

THINKING ABOUT FEELING: PSYCHOLOGY OF EMOTION

Fall, 2018
M/W/F 10AM
103S Stokes

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

McGuinn 306
office hours M 1-2, T 12:30-1:30 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? How does the language we speak shape our emotional concepts? Is one person's emotional experience different than that of someone from a different culture? How do we recognize others' emotions? Does emotion get in the way of making good decisions, or does it help? We will discuss these and other questions from the perspective of psychological science, focusing on the ways those questions are formulated into experiments and answered using scientific methods.

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.

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. How do psychologists ask and answer questions? What is the value of experiments to understanding? What are independent and dependent variables? How do you interpret graphs? We will approach this broad goal in three specific ways:

- through learning about psychological research on emotion;
- through learning how to read scientific research articles; and
- through independently designing a novel research proposal.

Through interactions in parallel with the paired literature class, *Feeling Like Ourselves*, we will also discuss how literary and scientific analyses contribute to a fuller understanding of the role of emotion in our lives.

Readings:

All readings (listed at the end of the syllabus) will be posted on the course Canvas site. Please complete the readings/videos before class. Most weeks have 2 main readings, *or* one reading and one video, where a textbook chapter, research article, or review paper is one reading.

Course Requirements:

Participation: Attendance is mandatory (for both class and reflection sessions); if you will have to miss a class, or if you cannot make a scheduled reflection session, please inform me as soon as possible to make alternative arrangements. If you are at all classes (unless excused), you will receive at least 1/2 of the participation credit. You are expected to do all the readings ahead of time and actively participate and contribute to class discussions. Please note that I am well aware that some people are more

comfortable talking in groups than others. If you make constructive contributions on average once/class, you will get the full 10%. Students who make exceptionally constructive contributions throughout the term will have my gratitude, but no further credit; however, students who speak less frequently may be penalized. If you would like advice or suggestions on how to meet this requirement, please email or see me outside of class: this is a life skill which I will be happy to help you develop. Participation credit will also be awarded for submitting *one* question before midnight the night before class, on either the assigned reading for the day *or* the previous class content. To count for credit, this question must be specific and content-ful. If you submit an email on average once/week, you will also get the full 10% even if you rarely speak up in class.

Quizzes: There will be 3 take-home quizzes. Each will be worth 15% of your grade. Quiz questions will be posted one week before they are due.

Assignments: There are two written assignments for this course, with the second assignment, a research proposal, turned in once as a draft, and a second time in final form.

Assignment 1a: Emotion science in the news: This assignment requires you to find a newspaper or magazine article of at least 300 words (in other words, longer than a little blurb in Cosmo or Men's Health, but not necessarily a feature 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**).

-> Assignment 1 is worth **10%** of your overall grade.

Assignment 2: Research proposal: This assignment requires you to apply some of the methods we 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 and will be discussed in class. You will turn in a draft of this assignment, on which you will receive feedback both from an anonymous peer (this critique will also be credited) and from me.

-> Draft of Assignment 2 is worth **10%** of your overall grade.

-> Anonymous peer critique is worth **5%** of your overall grade.

-> Final version of Assignment 2 is worth **20%** of your overall grade.

Grade Breakdown:

10% Participation in class

10% Assignment 1 (Emotion science in the news)

10% Assignment 2 draft (Research proposal)

5% Critique of draft

20% Assignment 2 final (Research proposal)

45% Take-home Quizzes, 3 total (15% each)

Grade cut-offs:

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

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, 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.

Make-up policy: Quiz 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., substantial athletic travel). These must be discussed and approved *before* the scheduled quiz time. No make-ups will be given for simply forgetting to turn in a quiz. If you miss a quiz without appropriate documentation, you will receive a score of "0" for that quiz. Note that you will have one week to complete each take-home quiz, and all of these are already scheduled at the beginning of the semester, so a single-day absence should not interfere with your ability to complete and turn in a quiz.

Late policy: Written assignments must be turned in via Canvas **by the beginning of class** (i.e., 10 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 my 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 assignment has already been turned in). We can also add accommodations for subsequent assignments and exams 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). Please note also that it is obvious to everyone around you if you are using your computer for anything other than note-taking or following along with a paper we are discussing; this is distracting, so please don't do it.

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 have made a grading error, I will be happy to discuss this with you.

OUTLINE

Date	Topic	Reading
8-27 M	Course Orientation	Please complete readings <i>before</i> class
UNIT ONE: WHAT IS AN EMOTION?		
8-29 W	Introduction: what is an emotion? <i>discussion</i>	Complete online quiz by the beginning of class
8-31 F	Models of emotion: how have psychologists defined emotion?	Shiota & Kalat ch. 1 (through page 23)
9-3 M	LABOR DAY, NO CLASS	
9-5 W	Models of emotion: categories vs. dimensions	Barrett video (Yale Emotion online class; *first 15 min only)* <i>last day to add/drop or declare P/F online</i>

Date	Topic	Reading
9-7 F	Evolution & emotion	S&K ch 2
9-10 M	Basic emotions: responses, expressions	Ekman videos (linked on Canvas)
9-12 W	What is culture? (Discussion) + literature search activity	
9-14 F	<i>Weekly connection with FLO;</i> Culture & emotion	S&K ch 3
9-17 M	Language & emotion	Lindquist (2017)
9-19 W	Weighing the evidence: categories vs. dimensions (Discussion) + Plagiarism activity	
9-21 F	Functions of emotion responses	TAKE-HOME QUIZ 1 DUE
9-24 M	<i>Inside Out</i> (first 50 min)	
9-25 T	Reflection session #1: <i>Inside Out</i> Screening and Discussion 6-7:50pm, Stokes 103S	
9-26 W	<i>Inside Out</i> activity	
9-28 F	<i>Weekly connection with FLO;</i> Crying: what is it for? (case study on function)	Rottenberg et al. (2008)

UNIT TWO: OTHER MINDS: EXPRESSING, COMMUNICATING, & INDUCING EMOTIONS

10-1 M	QALMRI: how to read a scientific journal article	Kosslyn, QALMRI handout
10-3 W	Coding expressions: FACS	
10-5 F	How do we recognize emotions?	ASSIGNMENT 1 DUE
10-8 M	FALL BREAK; NO CLASS	
10-10 W	Expressions across cultures	Reading TBA
10-12 F	<i>Weekly connection with FLO;</i> Expressions: for us? for others?	Shariff & Tracy (2011); Barrett (2011); Shariff & Tracy (2011b)

Date	Topic	Reading
10-15 M	Recognizing emotion across cultures	Elfenbein (TBA)
10-17 W	Emotion in infancy and childhood	Reading TBA
10-18 Th	Reflection session #2: Attend Theatre Department production of <i>Invisible</i> (BC Robsham Theatre; meet at 7:15pm in lobby)	
10-19 F	Discussion of <i>Invisible</i>	
10-22 M	Inducing emotions: How to get people to feel emotion in the lab	TAKE HOME QUIZ 2 DUE
10-24 W	Social emotions: pride, guilt, embarrassment, shame	Tracy (2013)
10-26 F	Theory of mind: background, measurement	
10-29 M	Emotion & theory of mind	Converse et al. (2008)
10-31 W	Discussion of research proposals	
11-2 F	Empathy, compassion, and prosociality	<i>Reading TBA;</i> <i>Commit to topic for Research proposal (Assignment 2)</i>
UNIT THREE: EMOTION IN OUR LIVES: FUNCTION AND DYSFUNCTION		
11-5 M	Emotion & attention	S&K 10
11-6 T	Reflection session #3: Practicing Mindfulness Workshop, 6-7:50, Stokes 105S with guest teacher Gabriel Baldwin	
11-7 W	Emotion & memory	
11-9 F	Dual process models	Reading TBA
11-12 M	Decision-making	Clore & Huntsinger (2007)
11-14 W	Decision-making, cont	<i>Assignment 2 draft due</i>
11-16 F	Emotion across the lifespan (guest instructor)	Reading TBA
11-19 M	Happiness	

Date	Topic	Reading
11-21 W, 11-23 F	THANKSGIVING BREAK, NO CLASS	
11-26 M	In class: Anonymous peer critiques of drafts	11/26 is the last day to withdraw
11-27 T	Reflection session #4, Class Dinner at Prof Heberlein's house	
11-28 W	Moral judgment	Greene (TBA)
11-30 F	Moral judgment, discussion	TAKE HOME QUIZ 3 DUE
12-3 M	Stress: function and dysfunction	
12-5 W	Stress cont.	Mullainathan (2013), Mani et al.(2013)
12-7 F	Emotion regulation	Gross & Thompson (2007) <i>See note below re. what pp. to focus on.</i>
12-11 M	SUMMARY & WRAP-UP	Assignment 2 due (final draft)
	no final exam	Complete online quiz before 12-15

Readings

Readings are listed in the order in which they appear on the schedule above. Note all will be posted on Canvas.

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

- # Lisa Feldman Barrett interview (linked on Canvas)
- # Interviews with Paul Ekman (linked on Canvas)
- # Lindquist, K.A. (2017). The role of language in emotion: Existing evidence and future directions. *Current Opinion in Psychology*, 17, 135-139.
- # Rottenberg, J., Bylsma, L.M., & Vingerhoets, A.J.J.M. (2008). Is crying beneficial? *Current Directions in Psychological Science*, 17, 400-404.
- # Kosslyn QALMRI handout
- cross-cultural emotion expression production reading (TBA)
- # Shariff, A. F. & Tracy, J. L. (2011). What Are Emotion Expressions For? *Current Directions in Psychological Science*, 20, 395-399.
 - Barrett, L. F. (2011). Was Darwin Wrong About Emotional Expressions? *Current Directions in Psychological Science*, 20, 400-406.
 - Shariff, A. F. & Tracy, J. L. (2011). Emotion Expressions: On Signals, Symbols, and Spandrels—A Response to Barrett (2011) *Current Directions in Psychological Science*, 20, 407-408.
- # Elfenbein (TBA)
- # Tracy, J. (2013). Pride & power. *Scientific American Mind*.

- # Converse, B.A., Lin, S., Keysar, B. & Epley, N. (2008). In the mood to get over yourself: Mood affects theory-of-mind use. *Emotion, 8*, 725-730.
- # Clore, G. L. & Huntsinger, J. R. (2007). How emotions inform judgment and regulate thought. *Trends in Cognitive Sciences 11*, 393-399.
- Greene TBA
- # 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.
- # Gross, J. J., & Thompson, R. A. (2007). Emotion regulation: Conceptual foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (p. 3-24). New York: Guilford Press. **Focus on pp 3-16, and especially pp 9-16.**