

Affective Aspects of Behavior - Psychology 512
[Formerly: 'Affective Science']
Yale University
Spring 2013



General Information

Professor: June Gruber, Ph.D.
Assistant Professor
Psychology Department
Office Hours: By appointment

Email: june.gruber@yale.edu

Website: <http://www.yalepeplab.com/teaching/psych512>
**Syllabus subject to change. Check course webpage for up-to-date information*

Time/Date: Thursdays, 9:25-11:15am

Location: Sheffield-Sterling-Strathcona (SSS) Hall, Room 201

Course Description

Welcome! This seminar is a core graduate course on affective science. Emotion is a fascinating, new, and interdisciplinary field with many empirical questions it spans. Some questions the course will address include: What are emotions, and how do they differ from moods, feelings and cognitions? What is their functional role in our daily life? Although these questions date back to early philosophical texts, only recently have scientists employed rigorous experimental methods to explore the vast and exciting field of affective science. Topics covered in the course include addressing definitional issues in emotion, the role of cognitive processes such as thinking, memory and attention on emotion states, physiological (autonomic, neural, genetic) aspects of emotion responding; emotion regulation and control; social relationships and emotion dynamics; cultural shaping of emotion experience and expression; development trajectories of emotion from early to late life; disorders of emotion in psychopathology; and discussions of emotional well-being and happiness. Class is discussion based. Active attendance and participation are required. This serves core graduate course in the Psychology Department at Yale and fulfills the APA Cognitive and Affective Aspects of Behavior Requirement. Enrollment priority will be given to graduate students in psychology.

Course Structure

1. **Background Readings: *Empirical Exposure to studies in Affective Science***

Before class each week, it is important that you carefully read and understand the content from the background readings drawn primarily from empirical journal articles. The weekly seminar topics will be coordinated to complement your readings. Please read the assigned chapters and/or articles **before** the discussion section for that assigned date. You will be required to submit weekly reading questions to ensure adequate understanding of material and generate questions for discussion in weekly seminar meetings.

2. **Discussion and Reading Questions: *Group Discussion about Affective Science***

Regular attendance and active discussion is required. Towards this aim, three aspects of the course will be required to promote group discussion. First, you will be required to provide weekly reading reactions and questions for that week's readings in advance of the class meeting data (more detail below). Second, you will be expected to actively participate in discussion during *each* weekly class). Finally, this seminar will be a strictly *laptop and cell-phone free* seminar so as to nurture a present-focused, engaged, free exchange of ideas and questions (i.e., what graduate school should be about). Have fun with the class! ☺

3. **Guest Teaching Lectures: *Disseminating Knowledge of Affective Science***

A critical part of understanding research is to effectively communicate your findings to a live audience in a clear, concise, and captivating (three C's) manner. You will gain active experience and feedback in disseminating material in the course through teaching others about the topic. Specifically, you will be required to present a brief guest teaching lecture to the entire class at least once during the term on a topic corresponding to that week's lecture, as well as collect and lead a subsequent group discussion on the topic. More detail is below.

4. **Videotaped Expert Interviews: *Conversation with Emotion Scholars [OPTIONAL]***

Throughout the course term, you will have the opportunity to view 20 minute "Expert in Emotion Interviews" which contain a videotaped conversation with Professor Gruber and an expert scholar in affective science from around the nation. You also have the option to generate discussion questions for upcoming interviews with expert scholars. A full list of expert scholars and conversation topics will be made available at the beginning of the course for interested students.

Course Requirements & Grading

1. **Weekly Reading Reactions (15% total)**

To facilitate active class discussion, you will be required to write and submit weekly reactions and questions triggered by the assigned readings. Specifically, each week you will be required to read **THREE ARTICLES** and submit an approximately **1-page single-spaced** document containing your reactions and questions to the week's readings. You should convey your reactions and questions in a succinct, theoretically thoughtful, and grammatically coherent manner. Reactions must be drawn from **at least 2** of the 3 assigned readings that week, and should specify which reading your reaction refers to. The written reaction is not a summary of the readings. You can include additional responses to the optional readings as well, beyond the 1-page limit if you'd like. *All reactions must be emailed to the Instructor and weekly graduate student "Guest Lecturer" no later than Wednesday at 9am* (the day before class). Late submissions will not be accepted. Assigned readings will be available for download or emailed directly in advance.

2. Class Participation (15% total)

Active participation in is required. The success of this course depends on bringing your best possible self to class, participating, asking questions, and supporting your colleagues. The goal is to foster a stimulating environment of scientific exchange. You must be present to participate. This will foster engagement in the process of critical scientific thinking.

3. Guest Lecture - Teaching Presentation (30% total)

Many of you will go on to become teachers at various institutions, including research universities, liberal arts colleges, and/or medical universities. As such, it is imperative that you gain active exposure honing your didactic skills. This will also foster a deeper understanding of the material in affective science (as they say, you don't really understand a topic until you have to teach it to someone else!). As such, you will be required to be a weekly "**Guest Lecturer**" at least once during the semester. You will sign up for your specific topic and date the first week of class. Your role as Guest Lecturer for that week will include 3 things: (1) Prepare and present a brief guest teaching lecture (approx. 30 minutes) to the entire class using contemporary software tools (e.g., Powerpoint, Keynote) and (2) Collect and synthesize the weekly reading reactions from your peers each Wednesday before class and include them at the end of your presentation, and (3) Lead subsequent group discussion for the remainder of class. You may want to meet with Professor Gruber before class to review and approve your presentation.

4. Final Research Paper (40% total)

You will be required to write a **15 to 20 page** empirical review paper (not including references) that should represent a novel summary and synthesis of the literature. You might refer to review papers in journals such as *Emotion Review*, *Cognition and Emotion*, or *Perspectives on Psychological Science*. Papers are to be completed outside of class, and on a topic relevant to affective science. You may choose a topic that connects with, and complements, your current research interests but in a way that is clearly informed by the theories, methods and conceptual terminology of affective science. Papers should be written in APA 6th edition format. Your specific paper topic should be approved by Professor Gruber, and will be presented at various stages for peer feedback throughout the semester. Final papers are due the last day of class and must be emailed directly to Professor Gruber.

Academic Honesty

The final research paper must constitute the student's original writing and cannot include passages or phrases copied from any other sources. All suspected cases of academic dishonesty will be reported to the Director of Graduate Studies in the Yale Psychology Department. For additional information refer to:

<http://yalecollege.yale.edu/content/cheating-plagiarism-and-documentation>

TENTATIVE CLASS SCHEDULE

Date	Topic	Readings
Week 1 01/17	Course Introduction <i>What is an emotion?</i>	<p>Required</p> <ol style="list-style-type: none"> Barrett (2012). Emotions are real. Gross (2010). The future's so bright, I gotta wear shades. Ekman (1992). An argument for basic emotions. <p>Optional</p> <ul style="list-style-type: none"> James (1884). What is an emotion? Fridja (1988). The laws of emotion Cannon, W. B. (1927). The James-Lange theory of emotions: A critical examination and an alternative theory. Schacter, S., & Singer, J. E. (1962). Cognitive, social, and physiological determinants of emotional state.
Week 2 01/24	Manipulating & measuring emotions <i>How do you trigger emotions?</i>	<p>Required</p> <ol style="list-style-type: none"> Coan & Allen (2007). Organizing the tools and methods of affective science. Mauss & Robinson. (2005). Measures of emotion: A review. Rottenberg, Ray, & Gross (2007). Emotion elicitation using films. <p>Optional</p> <ul style="list-style-type: none"> Harmon-Jones, Amodio, & Zinner (2007). Social psychological methods of emotion elicitation. Levenson (2007). Emotion elicitation with neurological patients. Robinson & Clore (2002). Belief and feeling: Evidence for an accessibility model of emotional self-report.
Week 3 01/31	Evolution of emotions <i>Have humans evolved to be emotional? How early do emotions emerge?</i>	<p>Required</p> <ol style="list-style-type: none"> Darwin (1872). <i>Emotional Expression in Man and Animals</i> [Excerpt] Ekman (1994). Strong evidence for universals in facial expressions. Campos. (1989). Emergent themes in the study of emotional development and emotion regulation. <p>Optional</p> <ul style="list-style-type: none"> Nesse (2004). Natural selection and the elusiveness of happiness. Goodall. (1990). <i>The Mind of the Chimpanzee</i>. [Excerpt] Kochanska (2001). Emotional development in children with different attachment histories: The first three years. Kagan & Snidman. (1991). Temperamental factors in human development. Scheibe & Carstensen (2010). Emotional aging: Recent findings and future trends.
Week 4 02/07	Emotional expression <i>Why do we smile, laugh, & cry?</i>	<p>Required</p> <ol style="list-style-type: none"> Ekman (1993). Facial expression and emotion. Bachorowski & Owren (2001). Not all laughs are alike: Voiced but not unvoiced laughter readily elicits positive affect. Rottenberg et al. (2008). Is crying beneficial? <p>Optional</p> <ul style="list-style-type: none"> Darwin (1982). <i>Expression of emotion in man and animals</i> (pp. 55-69). Matsumoto & Willingham (2009). Spontaneous facial expressions of emotion of congenitally and noncongenitally blind individuals. Avieser et al (2008). Angry, disgusted or afraid? Studies on the malleability of emotion perception. Keltner (2009). "Laughter" from <i>Born to Be Good</i>. Hertenstein et al. (2006). Touch communicates distinct emotions.
Week 5 02/14	Individual Differences in Emotion <i>Do culture and gender matter?</i>	<p>Required</p> <ol style="list-style-type: none"> Tsai. (2007). Ideal affect: Cultural causes and behavioral consequences. Kitayama, Mesquita & Karasawa (2006). Cultural affordances and emotional experience. Kring & Gordon (1998). Sex differences in emotion <p>Optional</p> <ul style="list-style-type: none"> Tsai, Levenson, & McKoy (2006). Cultural and temperamental variation in emotional response. Wong & Tsai (2007). Cultural models of shame and guilt Carter. (1998). Neuroendocrine perspectives on attachment and love. Chivers et al. (2004). A sex difference in the specificity of sexual arousal.

<p>Week 10 04/04</p>	<p>Morality & Emotion <i>Do emotions make us moral?</i></p>	<p>Required</p> <ol style="list-style-type: none"> Haidt (2007). The new synthesis in moral psychology. Chapma et al. (2009). In bad taste: Evidence for the oral origins of moral disgust. Greene et al (2001). An fMRI investigation of emotional engagement in moral judgment. <p>Optional</p> <ul style="list-style-type: none"> Haidt. (2003). The moral emotions. Wheatley & Haidt (2005). Hypnotic disgust makes moral judgments more severe. Keltner, D. (2009). "Survival of the Kindest" in <i>Born To Be Good</i>.
<p>Week 11 04/11</p>	<p>Emotion Regulation <i>Can we change our emotions?</i></p>	<p>Required</p> <ol style="list-style-type: none"> Gross (1998). The emerging field of emotion regulation: An integrative review. Ochsner & Gross (2004). Thinking makes it so: A social cognitive neuroscience approach to emotion regulation. Williams, Bargh, Nocera & Gray (2009). The unconscious regulation of emotion: Nonconscious reappraisal goals modulate emotional reactivity. <p>Optional</p> <ul style="list-style-type: none"> Zelazo & Cunningham (2007). Executive function: Mechanisms underlying emotion regulation. Gross & Levenson (1993). Emotional suppression: Physiology, Self-report, and Expressive Behavior. Lewis, Zinbarg & Durbin (2010). Advances, problems, and challenges in the study of emotion regulation: A commentary Cole et al (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research.
<p>Week 12 04/18</p>	<p>Emotional Disorders: <i>When is emotion too much?</i></p>	<p>Required</p> <ol style="list-style-type: none"> Kring (2008). Emotion disturbances as transdiagnostic processes in psychopathology. Gruber & Keltner (2007). Emotional behavior and psychopathology: A survey of methods and concepts. Aldao, Nolen-Hoeksema, & Sweitzer (2010). Emotion regulation strategies across psychopathology: A meta-analytic review. <p>Optional</p> <ul style="list-style-type: none"> Mennin et al. (2005). Preliminary evidence for an emotion regulation deficit model of generalized anxiety disorder. Capps et al (1992). Understanding of simple and complex emotions in non-retarded children with autism Rottenberg (2005). Mood and emotion in major depression. Kring & Moran (2008). Emotional response deficits in schizophrenia: Insights from affective science. Haynos & Fruzzetti (2011). Anorexia nervosa as a disorder of emotion dysregulation: Evidence and treatment implications.
<p>Week 13 04/25</p>	<p>Happiness & Well-Being <i>Don't worry, be happy?</i></p> <p>*FINAL PAPER DUE*</p>	<p>Required</p> <ul style="list-style-type: none"> Fredrickson (1998). What good are positive emotions? Myers & Diener (1995). Who is happy? Gruber, Mauss, & Tamir (2011). A dark side of happiness? How, when, and why happiness is not always good. <p>Optional</p> <ul style="list-style-type: none"> Mauss et al (2011). Can seeking happiness make people unhappy? Baer (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review. Dunn et al. (2008). Spending money on others promotes happiness. Wilson et al (2005). The pleasures of uncertainty: Prolonging positive moods in ways people do not anticipate. Pennebaker (1997). Writing about emotional experiences as a therapeutic process.