

Sample Annotated References

(Double space your assignment)

Boyatzis, C., & Varghese, R. (1994). Children's emotional associations with colors. *Journal of Genetic Psychology, 155*(1), 77-89.

This study discusses the positive and negative emotional associations children make with colors. A total of 60 children were studied (30 girls, 30 boys). The children were shown different colors both split equally into two groups and individually. They were asked, "How does (the color) make you feel?" All of the children had an emotional reaction to each of the colors and associated each of the colors with their own personal experience with that color. The color red elicited the highest number of emotional responses and pinks the lowest. The children associated bright colors with positive emotions such as happiness, strength and excitement, and associated the darker colors with negative emotions such as sadness, anger, and boredom. One child associated the color yellow with a happy and bright feeling while another child felt yellow made her sad because she was told it was not a good color for her to wear. The color black seemed to have a dark and deathly negative emotional response to most children but to some boys the color black was associated with their karate class and made them feel powerful and aggressive in a good sort of way.

Etnier, J., & Hardy, C. (1997). The effects of environmental color. *Journal of Sport Behavior, 20*(3), 299-316.

This study involved 18 female and 14 male volunteers to partake in mentally and physically demanding tasks in three rooms of different colors. The volunteers were to perform the McCloy Block Test and the Wingate Anaerobic Test in a green room, and orange room, and a white room in order to see if environmental color would have an effect on their performance. This study found that color does not affect physiological arousal, but the findings lend some support to the idea that color influences the organism in a manner which is dependent upon the task type.

Gorham, J., Cohen, S. H., & Morris, T. L. (1999). Fashion in the classroom III: Effects of instructor attire and immediacy in natural classroom interactions. *Communication Quarterly, 47*(3), 281-292.

Instructor attire was assessed by students in a classroom to see whether or not the way a teacher dresses influences the teacher's status as perceived by the student, and if it affects the level at which the student learns. There were three levels of dress which included formal professional dress, casual professional dress, and casual dress. Professional male dress was identified as a dark business suit, white shirt, a dark tie, and dress shoes, and female professional dress consisted of a dark/neutral skirted business suit, sheer hose, and high heels. Casual professional males were to wear light colored slacks and a dark sport coat, no tie, and brown leather casual shoes. The female casual professional dress is primarily a skirt and sweater in tan or dark colors. The casual female and male wear faded blue jeans, light colored flannel shirt worn open and sport or athletic shoes. The study came to the conclusion that dress did not affect the immediacy

in classroom interactions, but rather that dress and colors that teachers wear do affect how students perceive their teachers as being on an educated and respected level.

Kaya, N., & Epps, H. (2004). Relationship between color and emotion: A study of college students. *College Student Journal*, 38(3), 396-418.

The primary focus of this study was to examine the color-emotion associations among college students. The study used 5 principle (red, yellow, green, blue, and purple) and 5 intermediate (yellow-red, green-yellow, blue-green, purple-blue, and red-purple) hues in addition to three achromatic colors (white, gray, and black). The color green was the color most associated with positive emotions. Green indicated the feelings of relaxation, and calmness, happiness, comfort, peace, hope, and excitement. It was associated with nature and trees, thus creating feelings of comfort, and soothing emotions. The color yellow was seen to be lively, energetic, and brought feelings of happiness, and excitement because it was associated with the sun, blooming flowers, and summer time. The color blue revealed feelings of relaxation and calmness, happiness, comfort, peace and hope. The negative emotions for blue were sadness, depression, and loneliness. Red was seen to be positive and was associated with love and romance, while the negative associations with red were fighting, blood, Satan and evil. The color purple expressed the feelings of relaxation, calmness, happiness, sadness, tiredness, power, fear, boredom, excitement, and comfort. The color is mainly associated with children and laughing, and the negative aspect was that it just was not a favorite color. For the intermediate hues most of the responses were positive. The achromatic colors evoked the most feelings of depression, sadness, boredom, confusion, tiredness, loneliness, anger, fear, and death. Black made some respondents feel sophisticated and reminded them of fashion and clothing. Another respondent associated black with the attire people wear to funerals. Color related emotion is highly dependent on personal preference and one's past experience with a particular color.

Terwogt, M., & Hoeksma, J. (1995). Colors and emotions: Preferences and combinations. *Journal of General Psychology*, 122(1), 5-12.

Color has an emotional impact. The color purple can be tied to feelings of rage or the color green with feelings of envy. Colors are also referred to cultural roots. For instance in the medieval heraldic system the color white was related to purity and the color yellow was related to hatred. People are likely to combine items from both emotion and color domains. Depending on what type of a mood a person is in can influence the color they decide to wear or the color they choose to look at. Color preference changes with changing moods and with age, but at all ages color and emotions are consistently related to one another.

Valdez, P., & Mehrabian, A. (1994). Effects of color on emotions. *Journal of Experimental Psychology*, 123(4), 394-409.

This study investigates color reactions as functions of personality and psychopathology, physiological reactions to color, color preferences, color effects on emotions, color effects on behavior, and reactions to color concepts. Dominance reactions were greatest to green-yellow and yellow while reactions to red-purple elicited submissive feelings. More saturated colors elicit

greater feelings of arousal. The study showed that brighter colors(white, light grey, or lighter colors) are more pleasant, less arousing, and less dominance inducing than are the less bright colors(dark grey, black, and darker colors). Models wearing darker jackets were rated as more powerful and more competent than models wearing light jackets. Brightness of clothing had a stronger effect than facial expressions on viewer perceptions of potency. Darker colors are associated with greater dominance.