Emotional Mysteries  
HDPS 307  
Spring Quarter 2020  

Meetings  
Tuesday, 2 PM - 4:50 PM  
Zoom URL: https://northwestern.zoom.us/j/109495737  
Zoom Meeting ID: 109-495-737  

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Office Hours: By appointment  

Disclaimer  
- We’re all in this together.  
- Please submit all your assignments on Canvas.  
- Classes will be held on Zoom until further notice. You can access all Zoom sessions on Canvas.  
- If you have questions for us that cannot be answered through the syllabus, class materials, and in-class discussions, get in touch with us via e-mail. Make sure to include HDPS 307 in your subject line and allow for at least one business day for us to respond.  

Overview  
Classrooms, work settings, and family relations are hotbeds of emotion. But what is an emotion? What happens in our bodies when an emotion is triggered? How can emotions help us live productive, healthy, and connected lives? And can we ever truly understand what somebody else is feeling? These are some of the mysteries that we will seek to unravel in this course. We will read literature from Darwin to the latest scientific studies, combine lectures and small-group discussions, conduct research experiments, and engage in peer review and online collaboration.  

Learning Goals  
As a student in this course, you will:  
- Gain knowledge of major theoretical perspectives, concepts, and empirical findings in affective science (e.g., by reading, reflecting on, and discussing readings, videos, and course contents) [Emotion knowledge]  
- Understand, evaluate, and apply basic scientific methods (e.g., by writing a blog post about a favorite emotion study, developing an emotion intervention proposal) [Scientific knowledge]  
- Apply knowledge of emotional mysteries to real-world questions [Application]
• Communicate effectively in a variety of formats (e.g., through questions, in-class discussions, blog posts, intervention proposals, peer review) [Communication]
• Respect and use critical thinking [Critical thinking skills]

Course Materials
We will read excerpts from books listed below, which have been written by some of the most influential scholars in the field of affective science:
• Readings – Available for download on CANVAS under Files
• Online resources (e.g., Ted Talks) – Available via links in this syllabus
• Lecture slides – Available on Canvas after each class

How to Succeed in this Course
Before class:
• Engage with assigned videos and readings
• Submit questions by 5pm the night before class
During class:
• Engage - Listen, think, discuss
• If you cannot attend class in person, answer questions on the Canvas discussion board
After class:
• Review lecture slides
• Start working on your blog post and final paper early

Assignments and Grading
Northwestern University has decided to institute Pass/No Pass grading for this quarter, with a passing grade designated as a D or higher. You will receive either Pass or No pass on all assignments and either Pass or No pass as your final grade.

Class participation (10%). You want to participate actively in class – by showing up on time, listening, thinking, and discussing. If you can’t participate in class, you can use the Canvas discussion board to discuss class contents.

Reading & Video Questions (20%). You want to deeply engage with the readings and videos. Submit 2* questions total with each question pertaining to a different reading or video by 5pm on the Monday before the class session (via Canvas). Questions will be graded as pass (1 point) or fail (if you did not turn in your 2 questions on time or the questions you turned in did not address substantial issues regarding the readings or videos for that class session, 0 points).

Emotion study blog post (20%). You will write a blog post (at least 3 double-spaced pages) about one original empirical study, which has been published in a peer-reviewed scientific journal and which examines a research topic relevant to emotion. For your blog post, (1) summarize the theoretical and empirical background, research question(s), method, main findings, and implications of the study; (2) evaluate strengths and limitations of the study; and (3) discuss how findings from the study relate to what you have learned about emotion topics in this course. (4) Use APA style and include a title page and a reference page. (5) Tell us if we can publish your blog post (anonymously if you like) on Canvas. Submit your blog post by 5/1/2020, 5pm.
Final paper (10% for outline and 40% for final paper). You will write an intervention proposal, which harnesses insights from affective science. For your intervention proposal, include (1) a title page, (2) an abstract, (3) a review of the theoretical and empirical background, (4) an overview of the proposed participants, procedure, and plan for evaluating intervention success, (5) a conclusion, and (6) a reference list (i.e., all papers cited in your proposal; at least 5 empirical references). Submit an outline of your final paper (at least 2 double-spaced pages, with all elements 1-5, bullet points are fine) on 5/25/2020, 5pm so we can engage in peer review of each other’s paper outlines in class on 5/26/2020. Submit your final paper (at least 10 double-spaced pages) by 6/9/2020, 5pm.

Late policy. Please submit all your assignments on time. If you need an extension, please let us know ahead of time.

Instructional Materials
Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact AccessibleNU. Unauthorized use of classroom recordings — including distributing or posting them — is also prohibited. Under the University’s Copyright Policy, faculty own the copyright to instructional materials — including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Academic Integrity
Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: http://www.northwestern.edu/provost/policies/academic-integrity/index.html

Accommodations for Students with Disabilities
Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.
**WEEK 1  WELCOME  4/7/2020**

1.1 **Welcome**
1.2 **Affective Science and Inside Out**

**WATCH** Inside Out (available on YouTube, iTunes, Amazon Video, Google Play)


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**WEEK 2  WHAT IS AN EMOTION?  4/14/2020**

2.1 **Origins of Emotion**


**EXPLORE** Alan Cowen: Mapping Emotion

**READ** KOJ Chapter 1: Approaches to understanding emotions (pp. 3-30)

2.2 **Communication of Emotions**

**WATCH** Jim Coan: Why We Hold Hands

**READ** KOJ Chapter 4: Communication of emotions (pp. 83-112)

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**WEEK 3  EMOTIONS UNDER THE MAGNIFYING GLASS  4/21/2020**

3.1 **Emotions and the Body**

**WATCH** June Gruber: Psychophysiology I (Introduction)

**READ** KOJ Chapter 4: Bodily changes and emotion (pp. 113-136)


3.2 **Emotions and Experience**

**WATCH** Lisa Feldman Barrett: You Aren’t at the Mercy Of Your Emotions

**READ** KOJ Chapter 7: Appraisal, knowledge, and experience (pp. 161-182)

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**WEEK 4  EMOTIONAL FINGERPRINTS  4/28/2020**

4.1 **Emotion Generation and Emotion Regulation**

**WATCH** June Gruber: Emotion Elicitation I

**WATCH** June Gruber: Emotion Elicitation II


4.2 **Empathy**

**WATCH** Jamil Zaki: Building Empathy

**WATCH** Dacher Keltner: Compassion

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**5/1/2020  EMOTION STUDY BLOG POST DUE (5pm)**
WEEK 5  EMOTION INTERVENTIONS  5/5/2020

5.1  Emotion Interventions 1
WATCH  Daryl Davis: Why I, as a Black Man, Attend KKK Rallies

5.2  Emotion Interventions 2
WATCH  Kelly McGonigal: How to Make Stress your Friend

WEEK 6  EMOTION ACROSS THE LIFE SPAN  5/12/2020

6.1  Emotion in Childhood and Adolescence
WATCH  June Gruber: Emotion Development II (Adolescence)
READ  KOJ Chapter 8: Development of emotion in children (pp. 185-211)

6.2  Emotion in Aging
WATCH  Laura Carstensen: Older People Are Happier

WEEK 7  EMOTION AND HEALTH  5/19/2020

7.1  Emotion and Mental Health
WATCH  June Gruber: Emotional Disorders I (Fear and Anxiety)
WATCH  June Gruber: Emotional Disorders II (Depression and Mania)
READ  KOJ Chapter 13: Mental disorder and well-being in adulthood (pp. 326-353).

7.2  Emotion and Physical Health
WATCH  June Gruber: Physical Health II (Stress)


5/25/2020 EMOTION INTERVENTION: PAPER OUTLINE DUE (5pm)

WEEK 8 EMOTION IN POLITICS AND SCHOOLS + PEER REVIEW 5/26/2020

8.1 Emotion in Politics
WATCH Robb Willer: How to have better political conversations
READ KOJ Chapter 10: Emotions and cognition (pp. 235-259)

8.2 Emotion in Schools
WATCH Barbara Fredrickson: Positive Emotions Open Our Mind

WEEK 9 EMOTION ACROSS RELATIONSHIPS AND CLASS + SUMMARY 6/2/2020

9.1 Emotion and Social Class
WATCH Paul Piff: Does Money Make You Mean

9.2 Emotion and Social Relationships
LISTEN John Gottman: The Science of Love

6/9/2020 EMOTION INTERVENTION: FINAL PAPER DUE (5pm)