CHAPTER OVERVIEW

Emotions are responses of the whole individual, involving physiological arousal, expressive behaviors, and conscious experiences. Chapter 13 first discusses several theoretical controversies concerning the relationship and sequence of the components of emotion, primarily regarding whether the body's response to a stimulus causes the emotion that is felt and whether thinking is necessary to and must precede the experience of emotion. After describing the physiology of emotion and emotional expressiveness, it examines the components of emotion in detail, particularly as they relate to the emotions of fear, anger, and happiness.

NOTE: Answer guidelines for all Chapter 13 questions begin on page 347.

CHAPTER REVIEW

First, skim each section, noting headings and boldface items. After you have read the sections, review each objective by answering the fill-in and essay-type questions that follow it. As you proceed, evaluate your performance by consulting the answers beginning on page 347. Do not continue with the next section until you understand each answer. If you need to, review or reread the section in the textbook before continuing.

Theories of Emotion (pp. 513-515)

David Myers at times uses idioms that are unfamiliar to some readers. If you do not know the meaning of any of the following expressions, refer to page 354 for an explanation: add color to your life; arousal of dread; elation of ecstasy; lash out.

Objective 1: Identify the three components of emotions, and contrast the James-Lange, Cannon-Bard, and two-factor theories of emotion.

1. Emotions have three components: __________, __________, and __________.

2. According to the James-Lange theory, emotional states __________ (precede/follow) body arousal.

3. Cannon proposed that emotional stimuli in the environment are routed simultaneously to the __________, which results in awareness of the emotion, and to the __________ nervous system, which causes the body's reaction. Because another scientist concurrently proposed similar ideas, this theory has come to be known as the __________ theory.

4. The two-factor theory of emotion proposes that emotion has two components: __________ arousal and __________ label. This theory was proposed by __________.

Objective 2: Describe the role of the autonomic nervous system during emotional arousal.

1. Describe the major physiological changes that each of the following undergoes during emotional arousal: __________.

   a. heart: __________ ______; b. muscles: __________ ______; c. liver: __________ ______; d. breathing: __________ ______; e. digestion: __________ ______; f. pupils: __________ ______; g. blood: __________ ______; h. skin: __________ ______.

2. The responses of arousal are activated by the __________ nervous system. In response to its signal, the __________ release the hormones __________ ______ and __________ ______, which increase heart rate, blood pressure, and blood sugar.

3. When the need for arousal has passed, the body is calmed through activation of the __________ nervous system.

Objective 3: Discuss the relationship between arousal and performance.

4. People usually perform best when they feel __________.

5. The level of arousal for optimal performance __________ (varies/is the same) for different tasks.

Embodied Emotion (pp. 516-523)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 354-355 for an explanation: your stomach develops butterflies; shooting free throws; clutching, sinking sensations; poppy left hemisphere...petky disposition; Droomy...telltale sign...weeping, lumps in the throat...Which is the chicken and which the egg?: white lie; testy; hijack; The heart is not always subject to the mind.

Objective 4: Name three emotions that involve similar physiological arousal.

1. The various emotions are associated with __________ (similar/different) forms of physiological arousal. In particular, the emotions of __________ and __________ are difficult to distinguish physiologically.

Objective 5: Describe some physiological and brain pattern indicators of specific emotions.

8. The emotions __________ and __________ are accompanied by differing __________ temperatures and __________ secretions.

9. The emotions __________ and __________ stimulate different facial muscles.

10. The brain circuits underlying different emotions __________ (are/are not) different. For example, seeing a fearful face elicits greater activity in the __________ than seeing a(n) __________ face. People who have generally negative personalities, and those who are prone to __________, show more activity in the __________, __________ of the brain.

11. When people experience positive moods, brain scans reveal more activity in the __________.

12. Individuals with more active __________ (right/left) lobes tend to be more cheerful than those in whom this pattern of brain activity is reversed. This may be due to the rich supply of __________ receptors in this area of the brain.
Embodied Emotion

Objective 6: Explain how the spillover effect influences our experience of emotions.

21. The spillover effect refers to occasions when our response to one event carries over into our response to another event.

22. Schachter and Singer found that physically aroused college men told that an injection would cause arousal _______ (did/did not) become emotional in response to an accomplice's aroused behavior. Physically aroused volunteers not expecting arousal _______ (did/did not) become emotional in response to an accomplice's behavior.

23. Arousal _______ emotion; cognition _______ emotion.

Objective 7: Distinguish the two alternative pathways that sensory stimuli may travel when triggering an emotional response.

24. Robert Zajonc believes that the feeling of emotion _______ (can/cannot) precede our cognitive labeling of that emotion.

Cite two pieces of evidence that support Zajonc's position.

25. A pathway from the _______ via the _______ to the _______ enables us to experience emotion before _______. For more complex emotions, sensory input is routed through the _______ for interpretation.

Expressed Emotion (pp. 524-532)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to page 355 for an explanation: good enough at reading; Fidgeting; Ditto; sneer; Fake a big grin.

Objective 8: Describe some of the factors that affect our ability to decipher nonverbal cues.

1. Researchers have found that people who _______ (suppress/express) their emotions while watching a distressing film showed impaired _______ for details in the film. Emotions may be communicated in words and/or through body expressions, referred to as _______ communication.

2. Most people are especially good at interpreting nonverbal _______. We read fear and _______ mostly from the _______. and happiness from the _______.

3. Introverts are _______ (better/worse) at reading others' emotions, whereas extraverts are themselves _______ (easier/harder) to read.

4. Experience can _______ (more/less) likely than men to describe their particular emotions, as revealed by the fact that children who have been physically abused are quicker than others at perceiving.

Objective 9: Describe some gender differences in perceiving and communicating emotions.

5. Women are generally _______ (better/worse) than men at detecting nonverbal signs of emotion and in spotting emotional _______. Women possess greater emotional _______ than men, as revealed by the tendency of men to describe their emotions in _______ terms. This gender difference may be a by-product of traditional _______ and may contribute to women's greater emotional _______.

6. Although women are _______ (more/less) likely than men to describe themselves as empathic, physiological measures reveal a much _______ (smaller/larger) gender difference. Women are _______ (more/less) likely than men to express empathy.

7. Women are also better at conveying _______ (which emotion?), whereas men surpass women in conveying their _______.

Objective 10: Discuss the research on reading and misreading facial and behavioral indicators of emotion.

8. Various emotions may be linked with hard-to-control _______. Most people _______ (are/are not) very accurate at detecting lying. Accuracy varies, however, with a person's _______ and training. For example,
14. Darwin believed that when an emotion is accompanied by an outward facial expression, the emotion is ________ (intensified/diminished).

15. In one study, students who were induced to smile ________ (found/did not find) cartoons more humorous.

16. The ________ effect occurs when expressions amplify our emotions by activating muscles associated with specific states.

17. Studies have found that imitating another person's facial expressions ________ (leads/does not lead) to greater empathy with that person's feelings.

18. Additionally, moving our body as we would when experiencing a particular emotion causes us to feel that emotion. This is the ________ effect.

19. In cultures that encourage ________ (intensified/hide their emotions), this points to the importance of realizing that emotions are not only biological and psychological but also ________ (adaptive/maladaptive) responses.

Objective 13: Name several basic emotions, and describe two dimensions psychologists use to differentiate emotions.

1. Izard believes that there are ________ basic emotions, most of which ________ (are/are not) present in infancy. Although others claim that emotions such as pride and love should be added to the list, Izard contends that they are ________ (will/will not) be able to remember why.

2. Throughout the world, people place emotions along two dimensions, ________ (intensified/hide their emotions), which refers to whether a feeling is ________ or ________ (high versus low).

Objective 14: State two ways we learn our fears.

3. Fear can be ________ (adaptive/maladaptive) response.

4. Most human fears are acquired through ________ (intensified/hide their emotions).

5. In addition, some fears are acquired by ________ (will/will not) be able to remember why.

Objective 15: Discuss some of the biological components of fear.

6. A key to fear learning lies in the ________ (adaptive/maladaptive) hypothesis. This is the ________ (intensified/hide their emotions) effect under certain circumstances. List the circumstances.

7. The amygdala receives input from the ________ (adaptive/maladaptive) system. Following damage to this area, humans who have been conditioned to fear a loud noise will ________ (will/will not) be able to remember why.

8. People who have suffered damage to the ________ (adaptive/maladaptive) system will show the ________ (will/will not) be able to remember why.

9. Patients who have lost use of the ________ (adaptive/maladaptive) are unusually trusting of scary-looking people.

10. Fears that fall outside the average range are called ________ (will/will not) be able to remember why.

Objective 16: Identify some common triggers and consequences of anger, and assess the catharsis hypothesis.

11. In studying why we become angry, Averill has found that most people become angry several times per week and especially when another person's act seemed ________ (will/will not) be able to remember why.

12. The belief that expressing pent-up emotion is adaptive is most commonly found in cultures that ________ (will/will not) be able to remember why. In cultures that ________ (will/will not) be able to remember why, expressions of anger are less common.

13. Psychologists have found that when anger has been provoked, retaliation may have a calming effect under certain circumstances. List the circumstances.

14. List two suggestions offered by experts for handling anger.

1. ________ (will/will not) be able to remember why.

2. ________ (will/will not) be able to remember why.

15. Researchers have found that students who ________ (will/will not) be able to remember why someone who had hurt them had lower bodily arousal than when they thought of times when they did not.

Objective 17: Describe how the feeling good, do-good phenomenon works, and discuss the importance of research on subjective well-being.

16. Happy people tend to perceive the world as
17. Happy people are also __________ (more/less) willing to help others. This is called the __________________________ phenomenon.

18. An individual's self-perceived happiness or satisfaction with life is called his or her __________________________.

Research on this subject helps us sift reality from all the contradictory beliefs.

**Objective 18:** Discuss some of the daily and long-term variations in the duration of emotions.

19. Positive emotions __________ (rise/fall) early in the day and __________ (rise/fall) during the later hours.

20. Most people tend to __________ (underestimate/overestimate) the long-term emotional consequences of very bad news.

21. After experiencing tragedy or dramatically positive events, people generally __________ (regain/do not regain) their previous degree of happiness.

**Objective 19:** Summarize the findings on the relationship between affluence and happiness.

22. Researchers have found that levels of happiness __________ (do/do not) mirror differences in standards of living.

23. Generally speaking, losses have a __________ (stronger/weaker) emotional impact than gains.

24. During the last four decades, spendable income in the United States has more than doubled; personal happiness has __________ (increased/decreased/remained almost unchanged).

25. Research has demonstrated that people generally experience a higher quality of life and greater well-being when they strive for __________ than when they strive for __________.

**Objective 20:** Describe how adaptation and relative deprivation affect our appraisals of our achievements.

26. The idea that happiness is relative to one's recent experience is stated by the __________________________ phenomenon.

Explain how this principle accounts for the fact that, for some people, material desires can never be satisfied.

27. The principle that one feels worse off than others is known as __________________________. This helps to explain why the middle- and upper-income people who compare themselves with the relatively poor are __________ (slightly more/slightly less/equally) satisfied with life.

**Objective 21:** Summarize the ways that we can influence our own levels of happiness.

28. List six factors that have been shown to be positively correlated with feelings of happiness.

29. List five factors that are evidently unrelated to happiness.

30. Research studies of identical and fraternal twins have led to the estimate that __________ percent of the variation in people's happiness ratings is heritable.

31. (Close-Up) State several research-based suggestions for increasing your satisfaction with life.