



Affective Science
Fall, 2014 (Psyc 621-600)

Meetings: Tuesdays 1:00-4:00, Psychology Building 335
Instructor: Heather C. Lench
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Office Hr.: Thursday 10-11, or by appointment

Contacting Me: You can call or email with questions. Allow 72 hours for a response. I encourage you to contact me with any questions or comments, as well as to discuss your presentation and final paper.

Goals of the Course: This course will introduce you to theories and approaches in affective science. We will discuss a broad range of topics related to emotion and affect. For most topics we will cover debates in the field, historical perspectives, and recent developments.

Reading: Readings will be drawn from scholarly journals and books. The readings are required and you will need to have a physical copy (either in print or electronically) for class meetings.

Participation (40 points): Students must participate in class discussions. Participation can include any comments that reasonably inform, progress, or evaluate discussion of theories and research. Students will participate in up to four in-class debates over the course of the semester. Toward the end of the semester, students will also give a brief 10-minute presentation on the topic of their final paper.

Thought papers (20 points): A brief (typed, half a page, double spaced) thought paper should be submitted to me at the end of every class session. Thought papers might include a comment or question (this can be integrative or evaluative of the readings or extend the subject matter into interesting novel directions). You do not need to reach a definitive conclusion in these papers, but they should demonstrate that you have read and thought about the articles and related topics. Be prepared to take part in discussion and raise your thoughts during class time. No credit will be given for late papers.

Paper (40 points): The final paper (about 10-15 double-spaced pages) may be either a critical review of the literature or a proposal for research. The topic should be closely related to and informed by the issues discussed in class. Critical reviews of the literature should be in the form of a standard APA manuscript submitted to a review journal (e.g., *Psychological Review*) and should not simply describe past research but rather offer a

critical analysis and theoretical integration of past research. Research proposals should be in the form of a standard APA manuscript submitted to an empirical journal (e.g., *Emotion*) with an introduction section (describing rationale for the proposed study), a method section (giving specific detail about the proposed methodology), a results section (describing the predicted results), and a discussion section (describing the implications of the predicted results). You are encouraged to meet with me to discuss your paper ideas. Late papers without prior approval will not be graded except under exceptional documented circumstances. The paper is due in my mailbox or under my office door by **5 pm on December 5th, 2014**.

Grading: Grades will be based on the total number of points obtained from participation, thought papers, and the final paper.

Total Points: 100

Scores required for each letter designation in the grading system:

A: 90-100 points

B: 80-89 points

C: 70-79 points

D: 60-69 points

F: any score below 60 points

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>

Academic Integrity

For additional information please visit: <http://www.tamu.edu/aggiehonor>

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Week 1 (Sept. 2nd): Introduction

No reading

Week 2 (Sept. 9th): What is an emotion? Historical background

Charles Darwin (1872). The expression of emotion in man and animals.

William James (1884). What is an emotion?

Walter Cannon (1915). Bodily changes in pain, hunger, fear, and rage.

Sigmund Freud (1941). The unconscious.

Week 3 (Sept. 16th): Where do emotions come from?

Schacter, S., & Singer, J. E. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, 69, 379-399.

Lang, P. J. (1994). The varieties of emotional experience: A meditation on James-Lange Theory. *Psychological Review*, 101, 211-221.

Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist*, 35, 151-175.

Lazarus, R. S. (1982). Thoughts on the relations between emotion and cognition. *American Psychologist*, 37, 1019-1024.

Week 4 (Sept. 23rd): What is the nature of emotion?

Russell, J. A. (1980). A circumplex model of affect. *Journal of Personality and Social Psychology*, 39, 1161-1178.

Fontaine, J. R. J., Scherer, K. R., Roesch, E. B., & Ellsworth, P. C. (2007). The world of emotions is not two-dimensional. *Psychological Science*, 18, 1050-1057.

Panksepp, J. (2011). Cross-species affective neuroscience decoding of the primal affective experiences of humans and related animals. *PLoS ONE*, 6 (8), 1-15.

***(see also the media write up related to his work)

Ekman, P., & Cordaro, D. (2011). What is meant by calling emotions basic. *Emotion Review*, 3, 364-370.

Week 5 (Sept. 30th): Cognitive models of emotion

Simon, H. A. (1967). Motivational and emotional controls of cognition. *Psychological Review*, 74, 29-39.

Frijda, N. H. (1987). Emotion, cognitive structure, and action tendency. *Cognition and Emotion*, 1, 115-143.

Ellsworth, P. C., & Scherer, K. R. (2003). Appraisal processes in emotion. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *Handbook of Affective Sciences*.

Week 6 (Oct. 7th): Emotion and development

Lewis, M. (2000). The emergence of human emotions. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (p. 304-319).

Graham, S., & Weiner, B. (1986). From an attributional theory of emotion to developmental psychology: A round-trip ticket? *Social Cognition*, 4, 152-179.

Izard, C. E. (2011). Forms and functions of emotions: Matters of emotion-cognition interactions. *Emotion Review*, 3, 371-378.

Week 7 (Oct. 14th): Facial expressions of emotion

Ekman, P. (1992). Facial expressions of emotion: New findings, new questions. *Psychological Science*, 3, 34-38.

Nelson, N. L., & Russell, J. A. (2013). Universality revisited. *Emotion Review*, 5, 8-15.

Lee, D. H., Susskind, J. M., & Anderson, A. K. (2013). Social transmission of the sensory benefits of eye widening in fear expressions. *Psychological Science*, 24, 957-965.

Gendron, M., Roberson, D., van der Vyver, J. M., & Barrett, L. F. (2014). Perceptions of emotion from facial expressions are not culturally universal: Evidence from a remote culture. *Emotion*, 14, 251-262.

Week 8 (Oct. 21st): Physiological correlates

Vytal, K., & Hamann, S. (2010). Neuroimaging support for discrete neural correlates of basic emotions: A voxel-based meta-analysis. *Journal of Cognitive Neuroscience*, 22, 2864-2885.

Lindquist, K. A., Wager, T. D., Kober, H., Bliss-Moreau, E., Barrett, L. F. (2012). The brain basis of emotion: A meta-analytic review. *Behavioral and Brain Sciences*, 35, 121-202.

***(also pick and read one of the critiques at the end of this article)

Levenson, R. W. (2014). The autonomic nervous system and emotion. *Emotion Review*, 6, 100-112.

Hsieh, F., Ferrer, E., Chen, S., Mauss, I. B., John, O., & Gross, J. J. (2011). A network approach for evaluating coherence in multivariate systems: An application to psychophysiological emotion data. *Psychometrika*, 76, 124-152. (focus on application in the study)

Week 9 (Oct. 28th): Effects on judgment and choice

Loewenstein, G. (1996). Out of control: Visceral influences on behavior. *Organizational Behavior and Human Decision Processes*, 65, 272-292.

Tamir, M., Chiu, C.-Y. (2007). Business or pleasure? Utilitarian versus hedonic considerations in emotion regulation. *Emotion*, 7, 546-554.

Lerner, J. S., & Keltner, D. (2001). Fear, anger, and risk. *Journal of Personality and Social Psychology*, 81, 146-159.

Martinez, L. F., Zeelenberg, M., & Rijsman, J. B. (2011). Regret, disappointment, and the endowment effect. *Journal of Economic Psychology*, 32, 962-968.

Week 10 (Nov. 4th): What is the function of emotion?

Bechara, A., Damasio, H., & Damasio, A. R. (2000). Emotion, decision making and the orbitofrontal cortex. *Cerebral Cortex*, 10, 297-307.

Van Kleef, G. A., De Dreu, C. K. W., & Manstead, A. S. R. (2004). The interpersonal effects of emotion in negotiations: A motivated information processing approach. *Journal of Personality and Social Psychology*, 87, 210-528.

Wrosch, C., & Miller, G. E. (2009). Depressive symptoms can be useful: Self-regulatory and emotional benefits of dysphoric mood in adolescence. *Journal of Personality and Social Psychology*, 96, 1181-1190.

Mauss, I. B., Levenson, R. W., McCarter, L., Wilhelm, F. H., & Gross, J. J. (2005). The tie that binds? Coherence among emotion experience, behavior, and physiology. *Emotion*, 5, 175-190.

Week 11 (Nov. 11th): Are emotions “real”?

Barrett, L. F. (2006). Are emotions natural kinds? *Perspectives on Psychological Science*, 1, 28-58.

Izard, C. E. (2007). Basic emotions, natural kinds, emotion schemas, and a new paradigm. *Perspective on Psychological Science*, 2, 260-280.

Panksepp, J. (2007). Neurologizing the psychology of affects: How appraisal-based constructivism and basic emotion theory can coexist. *Perspectives on Psychological Science*, 2, 281-296.

Bench, S. W., Lench, H. C., Darbor, K. E., & Moore, M. (2014?). A functionalist manifesto: Goal-related emotions from an evolutionary perspective. *Emotion Review*.

Week 12 (Nov. 18th): Future Directions

Carney, D. R., Cuddy, A. J. C., & Yap, A. J. (2010). Power posing: Brief nonverbal displays affect neuroendocrine levels and risk tolerance. *Psychological Science*, 21, 1363-1368.

Inbar, Y., Pizarro, D. A., & Bloom, P. (2009). Conservatives are more easily disgusted than liberals. *Cognition and Emotion*, 23, 714-725.

***find one 2014 article that offers something new or interesting

Week 13 (Nov. 25th): Thanksgiving

Week 14 (Dec. 2nd): Presentations on final paper