

PSYCH 440: Psychology of Emotion

University of Washington | Autumn 2018
Tues/Thurs 9:30-11:20 | Smith Hall 305



ABOUT THIS COURSE

This course provides an overview of psychological research and theory on emotion, including biological, developmental, cognitive, social, and cultural perspectives. Questions to be addressed include: Why do we have emotions? How do they influence our thoughts, actions, and interactions with others? What purposes are served by specific emotions such as anger, fear, hope, and joy? Are some emotions more social than others? How do we control our emotions?

Research is the foundation of psychology, and a considerable amount of time will be spent reading, discussing, and analyzing research. Readings will be a mixture of textbook chapters and journal articles. Discussions will (usually) focus on a single journal article, and it is my hope that these discussions are active, thoughtful, and generative – meaning that students leave the discussion with research questions and ideas for future research.

This course is writing-intensive and meets the [W-course requirement](#) at UW.

ESSENTIAL INFO

Professor:	Dr. Tabitha Kirkland (tabithak@uw.edu)
Peer Tutor:	Sophie Beck (sophgoph@uw.edu)
Office hours:	MW 2:30-3:20 Guthrie Hall 133
Book:	<i>Emotion</i> (3rd ed.) by Shiota & Kalat
Other readings:	Available in Canvas Modules and linked in the schedule below

LEARNING GOALS

1. **Basic Concepts in the Psychology of Emotion:** The most directly measurable goal in this course is to increase your knowledge of the psychology of emotion, including the variety of approaches scientists have taken to study emotion, the major areas of study undertaken, and the current state of emotion research. Your progress on this goal will be measured by performance on exams.
2. **Scientific Literacy:** I hope that this course will deepen your appreciation of scientific research and give you some sense of what it would be like to conduct research in psychology. We will address this goal by reading and discussing a variety of research papers over the course of the quarter, and in your response papers.

3. **Writing:** This class is designed to improve your academic writing through the use of frequent written assignments and constructive feedback. You will submit thoughtful discussion questions every week, and write response papers three times per quarter. This will help you improve the quality of your writing in terms of structure, clarity, and scientific rigor.
4. **Communication:** You will improve your verbal communication skills through discussions in seminar discussion groups and participation in class.

EXPECTATIONS

My Role as Instructor

I am here to guide you in exploring this fascinating material. I will do my best to make class time interesting, engaging, and enjoyable for everyone. I will use on a variety of methods to promote learning. I will create and enforce a learning atmosphere that is safe, comfortable, and respectful for everyone. I will communicate my expectations clearly and hold all learners to equitable standards. I will welcome questions, comments, and suggestions, and I will adapt to individual needs whenever possible. I may modify this syllabus as needed to accommodate your learning.

Your Role as Learner

Students learn best when they are actively engaged and involved in the learning process. This is an active and interactive course in which you will often learn by discussing and/or doing. You are expected to observe the world, read, discuss, and participate. I think of our classroom as a *collaborative learning community* wherein we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it.

Please note that, as in all college courses, you are responsible for keeping yourself on schedule, knowing due dates, and planning ahead. Contact me ASAP if circumstances arise that interfere with your ability to participate fully in class.

COURSE REQUIREMENTS

Overall distribution of assignments: exams 43%, discussion & participation 30%, writing 27%.

Assignment	Points	%
1. Exams	100	43%
2. Discussion Questions	40	17%
3. Participation	32	13%
4. Response Papers	60	26%
5. Writing Center Visit	3	1%
Total	235	

1. Exams [2 exams x 50 pts = 100 pts]

Two exams will be given in class and consist of a variety of question types (short-answer, multiple choice, etc.) Exams will cover lecture and textbook material. Planned absences from exams must be approved during the first week of the course. In the event of an emergency absence, contact your instructor within 24 hours or as soon as possible. Late make-up exams will require documentation of extreme extenuating circumstances.

2. Discussion Questions [8 days x 5 pts = 40 pts]

We have two types of reading materials in this class: the textbook and discussion articles. Textbook chapters will complement the material from lecture and can be expected to appear on exams, but do not require discussion questions. Discussion articles will include both scientific and popular articles. Each day for which you have assigned discussion reading, you will write at least one discussion question.

Discussion questions should be thoughtful, open-ended, and involve critical thinking rather than summarizing content. Effective discussion questions might pose intriguing moral dilemmas or raise big philosophical questions, link together multiple readings, propose future research directions, and so forth. Questions should clearly relate to the material on which they are based.

Types of effective questions include:

- **Analysis:** questions beginning with “Why...” “How would you explain...” “What is the importance of...” “What is the meaning of”
- **Compare and contrast:** “What is the difference between...” “What is the similarity between...”
- **Cause and effect:** “What are the causes/results of...” “What connection is there between...”
- **Clarification:** “What is meant by...” “Explain how...”

Types of questions to avoid include:

- **Yes/no:** produces little discussion
- **Elliptical:** questions that are vague, in which it is unclear what is being asked
- **Leading:** questions that convey the expected answer
- **Slanted:** closes down students who do not agree with the implied assumption

Each discussion question(s) will be graded as full credit (5 pts), partial credit (2 pts), or no credit (0 pts) based on question quality as described above. Effective questions will receive full credit; questions that are in the “to avoid” category will receive partial or no credit; questions that are plagiarized or not clearly related to the reading will receive no credit. Submissions that include more than one high-quality question are especially likely to get full credit.

Students who are unable to attend class on the day the question is due may still receive credit for submitting their question online by class time. Questions submitted up to one day late are eligible to receive partial credit. Questions more than one day late are not accepted.

3. Participation [8 days x 4 pts = 32 pts]

This is an active learning course in which you will learn through both interactive lecture and seminar-style discussion with your instructor and peers. All students are expected to participate during both lecture and discussion by critically analyzing the research, posing thoughtful questions, suggesting implications of the work for other areas of study, etc. Your participation is worth 4 pts per discussion day, beginning in Week 2, and will be graded on the following scale:

- 4 pts = actively and respectfully engaged in content-related discussion throughout the discussion period
- 3 pts = talked too much relative to other group members, or conversation occasionally went off topic
- 2 pt = participation was disrespectful (e.g., interrupting others), or conversation frequently went off topic
- 1 pt = was present but quiet
- 0 pt = absent or no participation in discussion

Students who are absent from class on discussion days may complete an equivalent participation activity at a mutually agreed-upon alternative time for credit. You must notify me of your wish to make up the participation either before your absence or no more than two days afterward, unless extreme extenuating circumstances are present.

4. Response Papers [3 papers x 20 pts = 60 pts]

You will have three response papers due throughout the quarter. A prompt for each paper will be posted at least one week before the paper is due. The response papers serve as a critical exploration and investigation of topics from the class. In your papers, you will have the opportunity to develop your own ideas and interpretations concerning what you are learning in class. Please focus on one major topic or theme in each paper, and explore that topic deeply and from multiple perspectives.

As you write, practice organizing your thoughts into logical, persuasive arguments. Allow time to rewrite and revise your writing. Review the comments you receive and use what you've learned in your next paper. Work at improving your writing, and you will notice that your analytical and verbal communication skills also improve. As [noted by Undergraduate Advising](#), "much of your university education will occur in the research and writing of papers required by your courses."

Papers should be approximately 3-5 pages, double-spaced. Late papers will be accepted with a 10% penalty per day.

Notice: *The University has a license agreement with VeriCite, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report will indicate the amount of original text*

in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

5. Writing Center Visit [3 pts]

This is a writing-intensive class. The best way to improve your writing is to start early and solicit feedback as you go. Please [schedule an appointment with a tutor at the Psychology Writing Center](#) (Chem Library 160) at least once this quarter with a draft of one of your response papers. To document your visit, please write a one-paragraph summary of what you and the tutor discussed. Points to include in your summary are listed below. Please submit this summary no later than the due date of that response paper.

- Who you met with
- Which response paper you were working on
- The topic(s) you discussed
- The advice you received
- Whether or not you plan to take their advice and why

GRADES

The UW uses a [numerical grading system](#) from 0.0-4.0 GPA. Final course grades will be assigned according to the following grading scale: 94%+ = 4.0. Each percentage below this drops 0.1 GPA point. For example, 85% = 3.1, 75% = 2.1, etc. Note: 0.7 is the lowest passing grade used at the UW. Any grade below that is a 0.0. You can check Canvas for your current course grade.

Incompletes: Only students with special circumstances beyond their control who have obtained permission are eligible for a grade of Incomplete. I will not give incompletes at the end of the quarter to escape a poor grade.

Personal responsibility: it is your responsibility to **earn** the grade you want, starting on the first day of class. Please do not ask for a higher grade at the end of the quarter. You are being graded on the requirements listed in this syllabus, rather than my subjective judgment of how much you "need" a certain grade or how hard you have worked. All students will have worked hard in this course. Additionally, students sometimes ask to complete additional extra credit assignments to improve their grade. While I appreciate your efforts, the answer is no. It would be unfair for me to give one student an extra credit opportunity that I do not offer the rest of the class.

COURSE POLICIES

Canvas: The Course Website (<http://canvas.uw.edu>)

Canvas will be used for downloading materials, submitting assignments, communicating announcements, and so forth. Plan to check it regularly.

Email Communication

Please use standard professional guidelines for all written communication, including using a formal greeting, writing in complete sentences, and signing your name. Please include PSYCH 440 in your subject heading along with a specific phrase related to your question or comment. Please allow a day or so for email responses during the week. Weekend responses may take longer; please plan accordingly.

Guidelines for Discussion

- When the class is engaged in lecture and whole-class discussion, please raise your hand to ask questions or otherwise contribute. Side comments and conversations are distracting. If you feel tempted to whisper comments to a classmate, either participate in the whole-class discussion instead or write your comments to share privately.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.
- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

Technology in the Classroom

- Mobile phones should be *silenced* and put away before class. Please do not use your phone during class. Limit the temptation to check your phone by keeping it in your bag.
- If you are learning English, you are welcome to use an electronic dictionary during class.

Punctuality

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and can be a cause for distraction. If you *must* occasionally arrive late or leave early, please take a seat near the door.
- Please wait until class ends to pack your things. I will always end class on time. Packing early invariably causes a “domino effect,” which is distracting to everyone and may result in your missing important information.

Attendance

- If you miss any class session, consult the schedule to see what topics were covered. You are responsible for obtaining notes and information on any in-class announcements from peers. Do not contact me to ask what you missed. If you have questions concerning the missed class that you are

unable to answer yourself after reviewing a classmate's notes, please see me during office hours for clarification.

RESOURCES FOR SUCCESS

Follow These Study Tips

- Research shows that when we do more than one thing at a time, we're not actually doing them simultaneously. Instead, we're shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we "multitask," the more distracted we are by irrelevant information, and the worse we are at concentrating. **Limit the temptation to multitask** in class and when studying by putting away any distracting materials.
- **Study in frequent, short, focused sessions** (e.g., 15 minutes), with periodic breaks. Research shows that we learn best by absorbing information over time. This will also give you more opportunities to review difficult concepts. "Cramming," or attempting to study a lot of material in a single session, results in very weak learning and retention of the material. This strategy is a poor use of your valuable time.
- **Talk to people** about what you learn in class, and think about examples of the class material from your own life. Research shows that we learn best when we connect new ideas to the things we already know.

Find Study Buddies

I strongly encourage you to form a study group with 2-3 of your classmates. Successful study groups meet about once per week to review the material together, quiz each other, and help each other avoid procrastination. Plus, studying with other people is way more fun than studying by yourself and can help build community in class.

Attend Office Hours

These hours (listed at the top of the syllabus) are a specific time set aside specifically to talk with students. I am *always* available during office hours – no appointment needed. Just stop by! Come to office hours with questions, comments, or topics for debate. I am also happy to talk about other [psychology](#)-related topics, such as getting involved in research or applying to graduate school. Please correspond with me via email to set another time if those times don't fit your schedule.

Get Extra Help Studying

There are many resources on campus to help you improve your study skills, time management, reading speed, and content knowledge. For example, check out the Instructional Center for drop-in tutoring and workshops for several courses in psychology. [More info here.](#)

Stay Healthy

The UW offers a wide [array of services](#) for staying physically and mentally healthy, from rec sports to meditation to counseling, crisis intervention, and support groups. Some specific resources include:

- [Student Health & Wellness](#): UW department dedicated to supporting students through challenges that might otherwise compromise education.
- [D Center](#): The D Center strives to create an inclusive, accessible space affirming of all bodies, minds and identities by fostering a culture of social justice and pride.
- [Q Center](#): UW's gender and sexuality support & celebration center.
- UW counseling center: 401 Schmitz Hall, 206-543-1240
- Hall Health mental health center: 206-543-5030 (appointments); 206-583-1551 (emergencies)
- Crisis lines (for immediate help):
 - UW Medical Center ER: 206-598-4000
 - King County Crisis Line: 206-461-3222

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924, uwdrs@uw.edu, or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

COURSE SCHEDULE

All course materials listed should be completed before class. This schedule is subject to change.

Week	Day	Date	Topic	Textbook Reading	Discussion Reading	Due
1	Thurs	27-Sep	Welcome and Introduction			
2	Tues	2-Oct	The Nature of Emotion	Chapter 1		
	Thurs	4-Oct	The Evolution of Emotion	Chapter 2	Dixon, T. (2012). "Emotion": The history of a keyword in crisis. <i>Emotion Review</i> . (6 pgs)	Discussion Question
3	Tues	9-Oct	Culture and Emotion	Chapter 3		
	Thurs	11-Oct	Constructionist Theories of Emotion		Barrett, L. F. (2015). What emotions are (and aren't). <i>New York Times</i>. (2 pgs)	
4	Tues	16-Oct	What Elicits Emotion?	Chapter 4		Response Paper 1
	Thurs	18-Oct	Emotional Expression in the Face, Posture, and Voice	Chapter 5	Niedenthal, P. M. (2007). Embodying emotion. <i>Science</i> . (4 pgs)	Discussion Question
5	Tues	23-Oct	Emotion and the Central Nervous System	Chapter 6		
	Thurs	25-Oct	Exam 1			
6	Tues	30-Oct	Emotional Development	Chapter 8		
	Thurs	1-Nov	Emotion in Relationships and Society	Chapter 9	Crocker, J. & Canevello (2008). Creating and undermining social support in communal relationships: The role of compassionate and self-image goals. <i>JPSP</i> . (19 pgs)	Discussion Question
7	Tues	6-Nov	Emotion in Relationships and Society			Response Paper 2

	Thurs	8-Nov	Emotion and Cognition	Chapter 10	Schwartz et al. (2002). Maximizing versus satisficing: Happiness is a matter of choice. <i>JPSP</i> . (18 pgs)	Discussion Question
8	Tues	13-Nov	Emotion and Cognition			
	Thurs	15-Nov	The Value of Negative Emotions	Chapter 11	Haidt, J. (2003). The moral emotions. <i>Handbook of Affective Sciences</i> . (15 pgs)	Discussion Question
9	Tues	20-Nov	The Value of Negative Emotions			
	Thurs	22-Nov	No class - Thanksgiving			
10	Tues	27-Nov	Happiness and the Positive Emotions	Chapter 12		Response Paper 3
	Thurs	29-Nov	Happiness and the Positive Emotions		Diener, E., Lucas, R. E., & Scollon, C. N. (2006). Beyond the hedonic treadmill: Revising the adaptation theory of well-being. <i>American Psychologist</i> . (9 pgs)	Discussion Question
11	Tues	4-Dec	Emotion Regulation	Chapter 15		
	Thurs	6-Dec	Emotion Regulation		Coffey, K. A., Hartman, M., & Fredrickson, B. A. (2011). Deconstructing mindfulness and constructing mental health: Understanding mindfulness and its mechanisms of action. <i>Mindfulness</i> . (17 pgs)	Discussion Question
12	Weds	12-Dec	Exam 2 (10:30-12:20)			