

**Psychology 119 K: Emotional Development
Summer 2017**

Class	Instructor	Office Hours
Tue & Thu, 1-4:30 PM J BASKIN 165	Audun Dahl dahl@ucsc.edu	By appointment SS2, Room 375

This seminar has two goals. The first goal is to learn about some key theories and empirical studies of human emotions and their development. The second goal is to practice critical reflection about theory and research through discussion and writing. This dual purpose shapes the structure of the class: Some sessions will be dedicated to discussion of readings, while other sessions will be focused on how to write in psychology. The largest course requirement is the completion of a research paper in which you will discuss past research and propose a new study addressing a novel question about emotional development.

What are emotions? If we want to understand how emotions develop, we first need to know what they are. There are several ways of defining and theorizing about emotion, and we will begin the seminar by talking about some of the main perspectives. Next, we will turn to the development of emotions, focusing on the development of specific emotional phenomena such as empathy, guilt, and anger.

Course requirements

Item	Percentage of grade
Reading summary/questions (may miss one without losing points)	10
Attendance (may miss one session without losing points)	10
Participation in class discussion	5
Writing, Part 1: Article summary and discussion	10
Individual meeting with instructor	5
Writing, Part 2: First page of introduction	10
Writing, Part 3: Complete draft of class paper	20
4-minute class presentation	10
Writing: Part 4: Final version of class paper	20

Reading commentary and question. For each assigned article, you are required to submit a brief (1-2 paragraph) summary and submit one reading question on eCommons. Reading commentaries and questions do not start until Week 3. The reading summary does not need to be exhaustive, but should capture main points of the reading. A good-faith effort will be given full credit: You won't lose points for misunderstanding the reading, as long as your summary and question shows that you read it carefully. Reading commentaries/questions are due by 9 AM on the day of class.

Participation in class discussion: The seminar format is based on class discussion. Participation in class discussions, be it group discussions or plenary discussions, is expected, not optional. As seniors and psychology majors, you are all capable of forming your own informed views. This seminar provides an opportunity for you to practice communicating those views and understanding the views of others.

Individual meeting. All students will have an individual meeting with me in the second or third week of the quarter. Students are required to sign up for these individual meetings by the end of the second week. Before attending the meeting, students are encouraged to reflect on one or more topics relating to emotions or emotional development that they are interested in learning more about.

Class presentation of paper: In the last two class meetings, each student will give a 3-5-minute presentation of their paper. The presentation does not have to describe the whole paper, but can focus on one part of it. The time limit is strict. More information will be given in class.

Writing, General instructions: Electronic versions of written assignments are submitted by midnight the day before class on eCommons. Due dates listed in “Course Overview” (see below). The preferred file type is .doc or .docx. (If you don’t have MS word, you may also submit as .pdf or .rtf.)

All written assignments should be formatted in accordance with APA style. The Purdue Online Writing Lab is a great resource for learning the basics of APA style: <https://owl.english.purdue.edu/owl/resource/560/01/>.

You’ll need to find new research articles, both empirical and theoretical/review articles.

More instructions on writing assignments will be provided in class during the first two weeks.

Writing, Part 1: Article summary and discussion. Your first writing assignment will be to write one page about an empirical, peer-reviewed article about some topic in emotional development. Write 1-2 paragraphs in which you summarize – in your own words – the article, addressing these questions: Why did they do the study? What did they do (methods)? What did they find? How did they interpret their findings? Then write one paragraph discussing limitations of the study, either methodological weaknesses or additional questions that should be addressed by future studies. Remember to provide the reference (APA style) for the article you summarized on a separate page.

Writing, Part 2: First page of introduction. The second assignment will be to write the first page (or two) of your class paper. In this opening page, you should introduce your topic (1-2 paragraphs) and describe what your paper will discuss (1-2 paragraphs). You should include at least three in-text citations and a reference list should be provided on a separate page.

Writing, Part 3: Complete draft of class paper. This should be a roughly complete, 7-10-page draft of the paper, but it will be graded as a draft: As long as you show good progress you will get full credit. You will receive more info about the paper later in the quarter.

Writing, Part 4: Final version of class paper. This is the final product. Your 7-10 page paper will contain two parts: A literature review (roughly 3/4 of paper) in which you introduce the topic and justify your question and a research proposal (roughly 1/4 of paper), in which you describe a study that could address your overall question. You should have at least 10 references to peer-reviewed articles and more than half of them should be empirical (not theoretical/review) articles. You will receive more info about the paper later in the quarter.

How to do well in this class?

Read. Doing the readings, and reading carefully, will help you get the most out of the class. It will allow you to write your reading summary and question, it will make it easier to participate in class discussions, and it will help you write a better class paper.

Discuss. Once you have done the readings, you will be in a great position to participate in discussions during class meetings. Are you the kind of person who doesn't like to speak up? This is your chance to change that! Participation in discussions counts toward your grade and, more importantly, it's a crucial part of your education.

Write. Writing is a skill, not a divine gift. Skills are acquired by practice and repetition, not by overnight "write-a-thons." If you write regularly, seek and incorporate feedback, and read and edit what you have written, you will have a strong class paper.

Course policies

Emailing questions: If you have questions to ask outside class meetings or office hours, feel free to email me. Especially if your question requires more than a 2-4 sentence response, I may decide that your question is best addressed in class meetings or office hours. I try to respond to emails within 48 hours during weekdays, often sooner.

Late assignments: If you submit an assignment late, 10% of the maximum score will be taken off your score for that assignment for each day the assignment is late.

Plagiarism. Students who plagiarize the work of others will be reported and are subject to failing the class. For the purposes of this class, plagiarism is defined as copying a sequence of three or more words in a row from another source *or* paraphrasing two or more sentences in a row from another source (including the work of other students). If you are unsure what constitutes plagiarism, visit <http://www.ucsc.edu/academics/academic-integrity/> or talk to me.

Be mentally present too. College education is a costly privilege. Sleeping, texting, facebooking, googling, or tweeting in section or lecture is not taking advantage of that privilege. It is also disrespectful to and distracting for your fellow students and the instructors. For these reasons, you are not allowed to use cell phones in class. Laptops are okay but only for taking notes or looking at the readings. Using computers or phones for purposes unrelated to the class will count against your participation grade.

Disability accommodation. Any student who thinks s/he may need an accommodation based on the impact of a disability should contact me privately to submit their Accommodation Authorization and discuss specific needs, preferably within the first two weeks of the quarter. Please contact the Disability Resource Center at 831-459-2089 in room 146 Hahn Student Services or by e-mail at drc@ucsc.edu to coordinate those accommodations.

Distribution of lecture notes. Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student himself or herself took the notes. The unauthorized sale of lecture notes (and handouts, readers or other course materials) is a violation of campus policies, state law and may also constitute copyright infringement subject to legal action.

Course Overview

All readings are posted on eCommons. Any changes in topics, readings, or assignments will be announced via eCommons.

Week	Date	Class topic	Readings	Time	Assignment due
1	8/1	Introduction to the study of emotion and emotional development Summarizing an empirical article Information on writing assignments #1-4 Weekly reading paragraphs & questions	Oatley (2004) Sorce et al. (1985)		
	8/3	Functionalist/appraisal views of emotion Cultural psychology of emotion Finding a topic for your papers	Lazarus (2001) Mesquita & Leu (2007)	9 AM	Paragraph & question for Lazarus (2001)
2	8/7			5 PM	Writing #1: 1-page summary and critique of article Sign up for individual meetings this week
	8/8	Structuralist views of emotion Critiques of Ekman's structuralist view	Ekman (1992) Fridlund (1997)	9 AM	Paragraph & question for Ekman (1992)
	8/10	Emotion regulation Writing an introduction	Gross et al. (2011)	9 AM	Paragraph & question for Gross et al. (2011) Bring ideas for your paper topic to class!
3	8/14			5 PM	Writing #2: First page of the introduction
	8/15	What develops in emotion development? Joy How to find more literature?	Sroufe (1995), Ch. 4 Sroufe (1995), Ch. 5	9 AM	Paragraph & question for Sroufe, Ch. 4
	8/17	Temperament/Attachment Workshop on paper drafts	Sroufe (1995), Ch. 10 Zinsser (2001), Chs. 2-4	In class	Bring current draft of paper (1-2 pages)
4	8/21			5 PM	Writing #3: Draft of class paper
	8/22	Socialization and social interactions Anger	Cole & Tran (2014) Lewis (2010)		
	8/24	Empathy General feedback on class paper Writing a study proposal	Hoffman (2000), Ch. 3	9 AM	Paragraph & question for Hoffman (2000)
5	8/29	Disgust Fear	Rozin & Fallon (1987) Sroufe (1995), Ch. 6	9 AM	Paragraph & question for Rozin & Fallon (1987)
	8/31	Student presentations			
	9/1			Midnight (Friday)	Writing #4: Final paper