

Communication and Emotion

(CMST 7910: Seminar in Interpersonal Communication)

Fall 2009

Instructor: Dr. James Honeycutt, Schedule: T 3:10 - 6 p.m.

Office: Coates 234; Office Hours: T 1-3, TTH 10:35-12 and by appointment

Phones: 578-6676 (office), 252-0032 (cell)

E-mail: sphone@lsu.edu

Course Description and Goals:

This seminar will explore connections between communication and emotion, providing detailed examination of the many roles emotion plays in interpersonal, organizational, performance, and mass media settings. Indeed, while emotions often appear to be spontaneous, they have to strategically be communicated or inhibited (turned “on” and “off”) in the successful performance of everyday roles (see Erving Goffman’s classic, symbolic interactionism book, *Presentation of Self in Everyday Life*.). Principal aims of the course include acquainting graduate students with major groups of emotion theories and exploring how these theories can illuminate various communicative phenomena. Major theoretical positions to be reviewed include evolutionary (Darwinian) theories, sensory feedback (Jamesian) theories, physiological, cognitive or appraisal theories, and social constructionist theories.

There are six basic types of emotions according to Paul Ekman: surprise, fear, disgust, joy, anger, sadness that are communicated cross-culturally. Emotions are measured via facial and body observations, self-reports, and physiologically. Emotions are controlled through social-learning, culture, and biological hardwiring (adrenalin & neurotransmitters)

Emotion is a primary area of study in the human sciences and is a topic that is increasingly addressed by communication researchers. Emotions are often the principal content of communication, as well as being the frequent target of communicative efforts.

Texts and Readings:

Fussell, S. R. (2002). *The verbal communication of emotions*. Mahwah, NJ: Erlbaum.

A series of journal articles, book articles, & ICA conference papers that are listed weekly and by topic. **Download these from Moodle.**

Topics:

Much of the seminar will center on the analysis and discussion of the required reading assignments. The first few weeks of the term, we will review major theoretical perspectives about the study of emotions. The topics for the remainder of our sessions will be determined by your interests. For example, a simple scheme would have us identify about five major topic areas in which substantial numbers of the seminar participants have interest; we could then devote a week to each of these topics. Of course, there may be sentiments for covering more topics (devoting only part of a class session to some topics, for example). On the other hand, there might be deep and widespread interest in a single topic that would warrant devoting more than a single class session to it. I am flexible on what topics we cover, how many topics we cover, and the depth in which we cover those topics. I want to hear from you on these matters.

Some of you may be knowledgeable about the topic of emotion and have well-developed interests from which to draw. Great! For many of you, though, the area of communication and emotion may be new territory. Thus, I list below a few of the many possible topics on which we might focus. Please review this list of topics and the texts for the course (especially the Andersen and Guerrero book chapter). Then, develop some ideas about topics that you would most like to study. We will begin at our first class meeting, and continue to do so over the following two class sessions. We will make final decisions about topics no later than our third class meeting. After that, I will develop (in conjunction with student input) required readings, supplemental readings, and Sample Discussion Questions for each topic.

1. Components of Emotion in Everyday Life
2. Communicating Emotion Verbally and Nonverbally
3. Imagined Interactions and Emotion
4. Physiology and Emotions
5. Intimacy and Emotions
6. Morality and Emotions
7. Cultural Differences & Similarities
8. Making People Feel Bad (e.g., inducing jealousy, anger, fear, shame, embarrassment, guilt)
9. Making People Feel Good (e.g., inducing happiness)
10. Socialized expression of emotion (e.g., “emotions” in organizations, planned displays, deception)
11. Effects of emotion on information processing (e.g., first impressions)
12. Emotional support in health contexts and campaigns (e.g., fear appeals, effects of support on illness, well-being, and coping)

Requirements, Assignments, and Grading:

Grade Percentages:

<u>Assignment</u>	<u>Percentage</u>
6 reaction papers	18%

(3% each)	
2 class-led discussions (9% each)	18%
Brief solo-authored Research paper	6%
Joint-authored group paper	17%
Final solo-authored paper	25%
Comprehensive take-home exam	16%

Reaction Papers. To facilitate the focused and lively discussion of the assigned readings, I will ask graduate students to prepare and respond to a set of Sample Discussion Questions. I have developed Sample Discussion Questions for the class sessions I'm organizing; graduate students will help develop the Sample Discussion Questions for the class sessions they are responsible for leading. Each week, you have the choice of preparing a 2-3 page, single-spaced reaction paper responding to these Sample Discussion Questions (or some subset of them) for a total of six. You will not need to complete a reaction paper the week that you have the responsibility for leading the seminar. I am hopeful that natural variations in student interests will result in a workable distribution of reaction papers over the course of the semester.

The purpose of these reaction papers is to organize thought and stimulate discussion; hence, they should be focused and brief. If students are intrigued by an issue in the readings not reflected in any Sample Discussion Questions, they are free to write a reaction paper addressing that issue. Obviously, a brief reaction paper cannot provide detailed responses to the Sample Discussion Questions; rather the purpose of the paper is help students begin drawing together ideas about what they have read. Reaction papers may be read in class to initiate discussions, and I will ask that these papers be turned in each week.

Class Discussions. Each week, seminarians will be responsible for co-leading class discussion. This role entails several responsibilities: (a) First, you should read the assigned material very carefully, with an eye toward discussion topics you might introduce in the event that our discussion wanes; (b) Second, you should generate a list of questions run by me) and posted to the class bulletin board by Monday night. Everyone should bring hardcopies of the primary questions to the seminar. The co-discussants should also have a few secondary, "impromptu" questions that are not distributed ahead of time. (c). Third, you should read an additional article that are relevant for that week and come to class prepared to describe the articles with the rest of us. I expect it to be well organized and thorough. You should complete your preparation by Monday evening

preceding your designated class period, so that you may refer any questions to me during my office hours, which are on Tuesday morning (10:30- noon, 1- 3 pm).

Note: Two standardized questions that apply to ALL READINGS--

1. Does this reading (specify the article, ICA convention paper, or book chapter) reflect an analysis of input, thruput, output, or some combination (e.g., input-thruput, input-output, thruput-output) of communication components? Provide specific examples
2. Which macro theory, if any does this reading represent (e.g., social exchange, general systems, conflict theory, symbolic interactionism, attribution, cognitive dissonance, communibiology)?

Generate 6-8 additional questions. Use several guidelines for generating these questions. For example, a few questions should be answerable directly from the readings such as in #1 above. Second, some of the questions should provoke controversy, raise important theoretical issues or generate research ideas as much as possible. Finally, they should encourage the seminarians to synthesize ideas among the different approaches addressed in the seminar as in #2 above.

Solo-Authored Research Paper or Grant. A productive scholar needs to be able to work independently as well as collaboratively. Therefore, two research papers (or grants) are expected; one which is a solo-authored paper and another which is a joint-authored paper. Each of you will be expected to prepare a major **research paper** for conference presentation and publication on a topic of their choosing (as approved by the instructor). The paper can take any of several forms, including a research review, a theoretical analysis, a detailed research proposal, the report of original research, or other forms negotiated with the instructor including working on the road rage research. Students may pursue any appropriate topic, and I encourage them to consult with me in developing the topic for their papers.

I am asking that students provide me with a brief, introductory description of their individual research topic by the *fourth week* of class (3-4 typed pages, double-spaced) that includes references (5%). The research paper, due at the last regularly scheduled class meeting, will count 25% of the final grade. The paper will include the standard components of a research paper including:

Literature Review
 Research Question/Hypotheses
 Method
 Pilot or Full Results
 Beginning of a discussion section
 References

Joint-Authored Research Paper. The entire class will work on a joint-authored paper with me. I will provide a dataset(s) that should be analyzed. Each of you will divide the labor. I have found that this assignment is necessary in scholarly development. In the past, it has been difficult for some individuals to do because of labor coordination difficulties; i.e., Person A wants to cut or edit Person B's section that creates animosity in Person B. Hence, you have to learn how to coordinate and this can only be done by gathering experience. Therefore, the experience begins in this project.

Again, this paper should contain the following:

Literature Review
 Research Question/Hypotheses
 Method
 Results
 Discussion (Including limitations & future research)
 References
 Tables & Figures

Note: You may substitute a grant proposal written for a small private agency (which is more likely to be funded than a federal or state agency). This assignment is writing a 20-30 page grant proposal on an issue related to emotions and communication in an area of interest to you (students are encouraged to make use of the readings in this class as they devise this project). Depending on the granting agency chosen, the requirements of the proposal will differ. Generally, however, the proposal will include:

1. Problem statement
2. Conceptual framework/literature review
3. Research methods
4. Potential outcomes
5. Budget
6. (any other specific protocol called for in the application)

Additional Policies

ADA Statement: The American with Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that may impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office for Disability Affairs (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations during the first two weeks of class.

Attendance. It is assumed that you will attend and actively participate during all class sessions. If you must miss class for some reason, please notify me about this (in advance, if possible). You are responsible for what transpires during class sessions whether you are there or not.

Late Work. In general, papers (both reaction and research) may be turned in any time before the due date, and must be turned in not later than the class meeting of the week they are due. Late papers MAY be accepted at the discretion of the instructor, but will receive a substantial penalty. Typically, the grade on late papers will be dropped 1/2 letter for each day they are late (or a full letter grade for each 2 days late). If there are special circumstances pertaining to turning in your papers on time, especially your final (research) paper, please discuss these with me in advance.

TENTATIVE WEEKLY SYLLABUS

Week Topics, Sample Discussion Questions, and Readings

Unit I: Introduction

1. T August 25: Course Orientation and Introduction

Focus: Why study emotion and communication; course goals; survey of student interests; overview of scientific approaches to the study of emotion; other approaches to the study of emotion; foci of study in emotion theory; different objects of theory (the emotional experience, emotion change, the structure and organization of emotions); core distinctions in emotion research (e.g., affect, mood, emotion)

Sample Discussion Questions: None.

Required Readings:

Download and review this syllabus

Unit II: Interdisciplinary Approaches and Theories of Emotion

2. T Sept.1, E, Schacter-Singer cognitive appraisal theory, James-Lange theory, Emotional Prototypes

Focus: Theoretical explanations of emotions are explored.

Sample Discussion Questions: Which theories have the most explanatory power in explaining outcomes of emotions? How do emotions originate? What is excitation-transfer theory? Should emotions be examined as an input, process, or outcome of communication? Should emotions be examined via scenarios or in the lab?

Required Readings:

1. Solomon, R. C., (2008). The philosophy of emotions. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (pps. 3-16). New York: Guilford.

2. Stearns, P. N. (2008). History of emotions: Issues of change and impact. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (pps. 17-31). New York: Guilford.
3. "Communication and emotion: Basic concepts and approaches," Laura Guerrero, Peter Andersen, & Melanie Trost from *Handbook of communication and emotion: Research, theory, applications, and contexts*. .
4. "The Verbal Communication of Emotion: Introduction" Susan R. Fussell from *The Verbal Communication of Emotion*
5. Prinz, J. (2003). Emotions embodied. In R. Solomon (Ed.), *Thinking about feeling* (pps. 1-14). New York: OUP.

3. T Sept. 8: Verbal/Nonverbal Cues of Emotions

Focus: Functions of emotion and cues including facial, vocal, physiological, kinesic, action, body cues, Immediacy theory

Sample Discussion Questions: Which functions of communication are paramount to the survival of the species? How does a functional approach of emotion engender understanding of why people act the way they do? Which cues of emotion are the most valid in understanding how emotion is communicated verbally or nonverbally? How do words spark emotion according to Goddard?

Required Readings:

1. Explicating Emotions Across Languages and Cultures: A Semantic Approach in *The Verbal Communication of Emotion* by C. Goodard
2. Integrating Verbal and Nonverbal Emotional Messages in *The Verbal Communication of Emotion* by S. Planalp & K. Knie
3. How to do Emotions with Words: Emotionality in Conversation in *The Verbal Communication of Emotion* by R. Fiehler
4. Matsumota, D., Keltner, D., Shiota, M. N., O'Sullivan, M., & Frank, M. (2008). Facial expressions of Emotion. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (pps. 211-234). New York: Guilford.
5. Haviland-Jones, J. M., & Wilson, P. J. (2008). A "nose" for emotion: Emotional information and challenges in odors and semiochemicals. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (pps. 235-248). New York: Guilford.

Unit III: Biological and Physiological Approaches of Emotion

4. T Sept. 15: Communibiology and neurophysiological approaches

Focus: Examination of biological approaches to emotions across a variety of disciplines. It's the ongoing nature versus nurture debate: genetic determinism vs. social learning theory.

Sample Discussion Questions: Do you espouse nature versus nurture; biology vs. social-learning? Can dialectical theory be used to reconcile nature and nurture? How? What is the role of the amygdala in experiencing emotions? What is the vocal expression of emotion and how is it displayed?

1. McCroskey, J. M., & Beatty, M. J. (2000). The communibiological perspective: Implications for communication and instruction. *Communication Education, 49*, 1-6.
2. Beatty, M. J., & McCroskey, J. C. (w/Valencic, K. M.) (2001). *The Biology of Communication: A Communibiological Perspective. Chapter 1*. Cresskill, NJ: Hampton Press.
3. LeDoux, J. E., & Phelps, E. A. (2008). Emotional networks in the brain. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (pps. 159-179). New York: Guilford.
4. Larsen, J. T. Bernston, G. G., Poehlmann, K. M., Ito, T. A., & Cacioppo, J. T. (2008). The psychophysiology of emotion. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (pps. 180-195). New York: Guilford.
5. Bachorowski, J., & Owren, M. J. (2008). Vocal expressions of emotion. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (pps. 196-210). New York: Guilford.

5. T Sept. 22: Physiology, emotions, and imagined interactions

Focus: Advantages and disadvantages of various physiological cues including pulse, wrist activity, heart-rate variability, beats per minute in terms of induced conflict and real communication.

Sample Discussion Questions: Provide examples of resilient physiological variables that reveal consistent individual differences across these studies? Can heart-rate be controlled? Can brain imaging be controlled? Are physiological variables better cast as input, thruput, or output variables in communication research? Are emotions essentially physiological cues that either are labeled or a new name is coined to reflect the physiological arousal? Compare and contrast self-reports of emotional states with physiological measures and behavioral observation. What is the theory of mind?

Required Readings:

1. Honeycutt, J. M. (2008). Imagined Interaction Theory: Mental Representations of Interpersonal Communication. In L. A. Baxter & D. Braithwaite (Eds.). *Engaging Theories in Interpersonal Communication* (pp. 77-87). Thousand Oaks, CA: Sage.
2. Zagacki, K. S., Edwards, R., & Honeycutt, J. M. (1992). The role of mental imagery and emotion in imagined interaction. *Communication Quarterly, 40*, 56-68.
3. Honeycutt, J. M. (2009, in press). Physiology and Imagined Interactions, In J. M. Honeycutt (Ed.), *Imagine that: Studies in imagined interaction* (pp. 43-64). Cresskill, NJ: Hampton.

4. Honeycutt, J. M., Mapp, C. M., Knasser, K. A., & Banner, J. M. (2009). Intrapersonal communication and imagined interactions. In M. B. Salwen & D. W. Stacks (Eds.) *An integrated approach to communication theory and research* (pps. 323-335). NY: Routledge.
5. Honeycutt, J. M., Nasser, K. A., Banner, J. M., Mapp, C. M., & DuPont, B. W. (2008). Individual differences in catharsis, emotional valence, trauma anxiety, and social networks among hurricane Katrina and Rita victims. *Southern Communication Journal*, 73, 1-14.
6. Heisel, A. D., & Beatty, M. J. (2006). Are cognitive representations of friends' request refusals implemented in the orbitofrontal and dorsolateral prefrontal cortices? A cognitive neuroscience approach to 'theory of mind' in relationships. *Journal of Social and Personal Relationships*, 23, 249-265.

Unit IV: Cultural and Individual Differences

6. T Sept. 29: Figurative Language to Describe Emotion: Morality, Cultural Differences & Similarities

Focus: How is language used to describe emotions? See the Fussell book

Required Readings:

1. Emotion concepts: Social constructivism and cognitive linguistics by Zoltan Kovecses in *The Verbal Communication of Emotion*
2. What's Special about figurative language in emotional communication by R. W. Gibbs, J. S. Leggett, & E. A. Turner in *The Verbal Communication of Emotion*
3. Conflict, coherence, and change in brief psychotherapy: A metaphor in theme analysis by L. Angus & Y. Korman in *The Verbal Communication of Emotion*
4. Conventional metaphors for depression by L. M. McMullen & J. B. Conway, in *The Verbal Communication of Emotion*

7. T Oct. 6: Sex differences in the display of emotion

Sample Discussion Questions: Are the sex differences that Shield discusses due to social-learning theory or differences in brain hardwiring? Distinguish real differences from social stereotypes. Should little boys be taught to cry and girls taught to withhold the expression of emotion? Does psychological gender contrain biological differences in emotion?

Required Readings:

1. Brody, L. R., & Hall, J. A. (2008). Gender and emotion in context. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (pps. 395-408). New York: Guilford.
2. Ryan, R. M., LaGuardia, J. G., Solky-Butzel, J., Chirkov, V., & Kim, Y. (2005). On the interpersonal regulation of emotions: Emotional reliance across gender, relationships, and cultures. *Personal Relationships, 12*, 145-163.
3. Shields, S. (1987). Women, men, and the dilemma of emotion. In P. Shaver & C. Hendrick (Eds.), *Sex and gender*. Beverly Hills, CA: Sage.
4. Toivanen, J., Vayrynen, E., & Seppanen, T. (2005). Gender differences in the ability to discriminate emotional content from speech. *Proceedings from FONETIK*, 119-122.

Unit V: Specific Types of Emotions

8. T Oct. 13: Jealousy

Focus: In this unit of the seminar, we examine the communication of specific types of emotions beginning with jealousy.

Sample Discussion Questions: Does jealousy have any positive benefits? Distinguish trait-like jealousy from situational jealousy. How closely is jealousy related to any of the basic emotions: surprise, joy, sadness, anger, fear?

Required Readings:

1. Samford, K. & Rowatt, W. C. (2004). When is negative emotion positive for relationships? An investigation of married couples and roommates. *Personal Relationships, 11*, 329-354.
2. Guerrero, L. K. Trost, M. R., & McDonald, S. M. (2005). Romantic jealousy: Emotions and communicative responses. *Personal Relationships, 12*, 233-252.
3. Bevan, J. & Hale, J. L. (2006). Negative jealousy-related emotion rumination as consequences of romantic partner, cross-sex friend, & sibling jealousy experiences. *Communication Studies, 57*, 363-379.
4. Yoshimura, S. M. (2004). Emotional and behavioral responses to romantic jealousy expressions. *Communication Reports, 17*, 85-101.

9. T Oct. 20: Anger and Hate

Sample Discussion Questions: What is the fine line between anger, hate, and love? Why are men allowed to communicate anger? Is female anger increasing due to the media portrayals? Can anger be controlled by the amygdala?

Required Readings:

1. Rempel, J. K. & Burris, C. T. (2005). Let me count the ways: An integrative theory of love and hate. *Personal Relationships*, 12, 297-313.
2. Canary, D. J. Spitzberg, B. H., & Semic, B. A. (1998). The experience and expression of anger in interpersonal settings. In P. A. Andersen & L. K. Guerrero (Eds.). *Handbook of communication and emotion* (pps. 189-213). San Diego: Academic Press.
3. Yoshimura, S. (2007). Goals and emotional outcomes of revenge activities in interpersonal relationships. *Personal Relationships*, 24, 87-98.
4. Bosson, J. K. Johnson, A. B., Niederhoffer, K., & Swann Jr., W. B. (2006). Interpersonal chemistry through negativity: Bonding by sharing negative attitudes about others. *Personal Relationships*, 13, 135-150.

Unit VI: Sharing Emotions

10. T Oct. 27 Emotions and Spectator Sports: Vicarious Identification & the Transference

Sample Discussion Questions: If possible, apply Bormann's fantasy theme analysis and symbolic convergence theory to the stories of sports' fans. Do sports fans transfer emotions to their teams? What is relationship between esteem and fanaticism? Is it more enjoyable watching sports alone or with others? What is the function of sports in university fundraising? What is the similarity between attending a sporting event and attending a church service in terms of rituals and behaviors? Is there a correlation between physical fitness and being a loyal sports fan? What is the relationship between tolerance for ambiguity and athletic victory?

1. Raney, A. A. (2003). Enjoyment of sports spectatorship. In J. Bryant, D Roskos-Ewoldsen, & J. Cantor (Eds.), *Communication and Emotion: Essays in honor of Dolf Zillmann* (pps. 397-416). Mahwah, NJ: Erlbaum.
2. Jacobson, J. (2003). The social psychology of the creation of a sports fan identity: A theoretical review of the literature. *Athletic Insight*, 5, No. 2 (online journal), 1-14.
3. Madrigal, R. (2003). Investigating an evolving leisure experience: Antecedent and consequences of spectator affect during a live sporting event. *Journal of Leisure Research*, 23, 23-48.

4. Chen, P.J. (2009). Sport club: Understanding fans' loyalty. Research paper retrieved on June 22, 2009 from <http://hotel.unlv.edu/pdf/Sport%20club%20final%20version%201-10-05.pdf>.

5. Hillman, Cuthbert, B. N., Cauraugh, J., Schupp, H. T., Bradley, M. N., & Lang, P. J. (2000). Psychophysiological responses of sports fans. *Motivation and Emotion, 24*, 13-28.

11. T Nov. 3: Emotions and the darkside of communication

Sample Discussion Questions: Discuss different types of abuse. What are potential outcome variables when analyzing dysfunctional communication? What types of relationships have the highest level of physical coercion? Which is worse: emotional, physical, imagined abuse (fantasies & hallucinations) in terms of daily living? What is the role of fear, pleasure, and catharsis in coercive communication episodes?

Required Readings:

1. Honeycutt, J. M., & Bryan, S. P. (under contract). Dysfunctional scripts for abusive relationship, Chp. 13 from *Scripts and Communication for Relationships*. Cresskill, NJ: Hampton.
2. Wright, C., & Roloff, M. E. (2009, May). Examining the motivations and intentions of teasers. Paper presented at the annual International Communication Association Conference, Chicago, IL.
3. Carpenter, C. (2009, May). A Meta-Analysis of Sex Differences in Responses to Sexual Versus Emotional Infidelity. Paper presented at the annual International Communication Association Conference, Chicago, IL.
4. Uebelacker, L. A., Courtnage, E. S., & Whisman, M. A. (2007). Correlates of depression and marital dissatisfaction: Perceptions of marital communication style. *Journal of Social and Personal Relationships, 20*, 757-769.

12. T Nov. 10: Hard/soft emotions in relationships

Sample Discussion Questions: Distinguish hard and soft emotions in different types of relationships. What is forgiveness? Is it innate or learned? Are emotions invariant across different types of relationships? What kinds of factors affect the display of hard and soft emotions (e.g., age, personality, gender, etc.)?

1. Friesen, M. D., & Fletcher, G. J. O. (2007). Exploring the lay representation of forgiveness: Convergent and discriminant validity. *Personal Relationships, 14*, 209-223.
2. McCullough, M. E., Bono, G., & Root, L. M. (2007). Rumination, emotion, and forgiveness: Three longitudinal studies. *Journal of Personality and Social Psychology, 92*, 490-505.

3. Sanford, K. (2007). Hard and soft emotions during conflict: Investigating married couples and other relationships. *Personal Relationships, 14*, 65-90.
4. Theiss, J. A. Knobloch, L., Checton, M. G. & Conrad, K. M. (2009, May). A relational turbulence of relationship characteristics associated with experiences of hurt in romantic relationships. Paper presented at the annual International Communication Association Convention, Chicago.
5. Gottman, J. M. (2002). Reading from the *Emotional Cure* book. NY: Three Rivers Press.

13. T Nov.17: Music Therapy and Emotions

Focus: Music is the universal language beginning with the heartbeat and rhythm.

Sample Discussion Questions: How does listening to music affect the release of emotions? What is music therapy? Can people really identify the emotions they experience when listening to music? How do differences in musical taste reflect underlying personality characteristics? Is music a universal language? How does music listening reflect emotions depending if it is intrapersonal, interpersonal, or in a mass communication context?

1. Basten, T. (2004). Music therapy: Practice and research. *Australian Academy of Technological Sciences and Engineering Focus Journal, No. 130*.
2. Honeycutt, J. M., & Eidenmuller, M. E. (2001). An exploration of the effects of music and mood on intimate couples' verbal and nonverbal conflict-resolution behaviors. In V. Manusov & J. H. Harvey (Eds.), *Attribution, communication behavior, and close relationships* (pp. 37-60). London: Cambridge University Press.
3. Wise, W. (2009, May). Cognitive and emotional processing of music. Paper presented at the annual International Communication Association Conference, Chicago, IL.
4. Johnson-Laird, P. N., & Oatley, K. (2008). Emotions, music, and literature. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (pps. 102-113). New York: Guilford.
5. Knobloch, S. & Mundorf, N. (2003). Communication and emotion in the context of music and music television. In J. Bryant, D Roskos-Ewoldsen, & J. Cantor (Eds.), *Communication and Emotion: Essays in honor of Dolf Zillmann* (pps. 491-509). Mahwah, NJ: Erlbaum.

14. T Nov. 24: Discussion of individual research project

15. T Dec. 1: Discussion of joint research project and topics of interest

16. F Dec. 4: Meet at Dr. Honeycutt's house for an early Christmas emotional catharsis