

1. Record Nr.	UNINA9910639890503321
Autore	Whissell Cynthia
Titolo	Engaging with emotion // Cynthia Whissell
Pubbl/distr/stampa	Cham, Switzerland : , : Springer, , [2023] ©2023
ISBN	9783031213984 9783031213977
Descrizione fisica	1 online resource (271 pages)
Disciplina	152.4
Soggetti	Emotions Emotions in literature Emocions Psicopatologia Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Intro -- Preface -- Structure of Each Chapter -- Citations -- Author's Opinions -- Learning Should Be Fun -- Acknowledgments -- Contents -- List of Figures -- List of Tables -- Chapter 1: Introduction -- Chapter 2: Defining Emotion -- 2.1 How to Define Emotion? -- 2.2 What Was the Role of Emotion in Philosophical and Scientific Thinking Between the Renaissance and the Twentieth Century? -- 2.3 What Did Proto-psychologists Wundt, James, and Freud Have to Say About Emotion? -- 2.4 What Are the Contributions of Darwin and Cannon to the Definition of Emotion? -- 2.5 How Has the Study of Emotion Changed in the Last 50 Years? -- 2.6 After All This Additional Information, How to Define Emotion? -- 2.7 Conclusions -- 2.8 Learning Exercises for This Chapter -- 2.8.1 Questions and Important Concepts for This Chapter -- 2.8.2 Experiential Learning Element 2.1: Definition of Emotion -- 2.8.3 Experiential Learning Element 2.2: What Are People Writing About? -- 2.8.4 Experiential Learning Element 2.3: Darwin and Emotion -- 2.8.5 Experiential Learning Element 2.4: A History of the Word Happiness -- 2.8.6 Mind-Benders -- Works Cited -- Untitled -- Chapter 3: Emotion and Evolution -- 3.1 What Does

Evolution Have to Do with Emotion? -- 3.2 Who Was Charles Darwin and What Was He Famous For? -- 3.3 What Is/Was the Theory of Evolution? -- 3.4 What Did Darwin Have to Say About Emotion? -- 3.5 What Are Darwin's Three Principles of Emotional Expression? -- 3.6 How Did Darwin's Work Influence That of Robert Plutchik? -- 3.7 How Did Plutchik Use His Ten Principles to Create a Theory? -- 3.8 How Can Plutchik's Theory Help Us Understand Personality and Psychopathology? -- 3.9 Overview of This Chapter -- 3.10 Learning Exercises for Chapter 3 -- 3.10.1 Questions and Important Concepts for This Chapter -- 3.10.2 Experiential Learning Elements for This Chapter. 3.10.2.1 Experiential Learning Element 3.1: The Tree of Life -- 3.10.2.2 Experiential Learning Element 3.2: Darwin's View of Weeping -- 3.10.2.3 Experiential Learning Element 3.3: Plutchik's Emotion Profile Index -- 3.10.2.4 Experiential Learning Element 3.4: Measuring Your Anger -- 3.10.2.5 Experiential Learning Element 3.5: Emotional Songs -- 3.10.3 Mind-Benders -- Works Cited -- Chapter 4: Emotion and Development -- 4.1 Why Study the Development of Emotion? -- 4.2 What Are the Two Main Forces That Produce Changes in Emotion Across the Life Span? -- 4.3 What Are the Current Theoretical Approaches to the Development of Emotion? -- 4.4 How Does Language Relate to the Development of Emotion? -- 4.5 Do Children Understand the Meanings of Emotion Words in the Same Way as Adults? -- 4.6 Do Children Learn the Emotional Meaning of Words Before They Learn the Dictionary Definition? -- 4.7 What Is Emotion Like at the Older End of the Life Span? -- 4.8 Conclusions -- 4.9 Learning Exercises for This Chapter -- 4.9.1 Questions and Important Concepts for This Chapter -- 4.9.2 Experiential Learning Element 4.1: Looking at Social-Emotional Programs for Adolescents -- 4.9.3 Experiential Learning Element 4.2: How Well Do Adults Recognize Children's Emotions? -- 4.9.4 Experiential Learning Element 4.3: Identifying the Age at which People Think They Learn Emotional Words -- 4.9.5 Experiential Learning Exercise 4.4: An Executive Function Task or an Exercise in Frustration? -- 4.9.6 Experiential Learning Element 4.5: Depression in the Elderly -- 4.9.7 Mind-Benders for This Chapter -- Works Cited -- Chapter 5: Emotion and the Body -- 5.1 Why Study the Body to Study Emotion? -- 5.2 What Do Theorists Agree on, When It Comes to the Body and Emotion? -- 5.3 What Is the Autonomic Nervous System? -- 5.4 How Do Neurons Communicate with One Another?. 5.5 What Is the Role of Hormones in Bodily Reactions to Emotion? -- 5.6 How Do Standard Polygraph Tests Relate to the Autonomic Nervous System? -- 5.7 Why Put the Words "Lie Detector" in Scare Quotes? -- 5.8 Are Different Emotions Associated with Different Patterns of Autonomic Activity? -- 5.9 What Other Autonomic Nervous System Reactions Are There Beside Fight-or-Flight and Rest-and-Digest? -- 5.10 How Is Stress Related to Emotion and the Autonomic Nervous System? -- 5.11 Conclusions -- 5.12 Learning Exercises for This Chapter -- 5.12.1 Questions and Important Concepts for This Chapter -- 5.12.2 Experiential Learning Element 5.1: Awareness of Bodily Responses in Emotion -- 5.12.3 Experiential Learning Element 5.2: Relaxation and the Autonomic Nervous System -- 5.12.4 Experiential Learning Element 5.3: Autonomic Arousal Across Time -- 5.12.5 Experiential Learning Element 5.4: What Does the Body Perception Questionnaire Tell Us? -- 5.12.5.1 Questions in the Body Perception Questionnaire-Short Form -- 5.12.5.2 Scoring the Questionnaire -- 5.13 Mind-Benders for This Chapter -- Works Cited -- Chapter 6: Emotion and the Face -- 6.1 How Are Facial Reactions to Emotion the Same as Reactions in the Rest of the Body, and How Are They Different? -- 6.2 When Did Western Psychology Start Studying Facial

Expressions? -- 6.3 Where Does Ekman's Work Stand Compared to Darwin's? -- 6.4 What Do We Need to Know About the Muscles in the Human Face? -- 6.5 What Are Action Units? -- 6.6 How Do Action Units Combine to Define Emotions? -- 6.7 Do AU Definitions of Emotion Apply to All Cultures and All Ages? -- 6.8 What Kind of Arguments Can Be Used to Support the Universality of Basic Emotional Facial Expressions? -- 6.9 How Has Ekman Applied His Theory of Facial Expressions? -- 6.10 Conclusions -- 6.11 Learning Exercises for This Chapter.

6.11.1 Questions and Important Concepts for This Chapter -- 6.11.2 Experiential Learning Element 6.1: Facial-Feedback Hypothesis -- 6.11.3 Experiential Learning Element 6.2: Drawing Cartoonish Faces -- 6.11.4 Experiential Learning Element 6.3: Identifying Drawings of Facial Expressions -- 6.11.5 Experiential Learning Element 6.4: Action Units in Cartoons -- 6.11.6 Experiential Learning Element 6.5: How Easy Is It to Add Emotion to a Face? -- 6.11.7 Mind-Benders for This Chapter -- Works Cited -- Chapter 7: Emotion and the Brain -- 7.1 How Do Emotional Responses in the Body and the Face Relate to Activity in the Brain? -- 7.2 How Is the Brain Structured? -- 7.3 What Is the Triune Brain? -- 7.4 How Is the Brain Stem Implicated in Emotion? -- 7.5 How Is the Brain Core Implicated in Emotion? -- 7.6 How Is the Brain Cortex Implicated in Emotion? -- 7.7 How Do the Three Levels of the Triune Brain Interact? -- 7.8 What About Positive Emotions in the Brain? -- 7.9 Conclusions -- 7.10 Learning Exercises for This Chapter -- 7.10.1 Questions and Important Concepts for This Chapter -- 7.10.2 Experiential Learning Element 7.1: Emotional Memory Tags -- 7.10.3 Experiential Learning Element 7.2: Sketching the Brain -- 7.10.4 Experiential Learning Element 7.3: The Hippocampus and Dementia -- 7.10.5 Experiential Learning Element 7.4: The Amygdala as Emotion Tagger -- 7.10.6 Mind-Benders for This Chapter -- Works Cited -- Chapter 8: Emotion and Memory -- 8.1 How Might Emotion Play a Role in Memory? -- 8.2 What Factors Might Influence Memory for Words in a List? -- 8.3 At What Point in the Learning Process Does Emotion Influence Memory? -- 8.4 How Can Emotion Help Us Understand Flashbulb Memories? -- 8.5 What Role Does Emotion Play in Eyewitness Memory? -- 8.6 False Memory or Recovered Memory? -- 8.7 Does Memory Depend on the Context?. 8.8 Is There Such a Thing as Approximate Memory? -- 8.9 Past-Life Memories? -- 8.10 Conclusions -- 8.11 Learning Exercises for This Chapter -- 8.11.1 Questions and Important Concepts for This Chapter -- 8.11.2 Experiential Learning Element 8.1: Betrayal Trauma -- 8.11.3 Experiential Learning Element 8.2: Eyewitness Memory -- 8.11.4 Experiential Learning Element 8.3: Cognitive Depression -- 8.11.5 Experiential Learning Element 8.4: Earliest Childhood Memories -- 8.11.6 Mind-Benders for This Chapter -- Works Cited -- Chapter 9: Emotion and Cognition -- 9.1 Why Is the Involvement of Cognition in Emotion Such an Issue? -- 9.2 How Does Schachter and Singer's Emotional Responding Include Cognition? -- 9.3 How Does Zajonc Suggest That Emotional Brains Act Independently of Cognition? -- 9.4 What Does Magda Arnold Say About Phenomenology, Evolution, and Cognition in Emotion? -- 9.5 What Are Richard Lazarus's Views on Cognition in Emotion? -- 9.6 What Does Klaus Scherer Say About Appraisals, Cognition, and Emotion? -- 9.7 Conclusions -- 9.8 Learning Exercises for This Chapter -- 9.8.1 Questions and Important Concepts for This Chapter -- 9.8.2 Experiential Learning Element 9.1: What Are Your Ways of Coping? -- 9.8.3 Experiential Learning Element 9.2: Predicting Emotion from Appraisal -- 9.8.4 Experiential Learning Element 9.3: How People React to Paintings -- 9.8.5 Experiential

Learning Element 9.4: Appraisal Plays a Role in Psychosis -- 9.8.6
Mind-Benders for This Chapter -- Works Cited -- Chapter 10: Emotion
and Psychopathology -- 10.1 What Role Does Emotion Play
in Psychopathology? -- 10.2 What Is Psychopathology? -- 10.3 What Is
the Most Frequently Employed Diagnostic Tool for Mental Disorders
in North America -- 10.4 Diagnostic Labeling: Good Idea or Bad Idea?
-- 10.5 What Does a DSM-5 Entry for a Single Diagnosis Look Like?
10.6 What Role Does Emotion Play in the Diagnosis of Depressive
Disorders?.
