

SYLLABUS
Current Topics in Social Psychology: Emotion Regulation
(PSYD15H3S)
Winter 2017
Mondays 3-5pm, Room MW160

Instructor

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Course Description

This seminar offers a selective review of the recent scientific literature on how humans manage or control their emotions (*emotion regulation*). We will explore why people regulate emotions, how they do so, and what are the consequences and implications of emotion regulation.

Course Objectives

After successful completion of this course, you should have:

- Gained knowledge about the basic theories of emotion regulation and the current status of the empirical literature on emotion regulation;
- Learned about the methods of emotion regulation research and applied those methods to novel questions of your own (e.g., in the final paper);
- Gained experience consuming and understanding primary scientific sources;
- Practiced developing your scientific voice and reasoning, including both verbal expression (e.g., during class discussions and presentations) and written expression (e.g., in the weekly reading responses and final paper);
- Collaborated with colleagues, both during specific assignments (e.g., when co-presenting on a journal article) as well as each day as a contributor within class discussions.

Course Structure

This course is designed to introduce you to the field of emotion regulation, as well as to provide training in being a sophisticated consumer of science. Many of our weekly readings are primary sources that describe original empirical research, rather than a text book that has already digested the science for us. During weekly class meetings, much of the time will be dedicated to group discussion aimed at fostering a meaningful understanding of the material. Thus, the success of this seminar depends on everyone's preparation, and everyone's preparation will depend on carefully completing all of the weekly readings, as well as the other assignments, described below.

Grading and Course Requirements

1. In-Class Participation (10% of final grade)

Because the class is discussion-based, it requires full attendance and active participation – your contribution is vital. You will be asked to read the assigned readings prior to class (all available on Blackboard, under “Course Materials”) and come prepared to discuss them. Please remember that all readings are mandatory (including both the *background* and *empirical*

readings) and that reading a journal article carefully takes time (you should expect to spend an hour or more per article).

During the discussion please be cordial and respectful of others, even if you do not share the same opinions. Your participation grade will depend on quality as well as quantity of participation. Good participation includes punctuality, eagerness to participate, showing respect to others' contributions, facilitating discussion, paying careful attention to classmates' presentations, and offering constructive feedback, questions, and comments.

2. Weekly Reading Responses (15% of final grade)

For most weeks in this semester, we will read one background reading (i.e., a book chapter or review paper) and one empirical paper (i.e., describing original research). Beginning in Week 2 of the semester, you will also be asked to submit a brief reading response for both readings reading via Blackboard prior to class. Responses must be submitted by 12pm on the Sunday preceding class.

Each reading response should be less than 250 words and should include the following: (1) a very brief summary of the reading, (2) your main reactions to the reading (e.g., not just a re-statement of the results, but a critical analysis of those results), and (3) at least one question you would like to raise for discussion in class. You will receive one point for including each of these three elements in your response, resulting in a grade of 0-3 for each day's reading response. Please note that responses submitted after 12pm on the Sunday preceding class will receive an automatic grade of "0". Because life happens, you have one opportunity during the semester to *not* submit reading responses for a given week, no questions asked.

To submit your response, go to the course's blackboard site, go to "discussion board", click on the board for this week's first reading, click "create thread", type your response and click "submit". Repeat this procedure for the week's second reading.

These responses will be used by the discussion leaders to facilitate our weekly discussions (see #3 below). It will be most helpful for them – and for you, when it is your turn to be discussion leader – if everyone provides thoughtful responses for each reading, each week.

3. Article Presentation & Discussion Leader (20% of final grade)

Each week, the empirical reading will be presented by a pair of students. Then, this pair of students will serve as discussion leaders. Presentations will start in Week 3 of the semester.

To present your article, please prepare a PowerPoint. Your presentation should last about six minutes, and should cover about six slides: one slide for introduction and background (i.e., *why is this important research to do?*), one slide for hypotheses (i.e., *what were the researchers testing?*), one slide for methods (i.e., *how did they test their hypotheses?*), one slide for results (i.e., *what are their most important findings?*), one slide for conclusions (i.e., *what's the big take home message?*), and one slide that summarizes the core questions that you and your classmates had about the reading (as discussed within their reading responses on Blackboard). If your reading includes more than one study, please select ONE study to present in the PowerPoint, and share your selection with Dr. Ford at least one week ahead of time. [Please note that viewing these article presentations in class is **NOT** a substitute for doing the readings. This is an opportunity to gain skills in presenting research (for the presenters) and to refresh our memories (for the rest of the class).]

To serve as a discussion leader, please carefully review all of the reading responses that your peers have posted to Blackboard (i.e., responses on the empirical *and* background articles). You should take note of the specific questions people have posed, as well as any common themes in these questions – this material will help you keep up a lively discussion! Questions about the empirical reading should be incorporated into your article presentation, and the

questions about both the background and empirical article should be incorporated into our discussion time.

You will be graded as an individual (not a pair), and so please ensure that each of you are contributing independently within the article presentation (e.g., each presenting 3 slides) and discussion (e.g., each facilitating different segments of the discussion).

4. Research Proposal Paper (55% of final grade)

At the end of the course you should submit a research proposal (up to 10 pages, not including references). The only requirements for the topic of the paper are that it should describe empirical research (e.g., not a theoretical review, or a case study) and it should relate to emotion regulation. The proposal should include an abstract (see below), introduction (e.g., theoretical background, research hypotheses), proposed methods, and a discussion of hypothesized results and their implications. This assignment will be spread out across the semester:

A. Paper Abstract (10% of final grade): You will be asked to complete a 200-250 word abstract describing the paper you are planning to write. Abstracts are due on **Feb 13th by 3pm**. To conserve paper, please e-mail a word document of your abstract to Dr. Ford (she will provide feedback via e-mail as well).

B. “Near-Final” Paper Draft (15% of final grade): You will also be asked to submit a near-final draft of your paper on **March 6th by 3pm**. This draft provides an opportunity to receive constructive feedback and improve the final paper. Drafts will be graded and should be *as close to the final paper as possible*. Please e-mail a word document of your paper to Dr. Ford and she will provide feedback via email.

C. Peer Review of Classmate’s Paper (10% of final grade): In addition to e-mailing your paper to Dr. Ford, you will also be asked to send your paper to a fellow student. (If this student prefers to receive a hardcopy, please provide them with a printed version of your paper in-class on March 13th). Each student will then write a 2-page *constructive* and *helpful* review of their classmate’s paper so that each paper will receive feedback from another student as well as the instructor. Reviews will be due on **March 20th by 3pm**, e-mailed to both Dr. Ford and to the paper-writer. (Again, if the paper-writer prefers a hardcopy, please provide them with a printed version of your review in-class on March 20th).

D. Final Paper (20% of final grade): Students are expected to *thoroughly* revise their papers based on the feedback they have received. Final papers will be due on **March 27th by 3pm**. Please e-mail your final paper to Dr. Ford. Additional feedback can be provided upon request.

Additional Guidelines for Paper

- Use APA style.
- All works that are referred to – directly or indirectly – must be cited in the text, and in a reference page at the end of your work (also see section on Academic Integrity, below).
- Omit needless words. Good writing is concise.
- Avoid quotes, especially lengthy ones.
- Spelling, grammar, and sentence structure are important and figure into the grading.
- If this is one of the first research papers you’ve written, or if you’re simply looking for some extra assistance, UTSC’s Writing Centre is an excellent resource available to provide support at any stage in the writing process.
- A cautionary note on other forms of outside writing help:

- You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.
- It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.
- If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to the instructor on request.

Email Policy

- I will do my best to answer your emails within 48 hours during *weekdays*, but expect a longer delay if you email me between Friday afternoon and Sunday evening.
- If you have questions that can't be answered briefly via email, it is best to come see me during my office hours (Mondays, 12-1pm, SW572).
- Please do not email me the night before an assignment is due. If you email me within 48 hours of a class or due date, I may not be able to respond to you in time. If you email me at least 48 hours ahead of time, I will be able to respond to you!

Technology in the Classroom Policy

- No cell phones out on the tables, please.
- Laptops are allowed for note-taking and looking at the articles as we discuss them, but I also reserve the right to ban laptops if it becomes clear that some people are not paying attention in class.

Missed Term Work due to Medical Illness or Emergency:

All students citing a documented reason for missed term work (this includes assignments and midterm exams) must bring their documentation to the Undergraduate Course Coordinator, Ainsley Lawson, **within three (3) business days** of the term test / assignment due date. All documentation must be accompanied by the departmental **[Request for Missed Term Work form](http://uoft.me/PSY-MTW)** (<http://uoft.me/PSY-MTW>). In the case of missed term work due to illness, only an **original copy** of the **[official UTSC Verification of Illness Form](http://uoft.me/PSY-MED)** (<http://uoft.me/PSY-MED>) will be accepted. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required. In the case of other emergency, a record of visitation to a hospital emergency room or copy of a death certificate may be considered.

Forms should be dropped off in SW427C between 9 AM - 4 PM, Monday through Friday. Upon receipt of the documentation, you will receive an email response from the Course Instructor / Course Coordinator within three business days. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work. Note that this policy applies only to missed term work (assignments and midterms). Missed final exams are dealt with by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>). **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

AccessAbility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to

approach me and/or the AccessAbility Services as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity

Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently. According to Section B of the University of Toronto's Code of Behaviour on Academic Matters (August 1995), which all students are expected to know and respect, it is an offence for students:

- To use someone else's ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks, i.e. to commit plagiarism;
- To include false, misleading or concocted citations in their work;
- To obtain unauthorized assistance on any assignment;
- To provide unauthorized assistance to another student;
- To submit their own work for credit in more than one course without the permission of the instructor;
- To falsify or alter any documentation required by the University (e.g., doctor's notes).

There are other offences covered under the Code, but these are by far the most common. Please respect these rules and the values that they protect.

Course Plan & Schedule

Week	Date	Topic
1	Jan 2	Introduction, Logistics, and Background
2	Jan 9	What are Emotions and How are They Regulated? (Part 1)
3	Jan 16	What are Emotions and How are They Regulated? (Part 2)
4	Jan 23	Why Do People Regulate their Emotions?
5	Jan 30	Emotion Regulation & Mental Health
6	Feb 6	Emotion Regulation & Physical Health
7	Feb 13	Emotion Regulation Across the Lifespan
8	Feb 20	<i>Holiday – No Class Meeting</i>
9	Feb 27	Emotion Regulation in Relationships
10	Mar 6	Emotion Regulation & Culture
11	Mar 13	Emotion Regulation in Conflict
12	Mar 20	Regulating Happiness
13	Mar 27	Using Emotion Regulation Flexibly

List of Readings and Assignments

Week	Date	Topic
1	Jan 2	Introduction, Logistics, and Background
2	Jan 9	<p>What are Emotions and How are They Regulated? (Part 1)</p> <ul style="list-style-type: none"> • <u>Background Reading</u>: Jordan, C. H., & Zanna, M. P. (1999). How to Read a Journal Article in Social Psychology. (<i>No reading response required for this article.</i>) • <u>Empirical Reading</u>: Gross, J.J. (1998). Antecedent- and response-focused emotion regulation: Divergent consequences for experience, expression, and physiology. <i>Journal of Personality and Social Psychology</i>, 74, 224-237.
3	Jan 16	<p>What are Emotions and How are They Regulated? (Part 2)</p> <ul style="list-style-type: none"> • <u>Background Reading</u>: Gross, J.J. (2008). Emotion regulation. In M. Lewis, J. M. Haviland-Jones, and L.F. Barrett (Eds.), <i>Handbook of emotions</i> (3rd ed) (pp. 497-512). New York, NY: Guilford. • <u>Empirical Reading</u>: Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. <i>Journal of Personality and Social Psychology</i>, 85, 348-362.
4	Jan 23	<p>Why Do People Regulate their Emotions?</p> <ul style="list-style-type: none"> • <u>Background Reading</u>: Tamir, M. (2009). What do people want to feel and why? Pleasure and utility in emotion regulation. <i>Current Directions in Psychological Science</i>, 18, 101-105. • <u>Empirical Reading</u>: Tamir, M., Mitchell, C., & Gross, J. J. (2008). Hedonic and instrumental motives in anger regulation. <i>Psychological Science</i>, 19, 324-328.
5	Jan 30	<p>Emotion Regulation & Mental Health</p> <ul style="list-style-type: none"> • <u>Background Reading</u>: Gross, J.J., & Jazaieri, H. (2014). Emotion, emotion regulation, and psychopathology: An affective science perspective. <i>Clinical Psychological Science</i>, 2, 387-401. • <u>Empirical Reading</u>: Campbell-Sills, L., Barlow, D. H., Brown, T. A., & Hofmann, S. G. (2006). Effects of suppression and acceptance on emotional responses of individuals with anxiety and mood disorders. <i>Behaviour research and therapy</i>, 44, 1251-1263.
6	Feb 6	<p>Emotion Regulation & Physical Health</p> <ul style="list-style-type: none"> • <u>Background Reading</u>: Sapolsky, R. M. (1994). <i>Why zebras don't get ulcers</i>. New York: WH Freeman. pp. 19-36. • <u>Empirical Reading</u>: Appleton, A. A., Buka, S. L., Loucks, E. B., Gilman, S. E., & Kubzansky, L. D. (2013). Divergent associations of adaptive and maladaptive emotion regulation strategies with inflammation. <i>Health Psychology</i>, 32, 748-756.

7	Feb 13	<p>Emotion Regulation Across the Lifespan</p> <ul style="list-style-type: none"> • <u>Background Reading</u>: Sims, T., Hogan, C. L., & Carstensen, L. L. (2015). Selectivity as an emotion regulation strategy: Lessons from older adults. <i>Current Opinions in Psychology</i>, 3, 80-84. • <u>Empirical Reading</u>: McRae, K., Gross, J. J., Weber, J., Robertson, E. R., Sokol-Hessner, P.,... & Ochsner, K. N. (2012). The development of emotion regulation: an fMRI study of cognitive reappraisal in children, adolescents and young adults. <i>Social Cognitive and Affective Neuroscience</i>, 7, 11-22. <p>*** ASSIGNMENT DUE by 3pm: Paper abstract ***</p>
8	Feb 20	Holiday – No Class Meeting
9	Feb 27	<p>Emotion Regulation in Relationships</p> <ul style="list-style-type: none"> • <u>Background Reading</u>: Zaki, J., & Williams, W. C. (2013). Interpersonal emotion regulation. <i>Emotion</i>, 13, 803-810. • <u>Empirical Reading</u>: Coan, J. A., Schaefer, H. S., & Davidson, R. J. (2006). Lending a hand social regulation of the neural response to threat. <i>Psychological Science</i>, 17, 1032-1039.
10	Mar 6	<p>Emotion Regulation & Culture</p> <ul style="list-style-type: none"> • <u>Background Reading</u>: Mesquita, B., De Leersnyder, J. & Albert, D. (2014). The cultural regulation of emotions. In J.J. Gross (Ed.) Handbook of Emotion Regulation, pps 284-301. • <u>Empirical Reading</u>: Tsai, J. L., Louie, J. Y., Chen, E. E., & Uchida, Y. (2007). Learning what feelings to desire: Socialization of ideal affect through children's storybooks. <i>Personality and Social Psychology Bulletin</i>, 33, 17-30. <p>*** ASSIGNMENT DUE by 3pm: Nearly-final paper ***</p>
11	Mar 13	<p>Emotion Regulation in Conflict</p> <ul style="list-style-type: none"> • <u>Empirical Reading</u>: Halperin, E., Porat, R., Tamir, M., & Gross, J. J. (2013). Can emotion regulation change political attitudes in intractable conflict? From the laboratory to the field. <i>Psychological Science</i>, 24, 106-111. • <u>Empirical Reading</u>: van't Wout, M., Chang, L. J., & Sanfey, A. G. (2010). The influence of emotion regulation on social interactive decision-making. <i>Emotion</i>, 10, 815-821.
12	Mar 20	<p>Regulating Happiness</p> <ul style="list-style-type: none"> • <u>Background Reading</u>: Gruber, J., Mauss, I. B., & Tamir, M. (2011). A dark side of happiness? How, when, and why happiness is not always good. <i>Perspectives on Psychological Science</i>, 6, 222-233. • <u>Empirical Reading</u>: Mauss, I. B., Tamir, M., Anderson, C. L., & Savino, N. S. (2011). Can seeking happiness make people unhappy? Paradoxical effects of valuing happiness. <i>Emotion</i>, 11, 807-815. • <u>Empirical Reading</u>: Dunn, E. W., Aknin, L. B., & Norton, M. I. (2008). Spending money on others promotes happiness. <i>Science</i>, 319, 1687-1688. [Also read “part 2”, the correction to this original article] <p>*** ASSIGNMENT DUE by 3pm: Peer-review ***</p>

13	Mar 27	<p>Using Emotion Regulation Flexibly</p> <ul style="list-style-type: none">• <u>Background Reading</u>: Bonanno, G. A. & Burton, C. L. (2013). Regulatory flexibility: An individual differences perspective on coping and emotion regulation. <i>Perspectives in Psychological Science</i>, 8, 591-612.• <u>Empirical Reading</u>: Sheppes, G., Scheibe, S., Suri, G., & Gross, J. J. (2011). Emotion-regulation choice. <i>Psychological Science</i>, 22, 1391-1396. <p>*** ASSIGNMENT DUE by 3pm: Final paper ***</p>
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