Attention!

This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
Psychology of Emotion

PSYCHOLOGY 4515

COURSE OVERVIEW:

Course Description

I can’t begin to express how excited I am for us to take this journey into the exploration of emotion. The course is officially cataloged as the Social Psychology of Emotion and to that end I hope to maintain that core perspective throughout the course.

Emotion is certainly an important topic in many of the Psychology courses you may have taken or will take in the future. We will, in this course, repeatedly operate from the perspective of emotion that is inexorably linked to stimuli in our environment, be it our more obvious external environment or less obviously, our internal environment. Fortunately for us, Social Psychology has some time ago embraced exploration of internal stimuli, perhaps best illustrated by nonconscious processes.

I am a big “fan” of critical thinking. At the heart of critical thinking is an ability to explore and come to understand multiple perspectives that generate competing theorizations of psychological phenomenon. Thus context, in the form of moderating variables that yield boundary conditions that yield a more nuanced ability to explain and predict behavior will be central to our theme for the course.

One of these moderating variables that I believe is of major importance is the 4th dimension, time. We will begin our exploration of emotion several thousand years ago (briefly) and immerse ourselves in the concept/meaning of emotion’s evolution. If this sounds all too theoretical, rest assured we can be deadly practical as well.

Ultimately, if this course broadens our ability to understand and “use” emotion knowledge to further our life goals, “mission accomplished”! And those goals can be expressed in many domains: work, relationships, child rearing, self-actualization, etc.

Finally, I hope that when the course winds down to its inevitable close, that you feel you received an educational product that exceeds in value the price you paid. I thank you sincerely for signing on and hope deeply you will be glad you did.

Course Learning Outcomes

By the end of this course, students should successfully be able to:
1. Compare and contrast theoretical approaches to understanding and explaining the role of emotion in psychology as a science and as applied to everyday life.
2. Analyze events in everyday life utilizing the principles of, and research in, psychology viewed through the explanatory “lens” of emotion and/or reason.
3. Differentiate different categorizations of emotion and the implication of those different categorical constructions.
4. Identify and describe processes associated with initiating and inhibiting emotions in ourselves and others.
5. Apply principles of emotional control to everyday responses to situations.
6. Describe means of applying psychological principles to emotions that underlie personal communications and relationships.
7. Apply specific psychological information to your technology or career choice and success.

**General education expected learning outcomes**

**Critical Thinking**

**Effective Communication**

**Information Literacy**

Psychology of Emotion explores many theories from a broad array of domains (e.g. Biopsychology, Social Psychology, Psychodynamic Psychology, etc). Students are expected to explore these theories as applied to different contexts and then compare these theories across those contexts. Students will work both independently and in small groups that will facilitate their ability to communicate pros and cons to the application of theories to given contexts. Students will also be expected to retrieve documents relevant to their discussions and analyses.

**How this Course Works**

**Mode of delivery:**

- In person, COVID allowing. We are prepared to do online, hybrid, etc.
- There are many opportunities for synchronous and asynchronous interaction with instructional staff (Dr. Mark and any assigned Course Assistants) and fellow students.

**Pace of online activities:** This course is divided into modules that are released at least two weeks ahead of time. Students are expected to keep pace with weekly deadlines and may schedule their efforts freely within that time frame.
There are 3 due dates each week depending on the type of assignment:

<table>
<thead>
<tr>
<th>Assignment Types</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>Friday</td>
</tr>
<tr>
<td>Quiz</td>
<td>Sunday</td>
</tr>
<tr>
<td>Homework</td>
<td>Monday</td>
</tr>
</tbody>
</table>

Activities and assignments for the following week are released at least two weeks prior to assignment deadlines.

Suggested Work Flow:

- Attend class Tuesdays and Thursdays.
- Monday: Turn in any assignments due by 11:59pm
- Friday - Complete Discussion Board
- Sunday – Complete online module quiz

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Module #</th>
<th>Lecture#</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Module 1</td>
<td>0</td>
<td>Introduction</td>
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<tr>
<td></td>
<td></td>
<td>1</td>
<td>Ancient Theories</td>
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<tr>
<td></td>
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<td>1.1</td>
<td>Confucian-Chinese Emotion</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>Hellenistic and Medieval Theologies</td>
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<td>3</td>
<td>Enlightenment Philosophies of Emotion</td>
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<tr>
<td>3</td>
<td>Module 2</td>
<td>4</td>
<td>The Role of Emotion in the Development of Social Psychology</td>
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<td>3</td>
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<td>5</td>
<td>Group Psychology and Emotion</td>
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<tr>
<td>4</td>
<td>Module 3</td>
<td>6</td>
<td>Biological Basis of Emotion</td>
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<td>5</td>
<td></td>
<td>6.1</td>
<td>The Emotion of Psychopathy</td>
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<tr>
<td>6</td>
<td></td>
<td>6.2</td>
<td>Stress and Emotion</td>
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<tr>
<td>7</td>
<td>Module 4</td>
<td>7</td>
<td>Sociological Understandings of Emotion</td>
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<tr>
<td>8</td>
<td></td>
<td>8</td>
<td>Emotion Talk - Theories and Analysis</td>
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<td></td>
<td>8.05</td>
<td>Emotion-Action Tendencies</td>
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<tr>
<td>9</td>
<td></td>
<td>8.2</td>
<td>Emotion and Prejudice</td>
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<td>10</td>
<td></td>
<td>8.1</td>
<td>Emotion in Research</td>
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<td>11</td>
<td></td>
<td>8.3</td>
<td>Emotion in Relationships</td>
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<tr>
<td>12</td>
<td></td>
<td>8.4</td>
<td>About Courage</td>
</tr>
<tr>
<td>13</td>
<td>Module 5</td>
<td>9</td>
<td>Affect Theory</td>
</tr>
<tr>
<td>Week</td>
<td>Module</td>
<td>Lesson(s)</td>
<td>HW #</td>
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<td>14</td>
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</table>

*Please note that this schedule is subject to change. We are living in unpredictable times this Autumn.*

<table>
<thead>
<tr>
<th>Quiz Schedule</th>
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<tbody>
<tr>
<td>Quiz #</td>
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<tr>
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<tr>
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<td>4</td>
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<td>5</td>
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</tbody>
</table>
Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- Participating in online activities for attendance: TWO DEADLINES PER WEEK OVER MULTIPLE GRADING CATEGORIES
  You are expected to log in to the course in Carmen multiple times each week. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

- Attend class.
- Participating in discussion with classmates at least 2 TIMES PER WEEK
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks
REQUIRED:


Other fees or requirements

None

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication
REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- Tophat: All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click here for help getting started with Tophat.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (Student choice of 5 topics)</td>
<td>30</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>40</td>
</tr>
<tr>
<td>Homework (Individual and Team Assignments)</td>
<td>80</td>
</tr>
<tr>
<td>Quizzes (5)</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>270</td>
</tr>
</tbody>
</table>
See course schedule in Carmen for due dates. Each paper has a different due date to facilitate grading schedules for our CA and myself.

Example Assignment

Paper Topic(s)

All papers should be 2-3 pages, 12pt font, double-spaced.

An additional works cited page will be attached as the last page. APA citation format preferred.

Each paper selection has its own deadline depending on topic. See course schedule on Carmen.

You may select from any one of the five paper options below:

*Emotion in the Workplace*

Read the following article

Provide a one paragraph summary of the findings

Tie it to three theorists/concepts in class, at least one of which was not mentioned in the article

Provide an explanation to a woman in the workplace about the potential and pitfalls of emotional display (esp. anger) in the workplace

Provide a three-point training for folks in that workplace designed to level the “emotion perception playing field”.

*Emotion in Relationships*

Read the article, “A Triangular Theory of Love”

Provide a one paragraph summary of the findings.

What would be two emotions that might be most observed in each of the possible combinations described in the triangle of love?

What emotion might signal a coming change from one of the eight possibilities to a different of the eight. Why? How would that work?

What emotion might be “injected” into the relationship as it now stands in one of the eight to a different of the eight?

*Emotional Intelligence*
Determine your current level of emotional intelligence. You must find a way to test it and then comment on the empirical support for the test you chose.

Choose three techniques/exercises that you can employ to improve it. Make sure to cite each technique and note if there is empirical evidence to support it use.

What aspects of emotional intelligence were you trying to improve (must be at least two domains of EI described).

Why did you choose those techniques for those domains? Explain your rationale.

*Expression of Emotion in Art*

Desert Island time. You may take a playlist of ten songs that must last you the rest of your life.

Each song must for you evoke/represent a different emotion. Need 10 different emotions!

Describe how each song evokes each emotion.

In each case, what theory are you using to determine this or what theory best explains this. Even “because it makes me feel that way” has an underlying theory of emotion in this case. So explain how the theory explains the awesomeness of that choice. Different songs might imply different theories. A really good paper would illustrate at a minimum, a couple different theories.

Finally, if music isn’t really your thing, or ten is too big a list for songs, feel free to sub in up to 5 different alternative media (painting, television show, movie, sculpture). Handle any of these per the instructions above for songs.

About a paragraph on each. This will not be fun if you wait to the last minute. Work on it for a couple of weeks. Let your nonconscious surprise you!

*Emotion in Research*

Do a brief literature review and refer to course content/textbook to appreciate the breadth of methods to both manipulate and measure emotional experience in a laboratory environment.

Describe three manipulations. Cite an example of each of their use. Suggest one pro and one con of each.

Describe three measures. Cite an example of their use. Suggest one pro and one con of each.

Late assignments
Late assignments carry the potential for a 10% score reduction.

**Grading scale**

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70 –72.9: C-  
67 –69.9: D+  
60 –66.9: D  
Below 60: E

**Instructor feedback and response time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on weekdays when class is in session at the university**.

**OTHER COURSE POLICIES**

**Discussion and communication guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - [https://studentconduct.osu.edu/](https://studentconduct.osu.edu/)
• **Citing your sources**: For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

• **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

• **What is said in class stays in class**: Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND Dr. Cravens-Brown.

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**Zoom/Videoconferencing Guidelines**

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

• **Technical Issues**: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [http://go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.

• **Preparation**: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

• **Participation**: At the start of our sessions, I’ll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

• **Recordings**: I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved AND Dr. mark.

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**Academic integrity policy**
Please note I sit on COAM and hear cases. We do not want to go this route.

See Descriptions of major course assignments, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE’S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/cse/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
Additional Academic Integrity Policies specific to this course this semester:

Most group homework assignments require filling out a “who did what” table. Putting someone’s name next to a portion of work they did not actually do is academic misconduct.

Quizzes are open book and open note only. They are not ‘open internet’. Use of websites such as Chegg during quizzes is not allowed.

Quizzes are to be done independently, please do not work with anyone, nor seek anyone’s advice or answers while taking your quiz.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent
worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools