

PSYCH 448 A AU17: Psychology of Emotion

University of Washington

ESSENTIAL INFO

Class meetings:	Tues & Thurs, 12:30-2:20 OUG 141
Professor:	Dr. Tabitha Kirkland (tabithak@uw.edu)
Office hours:	Tues at 2:30 and by appointment Guthrie 133
Book:	<i>How Emotions are Made</i> by Lisa Feldman Barrett (heam.info (Links to an external site.) Links to an external site.)
Other readings:	Available in Canvas Modules and linked in the schedule below

ABOUT THIS COURSE

This course provides an overview of psychological research and theory on emotion, including biological, developmental, cognitive, social, and cultural perspectives. Questions to be addressed include: Why do we have emotions? How do they influence our thoughts, actions, and interactions with others? What purposes are served by specific emotions such as anger, fear, hope, and joy? Are some emotions more social than others? How do we control our emotions?

Research is the foundation of psychology, and a considerable amount of time will be spent reading, discussing, and analyzing research. Readings will be a mixture of textbook chapters and journal articles. Discussions will (usually) focus on a single journal article, 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.

This course is writing-intensive and meets the [W-course requirement](#) ([Links to an external site.](#))[Links to an external site.](#) at UW.

LEARNING GOALS

1. **Basic Concepts in the Psychology of Emotion:** The most directly measurable goal in this course is to increase your knowledge of the psychology of emotion, including the variety of approaches scientists have taken to study emotion, the major areas of study undertaken,

and the current state of emotion research. Your progress on this goal will be measured by performance on quizzes.

2. **Scientific Literacy:** I hope that this course will deepen your appreciation of scientific research and give you some sense of what it would be like to conduct research in psychology. We will address this goal by reading and discussing a variety of research papers over the course of the quarter, and with your own original research proposal.
3. **Writing:** This class is designed to improve your academic writing through the use of frequent written assignments and constructive feedback. You will submit written discussion papers nearly every week; you will also write an original research proposal and give and receive peer feedback on this proposal. This will help you improve the quality of your writing in terms of structure, clarity, and scientific rigor.
4. **Communication:** You will improve your verbal communication skills through their discussions in seminar groups and their practice and delivery of a final research presentation at the end of the quarter.

EXPECTATIONS

My Role as Instructor

I am here to guide you in exploring this fascinating material. I will do my best to make class time interesting, engaging, and enjoyable for everyone. I will use on a variety of methods to promote learning. I will create and enforce a learning atmosphere that is safe, comfortable, and respectful for everyone. I will communicate my expectations clearly and hold all learners to equitable standards. I will welcome questions, comments, and suggestions, and I will adapt to individual needs whenever possible. I may modify this syllabus as needed to accommodate your learning.

Your Role as Learner

Students learn best when they are actively engaged and involved in the learning process. This is an active and interactive course in which you will often learn by discussing and/or doing. You are expected to observe the world, read, discuss, and participate. I think of our classroom as a *collaborative learning community* wherein we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it.

Please note that, as in all college courses, you are responsible for keeping yourself on schedule, knowing due dates, and planning ahead. Contact me ASAP if circumstances arise that interfere with your ability to participate fully in class.

COURSE STRUCTURE

Tuesdays, 12:30-1:20: lecture

Tuesdays, 1:30-2:20: small group discussion

Thursdays: 12:30-1:20: small group discussion

Thursdays, 1:30-2:20: whole class discussion and wrap-up

COURSE REQUIREMENTS

Notice: *The University has a license agreement with VeriCite, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.*

1. Reading Notes [16 notes x 5 pts = 80 pts]

As you read the chapters and articles in this class, you should be taking notes. Notes serve to highlight key points and ideas, define terms, and structure your understanding of the material. Notes can also include questions, half-formed thoughts/reflections on the reading, ideas for research, etc. Before class on each discussion day, please submit a copy of the notes you took on the assigned reading for that day. Your notes can be typed (submit a doc) or on paper (submit a picture of the notes). These notes will help you stay accountable for doing the reading as well as help you prepare for the more substantive reflection papers due at the end of each week. I also recommend that you bring a copy of your notes to class to use during discussion.

2. Reflection Papers [8 papers x 10 pts = 80 pts]

The majority of this course will consist of seminar-style discussions of one or more articles. Usually these will be research articles but occasionally we will have a newspaper or other popular press-type article. At the end of each week of reading and discussion, you will submit a typed response paper. The majority of this response should serve as a critical reaction to and reflection on the reading and small-group discussion. Please focus on one major topic or theme in your paper (you need not include every reading from the week), and explore that topic deeply and from multiple perspectives. Most papers will be around 3 pages, double-spaced.

Late papers will be accepted with a 2pt penalty per day.

Example papers are available: [\[1\]](#)  [\[2\]](#)  [\[3\]](#) 

Grading rubric for reflection papers is as follows:

	Excellent	Average	Poor
Summary: 1 pt	1	0.5	0
Concisely identifies the main topics and themes in the reading(s) being discussed.			
Individual Reading Critique: 3 pts	3	2	1
<i>For empirical articles:</i> Analyzes the strengths and weaknesses of the research presented in individual articles/chapters with respect to methodological topics such as reliability, construct validity, external validity, ethics, etc. <i>For chapters or review articles:</i> Find one empirical article that supports a point made in the article (note: in the Barrett book, several references are listed at the back). Summarize this article and how it relates to the reading.			
Content Integration: 5 pts	5	3	1
Paper may do any of the following: link the readings to other relevant issues/topics in the course; identify larger implications of the readings; raise questions about the literature (with potential answers provided, if possible); discuss counter-examples and evidence that does not support the ideas from the reading; discuss ideas in the reading that were surprising, interesting, upsetting, or thought-provoking; provide real-life examples of concepts discussed in the reading. Evidence is provided for all claims made. Rhetorical questions, when posed, are addressed by the author.			
Writing Style: 1 pt	1	0.5	0
Paper is organized; writing has a logical flow of ideas and is easy to understand; writing clearly and succinctly articulates ideas; language use is appropriate/academic; no major syntactic or grammatical errors interfere with comprehension			

3. Participation [10 weeks x 10 pts = 100 pts]

This is an active learning course in which you will learn through seminar-style discussion and dialogue with your instructor and peers. Reading ahead of time is essential to success. All students are expected to participate on both lecture and discussion days by critically analyzing the research, posing thoughtful questions, suggesting implications of the work for other areas

of study, etc. You will be provided with written feedback about your participation twice during the quarter.

Because of the interactive nature of this class, attendance is essential. You are allowed two "free" unexcused absences. After these, each unexcused absence will decrease your final grade in the class by the equivalent of one letter grade (roughly 1.0 GPA point).

4. Quizzes [8 quizzes x 10 pts = 80 pts]

Weekly online quizzes will cover the material in class (lecture, reading) and consist of a combination of multiple-choice and short-answer question types. These will typically be available on Thursday evening and due Friday evening. Late quizzes will be accepted with a penalty of 2 pts per day.

5. Final Project [150 pts]

Grading breakdown: 25 pts rough draft, 25 pts peer review, 25 pts oral presentation, 75 pts final draft.

As a final assignment, you will prepare an APA-style paper (75 pts) that is either (A) a **review papers** summarizing the current literature in one area of emotion research or (B) a **research proposal** suggesting an original topic of study in the field of emotion research. You will have the opportunity to submit a **rough draft** (25 pts) and give and receive feedback via **peer review** (25 pts) before your final version is due. You will also prepare a brief **oral presentation** of your proposal (25 pts) to be given during the last week of class.

A. *Review paper*: explores a research topic or question that expands upon the readings completed for one of the units in the course. Your paper should summarize the critical findings from the relevant unit(s), and then tie in three other related research articles, not already on the syllabus, that you personally find interesting and that address your topic.

B. *Research proposal*: proposes a novel hypothesis to be tested based on the research literature in an area of emotion. The paper should cite at least one reading from class as well as three or more novel references. Sections include abstract, introduction, method, and references. Note that you will not need to actually collect data for this proposal.

Full instructions, grading rubric, and writing samples are available here: [Final Project Instructions & Rubric.](#)

6. Writing Center Attendance [10 pts]

The best way to improve your writing is to start early and solicit feedback as you go. Please [schedule an appointment with a tutor at the Psychology Writing Center](#) (Chem Library 160) at least twice this quarter while you are putting together your final project. One visit must occur between Weeks 1-6 and another must occur between Weeks 7-10. Each visit is worth 5 pts for a maximum of 10 pts. Please bring the following form to your appointment for the tutor to sign: [Psych Writing Center Visit.pdf](#)  . You will submit this form on Canvas as documentation of having fulfilled this requirement.

GRADES

Grading Category	Points
1. Reading Notes	80
2. Reflection Papers	80
3. Participation	100
4. Quizzes	80
5. Final Project	150
6. Writing Center Attendance	10
Total	550

Any extra credit earned will be added on to your final total. Please note that it is your responsibility to earn the grade you want, starting on the first day of the quarter. I do not give individual extra credit opportunities to make up for poor performance.

The UW uses a [numerical grading system \(Links to an external site.\)](#)[Links to an external site.](#) The following scale will be used to assign final grade points in the course, with corresponding letter grade equivalents for your reference. Please be aware that 0.7 is the lowest passing grade used at the UW. Any grade below that is a 0.0.

Percentage (%)	Grade Points	Letter Grade Equivalent		Percentage (%)	Grade Points	Letter Grade Equivalent
94-100	4.0	A		76	2.2	C+
93	3.9	A		75	2.1	C
92	3.8	A-		74	2.0	C
91	3.7	A-		73	1.9	C
90	3.6	A-		72	1.8	C-
89	3.5	A-		71	1.7	C-
88	3.4	B+		70	1.6	C-
87	3.3	B+		69	1.5	C-
86	3.2	B+		68	1.4	D+
85	3.1	B		67	1.3	D+
84	3.0	B		66	1.2	D+
83	2.9	B		65	1.1	D
82	2.8	B-		64	1.0	D
81	2.7	B-		63	0.9	D
80	2.6	B-		62	0.8	D-

79	2.5	B-		60-61	0.7	D-
78	2.4	C+		0-59	0.0	F
77	2.3	C+				

Incompletes

Only students with special circumstances beyond their control who have obtained permission from the instructor are eligible for a grade of Incomplete. Incompletes will not be given out at the end of the quarter to escape a poor grade.

COURSE POLICIES

Canvas: The Course Website (<http://canvas.uw.edu>)

Canvas will be used for downloading materials, submitting assignments, taking quizzes, and so forth. Plan to check it regularly.

Email Communication

Please use standard professional guidelines for all written communication, including using a formal greeting, writing in complete sentences, and signing your name. Please include PSYCH 448 in your subject heading along with a specific phrase related to your question or comment. Please allow a day or so for email responses during the week. Weekend responses may take longer; please plan accordingly.

Guidelines for Discussion

- When the class is engaged in lecture and whole-class discussion, please raise your hand to ask questions or otherwise contribute. Side comments and conversations are distracting. If you feel tempted to whisper comments to a classmate, either participate in the whole-class discussion instead or write your comments to share privately.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.
- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

Technology in the Classroom

- Mobile phones should be *silenced* and put away before class. Please do not use your phone during class. Limit the temptation to check your phone by keeping it in your bag.
- If you are learning English, you are welcome to use an electronic dictionary during class.

Punctuality

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and can be a cause for distraction. If you *must* occasionally arrive late or leave early, please take a seat near the door.
- Please wait until class ends to pack your things. I will always end class on time. Packing early invariably causes a “domino effect,” which is distracting to everyone and may result in your missing important information.

Attendance

- If you miss any class session, consult the schedule to see what topics were covered. You are responsible for obtaining notes and information on any in-class announcements from peers. Do not contact me to ask what you missed. If you have questions concerning the missed class that you are unable to answer yourself after reviewing a classmate’s notes, please see me during office hours for clarification.
- Please note the grading policy for missing more than two classes (above).

RESOURCES FOR SUCCESS

Follow These Study Tips

- Research shows that when we do more than one thing at a time, we’re not actually doing them simultaneously. Instead, we’re shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we “multitask,” the more distracted we are by irrelevant information, and the worse we are at concentrating. **Limit the temptation to multitask** in class and when studying by putting away any distracting materials.
- **Study in frequent, short, focused sessions** (e.g., 15 minutes), with periodic breaks. Research shows that we learn best by absorbing information over time. This will also give you more opportunities to review difficult concepts. “Cramming,” or attempting to study a lot of material in a single session, results in very weak learning and retention of the material. This strategy is a poor use of your valuable time.

- **Talk to people** about what you learn in class, and think about examples of the class material from your own life. Research shows that we learn best when we connect new ideas to the things we already know.

Find Study Buddies

I strongly encourage you to form a study group with 2-3 of your classmates. Successful study groups meet about once per week to review the material together, quiz each other, and help each other avoid procrastination. Plus, studying with other people is way more fun than studying by yourself and can help build community in class.

OUGL 141 is available for your use as a study space after 5:00pm every weekday.

Attend Office Hours

These hours (listed at the top of the syllabus) are a specific time set aside specifically to talk with students. I am *always* available during office hours – no appointment needed. Just stop by! Come to office hours with questions, comments, or topics for debate. I am also happy to talk about other [psychology](#)-related topics, such as getting involved in research or applying to graduate school. Please correspond with me via email to set another time if those times don't fit your schedule.

Get Extra Help Studying

There are many resources on campus to help you improve your study skills, time management, reading speed, and content knowledge. For example, check out the Instructional Center for drop-in tutoring and workshops for several courses in psychology. More info: <https://www.washington.edu/uaa/advising/finding-help/study-centers-and-tutoring/> ([Links to an external site.](#))[Links to an external site.](#)

Stay Healthy

The UW offers a wide [array of services](#) ([Links to an external site.](#))[Links to an external site.](#) for staying physically and mentally healthy, from rec sports to meditation to counseling, crisis intervention, and support groups. Some specific resources include:

- [Student Health & Wellness](#) ([Links to an external site.](#))[Links to an external site.](#): UW department dedicated to supporting students through challenges that might otherwise compromise education.
- [D Center](#) ([Links to an external site.](#))[Links to an external site.](#): The D Center strives to create an inclusive, accessible space affirming of all bodies, minds and identities by fostering a culture of social justice and pride.

- [Q Center \(Links to an external site.\)Links to an external site.](#): UW's gender and sexuality support & celebration center.
- UW counseling center: 401 Schmitz Hall, 206-543-1240
- Hall Health mental health center: 206-543-5030 (appointments); 206-583-1551 (emergencies)
- Crisis lines (for immediate help):
 - UW Medical Center ER: 206-598-4000
 - King County Crisis Line: 206-461-3222

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924, uwdrs@uw.edu, or disability.uw.edu. ([Links to an external site.](#))[Links to an external site.](#) DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

COURSE SCHEDULE

Note: all readings marked "Barrett" are from the course book, How Emotions Are Made. Other readings are linked below and in each reflection paper assignment.

Week	Day	Date	Topic	Reading	Due
0	Thurs	28-Sep	Introduction	Syllabus	
FOUNDATIONAL CONCEPTS IN EMOTION					

1	Tues	3-Oct	What is Emotion?: The Search for Emotion's "Fingerprints"	Barrett, intro & ch1 (p. ix-24)	Notes 1: What is Emotion?
	Thurs	5-Oct	The Structure of Emotion: Emotions are Constructed and The Myth of Universal Emotions	Barrett, ch 2 & 3 (p. 25-55)	Notes 2: The Structure of Emotion
	Fri	6-Oct			Quiz 1: What is Emotion & Structure of Emotion
	Sun	8-Oct			Reflection Paper 1: What is Emotion and Structure of Emotion
2	Tues	10-Oct	Emotion in the Brain: The Origin of Feeling	Barrett, ch 4 (p. 56-83) Optional: Hanson, ch 2 (p. 23-48) 	Notes 3: Emotion in the Brain
	Thurs	12-Oct	Emotion in the Body	1. Gladwell: The Naked Face (New Yorker)  2. Niedenthal (2007)  	Notes 4: Emotion in the Body
	Fri	13-Oct			Quiz 2: Emotion in the Brain and Body
	Sun	15-Oct			Reflection Paper 2: Emotion in the Brain and Body
3	Tues	17-Oct	Development of Emotion: Concepts, Goals, and Words	Barrett, ch 5 (p. 84-111)	Notes 5: Development of Emotion
	Thurs	19-Oct	Affective Forecasting	Gilbert & Wilson (2005) 	Notes 6: Affective Forecasting
	Fri	20-Oct			Quiz 3: Development and Affective Forecasting
	Sun	22-Oct			Reflection Paper 3: Development of Emotion and

					Affective Forecasting
4	Tues	24-Oct	Emotion & Culture: Emotions as Social Reality	Barrett, ch 7 (p. 128-151)	Notes 7: Emotion & Culture
	Thurs	26-Oct	Emotional Contagion	1. Fowler & Christakis (2008) 2. Kramer, Guillory, & Hancock (2014)	Notes 8: Emotional Contagion
	Fri	27-Oct			Quiz 4: Social Functions of Emotion
	Sun	29-Oct			Reflection Paper 4: Social Functions of Emotion
SPECIFIC EMOTIONS					
5	Tues	31-Oct	The Negativity Bias	Rozin & Royzman (2001) Optional: Hanson, ch 3 (p. 49-66)	Notes 9: The Negativity Bias
	Thurs	2-Nov	Students' Choice: Emotions & Mental Illness	1. Gruber (2011) 2. Denizet-Lewis (2017) (Links to an external site.) 3. Holland (2015) (Links to an external site.)	Notes 10: Emotions & Mental Illness
	Fri	3-Nov			Quiz 5: Negativity Bias and Mental Illness
	Sun	5-Nov			Reflection Paper 5: Negativity Bias and Mental Illness
6	Tues	7-Nov	Moral Emotions: Contempt, Anger, & Disgust	Chapman & Anderson (2013) Optional: Rozin,	Notes 11: Moral Emotions

				Lowery, Imada, & Haidt (1999)  	
	Thurs	9-Nov	Students' Choice: Emotions in Psychopathy & Sociopathy	<ol style="list-style-type: none"> Hastings, Tangney, & Stuewig (2008)  Glenn et al. (2009)  Cameron, Inzlicht, & Cunningham (2015)   <p>Optional: Damasio (2000)  </p>	Notes 12: Emotions in Psychopathy & Sociopathy
	Fri	10-Nov			Quiz 6: Moral Emotions, Psychopathy, and Sociopathy Rough Draft WC Visit: Weeks 1-6
	Sun	12-Nov			Reflection Paper 6: Moral Emotions, Psychopathy, and Sociopathy
7	Tues	14-Nov	Positive Emotions: Joy, Pleasure, & Awe	<ol style="list-style-type: none"> Fredrickson (2003)  Piff & Keltner, Why Do We Experience Awe? (NYTimes)   	Notes 13: Positive Emotions - Joy Pleasure Awe
	Thurs	16-Nov	Positive Emotions: Empathy, Compassion, & Self-Compassion	<ol style="list-style-type: none"> Bloom (2017)   Leary et al. (2007)  	Notes 14: Positive Emotions - Empathy + Compassion
	Fri	17-Nov			Quiz 7: Positive Emotions
	Sun	19-Nov			Reflection Paper 7: Positive Emotions

8	Tues	21-Nov	Writing Workshop & Peer Review	Peers' papers	Peer Review
	Thurs	23-Nov	NO CLASS -- Thanksgiving		
INTEGRATION & SYNTHESIS					
9	Tues	28-Nov	Emotion Regulation: Mastering Your Emotions	Barrett, ch 9 (p. 175-198) Optional: Brooks (2014) 	Notes 15: Emotion Regulation
	Thurs	30-Nov	Mindfulness	1. Brown & Ryan (2003)  2. Killingsworth & Gilbert (2010) 	Notes 16: Mindfulness
	Fri	1-Dec			Quiz 8: Mastering Emotions and Mindfulness
	Sun	3-Dec			Reflection Paper 8: Mastering Your Emotions and Mindfulness
10	Tues	5-Dec	Presentations		Presentation
	Thurs	7-Dec	Presentations		WC Visit: Weeks 7-10
11	Tues	12-Dec			Final Paper