

TUT 100.28: EMOTION AND COGNITION
FALL, 2004

Instructor: Laura M. Sinnett
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Times: Tu, Th 8/8:30-9:50
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Tutorial description: “We will examine how cognition informs emotion and how emotion, in turn, informs cognition. Research over the past 20 years has advanced an understanding of emotions as multidimensional processes that serve functional purposes. Emotions also bias decision making and risk taking, and they influence attention, memory, stereotyping, persuasion, and creativity—to name a few variables examined by psychologists. Our exploration of emotion processes will focus on the cognitive precursors, components, and aforementioned consequences of emotional experiences in psychologically healthy adults. We will do this by applying multiple levels of analysis, from the molecular (neuroscience) to the molar (psychological), with particular emphasis on the latter. We will not devote attention to maladaptive emotion-related phenomena, such as bipolar or unipolar depression.”

This is all still true, for the most part anyway. We will not explore in any detail the neuroscience of emotion. Alternatively, we will give some additional attention to emotion theory and theory construction, both as informed by empirical data.

The primary functions of tutorial are to teach critical reading, sound writing (including the importance of revision and the essential quality of appropriate citation), oral communication skills, and information literacy. We will do all of this by applying careful analysis and critique to the psychological study of emotion. Writing, information literacy, and discussion assignments will be scattered throughout the semester.

The four required texts for this course are:

Eich, E., Kihlstrom, J. F., Bower, G. H., Forgas, J. P., & Niedenthal, P. M. (Eds.). (2000). *Cognition and emotion*. New York, NY: Oxford University Press.

Martin, L. L., & Clore, G. L. (Eds.). (2001). *Theories of mood and cognition: A user's handbook*. Mahwah, NJ: Erlbaum.

Parrott, W. G. (Ed.). (2001). *Emotions in social psychology*. Philadelphia, PA: Psychology Press.

Fulwiler, T., & Hayakawa, A. R. (2005). *The college writer's reference* (4th Ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Course grades will be based on a combination of demonstrated oral and written skills. The oral component includes (a) serving as a discussion leader with another student on two occasions, and (b) class participation. There will be six papers. All of them will be relatively short, although they will increase in length as the semester progresses (e.g., from about 1 to 4 pages). You will also undertake a few informal in-class writing exercises. A variant of the citation and paraphrasing exercise required by the college will be included as well. I will provide details about all of these assignments in class. The allocation of points to your final grades is:

Papers 1 & 2:	10 points each	3.12 % each of your course grade
Papers 3 & 4:	25 points each	7.81 % each
Paper 5:	40 points	12.50 %
Paper 6:	50 points	15.62 %
Discussion leader (2 times):	30 points each	9.38 % each
Participation:	100 points	31.25 %

Academic integrity: I have a relaxed style. Do not confuse this with a lack of rigor. I take education, and honesty in education very seriously. Please do not put me in the position of having to take any actions regarding plagiarism on your papers. You may discuss your assignments with other students, but the actual work should be your own. Make sure to provide adequate citations in your papers when referencing ideas or using quotations from other sources. Use particular caution when paraphrasing an original source.

Topics covered are listed below, with reading assignments and due dates for written work. Please complete the required readings PRIOR to each class.

Date	Topic	Reading or Assignment Due
Th 8/26	Introduction to tutorial The Psychological Study of Emotion Processes	
Tu 8/31	Reading scientific papers Intro to the study of emotion	P Appendix: Jordan & Zanna. (2001). How to read a journal article in social psychology. 353-362. P Volume Overview: Parrott. (2001). 1-19.
Th 9/2	Definition of emotion	P 2: Frijda. (1988). The laws of emotion. 57-69. Paper 1 due
Tu 9/7	Emotion prototypes	P 1: Shaver, Schwartz, Kirson, & O'Connor. (1987). Emotion knowledge: Further exploration of a prototype approach. 26-56.
Th 9/9	Appraisal theories	P 3: Schachter & Singer. (1962). Cognitive, social, and psychological determinants of emotional state. 76-93. P 4: Smith & Lazarus. (1993). Appraisal components, core relational themes, and the emotions. 94-114.
Tu 9/14	Emotion universals	P 15: Ekman, Friesen, & Ancoli. (1980). Facial signs of emotional experience. 255-264.
Th 9/16	Evolutionary theory	P 6: Buss, Larsen, Westen, & Semmelroth. (1992). Sex differences in jealousy: Evolution, physiology,

and psychology. 143-149.

P 7: DeSteno & Salovey. (1996). Evolutionary origins of sex differences in jealousy?: Questioning the “fitness” of the model. 150-156.

Paper 2 due

Tu 9/21 Cross-cultural study of emotion P 5: Markus & Kitayama. (1994). The cultural construction of self and emotion: Implications for social behavior. 119-137.

Th 9/23 Continued Tsai, J. L., Simeonova, D. I., & Watanabe, J. T. (2004). Somatic and social: Chinese Americans talk about emotion. *Personality and Social Psychology Bulletin*, 30, 1226-1238. [will receive from Sinnott]

Tu 9/28 Some discrete emotions P 17: Tangney, Wagner, Fletcher, & Gramzow. (1992). Shamed into anger? The relation of shame and guilt to anger and self-reported aggression. 285-294.

P 18: Baumeister, Stillwell, & Heatherton. (1994). Interpersonal aspects of guilt: Evidence from narrative studies. 295-305.

Th 9/30 Continued P 21: Averill. (1983). Studies on anger and aggression: Implications for theories of emotion. 337-352.

Paper 3 due

Tu 10/5 Unconscious emotions E *et al.* 2: Kihlstrom, Mulvaney, Tobias, & Tobis. (2000). The emotional unconscious. 30-86.

Th 10/7 Review of emotion processes P 9: Keltner & Haidt. (1999). Social functions of emotions at four levels of analysis. 175-184.

**The Psychological
Consequences of Emotional
States**

Tu 10/12 Self-focused attention Wood, J. V., Saltzberg, J. A., & Goldsamt, L. A. (1990). Does affect induce self-focused attention? *Journal of Personality and Social Psychology*, 58, 899-908. [on PsycINFO]

Th 10/14 Categorization E *et al.* 4: Niedenthal & Halberstadt. (2000). Emotional response as conceptual coherence. 169-203.

Paper 4 due

Optional paper rewrite due (choose one from papers 1 to 3)

Tu 10/26 Mood-congruent & state-dependent memory Bower, G. H. (1981). Mood and memory. *American Psychologist*, 36, 129-148. [will be on reserve]

Th 10/28 Continued E *et al.* 1: Eich & Schooler. (2000). Cognition/emotion interactions. 3-29.

Tu 11/2	Mood-congruent memory & mood-congruent judgment	P 11: Forgas & Bower. (1987). Mood effects on person-perception judgments. 204-215.
Th 11/4	Mood-congruent judgment	Mayer, J. D., Gaschke, Y. N., Braverman, D. L., & Evans, T. W. (1992). Mood-congruent judgement is a general effect. <i>Journal of Personality and Social Psychology</i> , 63, 119-132. [on PsycINFO]
Tu 11/9	Mood-as-information	M & C 2: Clore, Wyer, Dienes, Gasper, Gohm, & Isbell. (2001). Affective feelings as feedback: Some cognitive consequences. 27-62. Paper 5 due
Th 11/11	Continued	M & C 7: Schwarz. (2001). Feelings as information: Implications for affective influences on information processing. 159-176.
Tu 11/16	Mood-as-input	Martin, L. L., Ward, D. W., Achee, J. W., & Wyer, R. S. Jr. (1993). Mood as input: People have to interpret the motivational implications of their moods. <i>Journal of Personality and Social Psychology</i> , 64, 317-326. [on PsycINFO] M & C 6: Martin. (2001). Mood as input: A configural view of mood effects. 135-157.
Th 11/18	Persuasion	Mackie, D. M., & Worth, L. T. (1989). Processing deficits and the mediation of positive affect in persuasion. <i>Journal of Personality and Social Psychology</i> , 57, 27-40. [on PsycINFO]
Tu 11/23	Continued	P 12: Bless, Bohner, Schwarz, & Strack. (1990). Mood and persuasion: A cognitive response analysis. 216-226.
Tu 11/30	Processing theories	M & C 1: Bless. (2001). Mood and the use of general knowledge structures. 9-26.
Th 12/2	Continued	E <i>et al.</i> 3: Bower & Forgas. (2000). Affect, memory, and social cognition. 87-168. M & C 5: Forgas. (2001). The affect infusion model (AIM): An integrative theory of mood effects on cognition and judgments. 99-134.
Tu 12/7	Review & conclusion	Paper 6 due
Th 12/9	Deep thoughts	
W 12/15	5 p.m.	Optional paper rewrite due (choose from papers 4 to 6)

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Writing Guidelines

Writing Tips

Good thinking and good writing are inseparable. Consequently, I will grade papers with attention to both grammar and content.

Sound presentation of your ideas depends heavily on organization within the paper. A general format is to begin with an introductory paragraph that contains a thesis statement and an overview of the topics you will address in your paper. The thesis statement should convey the main point of your paper. Avoid thesis statements that contain only general or common knowledge (e.g., People in societies everywhere recognize that the main features of emotion are pleasantness and intensity). Your role is to be an expert who desires to inform your reader about something very specific (e.g., Scientific parsimony demands the reduction of emotional experience into the two dimensions of pleasantness and activation). Note also that the second example is concise; it contains information that, had I continued with the first example, would have required multiple sentences.

Each subsequent paragraph should present a particular idea (the topic sentence) along with supporting evidence (a point in your argument). Pay attention to the sequencing of paragraphs and the transitions from one paragraph to another.

Many papers will provide a summary of the main points prior to a concise conclusion. The conclusion usually touches again on the central thesis of the paper, along with relevant implications. The summary (and the paper overview noted above) is often only necessary in longer works.

Proper paraphrasing requires you to place your original source aside, process the ideas, and write what is relevant for your paper, in your own voice. Material cannot possibly be learned adequately when it passes directly from an original source onto the written page, without first journeying through your brains. Also, you are writers and not editors; do not fill your papers with collections of quotes. We will have an exercise on paraphrasing in the coming weeks.

Citation Style

Use American Psychological Association (APA) Style for quotations, references appearing in the text, and references in the bibliography. These guidelines are summarized in Fulwiler and Hayakaya (2005), pp. 369-393. Additionally, APA Style stipulates the use of gender neutral language. Use "he or she" and not simply "he" in your writing. Use plurals such as "they" if "he or she" becomes cumbersome.

Appearance

All papers should be printed using a font size similar to what is displayed here (e.g., Times Roman, 12 point). Text should be double spaced and margins should be 1 inch on all sides so that I have adequate room for comments. A page number should appear somewhere on the page.

Do not right justify the text. Typographical and spelling errors will result in automatic grade deductions; it is essential that you proofread as well as spellcheck your work. Late papers will be penalized by 10 percent for each day they are late, except in cases of family emergencies or severe illnesses where you have contacted me before the deadline. This is not negotiable.

Grading Notation

I will sometimes employ the notation listed in the inside back cover of Fulwiler and Hayakaya (2005) when I grade papers, so you should plan on becoming familiar with their system.

Useful Writing Information in Fulwiler and Hayakaya (2005)

Ch 6: Explaining concepts

Ch. 8: Arguing Positions

Ch. 16: Using Sources

Ch. 21: Paragraph Structure

Ch. 22: Strong Openings

Ch. 23: Thoughtful Closings

Ch. 47: Eliminating Shifts and Mixed Construction

Ch. 48: Using Verbs Correctly (third person, passive voice is typically used in science writing)

Ch. 49: Making Subjects Agree With Verbs

Ch. 50: Using Pronouns Correctly

Ch. 55: APA Documentation

Grinnell College Writing Assessment Criteria

The College is undertaking an assessment of writing instruction. The idea is that if we teach writing well, then students' writing will gain competence as students progress through their academic programs. The criteria that the College will employ to assess writing are listed below.¹ It may be useful to you to become familiar with these standards.

Assessment Criteria

Structural Coherence:

1. Written work has a clear central claim, idea, or focus. (central claim)
2. Written work maintains its unity of focus. (maintains unity)
3. Opening passages announce the central question or claim. (opening)
4. Closing passages leave the reader with a clear sense of the central claim or focus. (closing)
5. Each paragraph advances the central claim or intensifies the central focus. (stays focused)
6. Sentences and paragraphs form a reasonable and clearly connected sequence. (connected sequence)

Conventions:

7. Written work demonstrates competence in standard grammar, punctuation, spelling, and idioms. (grammar)
8. Information is used to support a central claim and is presented in conventional and appropriate forms (quotations, footnotes, figures, etc.). (use of information)

Intellectual Engagement:

9. Writing reveals a narrative voice that is engaged intellectually with the topic. (engagement)
10. Writing acknowledges and grapples with the complexity of the material. (complexity)

¹ Grinnell College Writing Lab. (2004). Assessment criteria. *Writing Forum*, 9, 1.

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Discussion Leadership Guidelines

You and another student will each be leading class discussion two times this semester. You should plan on being responsible for about 30 minutes (minimum = 25, maximum = 40) of the class meeting times. Your only formal guideline is to somehow incorporate one outside journal reference (from psychological or related journals) into your discussion leadership. This might be done by making reference to the additional information, or by providing related overheads or handouts and working them into the discussion, as a couple of examples.

You will be graded by me (20 points) and by the other students in the class (10 points).

Consider the following as you plan your efforts.

Discussion should not be used merely to summarize the readings. Discussion can be good for, among other things:

- Applying abstract principles to concrete information (or concrete examples to abstract principles!);
- Evaluating the logic of arguments and the evidence employed to support them;
- Problem solving—including formulating hypotheses, discussing data to support them, and evaluating alternatives; and
- Identifying relationships among ideas (that we have already covered, or from other disciplines).

How you go about addressing one of these (or other) objectives is limited only by your creativity. Some ideas include:

- Begin by having students provide a quotation from the reading that stands out;
- Begin by having students list the main ideas and/or arguments in the reading;
- Begin by asking students to generate questions about the principles or evidence in the reading;
- Pose open-ended questions that are factual or that encourage thinking about applications, problem solving, or connections with other material;
- Have students work part of the time in pairs or triads to address one of the above points;
- Role play a National Science Foundation (NSF) review panel in which some students—the researchers—try to sell the value of the research and other students play the role of skeptical reviewer; or
- Structure a debate in which one-half of the class argues one position and the other one-half argues an alternative position.

Be sure to give yourselves enough preparation time that you are very comfortable with the material. This will really help you feel more confident. Also, please **meet with me in the week before your discussion leadership** to discuss the additional journal reading that you plan to include, your objectives, and your approach.

References

- Finkel, D. L., & Monk, G. S. (1983). Teaching and learning groups: Dissolution of the atlas complex. In C. Bouron & R. Y. Garth (Eds.) Leaning in groups: New directions for teaching and learning. San Francisco, CA: Jossey-Bass.
- Frederick, P. (1981). The dreaded discussion: Ten ways to start. Improving College and University Teaching, 29, 109-114.
- Maier, N. R. F. (1963). Problem-solving discussions and conferences: Leadership methods and skills. New York, NY: McGraw-Hill

Discussion Leadership Grading Guidelines

Content	Demonstrated effective preparation	1	2	3
		Poor—could be Much improved	Adequate	Good—difficult to improve upon
	Provided a coherent and organized structure for the discussion	1	2	3
		Poor—could be Much improved	Adequate	Good—difficult to improve upon
	Focused on the appropriate material instead of getting off-topic	1	2	3
		Poor—could be Much improved	Adequate	Good—difficult to improve upon
Group Process	Provided useful exercises for the group	1	2	3
		Poor—could be Much improved	Adequate	Good—difficult to improve upon
	Encouraged discussion by the entire group	1	2	3
		Poor—could be Much improved	Adequate	Good—difficult to improve upon
Style	Made effective use of visual aids (overheads, PowerPoint, board)	1	2	3
		Poor—could be Much improved	Adequate	Good—difficult to improve upon
	Demonstrated energy and enthusiasm for the material	1	2	3
		Poor—could be Much improved	Adequate	Good—difficult to improve upon

Comments (Continue on back side if more room is needed.)