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 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
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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| **Week 1** | **01/17** | **Course Introduction**  
*What is an emotion?*  | **Required**  
**Optional**  
- James (1884). What is an emotion?  
- Fridja (1988). The laws of emotion  
| **Week 2** | **01/24** | **Manipulating & measuring emotions**  
*How do you trigger emotions?*  | **Required**  
**Optional**  
| **Week 3** | **01/31** | **Evolution of emotions**  
*Have humans evolved to be emotional? How early do emotions emerge?*  | **Required**  
1. Darwin (1872). *Emotion al Expression in Man and Animals* [Excerpt]  
**Optional**  
| **Week 4** | **02/07** | **Emotional expression**  
*Why do we smile, laugh, & cry?*  | **Required**  
2. Bachorowksi & Owren (2001). Not all laughs are alike: Voiced but not unvoiced laughter readily elicits positive affect.  
**Optional**  
| **Week 5** | **02/14** | **Individual Differences in Emotion**  
*Do culture and gender matter?*  | **Required**  
**Optional**  
- Wong & Tsai (2007). Cultural models of shame and guilt  
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<th>Week 6</th>
<th>Emotions and the self</th>
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3. Tangney (1996). Are shame, guilty and embarrassment distinct emotions?  |
|        |                       | Optional                                                                 |
▪ Tracy & Robins (2007). Emerging insights into the nature and function of pride.  |

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<th>Week 7</th>
<th>Bodily Changes and Emotion</th>
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▪ Davidson et al. (1990). Emotional expression and brain physiology: approach/withdrawal and cerebral asymmetry  
▪ Lindquist et al. (2012). The brain basis of emotion: A meta-analytic review  
▪ Lieberman et al. (2007). Putting feelings into words: Affect labeling disrupts amygdala activity in response to affective stimuli.  |

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<th>Week 8</th>
<th>Emotion and others</th>
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| 03/07  | *Living in a social world* (Guest Lecture: David Rand) | 1. Keltner & Haidt (1999). Social function of emotions at four levels of analysis.  
|        |                     | Optional                                                                 |
▪ Clark et al (1993). The difference between communal and exchange relationships: What it is and is not.  
▪ Graham et al. (2004). The positives of negative emotions: Willingness to express negative emotions promotes relationships.  |

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<th>Week 9</th>
<th>Emotion and cognition</th>
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▪ Blanchette & Richards (2004). Reasoning about emotional and neutral materials: Is logic affected by emotion?  
▪ Lowenstein & Lerner (2003). The role of affect in decision-making.  |

**NO CLASS**  
*(03/14 or 03/21)*  
**HAPPY SPRING BREAK!**
| Week 10 04/04 | Morality & Emotion  
*Do emotions make us moral?* | Required |
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| Week 11 04/11 | Emotion Regulation  
*Can we change our emotions?* | Required |
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| Week 12 04/18 | Emotional Disorders:  
*When is emotion too much?* | Required |
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| Week 13 04/25 | Happiness & Well-Being  
*Don’t worry, be happy?* | Required |
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<td>▪ Fredrickson (1998). What good are positive emotions?</td>
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<td></td>
<td>▪ Myers &amp; Diener (1995). Who is happy?</td>
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<td>▪ Dunn et al. (2008). Spending money on others promotes happiness.</td>
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<td>▪ Pennebaker (1997). Writing about emotional experiences as a therapeutic process.</td>
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