

The Psychology and Biology of Emotion  
PSYC 4606  
Fall 2004

Class homepage: <http://psych.colorado.edu/~tito/f04/4606>

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**Required Texts:**

Oatley, K. & Jenkins, J.M. (1996). *Understanding Emotions*. Malden, MA: Blackwell Publishers. ISBN# 1-55786-495-0

Jenkins, J.M., Oatley, K., & Stein, N.L. (1998). *Human Emotions: A Reader*. Malden, MA: Blackwell Publishers. ISBN# 0-0631-20748-1

Readings on reserve at Norlin (available electronically)

**Overview of Course:**

Although each of you has extensive experience with emotions, you may not have thought about them in depth before, and you may not fully appreciate how complex and important they are. For instance, emotions are associated with a range of psychological processes (e.g., they change the way we think and feel) and physiological processes (e.g., they can increase our heart rate or make us sweat). They also aid in our survival by helping provide important information about the world around us.

This course will focus on giving you a broad understanding of research and theory on emotion, focusing both on the psychological and physiological aspects of emotion. A unique aspect of this class is that we will cover all areas of psychology. Rather than focusing on just one sub-discipline of psychology (e.g., social, development, cognitive), we will take the topic of emotion and explore how all areas of psychology have studied it.

For most weeks, we will read 1 chapter from a textbook and a number of related readings. The chapter should provide a general overview of each topic, and the readings focus in on one particular aspect in more depth. This course will be run as a seminar. One of our main goals will be to understand the primary research on which conclusions about emotion are based. It is therefore very important that you do all the readings each week and come prepared to discuss them. In order to further help you to identify key issues for discussion, discussion questions for each week will be posted on the class web page on the Friday before each class. I recommend that you routinely download the questions and use them to prepare for class. They are also the best way to prepare for exams.

**Course Objectives (i.e., what you should learn by the end of the semester):**

1. Gain knowledge and understanding of the major theories and research concerning emotion.
2. Improve your ability to critically evaluate primary sources in psychological research.
3. Improve your ability to analyze and write about psychological research.

**Course Prerequisites:** Intro psych (1001), Intro to Social Psych (2606), and Stats/Research Methods (either 2101 or 3101). All of these classes provide a foundation for understanding the current material. If you have not met all the prerequisites, recognize that you may be dropped from the class, and if you remain in the class, you may need to do a lot of extra work in order to master the material.

**Requirements:**

1. Active class participation: Although I may spend some time at the beginning of each class going over some background material, part of each class will be dedicated to critical discussion of that week's topic. Your active participation in each class is therefore critical. I will assume that you have completed ALL the readings assigned for that week. If you loath talking in class, please talk to me about it right away so we can work out ways to make sure you are being active in class. I will record a participation grade for everyone each week, and this will factor into your grade. Also, because this class will be run as a seminar, failure to contribute to the discussion will result in a really long and boring class. You therefore really have to take it upon yourself to read all assignments carefully and come prepared for discussion. Use the discussion questions from the web to help you focus on the important information in each reading.
2. Reaction papers: Active class participation depends on reading and understanding the material. As a way to facilitate this, you will be required to write 5 short reaction papers to the readings. These should be 1-2 pages, typed, double-spaced. Each will be worth up to 20 points.

Reaction papers are to be written about the articles we read in the additional readings column on the schedule, not the chapters from *Understanding Emotions* or from Plutchik.

The purpose of these papers is to **critically evaluate** the week's readings. Do not just summarize the article. Instead, comment on something that you found interesting. Possible examples are to integrate the current topic with something you learned in another class, to pose additional questions that you would address in this type of research, or to raise criticisms or questions of the research.

Mandatory reaction papers are due on **8/31** and **9/7**. The remaining 3 papers can be turned in on weeks of your choosing. Be sure to keep track of how many you have done. It is your responsibility to make sure you have completed at least 5 papers by the end of the semester! Note that there are 12 weeks of reading. If you turn in more than 5 papers, the highest 5 grades will be used to compute your final grade. Although the papers on 8/31 and 9/7 are mandatory, you will have the opportunity to replace those grades with higher grades as long as you turn papers in for those first two readings. In other words, if you fail to turn in a mandatory paper, you will get a 0 and will not be eligible to have that grade replaced with a higher grade.

Papers must be turned in by 10 am on the morning of class (this will give me time to read them before class). No late papers will be accepted. You can either put the papers in my box in the main psych office (Muen D244) or the easiest way to turn them in is to email them to me. If you email them, please do the paper as an attachment (as opposed to just putting it in the body of the email). Regardless of how you turn it in, do not include a cover page. Simply put your name and ID# in the upper right-hand corner of the paper. Also include the class date associated with the readings you are discussing. I can open Word, WordPerfect, rtf, and pdf files, but not Works files!

3. Exams: There will be 1 midterm and 1 final. The final exam will be comprehensive, but will emphasize material from the final section of the class. Both exams will be made up of short identifications, short answers, and essays. There will be NO make-up exams. Our final is Tuesday, December 14, 7:30 - 10:00 am.
4. Application papers: You are required to write 2 moderate-length papers (about 7 pages each) applying and analyzing aspects of the class. More information will be provided in a separate assignment handout. Briefly, the paper due in the first half of the class will require you to collect some data from about 10 friends on the universality of facial expressions. You will summarize your results, then interpret and discuss them in terms of major theories on facial expressions. Similarly, in the second half of the class, you will focus on the issue of stress and health, enlisting the help of friends to analyze and critique the way in which stress is measured.

The grades for late papers will be reduced by 10% for each day they are past the due date.

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services by 9/7 so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. (303-492-8671, Willard 322, [www.Colorado.EDU/disabilityservices](http://www.Colorado.EDU/disabilityservices)). Similarly, any student having a conflict with any due dates or exams because of a religious observance or approved university activity should notify me no later than 9/7.

Note that there are no late application papers and no make-up exams. Be sure you immediately review the various due dates and test dates and make sure they do not conflict with any vacations or anything else that will affect your attendance and class work.

**Academic Dishonest:** Plagiarism or cheating during an exam or will result in a score of 0 for that assignment and possible referral to Honor Council for further sanctions. Plagiarism refers to the portrayal of someone else's ideas or thoughts as your own. Cheating can include communicating with another student, copying material from another student, taking an exam for another student or allowing another to take the exam for you, use of unauthorized materials or devices during any exam, falsifying exam scores, and/or in any way defeating the intent of the exam or any other classwork.

**Grading:** Points will be assigned as follows.

5 reaction papers at 20 points each	100
2 Application Papers at 100 points each	200
Midterm	200
Final	<u>300</u>
TOTAL	800

In addition to the above points, you may earn up to 15 points for class participation throughout the semester. I will assign participation points using these rough guidelines.

15 points if you attend class regularly and also participate in class discussion

5 points if you attend class regularly but rarely participate in class discussion

0 points if you frequently miss class and rarely participate in class discussion

Final course grades will be assigned using the following scale. There will be no curve.

A	800-744 points	C	615-584
A-	743-720	C-	583-560
B+	719-696	D+	559-536
B	695-664	D	535-504
B-	663-640	D-	503-480
C+	639-616	F	479 or less

## Class Schedule and Reading List

DATE	TOPIC	OATLEY & JENKINS CHAPTER	ADDITIONAL READINGS	ASSIGNMENT
3/24	Introduction, major historical traditions	1	Jordan & Zanna*	
3/31	What are emotions and how do we measure them?	4	Zajonc (1984)* Lazarus (1984)*	Mandatory reading paper #1 due
9/7	Cultural influences on emotion	2	5. Briggs 6. Jankowiak & Fischer Markus & Kitayama (1994)*	Mandatory reading paper #2 due
3/14	Evolutionary factors	3	Buss, Larsen, Westen, & Semmelroth (1992)* DeSteno & Salovey (1996)*	
3/21	Facial Expressions	Plutchik (2002) chapter 7*	7. Ekman & Friesen 8. Russell & Fernandez-Dol Fridlund (1991)*	
3/28	Brain mechanisms	5	10. Ledoux 11. Davidson Anderson & Phelps (2000)*	
10/5	ANS system		12. Damasio, Tranel, & Damasio Ekman, Levenson, & Friesen (1983)* Zajonc & McIntosh (1992)*	Application #1 due
0/12	*****MIDTERM* *****			
0/19	Development of emotions	6	13. Hiatt, Campos, & Emde 14. Lewis, Sullivan, Stanger, & Weiss	
0/26	Can we live without emotions?			
11/2	Emotions in everyday life	9	20. Sherif 23. Isen, Daubman, & Nowicki Keltner & Haidt (1999)*	
11/9	Emotions and psychopathology	8, 11 (thru p. 338)	19. Jenkins & Smith Coyne (1976)*	
1/16	Emotions and health	11 (pp. 339-446)	28. Stein, Folkman, Trabasso, & Richards 29. Pennebaker, Keicolt-Glaser & Glaser,	
1/23	*****NO CLASS* *****			
1/30	Individual differences in emotion	7	16. Kagan Robinson, Johnson, & Shields (1998)*	Application #2 due
12/7	Emotion regulation		25. Salovey & Mayer Gross (1996)*	

"Oatley & Jenkins" chapter refers to the main textbook, *Understanding Emotions*.

Numbered items in the "additional readings" column refer to readings from the reader, *Human Emotions: A Reader*.

\* Indicates that the reading is on electronic reserve at Norlin. Full citations for these latter readings can be found on the class web page.