In this class, we will critically evaluate emotion research in both “normal” and clinical populations. We will begin with a review of basic emotional processes, followed by discussion of emotion regulation strategies and emotional awareness. We will examine individual differences in emotional experience, and finally the role of emotions in several mental 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 2 to 3 students.

The goals of this course are to:

- Read and critically evaluate empirical and review papers addressing important issues in emotion research
- Understand potential functions of emotions
- Recognize the effects of emotion on other aspects of psychological functioning
- Identify emotional dysfunction within select mental disorders
- Gain experience discussing psychological research orally and in writing
- Develop a research question within the field of emotion, conduct an experiment, and interpret and communicate the findings

*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 digest the ideas and prepare intelligent comments and questions.

There are two books that you will need as references for your writing and statistical analyses. You will need to consult the *Publication Manual of the American Psychological Association* (6th ed.) over the course of the semester. If you do not have your own copy, copies are available at Miller Library and the Writers’ Center. You will also need to refer to Green and Salkind’s *Using SPSS for Windows and Macintosh: Analyzing and understanding*
I have access to a few copies of an older version of the book, but you would be better served to locate your copy from PS214/PS215.

**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.

**Mindfulness Exercises:** In emotion research, it is important to minimize the effects of affective spillover, when a participant’s emotional state before the experiment session “spills into” his/her response during the experiment. We will attempt to minimize affective spillover in class by beginning each session with a brief (2- to 5-minute) mindfulness activity. These exercises are intended to help us disconnect from other concerns, focus on the present, and better attend to the class discussion. Research indicates that a regular mindfulness practice may help us better regulate our emotions outside of class. Participation in each mindfulness activity is completely voluntary. Participating (or not participating) in the mindfulness exercises will not contribute to the course grade.

**Evaluation**

Course grades for PS343 and will be weighted as follows.

<table>
<thead>
<tr>
<th>Course component</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Class attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Regular class assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Team IRB application</td>
<td>5%</td>
</tr>
<tr>
<td>Team presentation of research plan</td>
<td>10%</td>
</tr>
<tr>
<td>Team presentation of research findings</td>
<td>5%</td>
</tr>
<tr>
<td>Team poster</td>
<td>10%</td>
</tr>
<tr>
<td>Individual or paired student-led discussions</td>
<td>5%</td>
</tr>
<tr>
<td>Individual intro/method draft (5-8 pp.)</td>
<td>10%</td>
</tr>
<tr>
<td>Individual results draft (2 pp.)</td>
<td>5%</td>
</tr>
<tr>
<td>Individual final research paper (10-12 pp.)</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Course grades for PS344 will be weighted similarly, except that class participation, regular class assignments, and the student-led discussions will not be included. Instead, equal participation as a research team member will count 25% toward the PS344 grade.


**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 member(s) on these components of the course. For all “individual” components, each student must work independently. These components will be submitted and graded individually.

**Active Participation:** Class participation, which includes attendance, questions asked, and participation in the seminar discussions, will count **10%** toward the final grade.

**Assignments:** There will be regular class assignments that encourage you to think carefully about the target readings for each class meeting. For example, you may be asked to write a short response paper or submit discussion questions. Before each class meeting, you are expected to: (1) have read the course materials for that meeting and (2) have completed the assignment on Moodle’s discussion board. Students must post their assignment by **10:00PM 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 Discussions:** You will be required to choose two class meetings and lead class discussion during the meetings. You will need to 1) read the assigned articles carefully, 2) prepare 8 to 10 discussion questions and/or activities, and 3) lead the class discussion on that day. You must turn in a list of your discussion questions at the end of class. You may choose to lead the class on your own, or you may pair up with a peer and lead the class together. Leading discussions 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 findings. In the second presentation **(5%)**, you will re-present the rationale and methodology (briefly), will present your findings, and will discuss their implications.

**Introduction/Method Draft:** The intro/method draft 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/method draft is **due by 11:00AM on October 20** and will count **10%** toward the final grade. You will submit the draft through Moodle.

**Poster Presentation:** You will present your research findings in a poster at the Psychology Department Research Symposium on December 5. A draft of the poster is **due by 11:00AM on November 24.** The poster will count as **10%** of your final grade.
Results Draft: The results draft will summarize the data analyses. It should be approximately 2 pages, not counting tables and figures. The results draft is due by 11:00AM on December 3 and will count 5% toward the final grade. You will submit the draft through Moodle.

Final Research Paper: The final 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. The final paper is due at 6:00PM on Sunday, December 14 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. The drafts and the final research paper will be written 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 (6th Edition) for more details.

Course Schedule

September 3     Introductions and Review of Syllabus

September 8     Basic Emotions

September 10    Research Methods I


September 15    Research Methods II

**READ pages 13-25**

**READ Standard 8: Research and Publication**

**September 17**

**Facial Expression of Emotion**


**September 22**

**Physiology of Emotion**

**September 24**

**Function of Emotion**


**September 29**

**Emotion Regulation**

**October 1**

**IRB Proposal Draft Due**

**Emotion Suppression**

**October 6**

**Submit IRB Proposal**

**Mindfulness and Emotional Behavior**
October 8  Group Presentations (2 teams)  
**Each team assigns 1-2 articles**

October 13  NO CLASS – Fall Break

October 15  Emotion Differentiation


October 20  Intro/Method Draft Due

Aging and Emotional Experience


October 22  Genetic Effects on Emotional Reactivity


October 24 (Friday)  Erin’s Colloquium Presentation, Davis 301
Close Relationships: The Cause of, or Solution to, Depression in Emerging Adulthood?

October 27  Self-Conscious Emotions

**October 29**  
**Culture and Emotions**


**November 3**  
**Topic to Be Determined by Class**

**November 5**  
**Emotion and Major Depressive Disorder**


**November 10**  
**Emotion Regulation and Bipolar Disorder**


**November 12**  
**Data Analysis – Meet in Davis 306**

**November 17**  
**Data Analysis – Meet in Davis 306**

**November 19**  
**Data Analysis/Poster Preparation – Meet in Davis 306**

**November 24**  
**Poster Draft Due**

**Emotional Deficits in Schizophrenia**


November 26  NO CLASS – Thanksgiving Break

December 1  Positive Emotions and Optimal Well-Being


December 3  Results Draft Due
Group Presentations

December 5  Poster Presentations at the Psychology Department Research Symposium

December 14  Final Research Paper Due by 6:00PM

*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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of 9/8</td>
<td>Initial literature review, narrow and refine study topic</td>
</tr>
<tr>
<td>Week of 9/15</td>
<td>Decide on study design</td>
</tr>
<tr>
<td>Week of 9/22</td>
<td>Finalize methods and hypotheses, study preparation/setup</td>
</tr>
<tr>
<td>Week of 9/29</td>
<td>Finalize study protocol</td>
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<tr>
<td></td>
<td><em>Wed., 10/1, IRB Proposal Draft Due</em></td>
</tr>
<tr>
<td>Week of 10/6</td>
<td><em>Mon., 10/6, Submit IRB Proposal Wed., 10/8, Group Presentations</em></td>
</tr>
<tr>
<td>Week of 10/13</td>
<td><em>Fall Break</em></td>
</tr>
<tr>
<td></td>
<td>Data collection</td>
</tr>
<tr>
<td>Week of 10/20</td>
<td><em>Mon., 10/20, Intro/Method Draft Due</em></td>
</tr>
<tr>
<td></td>
<td>Data collection</td>
</tr>
<tr>
<td>Week of 10/27</td>
<td>Data collection</td>
</tr>
<tr>
<td>Week of 11/3</td>
<td>Data collection</td>
</tr>
<tr>
<td>Week of 11/10</td>
<td><em>Wed., 11/12, Data collection complete</em></td>
</tr>
<tr>
<td></td>
<td>Data analysis</td>
</tr>
<tr>
<td>Week of 11/17</td>
<td>Data analysis, prepare poster</td>
</tr>
</tbody>
</table>
Course Policies

Course Website: The course website on Moodle will serve as a source and archive of course information. As the semester progresses, readings and assignments will be posted on the website.

Email: Before emailing me, please check if your question can be answered by the syllabus or the course website. If it cannot, I will do my best to answer your email within 24 hours of when it was received.

Classroom Behavior

- It is expected that you will arrive on time for all class meetings.
- It is expected that you will have cell phones turned off and that you will not text or read texts during class.
- I strongly discourage you from bringing a laptop to class. It is distracting for those around you, for me, and is often extremely distracting for you.
- It is expected that you will interact with fellow students and the professor in an open-minded, respectful manner.

Support for Students with Disabilities and Learning Differences: If you have a disability or learning difference for which an academic accommodation is needed, please contact me to discuss this as soon as possible.

Attendance: Students are expected to attend all class meetings. You should review the syllabus carefully at the beginning of the semester to determine whether you will have any scheduling conflicts, and discuss them with me in advance.

Religious Observances: Practitioners of a religious tradition requiring time apart from the demands of the normal work schedule on a particular day (or days) may contact me in advance to make arrangements for academic events that conflict with a religious observance.

Psychology Department Late Assignment/Paper Policy: Students taking a course in the Psychology Department are expected to attend all meetings of that course. Absences in seminars are particularly problematic because such absences negatively affect other students in the course and detract from your overall learning experience. Students should
treat deadlines as firm. Only documented medical excuses, documented personal catastrophes (such as a death in the family), and religious observances will be accepted as reasons not to turn in an assignment as scheduled. If you are, for legitimate reasons, unable to turn in a paper or assignment when it is scheduled, you should notify me in advance of the due date. Having a lot of work to do, several exams/papers in a few days, being generally unprepared, or having conflicting travel arrangements are not acceptable excuses to miss an assignment due date.

**Course Late Assignment/Paper Policy:** In order to be fair to every student, you will only be able to earn up to half-credit for late papers. Papers that are more than one week late will receive no credit. In order to receive full credit for a late paper, documentation of the serious and verifiable reason that prevented you from completing the assignment on time must be provided – no exceptions.

**Academic Honesty:** The psychology department observes the following policy stated in the Colby College Catalogue: “Plagiarism, cheating, and other forms of academic dishonesty are serious offenses. For the first offense, the instructor may dismiss the offender from the course with a mark of F and will also report the case to the department chair and the dean of students, who may impose other or additional penalties, including suspension or expulsion. . . . A second offense automatically leads to suspension or expulsion.” If you have questions about how to cite others’ work or any other aspects of academic honesty, please do not hesitate to speak with me. It is always better to ask a question about academic honesty than to make a bad decision.