Chapter 13 (Emotion) Study Guide

Objective 1: Theories of Emotion

Definitions:
- Emotion – a response of the whole organism involving 1) physiological arousal, 2) expressive behavior, and 3) conscious experience.
- James-Lange Theory – theory that our experience of emotion is our awareness of our physiological responses to emotion-arousing stimuli,
- Two-factor Theory – Schacter-Singer’s theory that to experience emotion one must be physically aroused and cognitively label the arousal.

Concepts:
- Identify the three components of emotions.
  - Physiological arousal
  - Expressive behaviors
  - Conscious experience
- Contrast the James-Lange, Cannon-Bard and two-factor theories of emotion.
  - James-Lange – emotion is awareness of our surroundings (R→S)
  - Cannon-Bard – emotion triggers physiological responses (S↔R)
  - Two factor theory – to experience emotion one must be physically aroused and able to cognitively label the arousal (C + S → R)

Example:
- See figure 13.1 on page 515 of text

Sample test question:
- A response of the whole organism, involving physiological arousal, expressive behaviors, and conscious experience is:
  A. James-Lange theory
  B. Emotion
  C. Cannon-Bard theory
  D. Two-factor theory.

Objective 2: Emotions and the Autonomic Nervous System

Definitions:
- none

Concepts:
- Describe the role of the autonomic nervous system during emotional arousal.
  - To provide energy
    - Liver pours extra sugar into your bloodstream → respiration increases to increase supply of oxygen needed to burn sugars
    - Digestion slows to provide more blood to muscles (running)
  - Pupils dilate to let in more light
  - Perspiration increases to cool the body
Blood will clot more quickly to slow blood loss due to injury.
Sympathetic division adrenal glands release epinephrine and norepinephrine to increase heart rate and blood pressure.
Afterwards the parasympathetic inhibits further release of stress hormones to bring body back to normal – this takes a while.

Example:
- If you see a big, dangerous cat (tiger, lion) your autonomic nervous system will act to arousal to help you escape.

Sample test question:
- T/F The sight of a mean dog will make you run faster.

Objective 3: Arousal and Performance

Definitions:
- none

Concepts:
- Discuss the relationship between arousal and performance.
  - Levels of arousal vary according to specific or different tasks. An easy or well-learned task promotes peak performance with usually high arousal, while difficult or non-learned tasks arousal is at a lower rate.

Example:
- Trained runners have peak performances when highly aroused by a competition because they are performing a well-learned task.

Sample test question:
- T/F When performing an “easy” or “well-learned” task, arousal will be at a relatively low level.

Objective 4: Physiological Similarities Among Specific Emotions

Definitions:
- none

Concepts:
- Name three emotions that involve similar physiological arousal.
  - Fear, anger and sexual arousal have similar physiological arousals.

Example:
- Having four test subjects watching videos that are: viewing a terror show, an anger provoking film, a sexually arousing film, and an utterly boring movie. Casual observers cannot tell which one is watching which show based on the physiological responses and a trained observer will only be able to detect boredom from the data.

Sample test question:
- Which choice is not involved in similar physiological responses?
  A. Fear
  B. Anger
  C. Boredom
  D. Sexual arousal
Objective 5: Physiological Differences Among Specific Emotions

Definitions:
- none

Concepts:
- Describe some physiological and brain pattern indicators of specific emotions.
  - Negative emotions, like disgust show more activity in the right prefrontal cortex.
  - Depression/negative personality show more activity in the right frontal lobe.
  - Positive personalities show more activity in the left frontal lobe.
  - The left frontal lobe has a rich supply of dopamine receptors.

Example:
- The more injury to the spine, the more emotion patients show.

Sample test question:
- T/F The right side of the brain show negative emotion.

Objective 6: Cognition and Emotion

Definitions:
- none

Concepts:
- Explain how the spillover effect influences our experience of emotions.
  - When arousal from one event spills over into a response to the next event.
  - It can be experienced as one emotion or a different one.
  - Arousal fuels emotion; cognition channels it.

Example:
- College men injected with hormone epinephrine then put in a emotionally stimulating situation did not react because they attributed their arousal to the drug and not the situation.

Sample test question:
- In an experiment, college men were injected with epinephrine prior to spending time with an experimenter’s accomplice who acted either euphoric or irritated. Which individuals in this experiment were least likely to experience the emotion demonstrated by the experimenter’s accomplice?
  - A. Those who were led to think the injection would produce no physiological arousal.
  - B. Those who were promised a large sum of money for participating in the experiment.
  - C. Those who were told that the injection would cause them to become physiologically aroused.
  - D. Those who were asked to run in place after receiving the injection.

6a: Lie Detection

Definitions:
- Polygraph – a machine commonly used in attempts to detect lies, that measures several of the physiological responses accompanying emotion.

Concepts:
- How does a polygraph work?
  - They measure several physical responses that accompany emotion.

- What are some of the problems associated with the polygraph?
Our physiological arousal is much the same from one emotion to another – anxiety, irritation, and guilt all prompt similar physiological reactivity. The polygraph monitors various changes in breathing, perspiration, etc.

Polygraphs error about 1/3 of the time, especially when innocent people with heightened tension respond to accusations.

Example:
- Serial rapist and killer Gary Ridgway, who admitted to 48 Seattle area murders, was an early suspect but had been cleared after passing a polygraph test.

Sample test question:
- How does one tell if a person is lying by using a polygraph?

**Objective 7: Cognition Does Not Always Precede Emotion**

**Definitions:**
- none

**Concepts:**
- Distinguish the two alternative pathways that sensory stimuli may travel when triggering an emotional response.
  - Sensory input may be routed directly to the amygdala for an instant emotional reaction or to the cortex for analysis.

Example:
- Some emotional responses (simple likes, dislikes, and fears) involve no conscious thinking. Complex emotions (guilt, happiness, and love) clearly arise from our interpretations and expectations.

Sample test question:
- Rapid fear reactions to sensory input in the absence of conscious thought are possible because certain neural pathways bypass the:
  A. Hypothalamus
  B. Amygdala
  C. Thalamus
  D. Prefrontal cortex.

**Objective 8: Nonverbal Communication**

**Definitions:**
- none

**Concepts:**
- Describe some of the factors that affect our ability to decipher nonverbal cues.
  - Most people can detect nonverbal cues, threats being the easiest to detect. Our experiences also contribute to our sensitivity to nonverbal cues.

Example:
- When hearing emotions conveyed in another language, people most readily detect anger.

Sample test question:
- T/F It is easier to detect 1 happy face in a crowd of people than it is to detect 1 angry face.
Objective 9: Gender, Emotion, and Nonverbal Behavior

Definitions:
- Empathy - identify with others; imagine what it’s like being in their situation.

Concepts:
- Describe some gender differences in perceiving and communicating emotions.
  - Women are better at detecting an emotion than men.
  - Women tend to give more detail when describing their emotions than men, and women more readily admit they are emotional and express more empathy with both words and facial expressions.
  - Women can more easily recognize happiness while men can more easily communicate anger.

Example:
- Tell a story and observe what facial expressions men make then do the same with women. What emotions do they express? What emotions where different among the men and women subjects?

Sample test question:
- What gender more readily expresses empathy?

Objective 10: Detecting and Computing Emotions

Definitions:
- none

Concepts:
- Discuss the research on reading and misreading facial and behavioral indicators of emotion.
  - Most people find it difficult to detect deceiving expressions. In 186 studies of people determining lies from truth, people were 54% accurate (barely more than a coin toss).
  - Even Secret Service Agents were only 64% accurate.
  - Police detectives and trained psychologists are about 67% accurate.
  - We read other emotions much better through nonverbal cues.

Example:
- Internet discussions that lack nonverbal cues can easily be misread.

Sample test question:
- People typically have the most difficulty detecting nonverbal expressions that are indicative of:
  A. admiration
  B. disgust
  C. deceit
  D. fear.

Objective 11: Culture and Emotional Expression

Definitions:
- none
Concepts:
- Discuss the culture-specific and culturally universal aspects of emotional expression.
  - Meaning of gestures varies with culture but facial expressions are more universal.
  - Shown pictures of various facial expression, people of different cultures, even isolated cultures, and their children can recognize basic emotional expression – surprise, anger, disgust, happiness, fear. Even blind children display the same facial expressions.
  - People from their own culture can judge nuances with slightly more accuracy.
  - Some cultures are more emotionally expressive than others.
- Explain how emotional expressions could enhance survival.
  - In prehistoric times, facial expressions were used to communicate before words to convey threats, submission, greetings, etc.

Example:
- Surprise raises eyebrows, smiles convey happiness, disgust wrinkles noses

Sample test question:
- The most universally understood way of expressing emotion is through:
  A. hand gestures
  B. body postures
  C. facial expressions
  D. tone of voice.

Objective 12: The Effects of Facial Expressions

Definitions:
- none

Concepts:
- Discuss the facial feedback and behavior feedback phenomena.
  - Assuming an emotional expression can amplify the emotion, persons induced to smile felt happier, those induced to frown reported feeling a little angry.

Example:
- Activating one of the smile muscles enhances positive feelings and even more so when reacting to something pleasant.
- If manipulated into furrowing their brows, people report feeling sadder while looking at sad photos.

Sample test question:
- Imitating another person’s facial expression of emotion is most likely to facilitate:
  A. The feel-good, do-good phenomenon.
  B. The catharsis of aggressive feelings.
  C. Parasympathetic nervous system activity.
  D. An empathic response.

Objective 13: Experienced Emotion

Definitions:
- none
Concepts:

- Name several basic emotions.
  - Joy, interest-excitement, surprise, sadness, anger, disgust, contempt, fear, shame, guilt, possibly pride and love

- Describe two dimensions psychologists use to differentiate emotions.
  - Pleasant vs. unpleasant (valence) and low arousal vs. high arousal

Example:

- Olympic gymnasts label performance as energizing (high, pleasant)
- Persons with stage fright label performance as negative (high, unpleasant)

Sample test question:

- People tend to describe their experienced emotions along the two dimensions of:
  - A. Physical and social
  - B. Clarity and stability
  - C. Valence and arousal
  - D. Expressiveness and meaningfulness.

Objective 14: Learning Fear

Definitions:

- none

Concepts:

- State two ways we learn our fears.
  - Learn by experience and learn by observation

Example:

- Monkeys reared in the wild learn fear of snakes from observing their parents and siblings.
- Children learn fear of height from falls and near falls when crawling or learning to walk.

Sample test question:

- Most young children are fearful of bees, even though they have never been stung by one. This best illustrates that fear:
  - A. Is a maladaptive response.
  - B. Can be learned through observation
  - C. Is genetically determined.
  - D. Results from relative deprivation.

Objective 15: The Biology of Fear

Definitions:

- Phobias – intense fears of specific objects.

Concepts:

- Discuss some of the biological components of fear.
  - Certain fears seem to be learned more quickly – fear of snakes and spiders, which likely had a survival purpose for prehistoric humans
  - Key to fear lies in the amygdala which associates various fears with certain situations

Example:

- Repeated blasts with a blaring horn after showing a blue slide will lead people to react emotionally to the slide.

Sample test question:
Research on human fear indicates that:
A. Fear is more often a poisonous emotion than an adaptive one.
B. People but not animals may acquire fear through observational learning.
C. People seem to be biologically predisposed to learn some fears more quickly than others.
D. Genetic factors are unimportant in understanding fearfulness.

Objective 16: Anger

Definitions:
- Catharsis – an emotional release

Concepts:
- Identify some common triggers and consequences of anger.
  - Person’s action is willful, unjustified, and avoidable
  - Blameless annoyances, traffic jams
  - Linked to chronic heart disease
- Assess the catharsis hypothesis.
  - Through aggressive action or fantasy people can achieve emotional release.

Example:
- Being angry and punching a punching bag to feel better.

Sample test question:
- A psychotherapist suggests that Theresa can effectively reduce the anger she feels toward her ex-boyfriend by tearing pictures of him into little pieces. This therapeutic technique is based on the:
  A. Catharsis hypothesis.
  B. Adaptation-level principle.
  C. James-Lange theory.
  D. Two-factor theory.

Objective 17: Happiness

Definitions:
- Feel-good, do-good phenomenon – people’s tendency to be helpful when already in a good mood.
- Subjective well-being – self-perceived happiness or satisfaction with life. Used along with measures of objective well-being (for example, physical and economic indicators) to evaluate people’s quality of life.

Concepts:
- Describe how the feel-good, do-good phenomenon works.
  - People who feel happy are more willing to help others.
- Discuss the importance of research on subjective well-being.
  - Since happiness leads people to spread positive emotions, focus on research to determine what makes people perceive themselves to be happy, predictors of happiness, and the reality of happiness require research.

Example:
- Happiness coaches/instructors assign people to perform a daily random act of kindness.

Sample test question:
• The feel-good, do-good phenomenon refers to the fact that when people feel happy they:
  A. Are more willing to help others.
  B. Make decisions more effectively.
  C. Experience a more positive self-image.
  D. Report greater satisfaction with their whole lives.

Objective 18: The Short Life of Emotional Ups and Downs

Definitions:
• none

Concepts:
• Discuss some of the daily and longer-term variations in the duration of emotions.
  o Bad moods generally lift within a day.
  o People who have experienced tragedy do not become permanently depressed.
  o We generally overestimate the duration of emotions and underestimate our capacity to adapt.

Example:
• Even people with major disabilities reportedly express considerable more happiness than able-bodied people with depression.

Sample test question:
• After receiving very bad news, people _____ the duration of their negative emotions.
  A. overestimate
  B. accurately estimate
  C. slightly underestimate
  D. radically underestimate

Objective 19: Wealth and Well-Being

Definitions:
• none

Concepts:
• Summarize the findings on the relationship between affluence and happiness.
  o The emotional impact of dramatically positive events dissipates sooner than we might expect.
  o People in rich countries are somewhat happier than those in poor countries.
  o Increased affluence hardly affects happiness.
  o Individuals who strive hardest for wealth tend to live with lower well-being.

Example:
• Over the past 40 years, the average citizen’s buying power more than doubled but research has shown they are not a bit happier.

Sample test question:
• Surveys of subjective well-being in 82 countries indicate that the two countries with the highest levels of self-reported happiness are:
  A. Canada and the Netherlands
  B. Puerto Rico and Mexico
  C. Ireland and Switzerland
  D. The United States and Australia.
Objective 20: Two Psychological Phenomena: Adaptation and Comparison

Definitions:
- Adaptation-level phenomenon – our tendency to form judgments (of sounds, of lights, of income) relative to a neutral level defined by our prior experience.
- Relative deprivation – the perception that one is worse off relative to those with whom one compares oneself.

Concepts:
- Describe how adaptation and relative deprivation affect our appraisals of our achievements.
  - If our current condition increases, we feel an initial surge of pleasure. Then we adapt to this new level of achievement and consider it normal and thus require something even better to give us a surge of happiness. Material wants become insatiable.
  - We are worse off than others with whom we compare ourselves. Expectations soar above attainments, the result is disappointment.

Example:
- If you woke up tomorrow in your utopia, you would gradually recalibrate your adaptation level and then at times feel deprived.

Sample test question:
- The relative deprivation principle refers to the tendency for our personal happiness to be heavily influenced by:
  A. Genetics.
  B. Previous experiences
  C. Physiological arousal
  D. Others’ attainments.

Objective 21: Predictors of Happiness

Definitions:
- none

Concepts:
- Summarize the ways that we can influence our own levels of happiness.
  - Cultivate high self-esteem. Be optimistic and outgoing, have close friends, have engaging work and leisure, have a meaningful faith, sleep well and exercise.

Example:
- See page 545

Sample test question:
- A general sense of happiness or life satisfaction is most unrelated to whether people:
  A. sleep well.
  B. Are well educated.
  C. Have a happy marriage.
  D. Have a meaningful religious faith.