

**PS343: Seminar in Emotion Theory and Research &
PS344: Collaborative Research in Emotion**

Spring 2019

Prof. Erin Sheets

Department of Psychology, Colby College

Seminar Meeting Times: Mondays and Wednesdays, 2:30-3:45

Seminar Location: Davis 307

Collaborative Research Meeting Times: Weekly in teams, to be scheduled with professor

Course website: <http://moodle.colby.edu> (PS343 - Seminar in Emotion Research & PS344 - Collaborative Research in Emotion)

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In this class, we will critically evaluate emotion research in both nonclinical and clinical populations. We will begin with a review of basic emotional processes, followed by discussion of emotion regulation strategies. We will examine individual differences in emotional experience, and finally the role of emotions in several psychological 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 3 or 4 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
- Gain experience discussing psychological research orally and in writing
- Develop a research question within the field of emotion, conduct a study, and interpret and communicate the findings

Course Website: The course Moodle pages will serve as the primary source and archive of course information. Readings and assignments will be posted on the website.

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 data*.

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 will be weighted as follows.

Course component	Weight
Class attendance and participation	10%
Class assignments	10%
Team IRB application	5%
Team presentation of research plan	10%
Team presentation of research findings	5%
Team poster	10%
Student-led discussion	5%
Individual intro and method sections	10%
Individual results section	5%
Individual final research paper	30%
Total	100%

Course grades for PS344 will be weighted similarly, except that class participation, class assignments, and the student-led discussion 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 members 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 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 Discussion: You will be required to choose one class meeting and lead class discussion that day. 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. You must turn in your outline for the class or 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 discussion 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 articles. In the second presentation (**5%**), you will re-present the rationale and methodology (briefly), will present your findings, and will discuss their implications.

Poster Presentation: You will present your research findings in a poster at the Colby Liberal Arts Symposium on **May 2**. A draft of the poster is **due by 5:00PM on April 28**. The poster will count as **10%** of your final grade.

Introduction/Method Sections: The intro and method sections 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 and method sections are **due by 11:59PM on March 22** and will count **10%** toward the final grade. You will submit this through Moodle.

Results Section: The results section will summarize the data analyses. It should be approximately 2 pages, *not* counting tables and figures. *Each student must write his or her own paper.* The results section is **due by 2:30PM on May 6** and will count **5%** toward the final grade. You will submit this through Moodle.

Final, Revised Research Paper: The final version of the 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 11:59PM on Friday, May 17** 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 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

February 6 Introductions and Review of Syllabus

February 11 Are There Basic Emotions?

Cowen, A. S. & Keltner, D. (2017). Self-report captures 27 distinct categories of emotion bridged by continuous gradients. *PNAS*, 114(38), E7900-E7909. doi: [10.1073/pnas.1702247114](https://doi.org/10.1073/pnas.1702247114)

February 13 Research Methods I

Rosenberg, E. L., & Ekman, P. (2000). Emotion: Methods of study. In A. E. Kazdin (Ed.), *Encyclopedia of Psychology* (Vol. 3, pp. 171-175). Washington, DC; American Psychological Association; New York: Oxford University Press.

Siedlecka, E., & Denson, T. F. (2018). Experimental methods for inducing basic emotions: A qualitative review. *Emotion Review*. doi: [10.1177/1754073917749016](https://doi.org/10.1177/1754073917749016)

February 18 Research Methods II

Harmon-Jones, C., Bastian, B., & Harmon-Jones, E. (2016). The Discrete Emotions Questionnaire: A new tool for measuring state self-reported emotions. *PLoS ONE*, 11(8), e0159915. doi: [10.1371/journal.pone.0159915](https://doi.org/10.1371/journal.pone.0159915)

American Psychological Association. (2010). *American Psychological Association ethical principles of psychologists and code of conduct*. Retrieved September 20, 2010 from <http://www.apa.org/ethics/code/index.aspx>

****READ Standard 8: Research and Publication****

February 20 Physiology of Emotion

Levenson, R. W. (2003). Blood, sweat, and fears: The autonomic architecture of emotion. *Annals of the New York Academy of Sciences*, 1000, 348-366. doi: [10.1196/annals.1280.016](https://doi.org/10.1196/annals.1280.016)

February 25 Facial Expression of Emotion

Rychlowska, M., Miyamoto, Y., Matsumoto, D., Hess, U., Gilboa-Schechtman, E., Kamble, S., ... Niedenthal, P. M. (2015). Heterogeneity of long-history migration explains cultural differences in reports of emotional expressivity and the functions of smiles. *Proceedings of the National Academy of Sciences*, 112(19), E2429-E2436. doi: [10.1073/pnas.1413661112](https://doi.org/10.1073/pnas.1413661112)

Neal, D. T., & Chartrand, T. L. (2011). Embodied emotion perception: Amplifying and dampening facial feedback modulates emotion perception accuracy. *Social Psychological and Personality Science*, 2(6), 673-678. doi: [10.1177/1948550611406138](https://doi.org/10.1177/1948550611406138)

February 27 Functions of Emotions

Keltner, D., & Gross, J. J. (1999). Functional accounts of emotions. *Cognition and Emotion*, 13(5), 467-480. doi: [10.1080/026999399379140](https://doi.org/10.1080/026999399379140)

Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion*, 13(5), 505-521. doi: [10.1080/026999399379168](https://doi.org/10.1080/026999399379168)

**March 4 IRB Proposal Due
Emotion Differentiation**

Barrett, L. F., Gross, J., Christensen, T. C., & Benvenuto, M. (2001). Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation. *Cognition and Emotion*, 15(6), 713-724. doi: [10.1080/02699930143000239](https://doi.org/10.1080/02699930143000239)

Kashdan, T. B., Barrett, L. F., & McKnight, P. E. (2015). Unpacking emotion differentiation: Transforming unpleasant experience by perceiving distinctions in negativity. *Current Directions in Psychological Science*, 24(1), 10-16. doi: [10.1177/0963721414550708](https://doi.org/10.1177/0963721414550708)

March 6 Emotion Regulation I

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348-362. doi: [10.1037/0022-3514.85.2.348](https://doi.org/10.1037/0022-3514.85.2.348)

March 11 Emotion Regulation II

Haines, S. J., Gleeson, J., Kuppens, P., Hollenstein, T., Ciarrochi, J., Labuschagne, I., ... Koval, P. (2016). The wisdom to know the difference: Strategy-situation fit in emotion

regulation in daily life is associated with well-being. *Psychological Science*, 27(12), 1651-1659. doi: [10.1177/0956797616669086](https://doi.org/10.1177/0956797616669086)

Dixon-Gordon, K. L., Aldao, A., & De Los Reyes, A. (2015). Repertoires of emotion regulation: A person-centered approach to assessing emotion regulation strategies and links to psychopathology. *Cognition & Emotion*, 29(7), 1314-1325. doi: [10.1080/02699931.2014.983046](https://doi.org/10.1080/02699931.2014.983046)

March 13 Emotion Regulation III

Ford, B. Q., Lam, P., John, O. P., & Mauss, I. B. (2018). The psychological health benefits of accepting negative emotions and thoughts: Laboratory, diary, and longitudinal evidence. *Journal of Personality and Social Psychology*, 115(6), 1075-1092. doi: [10.1037/pspp0000157](https://doi.org/10.1037/pspp0000157)

March 18 Group Presentations (1 or 2 teams)

****Each team assigns 1-2 articles****

March 20 Group Presentations (1 or 2 teams)

****Each team assigns 1-2 articles****

March 22 Intro and Method Sections Due

March 25 & March 27 NO CLASS – Spring Break

April 1 Culture and Emotions

Tsai, J. L. (2007). Ideal affect: Cultural causes and behavioral consequences. *Perspectives on Psychological Science*, 2(3), 242-259. doi: [10.1111/j.1745-6916.2007.00043.x](https://doi.org/10.1111/j.1745-6916.2007.00043.x)

April 3 Aging and Emotional Experience

Ersner-Hersfield, H., Mikels, J. A., Sullivan, S. J., & Carstensen, L. L. (2008). Poignancy: Mixed emotional experience in the face of meaningful endings. *Journal of Personality and Social Psychology*, 94(1), 158-167. doi: [10.1037/0022-3514.94.1.158](https://doi.org/10.1037/0022-3514.94.1.158)

Sims, T., Hogan, C. L., & Carstensen, L. (2015). Selectivity as an emotion regulation strategy: Lessons from older adults. *Current Opinion in Psychology*, 3, 80-84. doi: [10.1016/j.copsyc.2015.02.012](https://doi.org/10.1016/j.copsyc.2015.02.012)

April 8 Genetic Effects on Emotional Reactivity

Gunthert, K. C., Conner, T. S., Armeli, S., Tennen, H., Covault, J., & Kranzler, H. R. (2007). Serotonin transporter gene polymorphism (5-HTTLPR) and anxiety reactivity in daily life: A daily process approach to gene-environment interaction. *Psychosomatic Medicine*, 69, 762-768. doi: [10.1097/PSY.0b013e318157ad42](https://doi.org/10.1097/PSY.0b013e318157ad42)

Gyurak, A., Haase, C. M., Sze, J., Goodkind, M. S., Coppola, G., Lane, J., . . . & Levenson, R. W. (2013). The effect of the serotonin transporter polymorphism (5-HTTLPR) on

empathic and self-conscious emotional reactivity. *Emotion*, 13(1), 25-35. doi: [10.1037/a0029616](https://doi.org/10.1037/a0029616)

April 10 Emotion and Psychopathology I

Gross, J. J., & Jazaieri, H. (2014). Emotion, emotion regulation, and psychopathology: An affective science perspective. *Clinical Psychological Science*, 2(4) 387–401. doi: [10.1177/2167702614536164](https://doi.org/10.1177/2167702614536164)

O'Toole, M. S., Jensen, M. B., Fentz, H., N., Zachariae, R., & Hougaard, E. (2014). Emotion differentiation and emotion regulation in high and low socially anxious individuals: An experience-sampling study. *Cognitive Therapy and Research*, 38, 428-438. doi: [10.1007/s10608-014-9611-2](https://doi.org/10.1007/s10608-014-9611-2)

April 15 Emotion and Psychopathology II

Yoon, K. L., Joorman, J., & Gotlib, I. (2009). Judging the intensity of facial expressions of emotion: Depression-related biases in the processing of positive affect. *Journal of Abnormal Psychology*, 118(1), 223-228. doi: [10.1037/a0014658](https://doi.org/10.1037/a0014658)

Troy, A. S., Ford, B. Q., McRae, K., Zorolia, P., & Mauss, I. B. (2017). Change the things you can: Emotion regulation is more beneficial for people from lower than from higher socioeconomic status. *Emotion*, 17(1), 141-154. doi: [10.1037/emo0000210](https://doi.org/10.1037/emo0000210)

April 17 Data Analysis – Meet in Davis 306

April 22 Data Analysis – Meet in Davis 306

April 24 Data Analysis/Poster Preparation – Meet in Davis 306

April 28 Poster Due

April 29 Emotion and Psychopathology III

Gruber, J., Eidelman, P., Johnson, S. L., Smith, B., & Harvey, A. G. (2011). Hooked on a feeling: Rumination about positive and negative emotion in inter-episode bipolar disorder. *Journal of Abnormal Psychology*, 120(4), 956-961. doi: [10.1037/a0023667](https://doi.org/10.1037/a0023667)

Gard, D. E., Kring, A. M., Gard, M. G., Horan, W. P., & Green, M. F. (2007). Anhedonia in schizophrenia: Distinctions between anticipatory and consummatory pleasure. *Schizophrenia Research*, 93, 253-260. doi: [10.1016/j.schres.2007.03.008](https://doi.org/10.1016/j.schres.2007.03.008)

May 1 Positive Emotions and Optimal Well-Being

Fredrickson, B. L., & Joiner, T. E. (2002). Positive emotions trigger upward spirals toward emotional well-being. *Psychological Science*, 13(2), 172-175. doi: [10.1111/1467-9280.00431](https://doi.org/10.1111/1467-9280.00431)

Catalino, L. I., & Fredrickson, B. L. (2011). A Tuesday in the life of a flourisher: The role of positive emotional reactivity in optimal mental health. *Emotion*, 11(4), 938-950. doi: [10.1037/a0024889](https://doi.org/10.1037/a0024889)

- May 2** **Poster Presentations at the Colby Liberal Arts Symposium (CLAS)**
- May 6** **Results Section Due**
Abstract Workshop
- May 8** **Group Presentations**
- May 17** **Final Research Paper Due**

Course Policies

Academic Honesty & Consequences for Academic Dishonesty

Honesty, integrity, and personal responsibility are cornerstones of a Colby education and provide the foundation for scholarly inquiry, intellectual discourse, and an open and welcoming campus community. These values are articulated in the Colby Affirmation and are central to this course. You are expected to demonstrate academic honesty in all aspects of this course. If you are clear about course expectations, give credit to those whose work you rely on, and submit your best work, you are highly unlikely to commit an act of academic dishonesty.

Academic dishonesty includes, but is not limited to: violating clearly stated rules for taking an exam or completing homework; plagiarism (including material from sources without a citation and quotation marks around any borrowed words); claiming another's work or a modification of another's work as one's own; buying or attempting to buy papers or projects for a course; fabricating information or citations; knowingly assisting others in acts of academic dishonesty; misrepresentations to faculty within the context of a course; and submitting the same work, including an essay that you wrote, in more than one course without the permission of the instructors.

Academic dishonesty is a serious offense against the college. Sanctions for academic dishonesty are assigned by an academic review board and may include failure on the assignment, failure in the course, or suspension or expulsion from the College.

If you have questions about how to cite others' work or any other aspects of academic honesty, please do not hesitate to speak to me. It is always better to ask a question about academic honesty than to make a bad decision. For more on recognizing and avoiding plagiarism, see the library guide: libguides.colby.edu/avoidingplagiarism

Attendance

Students are expected to attend all class meetings. Absences in seminars are particularly problematic because such absences negatively affect other students in the course and detract from your overall learning experience. 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 well in advance.

Classroom Behavior

- It is expected that you will arrive on time for all class meetings.
- It is expected that you will have cell phones on silent and that you will not text or read texts during class.
- I strongly discourage you from bringing a computer 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 instructor in an open-minded, respectful manner.

Please be sensitive to the fact that we know, based on prevalence rates, that students in this class may themselves have experienced a psychological disorder that we discuss or may have a close friend or relative with one of these disorders. On the other hand, although your personal experiences with psychological disorders may seem relevant to the class discussion, I ask that you refrain from personal disclosure.

Email

Before emailing me, please check if your question can be answered by the syllabus or the course website. I will do my best to answer your email within 24 hours of when it was received.

Late Assignments

This course follows the psychology department's general policy on late assignments: 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 an 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.

In order to be fair to every student, you will lose 10% of the assignment grade for each day that a paper is late. 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.

Religious Observances

Practitioners of a religious tradition requiring time apart from the demands of the normal work schedule on a particular day (or days) should contact me ***in advance*** to make arrangements for any conflicts.

Sexual Misconduct Policy

Colby College prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. Colby is legally obligated to investigate sexual misconduct (including, but not limited to, sexual assault and sexual harassment). Students should be aware that faculty members are considered responsible employees; as such, if you disclose an incident of sexual misconduct to a faculty member, he or she has an obligation to report it to Colby's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text, or through class assignments. To learn more about sexual misconduct or report an incident, visit www.colby.edu/sexualviolence/

Support for Students with Learning Differences

If you have a learning difference for which an academic accommodation is needed, please contact me to discuss this as soon as possible.

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.

Date	Activity
Week of 2/11	Initial literature review, narrow and refine study topic
Week of 2/18	Decide on study design
Week of 2/25	Finalize methods and hypotheses, study preparation/setup
Week of 3/4	Finalize study protocol <i>Mon., 3/4, IRB Proposal Due</i> <i>Fri., 3/8, Submit IRB Proposal to IRB Chair</i>
Week of 3/11	Data collection
Week of 3/18	Data collection <i>Group Presentations</i> <i>Fri., 3/22, Intro and Method Sections Due</i>
Week of 3/25	<i>Spring Break</i>
Week of 4/1	Data collection
Week of 4/8	Data collection
Week of 4/15	Data collection <i>Wed., 4/17, Data collection complete</i>
Week of 4/22	Data analysis, prepare poster
Week of 4/29	<i>Sun., 4/28, Poster Due</i> <i>Thur., 5/2, Poster Presentations at CLAS</i>
Week of 5/6	<i>Mon., 5/6, Results Section Due</i> <i>Wed., 5/8, Group Presentations</i>
Friday, 5/17	<i>Final Research Paper Due</i>