Emotions

**Emotions** – Complex behavior that includes an affective, cognitive and behavioral component as well as a unique physiological response.

Emotions are difficult to define.

*Emotional intelligence* is the ability to perceive, imagine, and understand emotions and to use that information in decision making (EQ).

*The role of the autonomic nervous system.*

*Polygraphs*

*The role of the limbic system.*

*The role of the cerebral cortex.*

**Phinneus Gage**

**Opponent Process Theory** – The removal of a stimulus that excites one emotion causes a swing to an opposite emotion.
Autonomic nervous system

SYMPATHETIC NERVOUS SYSTEM
- Opens wide pupils
- Alters secretions salivary glands
- Speeds heart
- Opens wide bronchi
- Decreases churning and secretions stomach
- Increases secretions adrenal glands
- Increases secretions sweat glands
- Raises hair follicles
- Interrupts digestion intestines
- Increases digestion
- Inhibits urination bladder
- Promotes orgasm stage genitals

PARASYMPATHETIC NERVOUS SYSTEM
- Constricts pupils
- Alters secretions salivary glands
- Slows heart
- Constricts bronchi
- Increases churning and secretions stomach
- No connection adrenal glands
- No connection sweat glands
- No connection hair follicles
- Increases digestion intestines
- Stimulates urination bladder
- Arousal; erection in male genitals
Figure 12.18

Amygdala and learned fears

- Basolateral amygdala
- Central amygdala
- Thalamus
- Visual cortex
- Central gray area of midbrain
- Pons
- Medulla
- Spinal cord
- Auditory cortex
James-Lange theory

**Emotional stimulus**
- ANS arousal
- Behavior (run)

**Emotional feelings** (fear)

**Summary:** After bodily arousal and behavior occur, you can feel your pounding heart, rapid breathing, flushed face, and sweating; this is what makes up the experience of emotion.

Cannon-Bard theory

**Emotional stimulus**
- Thalamus
- ANS arousal
- Behavior (run)
- Emotional feelings (fear)

**Summary:** Emotional arousal, behavior, and experience are released by the thalamus and are nearly simultaneous.

Schachter's cognitive theory

**Emotional stimulus**
- Arousal plus label (“I am afraid.”)

**Emotional feelings** (fear)

**Behavior (run)**

**Summary:** Arousal alone does not produce emotion; arousal must be labeled or interpreted.

Contemporary model of emotion

**Emotional stimulus**
- Cognitive appraisal (Danger!)

**ANS arousal**
- Behavior (run)
- Emotional expressions (fearful face)
- Emotional feelings (fear)

**Summary:** Appraisal gives rise to arousal, behavior, facial/postural expressions, and emotional feelings. Arousal, behavior, and expressions add to emotional feelings. Emotional feelings influence appraisal, which further affects arousal, behavior, expressions, and feelings.
Three General Theories of Emotion

1. James-Lange Theory of Emotion – A person’s interpretation of a stimulus evokes the autonomic changes directly; the emotion is the perception of those changes.

2. Cannon-Bard Theory of Emotions – Certain areas of the brain evaluate sensory information and, when appropriate, send one set of impulses to the ans and another to the forebrain, which is responsible for the subjective and cognitive aspects of emotion.

3. Schachter-Singer Theory of Emotions – The intensity of the physiological state – that is, the degree of sympathetic nervous system arousal – determines the intensity of the emotions, but not the type of emotions.

Range of Emotions

1. Basic emotions should begin early in life without requiring experience.

2. The basic emotions should be similar for people in different cultures.

3. Basic emotions should have distinct biological bases.

Verbal and Non-verbal expression of emotions

Facial and body language – critical in communication process

Happiness
Figure 12.9
Theories of emotion

**Schachter and Singer’s Theory**
I’m scared.
My heart’s pounding, so I’m really scared.

**Cannon-Bard Theory**
I’m scared.
My heart’s pounding too.

**James-Lange Theory**
My heart’s pounding.
I must be scared.
Plutchik’s Emotion Solid


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Primary and mixed emotions

Acetate 76 (Figure 12-3)

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Sternberg’s triangular theory of love

Nonlove

Romantic love

Liking

Fatuous love

Infatuation

Companionate love

Empty love

Consummate love

Acetate 81 (Figure 12-16)

Sternberg’s triangular theory of love
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Infant emotions

Acetate 77 (Figure 12-6)
Health Psychology – Concerned with how people’s behavior can enhance health and prevent illness and how behavior contributes to the recovery from illness.

Five areas of concern:
1. Alcohol and drug use
2. Diet and exercise
3. Sexually transmitted diseases
4. Smoking
5. Non-compliance

Stress – the non specific response of the body to any demand made upon it.

Selye – General Adaptation Syndrome

1. Alarm
2. Resistance
3. Exhaustion

Social Readjustment Rating Scale – (Holmes & Rahe, 1967)

Lazarus – Hassles & Uplifts
The General Adaptation Syndrome

Level of normal resistance

Alarm reaction

Stage of resistance

Stage of exhaustion

Coping with Stress

1. Monitoring
   A. Prediction and control
   B. Inoculation
   C. Social support
   D. Cognitive control
   E. Other techniques

2. Blunting
   A. Relaxation
   B. Exercise
   C. Distraction
   D. Other techniques
Figure 12.25

**Stress and evaluation**

- Event
- **Evaluation of event**
  - Event is disturbing
    - Stress; activation of sympathetic system
  - Event is not disturbing
    - No stress
<table>
<thead>
<tr>
<th>Appraisal</th>
<th>Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have been slighted or demeaned</td>
<td>Anger</td>
</tr>
<tr>
<td>You feel threatened</td>
<td>Anxiety</td>
</tr>
<tr>
<td>You have experienced a loss</td>
<td>Sadness</td>
</tr>
<tr>
<td>You have broken a moral rule</td>
<td>Guilt</td>
</tr>
<tr>
<td>You have not lived up to your ideals</td>
<td>Shame</td>
</tr>
<tr>
<td>You desire something another has</td>
<td>Envy</td>
</tr>
<tr>
<td>You are near something repulsive</td>
<td>Disgust</td>
</tr>
<tr>
<td>You fear the worst but yearn for better</td>
<td>Hope</td>
</tr>
<tr>
<td>You are moving toward a desired goal</td>
<td>Happiness</td>
</tr>
<tr>
<td>You are linked with a valued object or accomplishment</td>
<td>Pride</td>
</tr>
<tr>
<td>You have been treated well by another</td>
<td>Gratitude</td>
</tr>
<tr>
<td>You desire affection from another person</td>
<td>Love</td>
</tr>
<tr>
<td>You are moved by someone’s suffering</td>
<td>Compassion</td>
</tr>
</tbody>
</table>
Anger & Violence

Frustration-Aggression hypothesis – A failure to obtain something that one expected leads to aggressive behavior (Dollard, Miller, et al., 1939).

Violence is associated with:
1. A history of violence
2. Growing up around violence
3. Not feeling guilty after hurting someone
4. Weaker than normal response to physiological arousal
5. History of suicide attempts
6. Watching a great deal of violence on television

Violence and mental illness

Sexual violence

Cognitive approaches to controlling violence
1. A general and lasting feeling of hopelessness and despair.

2. Inability to concentrate, making reading, writing, and conversation difficult.

3. Changes in physical activities such as eating, sleeping, and sex. Frequent physical complaints with no evidence of physical illness.

4. Loss of self-esteem, which brings on continual questioning of personal worth.

5. Withdrawal from others due to immense fear of rejection.

6. Threats or attempts to commit suicide.

7. Hypersensitivity to words and actions of others and general irritability.

8. Misdirected anger and difficulty in handling most feelings.


10. Extreme dependency on others.