

PSYC1032: Science of EMOTION

Spring, 2019
M/W/F 11AM
310 Higgins Hall

Prof: Andrea Heberlein (andrea.heberlein@bc.edu)

McGuinn 306; M 12:30-1:30, Th 1:30-2:30
or by appt

TAs:

Ryan Bottary (bottaryr@bc.edu)

McGuinn 504B; M 2-3 or by appt

Ryan McManus (mcmanurd@bc.edu)

McGuinn 326G; F 9:30-10:30 or by appt

What is an emotion? What can be gained by studying emotion scientifically? How is it possible to scientifically study something so seemingly subjective and personal? Are emotions functional? dysfunctional? When or how? What happens when emotions are dysfunctional? This course will focus on scientific, experiment-based attempts to answer these questions and others related to them.

Course goals:

The primary goal of this course is to develop students' understanding of psychological research: how questions are formulated, what methods are used to test them, and how results are interpreted. When you leave this course, you will be a more sophisticated consumer of the kind of blurbs in magazines suggesting that, for example, "Indulging less frequently will make you happier long-term!" (How would one measure that? Happier how? Is this true for everyone? In every situation?) Along the way, you will learn about both classic and current research on emotion. And you will likely also come to understand your friends'—and your own—emotions more deeply, or at least from a new perspective.

Note that this course satisfies the Social Science core requirement, but does not count towards the psychology majors. No background in psychology is required for this course.

Readings:

The textbook for this course is Shiota & Kalat, *Emotion*, 3rd Ed. It is available at the bookstore and should be on reserve at O'Neill. In addition, I have an extra copy that is available for borrowing/scanning, which I will bring to class (and have in my office at other times).

All other readings (listed at the end of the syllabus) will be posted on the course Canvas site. Please complete the readings before class. Most weeks have 2 main readings, *or* one reading and one video (15-20 minutes) to be watched in preparation for class, where a textbook chapter, research article, or review paper is one reading.

Course Requirements:

Exams: There are three exams: two midterms and a final that emphasizes the last third of the class but is cumulative. The exams each include multiple choice questions and short response questions, and cover both lecture and text. Exam questions will require you to integrate across topics. You may be tested on *details* that were in the reading but not discussed in class; however, you will only be tested on *topics* covered in class (in other words, if I didn't talk about it at all, you don't need to know about it for the exam, unless I specifically note otherwise). Each midterm is worth **20%** of your grade, and the final is worth **30%**.

Quizzes: Five short quizzes, each designed to take <10 minutes, will be given at the beginning of class. These will give you a hint for what the exam questions will look like (and some exam questions may even repeat quiz questions). We will drop the lowest of these quizzes (or, if you miss one, that will automatically count as your dropped grade). The remaining 4 quizzes are each worth **2.5%** of your grade (total **10%**).

Assignments: There are two written assignments for this course.

Assignment 1: Emotion science in the news: This assignment requires you to read a newspaper or magazine article that discusses psychological research related to emotion. You will track down and read the original research report (in a scientific journal) on which the popular press article is based. Following a format which we'll cover in class a few weeks before the assignment is due, you'll then summarize the research report (about 2-2.5 pp), and give a brief critique of the popular press article which summarized it (.5-1 pp, for about **3 pp total**). Further details will be available on Canvas.
-> Assignment 1 is worth **10%** of your overall grade.

Assignment 2: Research proposal: This assignment requires you to apply some of the methods we will have discussed to address a research question related to topics covered in class. You will define a research question and write a short (**5 page**) research proposal describing how you would answer it. This proposal should follow a specific format, which we will cover in class a few weeks before the assignment is due. (Briefly, these will include: a description of the question, a clear statement of hypothesis, an explanation of measures and procedures, and an explanation of possible results.) Further details will be available on Canvas.
-> Assignment 2 is worth **10%** of your overall grade.

Extra credit: There are two options for extra credit. You may complete either or both.

- After each lecture but before midnight of the same day, you may email bc.emotionextracredit@gmail.com one or more questions about the day's lecture. These must be specific, content-ful questions (e.g., *not* "please go over slide 33" but instead "what is the dependent variable shown on the figure in slide 33?"). You may submit more than one but you will receive only **one point for each lecture** on which you ask a question, up to a total of **2 points towards each exam**, applied towards the next exam (both midterm exams are 40 points; the final is more). Please make sure that your email is sent from your bc email address so that we can credit you. I will post answers to questions on Canvas.
- Attending office hours of any of the teaching staff is worth 2 pts the **first time** you attend (applied to the next exam).

Grade Breakdown:

20% Exam 1
20% Exam 2
10% Quizzes
10% Assignment 1 (Emotion science in the news)
10% Assignment 2 (Research proposal, 5 pp)
30% Final Exam

Grade cut-offs:

A	≥ 93.0	B-	80.0 – 82.9	D+	67.5 – 69.9
A-	90.0 – 92.9	C+	77.5 – 79.9	D	63.0 – 67.4
B+	87.5 – 89.9	C	73.0 – 77.4	D-	60.0 – 62.9
B	83.0 – 87.4	C-	70.0 – 72.9	F	≤ 59.9

Course policies:

Canvas: A copy of this syllabus will be posted on Canvas. Downloadable pdfs of the lecture slides, details on the paper assignments, readings (except main textbook chapters), and other course materials will be posted there as well.

Office hours: See above, or contact me to set another time. I am happy to go over questions from the lecture or reading, questions about assignments, or to discuss anything else at least marginally related to the course and/or to psychological research. If your schedule conflicts with the posted office hours, please email or talk to me to set up a mutually convenient alternative. Your TAs are also a great source of help—please do not hesitate to talk to them!

Exam make-up policy: Exam make-ups may only be scheduled due to personal emergency (e.g., death of a close family member), documented illness (with a doctor's note), or other BC-sanctioned excuses (e.g., athletic travel, religious observance). These must be discussed and approved *before* the scheduled exam time. No make-ups will be given for simply missing an exam. If you miss an exam without appropriate documentation, you will receive a score of "0" for that exam. Quizzes may not be made up unless you will miss more than one **and** both misses are due to BC-sanctioned events such as those listed for exams, above.

Late policy: Written assignments must be turned in via Canvas **by the beginning of class** (i.e., 11 AM) on the day they are due. Any assignment received after this time (without BC-approved excuse, such as those listed above for exam make-ups) will automatically receive a full letter grade deduction. Any assignment received more than 48 hours after this time will not be graded. The only exceptions to the late policy are due to documented medical or personal emergency. If you will have a foreseeable conflict before the paper is due (travel, athletic event, etc.) please contact me *beforehand* to make alternative arrangements. If you have trouble uploading a paper, you may bring a hard copy to class, but papers must be in our hand or uploaded to Canvas on time—if it's lost in the ether, it's still late, no matter when you sent it.

Plagiarism and Academic Integrity: Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments may fail the course, and a letter of explanation will be placed in their files. Students who plagiarize are subject to dismissal from the College. **Note that substantial paraphrasing, or knowingly using the words or thoughts of another individual (from conversation, web sources, or published or unpublished material) without citation can also be considered plagiarism.** Any work that has been confirmed to be plagiarized will receive a grade of 0. For information on Boston College's Integrity Policy, see: <http://www.bc.edu/integrity/>. If you are unsure of the appropriate way to give credit in a paper or about any other aspect of an assignment, please contact me.

Policy on Appropriate Use of Course Materials: The materials distributed in this class and on Canvas, including the syllabus, exams, slides, handouts, study aides, and in-class presentations, may be protected by copyright and are provided solely for the educational use of students enrolled in this course. You are not permitted to re-distribute them for purposes unapproved by the instructor; in particular you are not permitted to post course materials or notes from lectures and discussions on commercial websites (sharing notes with your fellow students in this class is fine). Unauthorized uses of course materials may be considered academic misconduct.

Students with Documented Disabilities: If you are a student with a documented disability and you would like to set up an accommodation for this class, please see me during the first week of class or as soon as possible thereafter. To arrange documentation, please contact Kathy Duggan, (617) 552-8093,

dugganka@bc.edu, at the Connors Family Learning Center regarding learning disabilities and ADHD, or Paulette Durrett, (617) 552-3470, paulette.durrett@bc.edu, in the Disability Services Office regarding all other types of disabilities, including temporary disabilities. I will be happy to arrange accommodations but cannot do so retroactively (e.g. after an exam has already taken place). We can also add accommodations for subsequent assignments, exams, and quizzes if you receive a diagnosis or documentation at any point in the semester.

Electronic devices in the classroom: Cell phones should be turned off during class; texting during class is disrespectful to everyone present (and is more obvious than you may think). **Laptop computers are permitted in the first two rows or the back row**, because of the potential for distracting other students with misuse (chat/email/FB/etc.) during class. Some students have found small tape-recorders (analog or digital) to be useful aids in note-taking, and these are permitted.

Grade questions/grade changes/grade communication: If you have a question about a graded assignment, you must contact me no later than one week after the assignment was returned, detailing your concerns. Grade concerns will only be discussed in person (you may email to set up a time), and I will re-grade the entire exam or paper in question, substituting the newer grade for the original. That said, grading errors happen, so if you feel I or a TA have made a grading error, I will be happy to discuss this with you.

Note: Any student who is having difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable doing so. This will enable her to provide any resources that she may possess.

OUTLINE

Date	Topic	Reading
1-14 M	1. Course Orientation	Please complete readings <i>before</i> class
UNIT ONE: WHAT ARE EMOTIONS, AND WHERE DO THEY COME FROM?		
1-16 W	2. Introduction: what is an emotion?	
1-18 F	3. Models of emotion: categories vs. dimensions	Shiota & Kalat ch. 1 (through page 23); Barrett video (Yale Emotion online class; *first 15 min only) *
1-21 M	NO CLASS, Martin Luther King, Jr. Day	
1-23 W	4. Methods I : Experiments in psychology	Gilovich et al., Ch 2 <i>last day to add/drop or declare P/F online</i>
1-25 F	5. Methods II : Mood induction & measuring behavior; ethics	S&K ch. 1 (p. 23 through end)

Date	Topic	Reading Please complete readings <i>before</i> class
1-28 M	QUIZ 1 ; 6. FACS coding	
1-30 W	7. Evolution & emotion	S&K ch 2
2-1 F	8. Basic emotions: responses, expressions	Ekman videos; S&K 7 (pp 183-204 only)
2-4 M	9. Culture 1	
2-6 W	10. Culture 2/Language	S&K 3
2-8 F	QUIZ 2 ; 11. Appraisal	S&K 4
2-11 M	REVIEW SESSION	
2-13 W	EXAM 1	
2-15 F	12. Emotion in the brain	S&K 6 <i>2/15 is the last day to drop in the Dean's office</i>

UNIT TWO: HOW CAN WE THINK OF EMOTION AS FUNCTIONAL?

2-18 M	13. Lit searches & scientific articles	
2-20 W	14. Emotion communication: expressions	S&K 7
2-22 F	15. Stress 1	
2-25 M	QUIZ 3 ; 16. Crying	Rottenberg et al., 2008
2-27 W	17. Emotion in infancy and early childhood	S&K 8
3-1 F	18. Emotion in adolescence & older adulthood	Assignment 1 due
3-4 to 3-8	SPRING BREAK, NO CLASS	
3-11 M	19. Love & attraction	S&K 9
3-13 W	20. Social emotions: pride, guilt, embarrassment, shame	Tracy, 2013
3-15 F	21. Recognizing emotions	
3-18 M	EXAM 2 REVIEW	
3-20 W	EXAM 2	

Date	Topic	Reading
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Please complete readings before class

UNIT THREE: HOW DO EMOTIONS INTERACT WITH OTHER MENTAL PROCESSES?

3-22 F	22. Emotion & theory of mind	
3-25 M	23. Emotion & attention	<i>Commit to topics for Assignment 2;</i> S&K 10
3-27 W	24. Emotion & memory	
3-29 F	25. Emotion & memory, cont.	Kensinger & Schacter, 2006
4-1 M	QUIZ 4; 26. Emotion & decision-making	
4-3 W	27. Emotion & decision-making, cont.	Clore & Huntsinger, 2007
4-5 F	28. Stress 2	Mullainathan, 2013; Mani et al., 2013
4-8 M	29. Morality & emotion	
4-10 W	30. Empathy	Bloom, 2017
4-12 F	QUIZ 5; Workshop proposals	
4-15 M	PATRIOT'S DAY, NO CLASS	
4-17 W	31. Emotion concepts in <i>Inside Out</i>	<i>Assignment 2 due</i>
4-19 F, 4-22 M	EASTER BREAK, NO CLASS	
4-24 W	32. Emotion regulation	S&K 15
4-26 F	33. Disorders of emotion	S&K 14
4-29 M	34. Genes & Individual Differences	S&K 13
5-1 W	35. SUMMARY & WRAP-UP	
TBD	Exam Review	
5-7 T	FINAL EXAM, 9-11am	

Readings

Readings are listed in the order in which they appear on the schedule above. Note all will be posted on Canvas except chapters from the primary textbook.

All readings marked "S&K" are chapters in Shiota & Kalat, *Emotion*, 3rd Ed.

Lisa Feldman Barrett interview (linked on Canvas)

Gilovich, Keltner, & Nisbett, *Social Psychology*, 2nd Ed., Chapter 2

Interviews with Paul Ekman (linked on Canvas)

Rottenberg, J., Bylsma, L.M., & Vingerhoets, A.J.J.M. (2008). Is crying beneficial? *Current Directions in Psychological Science*, 17, 400-404.

Tracy, J. (2013). Pride & power. *Scientific American Mind*.

Kensinger, E.A. & Schacter, D.L. (2006). When the Red Sox shocked the Yankees: Comparing negative and positive memories. *Psychonomic Bulletin and Review*, 13, 757-763.

Clore, G. L. & Huntsinger, J. R. (2007). How emotions inform judgment and regulate thought. *Trends in Cognitive Sciences* 11, 393-399.

Mullainathan, S. (2013). The mental strain of making do with less. *New York Times* Sept 21, 2013:

http://www.nytimes.com/2013/09/22/business/the-mental-strain-of-making-do-with-less.html?_r=0

Mani, A., Mullainathan, S., Shafir, E. and Zhao, J. (2013). Poverty Impedes Cognitive Function. *Science*, 341, 6149, 976-980.

Bloom, P. (2017). Empathy and its discontents. *Trends in Cognitive Sciences*, 21, 24-31.