

Psychology 119 K: Emotional Development
Summer Session 2, 2020

Class	Instructor	Writing tutor
Mo, We, 1PM-4:30PM https://ucsc.zoom.us/j/509458656	Audun Dahl dahl@ucsc.edu OH: Mo 4:30-5 PM https://ucsc.zoom.us/j/94585493327	Margarie Martinez mgsmartinez@ucsc.edu (Email to arrange OH!)

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 emotions or 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

Calculation of course grade		Letter grade conversion	
Item	% of grade	Point range	Final Grade
Reading questions (may miss one assignment without loss)	10	97.0-∞	A+
Participation/reading summary (may miss one session without loss)	10	93.0-96.99	A
		90.0-92.99	A-
		87.0-89.99	B+
Writing, Part 1: Article summary and discussion	10	83.0-86.99	B
		80.0-82.99	B-
Writing, Part 2: First page of introduction	10	77.0-79.99	C+
Writing, Part 3: Complete draft of class paper	10	73.0-76.99	C
		70.0-72.99	C-
4-minute class presentation	10	67.0-69.99	D+
		63.0-66.99	D
Writing: Part 4: Final version of class paper	40	60.0-62.99	D-
		0.0-59.99	F

Reading question. For most sessions, you are required to submit two reading questions on Canvas (see overview of due dates at the end of syllabus). You can miss one assignment without losing points. Reading questions are due on Canvas by 10 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.

Reading summary. If you are unable to attend class, you can submit a reading summary of *each* reading to gain participation credit. For each article, you should write about 1/2 double-spaced page, 12pt font, Times New Roman. 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 summaries are due on Canvas by 11 PM on the day of class.

You can miss one session of participation *or* reading summary without losing points.

Class presentation of paper: In the last class meeting, 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 online. Due dates listed in the course overview at the end of the syllabus. 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, with double-spaced text, 12 pt font, and 1 inch margins. 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/>.

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, 4-to 5-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.

Writing, Part 4: Final version of class paper. This is the final product. Your 5-to 7-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 12 references to peer-reviewed articles. At least six of the articles should be empirical (not theoretical/review) articles and at least three should be from the course reading list.

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 an acquired skill, not a divine gift. Skills are developed through practice, not through 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.

Attend office hours. Office hours is a great place to discuss class materials or progress on your paper. For this class, you have two options. If you have questions about writing of the class paper, you can get help from the writing tutor. Before coming to office hours of the writing tutor, you may send the tutor a draft section of your paper that you want input on. Note that the writing tutor will not be able to send you feedback electronically. You will need to come to office hours to discuss your paper draft.

If you have any other questions about the class (including readings or class material), you may come to the Instructor office hours.

Course policies

Emailing questions: If you have questions to ask outside class meetings or office hours, feel free to email. Especially if your question requires more than a 2-4 sentence response, we may decide that your question is best addressed in class meetings or office hours. We will 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. UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me by email, preferably within the first two weeks of the quarter. I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

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.

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

Week	Date	Class topic	Readings	Assignment (due by 10 AM)
1	7/27	Overview of the class Reading questions/summaries Finding and summarizing an empirical article	Keltner et al. (2014), Ch. 1 Sorce et al. (1985)	None
	7/29	Functionalist/appraisal views of emotion Finding a topic for your papers Writing in psychology	Lazarus (2001) Zinsser (2001), Chs. 2-4	7/29: Two reading questions for Lazarus (2001) <u>7/29: Bring draft of 1-page summary to class</u> 7/31 11 PM: Writing #1: 1-page summary and critique
2	8/3	Cultural psychology of emotions Writing an introduction APA Style	Mesquita & Leu (2007) Silva(2014), Ch. 4 Madigan et al. (1995)	8/3: Two reading questions for Mesquita & Leu (2001)
	8/5	Basic emotions view Critiques of Ekman’s structuralist view	Ekman (1992) Ekman et al. (1969) Fridlund (1997)	8/5: Two reading questions for Ekman (1992) 8/7 11 PM: Writing #2: First page of introduction
3	8/10	Emotion regulation What develops in emotion development?	Gross et al. (2011) Sroufe (1995), Chs. 4-5	8/10: Two reading questions for Sroufe (1995), Chs 4-5
	8/12	Temperament/Attachment Workshop on paper drafts	Cooke et al. (2018) Sroufe (1995), Ch. 10 Sternberg (1992) Silva (2014), Ch. 2	8/12: Two reading questions for Sroufe (1995), Ch. 10 <u>8/12: Bring current draft</u>
4	8/17	Socialization and social interactions The development of anger and fear	Cole & Tan (2014) Lemerise&Dodge (2008) Sroufe (1995), Ch. 6	8/17: Two reading questions for Lemerise & Dodge (2008) 8/18 11 PM: Writing #3: Complete draft class paper (minus study proposal)
	8/19	General feedback on class paper The development of disgust Study proposals Discussion of presentations	Rozin et al. (2008) Booth et al. (1995)	8/19: Two reading questions for Rozin et al. (2008) <u>8/19: Come prepared to discuss your study proposal and your presentation</u>
5	8/24	The development of empathy The development of self-conscious emotions	Hoffman (2000), Ch. 3 Lewis (2007)	8/24: Two reading questions for Hoffman (2000), Ch. 3
	8/26	Student presentations		<u>8/26: Come prepared to give your presentation</u> Do reading/writing for your paper
	8/28			Writing #4: Final paper due (11 PM)