Course Description. We all experience emotions and get stressed out, but how do psychologists define and measure these terms? And what do we know about how emotion and stress "get under our skin"? In this 1-credit course, you will learn how to define and measure emotion and stress. You will also learn about their psychological and biological underpinnings, and the mechanisms underlying how emotion and stress are related to the health of the body. This will be a seminar course geared toward advanced undergraduates.

PSY 159 fulfills the requirement for a 100-level PSY course for general psychology majors. It also serves as one of two required PSY electives for the biopsychology major and, at the university level, the Natural Sciences distribution requirement.

Course Objectives. Inspired by the Department of Psychology's learning objectives for psychology majors (see http://ase.tufts.edu/faculty-committees/assessment/psychology.htm), specific course objectives are as follows:

1. Critically examine theories and empirical findings in at least two subfields of psychology; in this course, we will focus on the links between emotion, stress, and health.
2. Read and critically evaluate original journal articles related to psychological topics, in this case emotion, stress, and health.
3. Gain oral and visual communication skills for reporting empirical research findings.

Required Textbook.


If you prefer not to purchase this book, one copy will be placed on reserve for short-term check-out at Tisch Library. Additional required readings will be made available via Blackboard.

Prerequisites. Any 10- or -20 level PSY course.

Assignments.

**Reaction Papers.** You will write 4 reaction papers, up to 2 pages, double-spaced, typed (1" margins, 12 pt. Times New Roman font or equivalent). These should represent your reaction to some aspect of the assigned readings based on your own experiences or observations. You must incorporate at least one empirical journal article related to the topic (one not already assigned). You will be allowed to revise and resubmit *1* of the 4 reaction papers in hopes of earning more points. Revisions will be due on Fri, Dec 10. Your final grade for the one revised reaction paper will be the average of the original and revised scores. More details, including the criteria by which papers will be evaluated, will be provided at a later date. *See Reaction Paper Late Policy below.*
**Midterm Exams.** There will be two noncumulative, mandatory midterms during the regular semester. The format will be multiple choice and short answer. See Make-up Exam/Quiz Policy below.

**Quizzes.** There will be six multiple choice quizzes at the beginning of class covering the reading for that day’s class. You will not know in advance on which days quizzes will be administered thus it is in your best interest to come prepared for every class period. Your five best quiz scores will be used towards your final grade for the course. This means you can miss (or bomb) 1 out of the 6 and still have the chance to earn full credit for the quizzes. See Make-up Exam/Quiz Policy below.

**Presentation.** You will deliver a 30-minute presentation with one partner to teach the rest of the class the most important content represented in one chapter from the RMS text. Your presentation must draw on at least two journal articles (ones that have not previously been assigned) in addition to the chapter you’re covering. These presentations will be given using PowerPoint at the end of the semester. Additional guidelines will be provided at a later date. You cannot earn points for this assignment without coming to class and presenting on your assigned day (either Mon, Nov 29 or Mon, Dec 6).

**Evaluation.** The assignments will be weighted as follows in terms of calculating your final grade for the course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Papers</td>
<td>200 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>250 pts</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>250 pts</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>200 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>100 pts</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000 pts</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Final course grading scale: A+ 97-100%, A 93-96.9%, A- 90-92.9%, B+ 87-89.9%, B 83-86.9%, B- 80-82.9%, C+ 77-79.9%, C 73-76.9%, C- 70-72.9%, D+67-69.9%, D 63-66.9%, D- 60-62.9%, F 59.9% and below*

**Policies.**

**Make-up Exam Policy.** Students will only be allowed to take an exam at an alternate time in absolutely, positively, without-a-doubt unavoidable emergencies that are fully documented with correspondence from a physician or dean. No exceptions. In those exceedingly rare circumstances when a make-up exam is allowed, you must arrange with me in advance to take the make-up exam **prior** to the in-class exam version.

**Make-up Quiz Policy.** You can miss one quiz for any reason (e.g., illness, unavoidable emergency, skipped class) with no penalty towards your total points for the quizzes. Since it is highly unlikely that you would need to miss class on a quiz day more than once for reasons that are outside your control, no make-up quizzes will be given. If you do have extreme circumstances that make you miss more than one quiz, please provide documentation from a physician or dean.

**Reaction Paper Late Policy.** Reaction papers should be handed in on time. Without a note from a physician or dean, those that are turned in after the due date will be penalized by 5% for each day late. No exceptions.
Communication. Our Blackboard course ID is PSY-159_HUrry. If you were officially enrolled in this course as of Fri, Aug 27 (the day they populated the Blackboard course sites with student names), you were added to the course automatically. If not, please email me. Students are responsible for the content posted on or relayed via Blackboard (e.g., readings, assignments, announcements, and email messages). Check your Blackboard email address to make sure it is present and correct. Students can edit their Blackboard email address as follows:
   A. Log into Blackboard
   B. Go to any course site
   C. Click on Tools / Personal Information / Edit Personal Information

Academic Integrity. Academic fraud is unacceptable. In other words, don’t lie, cheat, or steal other people’s words and/or hard work. Students are responsible for knowing and abiding the academic integrity guidelines posted on the Dean of Students web site: http://uss.tufts.edu/studentaffairs/publicationsandwebsites. If I suspect that you have used plagiarized material from another source, I will use http://Turnitin.com, a web-based database that compares submitted work to millions of existing sources, to check for plagiarized information. Submission of dishonest or plagiarized work, whether that work represents just a draft that you’re working on or the final version, will lead to a failing grade for the course and you will be reported to the Dean of Students as required by their policy. See me if you are unclear about what constitutes academic fraud in any situation.

Students with disabilities. Tufts University is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact me immediately. Students may also speak with the Coordinator of Services for Students with Disabilities x72000 to discuss the process for requesting accommodations. Information is also available on the web at http://uss.tufts.edu/arc/disability.
Tentative Schedule of Topics. I reserve the right to modify the content and timing of scheduled topics, readings, and assignments as needed. Changes will be posted on Blackboard. Readings are noted the week before the particular day we will cover them in class. RMS refers to the Sapolsky text. Any other readings will be available on Blackboard. Note that readings are listed the week before they are due.

Mon Sep 13  Introduction

Assignments for next week:
1. RMS Ch 1 and 2

Mon Sep 20  Allostasis

Assignments for next week:
1. Reaction Paper #1
2. RMS Ch 3

Mon Sep 27  Cardiovascular Disease

(RP #1 due)

Assignments for next week:
1. RMS Ch 4
**Mon Oct 4**  Metabolism: Diabetes and Metabolic Syndrome

Assignments for next week:
1. Reaction Paper #2
2. RMS Ch 5

**Mon Oct 11**  Ulcers and Irritable Bowels (eww)

(RP #2 due)

Assignment for next week:
1. Prepare for Exam 1

**Mon Oct 18**  Exam 1

Assignments for next week:
1. RMS Ch 8

**Mon Oct 25**  Immunity and Disease  (including the Common Cold and Cancer)

Assignments for next week:
1. Reaction Paper #3
2. RMS Ch 13
Mon Nov 1 Why is Psychological Stress Stressful?  
(RP #3 due)

Assignments for next week:
1. RMS Ch 14

Mon Nov 8 Depression

Assignments for next week:
1. Reaction Paper #4
2. RMS Ch 15

Mon Nov 15 Anxiety Disorders and Type A Personality  
(RP #4 due)

Assignments for next week:
1. Prepare for Exam 2

Mon Nov 22 Exam 2

Assignments for next week:
1. RMS Ch 6, 7, 9, and 10

Mon Nov 29 Presentations

Assignments for next week:
1. RMS Ch 11, 12, 16, 17, and 18

Mon Dec 6 Presentations (Last Day of Class)

Fri Dec 10 Revised RP due (optional)
Acknowledgement of Receipt of Syllabus

By signing below, I acknowledge that I have read the syllabus for PSY 159, Emotion, Stress, & Health (Fall, 2010) and understand the policies outlined. Any items that were unclear to me have been clarified to my satisfaction. I shall adhere to the policies outlined in this document and accept the penalties described for failing to do so.

Print name here: ________________________________

Signature: ________________________________

Date: ________________________________

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Student Information

1. Why are you taking this class?

2. Have you taken a seminar class before?  YES  NO  (circle one)

3. Describe your last stressful experience (one that you would be comfortable sharing with others in class).
   a. What was the situation that prompted it?

   b. What thoughts did you have before, during or after?

   c. What did it feel like in terms of your subjective experience, your behavior, and/or your bodily response?

   d. How long did it last?