

Advanced Social Psychology: Emotion

PSY 324 Section A

Spring 2008

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Office Hours: 336 Psych MW 2:00-3:00 or by appt	1:00 - 1:50 pm
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Required Readings

Niedenthal, P. M., Krauth-Gruber, S., & Ric, F. (2006). *Psychology of emotion: Interpersonal, experiential, and cognitive approaches*. New York: Taylor & Francis.

*The textbook is \$35 Amazon.com and can be found on Half.com for as cheap as \$26.

Journal articles will be assigned regularly throughout the semester. These will be available as downloadable .pdf files on Blackboard.

Course Description

This course is on the advanced social psychology of emotion. Students will gain an understanding of the function of emotion, structure of emotion, and the interplay between emotion, cognition, behavior, and physiology. We will spend most of our time discussing theories of emotion and empirical evidence supporting and refuting these theories. Research is the foundation of psychology, and so a considerable amount of time will be spent reading, discussing, and analyzing research. There will be regular discussions that will each focus on a single assigned reading (always a journal article, which will be made available on Blackboard), 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). Although there will be some days entirely devoted to discussion, I hope that we can weave discussion into lecture-based days as well.

In addition to learning and discussing research, students will also be required to write a research proposal. Students will select a specific topic within the social psychology of emotion that interests them, conduct a brief literature review on that topic, propose a research question and specific hypothesis on that topic, and design an experiment to test their prediction. Generating research ideas and devising experiments to test such ideas is critical to any education in psychology, so considerable emphasis will be placed on this project. Students will receive feedback from me on their research ideas before writing their first draft, and after the first draft they will receive additional feedback from other students that can be used to improve the final paper. Although you are not required to actually *conduct* the experiment you propose, I am happy to talk with students who are interested in running their study about opportunities for doing so.

Course Objectives

- To understand the function of emotion
- To understand how emotion affects cognition and behavior, and how cognition and behavior affect emotion
- To understand how emotion is expressed, regulated, measured, and manipulated
- To understand physiological and cultural aspects of emotion
- To become skilled at reading, discussing, and evaluating first-hand reports of psychological research (journal articles)
- To generate hypotheses and design experiments in social psychology
- To gain a more thorough understanding of how research is conducted in social psychology
- To be able to identify psychological principles when they occur, outside of class
- To "react" to what you learn. In other words, to think about the implications of what you read and hear, to make connections between different concepts, to challenge ideas, to extend ideas, etc.

COURSE SCHEDULE

Date	Topic	Readings
Mon 1/14	Introduction, Syllabus Review, and Student Introductions	
Wed 1/16	Emotion Basics	Chapter 1
Fri 1/18	Emotion Basics	Chapter 1
Mon 1/21	NO CLASS: Martin Luther King Jr. Holiday	
Wed 1/23	Emotion Basics	Chapter 2
Fri 1/25	Emotion Basics	Chapter 2
Mon 1/28	Reading discussion	Tracy & Robins (2004)
Wed 1/30	Communication of Emotion	Chapter 4
Fri 2/1	Communication of Emotion	Chapter 4
Mon 2/4	Reading discussion	Hertenstein et al. (2006)
Wed 2/6	Communication of Emotion	Chapter 8
Fri 2/8	Communication of Emotion	Chapter 9
Mon 2/11	Exam 1: Emotion Basics & Communication	
Wed 2/13	Emotion & Cognition	Chapter 6
Fri 2/15	Emotion & Cognition	Chapter 6
Mon 2/18	NO CLASS: Presidents Day Holiday	
Tue 2/19	<i>(M/T switch day)</i> Reading discussion	Moons & Mackie (2007)
Wed 2/20	Emotion & Cognition	Chapter 6
Fri 2/22	Emotion & Cognition	Chapter 6
Mon 2/25	Reading discussion	Gasper (2004)
Wed 2/27	Emotion & Cognition	Chapter 6
Fri 2/29	Emotion & Cognition	Chapter 6
Mon 3/3	Exam 2: Emotion & Cognition	
Wed 3/5	Emotion & Social Behavior	Chapter 7
Fri 3/7	Emotion & Social Behavior	Chapter 7
Mon 3/10	Reading discussion	Gonzaga et al. (2006)
Wed 3/12	Emotion & Social Behavior	Chapter 7
Fri 3/14	Emotion & Social Behavior	Chapter 7
Mon 3/24	Reading discussion	Kessler & Hossloch (2005)
Wed 3/26	Emotion Regulation	Chapter 5
Fri 3/28	Emotion Regulation	Chapter 5
Mon 3/31	Reading discussion	Mauss, Cook, & Gross (2007)
Wed 4/2	Emotion Regulation RESEARCH PAPER: OUTLINE DUE	Chapter 5
Fri 4/4	Exam 3: Emotion & Social Behavior, Emotion Regulation	

Mon 4/7	Emotion & The Body	handout
Wed 4/9	Reading discussion	Vianna et al. (2006)
Fri 4/11	Emotion & The Body	handout
Mon 4/14	Reading discussion	Neumann & Strack (2000)
Wed 4/16	Emotion & The Body RESEARCH PAPER: DRAFT DUE	handout
Fri 4/18	Emotion & The Body	handout
Mon 4/21	Peer Review Discussions PEER REVIEWS DUE	
Wed 4/23	Emotion & Self	Chapter 3
Fri 4/25	Emotion & Self	Chapter 3
Mon 4/28	Reading discussion	Heerey, Keltner, & Capps (2003)
Wed 4/30	Emotion & Self RESEARCH PAPER: FINAL VERSION DUE	Chapter 3
Fri 5/2	NO CLASS: MPA Conference	
Date TBA	Exam 4: Emotion & The Body, Emotion & Self	

GRADING

Final grades will be based on a point system:

Article Reactions	100	A	465 – 500	(93 - 100%)	C	365 – 384	(73 - 76%)
Participation	60	A-	450 – 464	(90 - 92%)	C-	350 – 364	(70 - 72%)
Section Exams (4 x 50)	200	B+	435 – 449	(87 - 89%)	D+	335 – 349	(67 - 69%)
Peer Review	25	B	415 – 434	(83 - 86%)	D	315 – 334	(63 - 66%)
Research Paper: Outline	15	B-	400 – 414	(80 - 82%)	D-	300 – 314	(60 - 62%)
Research Paper: Final	100	C+	385 – 399	(77 - 79%)	F	0 – 299	(0 - 59%)

METHODS OF EVALUATION

EXAMS

There will be four exams consisting of mostly short answer questions, with some essay questions and possibly multiple choice and fill-in-the-blank items. Each exam will span material we've covered following the last exam. The exam will test material from both lecture and reading assignments (textbook and assigned journal articles).

ARTICLE REACTIONS

Students will be expected to write a brief reaction to each assigned journal article. These reactions will follow a specified format and are to be e-mailed to me as an attachment (.doc or .rtf) by 8:00am the morning of the class during which we'll discuss the assigned article. There will be 10 assigned journal articles and thus 10 reactions will be due. Each reaction is worth 10 points. I will provide a detailed handout describing the assignment during the first or second week of class.

RESEARCH PAPER

A major component of the course will be an independent research paper that will be due toward the end of the semester. You are to pick a topic in the social psychology of emotion that interests you, conduct and write a brief literature review on this topic (at least 6 peer-reviewed journal articles that were not assigned for class reading), generate a research question and a specific hypothesis, and design an experiment to test your hypothesis. (Although all students are required to develop one hypothesis and design one experiment, you may generate multiple hypothesis and propose more than one experiment if you wish.) The paper must be written in APA style, and points will be taken off for not following APA style.

The purpose of this assignment is to have students gain experience conducting literature reviews, generating research ideas, proposing experiments, and writing a paper in APA format. These are essential skills for any psychologist. Because I want students to develop these skills, you will be required to submit an outline of your paper to me on **April 2nd** and a complete draft of your paper on **April 16th**. Another student in the class will read and review your draft. This feedback should be incorporated into the final version of your paper, which will be due **April 30th**. Rather than having students write only a final paper on which feedback will never be used, applied, or even read, this "write and revise" process should promote the development of skills by providing feedback at a stage where it will have the most impact.

Later in the semester I will provide a detailed handout with specific instructions and requirements for the research paper assignment.

PEER REVIEW

Every student will be assigned another student's research paper draft to review and provide feedback on. These reviews will be given to me and to the student whose paper was reviewed so he or she can use the feedback to improve the final version of his or her paper. Reviews are due on April 21st, and the entire class session that day will be devoted to discussing reviews (the student whose paper you read will talk to you about your review, and you will discuss your paper with the person who reviewed it). Reviews will be graded on how thoughtful, thorough, and appropriate they are. I will assign reviewers, and you will review the paper of a student who is not reviewing yours. More information on the peer review assignment will be provided later in the semester. If you do not write a draft of your own research paper, you will not be able to peer review another student's paper and thus will get 0 points for this assignment.

PARTICIPATION

Participation grades will be based on (1) verbal participation in class discussions (see next paragraph), and (2) completion of in-class assignments (brief, written activities completed in class).

Active and thoughtful discussions are often the most effective (and enjoyable) way to enhance learning. Students will be graded on their participation in class. Moreover, participation is expected throughout class and not just on Reading Discussion days. In regards to the Reading Discussions, you should read the articles carefully and come to class prepared to discuss them (the reading reaction papers are designed to facilitate this). Excellent participation involves frequently and thoughtfully expressing ideas, questions, opinions, and responses to the material and other students' questions and ideas. This requires being prepared for class (completing required reading, being attentive during lecture), listening to other students' input, and thinking thoughtfully about the material. It is also essential to be respectful of others' opinions and backgrounds in order to create an atmosphere of comfort that fosters thoughtful discussion.

Although you will not be graded on your attendance, your participation grade is dependent on your presence in class.

CLASS POLICIES

CHEATING & PLAGIARISM

Don't cheat. Don't plagiarize. It's not worth it. Your academic career could be ruined. Refer to Sections 01.501-01.507 of Undergraduate Academic Regulations in the 2005-2006 Student Handbook for Miami University's policy on academic misconduct. I caught a student a student plagiarizing in summer

2006... This student had to attend a meeting with myself and the chair of the Psychology Department, and now there is a permanent note in this student's academic file about the incident. Do not try to cheat or plagiarize; getting a couple more points on a test or paper is not worth risking your entire academic career.

LATE POLICY

Late article reaction papers are not accepted and will receive a score of 0. For the research paper outline and final version, 10% will be deducted for each day between the time the assignment was due and the time you turn it in. These assignments are due at the beginning of class, so if you turn your paper in after class that day 10% will be deducted from your final grade. If you turn it in the next day, 20% will be deducted from your final grade, and so on for each day the paper is late. In the case of such extenuating circumstances as death or severe injury, you must display proof of the event for the deadline to be extended.

EXAM MAKE-UP POLICY

No make-up exams will be allowed *after* the exam has been given unless you have an extenuating circumstance, which is limited to severe emergencies: death, life-threatening illness, and car accidents. You must provide proof of the emergency. In the event of a foreseeable schedule conflict (which you must have a good reason for), you must meet with me at least five days before the exam to reschedule. (We must determine a specific day and time for you to make up the exam *prior* to the exam.) In the case of other emergencies that arise immediately before the exam, please contact me (by e-mail or phone) or the psychology department as soon as possible *before* the exam. If you miss an exam without contacting me ahead of time in accordance with the above policy, you will receive a 0 on that exam.

CLASS CONDUCT

We will have frequent class-wide discussions in which students are encouraged to express their own opinions and views. Respecting other students' opinions and values—no matter how much they differ from one's own—is essential to creating a comfortable environment that fosters intellectual discussion. I respect each of your opinions, and I ask that you do the same for other students. Debate is an excellent way to facilitate critical thinking, but respect for others must be maintained in all discussions.

In addition to respecting the opinions and values of others, it is also important that students show respect by not disrupting the learning of others. Examples of such disruptions are arriving late, talking with other students during lecture and when another student "has the floor" during discussions, letting a cell phone ring, and using a laptop for activities other than note-taking (which can distract other students by drawing their attention to your computer screen). For this reason, I ask that you make every effort to arrive on time and do not chat with other students during lecture and discussion. Furthermore, turn off your cell phone or any electronic device that emits sound. If you use a laptop to take notes, please refrain from engaging in computer activities unrelated to the course as this can distract students sitting nearby who are trying to learn.

ACCOMMODATIONS FOR DISABILITIES

Students with disabilities should speak to me during office hours (or by appointment) to set up disability-related needs or accommodations. Such accommodations will be made in conjunction with the Office of Disability Resources (Phone: 513-529-1541) or the Rinella Learning Center (Phone: 513-529-8741). Proof of disability is required in the form of a medical records or prior arrangements with either the Office of Disability Resources or the Rinella Learning Center.

The instructor reserves the right to modify the syllabus at any time during the semester. If this occurs, a new syllabus will be distributed.