

Psych 770: Emotion and Social Cognition Core Seminar
Fall 2002, Thursday 1:00 – 4:00, Room 201
Drs. Lynne Nygaard and Robyn Fivush

Topics and Readings:

9/5: Week 1: Introduction and overview

9/12: Week 2: Basic issues:

- Power, M. & Dalgleish, T. (1997). *Cognition and emotion: From order to disorder*. East Sussex: Psychology Press. Chapter 2: The cognitive philosophy of emotion.
- Lang, P. (1994). The varieties of emotional experience: A meditation on James-Lange Theory. *Psychological Review*, 101, 211-221.
- Saarni, C., Mumme, D.L., & Campos, J.J. (1998). Emotional development: Action, communication and understanding. In W. Damon (Ed.), *Handbook of child psychology (5th ed.)*, N. Eisenberg (Volume Ed.), *Vol 3: Social, emotional and personality development* (pp. 237-309). New York: Wiley. Read pp. 237-250.
- Shields, S.A. (2000). Thinking about gender, thinking about theory: Gender and emotional experience. In A. H. Fischer (Ed). *Gender and emotion* (pp. 3-23). New York: Cambridge.

9/19: Week 3: Theoretical frameworks

- Power, M. & Dalgleish, T. (1997). *Cognition and emotion: From order to disorder*. East Sussex: Psychology Press. Chapter 3: Cognitive theories of emotion.
- Ekman, P., & Davidson, R.J. (Eds.), (1994). *The nature of emotion: Fundamental questions* (pp. 3-47). New York: Oxford University Press.
- Cosmides, L. & Tooby, J. (2000). Evolutionary psychology and the emotions. In M. Lewis & J. Haviland-Jones (Eds.) *Handbook of emotion (2nd ed.)* (pp. 91-115). New York: Guilford.
- Cacioppo, J.T., Bernsten, G.G., Larsen, J.T., Poehlmann, K.M. & Ito, T.A. (2000). The psychophysiology of emotion. . In M. Lewis & J. Haviland-Jones (Eds.) *Handbook of emotion (2nd ed.)* (pp. 173-191). New York: Guilford.

9/26: Week 4: Neurobiology of emotion

- Damasio, A.R. (1994). *Descartes' error: Emotion, reason and the human brain*. New York: Avon Books. Chapter 7: Emotions and feelings (pp. 127-164).
- LeDoux, J.E. & Phelps, E.A. (2000). Emotional networks in the brain. . In M. Lewis & J. Haviland-Jones (Eds.) *Handbook of emotion (2nd ed.)* (pp. 157-172). New York: Guilford.
- Nelson, C. (2001). The development and neural bases of face recognition. *Infant and Child Development*, 10, 3-18.
- Bechara, A., Damasio, H., Tranel, D., & Damasio, A.R. (1997). Deciding advantageously before knowing the advantageous strategy. *Science*, 275, 1293-1295.

10/3: Week 5: Expression and perception of emotion

- Keltner, D., & Ekman, P. (2000). Facial expressions of emotion. In M. Lewis & J. Haviland-Jones (Eds.) *Handbook of emotion (2nd ed.)* (pp. 236-249). New York: Guilford.
- Russell, J.A. (1995). Facial expressions of emotion: What lies beyond minimal universality? *Psychological Bulletin, 118*, 379-391.
- Adolphs, R., Tranel, D., & Damasio, A.R. (1998). The human amygdala in social judgment. *Nature, 393*, 470-474.
- Camras, L.A., et al (1998). Production of emotional facial expressions in European American, Japanese and Chinese infants. *Developmental Psychology, 34*, 616-628.

10/10: Week 6: Emotional Expressivity

- Brody, L.R., & Hall, J.A. (2000). Gender, expression and emotion. In M. Lewis & J. Haviland-Jones (Eds.) *Handbook of emotion (2nd ed.)* (pp. 338-349). New York: Guilford.
- Bates, J.E. (2000). Temperament as an emotion construct: Theoretical and practical issues. In M. Lewis & J. Haviland-Jones (Eds.) *Handbook of emotion (2nd ed.)* (pp. 382-396). New York: Guilford.
- Dunn, J. & Brown, J. (1991). Relationships, talk about feelings, and the development of affect regulation in early childhood. In J. Garber & K. Dodeg (Eds.), *The development of emotion regulation and dysregulation* (pp. 89-110). New York: Cambridge.
- Halberstandt, A.G., Crisp, V.W. & Eaton, K.L. (1999). Family expressiveness: A retrospective and new directions for research. In P. Philippot, R.S. Feldman & E.J. Coats (Eds). *The social context of nonverbal behavior* (pp. 109-155). New York: Cambridge.

10/17: Week 7: Socialization and communication of emotion

- Saarni, C., Mumme, D.L., & Campos, J.J. (1998). Emotional development: Action, communication and understanding. In W. Damon (Ed.), *Handbook of child psychology (5th ed.)*, N. Eisenberg (Volume Ed.), *Vol 3: Social, emotional and personality development* (pp. 237-309). New York: Wiley. Read pp. 260-284.
- Eisenberg, N., Cumberland, A., Spinrad, T.L. (1998). Parental socialization of emotion. *Psychological Inquiry, 9*, 241-273.
- Denham, S.A., Mitchell-Copeland, J., Strandberg, K., Auerbach, S., & Blair, K. (1997). Parental contributions to preschoolers' emotional competence: Direct and indirect effects. *Motivation and Emotion, 21*, 65-86.
- Trainor, L.J., Austin, C.M., & Desjardins, R.N. (2000). Is infant-directed speech prosody a result of the vocal expression of emotion? *Psychological Science, 11*, 188-195.

10/24: Week 8: Attachment

- Thompson, R. (1998). Early sociopersonality development In W. Damon (Ed.), *Handbook of child psychology (5th ed.)*, N. Eisenberg (Ed.), Vol 3: *Social, emotional and personality development* (pp.25-104). New York: Wiley. Read only pp. 35 – 76).
- Niedenthal, P.M., Brauer, M., Robin, L., & Innes-Ker, A.H. (2002). Adult attachment and the perception of facial expression of emotion. *Journal of Personality & Social Psychology*, 82, 419-433.
- Laible, D. J., & Thompson, R. A. (2000). Mother-child discourse, attachment security, shared positive affect, and early conscience development. *Child Development*, 71, 1424-1440.
- Roisman, G.J., Madsen, S.D., Hennighausen, K.H., Sroufe, A.L., & Collins, A.C. (2001). The coherence of dyadic behavior across parent-child and romantic relationships as mediated by the internalized representation of experience. *Attachment and Human Development*, 3, 156-172.

10/31: Week 9: Effects of emotion on attention and perception

- Niedenthal, P.M., Halberstadt, J.B., & Setterlund, M.B. (1997). Being happy and seeing "happy": Emotional state mediates visual word recognition. *Cognition & Emotion*, 11, 403-432.
- Monahan, J.L., Murphy, S.T., & Zajonc, R.B. (2000). Subliminal mere exposure: Specific, general, and diffuse effects. *Psychological Science*, 11, 462-466.
- Matthews, G., & Wells, A. (1999). The cognitive science of attention and emotion. In T. Dalgleish & M. Power (Eds.), *Handbook of cognition and emotion* (pp. 171-192). New York: John Wiley and Sons.
- DePrince, A., & Freyd, J. (1999). Dissociative tendencies, attention and memory. *Psychological Science*, 10, 449-452.

11/7: Week 11: Emotion and language

- Russell, J. (1991). Culture and the categorization of emotions. *Psychological Bulletin*, 110, 426-450.
- Kitayama, S., & Ishii, K. (2002). Word and voice: Spontaneous attention to emotional utterances in two languages. *Cognition & Emotion*, 16, 29-59.
- Morton, J.B., & Trehub, S.E. (2001). Children's understanding of emotion in speech. *Child Development*, 72, 834-843.
- Nygaard, L.C., & Lunders, E.R. (2002). Resolution of lexical ambiguity by emotional tone of voice. *Memory & Cognition*, 30, 583-593.

11/14: Week 10: Emotion and memory

- Ellis, H.C., & Moore, B.A. (1999). Mood and memory. In T. Dalgliesh & M. Power (Eds.). *Handbook of cognition and emotion* (pp. 191-210). New York: John Wiley.
- Christianson, S., & Engelberg, E. (1999). Organization of emotional memories. In T. Dalgliesh & M. Power (Eds.). *Handbook of cognition and emotion* (pp. 211-227). New York: John Wiley.
- Fivush, R. & Sales, J.M. (in press). Children's memories of emotional events. In D. Reisberg & P. Hertel (Eds.) *Memory and emotion*.
- Porter, S., & Brit, A.R. (2001). Is traumatic memory special? A comparison of traumatic memory characteristics with memory for other emotional life experiences. *Applied Cognitive Psychology*, 7, 101-119

11/21: Week 12: Emotions and health

- Levanthal, H., & Patrick-Miller, L. (2000). Emotions and physical illness: Causes and indicators of vulnerability. . In M. Lewis & J. Haviland-Jones (Eds.) *Handbook of emotion (2nd ed.)* (pp. 523-537). New York: Guilford.
- Smyth, J.M. (1998). Written emotional expression: Effect sizes, outcome types and moderating variables. *Journal of Consulting and Clinical Psychology*, 66, 174-184.
- Somerfield, M.R., & McCrae, R.R. (2000). Stress and coping research: Methodological challenges, theoretical advances and clinical applications. *American Psychologist*, 55, 620-625.
- Folkman, S., & Moskowitz, J.T. (2000). Positive affect and the other side of coping. *American Psychologist*, 55, 647-654.

11/28: Thanksgiving

12/5: Week 13: General Discussion

Class format:

Each seminar member will prepare 3 discussion questions on each week's readings. Questions will be disseminated to the seminar members by Wednesday at 5:00 via email. These questions should ideally bridge across readings for the week, bringing up issues or themes that emerge across more than one reading.

Each week, two students will be responsible for leading discussion. Each student will be assigned primary responsibility for 2 of the readings. Discussion leaders will be responsible for: 1) summarizing major themes that emerge across the readings, and presenting major issues and points to the class as a basis for discussion (ABSOLUTE LIMIT OF 5 MINUTES); 2) summarizing across submitted discussion questions and bringing these questions to the class for fuller discussion; and 3) leading class discussion.

In addition, each student will be required to write 3 **five-page** papers across the semester. Each paper should summarize and integrate across the readings for the previous weeks, bringing out emerging themes or major issues. Students should address the ways in which specific empirical methodologies and findings elucidate or limit theoretical approaches, and where possible, should explicate what we do not yet know and why this is important. Papers are due:

First paper: **9/26**
Second paper: **10/24**
Third paper: **12/5**

Final grades will be based on a combination of: 1) quality of discussion questions; 2) participation in class discussion; and 3) quality of the three papers.