

CMST 3900, Section 1, Spring 2015
The Influence of Communication on Physiology and Health
Time: 9-10:20 am, 127 Coates Hall

Cogito ergo sum—I think therefore, I am—French philosopher, Rene' Descartes

Integrity is doing the right thing even when no one is watching—C.S. Lewis

Try not to become a person of success, but rather try to become a person of value.—Albert Einstein

Dr. James Honeycutt
LSU Distinguished Professor
 Dept. of Communication Studies
 230 Coates Hall, 578-6676; e-mail:sphone@lsu.edu
 Office Hours: TTh 10:30 – noon or by appointment

Course Objectives:

Welcome to Communication, Physiology and Health. In this course, we will examine the ways in which human communication affects, and is affected by processes that occur in our physiology and bodies. We will begin by learning about the anatomy of the brain, facial musculature, the nervous system, the endocrine system, and the immune system. We will then discuss how those and other body systems are implicated in a range of communicative phenomena, such as emotion, conflict, stress, relationship satisfaction, temperament, and sexual behavior.

This course will examine human physiological measures and their applications to various areas of communication including emotion, stress, cognition, relationships, affection, sports fandom, and deception.

The emphasis will be on the physiological measures of human emotion and communication. Physiological measures include (1) electrodermal activity, (2) cardiovascular activity, (3) electromyography, (4) electroencephalography, (5) cortisol, somatic body movements, and (6) various brain imaging techniques.

Sampling of theories to be covered:

Communiobiology
 Emotional arousal
 II conflict-linkage theory
 Evolutionary survival
 Attraction, biology, and physiology

NV Functions
Diffuse physiological arousal

Texts:

Honeycutt, J. M., Sawyer, C. R., & Keaton, S. A. (2014). *The Influence of Communication on Physiology and Health*. New York: Peter Lang. ISBN 978-1-4331-2219-4

Grading: All assignments are due on the completion date assigned or before, but will not be accepted thereafter.

Course Requirements:

Three tests 54% (18% each)
2 Article outlines 10%
Book chapter presentation 18%
Meta-emotion interview 12%
Participation in class activities/discussions 6%

A = 90%+
B = 80-89
C = 70-79
D = 60-69
F < 60

Policies:

All grades are posted on Moodle. **I make one attempt to turn back test results and assignments.** After that, they are placed in a holding file for the duration of the semester.

ADA Statement: The American with Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office for Disability Affairs (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations during the first two weeks of class.

Music of the Day: Before class begins and time permitting, I may play a song related to the topic of the day. I previously played drums and harmonica in three bands dating back to the University of Texas. I have researched how music affects moods and how background music affects communication and arguing. I like classical rock music (New Age, some jazz & symphony) and may play music before class begins. The songs vary in positive or negative feelings, rhythm, and intensity. Some are instrumental most are lyrical. Some of the songs you may enjoy while others you may dislike. You may listen to your iPod if you desire.

Additionally, there are many songs about mental imagery, communication, arguing, conflict, relationships, love, stress, and emotions.

CLASSROOM ETIQUETTE:

Students are expected to conduct themselves professionally as adults. Students are expected to be in class on time. Coffee/soda/water is permissible as long as it's not a distraction. Unless it can be consumed without disturbing others, please avoid bringing food into class. Do not read newspapers, listen to iPods, or browse the internet during class activities. I may call on you in class to discuss what you are browsing and how it pertains to the topic at hand. Do not leave class unless prior permission has been granted. The central premise regarding classroom etiquette is to respect others by practicing simple manners. This is required in business organizations and so it is here.

Description of Tests and Activities

Examinations: There will be three exams consisting of true-false, multiple choice and short answer items. These exams are curved. Students are expected to take the tests at the schedule time on the daily listing of class topics and activities. Students who will miss an examination due to an authorized university activity should make arrangements to take the test in advance. The exams contain 60-65 objective items. The exams will cover the material presented in the lectures and in the book. Exams 2 and 3 are not comprehensive. "Make-up" exams will be given only in the cases of documented accident, illness, or emergency.

Article Outlines--I want you to read a journal article dealing with physiology and communication. You may outline an article published between 2010 until the current year. Prepare a full sentence outline of the article. Copies of the article format are on Moodle. You will have to segment your outline into a brief literature review, hypotheses or research questions, method, and results/discussion section following the segmentation of the article (3 typed pages). You may be asked to report on an article during the group presentations. You may choose one of the chapters from the textbook as a motivational source for the article that you choose. Popular journals dealing with physiology include:

HEALTH COMMUNICATION
 PSYCHOPHYSIOLOGY
 PSYCHONEUROENDOCRINOLOGY
 PHYSIOLOGY AND BEHAVIOR
 HEALTH PSYCHOLOGY
 COGNITIVE NEUROPSYCHIATRY
 BIOLOGICAL PSYCHOLOGY
 BIOLOGICAL PSYCHIATRY
 BEHAVIORAL MEDICINE
 JOURNAL OF EVOLUTIONARY PSYCHOLOGY

Book Chapter Presentation: I will divide you into pairs or triads to discuss each of the book chapters. Some of this material may be tedious while other material is very intriguing.

Presentations will use the entire class period which is 80 minutes. During the first part of the presentation each week, the dyad will do a 10-15 minute entertaining and content-laden introduction to the topic. This presentation may involve visual aids, skits, PowerPoint presentations, exercises, quizzes, or audio/video material but these media are not a requirement. This presentation should evoke interest in the topic, and briefly summarize some important findings. The presentation will involve periodic question/answers classmates about the chapter.

- Go beyond the readings by summarizing and presenting current research. .
- Please provide a copy to the class with your favorite recent article on this topic.
- I will call on people randomly during this phase.
- Class members should keep questions short and participants should keep answers short. .
- All class members should do the readings and prepare 2 questions in writing that can be asked during the presentation. These questions will act as an activity.

Induced Imagined Interaction, Meta-Emotion Couple Taping Assignment—Due Date Feb. 12th (Note: Detailed instructions are provided on Moodle)

Rationale: Throughout the duration of the assignment, students will experience firsthand the process for generating research in communication theory, physiology and relationships.

Project description: In many interpersonal situations, people imagine an interaction prior to engaging the other partner in order to prepare various strategies for dealing with issues that may arise during the discussion. These internal dialogues are known as imagined interactions. The purpose of the current study is to determine several variables:

Research Question1: Does relational quality affect state of physiological arousal in approaching conflict? Does it affect arousal as a result of discrepancies between IIs and the interaction?

Research Question2: To what extent are meta-emotions about a recent discussion involving pleasing and displeasing topics discussed in an oral history interview?

Research Question3: To what extent is there evidence of evolutionary emotions when partners discuss how partner emotions affect them?

Participation: You will be graded on participation in class activities. Class activities include written assignments are graded as 2 (superior), 1 (good), 0 (non-participation). All class members should do the readings and prepare 2 questions *in writing* that can be asked during or following the presentation. These questions are turned in.

Attendance: You are expected to attend every class. **Attendance will be taken beginning on Jan. 27th which is the day after the final add date.** If you have perfect attendance, you will receive a bonus point of 1 point at the end of the semester. Following is the university's policy on attendance which I will follow:

When students have valid reasons for absence (see PS-22), they are responsible “for providing reasonable advance notification and appropriate documentation of the reason for the absence” and “for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed.” Teachers “will assist those students who have valid reasons,” but some in-class activities are difficult to make up. Valid reasons that must be documented include:

Illness; serious family emergency; special curricular requirements such as judging trips or field trips; court-imposed legal obligations such as subpoenas or jury duty; military obligations; serious weather conditions; religious observances (see the interfaith calendar website); official participation in varsity athletic competitions or university musical events.

Absences without valid reasons, or unexcused absences, are limited to three per term in classes that meet three times a week (e.g., MWF) and two per term in classes that meet two times a week (e.g., TTH or MW). Beyond these limits, each unexcused absence will lower the final course grade by half a letter grade, or five points on a 100-point scale.

Note: An absence is excused if: You are required to participate in an official LSU activity (documentation required), you are under a doctor's care (documentation required), you are granted a leave of absence from LSU for reasonable cause by an academic dean (documentation required)

Tentative Daily Schedule

Date	Topic(s)	Readings/Assignments
Th Jan. 15	Introduction to course; Evolutionary theory	
T Jan. 20	What does biology have to with communication?	H, Preface
Th Jan. 22	Communibiology & Temperament	Beatty et al.
T Jan. 27	Meta-emotion interview assignment (Due Feb. 12)	
Th Jan. 29	Autonomic Nervous System (ANS)	
T Feb. 3	Continuation of ANS; Physiological Correlates	

Section 1: Cardiovascular Studies

Th Feb. 5	Positive family stories & heart rate	H, Chp. 1; Presentation by Group 1
<hr/>		
T Feb. 10	Heart Rate and & Speaking in Daily Life	H, Chp. 2; Presentation by Group 2
<hr/>		
Th Feb. 12	Heart Rate & public speaking anxiety; Meta-emotion interview due	H, Chp. 3; Presentation by Group 3

T Feb. 17	No class; Observe physiology at Mardi Gras	
Th Feb. 19	Rumination & II Conflict-Linkage Theory	Honeycutt, 2010
T Feb. 24	Rumination & Marital Conflict	H, Chp. 4; Presentation by Group 4
Th Feb. 26	Test 1	
T Mar. 3	Sports fandom & Heart Rate	H, Chp. 5, Presentation by Group 5

Section 2: Immunological & Hematological Studies

Th Mar. 5	Attraction, Symmetrically and Hormones	
T Mar. 10	Attraction, Symmetrically, Hormones & Affection	Floyd, Hesse, & Generous, 2015
Th Mar. 12	Affection, pulse, & immunoglobulin	H, Chp. 6, Presentation by Group 6
T Mar. 17	Nonverbal facial mimicry and parallel Process model	
Th Mar. 19	Parental Conflict, Disclosure, & Hormones	H, Chp. 7 Presentation by Group 7
T Mar. 24	Stress, physiological arousal	
Th Mar. 26	Stress, mental health, verbal aggression	H, Chp. 8 Presentation by Group 8
T Mar. 31	Test 2	

- Th Apr. 2 Sex differences in Emotional intelligence & neurology
- T Apr. 7 No class; Observe physiological arousal during Spring Break
- Th Apr. 9 Continue to observe physiological arousal during Spring Break
- T Apr. 14 Physiological Predictors of Divorce & Conflict

Section 3: Neurological Studies

- | | | |
|------------|--------------------------------------|-------------------------------------|
| Th Apr. 16 | Message Planning & Cortical Activity | Weber, Sherry, & Mathiak |
| T Apr. 21 | Brain Asymmetry | H, Chp. 9 Presentation by Group 9 |
| <hr/> | | |
| Th Apr. 23 | Addiction | H, Chp. 10 Presentation by Group 10 |
| <hr/> | | |
| T Apr. 28 | Fear, emotions, & the amygdala | H, Chp. 11 Presentation by Group 11 |
| <hr/> | | |
| Th Apr. 30 | Review & Meta-emotions | |

Final exam: T, May 5, 10:00 am - noon