General Issues:

• For the final, you should make sure you are able to correctly interpret the data from the articles we read if you were to be given a table or figure from those articles. For instance, if you were given table 19.4 from the Jenkins and Smith (1991) article this week, would you be able to explain what that data is showing us about the relation between marital disharmony and children’s emotional symptoms?

• Reminder that the final is on Saturday, December 14th at 10:30 am - noon.

• The final is a cumulative exam. In this class, the way I do that is to have the bulk of the final focus primarily on the material from the second half of the class (with questions that are of the same style as the midterm). There will then be 1 question that asks you to draw on material from the entire class. This year, I am feeling fondly toward a question that might go something like this. Propose your own theory for some aspect of emotion that interests you. Samples might include, what an emotion is, the cognitive or physiological mechanisms that generate them, the role of development, role of evolution, sex differences, their purpose, the role of facial expressions, etc. In your answer, you should be able to do 2 things: (1) describe what your theory or model is, then (2) compare and contrast your idea to at least 3 difference theories, models, or experiments that we read. In this latter part, you might use the results of a study to help support your idea, or you might point to a shortcoming in something we read and discuss how your idea avoids this shortcoming.

11/13: Emotions and Psychopathology

1. What factors predispose people to depression and anxiety disorders? Know about the effects of gender, income level, life events, parental relations, self-esteem, genetics, attributional style, and social support
   a. Will everyone who has these predisposing factors develop depression or an anxiety disorder? How is the idea of diathesis-stress relevant here?

2. Once depression or anxiety is experienced, what interpersonal and cognitive factors work to sustain the states?
   a. What does the Coyne study tell us about how depression may be sustained?

   a. What did they do in their study to look at how disharmonious marriages affect the emotional well-being of kids?
   b. To the extent that disharmonious homes have an effect on the kids, what other behaviors might marital disharmony effect, which in turn might affect the kids?
   c. What did they conclude?