

TITLE: EXPERIENCING EMOTIONS ACROSS CULTURES

LANGUAGE: English

TOTAL HOURS: 45 hours

CREDITS: 3 credits

SIS Course Code: COMM 452 / PSY 452

JU Course Code (will appear on transcript as): COMM 452 Special Topics: Emotion Across Cultures

DESCRIPTION

Emotion is a fundamental, complex, and sometimes confusing part of human experience. This course surveys the current state of knowledge about human emotion. The questions addressed include the following: What is emotion? Do we find a set of universal basic emotions if we look across cultures? How do we recognize emotions? What are the functions of emotion? Can we control our emotions?

COURSE OBJECTIVES

By the end of the course, students will be able to:

- Recognize basic emotions
- Understand the functions of emotions
- Understand why we become emotional
- Understand how to change what we become emotional about
- Understand basic cultural issues regarding emotion
- Understand emotions in a variety of contexts

METHODOLOGY

The course will use a combination of guided lectures, classroom interaction, and student presentations to integrate and reflect on theories and experiences.

EVALUATION

Attendance to classes is mandatory; poor attendance will affect the final grade of the students as well as the everyday participation grade.

The final grade consists of six different parts: class participation, class presentation, photo project, a midterm written exam, a final written exam, and a final paper. The breakdown of grades is made up as follows:

Class participation	15%
Class presentation	15%
Midterm written exam	20%
Final written exam	20%
Response papers (2x)	30%

Class participation: Active class participation includes coming to class prepared and on time, having read the material for that day and show active reflection on that material, answering questions from the professor,



generating questions and engaging in group activities using required reading for that day. Students are encouraged to express their opinions in class with the professor and the other students.

Exams: Both the midterm and the final exams may contain a mix of short answer and essay questions aimed to test the students' full comprehension of facts and the ability to argue his/her opinions based on class material. The guidelines for exams are as follows-

- Any student found cheating will automatically fail this examination. Additional sanctions may be imposed.
- Talking or communicating with other students during the examination is forbidden.
- Desks must be cleared of all books, notes and papers. All unauthorized materials must be put away and remain out of sight throughout the examination.
- All telephones and electronic devices must be turned completely off during the exam.
- Students arriving later than 15 minutes will not be allowed into the classroom to take the examination, subject to the decision of the instructor.
- Should assistance be required, students will alert the instructor.
- Failure to follow these rules will automatically lead to failure of this examination.

Presentation: Each student will give a 15 minute class presentation where they will present an analysis of an example of emotions from their daily lives. This example could be from a research paper, T.V. show, personal encounter, etc..

Response Papers: There will be two response papers due throughout the semester. Specific assignment criteria will be discussed in class.

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity- such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance- may result in an automatic For immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

Cheating: Any action that violates the rules and guidelines given by the instructor for submitting assignments or exams.

Plagiarism: Any action that presents the ideas, opinions, research, etc. of another as your own.

- Directly copying another's work without citing sources
- Submitting another person's work into your own without properly citing the source(s) used.
- Paraphrasing another person's work without providing appropriate citations
- Self-plagiarism- Submitting a piece of one's own work to receive credit for multiple assignments in one or more class.



Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication- Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.
 Non-compliance-Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's [Academic Integrity and Code of Conduct](https://drive.google.com/file/d/1PyZmN0EAH1o4bKVZdxVYKw-wdiwXewx/view) . You are expected to read and understand the JU terms and regulations of Academic Misconduct. (<https://drive.google.com/file/d/1PyZmN0EAH1o4bKVZdxVYKw-wdiwXewx/view>)

ATTENDANCE POLICY

Semester: Students are allowed THREE absences throughout the semester without penalty. Starting with the fourth absence, the student’s FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

Summer: Students are allowed TWO absences throughout the summer without penalty. Starting with the third absence, the student’s FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

**January Term students are allowed TWO absences as well.*

COURSE CONTENT

Session	Content
1	Course Introduction
2	What is emotion?
3	When do we become emotional?
4	Changing what we become emotional about
5	Behaving emotionally
6	Emotion regulation
7	Emotion regulation and physical health
8	Mid-term Exam
9	Sadness and agony
10	Anger
11	Surprise and fear
12	Response paper discussions
13	Disgust and Contempt
14	Enjoyable emotions
15	Lies and emotions

16	Emotions and persuasion
17	Response Paper Discussions
18	Emotion Experience across cultures
19	Emotion Experience across cultures
20	Final Exam

REQUIRED READINGS

- Aebischer, V., & Cosnier, J. (1986). The French Case: Emotion and Rationality. *Experiencing Emotions. A cross-cultural Study, Cambridge ua*, 200-204.
- Ekman, P. (2007). *Emotions revealed: Recognizing faces and feelings to improve communication and emotional life*. Macmillan.
- Ellgring, J. H., & Wallbott, H. G. (2010). The German case: personality correlates of emotional reactivity.
- Keltner, Oatley & Jenkins: Chapter 1 – Approaches to Understanding Emotions and Chapter 7 – Appraisal, Knowledge and Experience
- Keltner, Oatley & Jenkins: Chapter 2: Evolution of emotions
- Keltner, Oatley & Jenkins: Chapter 3 – Cultural understandings of emotions
- Keltner, Oatley & Jenkins: Chapter 11 – Individual differences in emotionality
- Keltner, Oatley & Jenkins: Chapter 13 – Emotions and mental health in adulthood (pp. 347-349).
- Ekman, P. (1992). Are there basic emotions? *Psychological Review* (3) 550-553.
- Scherer, K. R. (1986). Emotion experiences across European cultures: A summary statement.
- Summerfield, A. B., Edelman, R. J., & Green, E. J. (1986). The British case: the pleasures of life and the art of conversation. *Experiencing Emotion: A Cross-cultural Study*, 192-200.

Recommended Readings:

- Burum, B.A., & Goldfried, M.R. (2007). The centrality of emotion to psychological change. *Clinical Psychology: Science and Practice*, 14, 407-413.
- Ekman, P. (Ed.). (2006). *Darwin and facial expression: A century of research in review*. Ishk.
- Fredrickson, B.L. (1998). What good are positive emotions? *Review of General Psychology*, 2, 300-319.
- Frida, N.H. (1994). Emotions are functional, most of the time. *The nature of emotion: Fundamental questions, 197-202*.
- Gross, J.J. (2001). Emotion regulation in adulthood: Timing is everything. *Current Directions in Psychological Science*, 10, pp. 214-219.
- Keltner, Oatley & Jenkins, *Understanding Emotions*. Wiley Publishing
- LeDoux, J.E. (1994). Emotion, memory and the brain. *Scientific American*, 270 (6), 50- 57
- Myers, D.G., & Diener, E. (1995). Who is happy? *Psychological Science*, 6, 10-18.
- Salovey, P., & Grewal, D. (2005). The science of emotional intelligence. *Current Directions in Psychological Science*, 14, 281-285.
- Kagan, J. (1994). Distinctions among emotions, moods, and temperamental qualities. *The nature of emotion, 74-78*.



- Shweder, R. A. (1994). You're not sick, you're just in love": Emotion as an interpretive system. *The nature of emotion: Fundamental questions*, 32-44.