ABSTRACT

AN EXPLORATION OF MOOD-REGULATION: HOW SADNESS AND EVENT RESOLUTION IMPACT MUSIC PREFERENCES

By Michelle E. Tahlier

A recent study by Tahlier, Miron and Rauscher (2010) found that participants dealing with unresolved sad events wanted to listen to happy and upbeat music versus participants dealing with resolved events. Thus, individuals experiencing unresolved events may have been more motivated to change their sadness by choosing happy and upbeat music. We directly tested the hypothesis that individuals in the unresolved condition are more motivated to get energized in order to cope with the unresolved event. There were four experimental conditions. Participants in the first group were asked to write about resolved sad events. Participants in the other three groups were asked to write about unresolved events. We employed a “mood-freeze” manipulation, in which some participants in the unresolved conditions were asked to taste food and were led to believe that they could not alter their current mood because of the food (mood freeze/unresolved condition). Participants in the mood malleable/unresolved condition tasted the food but did not receive information about their ability to change their mood. Finally, participants in the no mood information/unresolved condition only rated the food and did not receive information about their ability to change the mood. The results of this study revealed, as predicted, that individuals in the unresolved/no information and unresolved/mood malleable conditions wanted to listen to happy and happier music than individuals in the resolved and mood freeze/unresolved conditions. The results suggest that individuals utilize music by preferring happy and happier music when they perceive the ability to successfully regulate their unresolved sadness.
AN EXPLORATION OF MOOD-REGULATION:
HOW SADNESS AND EVENT RESOLUTION IMPACT MUSIC PREFERENCES

by

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INTRODUCTION

Emotions are often defined and characterized by multiple components involving cognition, neurophysiology, motivation, and behavioral responses that result from an internal or external stimulus event (Larsen, 2000; Scherer, 2005; Thompson, 1994). In addition, the features of the emotion-instigating event, such as the event focus, duration, and intensity, distinguish emotions from other affective phenomena such as attitudes or moods (Larsen, 2000; Scherer, 2005; Thompson, 1994).

Emotions are generally theorized to have different functions. One function in particular is communication. Behavioral and other types of responses (e.g., physiological responses) that result from emotions communicate what emotions are experienced by the individual. Communication of emotions may be directed to the self or to others. A second function of emotions is adaptation to the environment (Brehm, 1999; Duffy, 1941; Frijda, 1986). Cognitive appraisals concerning the emotion eliciting event and the event’s importance may be perceived inaccurately. The accuracy of these appraisals determines whether the experienced emotion will allow one to adapt to the situation. Furthermore, the adaptive purposes of emotions may be determined by the appropriateness of the emotional responses and the array of prioritized goals that are pursued (Parrott, 2001; Scherer, 2005). In this paper, we focus on the emotion of sadness. As previous research attests, we assume that people attempt to reduce their sadness when it is functionally adaptive to do so (Brehm, Brummett, & Harvey, 1999; Tamir, 2009). In the next sections,
we discuss the concept of emotion regulation, and review various strategies of regulating emotions, particularly sadness.

Emotion Regulation

Emotion regulation is a constituent of self-regulation and is based on the processes by which individuals attempt to influence their emotional responses to achieve their goals. Individuals will attempt to influence how and when they feel an emotion, which emotion they feel, and how they will express the emotion. Emotion regulation is also defined by what aspect of the emotion is being regulated—such as the physiological response, the intensity of the emotion, or the temporal onset of the experienced emotion (Gross, 1998). However, emotion eliciting events can trigger a wide range of emotional responses and, at times, individuals may not perceive or attend to their emotions (Larsen, 2000). Thus, emotion regulation is also characterized as a process that is automatic or controlled as well as unconscious or conscious (Gross, 1998; Scherer, 2005; Tamir, 2009; Thompson, 1994).

Researchers have also explored the reasons why individuals regulate emotions. One theory suggests that individuals are motivated to regulate emotions based on their motivational goals (Erber, Wegner, & Therriault, 1996). Motivational goals may include short-term hedonic or long term instrumental goals. Hedonic goals are defined as motives that result in short-term pleasure whereas instrumental goals are motives that result in the performance of behaviors that maximize utility and achieve long-term pleasure. The
goals that are pursued depend on the emotions the individuals want to regulate.

Therefore, individuals may want to experience negative emotions in order to achieve goals that result in long-term pleasure (Erber et al., 1996; Tamir, 2009; Tamir, Mitchell, & Gross, 2008).

Emotion regulation has many benefits. First, failure to regulate emotions could lead to personal, social, and psychological problems. The inability to regulate feelings could lead to specific problems such as those involving, for example, academic performance, social relationships, and even crime. However, individuals may choose to refrain from using emotion regulating strategies when the emotion can achieve a long-term instrumental goal. Second, successful regulation of emotions will allow one to adapt and function appropriately in one’s environment. The ability to regulate feelings is essential for pleasure, happiness, and goal achievement (Larsen, 2000; Rivers, Brackett, Katulak, & Salovey, 2007; Tamir, 2009; Tice, Bratslavsky, & Baumeister, 2001).

Regulation of Sadness

In this study, we investigated emotion regulation of sadness through music listening strategies. In order to understand how music is utilized as a regulation strategy of sadness, it will be necessary to discuss how sad feelings occur. Prior research suggests that sadness commonly occurs when people permanently lose something that they personally consider precious and important. Common loses that are experienced may
include a loss of a relative, friend, or even a loss of an occupation or role (Lazarus, 1991; Rivers et al., 2007).

According to Lazarus (1991), feelings of sadness are experienced when one self-identifies with the experienced loss and no general agent is available to be held responsible for the loss. When losses are permanent and irreversible, individuals will go through a grieving process. Throughout the stages of the grieving process, individuals will experience a variety of emotions, including sadness, helplessness, guilt, and anger. The grieving process implies adaptational struggles in which individuals attempt to restore the loss they have experienced. However, towards the final stages of the grieving process individuals will primarily feel one emotion: sadness.

According to Lazarus (1991), sadness is experienced when individuals disengage from restoring the loss they experienced. The disengagement includes resignation in which the sad person will come to accept the loss. After the loss is accepted, and the individual thinks back on the experience of the loss, the individual will not feel the same intensity of sadness that was originally felt. The intensity will diminish and individuals will yearn over the experienced loss. The intensity of sadness is diminished because the individual has accepted the loss, but sadness still occurs when the individual realizes there is nothing one can do to restore the loss. Therefore, the grieving process helps individuals learn to accept the loss that they have experienced and in turn, reduce the intensity of their sadness (Lazarus, 1991).

As mentioned above, emotions have functional purposes. Sadness is viewed as a basic negative emotion that has regulatory and motivational characteristics which are
reflected in emotional responses (e.g., behavioral or physiological responses). Studies have shown that sadness motivates one to seek out pleasurable stimuli and influences behavioral responses, such as increased caffeine consumption or helping behavior (Manucia, Baumann, & Cialdini, 1984; Raghunathan & Corfman, 2004). Although studies have shown that individuals are motivated to regulate feelings based on their motivational goals, goals are not necessarily pursued when an individual is in a state of sadness. Thus, individuals feeling sadness may need to seek external help if they want to achieve the goals they have set and regulate their feelings (Erber et al., 1996; Izard, 2007; Lazarus, 1991; Manucia et al., 1984; Tamir, 2009; Tamir et al., 2008).

Obviously, sadness can result from stressful life events. According to Turner and Avison (1992), life events can have positive and negative consequences, depending on their resolution. Successful resolution of life events establishes opportunities to become personally and emotionally competent whereas unresolved events only lead to negative consequences (e.g., psychological distress or symptoms of depression). Thus, resolution of negative events may determine whether one can grow from the experience and successfully manage future negative events.

A study conducted by Tahlier, Miron, and Rauscher (2010) further explored the distinction between resolved and unresolved sad events in the context of sadness regulation. Their research suggests that individual’s reports of sad unresolved events were less likely to have a happy ending than the reports of individuals who wrote about sad resolved events. Moreover, appraisals of self-mastery of participants who experienced an unresolved event were lower than those of individuals who experienced a
resolved event. An unresolved event was conceptualized as an event in which the person did not come to terms with what has happened to oneself as a result of the sad event. A resolved event was defined as an event in which the person came to term with what has happened to oneself. These results imply that individuals experiencing unresolved sad events were less likely to perceive personal control over their life events and the events they experienced were less likely to have a happy ending. It is possible that those in the unresolved condition still had to regulate sadness before they could accept the loss and manage future negative events. Thus, they may have been more motivated to regulate their feelings of sadness through various strategies.

Sadness Regulation Strategies

People can utilize various strategies for regulating their sadness. Generally speaking, any reason for not feeling sadness (e.g., a reason for feeling happy) should reduce or mobilize sadness intensity depending on the importance of the reason for the person (Brehm, 1999). Indeed, a study by Brehm et al. (1999) found that the intensity of sadness was increased or decreased by monetary incentives that varied in their magnitude (low, moderate, or highly valuable gift certificate). It appears that incentives and other short-term rewards that lead to immediate personal gratification can play an important role in the emotion regulation process and in regulation of sadness in particular.

Fortunately, there are a variety of strategies that can be used to help individuals successfully regulate their feelings and accomplish their long-term goals. The most
common sadness-regulation strategies are one’s own behavioral or cognitive attempts to modify the current feeling. A study conducted by Rivers et al. (2007) found that individuals who efficiently regulated feelings of sadness used strategies that attempted to change the situation behaviorally or cognitively. A behavioral attempt in emotion-regulation may involve apologizing to another individual involved in the emotion-eliciting event. In contrast, a cognitive attempt in emotion-regulation may involve one’s own reappraisal of the situation that led the person to feel sad (Gross, 1998; Rivers et al., 2007).

Behavioral and cognitive strategies are often used to regulate sad feelings when individuals expect that those strategies will be effective in reducing or increasing their feelings. Indeed, when individuals believe they can not modify the experience or regulate sadness, they will then refrain from using regulating strategies. Manucia et al. (1984) assumed that people engage in helping behavior in order to reduce a sad mood or to improve a good mood. In one of their studies, participants who were induced to experience a sad mood and were led to believe they could not alter their mood did not display helping behavior (a mood regulation strategy). In contrast, subjects placed in a mood malleable condition did display helping behavior, attesting that participants chose to regulate their mood through helping only when they thought they could change their mood.

Similarly, in another study conducted by Tice et al. (2001), participants who were induced with a distressed mood and led to believe they could not alter their mood did not seek short-term gratification by eating snacks (another mood regulation strategy).
However, subjects who were led to believe they could alter their mood displayed behaviors that led to short-term gratification such as eating more cookies, pretzels, and cheese crackers. The results of the two studies (Manucia et al., 1984; Tice et al., 2001) suggest that individuals will choose and utilize strategies to regulate their negative feelings only if they believe those strategies will be successful in reducing negative mood.

Listening to Music as Sadness Regulation Strategy

Prior research indicates that individuals choose to listen to certain types of music to regulate their emotions and cope with change (Bright, 2006). In some cases, individuals who are sad may prefer to listen to sad music that will uphold their sad feelings, whereas in other cases individuals may prefer to listen to happy and relaxing music that will reduce their sad feelings (Rentfrow & Gosling, 2003). It is thus imperative to investigate the conditions under which individuals would prefer listening to sad or happy music when feeling sadness. Equally important, music should be self-selected by individuals rather than assigned to them, because music assignment may not necessarily help individuals grieve or cope with the sad event (Labbé, Schmidt, Babin, & Pharr, 2007).

Since music has the potential to reduce feelings of sadness, it is important to clarify how music can express different types of emotions. Research concerning musical expression indicates that emotions can be expressed by the various structural components or characteristics of music. These characteristics may include rhythm, tempo, mode,
articulation, melody, harmony, and pitch. For instance, the components of music that express feelings of sadness include a minor mode, slow tempo, low pitch, descending melody, dissonant harmony, firm rhythm, and legato (or smooth) articulation (Gabrielsson & Lindström, 2001).

Additionally, research indicates that music not only expresses emotions, but it can also elicit emotions and arousal in listeners. Specifically, legato or smooth rhythmic articulations are related to low arousal. Moreover, a slow tempo can also instigate low arousal in listeners (e.g., relaxation, calm feelings). In contrast, fast tempo can cause high arousal and positive feelings in listeners. Minor mode was found to induce negative feelings whereas positive feelings were related to consonance and simple harmony. Overall, structural characteristics of music can express and induce emotions in music listeners (Gomez & Danuser, 2007; Juslin, Liljeström, Västfjäll, Barradas, & Silvia, 2008; Kellaris & Kent, 1994; Konečni, 2008; Västfjäll, 2002; Zentner, Grandjean, & Scherer, 2008).

Given that music can potentially induce specific emotions, individuals may prefer to listen to specific types of music depending on the situation and the activities they engage in (Juslin et al., 2008). For instance, while engaging in tedious or low arousing activities a person may prefer to listen to music that is fast in tempo such as pop music, since pop music with a fast tempo is associated with high arousal (Kellaris & Kent, 1994). This particular person may prefer to listen to music that is fast paced in order to stay energized (Gomez & Danuser, 2007). Research indicates that a person’s state of arousal and sensation seeking behaviors are certainly linked to a person’s music
preference (McNamara & Ballard, 1999). Other factors that are associated with a person’s music preferences include culture, gender, race, age, personality, cognitive ability, and self-view (Chamorro-Premuzi & Furnham, 2007; Kellaris & Kent, 1994; Rentfrow & Gosling, 2003; Zweigenhaft, 2008).

There is very little research on individual preferences for music—especially, the preference for valence of music in the context of the self-regulation of sadness. In an initial study, Tahlier et al. (2010) investigated the types of music individuals choose to listen to when attempting to regulate their feelings of sadness. We induced sadness by having participants write about a personal sad event. Half of the participants wrote about an unresolved sad event, whereas the other half wrote about a resolved sad event. As mentioned above, individuals who wrote about an unresolved sad event did not come to terms with what has happen to oneself as a result of the sad event. Individuals who wrote about a resolved sad event did come to terms with what has happened to oneself.

Participants were first instructed to take ten minutes to write about a sad event and then were given twenty minutes to fill out a questionnaire that measured their immediate music preferences.

We found that participants in the unresolved condition wanted to a greater extent to listen to happy, exciting, upbeat, and active music than participants in the resolved condition. In addition, participants in this condition wanted to listen to music that was significantly happier, more exciting, more upbeat, and more active than the music preferred by the participants in the resolved condition. These preliminary results suggest that individuals in the unresolved condition preferred to listen to happy and exciting
music in order to help them regulate their sad feelings. In other words, individuals in this condition still needed to come to terms with what had happened to them as a result of the sad event, and had yet to resolve the event in order to have a happy ending. Thus, unresolved sadness participants may have been more motivated to mobilize to deal with the event by listening to happy and upbeat music.

Current Study

The first study by Tahlier et al. (2010) does not explain why individuals in the unresolved condition chose different music to listen to compared to the participants in the resolved condition. Prior research has shown that people regulate their feelings based on their current motivational goals (Erber et al., 1996; Tamir, 2009). The study proposed in this paper attempts to directly test the hypothesis that individuals in the unresolved condition are more motivated to get energized in order to cope with the still unresolved consequences of the sadness event. Hence, the aim of the follow-up study is to determine whether individuals who experienced an unresolved sad event would regulate their sad feelings by choosing to listen to happy and upbeat music, particularly when they are led to believe that they can change their sad mood. However, we expected that, when individuals who experienced an unresolved sad event were led to believe that their sad moods could not be changed, they would be less likely to select happy and exciting music to regulate their sadness.
Hypotheses

There were three hypotheses in this follow-up study:

Hypothesis 1: Individuals in the unresolved sad event condition would be more likely to choose to listen to happy, upbeat, exciting, uplifting, and active music as compared to individuals in the resolved sad event condition.

Hypothesis 2: Individuals in the unresolved sad event condition would be more likely to choose to listen to happy, upbeat, exciting, uplifting, and active music as compared to individuals in the mood freeze condition.

Hypothesis 3: Individuals in the mood malleable condition would be more likely to choose to listen to happy, upbeat, exciting, uplifting, and active music as compared to individuals in the mood freeze condition.

In this present follow-up study, all participants were asked to spend ten minutes to write about an unresolved sad event or a resolved sad event. Thus, participants were randomly assigned to one of the two conditions—a resolved or an unresolved sad event condition. We then manipulated the participants’ beliefs about their ability to change their sad mood in the unresolved sad event conditions. Participants were then randomly assigned to one of the three mood information groups: no mood information mood malleable condition, or a mood freeze information group.

In the mood freeze information groups, the participants were given food to taste and were instructed to rate the food items on various dimensions. Individuals in this group were presented with a questionnaire containing an ending information paragraph.
The paragraph stated that, contrary to popular belief, eating would not make people feel better. Instead, *eating would prolong their current mood state*. Participants assigned to the *no mood information* condition were not provided with any ending information paragraph.

Participants in the mood freeze condition were asked to *taste* and *rate* food items whereas participants in the no mood information condition were only asked to rate food items. Therefore, the *unresolved/no mood information* and *resolved/no mood information* conditions functioned as a conceptual replication of the Tahlier et al. (2010) study. The *unresolved/no mood information* and the *unresolved/mood freeze information* condition functioned as a conceptual follow-up study to test whether individuals in the *unresolved/no mood information* condition are more motivated to cope with the still unresolved consequences of the sadness event by listening to happy and exciting music (see Table 1 for the design of the study).

Given that we introduce food as part of our mood-freeze manipulation and that food may lead to short-term gratification, we added another control condition to our study (Tice et al., 2001). For the sake of simplicity, we labeled this condition the *mood malleable information* condition. Participants assigned to this condition were not given the information paradigm and were asked to *taste* and *rate* the food items we provided. As hypothesized, individuals in the mood malleable condition would be more likely to listen to happy and exciting music as compared to the individuals in the mood freeze condition (see Table 1).
In summary, the goal of this study was to determine whether individuals experiencing unresolved sad events would prefer to listen to happy and exciting music in order to help them regulate their feelings of sadness, if they believe that the strategy will be effective. In other words, we hypothesized that individuals who experienced unresolved sad events (the unresolved condition) and believed they can alter their mood (the mood malleable condition) would prefer to listen to happy and exciting music (see Table 1).

The dependent variables were based on the ratings of preferences for music participants would like to listen to immediately after writing about a sad event. We also measured participants’ emotional states, particularly after the participants’ music preferences were assessed. We assessed emotional states to test whether there was an association between the music individuals selected and the emotions they felt. In order to determine whether there were group differences on the dependent variables, a one-way ANOVA was conducted. The hypothesized results are displayed in Table 1.
Table 1

*Immediate Music Preferences for Happy and Exciting Music*

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<th>No mood information</th>
<th>Mood malleable information</th>
<th>Mood freeze information</th>
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<tr>
<td>Unresolved</td>
<td>High</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Resolved</td>
<td>Low</td>
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*Note:* Higher scores reflect greater preferences for happy and exciting music.
METHOD

Participants

The participants were 80 male and female undergraduate students at UW Oshkosh who received course credit in exchange for their participation. One participant was excluded from the study for writing about an unresolved angry event. Thirteen other participants were excluded because they were assigned to the unresolved conditions and later reported in the study that the sad event they wrote about was resolved. Thus, only the data from 66 participants were included in the data analysis (24 males and 42 females)\(^1\). Participants were recruited to participate in this study through the use of the Psychology Department participant pool (Sona System).

Participants were prescreened based on their responses to the Eating Attitudes Test (EAT) – 26. The prescreening was in place to control for eating disorders (see Appendix A; Garner, Olmsted, Bohr, & Garfinkel, 1982; Ocker, Lam, Jensen, & Zhang, 2007). Only participants who selected scores of 3 or lower on the items (to be described later) were eligible for participation in this study. After participants arrived to the study, they were randomly assigned to one of the four conditions and tested in randomized blocks of eight.

Design

The design of the study was an incomplete between-subjects factorial design. As part of the manipulation of the type of sadness event, participants were instructed to write
about an unresolved or resolved sad event so that a sad mood could be properly induced (see Appendix D). As part of the mood changeability manipulation, participants’ implicit beliefs were altered depending on the type of mood information they were given in the food questionnaire. Participants assigned to the mood-freeze condition were given information leading them to believe their mood was “fixed” and could not be changed, whereas participants assigned to the no mood information and mood malleable conditions were not given any “mood freezing” information (see Appendix E).

In order to ensure the credibility in mood changeability manipulation, the participants were to “rate” or “rate and taste” food related questions and were given different information pertaining to the effect of food on their mood (e.g., “no mood information” and “food will preserve their current mood”). In order to determine the valence of music participants would prefer (the main dependent variable), after being induced with a sad mood, participants were asked to complete several questionnaires (see Appendix G).

As mentioned in the introduction, as in the sadness study conducted by Tahlier et al. (2010) we manipulated the type of sad event: resolved versus an unresolved event. Since this design is a follow-up study, another condition was included to test for their motivation to reduce their sadness through music, particularly when they believed their sad mood could not be changed. Specifically, participants in the frozen mood condition were asked to taste two small snacks and were told that eating those snacks would “freeze” their current (sad) mood (mood freeze information condition). Participants in the
no mood information and mood malleable conditions were not given any mood information (see Appendix E).

Procedure and Materials

Randomized blocks of eight were used to assign the participants to each condition. Participants were immediately directed to a secluded room and at the same time, were asked if they had any food allergies. The room contained a desk and a chair for the participant. On top of the desk there were two consent forms and a visible MP3 player. The consent form stated that the investigators were examining life events and the preferences for music and food (see Appendix B). The participants were instructed to notify the researcher after the consent form was read and signed. The consent form and the MP3 player were then removed from the room. See Appendix A for a diagram of the sequence of the events.

Manipulation of Type of Event (Resolved versus Unresolved). The researcher first gave the participant a large manila envelope. The envelope contained a sheet that instructed them to write about one recent life event that had made the individual very sad. Depending on the condition, the participants were assigned to write about a sad event that was either resolved or unresolved. The participants were instructed to take ten minutes to think and write about the event. After the participants were done writing about the event, they were instructed to notify the researcher.

Mood Information Manipulation (No Mood information, Mood Malleable information, versus Mood Freeze Information). After writing about the sad event, the participants were then given a large manila envelope that contained questions regarding
their food preferences. Two goldfish crackers and two pretzels were placed in a ziploc bag and the bag was stapled to the upper left corner of the questionnaire. The researcher was blind to the condition the participant was assigned to, given that the ziploc bags were stapled to all the food questionnaires and placed in manila envelopes.

Throughout the food questionnaire, participants were asked to rate their preferences for salty, sweet, bitter, and sour food. Also, they were asked to rate the different characteristics (texture, smell, and appearance) of the pretzels and goldfish crackers. As mentioned, the participants in the no mood information group were not instructed to taste the two pretzels and two goldfish crackers. Participants in the mood malleable and mood freeze information groups were instructed to taste and rate the pretzels and goldfish crackers. Participants in the mood-freeze condition were instructed to taste two pretzels and two goldfish crackers in order to effectively manipulate their belief that their mood will freeze after tasting the snacks.

Specifically, there were three mood information groups: a no mood information condition, mood malleable information condition, and a mood freeze information condition. In the mood freeze information condition, participants were presented with an ending information paragraph. The paragraph was presented along with a question that was placed towards the end of the food questionnaire. The paragraph was adapted after Tice et al. (2001). We made slight alterations to the paragraph for our specific study:

“You should know that even though people believe eating makes them feel better, scientific evidence points to the contrary. Eating does not make you feel better; if anything, it prolongs your current mood state for a period of time, irrespective of
what you do after eating. Whatever mood you are in right now, you are very likely to stay in the same mood throughout the experiment.”

After the participants in the mood freeze group read this paragraph, they were asked to answer the extent that their mood changed before receiving the food questionnaire to how one’s mood was currently. Research shows that food may have a temporary effect on mood (Tice et al., 2001). Thus, in order to ensure that tasting the food items did not account for group differences in music preferences between the mood freeze and no-mood information condition, it was necessary to include a second control condition that asked the participants to taste and rate the food items (mood malleable condition). We hypothesized that participants in the no-mood and mood malleable conditions would prefer happy and exciting music to listen to and that there will be no difference between these two control conditions (see the predictions in Table 1).

Participants in the no mood information condition were asked to rate the food items just based on visual, tactile, and odor inspection (no tasting), and were presented with a question that asked the participant to rate the extent that one’s current mood had changed during the time that the food questionnaire was completed. Towards the end of the food questionnaire, a sentence in bold lettering instructed all of the participants to put the food questionnaire (along with the ziploc bag back) in the manila envelope. Participants were asked to notify the researcher when they were done with this part of the study.

The final questionnaire was then given to the participant in another large manila envelope. The first part of this questionnaire reminded the participant of the sad event
that he or she wrote about in the beginning of the study (see Appendix F). The participant was asked how important the event was, when it occurred, and how intense the event was. The second part of the questionnaire informed the participants that ostensibly the researchers wanted to select a musical piece for them to listen to. Therefore, they were to select music they would like to listen to at that present moment. The third section of the questionnaire also asked the participants to answer questions regarding their music preferences.

After the participants completed the music preference questions they were instructed to rate how they currently felt and were to answer questions based on a mood manipulation check (see Appendix H). Specifically, participants were asked to rate on a scale the extent to how one felt in regards to a variety of emotion-related words. In regards to the manipulation checks, one question requested the participants to answer whether or not they felt their mood changed after eating or rating the food items. Another question requested the participants to answer whether they were instructed to taste and rate or to only rate the food items. Two other questions asked whether or not the sad event the participant wrote about was resolved and to what extent the event was resolved. The final manipulation check question requested the participant to rate how important it was that the event was resolved or will potentially be resolved.

After completing the final set of questions, the participant was instructed to place the questionnaire back into the manila envelope and notify the researcher. Participants were then debriefed orally for five to ten minutes (see debriefing procedure in Appendix I).
Prescreening Questions. The prescreening questions were presented in order to a priori control for eating disorders among the participants. A total of five statements were taken from the Eating Attitudes Test (EAT) - 26 (Garner et al., 1982; Ocker et al., 2007). The statements measured the participant’s dieting thoughts and behaviors. Participants rated the five statements on a scale from 1 (“Never”) to 6 (“Always”). Some statements included “I engage in dieting behavior,” “I feel uncomfortable after eating sweets,” and “I particularly avoid foods with high carbohydrate content.” Another item, specific to our study, was added to the scale: “I feel uncomfortable after eating salty food and carbohydrates.” Participants reporting a score of 4 or higher on all of the six scales were not eligible to participate in this study. A seventh question asked participants to report if they had any food allergies. Participants with food allergies were also restricted from participating in this study.

Dependent Variables

Music Valence Preferences. Participants were asked to rate the extent that the participant would currently like to listen to music that is happy, sad, angry, calming, uplifting, relaxing, upbeat, soothing, exciting, depressing, active, passive, meditative, hostile, and sorrowful. The participants were asked to rate the extent that they would like to listen to each type of music on a 9-point scale (from 0 = “Not at all” to 9 = “Very much”). The participants were also asked to rate on a scale of how happy, sad, angry, etc. the music should be (from 0 = “Not at all…” to 9 = “Extremely…”).

Emotions. The final questionnaire assessed the emotions the participants currently felt. It was necessary to present the emotion questionnaire immediately after the music
questionnaire in order to investigate whether music preferences had an association or an effect on the participants’ sad feelings. Participants were asked to rate on a nine point scale the extent to which they currently felt each type of emotion (0 = “not at all” to 9 = “extremely”). Participants rated the extent of how sad, upset, sorrowful, low-spirited, joyful, happy, and excited they currently felt.

*Manipulation Checks.* Participants were asked questions regarding the sad event they wrote about in the beginning of the study. Participants estimated when the event occurred (within the last day, week, two to three weeks, three to four weeks, one month, two months, or longer than two months) and whether or not the event was resolved. If the event was resolved the participant then rated the extent that the event was resolved. Also, the participant was asked to rate the intensity of the event, how important the event was in their life, and how important it was for the participant that the event was or will be resolved. The participants answered these questions using a nine point rating scale (0 = “not at all” to 9 = “extremely”).

Two other questions were also included as manipulation checks. The first question requested the participants to answer whether or not they felt their mood changed after eating or rating the food items (“yes” or “no”). The second question requested the participants to answer whether they tasted and rated or only rated the food items (“to taste and rate” or “only to rate”).
RESULTS

In order to run one-way between-subjects ANOVAs and a priori polynomial contrasts, the data were re-coded. The “resolved” was labeled as condition 1, the “unresolved” as condition 2, the “mood-malleable” as condition 3, and the “mood-freeze” as condition 4.

Manipulation Checks

Event type. As expected, given the exclusion of the participants who did not follow the instructions to write about unresolved event, a chi-square analysis confirmed that the manipulation of sadness event type was successful, \( \chi^2(3) = 65.00, p < .001 \), as all the participants in the unresolved conditions wrote about an unresolved event and the participants in the resolved conditions wrote about a resolved event.

Rating and tasting food items. A second chi-square analysis confirmed that the participants followed the instructions to rate/taste the goldfish crackers and pretzels or to only rate the food without tasting, \( \chi^2(3) = 61.00, p < .001 \). All participants in the unresolved and resolved conditions rated the food items, all the participants tasted and rated in the unresolved mood-malleable and mood-freeze conditions. Only one participant in the mood malleable condition did not taste the goldfish crackers and pretzels, as instructed. This participant’s data were included in the analyses.

Mood change appraisals. A third chi-square analysis produced differences in mood change appraisals among the four different groups, \( \chi^2(3) = 5, p = .15 \), although the
chi-square test was not significant. An inspection of the frequency tables indicates that 86.7% of the participants in the mood-freeze condition reported that their mood did not change after tasting the food. As expected, participants in the other conditions were equally likely to report that their mood changed after rating or tasting and rating the food: 45% of the participants in the resolved condition, 40% in the unresolved condition, and 50% in the mood malleable reported that their mood did not change. Thus, we can be confident that the participants’ mood in the food tasting conditions (mood malleable and mood freeze conditions) did not change due to their tasting of the food.

**Music Preferences**

Hypothesis 1 stated that individuals in the unresolved sad event condition would be more likely to choose to listen to happy, upbeat, exciting, uplifting, and active music than the individuals who wrote about a resolved sad event. Hypothesis 2 stated that individuals who experienced an unresolved sad event condition (received no information about their mood) would be more likely to choose to listen to happy music compared to individuals in the mood freeze condition. Hypothesis 3 stated that individuals in the mood malleable condition would also, be more likely to choose to listen to happy, upbeat, exciting, uplifting, and active music than individuals in the mood freeze condition.

As predicted, one-way ANOVAs revealed significant polynomial contrasts of the effect of the manipulation on happy music and on the intensity of happy music and marginally significant effects on uplifting and calming music. The means and standard deviations for happy, uplifting, and calming music are reported in Table 2.
Happy music. A polynomial contrast, testing for the overall predicted pattern (1 -1 -1 1), revealed that individuals in the unresolved condition and mood malleable condition had a significantly higher preference for happy music than participants in the resolved condition and mood freeze condition, $t(61) = -3.35, p < .001$.

As predicted, planned polynomial contrasts revealed that participants in the mood freeze condition had a significantly lower preference for happy music than had participants in the unresolved condition, $t(61) = 2.28, p = .03$ and than those in the mood malleable condition, $t(61) = 3.21, p < .001$, respectively. As expected, there were no differences between the unresolved and the mood malleable conditions, $t(61) = -.932, p = .36$. There was a significant difference between the mood malleable and the resolved condition, $t(61) = -2.46, p = .02$. The polynomial contrasts did not reveal other group differences for happy music, all $ts < 1.47$, all $ps > .15$. 
Table 2

Means and Standard Deviations for Music Preferences for Each Condition.

<table>
<thead>
<tr>
<th></th>
<th>Resolved</th>
<th>Unresolved</th>
<th>Unresolved</th>
<th>Unresolved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mood</td>
<td>Mood freeze</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>malleable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy music</td>
<td>5.85\textsubscript{a,b}</td>
<td>6.73\textsubscript{b}</td>
<td>7.33\textsubscript{b}</td>
<td>5.27\textsubscript{a}</td>
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<tr>
<td></td>
<td>(2.13)</td>
<td>(1.71)</td>
<td>(1.23)</td>
<td>(1.71)</td>
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<tr>
<td>How happy music</td>
<td>5.25\textsubscript{a}</td>
<td>6.53\textsubscript{b}</td>
<td>6.13\textsubscript{b}</td>
<td>4.80\textsubscript{a}</td>
</tr>
<tr>
<td>should be</td>
<td>(1.68)</td>
<td>(1.55)</td>
<td>(1.06)</td>
<td>(1.70)</td>
</tr>
<tr>
<td>Uplifting music</td>
<td>5.80\textsubscript{a,b}</td>
<td>6.60\textsubscript{b}</td>
<td>6.44\textsubscript{b}</td>
<td>4.80\textsubscript{a}</td>
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<tr>
<td></td>
<td>(2.17)</td>
<td>(1.76)</td>
<td>(2.03)</td>
<td>(2.46)</td>
</tr>
<tr>
<td>Calming music</td>
<td>5.80\textsubscript{a,b}</td>
<td>6.60\textsubscript{a}</td>
<td>4.80\textsubscript{b}</td>
<td>5.80\textsubscript{a,b}</td>
</tr>
<tr>
<td></td>
<td>(1.77)</td>
<td>(1.99)</td>
<td>(2.46)</td>
<td>(1.42)</td>
</tr>
<tr>
<td>Sad</td>
<td>3.30</td>
<td>2.87</td>
<td>4.13</td>
<td>4.33</td>
</tr>
<tr>
<td></td>
<td>(2.00)</td>
<td>(2.10)</td>
<td>(1.63)</td>
<td>(2.20)</td>
</tr>
<tr>
<td>Helpless</td>
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<td>1.53\textsubscript{a}</td>
<td>3.56\textsubscript{b}</td>
<td>2.53\textsubscript{a,b}</td>
</tr>
<tr>
<td></td>
<td>(1.46)</td>
<td>(0.83)</td>
<td>(2.56)</td>
<td>(2.50)</td>
</tr>
<tr>
<td>( N )</td>
<td>20</td>
<td>15</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

\textit{Note:} Resolved and Unresolved conditions rated food items; Unresolved mood-malleable condition rated and tasted food items; Unresolved mood-freeze rated and tasted food items. Row subscripts that are different from each other indicate mean differences that are significant at \( p \leq .05 \).
A polynomial contrast, testing for the overall predicted pattern \((1 -1 -1 1)\), revealed that individuals in the unresolved condition and mood malleable condition wanted to listen to happier music than participants in the resolved and mood freeze conditions, \(t(61) = -3.35, p < .001\). Replicating the results from Tahlier et al. (2010) study, participants in the unresolved condition wanted to listen to music that was happier than those in the resolved condition, \(t(61) = -2.45, p = .02\). Moreover, as predicted, participants in the unresolved condition wanted to listen to music that was happier than those in the mood freeze condition, \(t(61) = 3.01, p < .001\). Also, as predicted, participants in the mood malleable condition preferred happier music than did participants in the mood freeze condition, \(t(61) = 2.38, p = .02\). As expected, there were no differences between the unresolved and the mood malleable conditions, \(t(61) = 0.71, p = .48\) or between the resolved condition and the mood freeze condition, \(t(61) = 0.86, p = .39\).

**Uplifting music.** A polynomial contrast, testing for the overall predicted pattern \((1 -1 -1 1)\), revealed that individuals in the unresolved condition and mood malleable condition had a significantly higher preference for uplifting music than participants in the resolved condition and the mood freeze condition, \(t(61) = -3.48, p < .001\).

Follow-up polynomial contrast effects suggested that participants in the mood freeze conditions had a significantly lower preference for listening to uplifting music than participants in the unresolved condition, \(t(62) = 2.32, p = .02\) and than those in the mood malleable condition, \(t(62) = 2.15, p = .04\). There was no significant difference between the unresolved and the mood malleable condition, \(t = 0.21, p = .83\). The polynomial
contrasts did not reveal any other group differences for uplifting music, all $t$s < 1.38, all $p$s > .17.

*Calming music.* A polynomial contrast, testing for the overall predicted pattern (1 -1 -1 1), indicated that individuals in unresolved condition and in the mood malleable condition did not have a significantly higher preference for calming music than participants in the resolved condition and the mood freeze condition, $t(61) = .21, p = .84$. Unexpectedly, the participants in the unresolved condition wanted to listen to calming music more than individuals in the mood malleable condition, $t(61) = 2.55, p = .01$. The high variability in the preferences for calming music in the mood malleable condition (compared to the variance in the other three conditions) suggests that the presence of an outlier may be responsible for this isolated effect.

There were no significant effects on the other types of music measures, all $F$s < 1.89, all $p$s > .14.

*Additional Analyses*

*Emotions.* A one-way ANOVA failed to indicate group differences on sadness-related emotions, $F(3, 62) = .96, p = .39$. The analysis did indicate group differences on the “helpless” emotion, $F(2, 62) = 3.26, p = .05$. Polynomial contrasts indicated that participants in the mood malleable condition reported feeling more helpless than the individuals in the unresolved condition, $t(18.35) = -3.01, p = .01$ and in the resolved condition, $t(22.65) = -2.39, p = .03$. None of the other emotion items revealed significant effects, all $F$s < 2.09, all $p$s > .13. Table 2 displays the means and standard deviations for the helpless and sad emotion.
Effects of music selection on sadness. Correlation analyses were conducted in order to determine if music preferences for happy and uplifting music were related to the participants’ feelings of sadness. Thus, each analysis examined the relationship between music preferences (happy or uplifting) and feeling sadness, in each of the four conditions.

As seen in Table 3, preference for happy music was associated with sadness in the unresolved condition ($r = -.75, p = .02$) and in the mood freeze condition ($r = .70, p = .04$). Thus, for individuals in the unresolved control condition, and as expected, there was a negative association between selecting happy music and feeling sadness. This may indicate that individuals in the unresolved condition selected happy music in order to help them reduce their sadness. For individuals in the mood freeze condition, there was a positive association between selecting happy music and feeling sadness. This may indicate that individuals in the mood freeze condition selected happy music but still felt sad later on in the study. However, although individuals in the mood freeze condition may have recognized that listening to happy music could potentially help them reduce their sadness, they did not believe that selecting happy music would reduce their sadness during the study.

Similarly, as seen in Table 4, preferences for uplifting music was only associated with sad emotions for individuals in the resolved condition ($r = .42, p = .05$). Individuals in the resolved condition selected uplifting music and still felt sadness. This particular result implies that individuals in the resolved condition were unable to regulate their sadness by choosing uplifting music because the sad event they wrote about was already resolved. Moreover, replicating the effect found for happy music, the selection of
uplifting music caused participants in the unresolved condition to be less likely to report sadness. However, this effect was not significant, $r = -.48, p = .14$, 2-tailed.
Table 3

*Correlations Between Happy Music Preferences and Sadness*

<table>
<thead>
<tr>
<th></th>
<th>r</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
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<td>.60</td>
</tr>
<tr>
<td>Unresolved</td>
<td>-.75</td>
<td>.02</td>
</tr>
<tr>
<td>Unresolved mood malleable</td>
<td>-.05</td>
<td>.90</td>
</tr>
<tr>
<td>Unresolved mood freeze</td>
<td>.70</td>
<td>.04</td>
</tr>
</tbody>
</table>

Table 4

*Correlations Between Uplifting Music Preferences and Sadness*

<table>
<thead>
<tr>
<th></th>
<th>r</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolved</td>
<td>.42</td>
<td>.05*</td>
</tr>
<tr>
<td>Unresolved</td>
<td>-.48</td>
<td>.14</td>
</tr>
<tr>
<td>Unresolved mood malleable</td>
<td>-.03</td>
<td>.89</td>
</tr>
<tr>
<td>Unresolved mood freeze</td>
<td>.01</td>
<td>.96</td>
</tr>
</tbody>
</table>
DISCUSSION

Prior research indicates that individuals regulate their feelings depending on their current motivational goals (Erber et al., 1996). Our results imply that individuals may be less motivated to use emotion regulation strategies when they believe there is nothing they can do to regulate their mood in the short-term. Specifically, we found that individuals in the resolved and mood freeze conditions had a lower preference for happy music and were less likely to select music that was happier than individuals in the unresolved and mood malleable conditions. Therefore, individuals in the mood freeze and resolved conditions may have been less motivated to listen to music that could help them reduce their sad mood when the event they wrote about was already resolved or when they believed they could not regulate their (frozen) sadness.

Our results coincided with the findings in the Tahlier et al. (2010) study suggesting the resolution status of the sad event (resolved versus unresolved) invites different music strategies for sad emotion regulation. One of our major finding indicates that participants in the unresolved sad event condition preferred to listen to happy music and chose happier music than participants who wrote about a resolved sad events. The happy music may help participants to mobilize energy by providing them with a reason for not feeling sad (Brehm et al., 1999).

A second major finding in this study indicates that participants in the mood freeze condition had a lower preference to listen to happy and uplifting music and selected
music that was less happy and uplifting than the music selected by the participants in the unresolved and mood malleable conditions. This particular result further supports the idea that individuals in the mood freeze condition had less motivation to listen to happy and uplifting music, particularly during the time of the study, given that they held “fixed” beliefs or believed they could not regulate or control their sadness (Tamir, John, Srivastava, & Gross, 2007). Two prior studies used a mood freeze procedure which manipulated the participant’s belief about their abilities to regulate their sadness. Findings from the Manucia et al. (1984) study indicated that individuals regulated their sad moods by engaging in helping behaviors only when they believed their sadness was malleable. Similarly, the results from the Tice et al. (2001) study indicated that distressed participants in the mood freeze condition refrained from short-term gratification (impulsively eating snacks) when they believed that eating snacks would not improve their distressed mood. This also supports the notion that, when an individual holds the implicit belief that one’s emotion is “fixed” and uncontrollable, they may be less motivated to use emotion regulation strategies (Tamir et al., 2007).

One unexpected finding indicated an association between selecting happy music and sad feelings, particularly for individuals in the mood freeze condition. This particular finding suggests that, although individuals in the mood freeze condition may have recognized that listening to happy music could help reduce their sadness, they did not believe that selecting happy music would help them during the time of the study and therefore, still felt sadness. However, some individuals in the mood freeze condition may have recognized the efficacy of listening happy music to regulate their sadness in other
situations outside the laboratory, and that selecting happy music during the time of the study would not effectively help them reduce their sadness.

Limitations and Future Directions

A major limitation of the study is that 14 participants were excluded from the study and thus, the exclusion may have threatened the internal validity and defeated the purpose of randomly assigning the participants to conditions. However, the number of participants dropped from the unresolved, mood malleable, and mood freeze conditions were approximately the same per condition. For instance, 4 or 5 participants were dropped in each condition. More importantly, analyses that included all participants (except the one who wrote about an angry event) revealed a similar significant pattern of results.

Another potential limitation of the study is that, compared to the study conducted by Tahlier et al. (2010), only preferences for happy and uplifting music was influenced by the experimental manipulations in the current study. Specifically, we found that individuals in the unresolved and mood malleable conditions were more likely to listen to music that was particularly happy and uplifting. Individuals in the unresolved control and mood malleable conditions may have been less impulsive to select other types of music that would have a motivating influence on their mood (Tice et al., 2001). In other words, individuals in these two conditions did not display impulsive regulation strategies that led to preferences for other types of music, including exciting, upbeat, and active music (as
found in Tahlier et al., 2010). Instead, individuals in the unresolved and mood malleable condition were more motivated to select music that would have a lasting and pleasurable influence on their mood (happy and uplifting music). Our follow-up study employed a second manipulation that instructed participants to rate and taste food items. Our participants could have been temporarily distracted by rating and tasting food particularly in the unresolved and mood malleable conditions. Thus, these individuals may have been regulating their sad moods when they were introduced to the food items and therefore, only selected happy and uplifting music to regulate their sad mood (Tamir et al., 2007).

A third limitation of this study has to do with the notion that individuals in the study were only asked to write about sad events that were either resolved or unresolved. A question remains on whether individuals dealing with other types of negative emotions (e.g. anger) would select happy music to listen to in order to regulate their anger. In addition, it may also be interesting to explore whether individuals dealing with other unresolved or resolved negative events are just as likely to prefer happy music to listen to as those dealing particularly with sad events.

Also, in the current study, participants were free to write about sad events that recently happened to them. A future direction may include participants who experienced sad resolved or unresolved events that occurred during the same time period (e.g. specifically within the last month) in order to control for the duration and/or the intensity of emotions elicited by the life event. Future research may also want to examine the effects of the event resolution on music listening strategies by studying sad events.
typically experienced by college aged students (e.g. death of grandparent) or other age groups.

Finally, it should be noted that we used food as part of our mood freeze manipulation in which participants were asked to “taste and rate” or “only rate” goldfish crackers and pretzels. Eating food items may have played a role in sadness regulation since food may lead to short-term gratification (Tice et al., 2001). Therefore, a future direction may include conducting a study that employs a mood freeze manipulation without using food as a basis to implement the mood freeze.

Conclusions

Overall, our results suggests that individuals dealing with unresolved sad events may still need to cope with the event and may be able to cope since they are motivated to resolve the sad event and reduce their sadness. Our results also suggested that individuals holding fixed emotional beliefs about their sad emotion (e.g., there is nothing one can do to regulate one’s sadness) are less motivated to resolve the events they experience and reduce their sadness. Thus, our findings imply that the resolution of the sad event and one’s implicit emotional belief, fixed or malleable, will enable the achievement of the current motivational function of sadness (e.g., dealing with the consequences of sadness). Future research would benefit from a closer look at the motivational functions of sadness by examining other types of emotion regulation strategies individuals may use, particularly when sadness is elicited by resolved or unresolved events.
1. An ANOVA polynomial contrast testing the overall predicted pattern (1 -1 -1 1) was conducted on music preferences for 79 participants (excluding one participant for writing about an angry event). Individuals in the unresolved ($M = 6.70, SD = 1.56$), and mood malleable conditions ($M = 7.39, SD = 1.14$) had a significantly higher preference to listen to happy music than individuals in the resolved ($M = 5.8, SD = 2.13$) and mood freeze ($M = 5.95, SD = 1.96$) conditions, $t(74) = -2.88, p = .005$. 

ENDNOTE
APPENDIX A

Sequence of Events
APPENDIX B

Prescreening Questions
Prescreening Questions

1. I engage in dieting behavior.
   - Never
   - Always
   1 2 3 4 5 6

2. I feel uncomfortable after eating sweets.
   - Never
   - Always
   1 2 3 4 5 6

3. I avoid foods with sugar in them.
   - Never
   - Always
   1 2 3 4 5 6

4. I particularly avoid foods with high carbohydrate content.
   - Never
   - Always
   1 2 3 4 5 6

5. I feel extremely guilty after eating.
   - Never
   - Always
   1 2 3 4 5 6

6. I feel uncomfortable after eating salty food and carbohydrates
   - Never
   - Always
   1 2 3 4 5 6

7. Do you have any food allergies?
   □ Yes
   □ No
APPENDIX C

Consent Document
Consent Document

Professor Anca Miron and Michelle Tahlier, a graduate student, of the Department of Psychology at the University of Wisconsin Oshkosh are conducting a study that looks at life events and preferences for various items. The following information is provided for you to decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty.

As part of the study you will be asked to think and write about a sad event you have once experienced. You should be aware that thinking and writing about a sad event could cause strong emotional responses. In this study you will also be asked to answer some questions about various items such as music, food, and life events. Although participation may not directly benefit you, we believe that the information will be useful in understanding some aspects of human behavior.

We do not anticipate that the study will present any risk or harm to your physical health. However, you may experience some emotional discomfort from thinking and writing about a very sad event.

The information that you will provide us will be recorded anonymously. Be assured that your name will not be associated with the research findings in any way. The information will be identified only by a code number.

We do solicit your participation but it is strictly voluntary. If you want to withdraw from the study at any time, you may do so without penalty. You will receive your research participation credit even if you decline to volunteer. The information collected from you up to that point would be destroyed if you so desire.

Once the study is completed, we would be glad to give the results to you. Do not hesitate to ask any questions about the study before, during, or after the research is complete. If you would like additional information concerning this study before or after it is complete, please feel free to contact:

Michelle Tahlier  
Department of Psychology  
UW Oshkosh  
Tahlim15@uwosh.edu

Dr. Anca Miron  
Department of Psychology  
UW Oshkosh  
mirona@uwosh.edu

If you have any complaints about your treatment as a participant in this study, please call or write:
Chair, Institutional Review Board  
For Protection of Human Participants  
c/o Grants Office  
UW Oshkosh  
Oshkosh, WI 54901  
920-424-1415

I have received an explanation of the study and agree to participate. I understand that my participation in this study is strictly voluntary.

PRINTED NAME   SIGNATURE   DATE

This research has been approved by the University of Wisconsin Oshkosh IRB for Protection of Human Participants for a one-year period, valid until February 8, 2011.
APPENDIX D

Sad Event Manipulation
Sad Event Manipulation: Resolved or Unresolved Conditions

Instructions

You will be asked to spend 10 minutes writing about a life event that has happened to you very recently. Your information will be completely anonymous and confidential, and your name will not be linked to the information that you are giving us. For time limitations, we cannot ask people to write about more than one event. Because of that, we ask each person to write about one single event and to try to be as detailed as possible.

Resolved

Please write about an important event that has recently happened to you and which has made you very sad. This should be an event that has been resolved, which means that you have come to terms with the event and with what has happened to you. Please take 10 minutes to write down the event in detail and focus on the event and the emotions that you are experiencing now as you are thinking about the event. Use as much space as you need to.

Unresolved

Please write about an important event that has recently happened to you and which has made you very sad. This should be an event that is still unresolved, which means that you have not come to terms with the event yet and with what has happened to you. Please take 10 minutes to write down the event in detail and focus on the event and the emotions that you are experiencing now as you are thinking about the event. Use as much space as you need to.
APPENDIX E

Mood Manipulation
Mood Manipulation

1. Control 1 - (No Mood Information) Condition:

FOOD QUESTIONNAIRE

Please fill out the following food questionnaire.

1. In general, how much do you like or dislike the **pretzels**?

   Extremely dislike  
   -5  -4  -3  -2  -1  0  1  2  3  4  5  

2. In general, how much do you like or dislike the **smell** of the pretzels?

   Extremely dislike  
   -5  -4  -3  -2  -1  0  1  2  3  4  5  

3. In general, how much do you like or dislike the **texture** of the pretzels?

   Extremely dislike  
   -5  -4  -3  -2  -1  0  1  2  3  4  5  

4. In general, how much do you like or dislike the **appearance** of pretzels?

   Extremely dislike  
   -5  -4  -3  -2  -1  0  1  2  3  4  5  

5. In general, how often do you eat pretzels?

   Not at all  
   1  2  3  4  5  6  7  8  9  Very Much

6. In general, how much do you like or dislike the **goldfish crackers**?

   Extremely dislike  
   -5  -4  -3  -2  -1  0  1  2  3  4  5  

7. In general, how much do you like or dislike the **smell** of the goldfish crackers?

   Extremely dislike  
   -5  -4  -3  -2  -1  0  1  2  3  4  5
8. In general, how much do you like or dislike the **texture** of the goldfish crackers?

Extremely dislike                                           Extremely like

-5   -4   -3   -2   -1   0   1   2   3   4   5

9. In general, how much do you like or dislike the **appearance** of the goldfish crackers?

Extremely dislike                                           Extremely like

-5   -4   -3   -2   -1   0   1   2   3   4   5

10. In general, how often do you eat goldfish crackers?

Not at all                                           Very Much

1   2   3   4   5   6   7   8   9

11. In general, to what extent do you like foods that are **salty** (i.e., salted pretzels, potato chips, and nuts)?

Not at all                                           Very much

1   2   3   4   5   6   7   8   9

12. In general, to what extent do you like foods that are **sour** (i.e., lemons, limes, and sauerkraut)?

Not at all                                           Very much

1   2   3   4   5   6   7   8   9

13. In general, to what extent do you like foods that are **bitter** (i.e., coffee, grapefruit, and spinach)?

Not at all                                           Very much

1   2   3   4   5   6   7   8   9

14. In general, to what extent do you like foods that are **sweet** (i.e., cookies, pies, and ice cream)?

Not at all                                           Very much

1   2   3   4   5   6   7   8   9
15. To what extent do you think your mood changed from how you felt right before you received the food questionnaire to the mood you are in right now?

Didn’t change at all  About the same  Changed a lot

-5   -4   -3   -2   -1   0   1   2   3   4   5

***Please put the ziploc bag and the questionnaire back in the envelope, and see the research assistant.
### 1. Control 2- (Mood Malleable Information) Condition:

**FOOD QUESTIONNAIRE**

Please taste and eat the food items displayed on the table and then fill out the following questionnaire.

1. In general, how much do you like or dislike the **pretzels**?
   
<table>
<thead>
<tr>
<th>Extremely dislike</th>
<th>Extremely like</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5  -4  -3  -2   -1  0  1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>

2. In general, how much do you like or dislike the **smell** of the pretzels?
   
<table>
<thead>
<tr>
<th>Extremely dislike</th>
<th>Extremely like</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5  -4  -3  -2   -1  0  1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>

3. In general, how much do you like or dislike the **texture** of the pretzels?
   
<table>
<thead>
<tr>
<th>Extremely dislike</th>
<th>Extremely like</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5  -4  -3  -2   -1  0  1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>

4. In general, how much do you like or dislike the **appearance** of pretzels?
   
<table>
<thead>
<tr>
<th>Extremely dislike</th>
<th>Extremely like</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5  -4  -3  -2   -1  0  1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>

5. In general, how often do you eat pretzels?
   
<table>
<thead>
<tr>
<th>Not at all</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3  4  5  6  7  8  9</td>
<td></td>
</tr>
</tbody>
</table>

6. In general, how much do you like or dislike the **goldfish crackers**?
   
<table>
<thead>
<tr>
<th>Extremely dislike</th>
<th>Extremely like</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5  -4  -3  -2   -1  0  1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>

7. In general, how much do you like or dislike the **smell** of the goldfish crackers?
   
<table>
<thead>
<tr>
<th>Extremely dislike</th>
<th>Extremely like</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5  -4  -3  -2   -1  0  1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>
8. In general, how much do you like or dislike the **texture** of the goldfish crackers?  
Extremely dislike | Extremely like  
--- | ---  
-5 | 5
-4 | 4
-3 | 3
-2 | 2
-1 | 1
0 | 0
1 | 1
2 | 2
3 | 3
4 | 4
5 | 5

9. In general, how much do you like or dislike the **appearance** of the goldfish crackers?  
Extremely dislike | Extremely like  
--- | ---  
-5 | 5
-4 | 4
-3 | 3
-2 | 2
-1 | 1
0 | 0
1 | 1
2 | 2
3 | 3
4 | 4
5 | 5

10. In general, how often do you eat goldfish crackers?  
Not at all | Very Much  
--- | ---  
1 | 9
2 | 8
3 | 7
4 | 6
5 | 5
6 | 4
7 | 3
8 | 2
9 | 1

11. In general, to what extent do you like foods that are *salty* (i.e., salted pretzels, potato chips, and nuts)?  
Not at all | Very much  
--- | ---  
1 | 9
2 | 8
3 | 7
4 | 6
5 | 5
6 | 4
7 | 3
8 | 2
9 | 1

12. In general, to what extent do you like foods that are *sour* (i.e., lemons, limes, and sauerkraut)?  
Not at all | Very much  
--- | ---  
1 | 9
2 | 8
3 | 7
4 | 6
5 | 5
6 | 4
7 | 3
8 | 2
9 | 1

13. In general, to what extent do you like foods that are *bitter* (i.e., coffee, grapefruit, and spinach)?  
Not at all | Very much  
--- | ---  
1 | 9
2 | 8
3 | 7
4 | 6
5 | 5
6 | 4
7 | 3
8 | 2
9 | 1

14. In general, to what extent do you like foods that are *sweet* (i.e., cookies, pies, and ice cream)?  
Not at all | Very much  
--- | ---  
1 | 9
2 | 8
3 | 7
4 | 6
5 | 5
6 | 4
7 | 3
8 | 2
9 | 1
15. To what extent do you think your mood changed from how you felt right before you received the food questionnaire to the mood you are in right now?

<table>
<thead>
<tr>
<th>Didn’t change at all</th>
<th>About the same</th>
<th>Changed a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

***Please put the ziploc bag and the questionnaire back in the envelope, and see the research assistant.***
2. Mood Freeze Information Condition:

FOOD QUESTIONNAIRE

Please taste and eat the food items displayed on the table and then fill out the following questionnaire.

1. How much did you like or dislike the pretzels?
Extremely dislike                                      Extremely like
   -5   -4   -3   -2   -1   0   1   2   3   4   5

2. How much did you like or dislike the smell of the pretzels?
Extremely dislike                                      Extremely like
   -5   -4   -3   -2   -1   0   1   2   3   4   5

3. How much did you like or dislike the texture of the pretzels?
Extremely dislike                                      Extremely like
   -5   -4   -3   -2   -1   0   1   2   3   4   5

4. How much did you like or dislike the appearance of the pretzel?
Extremely dislike                                      Extremely like
   -5   -4   -3   -2   -1   0   1   2   3   4   5

5. How often do you eat pretzels?
Not at all                                             Very Much
   1   2   3   4   5   6   7   8   9

6. How much did you like or dislike the goldfish crackers?
Extremely dislike                                      Extremely like
   -5   -4   -3   -2   -1   0   1   2   3   4   5

7. How much did you like or dislike the smell of the goldfish crackers?
Extremely dislike                                      Extremely like
   -5   -4   -3   -2   -1   0   1   2   3   4   5
8. How much did you like or dislike the **texture** of the goldfish crackers?

Extremely dislike  | Extremely like
--- | ---
-5   | 5
-4   | 4
-3   | 3
-2   | 2
-1   | 1
0    | 0
1    | 1
2    | 2
3    | 3
4    | 4
5    | 5

9. How much did you like or dislike the **appearance** of the goldfish crackers?

Extremely dislike  | Extremely like
--- | ---
-5   | 5
-4   | 4
-3   | 3
-2   | 2
-1   | 1
0    | 0
1    | 1
2    | 2
3    | 3
4    | 4
5    | 5

10. How often do you eat goldfish crackers?

Not at all  | Very Much
--- | ---
1    | 9
2    | 8
3    | 7
4    | 6
5    | 5
6    | 4
7    | 3
8    | 2
9    | 1

11. To what extent do you like foods that are **salty** (i.e., salted pretzels, potato chips, and nuts)?

Not at all  | Very much
--- | ---
1    | 9
2    | 8
3    | 7
4    | 6
5    | 5
6    | 4
7    | 3
8    | 2
9    | 1

12. To what extent do you like foods that are **sour** (i.e., lemons, limes, and sauerkraut)?

Not at all  | Very much
--- | ---
1    | 9
2    | 8
3    | 7
4    | 6
5    | 5
6    | 4
7    | 3
8    | 2
9    | 1

13. To what extent do you like foods that are **bitter** (i.e., coffee, grapefruit, and spinach)?

Not at all  | Very much
--- | ---
1    | 9
2    | 8
3    | 7
4    | 6
5    | 5
6    | 4
7    | 3
8    | 2
9    | 1

14. To what extent do you like foods that are **sweet** (i.e., cookies, pies, and ice cream)?

Not at all  | Very much
--- | ---
1    | 9
2    | 8
3    | 7
4    | 6
5    | 5
6    | 4
7    | 3
8    | 2
9    | 1
You should know that even though people believe eating makes them feel better, scientific evidence points to the contrary. Eating does not make you feel better; if anything, it *prolongs your current mood state for a period of time, irrespective of what you do after eating*. Whatever mood you are in right now, you are very likely to stay in the same mood throughout the experiment.

15. To what extent do you think your mood changed from how you felt right before you received the food questionnaire to the mood you are in right now?

<table>
<thead>
<tr>
<th>Didn’t change at all</th>
<th>About the same</th>
<th>Changed a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

***Please put the ziploc bag and the questionnaire back in the envelope, and see the research assistant.***
APPENDIX F

Sad Event Reminder
Sad Event Reminder

At the beginning of this study you were asked to write about a sad event. Please answer the following questions about that event.

1. When did the sad event that you described at the beginning of the study occur? The event occurred within the last…
   - day
   - week
   - two to three weeks
   - three to four weeks
   - one month
   - two months
   - longer than two months

2. How would you rate the intensity of the event?
   - Not at all intense
   - Extremely Intense
   - 0 1 2 3 4 5 6 7 8 9

3. How important was the event in your life?
   - Not at all important
   - Extremely Important
   - 0 1 2 3 4 5 6 7 8 9
APPENDIX G

Music Questionnaire:
Dependent Variables
Music Questionnaire: Dependent Variables

In this portion of the study we would like to select a musical piece for you to listen to. Please let us know what kind of music you would like to listen to RIGHT NOW by answering the questions below.

1. To what extent would you like to listen to music that is happy?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Very much</th>
</tr>
</thead>
</table>

How happy should the music be?

<table>
<thead>
<tr>
<th>Not at All Happy</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Extremely Happy</th>
</tr>
</thead>
</table>

2. To what extent would you like to listen to music that is sad?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Very much</th>
</tr>
</thead>
</table>

How sad should the music be?

<table>
<thead>
<tr>
<th>Not at All Sad</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Extremely Sad</th>
</tr>
</thead>
</table>

3. To what extent would you like to listen to music that is angry?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Very much</th>
</tr>
</thead>
</table>

How angry should the music be?

<table>
<thead>
<tr>
<th>Not at All Angry</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Extremely Angry</th>
</tr>
</thead>
</table>

4. To what extent would you like to listen to music that is calming?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Very much</th>
</tr>
</thead>
</table>

How calming should the music be?

<table>
<thead>
<tr>
<th>Not at All Calm</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Extremely Calm</th>
</tr>
</thead>
</table>
5. To what extent would you like to listen to music that is *uplifting*?  
Not at all       Very much  
0 1 2 3 4 5 6 7 8 9  
How *uplifting* should the music be?  
Not at All Uplifting       Extremely Uplifting  
0 1 2 3 4 5 6 7 8 9  

6. To what extent would you like to listen to music that is *relaxing*?  
Not at all       Very much  
0 1 2 3 4 5 6 7 8 9  
How *relaxing* should the music be?  
Not at All Relaxing       Extremely Relaxing  
0 1 2 3 4 5 6 7 8 9  

7. To what extent would you like to listen to music that is *upbeat*?  
Not at all       Very much  
0 1 2 3 4 5 6 7 8 9  
How *upbeat* should the music be?  
Not at All Upbeat       Extremely Upbeat  
0 1 2 3 4 5 6 7 8 9  

8. To what extent would you like to listen to music that is *soothing*?  
Not at all       Very much  
0 1 2 3 4 5 6 7 8 9  
How *soothing* should the music be?  
Not at All Smoothing       Extremely Smoothing  
0 1 2 3 4 5 6 7 8 9  

9. To what extent would you like to listen to music that is *exciting*?  
Not at all       Very much  
0 1 2 3 4 5 6 7 8 9  
How *exciting* should the music be?  
Not at All Exciting       Extremely Exciting  
0 1 2 3 4 5 6 7 8 9  

10. To what extent would you like to listen to music that is *depressing*?

Not at all       Very much

0 1 2 3 4 5 6 7 8 9

How *depressing* should the music be?

Not at All Depressing       Extremely Depressing

0 1 2 3 4 5 6 7 8 9

11. To what extent would you like to listen to music that is *active*?

Not at all       Very much

0 1 2 3 4 5 6 7 8 9

How *active* should the music be?

Not at All Active       Extremely Active

0 1 2 3 4 5 6 7 8 9

12. To what extent would you like to listen to music that is *passive*?

Not at all       Very much

0 1 2 3 4 5 6 7 8 9

How *passive* should the music be?

Not at All Passive       Extremely Passive

0 1 2 3 4 5 6 7 8 9

13. To what extent would you like to listen to music that is *meditative*?

Not at all       Very much

0 1 2 3 4 5 6 7 8 9

How *meditative* should the music be?

Not at All Meditative       Extremely Meditative

0 1 2 3 4 5 6 7 8 9

14. To what extent would you like to listen to music that is *hostile*?

Not at all       Very much

0 1 2 3 4 5 6 7 8 9

How *hostile* should the music be?

Not at All Hostile       Extremely Hostile

0 1 2 3 4 5 6 7 8 9
15. To what extent would you like to listen to music that is *sorrowful*?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7</td>
<td>8 9</td>
</tr>
</tbody>
</table>

How *sorrowful* should the music be?

<table>
<thead>
<tr>
<th>Not at All Sorrowful</th>
<th>Extremely Sorrowful</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7</td>
<td>8 9</td>
</tr>
</tbody>
</table>
APPENDIX H

Mood and Manipulation Checks Questionnaire
Mood and Manipulation Checks Questionnaire

To what extent do you feel the following emotions **RIGHT NOW**? For each emotion, circle a number that best reflects your answer.

1. Sad
   1 2 3 4 5 6 7 8 9
   Not at all          Extremely

2. Happy
   1 2 3 4 5 6 7 8 9
   Not at all          Extremely

3. Distressed
   1 2 3 4 5 6 7 8 9
   Not at all          Extremely

4. Excited
   1 2 3 4 5 6 7 8 9
   Not at all          Extremely

5. Upset
   1 2 3 4 5 6 7 8 9
   Not at all          Extremely

6. Angry
   1 2 3 4 5 6 7 8 9
   Not at all          Extremely

7. Low-spirited
   1 2 3 4 5 6 7 8 9
   Not at all          Extremely

8. Helpless
   1 2 3 4 5 6 7 8 9
   Not at all          Extremely

9. Joyful
   1 2 3 4 5 6 7 8 9
   Not at all          Extremely

10. Sorrowful
    1 2 3 4 5 6 7 8 9
    Not at all          Extremely
11. Do you think your mood changed after eating or rating the pretzels and the goldfish crackers?
   □ Yes
   □ No

12. Were you asked to taste and rate OR only to rate the pretzels and goldfish crackers?
   □ To taste and rate
   □ Only to rate

13. Was the event you wrote about in the beginning of this study resolved?
   □ Yes
   □ No

14. If yes, to what extent was the event resolved?
   Minimally
   0 1 2 3 4 5 6 7
   Completely
   8 9

15. How important is it for you that the event was or will be resolved?
   Not at all
   0 1 2 3 4 5 6 7
   Extremely Important
   8 9
APPENDIX J

Debriefing Procedure
Debriefing Procedure

Hi, Can I ask you some questions? Would you mind if I take notes?
How are you feeling now that you completed the study? Are you feeling okay?
If not: Let them know about UW-Oshkosh Counseling Center:

http://www.uwosh.edu/couns_center/index.php

**Hours**
The Counseling Center is open during semesters from
Monday **8:00 a.m. - 7:00 p.m.**
Tuesday through Friday **8:00 a.m. - 4:30 p.m.**
All other times our schedule is Monday through Friday **8:00 a.m. - 4:30 p.m.**

**Location**
University of Wisconsin-Oshkosh Counseling Center
Dempsey Hall 201
800 Algoma Blvd.
Oshkosh, WI 54901-8613
Office: (920) 424-2061
Fax: (920) 424-1066

Have you participated in other psychology studies? (YES or NO)
If yes: What kind of studies?

What do believe this study is about?

For this study, we asked you to *think and write* about a personal sad event. We then asked you about your eating habits and food preferences. And finally, we asked you questions regarding your music preferences.

Did you see a connection between these portions of the study?

YES NO  
If YES: What would you say the connection is?
Do you believe that writing about a personal sad event affected your preferences for different types of music? YES  NO  
IF YES: How so?
Do you believe that writing about a personal sad event affected your food ratings? YES  NO  
IF YES: How so?

Let me take a few minutes to explain why we conducted this study:

For this study we asked you to write about a personal sad event in order to instigate feelings of sadness. As you may know, sadness is a very useful emotion that we experience in order to make sense of what has happened to us. In this study, we explore how people deal with sad events. Now, the event you wrote about was either resolved or unresolved. Were you asked to write about a resolved or unresolved event? RESOLVED  UNRESOLVED  

If you wrote about an *unresolved* sad event, we expected you to deal with your feelings of sadness by wanting to listen to happy and exciting music. We expected this because listening to happy and exciting music could help you to cope with the event you experienced and lift your sad mood up. However, if you wrote about a *resolved* sad event, we did not expect you to want to listen to happy and exciting music. It would be unnecessary to listen to happy and exciting music that could motivate you to cope with the event (since the event you wrote about is already resolved).
In this study, we also varied participants’ beliefs about their ability to lift up their sadness. For some participants, we included information towards the end of the food questionnaire that told the participant that eating food could freeze their mood. Other participants were not given this information. We expected you to listen to happy and exciting music only if you wrote about a sad event and you believed you had the ability to lift your sad mood. If you believed that you did not have the ability to lift your sad mood, we did not expect you to choose to listen to happy or exciting music. So, listening to happy and exciting music would be unnecessary if you believe your sad mood can not change.

Did this make sense? Do you have any questions?

With that said, would you mind if I asked you a few more questions?

Everyone in this study is asked to rate the characteristics of pretzels and goldfish crackers in the food questionnaire. However, some participants were asked to taste these food items. Were you asked to taste the food items? YES NO

(IF NO): Did rating the food items change your mood? YES NO …..How so?

(IF YES): 1. Were you given a short paragraph towards the end of the food questionnaire that stated that eating will not improve your mood--instead eating will prolonged your mood? Yes no

2. If Yes: Did eating the food items alter your mood? Yes no …how so?

3. Did you believe the paragraph which stated eating will not improve your mood—instead eating will prolong your mood? YES NO

4. If No: Did rating the food items alter your mood? Yes no …..how so?

I truly hope you are not upset about having to think and write about a personal sad event. If you are upset, please let me know. Also, do you have any other questions about this study or comments that could help me conduct this study better?

It is important that people who will participate in this study don’t know about what we are actually studying. We hope you will not tell anyone what we are doing. If people knew about the study before they came, it would be a waste of their time and ours. So, could you help us out in that way—by not telling anyone about this study?

Again, I thank you very much for your participation!!!!

************************************************************************
Study- Music and Emotion II (Spring 2009)
************************************************************************
Participant #: __________________
Gender:_____________________
Date:_______________________

Type of Event: Resolved  Unresolved
Mood condition: Control (No Food)  Malleable Mood  Mood Freeze

   Suspicion  None   Low   Moderate   High
************************************************************************
Comments:
REFERENCES


