

**Fall 2018**  
**Psychology 80391**  
**Seminar: Emotion**  
**12:30-1:45 Monday/Wednesday**  
**60 Kent Hall**

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**Course overview and outcomes:**

This course will cover contemporary theory and research on emotion in relation to behavior, culture and health. Current theories of emotion generally agree that emotions evolved to facilitate adaptation to environmental threats. This is evident in humans as well as most other species. In this course, we will discuss current literature on basic or discrete emotions (e.g., anger, fear, sadness, disgust, shame, joy) within this evolutionary framework. In addition, we will discuss current evidence supporting the conceptualization of emotion responses as occurring on three loosely-coupled dimensions (autonomic/neuroendocrine; cognitive/affective; behavioral) and how we can understand emotion responses and emotion regulatory processes in relation to social behavior and health.

**Learning Outcomes:**

By the end of this course, it is expected that students will be able to:

- Describe current theories of emotion, including the historical basis of each approach;
- Describe current empirical evidence supporting theories of emotion, including related research methodology;
- Describe the biological basis of emotion processing and emotion responses, including the underlying neuroanatomy and physiological changes associated with emotion;
- Recognize the association between emotional processing, behavior, and health; including the importance of cultural and developmental variables.

**In-class activities that support outcomes:** Activities may include class/group discussion, lecture, demonstrations, presentations, and viewing and discussing videos.

**Out-of-class activities that support outcomes:** Activities may include textbook readings, readings from scholarly books and journals.

**Class Expectations:**

Your primary work in this class is to read and engage with the course material during class. I expect students to come to class and to be prepared. Should you miss a class, you will be responsible for all material covered in class and for any announcements made in class.

## Grades will be based on the following:

- **Class Participation (30%):** You are required to participate in class discussions. In addition, at the beginning of each class (beginning on 8/29/18), you will be required to submit two brief, typed comments on the required readings. I expect these comments to reflect your thinking on the readings and to facilitate your participation in class. These comments will constitute half of your class participation grade.
- **Essay (35%):** You are required to write one, 4-page essay (not including references) in response to *one of the two* topics listed below. **Essays should be typed, double-spaced, with references and turned in via Blackboard by Monday 12/10/18 at 5pm – you can, however, turn in your essay at any time in the semester.** You are expected to research beyond the class materials to complete this assignment. Students may not work together and any evidence of joint-work will result in a zero for all involved students.

### Choose One:

**Topic 1:** Compare and contrast evolutionary and socio-constructivist models of emotion. Be sure to define the theories as well as provide *many* empirical examples to shape your discussion.

**Topic 2:** Choose one discrete emotion (anger, fear, sadness, disgust, shame, guilt, embarrassment, joy, pride) and define and describe its function from both evolutionary and socio-constructivist frameworks. You must rely on actual empirical evidence to support your claims.

- **Presentations (35%):** Each student is required to make a total of 2 brief and informal presentations and 1 formal presentation. First, students will be assigned 2 informal article presentations throughout the semester selected from readings outlined in the syllabus. The article presentation will entail a very brief summary of the reading (5 min) and facilitation of the group's discussion of that article. There will be at least one of these presentations each class, beginning the second week of the semester. In addition, students must make one final formal 10 minute presentation on an application of emotion theory of their choosing. All presentations will occur in the last 2 weeks of class. **Students are expected to sign up for the formal presentation at the beginning of the semester and to receive approval on their specific topic by 10/12/18. Students must turn in a list of references and a hard-copy of their powerpoint slides on the day of their presentation.**

### Course Readings:

Students are expected to prepare course readings in advance of class

- **Suggested Text:** *Handbook of Emotions, 3<sup>rd</sup> Edition*. M. Lewis, J. M Haviland-Jones, & L.F. Barrett (Eds). Guilford Press: New York.
- **All articles will be posted on Blackboard or distributed in class.**

## **Course Organization:**

**Please Note:** This is a tentative course outline. The material we cover may change depending on how quickly we proceed.

### **Introduction: What is emotion? Historical Foundation and Evolutionary Theory**

#### **August 27, 29**

- Darwin, C. (1872/1998). *The Expression of the Emotions in Man and Animals*. Oxford University Press: New York
- a. Introduction by Paul Ekman, p.xxi-xxxvi
  - b. Chapter 1: General Principles of Expression, p.33-54
- Tooby, J. & Cosmides, L. (2008). The Evolutionary Psychology of Emotions and Their Relationship to Internal Regulatory Variables. In *Handbook of Emotions, 3<sup>rd</sup> Edition*. M. Lewis, J. M Haviland-Jones, & L.F. Barrett (Eds). Guilford Press: New York, p. 114-137

#### **September 5 (9/3 no class)**

- Owren, M.J. & Bacharowski, J. (2001). The evolution of Emotional Expression; A “Selfish-gene” account of smiling and laughter in early hominids and humans. In *Emotion*, G.A. Bonanno & T. Mayne, (Eds). Guilford Press: New York, p. 152-191
- Keltner, D. & Haidt, J. (2001). Social Functions of Emotions. In *Emotion*, G.A. Bonanno & T. Mayne, (Eds). Guilford Press: New York, p. 192-213

### **Major Theories: Discrete Emotion v. Psychological Constructionist**

#### **September 10**

- Ekman, P. (1992). An argument for basic emotions, *Cognition & Emotion*, 6(3-4), p. 169-200.
- Lench, H.C., Fores, S.A. & Bench, S.W. (2011). Discrete emotions predict changes in cognition, judgement, experience, behavior, and physiology: A Meta-analysis of experimental emotion elicitations, *Psychological Bulletin*, 137(5), p. 834-855.

#### **September 12**

- Russell, J. (1991). Culture and the Categorization of Emotions. *Psychological Bulletin*, 110(3), p. 426-450.
- Elfenbein, H.A. & Ambady, N. (2002). On the universality and cultural specificity of emotion recognition: A Meta-Analysis. *Psychological Bulletin*, 128(2), p. 203-235.

#### **September 17**

- Scherer, K.R., (1999). Appraisal Theory, in T. Dagher & M. Power (Eds.) *Handbook of Cognition and Emotion*. Wiley & Sons: New York, p. 637-663.
- Barrett, L.F. (2006). Are emotions natural kinds? *Perspectives on Psychological Science*, 1(1), p. 28-58

#### **September 19 (no class)**

#### **September 24 (Choose 2 readings)**

- Lindquist, K.A., Siegel, E.H., Quigley, K.S. & Barrett, L.F. (2013). The hundred-year emotion war: Are emotions natural kinds or psychological constructions? Comment on Lench, Flores and Bench (2011). *Psychological Bulletin*, 139(1), p. 255-263.
- LeDoux, J. (2012). A neuroscientist's perspective on debates about the nature of emotion. *Emotion Review*, 4(4), 375-379.
- Mason, W.A. & Capitanio, J.P. (2012). Basic Emotions: A Reconstruction. *Emotion Review*, 4(3), 238-244.
- Panksepp, J. (2007). Neurologizing the Psychology of Affects: How appraisal-based constructivism and basic emotion theory can coexist. *Perspectives on Psychological Science*, 2(3), p. 281- 296.

**Emotion Generation: neural networks; autonomic and endocrine responses; consciousness, levels of analysis, and emotion coherence.**

**September 26**

- LeDoux, J. & Phelps, E. (2008). Emotional Networks and the Brain. In *Handbook of Emotions, 3<sup>rd</sup> Edition*. M. Lewis, J. M Haviland-Jones, & L.F. Barrett (Eds). Guilford Press: New York, p. 159-179.
- Ochsner, K.N., Ray, R.R., Hughes, B., McRae, K., Cooper, J.C., Weber, J., Gabrieli, J.D.E. & Gross, J.J. (2009). Bottom-up and top-down processes in emotion generation. *Psychological Science*, 20(11), 1322-1331.

**October 1**

- Larsen, J.T., Berntson, G.G., Poehlmann, K.M., Ito, T. & Cacioppo, J.T. (2008). The psychophysiology of emotion. In *Handbook of Emotions, 3<sup>rd</sup> Edition*. M. Lewis, J. M Haviland-Jones, & L.F. Barrett (Eds). Guilford Press: New York, p. 180-195.
- Siegel, E.H. et al (2018). Emotion fingerprints or emotion populations? A Meta-Analytic Investigation of Autonomic Features of Emotion Categories. *Psychological Bulletin*, 144(4), 343-393.

**October 3**

- Damasio, A. (2011). TED talk:  
[http://www.ted.com/talks/antonio\\_damasio\\_the\\_quest\\_to\\_understand\\_consciousness.html](http://www.ted.com/talks/antonio_damasio_the_quest_to_understand_consciousness.html)
- Damasio, A. (1999). *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*. Harcourt: New York. Chapt. 9 Feeling Feelings p. 279-295

**October 8**

- Russell, J.A. (2003). Core affect and the psychological construction of emotion. *Psychological Review*, 110(1), p. 145-172.
- Rosenberg, E.L. (1998). Levels of analysis and the organization of affect. *Review of General Psychology*, 2(3), 247-270.

**October 10**

- Mauss, I.B., Levenson, R.W., McCarter, L., Wilhelm, F.H. & Gross, J.J. (2005). The tie that binds?: Coherence among emotion, experience, behavior, and physiology. *Emotion*, 5, 175-190.
- Coifman, K.G., Bonanno, G.A., Ray, R. & Gross, J. (2007). Does Repression lead to Recovery and Resilience? Affective-Autonomic Response Discrepancy in Bereavement. *Journal of*

## **Fear, Anger, and Disgust**

### **October 15**

- Ohman, A. & Mineka, S. (2001). Fears, phobias, and preparedness: Toward an evolved model of fear and fear learning. *Psychological Review*, 108(3), 483-522.
- Carver, C.S. & Harmon-Jones, E. (2009). Anger is an approach-related affect: Evidence and implications. *Psychological Bulletin*, 135(2), p. 183-204.

### **October 17**

- Tybur, J.M., Lieberman, D., Kurzban, R. & DeScioli, P. (2013). Disgust: Evolved function and structure. *Psychological Review*, 120(1), 65-84.
- Lerner, J.S. & Keltner, D. (2001). Fear, Anger, and Risk. *Journal of Personality and Social Psychology*, 81(1), 146-159.

## **Sadness**

### **October 22**

- Bonanno, G.A., Goorin, L. & Coifman, K.G. (2008). Sadness and Grief. In *Handbook of Emotions*, 3<sup>rd</sup> Edition. M. Lewis, J. M Haviland-Jones, & L.F. Barrett (Eds). Guilford Press: NewYork, p. 797-810.
- Rottenberg, J., Bylsma, L.M. & Vingerhoets, A.J.J.M. (2008). Is crying beneficial? *Current Directions in Psychological Science*, 17(6), p. 400-404.

## **Positive Emotions**

### **October 24**

- Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218-226.
- Shiota, M.N et al (2017). Beyond Happiness: Building a science of discrete positive emotions. *American Psychologist*, 72(7), 617-643.

### **October 29**

- Kok, B.E., Coffey, K.A. et al (2013). How positive emotions build physical health: perceived positive social connections account for the upward spiral between positive emotions and vagal tone. *Psychological Science*, 24(7), 1123-1132.
- Papa, A. & Bonanno, G.A. (2008). Smiling in the face of adversity: The interpersonal and intrapersonal functions of smiling. *Emotion*, 8(1), 1-12.
- Gruber, J., Mauss, I.B., Tamir, M. (2011). A dark side of happiness? How, when, and why happiness is not always good. *Perspectives on Psychological Science*, 6(3), 222-233.

## **Self-Conscious Emotions: Embarrassment, Shame, Guilt, and Pride**

### **October 31**

Lewis, M. (2008). Self-Conscious Emotions; Embarrassment, Pride, Shame and Guilt. In *Handbook of Emotions, 3<sup>rd</sup> Edition*. M. Lewis, J. M Haviland-Jones, & L.F. Barrett (Eds). Guilford Press: NewYork, p. 742-756.

### **November 5**

- Feinberg, M., Willer, R. & Keltner, D. (2012). Flustered and faithful: Embarrassment as a signal of prosociality. *Journal of Personality and Social Psychology, 102*(1), p. 81-97.
- Tracy, J. L., Shariff, A. F., Zhao, W., & Henrich, J. (2013). Cross-cultural evidence that the pride expression is a universal automatic status signal. *Journal of Experimental Psychology: General, 142*, 163-180.
- Randles, D., & Tracy, J. L. (2013). Shamed into taking a drink? Nonverbal displays of shame predict relapse and worsening health among recovering alcoholics. *Clinical Psychological Science, 1*, 149-155.

## **Emotions & Development**

### **November 7**

- Pollack, S.D. (2008). Mechanisms linking early experience and the emergence of emotions: Illustrations from the study of maltreated children. *Current Directions in Psychological Science, 17*(6), 370-375.
- Camras, L.A., Oster, H., Campos, J., Campos, R., Ujje, T., Miyake, K., Wang, L., Meng, Z. (1998). Production of emotional facial expressions in European American, Japanese, and Chinese Infants. *Developmental Psychology, 34*(4), 616-628.
- Nielsen, L., Knutson, B. & Carstensen, L.L. (2008). Affect dynamics, affective forecasting, and aging. *Emotion, 8*(3), 318-330.

### **November 12 – No Class**

## **Emotion Regulation**

### **November 14, 19**

- Cole, P.M., Michel, M.K. & Teti, L.O. (1994). The development of emotion regulation and dysregulation: A Clinical perspective. *Monographs of the Society for Research in Child Development, 59*(2/3), p. 73-100.
- Gross, J.J. (2013). Emotion regulation; taking stock and moving forward. *Emotion, 13*(3), p. 359-365.
- Coifman, K.G. & Almahmoud, S. &. (2016). Emotion Flexibility and Psychological Risk and Resilience. In U. Kumar (ED). *International Handbook of Resilience*, Routledge, NY.

### **November 21 (no class)**

## Emotion & Psychopathology

**November 26** (read Kring and pick one of the others)

- Kring, A., (2008). Emotion disturbances as transdiagnostic processes in psychopathology. In *Handbook of Emotions, 3<sup>rd</sup> Edition*. M. Lewis, J. M Haviland-Jones, & L.F. Barrett (Eds). Guilford Press: New York, p. 691-708.
- \*Gruber, J. (2011). Can feeling too good be bad? Positive emotion persistence (PEP) in Bipolar Disorder. *Current Directions in Psychological Science, 20(4)*, 217-221.
- \*Rottenberg, J., Kasch, K.L., Gross, J.J., & Gotlib, I. (2002). Sadness and amusement reactivity differentially predict concurrent and prospective functioning in Major Depressive Disorder. *Emotion, 2(2)*, 135-146.
- \*Mason, E.C. & Richardson, R. (2009). Looking beyond fear: The extinction of other emotions implicated in anxiety disorders. *Journal of Anxiety Disorders, 24*, p. 63-70.
- \*Moul, C., Killcross, S. & Dadds, M.R. (2012). A model of differential amygdala activation in psychopathy. *Psychological Review, 119(4)*, p. 789-806.

## Presentations

**November 28, December 3, 5**

## Cheating and Plagiarism

According to University Policy 3342-3-01.8, “Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.” Cheating involves the intentional misrepresentation of your academic work in such a way that you receive undeserved credit or the cooperation with someone else in the misrepresentation of academic work.

**Plagiarism involves presenting the ideas or words of someone else as your own, or presenting ideas or work from another source as your own without giving credit to the original source of the material. None of these will be tolerated in this class.** If you are uncertain about what constitutes plagiarism, there are many resources available to you through the KSU library (see: <http://libguides.library.kent.edu/plagiarism/resources>) or on various websites (e.g. an excellent site with examples: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>).

**\*\*\*PLEASE NOTE: It is the graduate student’s responsibility to ensure that no plagiarism occurs. Any instances will be taken very seriously and responded to according to university policy:** <https://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism>

## Students with Disabilities

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for such accommodations through Student Accessibility Services (contact 330-672-3391 or visit <http://www.kent.edu/sas> for more information on registration procedures).