

**PS343: Seminar in Emotion Theory and Research &
PS344: Collaborative Research in Emotion**

Spring 2013

Dr. Erin Sheets

Department of Psychology, Colby College

Seminar Meeting Times: Tuesdays and Thursdays, 1:00-2:15

Seminar Location: Roberts 316

Collaborative Research Meeting Times: Weekly in teams, to be scheduled with professor

Course website: <http://moodle.colby.edu> (PS343 Seminar in Emotion Research)

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In this class, we will critically evaluate emotion research in both “normal” and clinical populations. We will begin with a review of basic emotional processes, followed by discussion of emotion regulation strategies and emotional awareness. We will examine individual differences in emotional reactivity, and finally the role of emotions in several mental disorders. Throughout the course, we will read and discuss theoretical and empirical articles on emotion. Students will implement what they are learning in the seminar by designing and conducting original research projects in teams of 2 to 3 students.

The goals of this course are to:

- Read and critically evaluate empirical and review papers addressing important issues in emotion research
- Understand potential functions of emotions
- Recognize the effects of emotion on other aspects of psychological functioning
- Identify emotional dysfunction within select mental disorders
- Gain experience discussing psychological research orally and in writing
- Develop a research question within the field of emotion, conduct an experiment, and interpret and communicate the findings

Course Readings: There are no required textbooks for the courses. Instead, all required readings will be empirical or review papers. These papers are available on the course website. All of the required reading should be completed well before class, so you have time to digest the ideas and prepare intelligent comments and questions.

There are two books that you will need as references for your writing and statistical analyses. You will need to consult the *Publication Manual of the American Psychological Association* (6th ed.) over the course of the semester. If you do not have your own copy, copies are available at Miller Library and the Writers’ Center. You will also need to refer to Green and Salkind’s *Using SPSS for Windows and Macintosh: Analyzing and understanding data*. I have access to a few copies of an older version of the book, but you would be better served to locate your copy from PS214/PS215.

Collaborative Research Project: Working in a small team, you will complete a research project. Specifically, you will (a) select a research question to investigate, (b) design a study to address this question, (c) conduct the study, and (d) communicate your findings through an in-class presentation, a poster presentation, and a research paper.

Individual meetings with research teams will be scheduled each week to discuss your group’s progress. Attendance at these meetings is mandatory. All members of the research team are expected to be equally involved in each aspect of the study, including designing the study, collecting and analyzing data, and preparing and delivering the final presentations.

Mindfulness Exercises: In emotion research, it is important to minimize the effects of affective spillover, when a participant’s emotional state before the experiment session “spills into” his/her response during the experiment. We will attempt to minimize affective spillover in class by beginning each session with a brief (2- to 5-minute) mindfulness activity. These exercises are intended to help us disconnect from other concerns, focus on the present, and better attend to the class discussion. Research also suggests that a regular mindfulness practice may help us better regulate our emotions outside of class. Participation in each mindfulness activity is completely voluntary. Participating (or not participating) in the mindfulness exercises will not contribute to the course grade.

Evaluation

Course grades for PS343 and will be weighted as follows.

Course component	Weight
Class attendance and participation	10%
Regular class assignments	10%
Team IRB application	5%
Team presentation of research plan	10%
Team presentation of research findings	5%
Team poster	10%
Individual or paired student-led discussion	5%
Individual intro/method draft (5-8 pp.)	10%
Individual results draft (2 pp.)	5%
Individual final research paper (10-12 pp.)	30%
Total	100%

Course grades for PS344 will be weighted similarly, except that class participation, regular class assignments, and the student-led discussion will not be included. Instead, equal participation as a research team member will count 25% toward the PS344 grade.

Group and Individual Work: While conducting the collaborative research project, teams are expected to complete certain components of the project together and others individually. For all “team” components listed above, the students within each team are free to work

together. You will turn in one document, where relevant, and will receive the same grade as your team member(s) on these components of the course. For all “individual” components, each student must work independently. These components will be submitted and graded individually.

Active Participation: Class participation, which includes attendance, questions asked, and participation in the seminar discussions, will count **10%** toward the final grade.

Response Papers/Assignments: There will be regular class assignments that encourage you to think carefully about the target readings for each class meeting. For example, you may be asked to write a short response paper or submit discussion questions. Before each class meeting, you are expected to: (1) have read the course materials for that meeting and (2) have completed the assignment on Moodle’s discussion board. Students must post their assignment by **10:00PM the day before class**. Late posts will not count toward your grade. These assignments will be graded on a scale of excellent (100%), good (85%), fair (70%), poor (50%), or no credit (0%). When computing your final course grade, your one lowest assignment grade will be dropped. The response papers/assignments will count **10%** toward the final grade.

Student-led Discussion: You will be required to choose one class meeting and lead class discussion during the meeting. You will need to 1) read the assigned articles carefully, 2) prepare 8 to 10 discussion questions and/or activities, and 3) lead the class discussion on that day. You must turn in a list of your discussion questions after the class. You may choose to lead the class on your own, or you may pair up with a peer and lead the class together. Leading discussions will count **5%** toward the final grade.

Introduction/Method Draft: The intro/method draft will be 5-8 pages in length. It will include a formal review of the literature in your chosen area, a clear statement of your hypotheses, and a detailed method section. *Each student must write his or her own paper.* The intro/method draft is **due by 1:00PM on March 12** and will count **10%** toward the final grade. You will submit the draft through Moodle.

Group Presentations: You will be required to make formal presentations in your research teams about your research plan and findings. In the first presentation (**10%**) groups will present the research question, the study design, and specific hypotheses that are supported with relevant background information. Your group will also distribute one or two articles related to your research topic and will lead a discussion on the findings. In the second presentation (**5%**), you will re-present the rationale and methodology (briefly), will present your findings, and will discuss their implications.

Results Draft: The results draft will be approximately 2 pages and will summarize the data analyses. The results draft is **due by 1:00PM on May 2** and will count **5%** toward the final grade. You will submit the draft through Moodle.

Poster Presentation: You will present your research findings in a poster at the Colby Undergraduate Research Symposium in early May. A draft of the poster is **due by 1:00PM on April 25**. The poster will count as **10%** of your final grade.

Final Research Paper: The final research paper will be 10-12 pages in length, *not* counting the abstract, references, tables, or figures. The final paper will include revised introduction, method, and results sections, and a discussion of the significance and implications of your findings. *Each student must write all sections of his or her own paper.* The final paper is **due at 4:30PM on Thursday, May 16** and will count **30%** toward the final grade. You will submit the final paper through Moodle.

The final paper will be written as if it were a manuscript being submitted for publication. The drafts and the final research paper will be written in standard APA (American Psychological Association) manuscript format. This means double-spaced, in a regular 12 point font, 1" margins, with a proper title page, abstract, references, and page numbering. Consult the *APA Publication Manual* (6th Edition) for more details.

Course Schedule

February 7 Introductions and Review of Syllabus

February 12 Basic Emotions

Ekman, P. (1999). Basic emotions. In T. Dalgleish & M. Power (Eds.), *Handbook of Cognition and Emotion*. Chichester, England: John Wiley & Sons.

February 14 Research Methods I

Rosenberg, E. L., & Ekman, P. (2000). Emotion: Methods of study. In A. E. Kazdin (Ed.), *Encyclopedia of Psychology* (Vol. 3, pp. 171-175). Washington, DC; American Psychological Association; New York: Oxford University Press.

Ellard, K. K., Farchione, T. J., & Barlow, D. H. (2012). Relative effectiveness of emotion induction procedures and the role of personal relevance in a clinical sample: A comparison of film, images, and music. *Journal of Psychopathology and Behavioral Assessment*, 34, 232-243.

February 19 Research Methods II

Humrichouse, J., Chmielewski, M., McDade-Montez, E. A., & Watson, D. (2007). Affect assessment through self-report methods. In J. Rottenberg & S. L. Johnson (Eds.), *Emotion and psychopathology: Bridging affective and clinical science* (pp. 13-34). Washington, D.C.: American Psychological Association.

****READ pages 13-25****

American Psychological Association. (2010). *American Psychological Association ethical principles of psychologists and code of conduct*. Retrieved September 20, 2010 from <http://www.apa.org/ethics/code/index.aspx>

****READ Standard 8: Research and Publication****

February 21 Facial Expression of Emotion

Levenson, R. W., Ekman, P., & Friesen, W. V. (1990). Voluntary facial action generates emotion-specific autonomic nervous system activity. *Psychophysiology*, 27(4), 363-384.

Neal, D. T., & Chartrand, T. L. (2011). Embodied emotion perception: Amplifying and dampening facial feedback modulates emotion perception accuracy. *Social Psychological and Personality Science*, 2(6), 673-678.

February 26 Physiology of Emotion

Levenson, R. W. (2003). Blood, sweat, and fears: The autonomic architecture of emotion. *Annals of the New York Academy of Sciences*, 1000, 348-366.

February 28 Function of Emotion

Keltner, D., & Gross, J. J. (1999). Functional accounts of emotions. *Cognition and Emotion*, 13(5), 467-480.

Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion*, 13(5), 505-521.

**March 5 IRB Proposal Draft Due
 Emotion Regulation**

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348-362.

**March 7 Submit IRB Proposal (Friday, March 8)
 Emotion Suppression**

Srivastava, S., Tamir, M., McGonigal, K. M., John, O. P., & Gross, J. J. (2009). The social costs of emotional suppression: A prospective study of the transition to college. *Journal of Personality and Social Psychology*, 96(4), 883-897.

**March 12 Intro/Method Draft Due
 Mindfulness and Emotional Behavior**

Kemeny, M. E., Foltz, C., Cavanagh, J. F., Cullen, M., Giese-Davis, J. G., Jennings, P., . . . Ekman, P. (2012). Contemplative/emotion training reduces negative emotional behavior and promotes prosocial responses. *Emotion*, 12(2), 338-350.

March 14 Emotion Differentiation

Barret, L. F., Gross, J., Christensen, T. C., & Benvenuto, M. (2001). Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation. *Cognition and Emotion*, 15(6), 713-724

Hill, C. L. M., & Updegraff, J. A. (2012). Mindfulness and its relationship to emotional regulation. *Emotion*, 12(1), 81-90.

March 19 Group Presentations (2 teams)

****Each team assigns 1-2 articles****

March 21 Group Presentations (1 team)

****Each team assigns 1-2 articles****

March 26 NO CLASS – Spring Break

March 28 NO CLASS – Spring Break

April 2 Genetic Effects on Emotional Reactivity

Gyurak, A., Haase, C. M., Sze, J., Goodkind, M. S., Coppola, G., Lane, J., . . . & Levenson, R. W. (2012). The effect of the serotonin transporter polymorphism (5-HTTLPR) on empathic and self-conscious emotional reactivity. *Emotion*. Advance online publication.

Gunthert, K. C., Conner, T. S., Armeli, S., Tennen, H., Covault, J., & Kranzler, H. R. (2007). Serotonin transporter gene polymorphism (5-HTLLPR) and anxiety reactivity in daily life: A daily process approach to gene-environment interaction. *Psychosomatic Medicine*, 69, 762-768.

April 4 Aging and Emotional Reactivity

Shiota, M. N., & Levenson, R. W. (2009). Effects of aging on experimentally instructed detached reappraisal, positive reappraisal, and emotion behavior suppression. *Psychology and Aging*, 24(4), 890-900.

Seider, B. H., Shiota, M. N., Whalen, P., & Levenson, R. W. (2011). Greater sadness reactivity in late life. *Social Cognitive and Affective Neuroscience*, 6, 186-194.

April 9 Emotional Intelligence

Salovey, P., & Grewal, D. (2005). The science of emotional intelligence. *Current Directions in Psychological Science*, 14(6), 281-285.

Zeidner, M., & Kaluda, I. (2008). Romantic love: What's emotional intelligence (EI) got to do with it? *Personality and Individual Differences*, 44, 1684-1695.

April 11 Culture and Emotions

Oishi, S. (2002). The experiencing and remembering of well-being: A cross-cultural analysis. *Personality and Social Psychology Bulletin*, 28(10), 1398-1406.

De Leersnyder, J., Mesquita, B., & Kim, H. S. (2011). Where do my emotions belong? A study of immigrants' emotional acculturation. *Personality and Social Psychology Bulletin*, 37(4), 451-463.

April 16 **Data Analysis – Meet in Roberts 233**

April 18 **Data Analysis – Meet in Roberts 233**

April 23 **Data Analysis/Poster Preparation – Meet in Roberts 233**

April 25 **Poster Draft Due**
Emotion and Major Depressive Disorder

Yoon, K. L., Joorman, J., & Gotlib, I. (2009). Judging the intensity of facial expressions of emotion: Depression-related biases in the processing of positive affect. *Journal of Abnormal Psychology, 118*(1), 223-228.

Troy, A. S., Wilhem, F. H., Shallcross, A. J., & Mauss, I. B. (2010). Seeing the silver lining: Cognitive reappraisal ability moderates the relationship between stress and depressive symptoms. *Emotion, 10*(6), 783-795.

April 30 **Emotion Regulation and Bipolar Disorder**

Gruber, J., Harvey, A. G., & Gross, J. J. (2012). When trying is not enough: Emotion regulation and the effort-success gap in bipolar disorder. *Emotion*. Advance online publication.

Gruber, J., Eidelman, P., Johnson, S. L., Smith, B., & Harvey, A. G. (2011). Hooked on a feeling: Rumination about positive and negative emotion in inter-episode bipolar disorder. *Journal of Abnormal Psychology, 120*(4), 956-961.

May 2 **Results Draft Due**
Emotional Deficits in Schizophrenia

Gard, D. E., Kring, A. M., Gard, M. G., Horan, W. P., & Green, M. F. (2007). Anhedonia in schizophrenia: Distinctions between anticipatory and consummatory pleasure. *Schizophrenia Research, 93*, 253-260.

Kring, A. M., Gard, M. G., & Gard, D. E. (2011). Emotion deficits in schizophrenia: Timing matters. *Journal of Abnormal Psychology, 120*(1), 79-87.

May 7 **Positive Emotions and Optimal Well-Being**

Fredrickson, B. L., & Joiner, T. E. (2002). Positive emotions trigger upward spirals toward emotional well-being. *Psychological Science, 13*(2), 172-175.

Catalino, L. I., & Fredrickson, B. L. (2011). A Tuesday in the life of a flourisher: The role of positive emotional reactivity in optimal mental health. *Emotion, 11*(4), 938-950.

May 9 **Group Presentations**

May 16 **Final Research Paper Due by 4:30PM**

Timetable for the Research Project

Because of the nature of the course and the limited time available, it is *crucial* that key deadlines be met.

Date	Activity
Week of 2/11	Initial literature review, narrow and refine study topic
Week of 2/18	Complete study design, finalize methods and hypotheses
Week of 2/25	Study preparation/setup, finalize study protocol
Week of 3/4	<i>Tues., 3/5, IRB Proposal Draft Due Fri., 3/8, Submit IRB Proposal</i>
Week of 3/11	<i>Tues., 3/12, Intro/Method Draft Due</i> Data collection
Week of 3/18	<i>Group Presentations</i> Data collection
Week of 3/25	<i>NO CLASS - Spring Break</i>
Week of 4/1	Data collection
Week of 4/8	Data collection
Week of 4/15	Data collection complete, data analysis
Week of 4/22	Data analyses complete, prepare poster <i>Thur., 4/25, Poster Draft Due</i>
Week of 4/29	<i>Thur., 5/2, Results Draft Due Poster Presentation at Colby Research Symposium</i>
Thur., 5/9	<i>Group Presentations</i>
Thur., 5/16	<i>Final Research Paper due by 4:30PM</i>

Course Policies

Course Website: The course website on Moodle will serve as a source and archive of course information. As the semester progresses, readings, assignments, and course announcements will be posted on the website.

Email: Before emailing me, please check if your question can be answered by the syllabus or the course website. If it cannot, I will do my best to answer your email within 24 hours of when it was received.

Classroom Behavior

- It is expected that you will arrive on time for all class meetings.
- It is expected that you will have cell phones turned off and that you will not text or read texts during class.

- I strongly discourage you from bringing a computer to class. It is distracting for those around you, for me, and is often *extremely* distracting for you.
- It is expected that you will interact with fellow students and the professor in an open-minded, respectful manner.

Support for Students with Disabilities and Learning Differences: If you have a disability or learning difference for which an academic accommodation is needed, please contact me to discuss this as soon as possible.

Attendance: Students are expected to attend all class meetings. You should review the syllabus carefully at the beginning of the semester to determine whether you will have any scheduling conflicts, and discuss them with the professor *in advance*.

Religious Observances: Practitioners of a religious tradition requiring time apart from the demands of the normal work schedule on a particular day (or days) may contact me *in advance* to make arrangements for academic events that conflict with a religious observance.

Psychology Department Late Assignment/Paper Policy: Students taking a course in the Psychology Department are expected to attend all meetings of that course. Absences in seminars are particularly problematic because such absences negatively affect other students in the course and detract from your overall learning experience. Students should treat deadlines as firm. Only documented medical excuses, documented personal catastrophes (such as a death in the family), and religious observances will be accepted as reasons not to turn in an assignment as scheduled. If you are, for legitimate reasons, unable to turn in a paper or assignment when it is scheduled, you should notify me *in advance* of the due date. Having a lot of work to do, several exams/papers in a few days, being generally unprepared, or having conflicting travel arrangements are not acceptable excuses to miss an assignment due date.

Course Late Assignment/Paper Policy: In order to be fair to every student, *you will only be able to earn up to half-credit for late papers. Papers that are more than one week late will receive no credit.* In order to receive full credit for a late paper, documentation of the serious and verifiable reason that prevented you from completing the assignment on time *must* be provided – no exceptions.

Academic Honesty: The psychology department observes the following policy stated in the *Colby College Catalogue*: “Plagiarism, cheating, and other forms of academic dishonesty are serious offenses. For the first offense, the instructor may dismiss the offender from the course with a mark of *F* and will also report the case to the department chair and the dean of students, who may impose other or additional penalties, including suspension or expulsion. . . . A second offense automatically leads to suspension or expulsion.”