

SYLLABUS
The Psychology of Emotion
(PSYC18)
Winter 2019, Mondays 11-1pm, Room SW128

Instructor: Prof. Brett Ford
Email: Brett.Ford@utoronto.ca
Office: SW572
Office Hours: Mondays 1-2pm (immediately after class, and by appointment)

TA associated with the Handbook Project:

- **Angela Smith** (amoriah.smith@mail.utoronto.ca)
- Office hours are Mondays 2:30-3:30 in SW567B
- In addition to Prof. Ford, inquiries about the Handbook Project may be directed to Angela. Her office hours are only for the project and lectures – no reading, reading quiz, or lecture inquiries.

TA associated with Readings (Textbook and Empirical Articles) and Reading Quizzes:

- **Arasteh Gatchpazian** (arasteh.gatchpazian@mail.utoronto.ca)
 - Office hours are Mondays 3:30-4:30 in SW 567B
 - You may review the readings and the reading quizzes during Arasteh's office hours. Her office hours are only for readings – no project or lecture inquiries.
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Your course team:



Dr. Ford is an assistant professor and the director of the Affective Science & Health Laboratory. She completed her doctoral training from the University of California, Berkeley. Her research examines the basic science and health implications of how individuals think about and manage their emotions.



Angela is a graduate student in Social/Personality psychology and received her undergraduate degree from Stanford University. Her research interests include the ways in which emotion and emotion regulation are influenced by socioeconomic and cultural factors, and how that in turn influences physical and psychological health.



Arasteh is a graduate student in Social/Personality psychology and received her undergraduate degree from the University of Toronto. Her primary research interests focus on emotion regulation and how it is related to well-being, beliefs about emotions, decision-making, and behaviour.

Course Description

What is an emotion? What purpose do emotions serve to human beings? What happens when our emotional responses go awry? Philosophers have debated these questions for centuries.

Fortunately, psychological science has equipped us with the tools to explore such questions on an empirical level. Building with these tools, this course will provide a comprehensive overview of the scientific study of emotion. Topics will include how emotions are expressed in our minds and bodies, how emotions influence (and are influenced by) our thoughts, relationships, and cultures, and how emotions can both help us thrive and make us sick. A range of perspectives, including social, cultural, developmental, clinical, and cognitive psychology, will be considered.

Course Objectives

After successful completion of this course, you should have:

- Gained knowledge about current issues and theories of emotion;
 - Gained knowledge about the scientific methods used to study emotion;
 - Practiced understanding the core elements of scientific journal articles;
 - Practiced developing your scientific voice and reasoning, including both verbal expression (e.g., during class discussions and presentations) and written expression (e.g., in reading quizzes, your handbook essays, and short-answer exam questions);
 - Practiced your ability to collaborate with colleagues through both weekly group discussions and your final group project.
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Course Materials:

- **Text book:** You can use earlier editions, but the exams will be based off of the 3rd edition of Shiota & Kalat (2018). *Emotion* (3rd edition, Oxford University Press). Hard copies of the textbook are available in the bookstore, but you are also welcome to rent the eTextbook: <https://www.vitalsource.com/en-ca/products/emotion-michelle-n-shiota-v9780190635541>
 - **Additional background readings:** To complement the textbook, additional required readings will be available on Quercus. All additional background readings are listed in the course outline on p. 5.
 - **Empirical articles:** This course will prioritize strengthening your ability to becoming competent in evaluating primary literature. As such, we will read several original, empirical articles that focus on different topics in emotion research. These articles will also be available on Quercus.
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Course updates and webpage:

- All course slides, readings, and assignment instructions will be available on this course's Quercus site.
- All course announcements will be made through Quercus. Students are responsible for monitoring the course website regularly for important announcements and updates.

Course Requirements:

1. Midterm Exam (20% of grade)

The midterm exam will cover the material discussed in lecture and in the readings during Weeks 1 – 5. The exam will consist of multiple-choice and short-answer questions. This exam will occur outside of class time sometime during week 6, 8, or 9 of the semester (the specific date/time has yet to be determined). As soon as the midterm exam schedule is determined by the university, we will notify you and update the syllabus.

2. Final Exam (30% of grade)

The final exam will be cumulative and will cover material discussed in lecture and in the readings throughout the semester. The exam will consist of multiple-choice and short-answer questions. This exam will be held during exams week. Importantly, the date of the final is not announced by the University until the middle of the term. You should not make travel plans until you learn the date of your final exams. You CANNOT take the Final at a different date/time unless you have a verifiable medical reason.

3. Reading Quizzes (12% of grade)

In an effort to build your ability to consume primary research, we will have several ‘lower stakes’ reading quizzes on the assigned readings. There will be four quizzes during the semester, each quiz worth 3% of your grade. The reading quizzes will be held during class time and will start promptly at the beginning of class (at 11:10am). You will have 15 minutes to complete the quiz – no additional time will be given.

You will know the quiz questions ahead of time, giving you an opportunity to thoroughly prepare. The questions will be the same for every quiz and are based on gaining a clear understanding of the reading. The questions tap your understanding of the rationale for the research, core features of the methods, and understanding and interpreting the results. They will also tap your ability to critique (and improve upon) the work. You may prepare your answers ahead of time but you may not have any materials open during the quiz. Quiz questions will be graded on a pass/fail basis. Note that we will spend time during Week 2 discussing how to prepare for the quizzes.

These are the quiz questions*:

- What was the researchers’ specific, testable research question (or questions)? Make sure it is clear what the researchers’ hypothesis was.
- In 2-3 sentences, what methods did the researchers use to test their hypothesis (or hypotheses)?
- In 2-3 sentences, what were the key results of this research? Make sure to frame these in terms of the hypothesis or hypotheses identified in Question 1.
- What are the implications of these findings? (i.e., Why are these findings important? What is the big take-home message of this research?)
- What is one key limitation of this research? Make sure to specify why this is a limitation.
- How can you address the limitation listed in Question 5 in a future study?

**Subject to revision during the semester*

4. Handbook Project (38% of grade)

Throughout the course, you will work on a project in groups of five. Your group will create a handbook for one specific emotion (e.g., anger, joy, etc.), consisting of a series of essays that

relate this emotion to the larger topics we cover in class. At the end of the semester, the group will also give a brief presentation based on their handbook.

Handbook Essays (two essays, each worth 12% of your grade): During Week 2 of the course, you will divide yourselves into groups of five people and will be randomly assigned a particular emotion. Across the semester, your group will write 10 essays about your emotion, covering 10 different topics we will discuss during class. Each group member will have the responsibility of writing two of these essays (this will be decided during Week 2, when the group will decide who will write about each of the different topics). Each week, we will provide groups with time to brainstorm for these essays during class (including a worksheet aimed at generating useful material for the essay). It is your job to work together to use the worksheet to generate useful material for the essay that you or one of your teammates will write. Your group will submit your first five essays (Handbook Essays, Part 1) by 9am on Monday, February 25th via Quercus. Your group will submit your second five essays (Handbook Essays, Part 2) by 9am on Friday, April 5th (the final week of class). Essays will be graded individually (i.e., you will not receive a group grade).

Presentation (14% of your grade): As a group, you will also prepare a brief presentation on your emotion to give to the class during one of the final two classes. Half of our course's groups will present on March 25th and half will present on April 1st. Presentation days will be randomly chosen. Presentations do not need to follow any particular format – creativity is key. Presentations will be graded as a group, so please prepare accordingly: Meet with your group *early* to discuss your plan for the presentation, *divide the work* load fairly and evenly, and hold each other *accountable* for the final product. More information about the presentations will be given closer to the due date.

5. Extra Credit (3% possible)

During this course, you will have the opportunity to obtain up to 3 extra credit points. Each lecture is paired with a ~20 minute 'Experts in Emotion' video interview between Dr. June Gruber (a noteworthy emotion researcher) and an different expert scholar in emotion, centered on the topic covered by that particular lecture. To earn the extra credit, submit a 200-300 word reaction essay to watching the online interview, discussing and critically analyzing the major themes discussed in each video (a summary of the interview is not sufficient). Each essay must be your own work and essays will be monitored via *TurnItIn*. Essays will be graded on a pass/fail basis depending on the quality of the essay. The grading standard will be high.

Due dates for each extra credit opportunity are noted on the syllabus and within each Quercus extra credit opportunity 'assignment'. Each extra credit opportunity will be available for two weeks (including the week *prior* and the week *after* the lecture that relates to that video). No late extra credit responses will be accepted. Each extra credit opportunity is worth 0.5 points and there are 10 videos available. You can earn up to three possible extra credit points across the semester.

Course Schedule

	Date	Topic and Guiding Question	Background Reading (read <i>before</i> class)	Assignment	Expert Interview (Extra Credit)
1	Jan 7	Intro I: What is emotion?			
2	Jan 14	Intro II: How does modern science study emotion?	Textbook Ch. 1 <i>and</i> “ <i>Hard feelings</i> ” article		Lisa Feldman Barrett https://tinyurl.com/ybcve4ru (Available Jan 7- Jan 21)
3	Jan 21	Expression: How do we display emotion?	Textbook Ch. 5	Read Hertenstein et al. (2006) for in-class QUIZ	Matthew Hertenstein https://tinyurl.com/y8qvwus6 (Available Jan 14-Jan 28)
4	Jan 28	Brain & Body: Where do we feel emotion?	Textbook Ch. 7 <i>and</i> “ <i>Where in the brain</i> ” article		Wendy Berry Mendes https://tinyurl.com/y8lv3cz4 (Available Jan 21-Feb 4)
5	Feb 4	Culture: How are we different and the same?	Textbook Ch. 3 <i>and</i> Ch. 10 (p. 379-386 only)	Read Barrett & Bliss-Moreau (2009) for in-class QUIZ	Jeanne Tsai https://tinyurl.com/ydxs5wqp (Available Jan 28-Feb 11)
6	Feb 11	The social world: What role do other people play in our emotions?	Textbook Ch. 9		Jamil Zaki https://tinyurl.com/y9j2uqsf (Available Feb 4-Feb 18)
Midterm Exam (Date and time are TBA, but will be sometime in Week 6, 8, or 9)					
7	Feb 18	<i>Reading Week – No Class</i>			
8	Feb 25	Development: How does emotion develop across the lifespan?	Textbook Ch. 8	Handbook Essays (Part 1) due by 9AM today	Laura Carstensen https://tinyurl.com/y9grnm4s (Available Feb 18-March 4)
9	Mar 4	Cognition: What is the role of emotion in how we think?	Textbook Ch. 10	Read Ford et al. (2010) for in-class QUIZ	Jennifer Lerner https://tinyurl.com/yc4hb5tj (Available Feb 25-Mar 11)
10	Mar 11	Going meta: How do we think about and manage our emotions?	Textbook Ch. 15		James Gross https://tinyurl.com/nd7kod5 (Available Mar 4-Mar 18)
11	Mar 18	Health: What is the role of emotion in mental and physical health?	Textbook Ch. 14	Read Moskowitz (2003) for in-class QUIZ	Judy Moskowitz https://tinyurl.com/y77zuhms (Available Mar 11-Mar 25)
12	Mar 25	Happiness: What is it and how can we get it? [& Presentations]	No readings	Group Presentations	Daniel Gilbert https://tinyurl.com/yb52h83j (Available Mar 18-April 1)
13	Apr 1	The future: Where do we go from here? [& Presentations]	No readings	Group Presentations	
	Apr 5	[<i>Last day of classes</i>]		Handbook Essays (Part 2) due by 9am	
Final Exam (Date and time are TBA)					

Course Policies

Email

- We will do our best to answer your emails within 24 hours during *weekdays*, but expect a longer delay if you email between Friday afternoon and Sunday evening.
- If you have questions that can't be answered briefly via email, it is best to come see one of us during our office hours.
- Please do not email us the night before an assignment is due. If you email us within 24 hours of a class or due date, we may not be able to respond to you in time.

Technology in the Classroom

- No cell phones out on the tables, please.
- Laptops are allowed for note-taking, but I also reserve the right to revise this policy if it becomes clear that some people are not paying attention in class.

Late Assignments

Unless you have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each day that it is late. An assignment is considered late as soon as the due date and time passes (i.e., one minute past the stated deadline), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Quercus 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 outlined below.

Missed Presentation

Students who are absent on their assigned presentation date without legitimate documentation will receive a mark of zero for their presentation. If you have legitimate documentation to explain your inability to present on your assigned date, you must follow the departmental policy outlined below.

University Policy: Missed Term Work due to Medical Illness or Other Emergency

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2) **Appropriate documentation** to verify your illness or emergency, as described below.

Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital emergency room. 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.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- In the case of a **disability-related concern**, if your desired accommodation is within the scope of your Accommodation Letter, please attach a copy of your letter. If your desired accommodation is outside the scope of your Accommodation Letter (ex. if your letter says “extensions of up to 7 days” but you need more time than that) you will need to meet with your consultant at AccessAbility Services and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM

Exceptions to the documentation deadline will only be made under exceptional circumstances. If you are unable to meet this deadline, you must email Keely Hicks (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Attach scans of your documentation.

Within approximately one week, you will receive an email response from your instructor detailing the accommodations to be made (if any). **You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.**

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Instructors cannot accept term work after April 12, 2019. Beyond this date, you would need to file a petition with the Registrar’s Office to have your term work accepted (<https://www.uts.utoronto.ca/registrar/term-work>).

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar’s Office (<http://www.uts.utoronto.ca/registrar/missing-examination>).

Rights and Responsibilities

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lectures, course notes/slides, or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Without consent, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

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.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note: You may see advertisements for services offering grammar help, essay editing and proofreading. 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 your instructor on request.

Writing-related campus resources:

The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic communication. Make use of the personalized support in academic writing skills development and Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information: <http://www.utsc.utoronto.ca/eld/>

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/>

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