

IDS 2935 Language and Emotion Spring 2020

Quest 1 Theme: Identities (course no. 23153; section no. 11W1)
MWF 5th period (11:45 a.m. – 12:35 p.m.), TUR 2303
General Education: Humanities, Diversity, and Writing (2000 words)

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Course description

Reference to emotion is ubiquitous in American society. The experience of emotion is part of human social interaction and generating it is part of the appeal of written and visual media. Despite its being so central to human experience, philosophers, psychologists and scientists still debate how to define emotion. The course begins at the beginning, with a definition of emotion from the perspective of neuroscience, and then turns to examination of the expression and processing of emotion by means of language. We then study the ways in which different languages conceptualize emotion. We also learn about the ways in which those who are not neurotypical may differ in the expression and processing of emotion through language. Finally, we examine the ways in which emotional expression in self-presentation or in interaction with others can pose challenges in particular environments. We will investigate the ways in which certain stereotypes, such as gendered experience of and expression of emotion, can affect the reception of the self and professional agendas in the public domain.

The course is interdisciplinary in nature: readings targeting emotion are drawn from cognitive neuroscience, experimental linguistics, general linguistics, sociolinguistics, psychology, and literary studies, among others. The objectives of the course are to enhance our ability to recognize and respond to emotion across different settings and interlocutors, and to consider how others may react to the emotional identity we construct for ourselves.

Course delivery

The reading assignments for each week are clustered around a central topic or question. Prior to class meetings, students periodically take a Canvas quiz to check on identification of key concepts. Class meetings are devoted to discussion of key concepts of the assigned readings, group activities applying key concepts, and discussion of findings and their implications. Further engagement with assigned readings will occur in data and reflection posts.

Quest 1 Descriptions and Student Learning Outcomes

Quest 1 Description:

Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

- **Quest 1 SLOs:**

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

General Education Designations and Student Learning Outcomes

Humanities (H):

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. A minimum grade of C is required for General Education credit.

- ***Humanities SLOs***

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

Diversity (D): This designation is always in conjunction with another program area.

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society. A minimum grade of C is required for General Education credit.

- ***Diversity SLOs***

- Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability. (Content)
- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society. (Critical thinking)

- The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas. (Communication)

Writing (WR): The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Grades for courses that count towards the writing requirement have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher for the course, and must satisfactorily complete the assignments in the writing component of the course.

- This course carries **2,000** words in that count towards the UF Writing Requirement.
- The instructor will evaluate and provide feedback on the student’s written work with respect to organization and coherence, analysis, argument and support, links to course materials (as appropriate), style, grammar, punctuation and other mechanics.
- Writing rubrics and provided for each of the essays that are counted for satisfaction of the writing assignment (“Evaluation rubric for Experiential learning essay,” and “Evaluation rubric for Data analysis essay”).
- This course will follow *The Chicago Manual of Style*. Access through *The Chicago Manual of Style Online*, <https://www.chicagomanualofstyle.org/home.html>.

Language and Emotion: Student Learning Outcomes and Assessment

Reflecting the curricular objectives for Quest 1, Identities (*How are personal and social identities constructed? How and why do they change? In what ways are such identities personally, socially, or politically significant?*), and the Gen Ed H, D and WR 2000 subject areas, upon finishing “Language and Emotion,” students will be able to:

1. Describe the theoretical and methodological tools that cognitive neuroscience has used to investigate emotion, and explain the ways in which cognitive neuroscience differentiates reflex, emotion and feeling. (Quest 1 SLO, Content; Humanities SLO, Content)
 - Assessed through class participation, mid-term exam, quizzes.
2. Explain the ways in which human language affects the way in which we share or do not share the experience of and expression of emotion in common with other animals. (Quest 1 SLO, Critical Thinking; Humanities SLO, Critical Thinking)
 - Assessed through class participation, mid-term exam, quizzes.
3. Identify and analyze the vocal properties associated with the expression of different types of emotion. (Quest 1 SLOs, Content, Critical Thinking; Humanities SLO, Content, Critical Thinking)
 - Assessed through class participation, mid-term exam, quizzes, data postings, and data analysis essay.
4. Identify and reflect on the ways in which language defines and expresses emotion in different languages worldwide. (Quest 1 SLOs, Content, Critical Thinking, Communication; Humanities SLO, Content, Critical Thinking)
 - Assessed through class participation, mid-term exam, quizzes, data and reflection postings, and experiential learning essay.
5. Examine and reflect on the ways in which non-neurotypical individuals’ expression and processing of emotion can differ from neurotypicals. (Quest 1 SLOs, Content, Connection; Diversity SLO, Content)
 - Assessed through class participation, final exam, quizzes, and data postings.

6. Analyze and evaluate the influence of gender and other stereotypes on the expression of emotion in one's own self-presentation in professional, public contexts. (Quest 1 SLOs, Communication, Connection; Humanities SLO, Communication; Diversity SLO, Critical Thinking)
 - Assessed through class participation, final exam, quizzes, and data and reflection postings.
7. Critically reflect on the ways in which different cultures may respond differently to different modes of emotional self-expression. (Quest SLOs, Critical thinking, Communication; Humanities SLOs, Critical Thinking, Communication)
 - Assessed through class participation, final exam, quizzes, and data and reflection postings.

Course textbooks and materials

There is no required textbook for this course. There are two recommended textbooks. We will read excerpts from both, but not the entire books.

- Adolphs, Ralph and David J. Anderson. 2018. *The Neuroscience of Emotion: A New Synthesis*. Princeton: Princeton University Press.
- Smith, Tiffany Watt. 2015. *The Book of Human Emotions: From Ambigophobia to Umpty—154 Words from Around the World for How We Feel*. New York: Little, Brown and Company.

Other required readings are drawn from journal articles, book chapters, news media and clips.

Readings will be posted on UF Course Reserves, accessible via Canvas.

Policies and Expectations

- a. **The Honor Code:** *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* On all work submitted for credit by students at the university, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*" All sources of information, including print, digital, and verbal, must be acknowledged. Verbatim materials must be indicated as such with quotations marks, and cited.
- b. **Special Accommodations:** Please let me know about any concerns regarding submission of assignments, testing, or other class requirements. Students requesting classroom accommodation should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. The DRC will provide an accommodation letter for the student who must then present this documentation to the Instructor when requesting accommodation. This should be done early in the semester.
- c. **Preparation and Assignments:**
 - a. **Read** the assigned texts carefully ahead of time, and be prepared to discuss them on the date that they appear in the Daily Schedule.
 - b. **Assignments**, as indicated on the Daily Schedule, are to be submitted to Assignments in the Canvas course site and are due on the date indicated in the Daily Schedule/Assignments. Late submissions will be assessed a penalty of 5% for each day beyond the deadline.

- d. **Make-up Exams:** Prior notification to awehme@ufl.edu, or 273-2961, and written documentation of illness or family emergency is required. Consult with instructor to schedule the make-up exam.
- e. **Student course evaluations:** “Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

Assignments and other assessments

1. **Attendance:** On-time attendance at all class meetings, with the allowance of five discretionary absences.
2. **Participation:** Class sessions will combine lectures, discussions, media, and activities. Your active and informed participation in large and small groups is expected. Participation will be assessed according to the participation rubric below.
 - a. The instructor will provide feedback on participation at the time of the midterm that will include suggestions for improvement.
3. **Six 150-300-word postings** that relate to the assigned reading for the day. You must select three data posts out of the seven that appear in the daily schedule, and three reflection posts out of the seven that appear in the daily schedule. (6 x 3.3% = **20% of course grade**)
 - a. *Data posts:* identification and discussion. You will find an example of the specified data, and explain how and why it exhibits the phenomenon under focus.
 - b. *Reflection post:* self-report or analysis and discussion. You will address the specific question that is posed, and provide reasoning in support of your response.
 - c. Evaluation will be conducted according to the “*Evaluation rubric for six 300-word postings*” shown below.
 - d. These words in these postings are not counted toward the Writing Requirement.
4. **Experiential learning essay (800-1200 words, 15% of course grade). The words in this essay are counted toward the Writing Requirement.**

Visit the Harn Museum of Art to view the specially displayed artworks in which a word designating a particular emotion appears (e.g., “fear,” “mirth,” “sadness,” “despair,” “rage,” etc.). Write an essay that responds to the following questions:

 - a. How does the object depict the emotion mentioned in the title of the work?
 - b. How has the artist used his/her medium to convey this theme? Refer to colors, shapes, setting, composition, space, light, and texture as appropriate.
 - c. What emotion(s) do you feel when viewing this work? What aspects of the object make you feel this way? Is it the same emotion as the one that is mentioned in the title?
 - d. Keep in mind that the artist’s intent might not be the literal depiction of the emotion. For example, the artist’s stance could be sarcastic, or ironic.
 - e. You may also wish to briefly research the artist, and incorporate any perspectives that are relevant in interpreting the object.
 - f. Due Monday, April 6, Week 14.
 - g. Guidance on writing can be obtained through UF’s Writing Studio, <http://www.writing.ufl.edu>.

5. Data analysis essay (1200-1500 words, 15% of course grade). The words in this essay are counted toward the Writing Requirement.

In this essay, you will examine the expression of emotion in a short story, a scene from a tv show or film, a public speech, or an interaction that you have observed or participated in. Identify the type of emotion(s), the stimulus for the emotion, and the reaction to the expression of emotion. Analyze the vocal properties that convey the expression of the emotion (as applicable), and the form of language (e.g., vocal burst, lexical item, word order, etc.) that is used to convey it. Cite previous studies as appropriate to support your interpretations.

- a. If you use other students as subjects for your data, you must receive clearance from the "human subjects" board prior to beginning the project, <http://irb.ufl.edu/>.
- b. Due Friday, March 13, Week 10.
- c. Guidance on writing can be obtained through UF's Writing Studio, <http://www.writing.ufl.edu>.
- d. Some examples of public speeches are the following:
 - i. Brett Kavanaugh, opening statement, Senate Judiciary Committee, 2018: <https://www.youtube.com/watch?v=6XR1Dl4rPVE>
 - ii. Christine Blasey Ford, opening statement, Senate Judiciary Committee, 2018: <https://www.youtube.com/watch?v=eD8MlhOosEk>
 - iii. Sara Nelson, call for a general strike, aviation workers: <https://www.youtube.com/watch?v=pNwEat6hDXI>
 - iv. Daniel Barenboim Master Class, https://www.youtube.com/watch?v=m_WS3-T0Et0

6. Quizzes and Exams

1. Online quizzes (short quizzes on key concepts in the readings, 1-2 per week) **10%**
2. Midterm exam: In class, covers basic concepts. True-false, multiple choice, data analysis. **15%**
 - a. Monday, February 24, Week 8
3. Final exam: In classroom, covers basic concepts. True-false, multiple choice, data analysis. **15%**
 - a. On Thursday, April 30, 10:00 a.m. – 12:00 pm, scheduled final exam day

Evaluation Rubrics

Evaluation rubric for six 300-word postings.

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| Identification Example of target is correctly identified. | 30% |
| Description Selected item is sufficiently described. | 30% |
| Analysis Ways in which the selected item exemplifies the point under focus is clearly explained | 30% |
| Style and mechanics Free of spelling, punctuation and grammatical errors. | 10% |
| TOTAL | 100% |

Evaluation rubric for Experiential learning essay.

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| Organization and coherence. | 10% |
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| Introduction identifies the title of the artwork, the artist, the medium, and the date of the work. Throughout, paragraphs are organized so as to effectively develop your arguments. Conclusion summarizes your findings. | |
| Object analysis, argument and support. An interpretation of how the emotion in the title is depicted in the object is provided, and it is based on analysis of the elements of the work (color, shape, composition, space, light, texture, etc.). | 40% |
| Explanation of your emotional response. Your emotional response to the object is described and supported by reference to particular elements of the work (color, shape, composition, space, light, texture, etc.) | 40% |
| Style and mechanics. Careful attention to word choice that results in precision of expression; cohesion and ease of reading is achieved through a variety of sentence connectives. Free of spelling, punctuation and grammatical errors. | 5% |
| References. Sources are acknowledged and documented on a separate page titled "References." | 5% |
| TOTAL | 100% |

Evaluation rubric for Data analysis essay.

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| Organization and coherence. Introduction that clearly identifies the data to be examined, and explains the reasons for your choice. Throughout, paragraphs are organized so as to effectively develop your arguments. Conclusion that summarizes your findings and mentions factors which are beyond the scope of the paper but which might be of interest for future research. | 20% |
| Data analysis, argument and support. Various parameters of the data are considered; analysis and interpretation are elaborated and justified. Logic is employed in the development of arguments. | 40% |
| Links to course materials and other scholarly resources. Reference is made to concepts and studies read and discussed in class and, as relevant, discussed in other resources. | 10% |
| Presentation of data. Data is clearly presented without error. If visual media is used, a link to the clip is provided in the list of references. | 15% |
| Style, mechanics and documentation. Careful attention to word choice that results in precision of expression; cohesion and ease of reading is achieved through a variety of sentence connectives. Free of spelling, punctuation and grammatical errors. Sources are acknowledged and documented on a separate page titled "References." | 15% |
| Total | 100% |

Evaluation rubric for Participation

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| Informed Has read the assigned readings and understands the key concepts. | 25% |
| Thoughtful | 25% |

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| Brings questions and critical perspectives to bear on key concepts and findings. | |
| Attentive Actively engaged in class activities, attentive to presentations and discussions. | 25% |
| Considerate Responds to others, takes perspectives of others into account. | 25% |
| Total | 100% |

Grading:

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| Attendance | 05% |
| Participation | 05% |
| Six postings | 20% |
| Online quizzes | 10% |
| Experiential learning essay | 15% |
| Data analysis essay | 15% |
| Midterm exam | 15% |
| Final exam | 15% |
| Total | 100% |

Grading scale: Grades will follow the default Canvas scale.

A 94, A- 90, B+ 87, B 84, B- 80, C+ 77, C 74, C- 70, D+ 67, D 64, D- 60, E 0

Daily Schedule (subject to adjustment)

Week 1 What is emotion?

In order to study the expression of emotion, we first need to define just what emotion is. In this section we study how cognitive science defines and differentiates among reflex, emotion and feeling.

| Date | Topic | Readings | Other assignments |
|---------------|---|---|-------------------|
| M 01/06/20 | <i>Introduction to course; What emotion is not</i> | Adolphs, Ralph and David J. Anderson. 2018. Chapter 1: What Don't We Know About Emotions? In <i>The Neuroscience of Emotion: A New Synthesis</i> , p. 3-28. Princeton: Princeton University Press. Course reserves. | |
| W 01/08/20 | <i>Toward a functional definition of emotion</i> | Adolphs, Ralph and David J. Anderson. 2018. Chapter 2: A framework for Studying Emotions. In <i>The Neuroscience of Emotion: A New Synthesis</i> , p. 29-57. Princeton: Princeton University Press. Course reserves. | |
| F 01/10/20 | <i>Perspectives from neuroscience: building blocks and features</i> | Adolphs, Ralph and David J. Anderson. 2018. Chapter 3: Building Blocks and Features of Emotions. In <i>The Neuroscience of Emotion: A New Synthesis</i> , p. 58-81. Princeton: Princeton University Press. Course reserves. | |

Week 2 What about animals?

Are emotions unique to human beings, or do emotion states occur in nonhuman animals as well?

| Date | Topic | Readings | Other assignments |
|---------------|---|---|-------------------|
| M 01/13/20 | <i>Perspectives from neuroscience: building blocks and features</i> | Adolphs, Ralph and David J. Anderson. 2018. Chapter 3: Building Blocks and Features of Emotions. In <i>The Neuroscience of Emotion: A New Synthesis</i> , p. 81-99. Princeton: Princeton University Press. Course reserves | |
| W 01/15/20 | <i>Facial expression of emotion in hominids, horses and dogs.</i> | De Waal, Frans. 2019. Chapter 4: Emotions that make us human: Disgust, shame, guilt and other discomforts. In <i>Mama's Last Hug: Animal Emotions and What They Tell Us About Ourselves</i> , p. 121-144. New York: W. W. Norton. Course reserves. | |
| F 01/17/30 | <i>Speech mechanisms and affect expression: the fundamental frequency</i> | Kappas, Arvil, Ursula Hess, and Klaus R. Scherer. 1991. "Voice and emotion." In R. S. Feldman and B. Rime (Eds.), <i>Studies in Emotion and Social Interaction: Fundamentals of Nonverbal Behavior</i> , p. 200-220. New York, NY: Cambridge University Press. Course reserves. | |

Week 3 How does the human voice convey emotion?

How can we recognize when emotion is being expressed in the human voice, and what emotion it is that is being expressed? Phonetic science shows that amplitude, pitch, voice quality and intonation all play a role in the expression of emotion. "Speech Emotion Recognition" (SER), a growing field in the area of human-computer interaction, relies on speech spectrogram analysis.

| Date | Topic | Readings | Other assignments |
|---------------|---|---|--|
| M 01/20/20 | <i>Martin Luther King, Jr. Birthday</i> | Classes suspended | |
| W 01/22/20 | <i>Recognizing anger through voice</i> | Green, James A., Pamela G. Whitney and Gwen E. Gustafson. 2010. "Vocal expressions of anger." In M. Potegal et al., eds., <i>International Handbook of Anger</i> , p. 139-156. New York: Springer. Course reserves. | |
| F 01/24/20 | <i>Voice quality and emotion</i> | Gobl, Christer, and Ailbhe Ní Chasaide. 2003. "The role of voice quality in communicating emotion, mood and attitude." <i>Speech Communication</i> 40, 189-212. Course reserves. | Data post: In media or in your everyday interactions, find an example of a distinctive voice quality or contour that is expressive of some form of |

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| | | | emotion. Describe and explain. |
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Week 4 How do we process emotion conveyed by the human voice?

How do people understand, and respond instinctively to, the expression of emotion in the human voice? This week we explore how we identify and react to the expression of emotion in others.

| Date | Topic | Readings | Other assignments |
|---------------|--|---|---|
| M 01/27/20 | <i>Vocal bursts and emotion expression; cross-cultural differences</i> | Cordaro, Daniel T., et al. 2016. "The voice conveys emotion in ten globalized cultures and one remote village in Bhutan." <i>Emotion</i> 16:1, 117-128. Course reserves. <ul style="list-style-type: none"> Recommended: Simon-Thomas, Emiliana R.; Dacher J. Keltner, Disa Sauter, Lara Sinicropi-Yao, and Anna Abramson. 2009. The voice conveys specific emotions: Evidence from vocal burst displays. <i>Emotion</i> 9:6, 838-846. Course reserves. | Data post: In media or in your everyday interactions, find an example of a vocal burst that is expressive of some form of emotion. Describe and explain. |
| W 01/29/20 | <i>Affective sound processing</i> | Frühholtz, Sascha, Wiebke Trost and Sonja A. Kotz. 2016. "The sound of emotions—Towards a unifying neural network perspective of affective sound processing." <i>Neuroscience and Biobehavioral Reviews</i> 68, 96-110. Course reserves. | |
| F 01/31/20 | <i>Sex differences in processing</i> | Besson, Mireille, Cyrille Magne and Daniele Schön. 2002. "Emotional prosody: sex differences in sensitivity to speech melody." <i>Trends in Cognitive Sciences</i> 6:10, 405-407. Course reserves | |

Week 5 How do words convey emotion?

Human language has resources to convey emotion that transcend the level of vocal properties. This week and next, we look at the ways in which certain word types and expressions can convey or evoke emotions.

| Date | Topic | Readings | Other assignments |
|---------------|----------------------------|--|--|
| M 02/03/20 | <i>Affixes and emotion</i> | Ponsonnet, Maïa. 2018. "A preliminary typology of emotional connotations in morphological diminutives and augmentatives." <i>Studies in Language</i> 42:1, 17-50. Course reserves. | Data post: In media or in your everyday interactions, find an example of expressive morphology that is used to indicate some form of emotion. Describe and explain. |
| W 02/05/20 | <i>Sound symbolism</i> | Pawlak, Nina. "Conceptualization of emotions in African languages and the | |

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| | <i>and metaphor in African languages</i> | context of African personality." In Nina Pawlak (Ed.), <i>Codes and Rituals of Emotions in Asian and African Cultures</i> , p. 95-109. Warsaw: Publishing House ELIPSA. Course reserves. | |
| F 02/07/20 | <i>Mimetic patterns in Japanese</i> | Occhi, Debra J. 1999. "Sounds of the heart and mind: Mimetics of emotional states in Japanese." In Gary B. Palmer and Debra J. Occhi, eds., <i>Languages of Sentiment: Cultural constructions of emotional substrates</i> , p. 151-170. Amsterdam: John Benjamins. Course reserves. | |

Week 6 Conceptualizing emotion

Different cultures identify and name emotions differently. The emotions themselves may be different, or the emotion maybe the same but conceptualized in a different way. In this section we will consider how the way in which your native language names emotions can work to form your identity as a person.

| Date | Topic | Readings | Other assignments |
|---------------|---|--|-------------------|
| M 02/10/20 | <i>Valenced (emotionally nuanced) words</i> | Isenberg, N. et al. 1999. "Linguistic threat activates the human amygdala." <i>Proc. Natl. Acad. Sci. USA</i> 96, 10456-10459. Course reserves. | |
| W 02/12/20 | <i>Body parts and emotion</i> | Huang, Shuanfan. 2002. "Tsou is different: A cognitive perspective on language, emotion, and body." <i>Cognitive Linguistics</i> 13:2, 167-186. Course reserves. | |
| F 02/14/20 | <i>Metaphors of emotion</i> | Ogarkova, Anna, Cristina Soriano, and Anna Gladkova. 2016. "Methodological triangulation in the study of emotion: The case of 'anger' in three language groups." <i>Review of Cognitive Linguistics</i> 14:1, 73-101. Course reserves. | |

Week 7 Expressing and responding to emotion in a second language

What happens when people are fluent in more than one language? Is their emotional reaction to certain word types the same across the different languages they command?

| Date | Topic | Readings | Other assignments |
|---------------|------------------------------------|---|---|
| M 02/17/20 | <i>Swear words and taboo words</i> | Dewaele, Jean-Marc. 2004. "The emotional force of swearwords and taboo words in the speech of multilinguals." <i>J. of Multilingual and Multicultural Development</i> 25:2-3, 204-222. Course reserves. | |
| W 02/19/20 | <i>Emotion words in bilinguals</i> | Pavlenko, Aneta. 2008. "Emotion and emotion-laden words in the bilingual lexicon. <i>Bilingualism: Language and Cognition</i> 11:2, 147-164. Course reserves. | Reflection post: What has been your experience in your L2 when trying to express your emotion? Describe and explain. |
| F | | Review of key concepts | |

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| 02/21/20 | | | |
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Week 8 Words that name emotion types; Midterm exam

Some emotions are not universal, or are they? Terms for emotions found in one language, but not others.

| Date | Topic | Readings | Other assignments |
|---------------|-------------------------------|--|---|
| M 02/24/20 | Exam | Midterm exam, materials from 01/06/20 through 02/21/20 | |
| W 02/26/20 | Emotion in word and image | Visit Harn Museum of Art, select an object for Experiential Learning Essay | |
| F 02/28/20 | Words that name emotion types | <ul style="list-style-type: none"> Smith, Tiffany Watt. 2015. "Abhiman." In <i>The Book of Human emotions: From Ambiguphobia to Umpty—154 Words from Around the World for How We Feel</i>, p. 17-18. New York: Little, Brown and Company. Course reserves Tagore, Rabindranath. "Punishment." In Rabindranath Tagore, <i>Selected Short Stories</i>, trans. By William Radice, p. 125-133. London: Penguin. Course Reserves. | Reflection post: How does the young wife express her abhiman? |

Week 9 March 2 ~ 6 Spring Break Classes suspended

Week 10 How do languages conceptualize emotions?

Some emotions appear to be universal. How do languages convey emotion in fiction?

| Date | Topic | Readings | Other assignments |
|---------------|--|---|--|
| M 03/09/20 | Words that name emotions and words that cause emotions | <ul style="list-style-type: none"> Smith, Tiffany Watt. 2015. "Disgust." In <i>The Book of Human emotions: From Ambiguphobia to Umpty—154 Words from Around the World for How We Feel</i>, p. 85-89. New York: Little, Brown and Company. Course reserves. Maladay, Matthew J. X. 2013. "Why do we hate certain words" The curious phenomenon of word aversion. Slate. https://slate.com/human-interest/2013/04/word-aversion-hate-moist-slacks-crevice-why-do-people-hate-words.html. Online. | Reflection or Data post: Is there a word you have a serious aversion to? Reflect on what it is about the word that inspires your disgust. |
| W 03/11/20 | Emotion in fiction | <ul style="list-style-type: none"> Smith, Tiffany Watt. 2015. "Shame." In <i>The Book of Human emotions: From Ambiguphobia to Umpty—154 Words from Around the World for How We Feel</i>, p. 248-250. New York: Little, Brown and Company. Course reserves. Kojima, Nobuo. 1954/1977. "The American School." In Howard Hibbett, ed., <i>Contemporary Japanese Literature: An Anthology of Fiction, Film and Other Writing Since 1945</i>, p. 120-144. New York: Knopf. | Reflection post: What are the stimuli that induce shame and embarrassment in the story? Which characters |

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| | | | experience these emotions? How are they expressed? |
| F 03/13/20 | <i>Words that name emotion types</i> | <ul style="list-style-type: none"> Smith, Tiffany Watt. 2015. "Indignation." In <i>The Book of Human emotions: From Ambigophobia to Umpty—154 Words from Around the World for How We Feel</i>, p. 160-161. New York: Little, Brown and Company. Course reserves. Expressions of indignation in Spanish, https://www.youtube.com/watch?v=HnTlIQNQvuDo Do the speaker's facial expressions differ when expressing something with a more positive valence? Hopes and wishes, https://www.youtube.com/watch?v=xl72iFOCPFg | Data analysis essay due. |

Week 11 Reading body language and facial expression

How do your face and your body play a role in the expression of emotion? How can you read emotion in others based on their facial expression, or their body postures or positionings?

| Date | Topic | Readings | Other assignments |
|---------------|---------------------------------|---|--|
| M 03/16/20 | <i>Body action and posture</i> | Dael, Nele, Marcellino Mortillaro and Klaus R. Scherer. 2012. "Emotion expression in body action and posture." <i>Emotion</i> 12:5, 1085-1101. Course reserves. | |
| W 03/18/20 | <i>Body, face congruency</i> | De Gelder, Beatrice. 2006. "Towards the neurobiology of emotional body language." <i>Nature</i> 7, 242-249. Course reserves. | |
| F 03/20/20 | <i>Cross-cultural variation</i> | Elfenbein, Hillary anger. 2013. "Nonverbal dialects and accents in facial expressions of emotion." <i>Emotion Review</i> 5:1, 90-96. Course reserves. | Data post: Describe an example of emotion expressed in body language and/or facial expression that you recently observed. |

Week 12 Affect in autism spectrum

Do those on the autism spectrum process and express emotions differently than neurotypical individuals?

| Date | Topic | Readings | Other assignments |
|---------------|--|--|-------------------|
| M 03/23/20 | <i>Overview of emotion processing in autism spectrum disorders</i> | Lartseva, Alina, Ton Dijkstra and Jan K. Buitelaar. 2015. "Emotional language processing in autism spectrum disorders: A Systematic review." <i>Frontiers in Human</i> | |

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| | | <i>Neuroscience</i> 8: Article 991, 1-24. Course reserves. | |
| W 03/25/20 | <i>Autism blogs</i> | Nguyen, Thin, et al. 2015. "Autism blogs: Expressed emotion, language styles and concerns in personal and community settings." <i>IEEE Transaction on Affective Computing</i> 6:3, 312-323. Course reserves. | |
| F 03/27/20 | <i>Reading body language and facial expression</i> | Peterson, Candida C., Virginia Slaughter, and Celia Brownell. 2015. "Children with autism spectrum disorder are skilled at reading emotion body language" <i>Journal of Experimental Child Psychology</i> 139, 35-50. Course reserves. | Reflection post: Do you have a family member on the autism spectrum? If so, have you observed any distinctive aspects of emotive expression, or lack thereof? |

Week 13 Emotion processing in dementia; Expression of emotion in the public domain: the workplace

Can brain disease affect how we perceive and express emotion?

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This week, we begin an inquiry into the experience and expression of emotion in the workplace. Is it appropriate? If so, which emotions, and when? Does gender play a role in this case? If so, in what way?

| Date | Topic | Readings | Other assignments |
|---------------|--|---|---|
| M 03/30/20 | <i>Emotion perception in Alzheimer's</i> | Goodkind, Madeline S., et al. 2015. "Emotion recognition in frontotemporal dementia and Alzheimer's disease: A new film-based assessment." <i>Emotion</i> 15:4, 416-427. Course reserves. | |
| W 04/01/20 | <i>Domains of emotion in the workplace</i> | Miller, Katherine I., Jennifer Considine, and Johny Garner. 2007. "Let me tell you about my job," Exploring the terrain of emotion in the workplace." <i>Management Communication Quarterly</i> 20:3, 231-260. Course reserves. | |
| F 04/03/20 | <i>Anger in the workplace</i> | Brescoll, Victoria L. and Eric Luis Uhlmann. 2008. "Can an angry woman get ahead? Status conferral, gender, and expression of emotion in the workplace." <i>Psychological Science</i> 19:3, 268-275. Course reserves. | Data post: Have you witnessed expression of anger in the workplace? What form did it take? |

Week 14 Are expectations of men and of women different?

How might the expression of emotion in the workplace affect how you are perceived by others? What kind of emotional identity will you take to the workplace?

| Date | Topic | Readings | Other assignments |
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| M 04/06/20 | <i>Stereotypes and self-perceptions</i> | Hess, Ursula, et al. 2000. "Emotional expressivity in men and women: Stereotypes and self-perceptions." <i>Cognition and Emotion</i> 14:5, 609-642. Course reserves. | Experiential learning essay due. |
| W 04/08/20 | <i>Power and emotion</i> | Ragins, Belle Rose and Doan E. Winkel. 2011. "Gender, emotion and power in work relationships." <i>Human Resource Management Review</i> 21, 377-393. Course reserves. | |
| F 04/10/20 | <i>Emotion and the language of judging</i> | Nussbaum, Martha C. 1996. "Emotion in the language of judging." <i>St. John's Law Review</i> 70:23-30. Course reserves. | Reflection or data post: Have you felt the need to form a response that is sensitive to another's feelings? How did you formulate the response accordingly? |

Week 15 Expression of emotion in talk

How can emotion affect discourse in the public domain?

| Date | Topic | Readings | Other assignments |
|---------------|--|--|---|
| M 04/13/20 | <i>Police officers and expression of emotion</i> | Oxburgh, Gavin, Thomas Williamson and James Ost. 2006. "Police officer's use of emotional language during child sexual abuse investigations." <i>Journal of Investigative Psychology and Offender Profiling</i> 3, 35-45. Course reserves. | Reflection post: Have you felt the need to suppress expression of emotion in a work or public context? Was it easy, or difficult, to do so? How did you accomplish that? |
| W 04/15/20 | <i>Men talking about illness</i> | Charteris-Black, Jonathan and Clive Seale. 2009. "Men and emotion talk: Evidence from the experience of illness." <i>Gender and Language</i> 3:1, 81-113. | |
| F 04/17/20 | <i>Emotion talk in families</i> | Fivush, Robyn, and Qi Wang. 2005. "Emotion talk in mother-child conversations of the shared past: The effects of culture, gender and event valence." <i>Journal of Cognition and Development</i> 6:4, 489-506. | |

Week 16 Expression of emotion and self-presentation

Must we show our emotions to be likeable? Regarded as trustworthy?

| Date | Topic | Readings | Other assignments |
|---------------|-------------------------------------|--|-------------------|
| M 04/20/20 | <i>Affect and self-presentation</i> | <ul style="list-style-type: none"> Kang, Jay Caspian. 2019. Where does affirmative action leave Asian-Americans? <i>New York Times Magazine</i>, August 28, 2019. | |

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| | | https://www.nytimes.com/2019/08/28/magazine/affirmative-action-asian-american-harvard.html <ul style="list-style-type: none"> • Course evaluation: bring laptop or other device | |
| W 04/22/20 | <i>Affect and self-presentation</i> | <ul style="list-style-type: none"> • Continuation of discussion on emotion and self-presentation • Review of key concepts | |
| F 04/24/20 | | Study day | |

Final Exam: Thursday, April 30, 10:00 a.m. ~ 12:00 p.m.

Covers all material from 02/28/20 ~ 04/22/20.

Explanation of how the General Education Objectives will be accomplished in the course.

1. This course is interdisciplinary, applying the methods and findings of cognitive neuroscience to define emotion. After establishing a working definition of emotion, the tools of linguistics are applied to the analysis of the expression of emotion in language. Students will identify and describe these theories and their methodologies, along with their key findings.
2. Students will identify and define differences in the naming of, expression of, and response to emotion across different sectors of American society, focusing on differences in gender, age, ethnicity, and neurotypicality. Students will assess the stakes of expression of emotion in the public and work domains, and reflect on their own emotional identity now and into the future.
3. Students will investigate the ways in which art and media cultivate the expression of emotion, and will analyze its effect on themselves and on others.

Explanation of assessment:

Content: Students will be assessed for the following SLOs in this course.

Humanities: Identify, describe, and explain the history, underlying theory and methodologies used in the course.

Diversity: Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.

Students will acquire a basic knowledge of how cognitive neuroscience defines emotion, and differentiates emotion from reflex and from feeling. Students will learn how language serves as a vehicle for the expression of human emotion, and acquire basic linguistic tools that will enable them to analyze the express of emotion through different levels of language. Achievement of this learning outcome will be assessed primarily through a midterm and a final exam.

Students will acquire a basic understanding of the ways in which emotion is named and expressed differently across different cultures. Students will be able to identify the ways in which non-neurotypical individuals (those on the autism spectrum, or with brain trauma or disease) may experience and express emotions differently than neurotypical individuals. Students will acquire a basic understanding of the ways in which American society brings different expectations to the expression of emotion across

gender, differential power relationships, and setting. Achievement of this outcome will be assessed on the midterm and the final exams, and in Data and Reflection postings.

Critical Thinking: Students will be assessed for the following SLOs in this course.

Humanities: Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

Diversity: Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. Society.

Students will write a total of six postings (three data analysis, three reflection) that require them to find linguistic data and analyze how emotion is expressed at a particular level of language. Students will also analyze and reflect on the ways in which they themselves express and/or respond to emotion, and analyze how emotion is expressed in fiction and in art.

Students will analyze and reflect on differences in the experience and expression of emotion across different sectors of society as they are distinguished by age, gender, ethnicity, and neurotypicality in data and reflection postings.

Achievement of the above outcomes will be assessed through Data and Reflection postings, through the Experiential Learning essay, and through the Data analysis essay.

Communication: Students will be assessed for the following SLOs in this course.

Humanities, Diversity: Communicate knowledge, thoughts and reasoning clearly and effectively.

Students will submit written postings in which they are required to analyze the expression of emotion or to reflect on their own expression of emotion or reaction to the expression of others' emotion in particular contexts. Achievement of this learning outcome will also be assessed in two essays, a Data analysis essay and an Experiential Learning essay.