



Feel Good or Do Good? A Valence / Function Framework for Understanding Emotions

Journal:	<i>Current Directions in Psychological Science</i>
Manuscript ID	CDPS-19-0135.R2
Manuscript Type:	Manuscript Based on Accepted Proposal
Date Submitted by the Author:	n/a
Complete List of Authors:	Cohen, Smadar; University of Surrey, Surrey Business School Pliskin, Ruthie; Leiden University, Social, Economic and Organisational Psychology Goldenberg, Amit; Stanford University, Psychology
Keywords:	Discrete Emotions, Valence, Function, Intergroup Conflict, Conflict Resolution
Abstract:	<p>Previous thinking on emotions has often categorized them as either pleasant or unpleasant or examined to what extent they are functional versus dysfunctional. We suggest that researchers should consider the positivity or negativity of discrete emotions on both dimensions: subjective feelings and constructiveness of outcomes. We discuss how, across contexts, a specific emotion can potentially be categorized differently within the framework. We further suggest that this approach is particularly useful in unique, complex contexts that involve clashes between goals, interests, or values, such as violent intergroup conflicts. Using this particular context, we demonstrate how emotions that feel good to people can lead to behaviors and attitudes that sustain violence and thwart conflict resolution, whereas emotions that promote conflict resolution are often unpleasant. Such clashes may be dependent on the presence of embedded contextual factors, such as group membership and relative power. Thus, this framework will be most useful for examining specific emotions while taking contextual factors into consideration. Finally, we examine several important questions stemming from our framework and suggest direction for future research.</p>

SCHOLARONE™
Manuscripts

Running Head: Feel Good or Do Good?

Feel Good or Do Good? A Valence / Function Framework for Understanding Emotions

Corresponding Author: Smadar Cohen-Chen

Address: Surrey Business School, Faculty of Arts and Social Sciences, University of Surrey,

Alexander Fleming Rd, Guildford GU2 7XH, United Kingdom

Phone: 01483 683995

Email: Smadar.cohen@surrey.ac.uk

Word Count: 2,782

Feel Good or Do Good? A Valence / Function Framework for Understanding Emotions

Smadar Cohen-Chen¹

University of Surrey

Ruthie Pliskin

Leiden University

Amit Goldenberg

Harvard University

ABSTRACT

Previous thinking on emotions has often categorized them as either pleasant or unpleasant or examined to what extent they are functional versus dysfunctional. We suggest that researchers should consider the positivity or negativity of discrete emotions on both dimensions: subjective feelings and constructiveness of outcomes. We discuss how, across contexts, a specific emotion can potentially be categorized differently within the framework. We further suggest that this approach is particularly useful in unique, complex contexts that involve clashes between goals, interests, or values, such as violent intergroup conflicts. Using this particular context, we demonstrate how emotions that feel good to people can lead to behaviors and attitudes that sustain violence and thwart conflict resolution, whereas emotions that promote conflict resolution are often unpleasant. Such clashes may be dependent on the presence of embedded contextual factors, such as group membership and relative power. Thus, this framework will be most useful for examining specific emotions while taking contextual factors into consideration. Finally, we examine several important questions stemming from our framework and suggest direction for future research.

Keywords: Discrete Emotions, Valence, Function, Intergroup Conflict, Conflict Resolution

1
2
3 The question of how to categorize emotions has been occupying affective scientists for
4 decades (Gross & Barrett, 2011; Scherer, 2005), an interest that has yielded several
5
6 coexisting conceptualizations of emotion. These, by and large, have added to the complexity
7
8 of understanding and researching emotions. To resolve some of this complexity, many
9
10 emotion theorists have proposed to classify emotions broadly as either positive or negative.
11
12 Interestingly, however, most of these classifications have not clarified to what exactly this
13
14 distinction refers. Most researchers have taken these terms to refer to how people *feel*, with
15
16 positive referring to pleasant sensations and negative to unpleasant sensations. But this is not
17
18 the only dimension to which the positivity and negativity of emotions may relate. Indeed,
19
20 theories following the constructivist view of emotions (Averill, 1980; Barrett, 2012) have
21
22 focused on the extent to which the behavioral tendencies elicited by emotions are
23
24 constructive or destructive (Frijda, 1986; Lazarus, 1991), with positive outcomes referring to
25
26 ones that are good for the individual and/or the social environment (Fredrickson, 1998), and
27
28 negative outcomes referring to ones that are bad for the individual and/or the social
29
30 environment. Accordingly, we argue that it is also important to consider the positivity or
31
32 negativity of the *outcomes* of emotions when attempting to classify them.
33
34
35
36
37
38
39

40 These two different dimensions—subjective feelings and measurable outcomes—have
41
42 not been explicitly differentiated from one another in past theories, possibly because they
43
44 often overlap. For example, anger (classified as a negatively-valenced emotion) is associated
45
46 with an urge to attack and has accordingly been found to predict aggression, which are
47
48 considered negative outcomes (Fischer & Roseman, 2007). Happiness, on the other hand, is
49
50 often associated with positive outcomes, as per the broaden-and-build model (Fredrickson,
51
52 1998), which specifies that experiencing positive emotions feels good *and* leads to individual
53
54 positive outcomes by expanding personal resources.
55
56
57
58
59
60

1
2
3 In the current paper we argue that although these two dimensions go hand in hand in
4 many situations, they are in fact independent from one another, and that it is therefore
5 important to consider both dimensions when studying emotions. We further argue that the
6 differentiation between the two dimensions is particularly useful when examining certain
7 contexts that are especially conducive to clashes between how good an emotion *feels* and the
8 good it *does*. As we elaborate below, we suggest that one such context is intergroup conflict.
9

10
11 Accordingly, in the current paper we propose a framework for understanding
12 emotions, first classifying them along two independent dimensions: Feel good / Feel bad and;
13 Do good / Do bad. Next, we propose that this framework should be used to examine emotions
14 while taking important *contextual factors* into consideration, as the location of discrete
15 emotions along each of these spectrums is situationally determined rather than absolute (for
16 similar arguments see Barrett, Mesquita, & Gendron, 2011; Greenaway, Kalokerinos, &
17 Williams, 2018). To demonstrate our point, we examine one context in which the
18 consideration of both dimensions as independent from one another is especially useful:
19 intergroup conflicts. We then provide suggestions for relevant future directions.
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39

40 **Feeling Good / Bad and Doing Good / Bad**

41
42 The first dimension focuses on individuals' affective experience of emotions. In line
43 with previous literature on dimensional models of emotions (e.g., Bradley & Lang, 1994;
44 Reisenzein, 1994), emotions may be categorized based on their *valence*, meaning the extent
45 to which they feel pleasant or unpleasant to the individuals experiencing them (Barrett,
46 2006). This is a key feature of the Circumplex Model (Russell, 1980), which maps emotions
47 in terms of valence (pleasantness vs. unpleasantness) and arousal (degree of physiological
48 activation). As such, emotions such as anger and fear are categorized as unpleasant (having
49
50
51
52
53
54
55
56
57
58
59
60

Feel Good or Do Good?

6

negative valence), while hope and pride are examples of emotions that are considered pleasant (having positive valence).

The way emotions feel to the individual constitutes only one way of looking at the positive vs. negative distinction in emotion research. The other central dimension in our proposed framework focuses on the behavioral and attitudinal outcomes or tendencies associated with each emotion. In line with the constructivist view (Averill, 1980; Barrett, 2012), positive outcomes refer to behavioral tendencies that produce benefit or constructive consequences for the experiencers and/or their surroundings (e.g., goal pursuit or interpersonal helping), while negative outcomes refer to behavioral tendencies that produce harm or destructive consequences for the experiencers and/or their surroundings (e.g., aggression or disengagement).

Taken together, the first step in this framework results in an initial categorization of each emotion in one of four quadrants: Feel bad / Do bad; Feel bad / Do good; Feel good / Do bad; Feel good / Do good. Indeed, while it is possible that the *feel* dimension overlaps with the *do* dimension (i.e., feel good – do good / feel bad – do bad quadrants), emotions that feel pleasant to the individual can also promote negative outcomes, and vice versa (i.e., feel good – do bad / feel bad – do good quadrants).

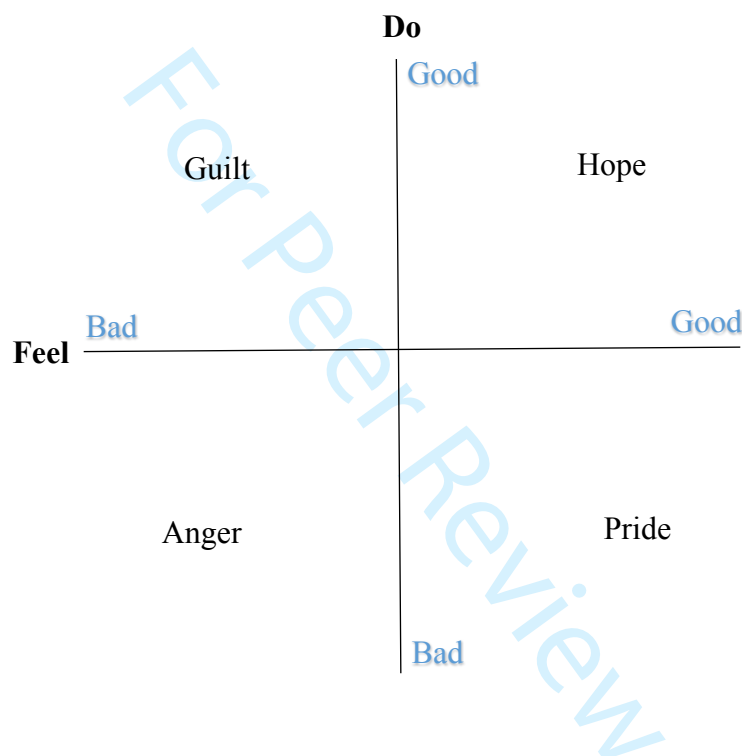
For example, and as a starting point (see Figure 1a), both anger and pride can be placed in the “do bad” quadrants, due to the behavior they elicit—e.g. aggression (Averill, 1983; Baumeister, 2001)—although anger typically elicits negative valence (Feel bad) while pride involves positive valence (Feel good). On the other hand, hope and guilt can both be considered “do good” emotions because they commonly induce constructive behavior such as goal pursuit and making amends, respectively (Cohen-Chen, Halperin, Crisp, & Gross, 2014; Cehajic-Clancy, Efron, Halperin, Liberman, & Ross, 2011). Once again, however, they

Feel Good or Do Good?

7

1
2
3 belong in different “feel” quadrants, as hope is associated with positive valence (Feel good)
4
5 while guilt involves negative valence (Feel bad).
6
7
8
9

10 Figure 1a: Discrete emotions can generally be categorized along a circumplex comprising of
11
12 two dimensions: Feel good vs. bad and Do good vs. bad.
13
14
15
16
17
18



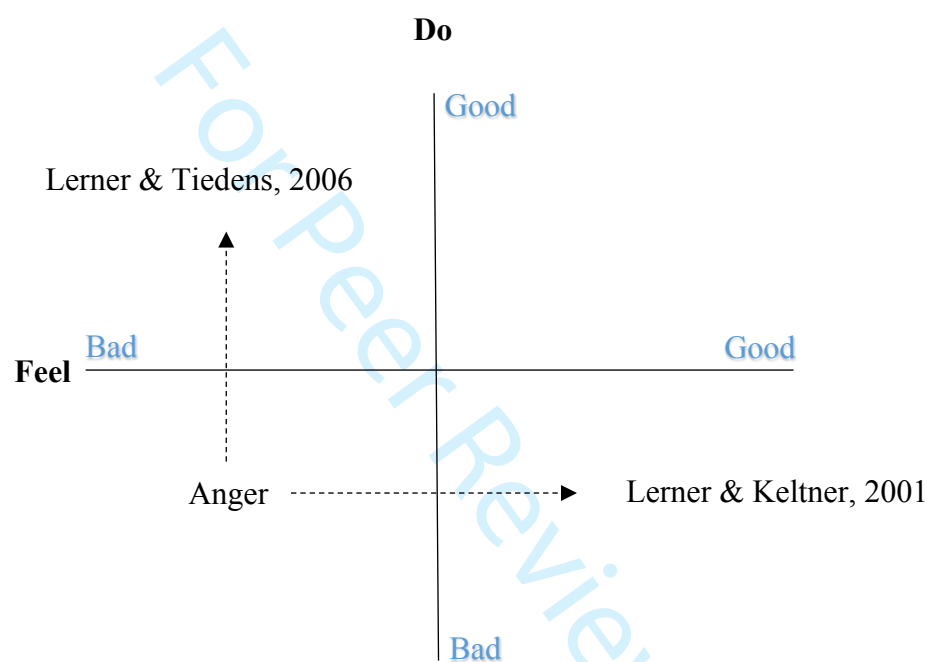
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43 Importantly, however, the placement of the emotions within these four quadrants is
44
45 malleable, as certain contextual factors may influence where emotions are placed in terms of
46
47 both valence and behavioral tendencies. One example is anger (See Figure 1b), initially
48
49 placed in the feel bad / do bad quadrant, due to the properties listed above. However, anger
50
51 can also be experienced as pleasant, particularly when individuals focus on the empowerment
52
53 it gives them to pursue consequent goals (Lerner & Tiedens, 2006). Anger may even, in some
54
55 situations, be constructive, as it is associated with tendencies such as optimism and risk-
56
57
58
59
60

Feel Good or Do Good?

8

taking (Lerner & Keltner, 2001) and can improve personal outcomes in competitive situations such as negotiations (Tamir, 2016).

Figure 1b: Various factors can influence where discrete emotions are placed. Even emotions that are traditionally “feel bad” and “do bad” can under certain circumstances be pleasant to the individual or bring about constructive outcomes.



It is worth noting that in certain situations it may be useful to make a further differentiation within the function dimension depending on *for whom* the function of an emotion is constructive versus destructive. In other words, extending ideas put forth by Averill (1994), it is possible to differentiate between outcomes for the individuals experiencing the emotions and the outcomes for their surroundings. An example of this is pride, a “feel good” emotion which was found to lead individuals to undertake increased responsibilities at work. Although this may be beneficial to their team as well as their organization, it also led to increased exhaustion (Baer, Dhensa-Kahlon, Colquitt, Rodell,

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Outlaw, & Long, 2015), generating divergent outcomes for the self and the group. In recognition of these complexities, we suggest that unique contextual features should be considered when categorizing emotions. Accordingly, below we focus on one unique context and apply our framework to the understanding of emotions within it.

Examining Emotions in Contexts of Intergroup Conflict

As stated above, everyday contexts and situations often lead to overlap between how good an emotion feels and its potential to lead to good outcomes. Nonetheless, our suggested model is useful for numerous instances in which such overlap is absent, as detailed above. Furthermore, we contend that our model becomes especially helpful in contexts involving complex social relations, and particularly when clashes are present between goals, interests, or values. This incongruence can emerge within/between individuals (i.e., in addition or work relations) and within/between groups (i.e., in negotiations, collective action, and conflict). One context to which the application of our model may be particularly useful is intractable intergroup conflict (see Kriesberg, 2007), where emotions that feel good to people and are functional for individual well-being in the short term often lead to behaviors and attitudes that sustain conflict and prevent conflict resolution, thus preventing collective improvements in survival and well-being in the long-term (see Halperin & Pliskin, 2015). For example, while pride in the context of intergroup conflict feels pleasant to those experiencing it, it may directly motivate intergroup hostility (de Figueiredo & Elkins, 2003). Conversely, emotions that promote conflict resolution often do not involve positive affect or promote personal instrumental goals, and therefore do not intrinsically motivate people to experience and act upon them (Tamir, 2016). For example, scholars examining specific emotions in conflict such as guilt (Wohl, Branscombe, & Klar, 2006) and shame (Behrendt & Ben Ari, 2012) have demonstrated that they lead to constructive outcomes in the context of conflict

Feel Good or Do Good?

10

1
2
3 resolution, but have also conceded that they do not feel good to those experiencing them
4
5 (Halperin, 2016).
6

7
8 Several features of intractable intergroup conflict may crucially determine whether any
9
10 given emotion *feels* good or bad. The first is that conflict-related emotions are often shared
11
12 with other group members (Smith, Seger, & Mackie, 2007). Feeling similar emotions to other
13
14 ingroup members is a pleasing experience in itself, satisfying individual needs to belong
15
16 (Baumeister & Leary, 1995), as evident by activation in brain regions that are responsible for
17
18 reward processing (Lin, Qu & Telzer, 2018). Accordingly, sharing emotions with other group
19
20 members—even emotions that would otherwise be unpleasant—can be a pleasant experience
21
22 (see Goldenberg, Halperin, Van Zomeren, & Gross, 2016). For instance, Porat and colleagues
23
24 (Porat, Halperin, Mannheim & Tamir, 2016) demonstrated that the drive to belong motivates
25
26 group members to feel sadness during commemoration events. Furthermore, group members
27
28 may not only derive pleasure from feeling certain emotions because they are felt by others,
29
30 but also because they increase a sense of belonging through connection to group ideals and
31
32 values, justifying conflict-supporting collective narratives (Bar-Tal, 2013). For example, fear
33
34 of the outgroup may feel good because it reinforces the sense of ingroup victimhood, which is
35
36 a sought-after resource in conflict (Noor, Shnabel, Halabi, & Nadler, 2012).
37
38
39
40
41

42
43 But can the extent to which an emotion does good or bad also be influenced by
44
45 contextual and specific features? There are indeed several features of intergroup conflict that
46
47 may crucially determine whether an emotion *does* good or bad. One factor is a group's
48
49 relative power within a conflict, which underlies both how its members interpret events
50
51 (Saguy, Dovidio, & Pratto, 2008; Wright & Lubensky, 2008) and the resources available to it,
52
53 and may determine whether a given emotion fits into the “do good” or the “do bad”
54
55 quadrants. Indeed, a group's power is known to determine how functional it is for group
56
57 members to experience certain emotions. Hope, for example, arises when imagining a desired
58
59
60

Feel Good or Do Good?

1
2
3 future outcome (Snyder, 1994) and can generally be classified as a “feel good” emotion
4
5 (Ellsworth & Scherer, 2003). In terms of attitudinal outcomes, it is known to inspire
6
7 conciliatory attitudes needed to promote conflict resolution (Cohen-Chen et al., 2014),
8
9 thereby also making hope a “do good” emotion. However, recent work has shown that among
10
11 members of low-power groups, hope for harmonious relations with the outgroup can actually
12
13 *decrease* motivation to collectively act for change promoting intergroup equality (Hasan-
14
15 Aslih, Pliskin, Van Zomeren, Halperin, & Saguy, 2019). Thus, for low-status groups in
16
17 conflict, some forms of hope could be classified as “do bad.” Another relevant contextual
18
19 factor is the stage within the conflict’s development. Many negative intergroup emotions
20
21 (e.g., anger, fear, and even hatred), despite *feeling* bad, may be functional (i.e., do good) at
22
23 the individual level, because they provide a sense of meaning and membership in the group
24
25 while facilitation individual coping with an uncertain reality (Bar-Tal, 2013). However,
26
27 during conflict, when opportunities emerge for conflict resolution, these same emotions are
28
29 likely to obstruct the recognition or advancement of such opportunities, proving
30
31 dysfunctional for the interests of both ingroup and outgroup (Halperin, 2016). Thus, these
32
33 same emotions can be categorized as “do bad” emotions on the societal level.
34
35
36
37
38
39
40
41

Burning Questions and Future Directions

42
43
44 Theoretically, this framework serves to further deepen understandings of affective
45
46 phenomena, bringing together two different perspectives on the positivity/negativity of
47
48 emotions that have in the past separately highlighted their pleasantness or their functionality.
49
50 We argue that mapping emotions along both dimensions simultaneously allows for a better
51
52 understanding of the emotions themselves, as well as ways in which the context changes their
53
54 experience and function. One important implication of introducing this framework is to
55
56 inform and guide the formulation of burning questions used to design future research. We
57
58
59
60

Feel Good or Do Good?

12

1
2
3 believe such research could benefit from exploring the features that determine how good or
4 bad emotions feel to individuals on the one hand, and the good and the bad they generate for
5 those individuals and their surroundings on the other hand. For those working to change
6 emotions in complex contexts, it is particularly important to recognize both whether such
7 change is helpful or harmful and the potential challenges to promoting such change. In the
8 following paragraphs we raise important questions that relate to this framework and suggest
9 potential future directions that may help in answering these questions.

19 First, as discussed above, the do good / bad dimension for categorizing emotions may,
20 under certain circumstances, further be broken down to differentiate between the
21 functionality of an emotion for the persons experiencing it and the functionality for that's
22 person's group or broader surroundings. Such differentiation could result in a more complex
23 model, generating a 2 (functional for individual) X 2 (functional for group) X 2 (valence)
24 framework. Such a distinction may not always be useful across contexts, and we therefore
25 have not introduced it as a fundamental dimension of our model, but emotions research could
26 benefit from further elaboration on the complexities of the function dimension in future work.

37 Another important question is what other unique contexts stand to benefit from the
38 proposed framework. We suggest that contexts characterized by frequent clashes between
39 goals or values may be especially appropriate for the application of an approach that
40 considers the pleasantness and the functionality of emotions separately but simultaneously.
41 These include instances of interpersonal or intergroup relations in which individual and group
42 goals are at odds, such as romantic relationships and work dynamics. However, even
43 intrapersonal dynamics, such as addiction, in which individual goals (hedonic vs.
44 instrumental) are internally incongruent can result in clashes between the *feel* and *do*
45 dimensions.

1
2
3 A third question related to our proposed framework is how people experience potential
4 clashes between how good an emotion feels and the extent to which it does good. Here, it
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

A third question related to our proposed framework is how people experience potential clashes between how good an emotion feels and the extent to which it does good. Here, it would be important to design paradigms to independently manipulate each dimension, thereby enabling an examination of how the interaction of the two dimensions relates to motivations to both feel an emotion and act on the action tendencies associated with it. It is also worth examining what behaviors individuals employ to cope with clashes between these dimensions. For instance, does feeling good about a do bad emotion lead to cognitive dissonance, and does such dissonance, in turn, affect attitudes and/or behaviors? Such research may extend work on mixed emotions, tackling the coexistence of negative and positive affective states (Kreibig & Gross, 2017; Williams & Aaker, 2002).

Finally, a practical approach may address whether and how this framework can be used to develop interventions to tackle and improve a range of social phenomena. Future work could harness people's motivation to experience "feel good" emotions to promote the potential "do good" properties of emotions. Indeed, if an emotion can become a "feel good" emotion under the appropriate circumstances, inducing emotions that "do good" for the experiencers, their groups, and their surroundings may become less challenging.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Feel Good or Do Good?

14

Acknowledgements

The authors would like to deeply acknowledge the guidance and mentorship of Professor Eran Halperin, whose lab was the place in which the authors met and took their first steps in studying emotions.

For Peer Review

Notes

¹Address correspondence to Smadar Cohen-Chen, Surrey Business School, Faculty of Arts and Social Sciences, University of Surrey, Alexander Fleming Rd, Guildford GU2 7XH, United Kingdom

For Peer Review

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Figure Captions

Figure 1a: Discrete emotions can be categorized along a circumplex comprising of two dimensions: Feel good vs. bad and Do good vs. bad.

Figure 1b: Various factors can influence where discrete emotions are placed. Even emotions that are traditionally “feel bad” and “do bad” can under certain circumstances be pleasant to the individual or bring about constructive outcomes.

References

1. Averill, J.R. (1980). A constructivist view of emotion. In R. Plutchik & H. Kellerman (Eds.), *Emotion: Theory, research, and experience. Volume 1: Theories of emotion*. New York: Academic Press.
2. Averill, J. R. (1994). Emotions are many splendored things. In P. Ekman & R. J. Davidson (Eds), *The nature of emotions: Fundamental questions* (pp. 99 – 102). New York: Oxford University Press
3. Averill, J. R. (1983). Studies on anger and aggression: implications for theories of emotion. *American psychologist*, 38(11), 1145-1160
4. Baer, M. D., Dhensa-Kahlon, R. K., Colquitt, J. A., Rodell, J. B., Outlaw, R., & Long, D. M. (2015). Uneasy lies the head that bears the trust: The effects of feeling trusted on emotional exhaustion. *Academy of Management Journal*, 58(6), 1637-1657.
5. Barrett, L. F. (2006). Valence is a basic building block of emotional life. *Journal of Research in Personality*, 40, 35-55.
6. Barrett, L. F. (2012). Emotions are real. *Emotion*, 12, 413-429.
7. Barrett, L. F., Mesquita, B., & Gendron, M. (2011). Context in emotion perception. *Current Directions in Psychological Science*, 20(5), 286-290.
8. Baumeister, R. F. (2001). Violent pride. *Scientific American*, 284(4), 96-101.
9. Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497–529.
10. Bar-Tal, D. (2013). *Intractable conflicts: Socio-psychological foundations and dynamics*. Cambridge, UK: Cambridge University Press.

11. Behrendt, H., & Ben-Ari, R. (2012). The positive side of negative emotion: The role of guilt and shame in coping with interpersonal conflict. *Journal of Conflict Resolution, 56*(6), 1116-1138.
12. Bradley, M. M., & Lang, P. J. (1994). Measuring emotion: the self-assessment manikin and the semantic differential. *Journal of behavior therapy and experimental psychiatry, 25*(1), 49-59.
13. Čehajić-Clancy, S., Effron, D. A., Halperin, E., Liberman, V., & Ross, L. D. (2011). Affirmation, acknowledgment of in-group responsibility, group-based guilt, and support for reparative measures. *Journal of personality and social psychology, 101*(2), 256-270.
14. Cohen-Chen, S., Halperin, E., Crisp, R.J., & Gross, J.J. (2014). Hope in the Middle East: Malleability beliefs, hope, and the willingness to compromise for peace. *Social Psychological and Personality Science, 5*, 67-75.
15. de Figueiredo Jr, R. J., & Elkins, Z. (2003). Are patriots bigots? An inquiry into the vices of in-group pride. *American Journal of Political Science, 47*(1), 171-188.
16. Fischer, A. H., & Roseman, I. J. (2007). Beat them or ban them: The characteristics and social functions of anger and contempt. *Journal of Personality and Social Psychology, 93*(1), 103-115.
17. Ellsworth, P. C., & Scherer, K. R. (2003). Appraisal processes in emotion. *Handbook of affective sciences, 572-595*.
18. Fredrickson, B. L. (1998). What good are positive emotions?. *Review of general psychology, 2*(3), 300-319.
19. Frijda, N. H. (1986). *The emotions*. Cambridge, UK: Cambridge University Press.
20. Greenaway, K.H., Kalokerinos, E.K., & Williams, L.A. (2018). Context is everything (in emotion research). *Social and Personality Psychology Compass, 12*(6), e12393.

21. Goldenberg, A., Halperin, E., van Zomeren, M., & Gross, J. J. (2016). The process model of group-based emotion: Integrating intergroup emotion and emotion regulation perspectives. *Personality and Social Psychology Review, 20*(2), 118-141.
22. Gross, J. J., & Barrett, L. F. (2011). Emotion generation and emotion regulation: One or two depends on your point of view. *Emotion review, 3*(1), 8-16.
23. Halperin, E., & Pliskin, R. (2015). Emotions and emotion regulation in intractable conflict: Studying emotional processes within a unique context. *Political Psychology, 36*, 119-150.
24. Halperin, E. (2016). *Emotions in Conflict: Inhibitors and Facilitators of Peace Making*. New York: Routledge.
25. Hasan-Aslih, S., Pliskin, R., van Zomeren, M., Halperin, E., & Saguy, T. (2019). A Darker Side of Hope: Harmony-Focused Hope Decreases Collective Action Intentions Among the Disadvantaged. *Personality and Social Psychology Bulletin, 45*(2), 209-223.
26. Kreibig, S. D. & Gross, J.J. (2017) Understanding mixed emotions: paradigms and measures. *Current Opinion in Behavioral Science, 15*, 62-71
27. Kriesberg, L. (2007). *Constructive conflicts: From escalation to resolution*. Rowman & Littlefield.
28. Lazarus, R. S. (1991). Cognition and motivation in emotion. *American psychologist, 46*(4), 352-367.
29. Lerner, J. S., & Keltner, D. (2001). Fear, anger, and risk. *Journal of personality and social psychology, 81*(1), 146-159.
30. Lerner, J. S., & Tiedens, L. Z. (2006). Portrait of the angry decision maker: How appraisal tendencies shape anger's influence on cognition. *Journal of behavioral decision making, 19*(2), 115-137.

31. Lin, L. C., Qu, Y., & Telzer, E. H. (2018). Intergroup social influence on emotion processing in the brain. *Proceedings of the National Academy of Sciences*, *115*(41), 10630–10635.
32. Noor, M., Shnabel, N., Halabi, S., & Nadler, A. (2012). When suffering begets suffering: The psychology of competitive victimhood between adversarial groups in violent conflicts. *Personality and Social Psychology Review*, *16*(4), 351-374.
33. Porat, R., Halperin, E., Mannheim, I., & Tamir, M. (2016). Together we cry: Social motives and preferences for group-based sadness. *Cognition and Emotion*, *30*(1), 66-79.
34. Reisenzein, R. (1994). Pleasure-arousal theory and the intensity of emotions. *Journal of personality and social psychology*, *67*(3), 525-539
35. Russell, J. A. (1980). A circumplex model of affect. *Journal of personality and social psychology*, *39*(6), 1161-1178
36. Saguy, T., Dovidio, J. F., & Pratto, F. (2008). Beyond contact: Intergroup contact in the context of power relations. *Personality and Social Psychology Bulletin*, *34*(3), 432-445.
37. Scherer, K. R. (2005). What are emotions? And how can they be measured?. *Social science information*, *44*(4), 695-729.
38. Smith, E. R., Seger, C. R., & Mackie, D. M. (2007). Can emotions be truly group level? Evidence regarding four conceptual criteria. *Journal of personality and social psychology*, *93*(3), 431-446.
39. Snyder, C.R. (1994). *The psychology of hope*. New York, NY: Free Press.
40. Tamir, M., & Ford, B. Q. (2012). Should people pursue feelings that feel good or feelings that do good? Emotional preferences and well-being. *Emotion*, *12*(5), 1061-1070.
41. Tamir, M. (2016). Why do people regulate their emotions? A taxonomy of motives in emotion regulation. *Personality and Social Psychology Review*, *20*(3), 199-222.

- 1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
42. Williams, P., & Aaker, J. L. (2002). Can mixed emotions peacefully coexist? *Journal of Consumer Research*, 28(4), 636-649.
43. Wohl, M. J. A., Branscombe, N. R., & Klar, Y. (2006). Collective guilt: Emotional reactions when one's group has done wrong or been wronged. *European Review of Social Psychology*, 17, 1-37.
44. Wright, S., & Lubensky, M. (2009). The struggle for social equality: Collective action vs. prejudice reduction. In S. Demoulin, J.P. Leyens, & J.F. Dovidio (Eds.), *Intergroup misunderstandings: Impact of divergent social realities* (pp. 291-310). New York, NY: Psychology Press.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Feel Good or Do Good?

22

Recommended Readings

Lerner, J. S., Li, Y., Valdesolo, P., & Kassam, K. S. (2015). Emotion and decision making. *Annual review of psychology*, *66*, 799-823 – A comprehensive review of the different (and sometimes unexpected) ways that discrete emotions affect behavioral intentions.

Halperin, E. (2016). *Emotions in Conflict: Inhibitors and Facilitators of Peace Making*. New York: Routledge – A book focusing specifically on emotions in the context of intractable conflicts.

Tamir, M. (2016). Why do people regulate their emotions? A taxonomy of motives in emotion regulation. *Personality and Social Psychology Review*, *20*(3), 199-222 – A review on motivation to experience focusing on the various utilitarian functions of discrete emotions

review