

**PS343: Seminar in Emotion Theory and Research &
PS344: Collaborative Research in Emotion
Fall 2024
Prof. Erin Sheets
Department of Psychology, Colby College**

Seminar Meeting Times: Tuesdays and Thursdays, 2:30-3:45

Seminar Location: Davis 307

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

Course website: <http://moodle.colby.edu> (PS343 - Seminar in Emotion Research & PS344 - Collaborative Research in Emotion)

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In this class, we will critically evaluate emotion research in both nonclinical and clinical populations. We will begin with an examination of “basic emotions” and common research methods in affective science. We will then explore individual differences in emotional experience, effective emotion regulation strategies, and finally the role of emotions in psychological 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 4 students.

Learning Outcomes

- Read and critically evaluate empirical articles and review papers addressing important issues in emotion research
- Understand potential functions of emotions
- Recognize the effects of emotional experience and emotion (dys)regulation on other aspects of psychological functioning
- Develop a research question within the field of emotion, design and conduct a study, and complete appropriate statistical analyses
- Summarize and present psychological research visually and orally
- Prepare a full empirical report of one’s research study, following the APA style conventions

Course Website: The course Moodle pages will serve as the primary source and archive of course information. Readings and assignments will be posted on the website.

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 process the ideas and prepare thoughtful comments and questions.***

There are two books that you will need as references for your writing and statistical analyses:

- 1) You will need to consult the *Publication Manual of the American Psychological Association* (7th ed.) over the course of the semester. If you do not have your own copy, the [Purdue Online Writing Lab website](#) is also very useful regarding APA style.
- 2) You will also need to refer to Green and Salkind's *Using SPSS for Windows and Macintosh: Analyzing and understanding data*.

Evaluation

Course grades for PS343 will be weighted as follows.

Course component	Weight
Class participation	10%
Student-led discussion	5%
Pre-class assignments	10%
Team-written IRB application	5%
Team presentation of research plan	10%
Team presentation of research findings	5%
Team-written results section	5%
Team poster	10%
Individual introduction and method section draft	10%
Individual revised, final research paper	30%

Course grades for PS344 will be weighted similarly, except that class participation, 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.

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.

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 members on these components of the course. For the “individual” components, each student must work independently. These components will be submitted and graded individually.

Active Participation: Class participation - which includes attendance, preparation for each class, participation in small group discussions, and participation in full class discussions – will count **10%** toward the final grade.

Assignments/Discussion Questions: There will be regular assignments that encourage you to think carefully about the readings for each class meeting. For example, you may be asked to write a short response paper or submit discussion questions. Students must post their assignment by **8:00PM 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%). Your one lowest assignment grade will be dropped when computing your final course grade. The assignments will count **10%** toward the final grade.

Student-led Discussion: You will be required to choose one class meeting and co-lead class discussion that day with a student partner. You will need to 1) read the assigned articles carefully, 2) prepare 8 to 10 discussion questions and possibly an activity, and 3) lead that day’s class. You must turn in an outline for your class at the end of class, for me to reference as I provide feedback. Leading discussion will count **5%** toward the final grade.

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 articles. In the second presentation (**5%**), you will re-present the rationale and methodology (briefly), will present your findings, and will discuss their implications.

IRB Proposal: Your research team will complete and submit a proposal for the Institutional Review Board’s approval of your study. Your IRB proposal is due **by 11:59PM on October 4**. I will provide feedback on your proposal, and then you will submit a revised version to the IRB by 11:59PM on October 10.

Poster Presentation: A draft of your research team’s poster is **due by 11:59PM on Sunday, November 24**. You will present your research findings as a poster at the Psychology Department Poster Session on **Friday, December 6, 3:00PM**. The poster will count as **10%** of your final grade.

Introduction/Method Sections: The intro and method sections 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 and method sections are **due by 11:59PM on October 22** and will count **10%** toward the final grade.

Results Section: The results section will summarize the data analyses. It should be approximately 2-3 pages, *not* counting tables and figures. The results section is **due by 11:59PM on December 5** and will count **5%** toward the final grade. Your research team will submit one version through Moodle.

Final, Revised Research Paper: The final version of the 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 (excluding the collaboratively written results section).* The final paper is **due during finals week (time and date TBA)** 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 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* (7th Edition) for more details.

Course Schedule

This is our intended course calendar. Adjustments in readings will be made as needed.

September 5 Welcome and Setting Our Plan

September 10 Are There Basic Emotions?

Cowen, A. S. & Keltner, D. (2017). Self-report captures 27 distinct categories of emotion bridged by continuous gradients. *PNAS*, *114*(38), E7900-E7909.
<https://doi.org/10.1073/pnas.1702247114>

Keltner, D. (2019). Toward a consensual taxonomy of emotions. *Cognition and Emotion*, *33*(1), 14-19. <https://doi.org/10.1080/02699931.2019.1574397>

September 12 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.

Siedlecka, E., & Denson, T. F. (2018). Experimental methods for inducing basic emotions: A qualitative review. *Emotion Review*, *11*(1), 87-97.
<https://doi.org/10.1177/1754073917749016>

September 17 Research Methods II

Harmon-Jones, C., Bastian, B., & Harmon-Jones, E. (2016). The Discrete Emotions Questionnaire: A new tool for measuring state self-reported emotions. *PLoS ONE*, *11*(8), e0159915. <https://doi.org/10.1371/journal.pone.0159915>

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****

September 19 Functions of Emotions

Keltner, D., & Gross, J. J. (1999). Functional accounts of emotions. *Cognition and Emotion*, 13(5), 467-480. <https://doi.org/10.1080/026999399379140>

Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion*, 13(5), 505-521. <https://doi.org/10.1080/026999399379168>

September 24 Emotion Differentiation

Barrett, 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. <https://doi.org/10.1080/02699930143000239>

Kashdan, T. B., Barrett, L. F., & McKnight, P. E. (2015). Unpacking emotion differentiation: Transforming unpleasant experience by perceiving distinctions in negativity. *Current Directions in Psychological Science*, 24(1), 10-16. <https://doi.org/10.1177/0963721414550708>

September 26 Culture and Emotions

Tsai, J. L. (2007). Ideal affect: Cultural causes and behavioral consequences. *Perspectives on Psychological Science*, 2(3), 242-259. <https://doi.org/10.1111/j.1745-6916.2007.00043.x>

October 1 Emotion Beliefs

Park, J., Kitayama, S., Miyamoto, Y., & Coe, C. L. (2020). Feeling bad is not always unhealthy: Culture moderates the link between negative affect and diurnal cortisol profiles. *Emotion*, 20(5), 721-733. <https://doi.org/10.1037/emo0000605>

Ford, B. Q. & Gross, J. J. (2019). Why beliefs about emotion matter: An emotion-regulation perspective. *Current Directions in Psychological Science*, 28(1), 74-81. <https://doi.org/10.1177/0963721418806697>

October 3 Introduction and Method Workshop

Fallon, M. (2018). Writing quantitative empirical manuscripts with rigor and flair (Yes, it's possible). *Psi Chi Journal of Psychological Research*, 23(3), 184-198. <https://doi.org/10.24839/2325-7342.JN23.3.184>

Fri, October 4 IRB Proposal Due

3:00PM, Davis 301 Colloquium Presentation – Prof. Elizabeth Kneeland
How I Think about How I Feel: Implications for Depression, Suicidal Ideation, and Treatment

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 9/9	Initial literature review, narrow and refine study topic
Week of 9/16	Decide on study design
Week of 9/23	Finalize methods and hypotheses, study preparation/setup
Week of 9/30	Finalize study protocol <i>Fri., 10/4, IRB Proposal Draft Due</i>
Week of 10/7	<i>Tues., 10/8, Group Presentations</i> <i>Thur., 10/10, Group Presentations</i> <i>Thur., 10/10, Submit IRB Proposal</i> Program study in Qualtrics
Week of 10/14	<i>Fall Break</i> Data collection
Week of 10/21	<i>Tues., 10/22, Intro/Method Sections Due</i> Data collection
Week of 10/28	Data collection
Week of 11/4	Data collection
Week of 11/11	<i>Fri., 11/15, Data Collection Complete</i> Data management and scoring
Week of 11/18	Data analysis Prepare poster <i>Sun., 11/24 Poster Draft Due</i>
Week of 11/25	<i>Thanksgiving Break</i>
Week of 12/2	<i>Thurs., 12/5, Group Presentations</i> <i>Thurs., 12/5, Results Section Due</i> <i>Fri., 12/6, 3:00PM Poster Presentations at Psychology Department</i> <i>Poster Session</i>
Week of 12/9	<i>Date TBA, Final Research Paper Due</i>

Course Policies

Attendance

Students are expected to attend all class meetings. Absences in seminars are particularly noticeable and problematic because such absences negatively affect other students and detract from your overall learning experience. You should review the syllabus carefully at

the beginning of the semester to identify any scheduling conflicts and discuss them with me well in advance.

Professionalism in the Classroom

College offers continuous opportunities to develop and practice appropriate, professional behavior before you launch your career.

- It is expected that you will arrive on time for all class meetings. Arriving on time demonstrates respect for your professors and your peers.
- It is expected that you will have your phone on silent and that you will not text or read texts during class.
- It is expected that you will interact with fellow students and with me in an open-minded, respectful, and supportive manner.
- Before emailing me, please check if your question can be answered by the syllabus or the course Moodle page.

Academic Accommodations

If you have a disability or learning difference for which an academic accommodation is recommended, please provide your supporting letter from the Office of Student Access and Disability Services as soon as possible. I encourage you to meet with me during student hours in my office to have a conversation about how I can support you. Please keep in mind that accommodations are not retroactive and cannot be granted at the last minute.

Use of AI Writing Tools

Students are expected to write all text for assignments and papers themselves. Over the course of the semester, we will explore how AI tools (e.g., ChatGPT, QuillBot, Claude) can help us brainstorm ideas or improve the clarity of our writing. We will also discuss the shortcomings of AI tools, such as inaccurate citations (of nonexistent sources). **AI tools should only be used when expressly permitted by the instructor.** Any AI use must be disclosed at the end of an assignment/paper, following a structure that will be provided.

Department and College Policies

Deadline Extensions

This course follows the psychology department's policy on deadline extensions: Students should treat deadlines as firm. Scheduling of exams, papers, and other assignments is done with careful consideration, attending to balancing material covered and the appropriateness of the evaluation at the time it is scheduled. We recognize that life can bring unexpected and difficult moments, such as family emergencies and illnesses. Therefore, please contact your professor as soon as you are aware of an issue with a class event or deadline so that we can work with you to resolve the conflict. If there is an issue affecting multiple classes, then we also encourage you to contact your class dean, who can help coordinate with your professors and connect you with other support resources on campus. Please note that having a lot of work due, being unprepared, or making conflicting travel arrangements are not acceptable reasons to request an extension.

Course Late Assignment/Paper Policy

In order to be fair to every student, late assignments will lose 10% credit for each day that they are late. Assignments that are more than one week late will receive no credit.

Academic Honesty & Consequences for Academic Dishonesty

Honesty, integrity, and personal responsibility are cornerstones of a Colby education and provide the foundation for scholarly inquiry, intellectual discourse, and an open and welcoming campus community. These values are articulated in the Colby Affirmation and are central to this course. You are expected to demonstrate academic honesty in all aspects of this course. If you are clear about course expectations, give credit to those whose work you rely on, and submit your best work, you are highly unlikely to commit an act of academic dishonesty.

Academic dishonesty includes, but is not limited to: violating clearly stated rules for taking an exam or completing an assignment; plagiarism (including material from sources without a citation and quotation marks around any borrowed words); claiming another's work or a modification of another's work as one's own; buying or attempting to buy papers or projects for a course; fabricating information or citations; knowingly assisting others in acts of academic dishonesty; misrepresentations to faculty within the context of a course, on an academic assignment, or an academic record; and submitting the same work, including an essay that you wrote, in more than one course without the permission of the instructors for those courses. You may not use AI text generation tools in this class and claim that text as your own writing.

Academic dishonesty is a serious offense against the college. Sanctions for academic dishonesty may include failure on the assignment, failure in the course, or suspension or expulsion from the College for multiple academic dishonesty findings. Regardless of the severity of the infraction, all students found responsible for dishonesty will have a disciplinary letter placed in their file for 6 years after they leave Colby. Disciplinary infractions are reported upon request to graduate programs, medical/dental/law schools, and employers. Thus, the consequences of even minor infractions can be significant.

For more on recognizing and avoiding plagiarism, see the library guide: libguides.colby.edu/avoidingplagiarism

Religious Observances

Colby College supports the religious practices of students, faculty, and staff. Students should contact their professors at least 14 days in advance to make arrangements for academic events that conflict with a religious observance.

Sexual Misconduct Policy

Colby College prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. Colby is legally obligated to investigate sexual misconduct (including, but not limited to, sexual assault and sexual harassment). Students should be aware that faculty members are considered responsible employees; as such, if you disclose an incident of sexual misconduct to a faculty member, he or she has an obligation to report

it to Colby's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text, or through class assignments. To learn more about sexual misconduct or report an incident, visit www.colby.edu/sexualviolence/

Incomplete Grades

The mark of incomplete (I), indicating that a course was not completed, will be assigned only in the case of documented emergencies. The assignment of a mark of I is contingent on students making prior arrangements with their professor regarding completion of the course work by a certain date in accordance with policy specified in the *Colby College Catalogue*.

Colby College Grading Guidelines

A

Excellent work in meeting the goals of the course, in mastering the course material, in critical analysis, in written and oral communication, or in other forms of creative expression, within the context of the course expectations.

(The grade of A+ is awarded only in very rare instances when a student exceeds the highest reasonable expectations for undergraduates.)

B

Very Good to Good work in meeting the goals of the course, in mastering the course material, in critical analysis, in written and oral communication, or in other forms of creative expression, within the context of the course expectations.

C

Satisfactory work in meeting the goals of the course, in mastering the course material, in critical analysis, in written and oral communication, or in other forms of creative expression, within the context of the course expectations.

D

Minimally acceptable work in meeting the goals of the course, in mastering the course material, in critical analysis, in written and oral communication, or in other forms of creative expression, within the context of the course expectations.

(While the grade of D counts as a passing grade for any individual course, a student receiving D grades in multiple classes may be at risk of falling below the minimum 2.0 GPA required for graduation.)

F

Seriously deficient work that is not acceptable. No credit is awarded.