OVERVIEW

How much of our communication behavior is guided by affect relative to cognition? What is meant by motivation-based processes, and how are they pertinent to communication and social interaction?

This seminar is designed to introduce students to classic and current literature exploring the nature, theory, and measurement of affect, emotion, and motivation (drive), and explore how these aspects of mind and body relate to a range of communication behaviors. One objective is to consider the role affect plays in communication theory, research, and behavior. We will consider how affective and motivation-based processes unfold across a range of sub-disciplinary contexts, such as conflict, crisis, health, intercultural, political, mass comm, interpersonal, relational, and social influence. Another goal is to examine the embodied nature of emotion and cognition, and the 3-way interaction between body, mind, and environment. A final overarching objective is to survey the realms of positive emotion, meaning-making, resilience, flourishing, and mattering, and explore the relevance of these more recent literatures for the study of communication and social interaction.

Because this seminar offers only an introduction to an extensive literature, the discussions and readings associated with each theoretical domain will be abbreviated. Although a collection of readings is provided, the direction the class takes will be guided by the various interests of the seminar members; thus, in our exploration of the literature, it is expected that each of us will search out, discover, and share readings, research, and insights we feel to be of interest to the class.

TEXT & READINGS


In addition to chapters from Anderson & Guerrero, a collection of readings following the course schedule is presented below. We can modify this list as we go based on seminar members’ mutual interests by shortening, lengthening or rearranging dates for different areas of focus.

All of the readings below are available in electronic format on Canvas at no charge; however, we may obtain and share additional readings specific to members’ individual research interests.

Although there are several large literatures to explore, they will no doubt include some of the most fascinating material you’re likely to come across as a graduate student.

COURSE SETUP

BRIEF FEATURED ARTICLE PRESENTATIONS

Beginning on Week 2, seminar members will select one of the assigned articles to present, doing a total of 5 or 6 individual presentations over the course of the semester. The total length of each presentation will be 20 minutes, with the main task being to highlight and explain the key elements of the reading, lead a discussion on one or two key issues, and end with a summary of the discussion and an appropriate overall conclusion (see handout below). These presentations will proceed using a 3-step format as follows:

1. **Introduction**: Introduce the article, its main ideas, and why it is relevant to our study of communication and social interaction.
2. **Discussion**: Explore the key elements of the reading, discuss how they relate to our theoretical framework, and encourage seminar members to share their thoughts and insights.
3. **Conclusion**: Summarize the main points discussed, highlight the implications of the reading, and make predictions for future research in this area.

This format will help us to engage with the material in a meaningful way and facilitate a deeper understanding of the concepts involved.
1. Introduce the article and explain the author(s)’s core ideas for no more than 8 minutes. Minimize your reliance on reading off the prepared notes or text. Use your own words to explain the author’s ideas and provide your own examples.

2. Lead a discussion period of at least 8 minutes by posing one or two significant question(s) derived from the article’s main ideas. The discussion should be aimed at helping the seminar examine the author(s)’ ideas deeply, so as to render greater clarity and depth in understanding. Use appropriate follow-up questions until the issue has been examined fully.

3. Summarize in no more than 4 minutes what has been discussed and offer your own reflections, criticisms, and insights into the article’s main ideas, including a summary of the questions/issues raised. In the last minute, offer your own reflections on the article as a way of concluding the presentation.

**Handout:** Your presentation should be accompanied by a 1-page (single-spaced) handout in which you list the main ideas in the assigned reading, such that the key concepts are clearly identified. At the bottom, list the main questions/issues will use in the discussion period (not the follow-up questions). Use a visually clear and effective format for the handout (e.g., summary lists, tables, and diagrams). Compose in outline form w/out the use of quotes.

Beginning during the first week of the seminar, members will designate at least one article they wish to present over the following two weeks. By the second week, members should have looked ahead at the readings on Canvas and indicate two or three more articles they would like to present in the coming weeks, and this process of looking ahead and scheduling presentations will continue throughout the remaining weeks of the semester. Together, these presentations will constitute 40% of the final course grade.

**Research Proposal**

Seminar members will prepare a detailed (25-page) research proposal ultimately designed to initiate a research project they would like to pursue with IRB approval. Any topic appropriate to communication, affect, motivation, and/or emotion may be explored. Members will consult with me about developing and researching their topics, gathering relevant research materials, and preparing for IRB approval. A brief written description (1 typed page) of the proposed research topic should be prepared as early in the term as possible, but no later than the sixth week of class (i.e., Feb. 20); and a 10-page initial rough draft should be prepared for dissemination to fellow seminar members no later than the eighth week (material from the 10-page rough draft will of course be applied to the 25-page proposal as appropriate).

The project proposal will feature and develop a theoretical discussion in some detail on the current state of research in the relevant area, providing a review the literature, including: (a) an outline of the theory, its terms, assumptions, and propositions, (b) a discussion of empirical evidence in support of the theory, indicating the key predictor and outcome variables (c) identification of the intended area of further research, along with potential hypotheses and/or research questions, and (d) a proposed method for manipulating and measuring the variables of interest. Although it is not expected that seminar members will necessarily advance this project far enough to begin data collection before the end of the term, doing so would be highly encouraged. This research proposal, due in the 12th week, (i.e., April 2). Together, the rough draft (10%) and final proposal (30%) will constitute 40% of the final course grade.
SEMINAR LEADERS

Each seminar member will act as a guest lecturer giving a presentation based on the initial draft of their project proposal scheduled during the last three weeks of the seminar. Seminar leaders are responsible for: (a) providing their initial draft paper to fellow members ahead of time, (b) developing discussion questions, (c) leading a discussion any additional information/resources (e.g., a brief bibliography, etc.) about the topic. This draft presentation will constitute the final 10% of the course grade.

EVALUATION

The final grade for the course will be based on (a) the 5 or 6 article presentations (40%); (b) the project proposal draft (10%); (c) the final research proposal (30%); (d) the research proposal draft presentation; and (e) general discussion and participation in the seminar (10%). Note: grading will not be picky or harsh. Honest, sincere efforts to engage the material, contribute to the course discussions, and thoughtfully understand the concepts involved should result in a satisfying outcome. Ultimately, the goal is to finish this seminar with a major research project in progress.

COURSE SCHEDULE

The first 4 weeks are set; however, the following sessions may be extended, shortened, modified replaced, or eliminated as desired, depending on seminar member’s interests.

1) JAN 16: BASIC CONCEPTS, ASSUMPTIONS & DEFINITIONS
   Dillard (1998). The role of affect in communication, biology, and social relationships
   Handbook of communication and emotion, Chapter 1:
   Guerrero, Andersen, & Trost (1998). Comm and emotion: Basic concepts and approaches

2) JAN 23: HISTORY, PHILOSOPHY, & A CLASSIC STUDY
   Handbook of emotions, Chapters 1, 2, & 3:
   Solomon (1993). Philosophy of emotion
   Sterns (1993). History of emotions
   White (1993). Representing emotional meaning
   Schachter, S. & Singer, J. (1962), Cognitive, social, and physiological determinants of emotional state

3) JAN 30: FEELING & THINKING
   Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences;
   Lazarus, R. S. (1982). Thoughts on the relations between emotion and cognition;
   Handbook of communication and emotion, Chapters 2 & 3:

4) FEB 6: MOTIVATION & AFFECT (I’LL BE IN BELGIUM, SO THE SEMINAR WILL NOT MEET)
   Higgins (1997). Beyond pleasure and pain
5) **FEB 13: MOTIVATION & REGULATORY FOCUS**

Higgins (2000). Making a good decision: Value from fit
Higgins et al. (2001). Reg focus orientation scale
Higgins et al. (2003). Transfer of value from fit
Semin et al. (2005). Linguistic signatures if regulatory focus
Cesario, Grant & Higgins (2004) Regulatory fit and persuasion
Miller (2008) Reactance and regulatory focus (revised)

6) **FEB 20: POSITIVE EMOTION**

Haidt (2000). Positive emotion of elevation
Haidt (2001). Elevation and morality
Wong (2011). Positive psychology 2.0

7) **FEB 27: MEANING MAKING & MATTERING**

Miller & Massey (2019) Meaning-making, communication, and terror management processes
Costin & Vignoles (2019). Meaning is about mattering: Coherence, purpose, & existential mattering
Heine et al. (2006). Meaning maintenance model: On the coherence of social motivations
*Meaning in positive and existential psychology* (2014) ebook -- Chapters 1-21

8) **MARCH 5: IMPLICIT THEORIES OF EMOTION**

Kappes & Schikowski (2013). Implicit theories of emotion shape regulation of negative affect
Miller et al. (2007). Effects of implicit theories on affective reactions to moral transgressions
Tamir et al. (2007). Implicit theories of emotion: Affective and social outcomes

9) **MARCH 12: SHAME, GUILT, AND ANGER**

Guerrero & Anderson (1998), Chapters 5 & 7:

Vangelisti & Sprague (1998) Guilt and hurt: Similarities, distinctions, and strategies
Sabini & Silver (1997). In defense of shame: Shame in the context of guilt and embarrassment
Tangney et al. (1996). Shame, guilt, and constructive vs destructive responses to anger
Miller & Cortes Quantip (2017). Anger in health and risk messaging

10) **MARCH 19: EMBODIED EMOTION**

Niedenthal et al. (2005). Embodiment in attitudes, social perception, and emotion
Winkielman (2008). Embodied emotional mind
Winkielman et al. (2015). Embodiment of cognition and emotion
Gjelsvik et al. (2018) Embodied cognition and emotional disorders
Notthoff & Carstenern (2014). Positive messaging promotes walking in older adults

11) **MARCH 26: EMOTIONAL INTELLIGENCE**

Mayer et al. (2004). Emotional Intelligence, theory and findings
Mayer et al (2004). Further consideration of the issues of emotional intelligence
Mohapel (2008). Quick emotional intelligence self-assessment (QEISA) scale
12) **April 2, Moral Emotions**
Rozin et al. (1999). Mapping moral emotions and moral codes
Rozin, Haidt & McCauley (2000). Disgust
Haidt (2001). The emotional dog and its rational tail
Haidt & Keltner (2001). Awe/Responsiveness to Beauty and Excellence
Wheatly & Haidt (2005). Hypnotic disgust makes moral judgments more severe
Hutcherson & Gross (2011). The moral emotions: A social–functionalist account
Grappi et al (2013). Response to corporate irresponsible behavior: Moral emotions and virtues

13) **April 9, Jealousy & Envy**
Harris (2004). The evolution of jealousy
Hill & Buss (2008). Evolutionary psychology of envy
Barelds & Dijkstra (2007). Reactive and anxious jealousy
Ramachandran & Jalal (2017). Evolutionary psychology of envy and jealousy

14) **April 16 Death & Life**
Simon et al. (1997). TM & CEST: Evidence terror management occurs in the experiential system
Mikulincer et al. (2003). The existential function of close relationships
Martin et al. (2004). The roar of awakening
Janoff-Bulman & Yopik (2004). Existential dilemmas and the paradox of meaning
Landau et al. (2004). Deliver us from evil
Vail et al. (2012), When death is good for life
Burke et al. (2103) Death goes to the polls: A meta-analysis of MS effects on political attitudes
Perloff (2016). A TMT perspective on media effects

15) **April 23, Time & Distance**
Carstensen et al. (1999). Taking time seriously: A theory of socioemotional selectivity
Carstensen et al. (2000). Emotional experience across the lifespan
Trope & Liberman (2000). Temporal construal and time-dependent changes in preference
Trope & Liberman (2010). Construal-level theory of psychological distance
Hicks et al. (2012). Positive affect meaning in life & future time perspective
Notthoff & Carstenern (2014). Positive messaging promotes walking in older adults

You may choose the topic for your project proposal from anything you find in the text or readings, or from any area related to affect, motivation, or emotion processes associated with the particular communication behavior you may already be interested in or involved with.

Here is a list of recommended authors, theories, and topics you may wish to consider. These are just to help you think about possible topics. Obviously, this list is not exhaustive. Ask me about any of these topics, and I can suggest readings for exploring some of the relevant research.

- Bodenhausen, G. V. — Emotion, arousal, affect and stereotyping
- Brehler, S. J. — Emotion and attitude change
- **Brehm, J. W. — Psychological reactance**
- Buck, R. — Prime theory; nonverbal communication of affect
- **Buller, D. B., & Burgoon, J. K. — Emotion and deception.**
- Burgoon, J. K. et al. — Interpersonal adaptation theory
- Buss, D. M. — Evolutionary approaches to emotion
• Buss, D. M. — Sex differences
• Harris, C. R. Sex & gender differences and the evolution of jealousy
• Dillard, J. P. — Emotion and social influence
• Damasio, A. — Brain, self, consciousness, emotion, and reality
• Dweck, C. et al. — Social-cognitive approach to motivation and personality
• Dweck, C. et al. — Implicit theories (growth vs. fixed mindset)
• Epstein, S. — Psychodynamics of affect and consciousness
• Greenberg, J., et al. — Terror management theory
• Greenberg, J., et al. — Social motivation and growth
• Haidt, J. — Positive psychology, resilience, and flourishing
• Hatfield, E. et al. — Emotional contagion
• Higgins, E. T — Self-discrepancy theory
• Higgins, E. T — Regulatory focus theory
• Izard, C. E. — Motivational functions of discrete emotions
• Keltner, D et al. — Effects of sadness and anger on social perception
• Lazarus R. S., et al. — Appraisal theory
• LeDoux, J. — Neuropsychological approaches to the brain, emotions and the self
• Millar, et al., and/or Edwards, K — Matched/mismatched (affective/cognitive) basis of attitudes
• Monahan, J. L — Nonconscious affect
• Niedenthal, P.M. — Social functionality of human emotions.
• Ruch, W. — Exhilaration and humor
• Schachter, D. L — Implicit memory
• Watson, D., & Tellegen, A. — Structure of affect
• Weiner, B., et al. — Naive theories of emotion; Cognition and emotion in achievement contexts
• Zajonc, R.B. — Mere exposure effects
• Zillman, D. — Excitation transfer
• Zillman, D. — Mood-management theory and media consumption
• Zuckerman, M — Sensation seeking; Motivational bias

You may also choose to explore any or a combination of the following:

• Anger and/or Aggression
• Depression and/or Mood Disorders
• Disgust and/or Indignation &/or Contempt
• Fear and/or Anxiety and/or Terror
• Guilt and/or Shame and/or Embarrassment
• Jealousy and/or Envy
• Positive Emotion and/or Resilience
• Sadness and/or Grief
• The Nature of Intrinsic vs. Extrinsic Motivation
• Flow and Optimal Experience
• The Spontaneous Expression of Emotion (e.g., verbal & nonverbal signals)
• The Socialized Expression of Emotion (e.g., display rules, "emotion work" in organizations)
• The Strategic Expression of Emotion (e.g., planned displays, deception)
• Feeling Rules and the Socialized Experience of Emotion (e.g., feeling rules in work places)
• Elicitation of Emotional Experiences by the Mass Media in Entertainment Programming (e.g., "frightful" media, "feel good" media, "sad" media, violent emotions and the media)
• Emotions as the Target of Persuasive Efforts in Advertising and Public Relations
• Emotions as the Target of Persuasive Efforts in Health Campaigns (e.g., fear appeals)
• Emotional Support in Health Contexts (e.g., effects of support on illness, well-being, coping)
• Effects of Influence Messages on the Emotions of Sources and Targets
• Effects of Emotion on Message Reception (e.g., processing persuasive messages)
• Effects of Emotion on Message Production Processes (e.g., effects on goals and strategies)
• Effects of Emotion on Social Perception (e.g., first impressions, information integration)
• "Emotion Talk" (e.g., patterns of talking about feelings and their effects in close relationships)
• Anxiety and Communication (e.g., communication apprehension and avoidance)
• Making People Feel Good (e.g., inducing happiness, ego support, and celebrating)
• Making People Feel Bad (e.g., inducing anger, fear, shame, embarrassment, guilt)
• Helping Those Who Feel Bad to Feel Better (e.g., comforting, emotional support)
• Cultural Differences in the Experience, Expression, & Management of Emotion
• Gender Differences (and Similarities) the Experience, Expression, & Management of Emotion