

**EMOTION AND EMPATHY
PSYCH 401.016
Winter 2015**

Time: Tuesday/Thursday 2:30-4pm

Location: 3254 East Hall

Instructor: Josh Wondra

Office: 3233 East Hall

Office Hours: Tuesdays 4-5pm, or by appointment

Email: jdwondra@umich.edu

Website: A course website is available on CTools

Contact

The best way to get in touch with me is by email. I respond to emails by the end of the business day (i.e., not weekends and holidays) after they are received. That means if I receive an email at 12:04am on Tuesday, then I will respond by 11:59pm Wednesday.

Email contact should have a professional tone.

(Good example)

Josh,

I noticed that I lost points on my final grade for not turning in all of the reflection papers, but I think that I submitted all of them. Would you let me know which weeks you're missing so that we can double check to see if they were submitted on time? Thanks.

Ashley

(Bad example)

Hey, you marked me down for not turning in reflection papers but I didn't miss any.

Office Hours

Students may visit my office during regular office hours or they may schedule an appointment to meet with me at another time.

Purpose of College Education

My perspective is that the purpose of your college education is to develop and practice professional skills that you will continue to use when you leave the university. What you study is far less important than the skills that you develop while you study it.

Purpose of the Course

The purpose of the course is to develop analytical skills through the study of emotion and empathy. We will focus on skills for evaluating research methods, scientific thinking, writing, thinking on your toes, and applying scientific knowledge to solve problems.

Instructor Bias

We will discuss different theories of emotion and empathy during the course. My own research is grounded in appraisal theory. You should feel free to argue in favor of other theoretical perspectives in class discussion and assignments. I encourage you to be critical of the perspectives and research that I present in class.

Class Format

The class meets twice per week. Each week there is a topic with assigned readings. During the first class meeting of the week, I will introduce the topic and we will complete some in-class activities. During the second meeting of the week, we will use short reflection papers that you write to guide discussion.

Grades

Grades will be based on weekly reflection papers and on several assignments that are organized around the Detroit Water Problem (DWP). The DWP assignments will come throughout the semester and it is okay for you to change your solution to the problem as you learn more during the semester. We will discuss the DWP project in class.

- 1) **Reflection papers (10 points).** You will submit weekly reflection papers that are due each Tuesday night at midnight. The papers should be about 1/2-1 page in length and they should include thoughts and questions on the weekly readings. They can be very informal. You may miss the deadline for up to two reflection papers without penalty. After that, two points will be deducted from your grade for every late submission. You can also lose points if your paper clearly shows that you did not read.
- 2) **DWP Intuitive Solution (15 pts).** At the beginning of the class you will write a short (1-2 pages) paper on your intuitions about how to respond to the DWP request. You will receive 5 points for completing a first draft. There will be an opportunity for in-class revision. You will submit a final draft for 10 points that will be graded on how well it addresses the issue, clarity/logical flow of thoughts, conciseness, grammar, and professional tone.
- 3) **Comparison of Theories (15 pts).** You will write a 1-3 page summary of theories of emotion or theories of empathy in which you will (i) summarize the theories, (ii) discuss how they are similar, and (iii) discuss how they differ from each other. The final paper will be graded on how accurately you represent the theories, conciseness, clarity/logical flow of thoughts, grammar, and professional tone.
- 4) **DWP Scientific Paper (20 pts).** You will write a 1-3 page solution to the DWP based on the scientific research that we cover in class. The format of this paper is an APA-style literature review that includes citations supporting your arguments about why your plan should work. You will receive 5 points for completing a first draft. The final paper will be graded on how well it addresses the problem, strength of the support for your arguments, accuracy in representing the scientific literature, conciseness, grammar, and professional tone.
- 5) **Timeline of Group Project (5 pts).** You will be assigned to work in groups to solve the DWP. As part of this project, your group will submit a timeline of the steps that you will take to complete the project, including how you will divide the work. The timeline is graded for completion.
- 6) **One-Page Summary of Group Plan (15 pts).** After your group has begun to discuss your solution, each individual group member will write a 1-page professional summary of the plan. You may NOT write this paper with your other group members. You will receive 5 points for completing a first draft. The final paper will be graded based on how well it addresses the problem, conciseness/logical flow of the argument, grammar, and professional tone.
- 7) **Group Presentation (20 pts).** At the end of the semester, your group will present your solution to the DWP in front of the class. The presentation will be graded on how well it addresses the

problem, clarity/logical flow of thoughts, how well the scientific literature that you cite is represented in your solution, and professional tone.

- 8) **Extra Credit (5 pts).** Write a Huffington Post article on some topic that is relevant to emotion and empathy. You must approve your topic with me. This paper must be very well written to receive credit.

Requests for a Re-grade

If you believe that you should have received a different grade on an assignment, then you may request that I re-grade your assignment. You must write a paper explaining what grade you think you should have received and why that is one page maximum. You may submit a request for a re-grade no sooner than 24 hours after you receive your first grade and no later than 1 week after you receive your first grade.

Course Policies

1) **Cell phones.** You may bring cell phones to class but they should be turned off or silenced. If you need to take an emergency phone call, please step outside of the classroom to do so. If your cell phone is disruptive to the discussion, then I will ask you to leave the classroom.

3) **Computers.** You may bring laptops to class. If your use of the laptop is disruptive to the discussion, then I will ask you to leave the classroom.

4) **Assignments.** Students may submit assignments to me by email, by CTools, or by hard copy. Assignments must be submitted by the beginning of class on the day that they are due. Late assignments will lose an additional 10% of the possible points every 24 hours after the deadline. I will write a short response to let you know that I received your submission. If you believe that you submitted an assignment by email that I did not receive, then please see me so that we can resolve the problem.

5) **Extenuating Life Events.** If exceptional events in your life are adversely affecting your ability to perform well in the class, then you should take an incomplete or withdraw from the course. Please meet with me IMMEDIATELY to discuss whether taking an incomplete or withdrawing is the right choice for you. If you approach me at the end of the term and tell me that exceptional life events caused you to get a low grade, then it will be too late for either of us to do anything about it.

Ground Rules for Discussion

In order to have productive, educational discussion, it is necessary to establish some rules and guidelines:

1) **Allow others to ask questions, express opinions, and support their statements with evidence.**

2) **Ask “stupid questions” and respect “stupid questions.”** Students often have questions about points that seem basic, obvious, or otherwise unnecessary to ask. Students usually hold back from asking these questions because they do not realize that the instructor was unclear and other people in class have the same question. It is common for students to think that the reason they have the question is because they are not intelligent enough to know the answer already. In my own studies, I have made it a specific goal to ask “stupid questions” because they are the gateway to “smart questions.” I encourage you to do the same.

3) **Do not disrupt your classmates while they are speaking.** This includes interrupting others to make a statement about the topic of discussion, engaging in side conversations, or any other behavior that hinders your classmates’ ability to contribute ideas to the discussion.

4) **Respect others’ rights to disagree with you.** This includes the right to come to a different conclusions based on the available evidence, offer alternative hypotheses or explanations, and to challenge your own opinions by asking for evidence supporting them.

5) **Engage the argument, not the person.** When disagreements arise, it is important to keep the discussion focused on the material under discussion. Disagreements should not turn into personal attacks.

Accommodations

Please see me or email me if you require special accommodations due to learning disabilities, religious practices, physical requirements, medical needs, or any other reasons. Please note that the university deadline to informing me of absences for religious holidays is January 27.

Counseling Resources

In my experience, many if not most students experience extreme stress at some point during their years in college. It is very common for students to experience depression, anxiety, family stress, the loss of a loved one, memories of childhood trauma, sexual assault, the loss of important relationships, financial problems, and other major stressors. It is normal for students to seek the service of mental health professionals to provide them with support and skills to cope with these experiences and have a successful academic career during their time in college. I have provided a list of some of the mental health services available to University of Michigan students so that you will know where you can go if you or a friend would like to take advantage of these resources.

University of Michigan Counseling and Psychological Services (CAPS)

Michigan Union
530 S. State Street
Room 3100

Hours: Monday-Thursday 8am-7pm, Friday 8am-5pm

(734)764-8312

<http://www.caps.umich.edu>

CAPS Urgent/Crisis Services

Call (734)764-8312

Hours: Monday-Thursday 10am-6pm, Friday 10am-4pm

Examples of urgent/crisis need from CAPS website:

- *If you are not feeling safe*
- *If someone close to you has died recently*
- *If you have a difficult decision to make in the next 2-3 days*
- *If you have been sexually assaulted within the past 72 hours*
- *If you have been experiencing a lot of stress for a long time and feel like you really must speak with someone today*

UM Psychiatric Emergency

24 hours

(734)996-4747

Sexual Assault Prevention and Awareness Center

24 hours

(734)936-3333

University of Michigan Community Provider Database

Database of off-campus mental health resources

<http://www.umcpd.org>

Other Resources

Sweetland Writing Center

1111 through 1150 Angell Hall

(734)764-0429

<http://www.lsa.umich.edu/swc>

For other writing help, I recommend reading Strunk and White's *The Elements of Style* and Steven Pinker's *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*.

This syllabus is subject to revision. If revisions occur, then I will provide a revised version of the syllabus to all students at the following discussion section meeting and I will explain the changes verbally.

Course Calendar

Week 1 Jan 8 Introduction/Syllabus	Readings: None In-class Jan 8: Introductions, writing tips ASSIGNED: First draft of DWP Intuitive Solution (5 pts)
Week 2 Jan 13/15 What is an Emotion?	Readings: James, 1884 Scherer, 2005 (pp. 695-707 only) Nesse & Ellsworth, 2009 (pp. 129-133 only) Ellsworth, 1994 Frijda, 1988 DUE Jan 13: First draft of DWP Intuitive Solution In-class Jan 13: How to do peer revision; Peer revision of DWP paper 1 ASSIGNED Jan 13: Revised DWP Intuitive Solution (10 pts)
Week 3 Jan 20/22 Research Methods	Readings: Mills & D'Mello, 2014 Mauss & Robinson, 2009 Popper, 1963, section I only (excerpt on CTools) Orne, 1963 DUE Jan 22: Revised DWP Intuitive Solution
Week 4 Jan 27/29 Theories of Emotion	Readings: Ekman & Cordaro, 2011 Panksepp, 2007 Barrett, 2006 (pp. 20-37 only) Ellsworth & Scherer, 2003 Ellsworth, 2014 ASSIGNED Jan 27: Timeline of Group Project (5 pts)
Week 5 Feb 3/5 Theories of Empathy	Readings: Hoffman, 2001 Church, 1959 Rizzolatti et al., 1996 Preston & de Waal, 2002 Smith, 1759/2002 (excerpt will be posted on CTools) Wondra & Ellsworth, in press (posted on CTools) ASSIGNED Feb 5: First draft of Comparison of Theories (5 pts)
Week 6	Readings:

Feb 10/12 Appraisal	Smith & Ellsworth, 1985 Lerner et al., 2003 Weiner, Graham, & Chandler, 1982 Aue & Scherer, 2011 Lamm, Batson, & Decety, 2007 Wondra & Ellsworth, submitted (posted on CTools) DUE Feb 12: First draft of Comparison of Theories ASSIGNED Feb 12: Revised Comparison of Theories (10 pts)
Week 7 Feb 17/19 Action Tendencies	Readings: Frijda, Kuipers, & ter Schure, 1989 Frijda, 2010 Coke, Batson, & McDavis, 1978 Iyer, Schmader, & Lickel, 2007 Van Leeuwen, van Dijk, & Kaynak, 2013 DUE Feb 19: Timeline of Group Project, Revised Comparison of Theories
Week 8 Feb 24 Emotion and the Body NO CLASS 2/26 for SPSP Conference	Readings: Dutton & Aron, 1974 Lishner, Cooter, & Zald, 2008 Ekman, Levenson, & Frieson, 1983 Ekman & Friesen, 1971 Carney, Cuddy, & Yap, 2010 Strack, Martin, & Stepper, 1988 Hietanen, Surakka, & Linnankoski, 1998
Week 9 Mar 3/5 SPRING BREAK	
Week 10 Mar 10/12 Group Identity and Emotion	Readings: Montalan et al., 2012 Yzerbyt et al., 2003 Cikara & Fiske, 2013 Kuppens & Yzerbyt, 2012 Bourgeois & Hess, 2008 Glasford, Pratto, & Dovidio, 2008 ASSIGNED Mar 12: First draft of One-Page Summary of Group Plan (5pts)
Week 11 Mar 17/19 Art and Emotion	Readings: Walters, 1989 Frijda, 1989 Reber, Winkielman, & Schwarz, 1998 Mote, 2011 Kidd & Castano, 2013 Oatley, 2003 Fritz et al., 2009 DUE Mar 17: First draft of One-Page Summary of Group Plan In-class Mar 17: Peer reviews of One-Page Summary of Group Plan ASSIGNED Mar 17: Revision of One-Page Summary of Group Plan (10 pts), First draft of DWP Scientific Paper (5 pts)
Week 12 Mar 24/26	Readings: de Waal, 2012

Universality of Emotion	Bekoff, 2000 Harris & Prouvost, 2014 Langford et al., 2006 Rosati & Hare, 2013 Niiya, Ellsworth, & Yamaguchi, 2006 DUE Mar 24: First draft of DWP Scientific Paper ASSIGNED Mar 24: Revision of DWP Scientific Paper (15 pts) DUE Mar 26: Revision of One-Page Summary of Group Plan
Week 13 Mar 31/April 2 STUDENT TOPICS	Readings: TBD DUE April 2: Revision of DWP Scientific Paper
Week 14 April 7 STUDENT TOPICS NO CLASS APRIL 9 FOR SAS CONFERENCE	Readings: TBD
Week 15 April 14/16 STUDENT TOPICS/ GROUP PRESENTATIONS	Readings: TBD
Week 16 April 21 GROUP PRESENTATIONS	