

Psychology 448: Psychology of Emotion

University of Washington

Autumn 2016 | Monday-Thursday 2:30-3:20 | Loew 222



Professor Tabitha Kirkland (tabithak@uw.edu)

Office hours:	Monday	3:30-4:30	Guthrie 222
	Thursday	3:30-4:30	Guthrie 222

Website: <http://canvas.uw.edu>

Required Textbook: Niedenthal, P. M., Krauth-Gruber, S., & Ric, F. (2006). *Psychology of Emotions: Interpersonal, Experiential, and Cognitive Approaches*. New York: Psychology Press. ISBN: 1841694029

Additional Required Readings: Additional required readings are listed next to each week and can be downloaded from the course website.

This syllabus is your guide to the class. If you have questions, **read the syllabus first**.

ABOUT THIS COURSE

This course provides an overview of psychological research and theory on emotion, including biological, developmental, cognitive, social, and cultural perspectives. Questions to be addressed include: Why do we have emotions? How do they influence our thoughts, actions, and interactions with others? What purposes are served by specific emotions such as anger, fear, hope, and joy? Are some emotions more social than others? How do we control our emotions?

Research is the foundation of psychology, and a considerable amount of time will be spent reading, discussing, and analyzing research. Readings will be a mixture of textbook chapters and journal articles. Discussions will (usually) focus on a single journal article, and it is my hope that these discussions are active, thoughtful, and generative – meaning that students leave the discussion with research questions and ideas for future research.

This course is writing-intensive and meets the [W-course requirement](#) at UW.

LEARNING GOALS

- 1. Basic Concepts in the Psychology of Emotion:** The most directly measurable goal in this course is to increase your knowledge of the psychology of emotion, including the variety of approaches scientists have taken to study emotion, the major areas of study undertaken, and the current state of emotion research. Your progress on this goal will be measured by performance on the exams.
- 2. Scientific Literacy:** I hope that this course will deepen your appreciation of scientific research and give you some sense of what it would be like to conduct research in psychology. We will address this goal by reading and discussing a variety of research papers over the course of the quarter, and with your own original research proposal.
- 3. Writing:** This class is designed to improve your academic writing through the use of frequent written assignments and constructive feedback. You will submit written discussion papers nearly every week; you will also write an original research proposal and give and receive peer feedback on this proposal. This will help you improve the quality of your writing in terms of structure, clarity, and scientific rigor.

EXPECTATIONS

My Role as Instructor

I am here to guide you in exploring this fascinating material. I will do my best to make class time interesting, engaging, and enjoyable for everyone. I will use on a variety of methods to promote learning, including videos, discussions, and activities. I will create and enforce a learning atmosphere that is safe, comfortable, and respectful for everyone. I will communicate my expectations clearly and hold all learners to equitable standards. I will welcome questions,

comments, and suggestions, and I will adapt to individual needs whenever possible. I may modify this syllabus as needed to accommodate your learning.

Your Role as Learner

Students learn best when they are actively engaged and involved in the learning process. This is an active and interactive course in which you will often learn by discussing and/or doing. You are expected to observe the world, read, discuss, and participate. I think of our classroom as a *collaborative learning community* wherein we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it.

Please note that, as in all college courses, you are responsible for keeping yourself on schedule, knowing due dates, and planning ahead. Contact me ASAP if circumstances arise that interfere with your ability to participate fully in class.

COURSE REQUIREMENTS

Exams [30%]

Two exams will be given in class and consist of a variety of question types (i.e., short-answer, multiple choice, etc.) Exams can be expected to cover all material from class (lecture, reading, and discussion). Planned absences from exams must be approved during the first week of the course. In the event of an emergency absence, contact your instructor within 24 hours or as soon as possible. Late make-up exams will require documentation of extreme extenuating circumstances.

Reading Responses [20%]

Approximately once per week, we will have a discussion day on which we discuss a reading. Usually these will be research articles but occasionally we will have a newspaper article. You will need to **prepare a short (1-2 paragraph) typed response to the reading and bring it to class** on discussion day. This response should not summarize the reading, but rather, serve as a critical reaction to / reflection on the reading. Your response will be given full, half, or no credit depending on whether your reflection demonstrates that you read thoroughly and had some thoughts about the material. You will keep your paper to refer to during discussion and submit it at the end of class for credit.

On discussion day, you will form a small group of four people to discuss the reading. These groups will mix up every week so you have a chance to interact with all of your peers over the course of the quarter. Groups will form each week according to who the leaders are. (See next section.) Each group will discuss the assigned reading for approximately 30 minutes, with the remaining time spent in whole-class discussion.

Discussion Leader [5%]

At the beginning of the term, you will sign up to serve as discussion leader for one of our discussion days.

1. During the week you will be leading discussion, please **come up with three discussion questions and send them to the whole class by 5pm on the day before discussion**. (Class email: psych448d_au16@uw.edu)
 - a. Your questions must be substantively different from other leaders' questions that have already been sent out (this serves as a reward for early emails).
 - b. Discussion questions should be thoughtful, open-ended, and involve critical thinking rather than being based on content. Questions should also stimulate discussion rather than being phrased as yes/no.
 - i. Examples of *poorly worded questions* (avoid): "What did the authors find?"; "Do you agree with the authors' conclusions?"
 - ii. Example of *great critical thinking questions*: "In what ways might the result regarding the relationship between gender and emotion have differed if the authors used emotion measures other than self-report?"; "What are the implications of the authors' conclusions about gender for the way we evaluate our current presidential candidates?"
2. On discussion day, you are responsible for **guiding your group** through your questions (and questions from the

other leaders that stood out to you), discussing additional ideas from yours and your peers’ reading responses, and **making sure all voices in your group are heard equally** (i.e., do not dominate or allow others to dominate the conversation). I will circulate during discussions to assess how effectively you are doing this.

3. You will receive full credit for three discussion questions that meet these guidelines and a group that stays on task and productive during the discussion.

Participation [15%]

This is an active learning course in which you will learn through seminar-style discussion and dialogue with your instructor and peers. Reading ahead of time is essential to success. All students are expected to participate on both lecture and discussion days by critically analyzing the research, posing thoughtful questions, suggesting implications of the work for other areas of study, etc.

Research Proposal [30%]

A major assignment in this class is to write an APA-style research proposal suggesting an original topic of study (i.e., with abstract, introduction, method, proposed results, discussion, and references). The paper should be approximately 10-15 pages long, double-spaced, not including references or formatting pages (e.g., title page). You will need at least six references in your literature review, a maximum of one of which can be a paper listed in this syllabus. You will have the opportunity to revise the paper and give and receive feedback before your final version is due. **All parts of this assignment should be submitted on Canvas.** Note that you will not need to actually collect data for this proposal. Points are allocated as follows:

Outline	5%
Rough draft	10%
Peer review	5%
Final draft	10%

GRADES

The UW uses a numerical grading system (https://www.washington.edu/students/genclat/front/Grading_Sys.html). The following scale will be used to assign final grades in the course. Please be aware that 0.7 is the lowest passing grade used at the UW. Any grade below that is a 0.0.

Percentage (%)	Grade Points	Letter Grade Equivalent
94-100	4.0	A
93	3.9	A
92	3.8	A-
91	3.7	A-
90	3.6	A-
89	3.5	A-
88	3.4	B+
87	3.3	B+
86	3.2	B+
85	3.1	B
84	3.0	B
83	2.9	B
82	2.8	B-
81	2.7	B-
80	2.6	B-
79	2.5	B-
78	2.4	C+
77	2.3	C+

Percentage (%)	Grade Points	Letter Grade Equivalent
76	2.2	C+
75	2.1	C
74	2.0	C
73	1.9	C
72	1.8	C-
71	1.7	C-
70	1.6	C-
69	1.5	C-
68	1.4	D+
67	1.3	D+
66	1.2	D+
65	1.1	D
64	1.0	D
63	0.9	D
62	0.8	D-
60-61	0.7	D-
0-59	0.0	F

Incompletes

Only students with special circumstances beyond their control who have obtained permission from Dr. Kirkland are eligible for a grade of Incomplete. Incompletes will not be given out at the end of the quarter to escape a poor grade.

COURSE POLICIES

Canvas: The Course Website (<http://canvas.uw.edu>)

Canvas will be used for communication, downloading materials, submitting assignments, and so forth. Plan to check it regularly. Our course home page can be accessed on the main dashboard or from the *Courses* menu on the left menu. To correspond with me about the course, please use the *Inbox* link on the left menu. Alternately, you can email me at my UW email; please set the subject heading as **PSYCH 448**. I will respond to all messages within 24 hours on weekdays. Weekend responses may take longer; please plan accordingly.

Email Communication

Please use standard professional guidelines for all written communication, including using a formal greeting, writing in complete sentences, and signing your name. Here is a little template that will work well for our small class (a more general template that will go over well with any professor can be read at <http://bit.ly/2cef1XU>).

Subject: Psych 448 (always a good idea to include the class name and/or number in the subject line)

Dear Tabitha, (Note: in general, you should address professors as Dr. So-and-So unless they have given you explicit permission to do otherwise, as I am doing here.)

This is a polite line that recognizes our common humanity (e.g., I hope you are enjoying the weather / had a great weekend / etc.).

This is the question I have or the help I need. I've looked in the syllabus and at my notes from class and online and I asked someone else from the class, and I think This Is The Answer, but I'm still not sure. (This shows you did your homework before contacting me, which gains you instant respect.) This is the action I would like you to take.

*Thank you,
Favorite Student*

Guidelines for Discussion

- When the class is engaged in lecture and whole-class discussion, please raise your hand to ask questions or otherwise contribute. Side comments and conversations are distracting. If you feel tempted to whisper comments to a classmate, either participate in the whole-class discussion instead or write your comments to share privately.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.
- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

Technology in the Classroom

- Mobile phones should be *silenced* and put away before class. Please **do not use your phone during class**. Limit the temptation to check your phone by keeping it in your bag.
- For your own sake, I strongly suggest that you *do not* use your laptop during class. Scientific research has shown that **typing notes in class causes worse learning of the material compared to writing** – and not just because of their potential for distraction.
- If you are learning English, you are welcome to use an electronic dictionary during class.

Punctuality

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and can be a cause for distraction. If you *must* occasionally arrive late or leave early, please take a seat near the door.
- Please wait until class ends to pack your things. I will always end class on time. Packing early invariably causes a “domino effect,” which is distracting to everyone and may result in your missing important information.

Attendance

- If you miss any class session, consult the schedule to see what topics were covered. You are responsible for obtaining notes and information on any in-class announcements from peers. Do not contact me to ask what you missed. If you have questions concerning the missed class that you are unable to answer yourself after reviewing a classmate’s notes, please see me during office hours for clarification.

RESOURCES FOR SUCCESS**Follow These Study Tips**

- Research shows that when we do more than one thing at a time, we’re not actually doing them simultaneously. Instead, we’re shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we “multitask,” the more distracted we are by irrelevant information, and the worse we are at concentrating. *Limit the temptation to multitask* in class and when studying by putting away any distracting materials.
- Study in frequent, short, focused sessions (e.g., 15 minutes), with periodic breaks. Research shows that we learn best by absorbing information over time. This will also give you more opportunities to review difficult concepts. “Cramming,” or attempting to study a lot of material in a single session, results in very weak learning and retention of the material. This strategy is a poor use of your valuable time.
- Test yourself when studying. Complete the review section at the end of each chapter, create questions for yourself, or use flashcards to quiz yourself on terms and their examples (check out quizlet.com). Please note that the exams will consist of short-answer questions which require more depth of thought, so please do not rely exclusively on flash cards when studying. A study guide will be provided for exams on exam review days (see schedule).
- Talk to people about what you learn in class, and think about examples of the class material from your own life. Research shows that we learn best when we connect new ideas to the things we already know.

Form a Study Group

I strongly encourage you to form a study group with 2-3 of your classmates. Successful study groups meet about once per week to review the material together, quiz each other, and help each other avoid procrastination. Plus, studying with other people is way more fun than studying by yourself.

Attend Office Hours

These hours (listed at the top of the syllabus) are a specific time set aside specifically to talk with students. I am *always* available during office hours – no appointment needed. Just stop by! Come to office hours with questions, comments, or topics for debate. I am also happy to talk about other [psychology](#)-related topics, such as getting involved in research or applying to graduate school. Please correspond via email or on [Canvas](#) if those times don’t fit your schedule.

Set Up Disability Accommodations (if needed)

Disability Resources for Students (DRS) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment, and if you think you may need accommodations in order to be successful in college, please contact DRS as soon as possible. More information: <http://depts.washington.edu/uwdrs>.

COURSE SCHEDULE AND READING ASSIGNMENTS

Chapters are from Niedenthal et al. (2006); other reading assignments are posted on Canvas. Readings should be completed prior to class.

Week	Day	Date	Topic	Required Reading
0	Wed	9/28	Introduction	Syllabus, course website
	Thu	9/29	Discussion: What is Emotion?	
1	Mon	10/3	What are Emotions and How are They Studied?	Chapter 1
	Tue	10/4	What are Emotions and How are They Studied?	
	Wed	10/5	Structure & Function of Emotion	Chapter 2
	Thu	10/6	Discussion: History of Emotion Research	Gendron & Barrett (2009)
2	Mon	10/10	Facial Expression of Emotion	Chapter 4
	Tue	10/11	Facial Expression of Emotion	
	Wed	10/12	Facial Expression of Emotion	
	Thu	10/13	Discussion: Face Reading	Gladwell, <i>The Naked Face</i> (New Yorker) Hassin, Aviezer, & Bentin (2013) Optional reading: Barrett, Mesquita, & Gendron (2011)
3	Mon	10/17	Emotions & the Brain	Miller, <i>Sad Brain, Happy Brain</i> (Newsweek) Barrett & Wager (2006) Kirkland & Cunningham (2011) Optional reading: Barrett (2012)
	Tue	10/18	Emotions & the Brain	
	Wed	10/19	Emotions & the Body	
	Thu	10/20	Discussion: Emotions in the Body	Niedenthal (2007)
4	Mon	10/24	Emotion Regulation	Chapter 5 Brown & Ryan (2003)
	Tue	10/25	Emotion Regulation	
	Wed	10/26	Emotion Regulation	
	Thu	10/27	Discussion: Reappraising Anxiety Review for Exam #1	Brooks (2014)
5	Mon	10/31	EXAM #1	
	Tue	11/1	Emotions in Social Cognition	Chapter 6
	Wed	11/2	Emotions in Social Cognition	
	Thu	11/3	Discuss Research Paper Topics	
6	Mon	11/7	Emotion & Group Processes	Chapter 7
	Tue	11/8	Emotion & Group Processes	
	Wed	11/9	Emotion & Group Processes	

Week	Day	Date	Topic	Required Reading
	Thu	11/10	Discussion: Awe DUE: Research Proposal Outline	Piff & Keltner, <i>Why Do We Experience Awe?</i> (NYTimes)
7	Mon	11/14	Emotions & Morality	Greene & Haidt (2002) Hutcherson & Gross (2011) Optional reading: Eisenberg (2000)
	Tue	11/15	Emotions & Morality	
	Wed	11/16	Emotions & Morality	
	Thu	11/17	Discussion: Moral Psychology	Haidt (2007)
8	Mon	11/21	Love	Hazan & Shaver (1987) Gonzaga et al. (2006)
	Tue	11/22	Love DUE: Research Proposal Rough Draft	
	Wed	11/23	NO CLASS: Thanksgiving	
	Thu	11/24	NO CLASS: Thanksgiving	
9	Mon	11/28	Gender Differences in Emotion	Chapter 8
	Tue	11/29	Gender Differences in Emotion	
	Wed	11/30	Emotion & Culture	Chapter 9 (305-321, 327-335) Tsai (2007)
	Thu	12/1	Peer Review Feedback Discussion DUE: Peer Reviews	
10	Mon	12/5	Happiness & Positive Emotions	Fredrickson (2001) Emmons & McCullough (2003) Dunn, Gilbert, & Wilson (2011)
	Tue	12/6	Happiness & Positive Emotions	
	Wed	12/7	Discussion: Parenting & Happiness Review for Exam #2	Gilbert, <i>Does Fatherhood Make You Happy?</i> (Time)
	Thu	12/8	EXAM #2	
11	Mon	12/12	DUE: Research Proposal Final Draft (no class)	