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PSYC 3302 - POSITIVE PSYC

WK 2-1: EMOTIONS

Jan. 12/15

- Multiple, loosely coupled components
- Functional, evolutionary perspective prominent
 - ↳ Appraisal [cognitive: good/bad]
 - ↳ Subjective experience
 - ↳ Physiological change (heart rate, perspiration)
 - ↳ Expression (facial, posture)
 - ↳ Action Tendency (motivation shifts)
ex. fear, anger... etc.

- Contrasting emotions with: sensations or bodily pleasure

- ↳ lacks appraisal; physical stimuli; automatic
- : moods***

↳ 'aboutness'; timeframe - typically longer

: dispositions

↳ timeframe is extended (ex. prone to anger → dispositionally angry)

: affect

↳ more general term [no clear appraisal pattern]

Matt Frerking example - narcolepsy + cataplexy when experiencing strong positive emotions

↳ potentially impossible to live without positive emotions? Because they're pretty frequent, & intrinsic.

- Zelenki

- across all emotions, happiness was rated the most dominant & happy & relaxed is how most people spend a majority of their time

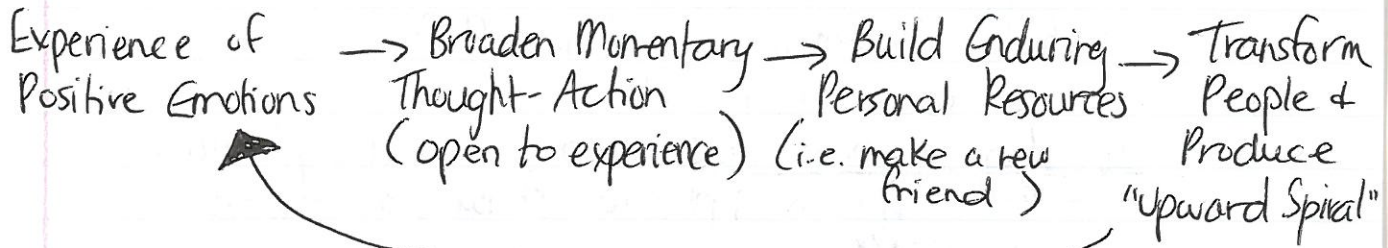
→ HISTORICALLY, POSITIVE EMOTIONS

- received less attention (PP origins)
- not the prototypical examples in theory
- fewer distinct facial expressions
- seem to have vague action tendencies (i.e. pushing you to do something)

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→ BROADEN & BUILD THEORY (Fredrikson)

- Whereas action tendencies of unpleasant emotions narrow focus positive emotions broaden focus (try new & different things)
- This then builds resources for the future
 - ex. Joy (play, creativity)
 - Interest (exploration, new information)
 - Contentment (savouring, applying to future)
 - Love (combines & focuses on other)



- Fredrikson & Branigan, 2001; 2005

- 1 - list what you would like to do
 - ↳ more positive emotions, listed more items
- 2 - Global vs. Local Processing w/ neutral test

- Johnson & Fredrickson (2005)

- own race bias in facial recognition
- examined joy, fear, neutral indicators (video)
- before or after learning phase
- Joy eliminated own race bias either way

PSYC 3302 - POSITIVE PSYCHOLOGY
wk 2-2 - POSITIVE EMOTIONS [cont.]

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Jan. 14/15

BB Theory



Broadened - our thoughts & action tendencies

Built - resources & skills for the future

- Waugh & Fredrickson (2006)

- longitudinal study of new university roommates

↳ before going to university, one week after meeting roommate & then five weeks in

- Self-other overlap  

- Complexity of other ('both traits') - seeing someone as one or the other

- Daily positive emotions

Conclusion: - more positive emotion = more self-other overlap + complexity of other

- these positive emotions have built social relationships

- Gable & Harmon-Jones (2008)

- role of 'approach motivation'

↳ hypothesis of narrowing attention (desire)

- local vs. global processing

e.g. funny cats vs. delicious desserts

Results: high approach motivation, pleasant emotion (desire narrows attention)

Consistent with hypothesis

→ FUTURE DIRECTIONS

- desire = emotion? should we distinguish moods?

- differentiating among emotions

e.g. PANCEAS taxonomy (Pride, Amusement, Nurturant-Love, Attachment-Love, contentment, Enthusiasm)

- Importance of situation/context

- Are emotions (usually) causes of behaviour? Avoid negative emotions [anticipation of an emotion]

→ POSITIVITY RATIO CONTROVERSY

positive mental functioning causing an upward spiral

critical value for flourishing 2.9/3 positive/negative emotions (non-linear)

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- equations were completely arbitrary & meaningless
- brings up idea of a "tipping point"

→ KNOWLEDGE EMOTIONS

- some overlap with 'broaden & build' ideas
 - that theoretical background is not used here
- Knowledge emotions promote learning
 - surprise
 - confusion
 - interest
 - awe
- SURPRISE
 - fast, typically short duration
 - interrupts attention
 - 'fills the mind'
 - simple appraisal of unexpectedness
 - motivate learning (usually quickly resolved)
 - not really positive / negative
 - has a distinct facial expression
- INTEREST
 - typically experienced as pleasant
 - follows appraisals of novelty + comprehensible
 - promotes exploration (mental too)
 - essential to 'intrinsic motivation' [we want to]
 - Thus leading to superior learning [persist more]
 - Related to trait curiosity
- CONFUSION
 - experienced as unpleasant
 - follows appraisal of novelty, complexity, incomprehensible
 - still promotes learning
 - interest vs. confusion can depend on prior knowledge
- AWE
 - less frequent 'special'
 - typically experienced as very pleasant
 - follows appraisal of vast inconsistency + attempt at accommodation
 - common sources are art, music + nature
 - often inspires desire to learn (ex. Nasa → science)

- linked to openness to experience
- 2 levels of appraisal (low ability / high ability)

→ SIMILARITY WITH HUMOUR?

• Benign Violation Approach

- conflict with expectation or 'ought'
- see the conflict as non-threatening (benign)
- realize both things simultaneously

Making something benign:

- creating distance (someone else falls) Peter McGraw

→ FLOW

- completely absorbed in the moment
- discovered via subjective experience across many domains (art, chess, athletics, etc)
- similar to intrinsic motivation
- occurs when challenge and ability matched
- mostly 'unconscious' at the time
- compared to 'junk flow' ex. video games, reflex
 - ↳ satisfaction, value (absorption)

