

## PSYC18 – Psychology of Emotion Summer 2014

Instructor: Rimma Teper

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Class Time & Location: Thursday 12pm-2pm, AC223

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Office Hours: Thursdays 2pm-3pm or by appointment

TA: Chad Danyluck

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### Course Description

What is an emotion? How are emotions shaped, and how are they experienced? What purpose do emotions serve to human beings? Philosophers have debated these questions for centuries. Luckily, psychological science has equipped us with various tools that have allowed us to explore such questions on an empirical level. In this course, we will begin by examining the philosophical and psychological history of emotion. Later lectures address evolutionary and socio-cultural perspectives on emotion, discussing the way in which emotions are expressed, and the way in which emotional experiences are represented in the body and brain. Emotions will also be examined in the context of human development, social relationships, and in terms of mental health.

The general **goals and objectives** of the course are to help students:

- a) Learn and gain mastery over basic facts, research findings, terminology, principles, and theories important in the psychology of emotion.
- b) Differentiate between appraisal theories of emotion and theories of basic emotions.
- c) Demonstrate an understanding of the way in which various brain regions and bodily structures are involved in emotional experience.
- d) Analyze and summarize current issues and controversies in the field of emotion research.

### Required Readings

Keltner, Oatley, & Jenkins' (2013). *Understanding Emotions* (3<sup>rd</sup> Edition).

*Additional readings may be assigned, as outlined below in the assigned readings section. These readings will be uploaded to Blackboard and you will be responsible for this material on the midterm or final exam, unless otherwise indicated.*

## Evaluation:

Your final course grade will be based on a midterm test and final examination, each worth 50%. These tests will be comprised mainly of multiple-choice questions, as well as several short answer questions.

## **Classroom Expectations**

Use of Electronics: Turn off cell phones, digital assistants, mp3 players, and/or any device that makes noise during class. Answering a phone call, text messaging, or sending e-mail during class is inappropriate. Also, if you are bringing a laptop to class, only use it for appropriate activities (e.g. taking notes).

Emails: All emails you send should include PSYC18 in their title. Your TA and I will try our best to respond to all emails within 48 hours (Monday-Friday).

Disabilities: Academic accommodations are available for students with disabilities who are registered with AccessAbility Services. Students who register and utilize the AccessAbility services will not be identified on their transcript as receiving accommodations. Information disclosed to the service is confidential and is disclosed only with the student's permission. Students in need of disability accommodations should schedule an appointment with me early in the semester to discuss appropriate accommodations for the course. Talking with me well in advance is always better. There is little to nothing that I can do for you after an assignment is due.

Academic Integrity: Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. In this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask me.

Lecture and Reading Schedule:

<b>Date</b>	<b>Lecture</b>	<b>Readings</b>
<b>May 8</b>	Introduction: History of Emotion	<b>Chapter 1</b>
<b>May 15</b>	Evolution of Emotions	<b>Chapter 2</b>
<b>May 22</b>	Emotional Expression	<b>Chapter 4</b>
<b>May 29</b>	Emotion and Cognition	<b>Chapter 10</b>
<b>June 5</b>	Emotional Appraisal <i>Guest Lecture by Nick Hobson</i>	<b>Chapter 7</b>
<b>June 12</b>	Emotions and the Body	<b>Chapter 5</b>
<b>June 19</b>	<b>Reading week – NO CLASS</b>	
<b>June 26</b>	<b>Tentative Midterm Date</b>	
<b>July 3</b>	Emotions and the Brain	<b>Chapter 6</b>
<b>July 10</b>	Emotion and Culture	<b>Chapter 3</b>
<b>July 17</b>	Emotions and Development	<b>Chapter 8</b>
<b>July 24</b>	Emotions and Social Relationships	<b>Chapter 9</b>
<b>July 31</b>	<b>Emotions and Mental Health</b>	<b>Chapters 12, 13, 14</b>