

Emotion and Emotion Regulation (PSCL 389)

Time: Mondays, 7:00-9:30pm
Place: TBD

Instructor: Dr. Heath A. Demaree
Office: 126B Mather Memorial Building
Phone: 368-6468
E-mail: Heath.Demaree@Case.edu

Office Hours: By appointment
(Students are encouraged to make appointments with me via my online Google calendar. To schedule an appointment, please go to my online calendar at:
<https://www.google.com/calendar/selfsched?sstoken=UUVZUFZ0aGRnQWV0fGRlZmF1bHR8ZTZmNzBIYjJhNmQxZTAwNjViZjY4OTk5ZDkwMGNhNmE>
Please make sure that you set your calendar to EST, the time zone used in Cleveland, Ohio.)

Readings: All readings will be available for download from Canvas.

On-Line Resources: All located on Blackboard
Syllabus Canvas → E and ER → Course Information
Readings Canvas → E and ER → Course Documents
Grades Canvas → E and ER → Tools → Check Grade
Discussion Board Canvas → E and ER → Tools → Discussion Board

To view the readings, you will need to download Adobe Acrobat Reader (free!) from <http://www.adobe.com/products/acrobat/readstep.html>. You will be asked to make your own copies of the articles/chapters, or you may simply download them onto your computer for viewing.

Emotional processes, which include both the experience and regulation (or control) of emotions, have received increased attention over the years. Although we will cover some of the historical/philosophical perspectives of emotion/emotion regulation, the vast majority of our time together will be spent discussing more recent work published in leading journals and influential books. There will be between 50-75 pages of reading per week (excluding reference sections) and, because the course will be more discussion-based relative to its pre-requisite (PSCL 352), it is exceptionally important that all readings are digested thoroughly.

At a general level, this course is designed to help students mature as people and as academicians. As such, I have the following goals for the students of the course:

- 1) Students should be able to read and understand scientific work directly from the original source, as opposed to via textbooks, etc. (by reading original text, students will work on this throughout the semester)
- 2) Students should be able to relate affective science to their own lives (this will be assessed via writing exercises throughout the course).
- 3) Students should be able to translate what is learned in the class to today's media and news, scientific and otherwise (this will be assessed during the two exam periods)
- 4) After being taught the basics of affective science, students should be able to advance their *own* learning in ways to promote their own well-being throughout their lives (this will be assessed via group presentations during the final 3 weeks of class)
- 5) Students should be able to work effectively in groups, and teach one another (again, this will be assessed during group presentations)

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This course also has more specific goals. Related to these, the course has been designed to help answer the following questions, among others (topics may not necessarily be broached in this order):

- 1) What are emotions?
- 2) Why is emotion important? Why study it?
- 3) How are emotions studied?
- 4) How are emotions processed in the brain?
- 5) How does cognitive (thinking) ability influence emotional life?
- 6) How do emotions impact the way people think?
- 7) What is emotion regulation?
- 8) What brain mechanisms are involved in controlling emotions?
- 9) Does controlling one's emotions have beneficial or detrimental effects?

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With regard to our classes, I really appreciate “give-and-take”. Please feel free to ask any questions at any time and feel free to share your observations with the class! Your questions/observations are usually helpful to everybody in the classroom, and generally make the learning environment more fun!

Grading:

There are three aspects associated with grading.

→ can type it out but email him in advance.

The first part of your **grade (21%) will come from “writing exercises”** that will be handed in at the beginning of most classes (every week except week #1, #5, and during testing days [weeks 7 and 13]. Writing exercises should also not be turned in on the week you are presenting!). These writing exercises are quite informal in nature (but they should be typed), and should be approximately 1 page in length. The goal of these writing exercises is to have you explore the day's topic prior to class so that you can maximize your contributions to the class. Each writing exercise has the same prompt: **“The readings assigned for today have influenced the way I think about my intrapersonal,**

interpersonal, and/or academic experiences in the following ways . . .” In Week 10, you MAY decide to instead write: “The goals I have are . . .” and in Week 11, you may write: “I would like to thank you for . . . (a message of gratitude)”. Because each Writing Exercise accounts for 3% of the total grade, they will be graded on a 0-3 scale (7 assignments * 3 points/each = 21 total points).

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Second, on each of the 2 exam days, you will be asked to write 4 brief essays in-class. Each essay will be valued at 6 points each (4 essays * 6 points each = 24 points per exam; 48 points total for the 2 exam dates). For each exam day, you will be able to prepare for two essays in advance (1 week ahead of time) and the other 2 will be “surprise” essays. Your job for each essay is to relate a video or vignette that I give you to the material you have learned in the course. Please note that, once the video/vignette has been given to the class, I will be unable to assist you in communicating the course information to the video/vignette. To prepare for the exam, however, you may work alone, in teams, or as an entire class! More information about these exams will be given out in class. **Please note that the exam will take place beginning the start of class, but last for 1.5 hours only.**

Note: If you are unable to attend a testing session, you must notify me prior to the class! Failure to do so will result in 0s for the essays, unless you provide reasonable documentation explaining your absence (e.g., a doctor’s note). If you miss a non-testing class, you should obtain notes from a classmate.

The remainder of your grade (31%) will be determined by how you and your group lead a class. Please note that Weeks 10-11 are student-led classes which will be assigned on the first day of class. I view these 2 weeks as *extremely* important, because students are expected to take what they’ve learned in class and apply it to new emotion-related topics. In addition to leading an *outstanding* class, it is expected that you work well as a group. I will speak more about this point in class.

Averages:

≥90 = ‘A’

≥80 and < 90 = ‘B’

≥70 and < 80 = ‘C’

≥60 and < 70 = ‘D’

≤60 = ‘F’

Note. Depending on overall class performance, grades may be curved in an upward direction.

Please note:

1. In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from Disability Resources. In order to be considered for accommodations, you must first register with the Disability Resources office. Please contact their office to register at 216.368.5230 or [get more information on how to begin the process](#). Please keep in mind that accommodations are not retroactive.

2. Academic integrity is essential in any University and will be strictly enforced. For more information about the standards of conduct expected on the CWRU campus, please see:
<http://studentaffairs.case.edu/handbook/policy/standards.html>
3. For more information about the Academic Integrity policy, please see:
<http://studentaffairs.case.edu/handbook/policy/integrity.html>

All instances of academic dishonesty will be reported to the appropriate University official.

Diversity Statement:

Case Western Reserve University aspires to be an inclusive environment, believing that the creative energy and variety of insights that result from diversity are a vital component of the intellectual rigor and social fabric of the university. As a scholarly community, Case Western Reserve is inclusive of people of all racial, ethnic, cultural, socioeconomic, national and international backgrounds, welcoming diversity of thought, pedagogy, religion, sexual orientation, gender identity/expression, political affiliation and disability. We believe in a culture of inclusion that encourages relationships and interactions among people of different backgrounds, a culture that enhances human dignity, actively diminishes prejudice and discrimination and improves the quality of life for everyone in our community.

Respect for Diversity:

I firmly believe that the diversity students bring to this class provides a resource that strengthens and benefits everyone's learning. Likewise, it is my goal for this course to serve and support the learning needs of students from all backgrounds and perspectives. I aim to be respectful of diversity in my interactions with all and in the materials, lectures, and activities used in this class. I encourage and appreciate suggestions on how to improve the effectiveness of this course for all students.



COURSE OUTLINE

(Please note that all readings are best performed in the order listed)

Week 1 (August 28):

Topic: Introduction; Class Goals and Outline

Readings:

None.

NO CLASS (September 4)

Week 2 (September 11):

Topic: What are emotions, and what are the prominent theories of emotion? Are emotions best described dimensionally or categorically?

Readings:

Niedenthal, P. M., Krauth-Gruber, S., & Ric, F. (2006). What are emotions and how are they studied? In *The Psychology of Emotion*, pp. 1-38. New York, NY: Psychology Press.

* Just read pages 1-21.

Niedenthal, P. M., Krauth-Gruber, S., & Ric, F. (2006). Structure and function of emotion. In *The Psychology of Emotion*, pp. 39-76. New York, NY: Psychology Press.

* Just read pages 39-61.

Christie, I. C. & Friedman, B. H. (2004). Autonomic specificity of discrete emotion and dimensions of affective space: A multivariate approach. *International Journal of Psychophysiology*, 51, 143-153.

Need not read, but we will refer to from time to time:

Demaree, H. A., Everhart, D. E., Youngstrom, E. A., & Harrison, D. W. (2005). Brain lateralization of emotional processing: Historical roots and a future incorporating "dominance". *Behavioral and Cognitive Neuroscience Reviews*, 4(1), 3-20.

Week 3 (September 18):

Topic: Why are emotions important?

Readings:

Niedenthal, P. M., Krauth-Gruber, S., & Ric, F. (2006). Structure and function of emotion. In *The Psychology of Emotion*, pp. 39-76. New York, NY: Psychology Press.

* Just read pages 61-76.

Levenson, R. W. (1999). The intrapersonal functions of emotion. *Cognition and Emotion*, 13, 481-504.

Week 4 (September 25):

Topic: How are emotions elicited by researchers?

Readings:

Rottenberg, J., Ray, R. D., & Gross, J. A. (2007). Emotion elicitation using films. In J. A. Coan & J. J. B. Allen (Eds.), *Handbook of Emotion Elicitation and Assessment* (pp. 9-28). New York, NY: Oxford University Press.

Bradley, M. M. & Lang, P. J. (2007). The International Affective Picture System (IAPS) in the study of emotion and attention. In J. A. Coan & J. J. B. Allen (Eds.), *Handbook of Emotion Elicitation and Assessment* (pp. 29-46). New York, NY: Oxford University Press.

Harmon-Jones, E., Amodio, D. M., & Zinner, L. R. (2007). Social psychological methods of emotion elicitation. In J. A. Coan & J. J. B. Allen (Eds.), *Handbook of Emotion Elicitation and Assessment* (pp. 91-105). New York, NY: Oxford University Press.

Week 5 (October 2):

PLEASE NOTE: NO REFLECTION PAPER DUE THIS WEEK!

Topic: How are emotions experienced and communicated? How do researchers measure such constructs?

Readings:

Gray, E. K. & Watson, D. (2007). Assessing positive and negative affect via self-report. In J. A. Coan & J. J. B. Allen (Eds.), *Handbook of Emotion Elicitation and Assessment* (pp. 171-183). New York, NY: Oxford University Press.

Cohn, J. F., Ambadar, Z., & Ekman, P. (2007). Observer-based measurement of facial expression with the Facial Action Coding System. In J. A. Coan & J. J. B. Allen (Eds.), *Handbook of Emotion Elicitation and Assessment* (pp. 203-221). New York, NY: Oxford University Press.

Santerre, C. & Allen, J. J. B. (2007). Methods for studying the psychophysiology of emotion. In J. Rottenberg & S. L. Johnson (Eds.), *Emotion and Psychopathology: Bridging Affective and Clinical Science* (pp. 53-80). Washington, DC: American Psychological Association.

Week 6 (October 9):

Topic: What is emotion regulation?

Readings:

Gross, J. J. (2002). Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology*, 39, 281-291.

Maus, I. B., Bunge, S. A., & Gross, J. J. (2007). Automatic emotion regulation. *Social and Personality Psychology Compass*, 1, 1-22.

* Read just pages 1-11.

Tice, D. M., Bratslavsky, E., & Baumeister, R. F. (2001). Emotional distress regulation takes precedence over impulse control: If you feel bad, do it! *Journal of Personality and Social Psychology*, 80, 53-67.

Week 7 (October 16):

Topic: Exam #1 (Covering readings for Weeks 2-6)

Readings: None.

October 23: Fall Break!

Week 8 (October 30):

Topic: How do emotions alter cognition/behavior? Some examples.

Readings:

Clore, G. L. & Huntsinger, J. R. (2007). How emotions inform judgment and regulate thought. *Trends in Cognitive Science*, 11(9), 393-399.

Lerner, J. S., Gonzalez, R. M., Small, D. A., & Fischhoff, B. (2003). Effects of fear and anger on perceived risks of terrorism: A national field experiment. *Psychological Science*, 14, 144-150.

Gable, P. A. & Harmon-Jones, E. (2008). Approach motivated positive affect reduces breadth of attention. *Psychological Science*, 19(5), 476-482.

Cohen, J. D. (2005). The vulcanization of the human brain: A neural perspective on interactions between cognition and emotion. *Journal of Economic Perspectives*, 19(4), 3-24.

Week 9 (November 6):

Topic: Working memory and emotion regulation

Readings:

Hofmann, W., Schmeichel, B. J., Friese, M., & Baddeley, A. D. (2010). Working memory and self-regulation. In K. D. Vohs & R. F. Baumeister (Eds.) *Handbook of self-regulation* (Volume 2). New York: Guilford Press.

Schmeichel, B. J., Volokhov, R. N., & Demaree, H. A. (2008). Working memory capacity and the self-regulation of emotional expression and experience. *Journal of Personality and Social Psychology*, 95(6), 1526-1540.

Schmeichel, B. J., & Demaree, H. A. (2010). Working memory capacity and spontaneous emotion regulation: High capacity facilitates self-enhancement in response to negative feedback. *Emotion*, 10(5), 739-744.

NOTE: The below classes will be student-led. On the first day of class, students will register for one of the below classes (up to a maximum of 5 students per class).

November 13 – PREPARE TO LEAD CLASS!!!!

Week 10 (November 20):

Topic: Increasing Happiness: Part 1, Perspective-Taking & Goals

Readings:

King, L. A., Hicks, J. A., Krull, L. J., & Del Gaiso, A. K. (2006). Positive affect and the experience of meaning in life. *Journal of Personality & Social Psychology*, 90, 179-196.

Bryant, F. B., Smart, C. M., & King, S. P. (2005). Using the past to enhance the present: Boosting happiness through positive reminiscence. *Journal of Happiness Studies*, 6, 227-260.

Layous, K., Kurtz, J., Chancellor, J., & Lyobomirsky, S. (2018). Reframing the ordinary: Imagining time as scarce increases well-being. *The Journal of Positive Psychology*, 13, 301-308.

Sheldon, K. M., & Elliot, A. J. (1999). Goal striving, need-satisfaction and longitudinal well-being: The Self-Concordance Model. *Journal of Personality and Social Psychology*, 76, 482-497.

Dube, M., Lapierre, S., Bouffard, L., & Alain, M. (2007). Impact of personal goals management program on the subjective well-being of young retirees. *European Review of Applied Psychology*, 57, 183-192.

Week 11 (November 27):

Topic: Increasing Happiness: Part 2, Gratitude & Forgiveness, not Money (?)

Readings:

- Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality & Social Psychology, 84*, 377-389.
- Armenta, C. N., Fritz, M., & Lyubomirsky, S. (2017). Functions of positive emotions: Gratitude as a motivator of self-improvement and positive change. *Emotion Review, 9*, 183-190.
- Witvliet, C. V., Ludwig, T. E., & Vander Laan, K. L. (2001). Granting forgiveness or harboring grudges: Implications for emotion, physiology, and health. *Psychological Science, 12*, 117-123.
- McCullough, M. E. (2001). Forgiveness: Who does it and how do they do it? *Current Directions in Psychological Science, 10*, 194-197.
- Brickman, P., Coates, D., & Janoff-Bulman, R. (1979). Lottery winners and accident victims: Is happiness relative? *Journal of Personality & Social Psychology, 36*, 917-927.
- Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist, 54*, 821-827.

Week 12 (December 5):

Topic: Exam #2

Readings Due for Week: None.