Chapter 13
Emotion

Review 13.1: Theories of Emotion
Walking home from school after the basketball game, Jesse takes a shortcut through an area with no street lights. He sees a shadow of a person with something glistening in his hand, which causes him to experience the three parts of a distinct emotion. Thinking the shiny object is a knife, Jesse’s heart begins to pound, which is part of his **(1) physiological** arousal. Jesse attempts to flee, which is his **(2) expressive** behavior. He is afraid of being stabbed, which is his **(3) conscious** experience of the situation. Different theories have been proposed to explain Jesse’s emotional experience. Perception of man with knife (stimulus) leads to Theory 1: a pounding heart (**(4) physiological** arousal) leads to fear, which is the experienced **(5) emotion**. This is the **(6) James-Lange** theory of emotion. Theory 2: a pounding heart (**(7) physiological arousal**) and simultaneous **(8) subjective** experience of the fear emotion. This is the **(9) Cannon-Bard** theory of emotion. Theory 3: a pounding heart (**(10) physiological arousal**) and simultaneous “Man with knife scares me.” (**(11) cognitive label**) leads to the experience of fear. This is the **(12) two-factor** theory of emotion.

Review 13.2: Embodied Emotion
On her way to class this morning, Rena swerved her car to the right to avoid being hit by a motorist veering into her lane. Her physiological arousal was triggered by the **(1) sympathetic** division of her **(2) autonomic** nervous system, which directed her **(3) adrenal glands** to release the stress hormones **(4) epinephrine** and **(5) norepinephrine**, which increased her **(6) heart** rate, blood **(7) pressure**, and blood **(8) sugar (glucose)** levels. Rena responded quickly because the fear message was routed directly (via the **(9) thalamus**) to her **(10) amygdala**, the brain’s emotional center. By the time Rena reached the classroom, the **(11) parasympathetic** division had calmed her body. If she could have had a PET scan during class when she learned that she earned a perfect score on a term paper, she would have seen that her brain’s **(12) left frontal** lobe showed increased activity, perhaps because of the rich supply of **(13) dopamine** receptors in that area. After class, Rena changed in the locker room and went for her afternoon run. Later, in an aroused state from the exercise and the good news about her term paper, Rena smiled at a frolicking child. This response, called the **(14) spillover effect**, results from cognitive analysis as the sensory input passes through her brain’s **(15) prefrontal cortex**.

Review 13.3: Happiness
Alycia is in a good mood because she just learned that a good friend is coming to visit tomorrow. on her way home, she sees an infant drop her pacifier. Alycia picks it up cheerfully for the young mother, a reflection of the **(1) feel-good do-good** phenomenon. As she is walking home, Alycia thinks I m pretty lucky—I m young and healthy and I have lots of close friends And I have a $1000 scholarship to the university of my choice.” Researchers in the new field of **(2) positive** psychology would say that her life satisfaction, or **(3) subjective** well-being, is high. A few days later, Alycia learns that her friend Lois has received a scholarship that will pay all her higher education tuition. Comparing her meager scholarship to Lois’ full scholarship reduces Alycia’s satisfaction, producing in her a sense of **(4) relative** deprivation. Being a generally positive person, however, with a more active **(5) left frontal** lobe in her brain and high **(6) self-esteem**, Alycia judges her current financial status against her prior financial problems and feels content, which psychologists refer to as the **(7) adaptation-level** phenomenon.