

Research and Communicate

6. Not everyone agrees with Maslow's Hierarchy of Needs theory. Write a brief biographical profile on one of the following: Erik Erikson, Jean Piaget or B.F. Skinner. In your profile, be sure to include answers to the following questions:

- When and where was he born?
- What were his major accomplishments?
- What is his most important contribution?
- How would he respond to Maslow's theory?

Focus Questions

What are the components of emotion?

What factors shape our emotional make-up?

How do childhood experiences affect emotional development?

The World of Emotions

What are some of the factors apart from the unconscious mind and the need for self-fulfillment that motivate our behaviour? Human beings are not simply machines that respond to internal and external drives with actions or behaviours. We are creatures who have feelings, and our emotions are a large part of what makes us human. We feel joy at weddings or seeing loved ones after a long absence; we feel grief at funerals or when saying good-bye. We feel ecstasy when we fall in love; we feel anger when someone treats us rudely. Emotions, like drives, can motivate us to act. For these reasons, psychologists are very interested in understanding the role of emotions in our lives.

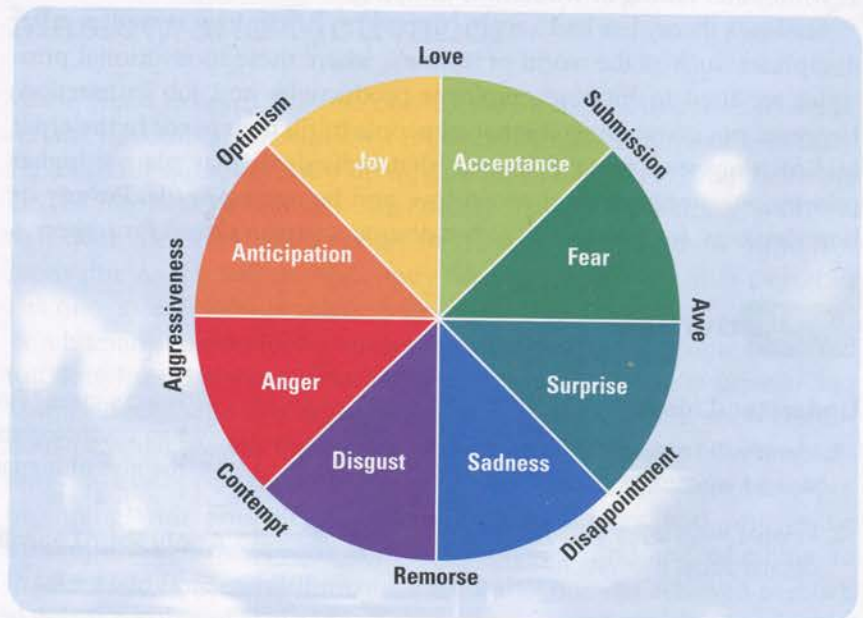


Figure 4-9

Mixing primary emotions. Some psychologists have isolated a small group of "pure" emotions called primary emotions, which sometimes combine to create other emotions. Robert Plutchik's model assumes that there are eight primary emotions, which are shown on the inside of the circle; those on the outside are examples of blended emotions. For instance, disappointment is shown as a mixture of sadness and surprise.

Psychologists say that emotions are made up of three major components. One is the **cognitive component**—the mental state, the conscious feeling of being happy, sad, angry or excited. The second is the **physical component**—the physical characteristics that accompany emotional reactions, such as tensed muscles, increased energy, a pounding heart and changes in body temperature. The third is the **behavioural component**—expressing the emotion through actions, withdrawal, body language or facial expressions.

Why do we feel emotions? One reason is that emotions are one of the factors that seem to motivate behaviour. We generally seek out experiences that are associated with positive feelings and avoid those that give us negative feelings. Also, emotions may be a survival strategy. In early times, human beings lived in dangerous and unpredictable environments. The best way to survive was to react quickly—to either attack or escape. This reaction is called “fight or flight.” The experience of fear increases the production of adrenalin, a hormone that allows us to react quickly when danger is imminent. The facial expressions associated with anger are a signal to those close by to stay away or get ready to fight.

Our Emotional Make-up

Several factors shape who we are emotionally: heredity, learning and maturity. As you can see, both nature (in the form of heredity) and nurture (in the form of learning) play a part. There is much debate about which factor is most important or which comes first.

Heredity

We do inherit some of our emotional capacities, although to what extent is still open to debate. It is possible that all we are born with is a capacity for excitement, related to the fight or flight reaction. However, recent studies suggest that tendencies toward particular behavioural reactions may be inherited.

Cross-cultural research indicates that facial expressions, such as a smile, and physiological responses, such as an increased heart rate, are innate to some extent. When people in different cultures are shown various facial expressions, they usually agree on the emotion being expressed. These expressions seem to be the same even in children who are blind from birth and are unable to learn from watching others.

Learning

Our emotional make-up is largely determined by our learning experiences, especially those from our early years. Life experiences, and the examples set for us by others, provide models for us to follow in our emotional reactions to new situations. For example, research shows that men and women experience emotions with similar intensity. However, in Western society men and women are taught to express emotions in different ways. In one

body language—physical gestures or postures that express thoughts and feelings

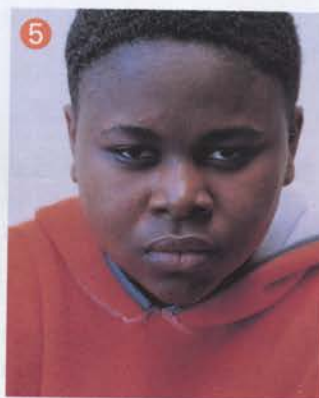
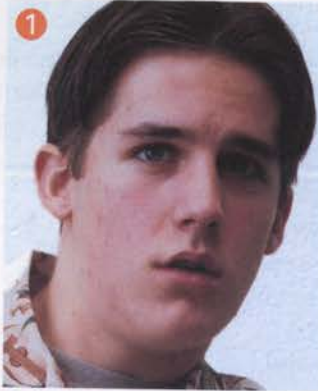
Connections

What kinds of learning shape our emotional make-up? (See Chapter 3, pages 53–57.)

Reading Faces

Match each of the following faces with the emotion it displays. Then check your answers at the bottom of the page. What cues helped you decipher the facial expressions?

- | | |
|------------|--------------|
| a) disgust | d) happiness |
| b) anger | e) sadness |
| c) fear | f) surprise |



Answers

1. Fear 2. Happiness 3. Disgust 4. Sadness 5. Anger 6. Surprise

experiment, men and women were shown pictures of someone receiving a shock. The men actually had a stronger physical reaction (higher heart rate and more sweating) than the women did; yet, these same men rated themselves as experiencing lower stress than the women. Why? One explanation is that men in Western society are generally taught from an early age to suppress their emotions.

Maturity

Emotional feelings and reactions develop and change over a lifetime. An adolescent has a capacity for emotional reactions that children do not. Parents have feelings that come with having children. Older people have emotions unique to their own experiences. But what influences our emotional development to begin with? Studies such as the Harlow experiments indicate that no matter what stage of life we are in right now, events in early childhood have already had a profound effect on our emotional behaviour.

The Harlow Experiments

Psychologists Mary and Harry Harlow isolated rhesus monkeys in order to produce disease-free specimens. Their experiments revealed some unexpected side effects when the monkeys showed signs of emotional distress. Some stared into space or rocked back and forth for long periods. Others flew into rages when approached. Those who later became mothers ignored and sometimes attacked their young.

Realizing they had stumbled onto something important, the Harlows set up a series of experiments to investigate further. They raised a number of monkeys with surrogate mothers. Some surrogates were made of wire mesh with wooden heads; others were covered with soft cloth. The Harlows found that the monkeys spent much more time clinging to the "cloth mother" than to the "wire mother." This was true even when the wire mother had a bottle of milk attached. The monkeys would feed from the wire mother, then run to snuggle with the cloth mother.

In further experiments, the Harlows brought flashing lights, loud noises and mechanical "monsters" into the monkey cages to observe their reactions. They found that monkeys raised with the cloth mother would run to her, gain courage, then investigate and even attack the source of danger. Monkeys raised by a wire mother cringed fearfully in a corner. Even cloth monkeys, however, were a poor substitute for real mothers. Monkeys with real mothers learned how to play with other monkeys more quickly and showed mating and maternal behaviours that were more characteristic of monkeys in normal settings.

The Harlows and others have concluded that the early years are important in developing the ability to feel and express emotions. Later research has shown that human babies, too, need to be raised in a warm and loving environment in order to become mature and emotionally stable adults.

CASE STUDY

1. Why did the first group of isolated rhesus monkeys display unusual behaviour?
2. What conclusions can you draw from these experiments?
3. How can these conclusions be related to human behaviour?

Figure 4-10

A young monkey clings to its cloth surrogate mother.



Activities

Understand Ideas

1. What are the three components of emotion? Give examples for each.
2. What three factors affect emotional make-up?

Think and Evaluate

3. The Harlow experiment is interesting on its own, but it does not provide conclusive evidence to prove that early nurturing is important to human emotional development. List at least two questions raised by these experiments that would have to be addressed in order to reach this conclusion.
4. Do you think the Harlow experiment was ethical? Argue your view.

Apply Your Learning

5. List at least three emotions you have experienced that are not included in Plutchik's model of emotion (see the diagram in Figure 4-9).

Decide which of Plutchik's primary emotions might be mixed to produce these emotions.

6. How do you think your childhood experiences affected the way you express emotion? Discuss with your group.

Research and Communicate

7. With the sound turned off, watch part of a taped version of a television show or film. Identify the emotions being expressed by the various characters. Play back the same selection, this time with the sound on. How accurate was your assessment? To what extent does the dialogue add to, or change, your assessment of the emotions being expressed? What does this experiment tell you about body language?
8. Music often expresses emotion. Bring several selections of popular songs to class. Play them and have class members identify the emotions being expressed. Does everyone agree?

Focus Questions

What are the sources of love that most people experience?

What are the elements of different kinds of love?

Love

Love is among the most important of human emotions. We have already noted the effects of parental love on children's emotional development. Throughout our lives, most of us experience other forms of love as well: love from close friends, from family, from boyfriends or girlfriends, from spouses, or from our own children. Of these, none is so glamourized in Western society as romantic love.

Romantic love, as we know it, is a relatively modern idea. In the Middle Ages, romance was reserved for those outside of marriage and for the rich and aristocratic. In many societies, romantic love is not considered important or even desirable for marriage. Yet, in the West romantic love is portrayed in our myths, stories and media as essential for happiness in long-term relationships. But is it?

One theory divides love into two major forms: passionate and companionate. Passionate love is what we normally associate with romance and is characterized by the turmoil of intense emotions. For a time it becomes the focus of one's life. It leads to crushes, infatuations and love at first sight. Individuals in a passionate affair tend to idealize each other.

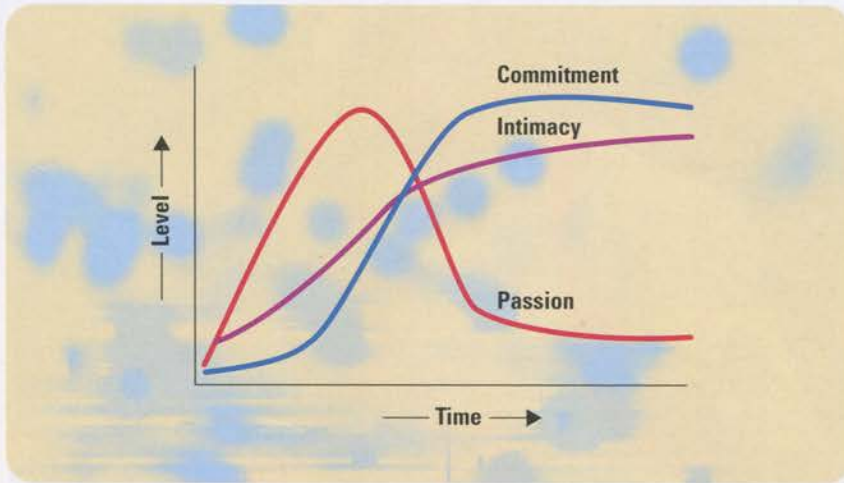


Figure 4-11

What does this chart show about the way love might change over time? How might a couple show these changes?

They feel lonely when they are apart and excited when they are together. However, a passionate love affair is sometimes short-lived; it may burn out or develop into companionate love.

Companionate love is calmer and more enduring than passionate love. It feels stable and reliable and is generally based on common interests and goals. Companionate love forms the basis for most long-term relationships. In “real life,” many relationships may have elements of both kinds of love.

The cognitive psychologist Robert Sternberg has identified three major ingredients of love: passion (butterflies in the stomach, euphoria, excitement); intimacy (feeling free to talk about anything, being understanding and patient); and commitment (needing one another, being loyal). Over time, as passionate love gives way to companionate love, greater intimacy will tend to create stronger commitment.

Still other researchers have used John Alan Lee’s Love Attitude Scales to define six distinct attitudes toward love: romantic, game-playing, companionate, possessive, pragmatic and altruistic:

- Romantic lovers emphasize physical beauty as they search for the ideal mate. They believe in true love, love at first sight and abiding passion.
- Game-playing lovers enjoy the chase more than the catch; they like to keep their partners a little uncertain.
- Companionate lovers take longer to develop a relationship. They value friendship, companionship and trust, and their relationships tend to last for a long time.
- Possessive lovers are very emotional; they often suffer from jealousy and worry.
- Pragmatic lovers want a practical and rational relationship based on mutual satisfaction. They seriously consider compatibility before committing to a relationship.

Connections

How might various branches of anthropology study the nature of love in different cultures? (See Chapter 2, pages 30–32.)

possessive—having or showing a desire to control and dominate

Figure 4-12

In some cultures, arranged marriages, such as this one between Canadian WWF wrestler Tiger Singh Ali and Harmeet Kier, are common. In many of these marriages, love grows even though the spouses did not know each other when they married.



- Altruistic lovers are gentle and caring without expecting a lot in return. They want to help their mates through good times and bad.

Most relationships combine several of these attitudes. Also, different cultures may emphasize different kinds of love.

Activities

Understand Ideas

1. Identify several characteristics of romantic and companionate love.
2. According to psychologist Robert Sternberg, what are the three ingredients of love?
3. Explain the six attitudes toward love as described by Lee's Love Attitude Scales.

Think and Evaluate

4. Agree or disagree with the following statement: It is more important to a long-term relationship to be companionate than to be passionate. Explain your answer in a paragraph using three specific reasons.
5. What ingredients can you add to Sternberg's three ingredients of love?

Apply Your Learning

6. How do you define love?
7. Which ingredient of love is most important to you?

Research and Communicate

8. Interview four people: one friend, two family members and one other adult. How do they define love? How important do they believe love is to a long-term relationship? Be prepared to share your findings with the class.
9. Find images of romantic love in songs, books, magazines, film or other media. What image do these sources portray? How does the media image of love differ from the interviews you conducted in Activity 8 above? How are they similar?