

Current Topics in Social Psychology: Emotion Regulation

(PSYD15H3S)

Winter 2018

Thursdays 15:00-17:00 IC 120

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Course Description

This course will provide an overview of theoretical perspectives and research on what roles emotions and emotion regulation play in many parts of our lives such as mental health, social relationships, and decision making.

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. Using a multi-disciplinary approach, the course will cover research drawn from such fields as social psychology and clinical psychology.

Course Objectives

After successful completion of this course, you should:

1. Understand the functions emotions serve in our lives and the theoretical approaches of emotion regulation
2. Critically evaluate research articles and present scientific findings
3. Design and write a proposal for a scientific study.

Email Policy

- Be sure to include the course code (PSYD15) in the subject line and state your full name and student number
- 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 discuss your question in person
- 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.

Technology in the Classroom Policy

Out of consideration for the rest of the class, please refrain from any technology use that is not class-related. Laptop use is OK, but only for the purpose of taking notes during class.

Course Requirements

1. Class Participation (10%): This is a seminar style course that involves a great deal of group discussion. Much of your learning will come from your own reading and discussion with classmates. Each week you should come to class prepared with comments and questions about issues from the readings that caught your attention. By preparing discussion questions in advance as well as responding to other students' comments, everyone in the class should have something to contribute. Your grade will be based not only on the quantity of your participation

but also the quality - your contributions in class should demonstrate that you have gone through the assigned readings carefully and given them some thought, both individually and in relation to each other.

2. Discussion Questions (10%): You will be asked to read two or three journal articles each week. To help you think about these readings, I will ask you to prepare a discussion question (or comment) concerning each reading (beginning in Week 2). Questions are to be submitted on Blackboard the day before class (by 6pm) and will be evaluated using a simple three point scale (1 = needs improvement, 2 = good, 3= excellent). Questions will be considered 'good' if they demonstrate that you read and thought about the material; excellent questions will be outstanding and show exceptional critical thinking or creative insight. I will not be returning the graded questions to you – I will only give you specific feedback if I find questions/comments that need improvement. The questions should also serve as a stimulus for class discussion. Although we may not get a chance to cover every discussion question, your credit will not depend on whether we discuss your questions in class. Please note that responses submitted after 6pm on the Wednesday before class will receive an automatic grade of “0”. You have **one opportunity** during the semester to *not* submit reading responses for a given week, no questions asked.

3. Article presentation and Discussion Leader (25%): Learning to create and present effective PowerPoint presentations is an essential skill that you will likely use throughout your academic career and beyond. Each week, one or two students will be required to present a research article and to lead discussion concerning the articles; each student will do one article presentation during the term. The presentation should be about 30-45 minutes long including discussion. When you present, you should describe the research carefully, including the theoretical background, the hypotheses, the design, the method, and a summary of the results (a few tables or figures will be helpful here). Visual aids and class activities are encouraged. Also, a good presentation will “go beyond” the article itself. For example, you could discuss practical and theoretical implications of the research and relate it to other ideas (e.g., material covered in this course, other psychology courses, or your own personal experiences), or you could conduct a class activity or demonstration. You should also prepare a short list of questions for the class to discuss and provide a 1-2 page handout summarizing the article.

4. Quizzes (15%): On four separate (unannounced) occasions, we will begin the seminar with a short “pop quiz” (approximately 15-20 minutes) that will test your understanding of the assigned readings for that week. Only the best 3 of your 4 quiz marks will be counted. Note that no alternative quizzes or rewrites will be scheduled. If extenuating circumstances force you to miss class on the day of a quiz, you should notify the instructor as soon as possible and provide documentation. Otherwise a grade of zero will be assigned.

5. Research Proposal Paper (40% of final grade – see breakdown below). As a final paper due, you will develop a research proposal for a study pertaining to a question that investigates an aspect of emotion regulation (up to 10 pages, not including references) with at least 10 references. The paper should describe empirical research (e.g., not a theoretical review, or a case study) and 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 paper should be written and cited in APA style and is due in class on the last class. Please remember that all works that are referred to – directly (should include be quoted) 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).

Students will be required to submit their papers to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Steps for you to set up your own Turnitin.com account and submit papers are described on this web site: <http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/guide-students.htm>

To submit the term paper, students will need the **Class ID** and **Enrolment Password**, which will be announced later in the term.

Paper Abstract (5% of final grade): You will be asked to complete a 200-250 word outline describing the paper you are planning to write. Abstracts are due on **Feb 8th by 3pm**.

A late outline or final paper will result in a 5-point deduction on your grade for the assignment for each day it is overdue. Difficulties with the Blackboard portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the departmental policy

Peer Review of Classmate's Paper (10% of final grade). Two weeks before the end of the term, students will send a draft of their completed or near completed paper to a fellow student for feedback. Each student will then write a 2-page *constructive* and *helpful* review of their classmate's paper.

Final Paper (25% 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**.

Writing-related campus resources:

The Writing Centre helps all UTSC students improve their writing skills. We work with students in all years and all disciplines. Programs include writing groups, writing workshops, one-to-one tutoring, and both print and online resources. For information, resources, and to sign up for individualized feedback: <http://www.utsc.utoronto.ca/twc/>

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, **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>). 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>) 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.uts.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@uts.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

Date	Topic	Readings
Jan. 11	Introductions – meet & greet Outline trajectory for term Set schedule for class presentations	-Bem, D. J. Writing the Empirical Journal Article https://psychology.yale.edu/sites/default/files/bemempirical.pdf -Jordan, C. H., & Zanna, M. P. (1999). How to Read a Journal Article in Social Psychology.
Jan. 18	What is an emotion? Manipulating and measuring	-Barnett (2012). Emotions are real. <i>Emotion</i> , 12, 413-429. Coan & Allen (2007). Organizing the tools and methods of affective science -Gross, J. J. (2010). The future's bright, I gotta wear shades. <i>Emotion</i>

	emotions	<p><i>Review</i>, 2, 212-216</p> <p>-Ekman (1992). An argument for basic emotions. <i>Cognition and Emotion</i>, 6, 169-200</p> <p>-Mauss & Robinson (2005). Measures of emotion: A review. <i>Cognition and Emotion</i>, 23, 209-237</p>
Jan. 25	Theories of emotion regulation. Can we change our emotions?	<p>-Gross, J. J. (1998). The emerging field of emotion regulation: an integrative review. <i>Review of general psychology</i>, 2(3), 271-299</p> <p>-Gross, J. J. (2015). Emotion Regulation: Current status and future prospects. <i>Psychological Inquiry</i>, 26, 1-26</p> <p>-Ochsner, K.N. & Gross, J.J (2004). Thinking makes it so: A social cognitive neuroscience approach to emotion regulation. In R. F. Baumeister & K. D. Vohs (Eds.), <i>Handbook of self-regulation: Research, theory, and applications</i> (pp. 229-255). New York: Guilford Press.</p> <p>-Tamir, M. (2016). Why do people regulate their emotions? A taxonomy of motives in emotion regulation. <i>Personality & Social Psychology Review</i>, 20(3):199-222</p> <p>-Quoidbach, J., Mikolajczak, M., & Gross, J. J. (2015). Positive Interventions: An Emotion Regulation Perspective. <i>Psychological Bulletin</i>, 141, 655-693</p>
Feb. 1	Regulating Happiness. Don't worry, be happy?	<p>-Fredrickson, B. L. (1998). What good are positive emotions? <i>Review of general psychology</i>, 2(3), 300-316</p> <p>-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</p> <p>-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.</p> <p>-Dunn, E. W., Aknin, L. B., & Norton, M. I. (2008). Spending money on others promotes happiness. <i>Science</i>, 319, 1687-1688.</p> <p>-Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. <i>Psychological science</i>, 8(3), 162-166</p>
Feb. 8	Individual differences in emotion	<p>-Balzarotti, S., Biassoni, F., Villani, D., Prunas, A., Velotti, P. (2016). Individual Differences in Cognitive Emotion Regulation: Implications for Subjective and Psychological Well-Being. <i>Journal of Happiness Studies</i>, 17, 125-143</p> <p>-Diaz, A. & Eisenberg, N. (2015). The Process of Emotion Regulation Is Different From Individual Differences in Emotion Regulation: Conceptual Arguments and a Focus on Individual Differences. <i>Psychological Inquiry</i>, 26, 37-47</p> <p>-Gardner, E.K.T., Carr, A. R., MacGregor, A. & Felmingham, K.L. (2013). Sex Differences and Emotion Regulation: An Event-Related Potential Study. <i>PLoS ONE</i> 8(10): e73475.</p> <p>-Kring & Gordon (1998). Sex differences in emotions. <i>Journal of Personality and Social Psychology</i>, 74, 686-703.</p>
Feb. 15	Emotion Regulation & Culture	<p>-Aldao, A., & Tull, M. T. (2015). Putting emotion regulation in context. <i>Current opinion in Psychology</i>, 3, 100-107.</p> <p>-Mesquita, B., De Leersnyder, J. & Albert, D. (2014). The cultural regulation of emotions. In J.J. Gross (Ed.) <i>Handbook of Emotion</i></p>

		Regulation, pps 284-301. - Miyamoto, Y., Ma, X., & Petermann, A. G. (2014). Cultural Differences in Hedonic Emotion Regulation After a Negative Event. <i>Emotion, 14</i> , 804-815.
Feb. 22	Reading week – no class	
March 1	Emotion Regulation in Relationships	-Bloch, L., Haase, C. M., Levenson, R. W. (2014). Emotion regulation predicts marital satisfaction: More than a wives' tale. <i>Emotion, 14</i> (1): 130–144. -Netzer, L., VanKleef, G. A., Tamir, M. (2015). Interpersonal instrumental emotion regulation. <i>Journal of Experimental Social Psychology, 58</i> , 124–135 -Zaki, J., & Williams, W. C. (2013). Interpersonal emotion regulation. <i>Emotion, 13</i> , 803-810.
March 8	Emotion Regulation & Mental Health – Part 1	Gruber & Keltner (2007). Emotional behavior and psychopathology: A survey of methods and concepts. -Aldao, Nolen-Hoeksema, & Sweitzer (2010). Emotion regulation strategies across psychopathology: A meta-analytic review. <i>Clinical Psychology Review, 30</i> , 217-237 -Hu, T., Zhang, D. et al. (2014). Relation between Emotion Regulation and Mental Health: A Meta-Analysis Review. <i>Psychological Reports, 114</i> , 341-362 Kring (2008). Emotion disturbances as transdiagnostic processes in psychopathology. <i>Cognitive Therapy and Research, 40</i> , 426-440 -Compas et al. (2017). Coping, Emotion Regulation, and Psychopathology in Childhood and Adolescence: A Meta-Analysis and Narrative Review. <i>Psychological Bulletin, 143</i> , 939-991
March 15	Emotion Regulation & Mental Health – Part 2	Mennin et al. (2005). Preliminary evidence for an emotion regulation deficit model of generalized anxiety disorder. <i>Behaviour Research and Therapy, 43</i> 1281-1310 Kring & Moran (2008). Emotional response deficits in schizophrenia: Insights from affective science. <i>Schizophrenia Bulletin, 34</i> , 819-834 Haynos & Fruzzetti (2011). Anorexia nervosa as a disorder of emotion dysregulation: Evidence and treatment implications. <i>Clinical Psychology Science and Practice, 18</i> , 183-202
March 22	Emotion Regulation & Physical Health	-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, 32</i> , 748-756. - Appleton, A. A., Loucks, E. B., Buka, S. & Kubzansky, L (2014). Divergent Associations of Antecedent- and Response-Focused Emotion Regulation Strategies with Midlife Cardiovascular Disease Risk. <i>Annals of Behavioral Medicine, 48</i> , 246-255 -Brandao, T., Tavares, R., Schulz, M. S., & Matos, P.M. (2015). Measuring emotion regulation and emotional expression in breast cancer patients: A systematic review. <i>Clinical Psychology Review, 43</i> , 114-127. -Klecolt-Glaser, J.K., McGuire, L., Robles, T.F. & Glaser, R (2002).

		<p>Emotions, morbidity, and mortality: New perspectives from psychoneuroimmunology. <i>Annual Review of Psychology</i>, 53, 83-107.</p> <p>-Sapolsky, R. M. (1994). <i>Why zebras don't get ulcers</i>. New York: WH Freeman. pp. 19-36.</p> <p>-Wierenga, K.I, Lehto, R.H., & Given, B. (2017). Emotion Regulation in Chronic Disease Populations: An Integrative Review. <i>Research and Theory for Nursing Practice</i>, 31, 247-271.</p>
March 29	Emotion Regulation in Organizations	<p>-Dumbrava, E. (2014). Predictors and effects of emotion regulation in organizations: A meta-analysis. <i>Procedia-Social and Behavioural Sciences</i>, 128, 373-379.</p> <p>- Gopinath, R (2011). Employees' Emotions in Workplace. <i>Research Journal of Business Management</i>, 5, 1-15.</p> <p>-Niven, K. (2016). Why do people engage in interpersonal emotion regulation at work. <i>Organizational Psychology Review</i>, 6, 305-323-</p> <p>-Troth, A.C., Lawrence, S.A., Jordan, P.J., & Ashkanasy, N.M. (2017). Interpersonal emotion regulation in the workplace: A conceptual and operational review and future research agenda. <i>International Journal of Management Review</i>. 1–21</p>
April 5	Emotion Regulation Across the Lifespan	<p>-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> <p>-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.</p> <p>-Zimmerman, P. & Iwanski, A. (2014). Emotion regulation from early adolescence to emerging adulthood and middle adulthood: Age differences, gender differences, and emotion-specific developmental variations. <i>International Journal of Behavioral Development</i>, 38, 182-194</p> <p>-Cole, P.M. (2014). Moving ahead in the study of the development of emotion regulation. <i>International Journal of Behavioral Development</i>. 38, 203-207</p>

Grade Scale

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0