

**Psychology 380 – I**  
**Psychology of Emotions**  
2021 Summer Term 1  
Virtual: Monday, Thursday 8:30-11:30 AM

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**Instructor:** Chloe Briggs, MA.  
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**Phone:** 778-363-8225  
**Office Hours:** by appointment (Zoom)

**Course Format:**

The contents of the lectures will be determined by the course schedule (see below). Lectures will be recorded and posted weekly on *Canvas* on Monday morning. PowerPoint slides will emphasize the key points of the lectures and will also be posted weekly on *Canvas*.

Please note that all scheduled events (i.e., exams, deadlines) are according to Pacific Daylight Savings Time (PDT; local Kelowna time). If you have any concerns over the shift to an online course format, please send Chloe an email with your specific concerns.

**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.

**Learning Outcomes**

After completing this course, you will be able to:

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 the role of emotion in information processing and decision making
7. Describe methods used to study emotions in the brain; recognize and describe the key brain areas, neural circuits, and neurotransmitters associated with emotion
8. 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

9. 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
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

### **Required Readings:**

Required readings consist of peer-reviewed journal articles (see below)

### **Evaluation Criteria and Grading:**

1. **Canvas Discussion Reflections (15%):** I will post several discussion questions for each lecture throughout the semester. You will choose 15 discussion questions throughout the semester to respond to, each contributing 1% toward your final grade. These will be available for a limited period; discussion questions will be released with the lecture (Monday morning) and due by Friday at 5:00 PM.

#### Grading Criteria:

- 0%: assignment incomplete or very poor reflection.
  - 50%: assignment completed, but minimum requirements met to complete the assignment and moderate depth of reflection or effort demonstrated
  - 100%: assignment completed and submitted on the course website. Requirements are met and high level of effort and in-depth reflection is demonstrated
2. **Lecture-based quizzes/assignments, 10%:** There will be one quiz/activity released each week based on the lecture content. The purpose of these quizzes will be to keep you engaged with the key concepts posted from lecture. These will be available for a limited period of time; quizzes will be released with the lecture and discussion questions (Monday morning) and due by Friday at 5:00 PM.
  3. **Podcast Assignment, 20%:** For this assignment, you will have the opportunity to write and record your very own podcast episode, using emotions as “characters” in your podcast. The draft (5%) and the final podcast assignment (15%) will make up a total of 20% of your final mark. See below for details of specific requirements.
  4. **Exams, 55%:** Exams will test your knowledge of material presented in lecture and in the assigned readings. Exams will be all multiple-choice. 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. The midterm will be held during regular class hours and the exam will be held during the final exam period (see course schedule.)

### **Assessment Summary**

Discussion Reflections	15%
Class Quizzes/Activities	10%
Podcast Outline	5%
Final Podcast Assignment	15%
Exams (25%, 30%)	<u>55%</u>
TOTAL	100%

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar

***Please note I will not “round up” final grades.*** Final grades cannot be adjusted (through extra assignments or otherwise) in order to achieve a passing mark, a higher-level grade, etc. In order to maintain fairness within this course, requests for additional assignments as well as requests to round up or “bump up” final grades will be denied.

Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or the school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

### **Requirement for Technology for Online Delivery of Courses**

In order to engage with this course online, students are required to have a laptop or desktop computer and a stable internet connection. Examinations will be completed during the **scheduled course time**. Please email me if you do not have any of these requirements.

### **Class Policies**

**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 me 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.

**Technical Issues During Examinations:** As per UBC policy, all examinations must be completed during the scheduled course time. I will be available during all examinations via Zoom should students encounter technical difficulties. It is the responsibility of the student to ensure that any technical issues are reported to the instructor immediately. If you cannot connect with me via Zoom, please document the issue or technical concern via screenshot. Failing to report technical issues in a timely manner may result in the issue not being resolved and may negatively impact your grade.

**Final Examination:** The examination period for Summer Term 1 is June 21-June 25. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job. Further information on Academic Concessions can be found under Policies and Regulations in the Okanagan Academic Calendar <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>. Out-of-time examination forms can be found at (<https://fass.ok.ubc.ca/student-resources/undergrad/student-forms/>) and must be sent to the Dean's office.

#### Lecture Schedule & Assigned Readings

Class #	Date	Topic and/or exam	Assigned Reading
1	May 10	<b>Introduction &amp; Nature of Emotion</b>	None
2	May 13	<b>Evolution of Emotion</b>	Hess, U. & Thibault, P. (2009). Darwin and Emotion Expression. <i>American Psychologist</i> , 64(2), 120-128. DOI:10.1037/a0013386
3	May 17	<b>Eliciting Emotion &amp; Cognition</b>	Lerner, J. S., Li, Y., Valdesolo, P., & Kassam, K. S. (2015). Emotion and Decision Making. <i>Annu Rev. Psychol</i> , 66, 799-823
4	May 20	<b>Central Nervous System and Autonomic Nervous System</b>	Levenson, R. W. (2014). The Autonomic Nervous System and Emotion. <i>Emotion Review</i> , 6(2), 100-112. DOI:10.1177/1754073913512003
5	May 24	<b>HOLIDAY</b>	None
6	May 27	<b>Culture and Emotion</b>	Yang, Y., Hong, Y., Sanchez-Burks, J. (2019). Emotional Aperture Across East and West: How Culture Shapes the Perception of Collective Affect. <i>Journal of Cross-Cultural Psychology</i> ,

			50(6), 751-562. <a href="https://doi.org/10.1177/0022022119846412">https://doi.org/10.1177/0022022119846412</a>
7	May 31	<b>MIDTERM</b>	Midterm covers material from lectures 1-6
8	June 3	<b>Relationships and Society</b>	Niedenthal, P. M. & Brauer, M. (2012). Social Functionality of Human Emotion. <i>Annu. Rev. Psychol.</i> , 63, 259-285. DOI:10.1146/annurev.psych.121208.121605
9	June 7	<b>Negative Emotions</b>	Garrido, S. & Schubert, E. (2013). Adaptive and maladaptive attraction to negative emotions in music. <i>Musicae Scientiae</i> , 17(2), 147-166. DOI:10.1177/1029864913478305  <b>PODCAST ASSIGNMENT OUTLINE due at 11:59pm</b>
10	June 10	<b>Happiness and Positive Emotions</b>	Fredrickson, B. L. (1998). What Good are Positive Emotions? <i>Review of General Psychology</i> , 2(3), 300-319.
11	June 14	<b>Clinical Psychology</b>	Greenberg, L. S. (2016). The Clinical Application of Emotion in Psychotherapy. In Baret, L. F., Lewis, M., & Haviland-Jones, J. M. (Eds.). <i>Handbook of emotions, fourth edition</i> (pp. 670-684). ProQuest Ebook Central. <a href="https://ebookcentral.proquest.com">https://ebookcentral.proquest.com</a> .
12	June 17	<b>Emotion Regulation</b>	Burkitt (2018). Decentering Emotion Regulation: From Emotion Regulation to Relational Emotion. <i>Emotion Review</i> , 10(2), 167-173. DOI:10.1177/1754073917712441  <b>PODCAST ASSIGNMENT DUE at 11:59pm</b>
	June 21 – 25	<b>Exam Period</b>	Exam covers material from classes 8-12

## Podcast Assignment

**Podcast Assignment:** For this assignment, you will explore emotions as “characters” in your very own podcast episode. This assignment can be completed in one of two ways:

**OPTION A:** One emotion, several questions. For this option, you will choose *one* emotion to interview. This option will essentially have the emotion of your choosing make a “guest appearance” on your podcast. As the host of the podcast, you will be expected to interview the emotion from all angles. Think about what type of questions people might be interested to know about this emotion. Think about what questions you, yourself, have wondered about this emotion. In addition to your own questions, you will be expected to address the following questions at some point in your interview:

- How did you develop/Why do you exist?
- What are some of your drawbacks?
- How do people manage handling too much and/or too little of you?
- Are there any cultural differences in individuals’ endorsement, expression, acceptance, etc. of you?
- What is the most interesting recent (i.e., within the past 5 years) primary research article that has been published on you? (your emotion guest will be expected to name the authors of the article, date of publication, and to describe the key findings from the article). Why do you find it interesting?

Answers to the above questions should cover around *half of the podcast time*. The other half will be filled with your *own questions and content*. Be sure to do your research so that your emotion guest can meaningfully answer all the questions.

**OPTION B:** Several emotions, one key issue. For this option, you will discuss a topic or issue of interest from the perspective of several (2 or more) different emotions. You can choose to include a non-emotion moderator for the interview to direct the questions, or simply allow the emotions to battle it out on their own. Either way, you will be expected to cover the following areas:

- Introduction to your topic/issue
- Introduction to your chosen emotions, and why they are the best choice of emotions to speak on the topic/issue
- At least one primary journal article per emotion guest to back up their arguments/perspectives on the issue.
- A specific area of agreement between the emotions on the issue
- A specific area of disagreement between the emotions on the issue
- Some sort of resolution between the emotions on the issue
- A conclusion/take-home message for the listeners

An example might be having guest emotions of anxiety and optimism speak to the topic of student test performance.

Free podcast recording and editing software:

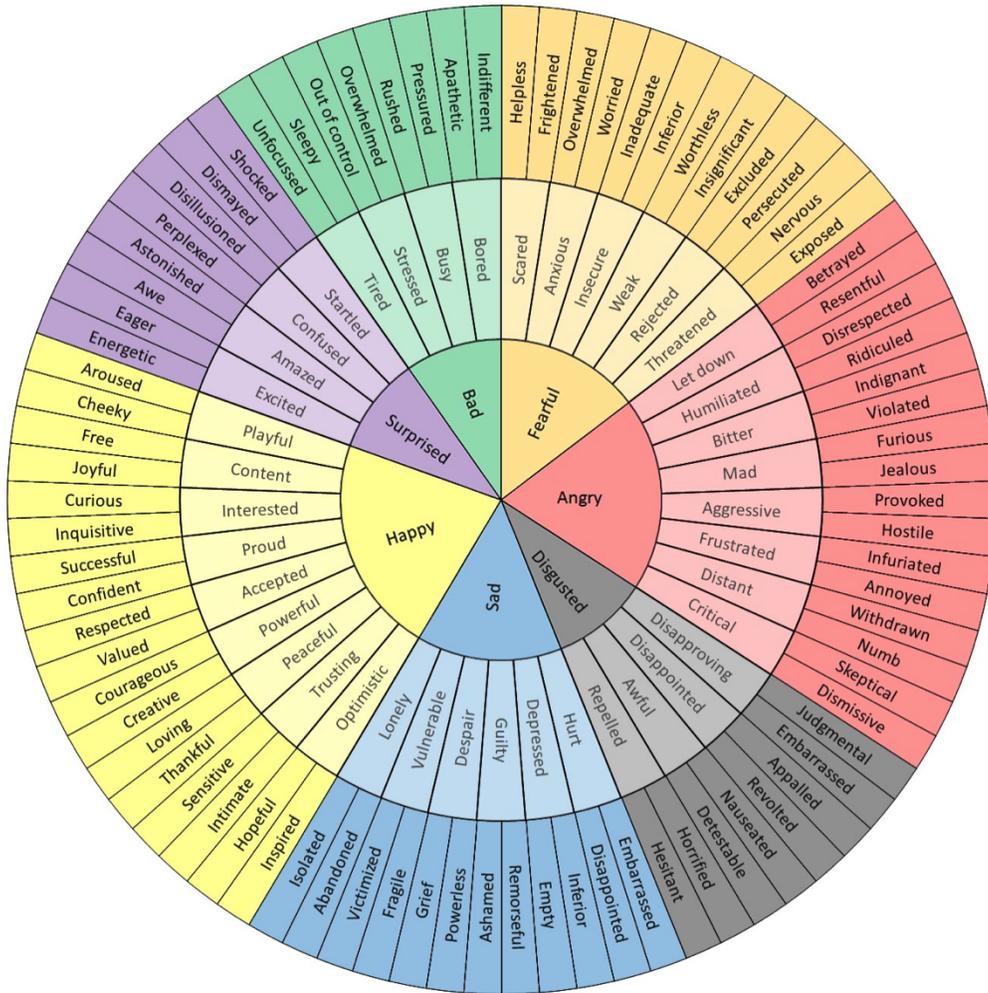
1. Audacity (Mac, Window, & Linux): <https://www.audacityteam.org/download/>
2. Garageband (Mac & iOS): <https://www.apple.com/ca/mac/garageband/>
3. Zoom: <https://zoom.us/download>

4. Any other recording device (e.g., on cell phone, laptop, etc.)

Other considerations:

- If you do not have a recording device, please let me know ASAP.
- If you have any questions about the assignment, please email me to set up an appointment.
- You can complete this assignment individually (20 minutes total) or with a partner (40 minutes total).

Some emotions to choose from:



### Podcast Outline:

In addition to the final podcast, an outline of the podcast will be handed in on or before June 7<sup>th</sup> at 11:59pm for 5%. The outline should include the following elements:

- The option you have chosen (A or B)
- The emotion(s) will be appearing on your podcast episode
- For Option A:
  - o List the questions that you would like to ask your emotion guest
  - o Brief, point form answers to the questions (incomplete answers are okay)
- For Option B:
  - o Indicate what topic/issue you are going to be covering
  - o Briefly indicate the stance that each emotion is going to take on the issue and the key points that each emotion will be making in the podcast.

### Marking Rubric (Final Podcast Assignment)

Overview of the topic/emotion	The listener is oriented to the nature of the podcast and the main topics to be covered	/5
Assignment requirements	The podcast adequately addresses each question (Option A) or covers each section (Option B) as outlined above.	/10
Critical thinking/discussion	Evidence of deeper critical thinking; opinions presented and discussed	/10
Format & Quality	The episode is 20 minutes long (+/- 2 mins) for individuals working alone, or 40 minutes (+/- 4 mins) for individuals working in pairs; Sound in the podcast is clear.	/5
Creativity	Effort to make the podcast interesting, fun, entertaining	/2
Links to fundamental concepts	Links are drawn to lecture content and/or other course materials	/10
Primary references	Includes references to recent primary articles as outlined above.	/3

Total: /45

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](mailto:earllene.roberts@ubc.ca)

Web: [www.students.ok.ubc.ca/drc](http://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](mailto:equity.ubco@ubc.ca)

Web: [www.equity.ok.ubc.ca](http://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](mailto:healthwellness.okanagan@ubc.ca)

Web: [www.students.ok.ubc.ca/health-wellness](http://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 between 10 am and 4pm, and select Thursdays between 10am and 4pm.

**Website:** <https://psych.ok.ubc.ca/psychology-clinic/walk-in-wellness/>

**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](http://www.security.ok.ubc.ca)*