**Required**  
- None

**Optional**  
- None