

Psychology of Emotions

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Office Hours: By appointment only

Course Description:

This course will focus on the psychological, social, and biological basis of emotions. The goal of this course is to give students an appreciation of the theory and research on emotion across the traditional areas of clinical, biological, social, and cognitive psychology. The course will focus on defining emotions, understanding the utility of emotions and how emotions affect our lives, and, finally, applying knowledge of emotion processes to improve emotional well-being.

Course Format:

Class lectures will review and expand on selected material from the *Emotion* textbook (see below for optional textbook). Certain classes will contain in-class activities, whereby students will write a reflection based on the readings for the week. Students will therefore be expected to read, reflect, and think critically about the assigned articles for every class, and come to class prepared to engage in thoughtful discussion.

Course Objectives: Specific learning goals are as follows:

1. Define emotions using the four aspects of emotion, the classic theories of emotion, and the modern theories of emotion
2. Explain the challenges in studying emotions, as well as how emotions are currently studied in psychology
3. Describe the role of evolution in shaping emotion and the link between evolutionary theories with modern theories of emotion
4. Describe the influence of culture in the development, interpretation, expression, and measure of emotion.
5. Explain how emotions are elicited through the process of appraisal and describe the major appraisal theories of emotion
6. Describe methods used to study emotions in the brain; recognize and describe the key brain areas, neural circuits, and neurotransmitters associated with emotion
7. Explain the implication of the autonomic nervous system and hormones to emotion, list the common physiological measures of emotions, and describe the health consequences of chronic stress
8. Describe the influence of attachment on emotional development, the processes of attraction and love, and the role of emotions in dyadic relationships and larger group dynamics
9. Describe the role of emotion in attention, memory, information processing, and decision making
10. Detail the value of negative emotions, including fear, anger, disgust, sadness, and self-conscious emotions.

11. List the key measures of subjective well-being, outline the key predictors of happiness, describe the evolutionary value of positive emotions, and recognize and describe the different types of positive emotions.
12. Describe the dysfunction of emotions in mood disorders; describe the major theories for the etiology of mood disorders; outline treatments for mood disorders
13. Describe the early and modern taxonomies of coping, with an emphasis on the process model of emotion regulation

Readings

Optional Textbook:

Shiota, M. N. & Kalat, J. W. (2017). *Emotion* (3rd ed.). New York, NY: Oxford University Press

- Course material will be taken largely from this textbook, but students are only responsible for the material in the textbook that is covered in lecture. Therefore, students are not required to read this textbook. This textbook is included here as a resource if students wish to expand on the information presented in lecture.

Required Readings:

Required readings consist of peer-reviewed primary journal articles (see below for reading list)

Grade Evaluation:

In-Class Activities	10%	Ongoing throughout the semester
Peer Review	5%	22 May
Formal Research Paper	30%	12 June
Midterm 1	25%	Class after Lecture 6
Final	30%	Last class

Attendance and Participation: The lecture slides act as a scaffold for material presented in class, and thus do not comprehensively cover all material. Material presented in class will expand on and help give meaning to the lecture slides. Thus, class attendance is essential.

In addition to showing up for class, my goal is to create an environment of critical thought and discussion. As such, my hope is that students come to class having read and reflected on the assigned readings prior to each class. Not only will this help solidify information presented in lecture, but this kind of preparation will also come in handy for the in-class activities.

In-Class Activities: There will be 5 in-class activities (worth 2% each) interspersed throughout classes over the semester. The dates of these in-class activities will not be announced in advance, so it is recommended that students come to *each class* prepared to answer questions about the assigned reading for the class. Students will reflect on a question presented in class, first individually, and then in a group of 4-8 individuals for a total of 30 minutes. Groups will then share their collective reflections with the class for a total of 15 minutes. In-class reflection questions will be made available on the course website (canvas) after each class. Students are required to submit their reflections to canvas by 12am (midnight) the day following the in-class activity.

The purpose of the assignments is to get you thinking more critically about peer reviewed primary journal articles. In order to prepare for these in-class activities, students should complete readings before each class and think about (1) your reaction to them (i.e., what struck you as personally and intellectually as something relevant and/or intriguing? How does the information reinforce or challenge your view of the world?), and (2) how information from the readings can be applied to your everyday life?

Grading Criteria:

- 0%: assignment incomplete or late
- 50%: assignment completed and submitted on the course website on time. Minimum requirements met to complete the assignment but no depth of reflection or effort demonstrated
- 75%: assignment completed and submitted on the course website on time. Requirements are met with moderate depth of reflection and effort demonstrated
- 100%: assignment completed and submitted on the course website on time. Requirements are met and high level of effort and in-depth reflection is demonstrated

Peer Review: Before writing the complete essay, you will write the introduction paragraph, containing a clear thesis statement, as well as a 1-page outline of your essay and a list of references (~ 2 pages). On the day that the outline is due, you will swap papers with another student from class and provide feedback to each other. After you have reviewed and discussed your outline with your classmate, you will hand in your outline. I will make comments about your topic, structure, and general clarity of writing and return this feedback to you one week after submission. After receiving this feedback, you will have two weeks to complete your final essay. **Keep the introduction paragraph, outline, and references with my comments to include with your final essay!**

Formal Research Paper: For this assignment, you will have the opportunity to explore the applicability of emotion research to one of several therapy situations (see below). You will choose a therapy topic (e.g., depression) and explore how the research on emotion is implicated or can be of use for this topic. This paper is designed to enhance your understanding of emotion literature, as well as how this knowledge can then be applied. The goal of this assignment is to increase your experience and refine your skills in reviewing the literature, implement critical thinking to apply the literature, and in formatting the information into a formal APA-formatted paper. See below for details of specific requirements.

Exams: Exams will test your knowledge of material presented in lecture and in the assigned readings. Exams will be composed of a combination of multiple-choice, fill in the blank, and short answer questions. The midterm exam will cover the first half of the course material; the final exam will cover the second half of the course material. The final exam will not be cumulative. Both exams will be held in class during regular class hours. I will hold office hours to allow you to review your test within 2 weeks of releasing the grades on canvas. After this time, no request to view midterms or finals will be considered.

Class Policies

Respect: Please try to be considerate of your classmates. This means switching your phones on silent or turning them off, arriving to class on time, etc. This also means respecting others' opinions during class discussions and interacting with others in a professional and respectful way.

Plan Ahead: I am more than happy to help you with the material, assignment, and/or any questions that you have. In fact, I encourage you to use me as a resource! My only request is that you please ask questions early on, rather than the day before the exam or the day before the assignment is due. I am available by email and will answer emails within 48 business hours.

There will be no extensions without proper documentation. If you anticipate difficulties in meeting certain deadlines, please talk to me ahead of time.

Missed Midterm Exam Policy: If you are unable to write a test because of illness or death in the family, then you must notify me **before the exam**, produce **valid documentation**, and arrange to make up the exam within 5 days of missing the test. You must contact the instructor prior to missing an exam to determine whether you qualify for an excused absence. Students who do not write the exam or who do not contact me before the exam (except in exceptional circumstances) will receive a "0" on the exam.

Lecture Schedule & Assigned Readings

01. Introduction & Nature of Emotion

Assigned reading:

No assigned reading

02. Evolution of Emotion

Assigned Reading:

Dich, N., Rozing, M. P., Kivimäki, M., & Doan, S. N. (2019). Life Events, Emotions, and Immune Function: Evidence from Whitehall II Cohort Study. *Behavioral Medicine*, 1-8.

<https://doi.org/10.1080/08964289.2019.1570072>

03. Eliciting Emotion & Cognition

Assigned Reading:

Smith, A. H., Norton, P. J., Wetterneck, C. T. (2014). Emotion Appraisal and Anxiety Symptomatology in a University Sample. *Cognitive Behaviour Therapy*, 43(2), 145-152.

<https://dx.doi.org/10.1080/16506073.2014.890642>

04. Central Nervous System

Assigned Reading:

Borland, J. M., Grantham, K. N., Aiani, L. M., Frantz, K. J., & Albers, E. (2018). Role of oxytocin in the ventral tegmental area in social reinforcement. *Psychoneuroendocrinology*, 95, 128-137.

<https://doi.org/10.1016/j.psyneuen.2018.05.028>

05. Autonomic Nervous System and Hormones

Assigned Reading:

Hanson, J. L., Nacewicz, B. M., Sutterer, M. J. Cayo, A. A., Schaefer, S. M., Rudolph, K. D., Shirtcliff, E. A., Pollak, S. D., Davidson, R. J. (2015). Behavioral Problems After Early Life Stress: Contributions of the Hippocampus and Amygdala. *Society of Biological Psychiatry*, 77, 314-323.

<https://dx.doi.org/10.1016/j.biopsych.2014.04.020>

06. Culture and Emotion

Assigned Reading:

Yang, Y., Hong, Y., Sanchez-Burks, J. (2019). Emotional Aperture Across East and West: How Culture Shapes the Perception of Collective Affect. *Journal of Cross-Cultural Psychology*, 50(6), 751-562.

<https://doi.org/10.1177/0022022119846412>

07. Relationships and Society

Assigned Reading:

Gray, A. W., Parkinson, B., & Dunbar, R. I. (2015). Laughter's influence on the intimacy of self-disclosure. *Human Nature*, 26, 28-43. DOI:10.1007/s12110-015-9225-8

08. Negative Emotions

Assigned Reading:

Adam, H., Brett, J. M. (2018). Everything in moderation: The social effects of anger depend on its perceived intensity. *Journal of Experimental Social Psychology*, 76, 12-18. <https://doi.org/10.1016/j.jesp.2017.11.014>

09. Happiness and Positive Emotions

Assigned Reading:

Prade, C., & Saroglou, V. (2016). Awe's effects on generosity and helping. *The Journal of Positive Psychology*, 11(5), 522-530. DOI: 10.1080/17439760.2015.1127992

10. Clinical Psychology

Assigned Reading:

Westphal, M., Leahy, R. L., Pala, A. N., & Wupperman, P. (2016). Self-compassion and emotional invalidation mediate the effects of parental indifference on psychopathology. *Psychiatry Research*, 242, 186-191. <https://dx.doi.org/10.1016/j.psychres.2016.05.040>

11. Emotion Regulation

Assigned Reading:

Horn, A. B., Samson, A. C., Debrot, A., & Meinrad, P. (2019). Positive humor in couples as interpersonal emotion regulation: A dyadic study in everyday life on the mediating role of psychological intimacy. *Journal of Social and Personal Relationships*, 36(8), 2376-2396. DOI: 10.1177/0265407518788197

In-Class Activities

1) Lecture 2: The Evolution of Emotion

Reflection prompt: In your own words, what conclusions did the authors come to in relation to the adaptiveness of positive and negative emotions? What evidence do the authors give to support their conclusion? If the authors general conclusion is true, then what particular actions or practices should be encouraged, and in what settings?

2) Lecture 3 : Eliciting Emotions

Reflection Prompt: This article discusses how negative appraisals of negative emotions is associated with psychopathological symptoms (e.g., symptoms of anxiety, depression, OCD). Do you think that *positive* appraisals of emotions might be similarly detrimental, or would you expect it to be psychologically healthier? Do you think there might be circumstances where one might have a negative appraisal of a positive emotion? What consequence do you think would ensue after such an appraisal?

3) Lecture 4 : CNS

Reflection Prompt : How would you put the authors' main results into your own words? How can we make practical of this information? What, specifically, would each result mean when thinking about the practical application of this article?

4) Lecture 8 : Negative Emotions

Reflection Prompt : The current study was interested in the utility of anger specifically during negotiations. In what other situations might anger be useful? What would the "sweet spot" for anger look like in everyday life? What would "too little" look like and why is it insufficient? What would "too much" anger look like and why is it not ideal? Aside from intensity, what do you believe is the healthiest or most productive way to express anger?

5) Lecture 10 : Clinical Psychology

How might you use the results presented in the study to benefit yourself? How might you use the results to benefit others?

Formal Research Paper

Formal Research Paper: For this assignment, you will have the opportunity to explore the applicability of emotion research to one of several therapy situations (see below). You will choose a therapy topic (e.g., depression) explore how the research on emotion is implicated or can be of use to this topic. This paper is designed to enhance your understanding of emotion literature, as well as how this knowledge can then be applied. The goal of this assignment is to increase your experience and refine your skills in reviewing the literature, implement critical thinking to apply the literature, and formatting the information in a formal APA paper. See below for details of specific requirements.

From “Purdue Online Writing Lab”:

Research Paper: What it is. A research paper is the final product of an involved process of research, critical thinking, source evaluation, organization, and composition. Your research paper will grow and change as you explore, interpret, and evaluate sources related to a specific topic.

Research Paper: What it is not. A research paper is not simply an informed summary/overview of a topic, a book report, or an opinion piece. It requires that one spend time investigating and evaluating sources with the intent to offer interpretations of the texts, and not unconscious regurgitations of those sources. The goal of the research is to draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue.

Genre and Research Paper. (n.d.). Retrieved from https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/genre_and_the_research_paper.html

Requirements for the Essay:

- 1500 words (+/- 100)
- APA format
- A minimum of 5 citations from peer-reviewed, academic journal articles

Required Sections:

- **Introduction:** Provide some background information that lays out the theoretical framework for your thesis statement or research question. Be sure to address why your topic is important. A clear thesis or research question should be outlined.
 1. **Thesis statement:** if you choose to take a stance on a topic, then you will clearly indicate this stance in the form of a thesis statement. A thesis statement is at the core of an argumentative research paper, in which the goal is *persuasion*. You must support your thesis throughout your paper by means of both primary and secondary sources, with the intent to persuade your “audience” that your interpretation of the situation is viable.
 2. **Research question:** if you wish to explore and evaluate the literature without any particular stance on the topic, then you will start out with a research question. A research question is at the core of an analytical research paper, in which the goal is *exploration*. The thesis statement in such a paper addresses the research

question in the form of a succinct concluding statement that takes into account all of the research you have done on this topic. As such, the thesis statement usually doesn't take solid form until you have completed your research on your topic of interest.

- **Body of paper:** Here, you will describe a few key emotion concepts, and how they help to gain insight into your chosen topic. The body of the paper should be organized, and ideas should flow logically from paragraph to paragraph. For more information on proper paragraph formatting, see:
https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraph_index.html
- **Limitations and Future Directions:** What is still unknown about your research topic? What are some logical next steps in emotion research that will help answer some questions related to your chosen topic?
- **Conclusion:** Restate your thesis statement, summarize your key points, and end with a succinct but powerful statement to conclude your paper.

Therapy Topics:

- Relationship difficulties (couples)
- Anxiety disorders/symptoms
- Depressive disorders/symptoms

Words of wisdom

- Start early!
- Tackle the paper in steps:
 1. Pick a therapy topic that interests you
 2. Conduct research on emotion theories/concepts as they relate to your chosen topic. Take down as much information as possible – there are no rules at the point, just exploration!
 3. Narrow down your research results to a few key themes/ideas
 4. Create an outline: What do you want to convey in your introduction and concluding statements? What information do you want to include in each paragraph of your paper? How can you organize your paper so that your ideas flow logically from one paragraph to the next?
 5. Refine your outline: add in more specific ideas with citations to accompany broad ideas from your initial outline. How can you present the material in a way that flows logically within paragraphs?
 6. Create a first draft of your paper: convert bullet points to sentences and add in transition sentences.
 7. Edit, edit, edit! Read through your paper, making necessary edits to introduction, body, and concluding sections as necessary.
 8. Edit some more. Come back to your paper after a day or two away from it to gain a fresh perspective on your writing. Read your paper out loud to identify run-on or awkward sentences. Give your paper to a friend or family member to read.
 9. Hand in an electronic copy of your paper by June 12th at midnight and smile satisfactorily at the completion of your masterpiece.
- Any questions about paper formatting, outlines, etc. please email me!!

- If you would like more one-on-one help, you can book an appointment with the UBCO Student Learning Hub by visiting <https://students.ok.ubc.ca/academic-success/learning-hub/writing-language/>
- For more information on writing a research paper and writing in APA formatting, visit: https://owl.purdue.edu/owl/purdue_owl.html

Marking Sheet (Formal Research Paper)

Thesis Statement	The thesis is well written and clearly indicates the direction of the essay	/5
Introduction	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Information is presented in a clear and intriguing manner.	/10
Argument and Logic	There is effective analysis of the evidence and it addresses all aspects of the thesis	/50
Conclusion	The conclusion relates back to the thesis and leaves the reader with a final thought; no new information is presented in the conclusion	/10
References and Citations used to Support Arguments for thesis	Minimum of 5, high quality articles to support thesis; description of articles are concise, relevant, and do not stray substantially from the points being conveyed.	/10
Organization	The paper has strong structure, logical flow, and a clear progression of ideas	/50
Mechanics	There are little to no errors (spelling, punctuation, etc.). Demonstrates a high degree of skill, complexity, and style	/15
APA Formatting	All in-text citations conform to APA format; heading, margins, etc. conform to APA format; references conform to APA format	/10

Total: /160

Mark as a Percentage: _____

Late submissions
(5% per day penalty)

Final Mark: _____

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

UNC 214 250.807.9263

email: earllene.roberts@ubc.ca

Web: www.students.ok.ubc.ca/drc

UBC Okanagan Equity and Inclusion Office

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO.

UNC 216 250.807.9291

email: equity.ubco@ubc.ca

Web: www.equity.ok.ubc.ca

Health & Wellness

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require

assistance with your health, please contact Health and Wellness for more information or to book an appointment.

UNC 337 250.807.9270

email: healthwellness.okanagan@ubc.ca

Web: www.students.ok.ubc.ca/health-wellness

Walk-In Well-Being Clinic

The walk-in well-being clinic is a barrier-free wellness clinic, accessible without an appointment to students, staff, faculty, and community members who wish to seek psychological services.

The clinic started out as a five-week trial in the fall of 2018, but is now a permanent part of the Psychological Clinic on the UBCO campus. Your appointment would include a brief meeting with a graduate clinician alongside a registered psychologist for 30-45 minutes, where you will work toward developing the right wellness plan for you.

ASC 167 Interprofessional Clinic

Hours: Tuesdays and Thursdays 10:00 am – 3:00 pm

Phone: 250-807-8241 (press “1” for reception)

This is a free service.

SAFEWALK

*Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at **250-807-8076**.*

For more information, see: www.security.ok.ubc.ca