

Study Questions for Chapter 8

- ~ Explain how emotions can be mapped along the two dimensions of valence and arousal and explain how this mapping helps us to define what an *emotion* is.
- ~ Describe the *James-Lange* theory of emotion.
- ~ Describe the *Cannon-Bard* theory of emotion and offer four reasons why Cannon and Bard thought their view of emotional experience was more accurate than the James-Lange theory.
- ~ Describe the two factors in Schachter and Singer's *two-factor theory* of emotion and note how the theory has been both supported and contradicted by subsequent research.
- ~ Explain how the amygdala is involved in the *appraisal* of emotion; describe the fast and slow pathways that emotional information can take through the brain, and note how fear can actually affect our vision.
- ~ Define the process of *emotion regulation* and explain how *reappraisal* is a primary means of regulating our emotional states.
- ~ Define *emotional expression* and explain why facial expressions of emotion are capable of communicating the greatest degree of specificity regarding underlying emotional experiences.
- ~ Describe two lines of evidence supporting the *universality hypothesis* for facial expressions of emotion and list emotions that have been shown to have a universal quality.
- ~ Discuss evidence for the *facial feedback hypothesis* and describe how the pathway of emotional experience can be bidirectional.
- ~ Describe *display rules* and give examples of each of the four different types.
- ~ List four sets of features of facial expressions that allow a trained observer to detect whether an expression is sincere.
- ~ Describe a number of ways in which our verbal and nonverbal behavior is altered when we lie; provide two reasons why people are poor at detecting lies, and discuss the advantages and limitations of the polygraph lie detection machine.
- ~ Define *motivation* and describe its linguistic and functional connections to emotion.

- ~ Describe how people use emotional experiences as information about the world and contrast this with the cognitive-behavioral repertoires of people who have impairments in experiencing emotion.
- ~ State the *hedonic principle* and note how it is an example of emotions serving to motivate behavior.
- ~ Discuss the problems of *instinct* theory as a primary conceptualization of motivation, noting objections raised by behaviorists.
- ~ Discuss Hull and Spence's theory that *drives* motivate behavior in an attempt to maintain *homeostasis*.
- ~ Describe Maslow's *hierarchy of needs*.
- ~ Explain how hunger arises, noting the functions of signals to eat (*ghrelin*) and to stop eating (*leptin*); discuss the role of the *lateral hypothalamus* and the *ventromedial hypothalamus* as hunger and hunger-satiety centers.
- ~ Define *anorexia nervosa* and *bulimia nervosa* and describe some biological and cultural causes of these eating disorders.
- ~ Discuss the problem of obesity and give three reasons why people tend to overeat.
- ~ Discuss the hormonal factors that contribute to sexual interest; describe how these hormonal factors differentially regulate sexual interest in human and nonhuman females, and discuss human gender differences in sexual interest.
- ~ Describe the stages of the *human sexual response cycle* and discuss common reasons that people give for having sex.
- ~ Describe how *terror-management theory* and the resulting *mortality-salience hypothesis* predict behavior motivated to alleviate death-related anxiety.
- ~ Compare *intrinsic* and *extrinsic motives* and note some of the factors that can enhance or detract from these types of motivation.
- ~ Compare *conscious* and *unconscious motives*, including the *need for achievement*, and discuss how task difficulty is related to consciousness of our motivations.
- ~ Compare *approach* and *avoidance motives* and their relative strengths; provide an example of how each type of motivation can direct our behavior.