

Study Guide for Final Exam

- Know all the material on homework #6-10

Pennebaker's Book "Opening Up"

- Understand how deception/ lie detection links to Pennebaker's interests
- Understand how lie detector tests work, are they allowed in court
- Impact of inhibition of emotion on health
- Differentiate active and passive inhibition, different impacts physically
- Implications of the above for changing (bad) habits
- What are the practical benefits of sharing our stories with other
- Understand deep sharing and deep listening and the challenges
- Know the details of Pennebaker's first writing study --- the 4 conditions and the outcomes in each of them
- Pennebaker's work also studied t-lymphocytes. Know why he was interested in this variable and what he found in his work
- Know the basic findings of the engineer study (those laid off)
- What has Pennebaker discovered about the letting go experience – how does it impact voice and choice of topics/ words and physiology
- Difference between high and low disclosers
- Understand the role of left/ right brain synchrony and disclosure
- Be familiar with his Linguistic Inquiry and Word Count studies/ know the 3 important findings discussed in class that are associated with positive outcomes of disclosure in writing
- Do Pennebaker's health effects always last a long time?

Development of Emotion

- What is a major challenge to studying infants
- What is sympathetic crying? Why might infants do this?
- When does social smiling emerge in infants & understand one important reason for this particular timing, where do most of the earliest infant smiles occur
- What emotion might the startle reflex be related to?
- Early infant emotion appears to be triggered most strongly by what
- Understand the varying views of infants having basic emotions. Know which view would reflect an evolutionary perspective and which would reflect social constructivist views
- How does infant facial display of emotion compare to that of adults
- Know interactional synchronicity/ primary intersubjectivity – why is this important in development
- Joint attention/ secondary intersubjectivity --- same as above
- Know how socialization of emotion for males and females differs according to slide presentation in class

- Know the three attachment styles discussed in class and the basic parenting behaviors associated with each
- What two fears in infancy are directly linked to attachment
- Why are adolescents more emotional than younger children
- Know the basics of the Duchenne smiles study of Mills College graduates
- Are older adults more or less emotionally reactive. Why?

Positive Emotions

- Is happiness a universal ideal?
- Is happiness best viewed as an emotion?
- Know Barbara Fredrickson's work, positivity and its relationship to happiness, what is the positivity ratio that we need for best outcomes?
- Understand the broaden and build theory from an evolutionary point of view and specific features of both 'broaden' and 'build'
- Know the situational features that consistently correlate with happiness
- Be familiar with the recommendations for increasing positivity/ decreasing negativity
- Understand the role of contrast effects on happiness. Who will be most unhappy with a grade of 'B'
- We watched a film of Dan Gilbert talking about Happiness. Be familiar with his study of preferences for posters and the resulting satisfaction with the choice. Know what synthesized happiness is and how you can create it? The role of 'freedom'? Is synthesized happiness as good as naturally occurring happiness?
- Relationship of anticipation to pleasure. Know the brain features of this.
- Are most people realistically optimistic? Relate this to well being.
- What is the social function of laughter? How does it impact immune response?
- Is love a unified emotion? What are prototypical example of love? What are the three prototypical features of love? Based on this research, can we love chocolate...really?
- Do we consider love an emotion (like fear?)
- What are Bolwby's three types of relationship bonds that are evolutionary in nature?
- What is the relationship of sympathy and sadness?
- Do men and women flirt the same way? Understand the role of matching in flirting.
- What is the role of oxytocin in love? What stimulates its release? Research has shown that it impacts long-term bonds/ interaction --- how?
- How are endorphins involved in social connections? Understand the link between physical pain and social pain.
- Is all marriage based on romantic love? Differences between passionate and companionate love.
- Understand the basic features of love in the context of the three adult attachment styles. Be able to match up the features.

Seligman's Book "Authentic Happiness"

- Hedonic theory focuses on pleasure in each moment as a source of happiness. What defines quality of life from this perspective? Role of endings from this perspective.
- Know Seligman's formula of happiness and the percentages of happiness attributed to each element
- Seligman is a cognitive psychologist --- how has this impacted his work on positive psychology, particularly the focus on past/ present/ future (see slides from 'happiness' lecture)
- Understand the role of attribution to attitudes of optimism/ pessimism
- Impact of optimism on life span
- What is earned happiness? Understand what Seligman means by creating gratification over pleasure
- When we pursue pleasure it can be enhanced with what?
- Understand the role of strengths in pursuing happiness according to Seligman. Be able to relate this to 'investment' as a metaphor.
- Know the three different work orientations Seligman discusses and be able to relate them to exercising strengths
- Can you transform a job into a calling even if doing menial or repetitive work?
- What is flow --- simple definition. How do we achieve this state?
- Know the basics of the 'teenager' study where teens were paged frequently to assess their state of mood/ apathy/ flow. What were the findings?
- Understand Seligman's concepts of attention and irreplaceability in loving well. Where do signature strengths fit in? Be able to relate John Gottman's 4 horsemen of the apocalypse to these concepts of Seligman's. (this is on a slide.. you don't have to figure it out)
- Know the differences, according to Seligman, in the pleasant/ good/ meaningful/ full lives...

Negative Emotions

- Know the 4 main components of emotion that, when present, make it a prototypical emotion.
- What emotion is a good example of a prototypical emotion from the above view
- Understand the component process theory of emotional display
- How are fear and anxiety different?
- Understand what aspects of fear tend to be 'inborn'. Understand 'preparedness' and what kinds of fears we are prepared for
- What does fear do to attention? Do we have to be conscious of stimuli to have them impact our reactions?
- Understand the nervous system responses to fear under conditions of 'challenge' versus 'threat'.
- Understand the amygdala and fear. Under-reactivity as well as over-reactivity.

- Be familiar with early temperament and studies by Jerome Kagan that predict reactivity in infants (film shown in class). At what age can this be reliably assessed?
- Understand the connection between temperament/ SNS responses and political beliefs discussed in class
- How is anger at the self different than anger at another?
- Be able to differentiate fear and anger by cognitive components, facial display components, and SNS response
- Understand why there is a debate about differences between anger and aggression. According to the schematic presented in class, is cognition necessary for anger? For aggression?
- What are some positive social outcomes of (regulated) anger
- What is the relationship of serotonin and aggression? Based on studies discussed in class can we conclude that serotonin only impacts aggression/ violence? What might be the more accurate conclusion?
- Understand hostile versus instrumental aggression
- Understand gender differences in anger and aggression
- Know the difference between core and moral disgust, what part of the brain is active in disgust. This brain location is important in what other experiences discussed in class
- People who are easily disgusted are also more likely to experience what other emotional experiences?

Mindfulness Research

- Mindfulness is aimed at what two important features of cognitive experience --- attempting to modulate these
- What is the impact of 'applying a label' to experience according the UCLA study
- Long term meditators have what characteristics in their brains – be aware of prefrontal cortex, left/ right relationships, gamma waves, insula
- Know the results of the study teaching meditation to high stress individuals at a high tech firm. What are the implications of the shift that was found?
- What kinds of patients has Jon Kabat Zinn studied with mindfulness practices? What does he tend to find? In class we viewed a film looking at chronic pain patients? What happened with these patients?

Epstein's Book "Going to Pieces"

- Understand Epstein's background and how that shapes his interests/ studies
- Differentiate 'being' and 'doing' in terms of Epstein's work and Seligman's work
- How many of Epstein's high school classmates admitted to feeling empty
- When Epstein tried to eliminate emptiness in his patients with warmth and acceptance (psychological treatment), what did he find?
- What are the two components of emptiness he discovered? Which one can be most usefully altered and which one is more usefully accepted?

- Understand the concept of ‘unintegration’ as discussed in reference to the ego. Would this be considered a healthy state? Why?
- Understand the role of delusion (as Epstein defines it) in blocking ‘unintegration’ or ‘being’. How does this impede growth?
- Understand his concepts of ‘bare attention’ and the importance of ‘labeling experience’ in being able to create a state of ‘unintegration’
- Understand Epstein’s argument that thinking can be a defense against immediate experience. And why being connected to immediate is both important and a challenge.
- What is the best view of a healthy ego
- How is unintegration related to integration of feelings
- Understand how letting go of perfection and control is integral to ‘being’
- “Once we start to appreciate how it is the holding on to pleasure and the pushing away of pain that is the problem (not the pleasure and pain themselves), we start to see [a pathway to personal peace].” --- be sure this makes sense in the context of Epstein’s writing

Personality & Mental Health

- understand the big 5 factors in personality
- which ones correlate with positive and negative mood
- according to the film shown in class is extraversion over emphasized in our culture? What are the implications of this? What are the unique gifts of more introverted individuals?
- Understand the difference between internalizing and externalizing disorders
- What are risks to mental health in childhood? What is the impact of multiple risks?
- What are protective factors in childhood?
- What are the most common disorders in adulthood? Are there gender differences?
- what are risks to mental health problems in adulthood? Be familiar with the role of significant stress. And the typical stresses that trigger problems.