

PSY331H1 F

Social Psychology of Emotion

Fall 2024 Syllabus

Course Meetings

PSY331H1 F

Section	Day & Time	Delivery Mode & Location
LEC0101	Thursday, 2:00 PM - 5:00 PM	In Person: WW 121

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Course Website: <https://q.utoronto.ca/courses/357292>

Teaching Assistant: Kendall Mar

Email: kendall.mar@mail.utoronto.ca

Office Hours and Location: To be announced

Instructor: Debanjan Borthakur

Email: debanjan.borthakur@utoronto.ca

Office Hours and Location: 9.30 -10.30 am Thursdays Zoom

<https://utoronto.zoom.us/j/89000639091> Psy331

Course Overview

An in-depth review of the role of emotion in human psychology, with an emphasis on the links between emotion and cognition. Topics include theories of emotion, emotion regulation, emotional expression, and emotional experience, the role of emotion in decision-making, and the relationships between emotion, motivation and behaviour.

The scientific study of emotion has deep historical roots, with psychology's focus on emotion fluctuating over time. However, the past two decades have seen a significant surge in research on emotions, driven in part by technological advancements that allow for precise measurement of physiological responses. In this course, we will delve into the scientific exploration of emotion, addressing key questions such as: What exactly are emotions, and why do they exist? Are emotions innate or shaped by society? Are cognitive and emotional processes distinct, or do they overlap? How can we effectively measure emotions? Additionally, we will explore whether emotions like love and hate share similar neural and physiological patterns.

Course Learning Outcomes

In the end of this course, you will have had the opportunity to:

1. Define and apply classic theories, current research, and common methods in the field of emotion science.
2. Analyze, report, and interpret results of empirical studies to maintain comprehension of concepts and principles of psychological science.
3. Synthesize a body of empirical findings and communicate the state of the research as well as its real-world applicability to a general audience.

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ ECO220Y5/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, **and** PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1

Corequisites: None

Exclusions: PSYC18H3

Recommended Preparation: None

Credit Value: 0.5

Course Materials

OPTIONAL TEXT: Shiota, M. & Kalat, J. (2018). *Emotion* (3rd Ed/4th Ed). New York: Oxford University Press. ISBN: 978- 0190-63551-0

In addition, many course materials will be posted on the course website, including the syllabus, required readings/handouts, and links to external sources. Therefore, **internet access** is crucial to your performance in the class. Please make sure to check Quercus frequently for important announcements and reminders.

Marking Scheme

Assessment	Percent	Details	Due Date
Midterm	25%	There will be an in-person midterm test for this course. The tests may be multiple choice, short answer, short essay, or long essay, and will cover information from lectures, the readings, and videos. There is no lecture on the day of the midterm test. Section 1: Multiple choice/True-or-False questions/Fill-in-the-blanks. Section 2: Short-answer questions (point form accepted).	2024-10-17
SCIENCE JOURNALISM	10%	Use peer-reviewed research assigned for the week to tell a story, propose public policy or programs, or explain some social issue, much in the style of the writing in The Atlantic, The New Yorker, New York Magazine, and more. For example, https://neurosciencenews.com/tau-oxidative-stress-27603/ Keep your word count between 250-300 words.	No Specific Date

Assessment	Percent	Details	Due Date
Discussion Board and Class participation	10%	<p>Most modules, you will be assigned 2-3 peer-reviewed articles or chapters related to that week's topics, to be read before coming to class. Some articles will provide important background, and one article most weeks will be designated a "discussion article." You have to submit three questions related to the paper and reply to two from one of your Peers questions. We will discuss the paper in the class. For the discussion board assignment and final paper, 5% will be deducted for each day (including weekends) the assignment is late, unless an extension has been granted (See Quercus for extension policy).</p>	No Specific Date

<p>Final Paper</p>	<p>20%</p>	<p>Final Writing Assignment Overview: For this course, you are required to complete a final writing assignment. Detailed instructions are available on Quercus. Your paper should be written in essay format, 4-5 double-spaced pages long (excluding the title and reference pages), using 12-point Times New Roman font. Instructions: **1. Topic Selection:** - Choose a specific topic related to emotion (e.g., emotional expression, regulation, perception, or the impact of emotions on decision-making). - Explain the importance of this topic and its contribution to our understanding of human behavior. **2. Literature Review:** - Review existing literature, preferably from class discussions, related to your topic. - Summarize key studies, theories, and findings. - Identify gaps in current research that your study will address. **3. Hypothesis Formulation:** - Formulate a specific, testable hypothesis based on your literature review. - Clearly state the expected relationship between the variables in your study. **4. Study Design:** - **Participants:** Describe the population, recruitment methods, and sample size. - **Methods:** Explain the experimental or observational methods, including materials and procedures. - **Variables:** Identify the independent and dependent variables, along with any control or moderating variables. - **Ethical Considerations:** Discuss how you will ensure ethical treatment of participants.</p>	<p>No Specific Date</p>
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Assessment	Percent	Details	Due Date
		<p>**5. Data Analysis Plan:** - Outline the statistical methods for analyzing your data. - Explain how these methods will help determine if your hypothesis is supported.</p> <p>**6. Expected Results and Implications:** - Discuss potential outcomes and their implications for your hypothesis and the field of emotion research.</p> <p>**7. References:** - Include all references cited, following APA format or any other specified citation style. Submit your assignment as per the guidelines provided on Quercus.</p>	

Assessment	Percent	Details	Due Date
Final presentation	5%	<p>This assignment requires each group to deliver a concise final presentation on a topic related to emotion. The goal is to clearly and effectively communicate key ideas within a limited timeframe.</p> <p>Group Formation: Form groups of 4-5 students. Structure:</p> <p>Introduction (30 seconds): Briefly introduce your topic and what the presentation will cover. Main Points (4 minutes): Each group member should cover a specific aspect of the topic. Ensure that the presentation flows logically from one speaker to the next. Conclusion (30 seconds): Summarize the key points and discuss the broader significance of the topic. Evaluation Criteria: Content: Relevance, clarity, and depth of the information presented. Time Management: Adherence to the 5-minute time limit. Engagement: Ability to present the information in an engaging and accessible manner. Visual Aids: Effective use of visual aids to complement the spoken content. Team Coordination: Smooth transitions between speakers and cohesive group effort.</p>	No Specific Date
In-Person Final Exam	30%		Final Exam Period

All final grades will be rounded to the nearest tenth of a percent. Your grade will then be determined by the official FAS grading scale. Final grades are non-negotiable. Grade changes will be made *only* to correct for grading errors.

Late Assessment Submissions Policy

For the discussion board assignment and final paper, 5% will be deducted for each day (including weekends) the assignment is late, unless an extension has been granted (See Quercus for

extension policy). Any term work that will be handed in after the final exam period is subject to a petition for extension of term work. This petition should be filed with the student's College Registrar's Office.

Course Schedule

Week	Description
Week 1 Sep 5	Nature of Emotion
Week 2 Sep 12	Evolution of Emotion
Week 3 Sep 19	Culture and Emotion
Week 4 Sep 26	Emotion and The Body
Week 5 Oct 3	Emotion Regulation I
Week 6 Oct 10	Individual Emotions I
Week 7 Oct 17	Midterm
Week 8 Oct 24	Individual Emotions II
Oct 31	Reading week/ No class
Week 9 Nov 7	Emotion in Relationships
Week 10 Nov 14	Emotion and Personality
Week 11 Nov 21	Emotion/Motivation and Cognition

Week 12 Nov 28	Emotion in clinical practice
Week 13 Dec 5	Presentations

Policies & Statements

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters \(https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019\)](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at

<http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/department/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Quercus Info

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. SPECIAL NOTE

ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Late/Missed Assignments

For the discussion board assignment and final paper, 5% will be deducted for each day (including weekends) the assignment is late, unless an extension has been granted (See Quercus for extension policy). Any term work that will be handed in after the final exam period is subject to a petition for extension of term work. This petition should be filed with the student's College Registrar's Office.

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a [helpful guide](#) to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Make-Up Quizzes/Tests

If you miss the midterm test, you must contact the instructor via the extension of term work form available on Quercus (See extension policy on Quercus) within 1 week of the missed test to request special consideration.

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see

<http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

If an absence extends beyond 7 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf.

If your request is approved the weight of the missed midterm test will be redistributed equally between the final paper and the final exam (i.e., one-half of the weight of the missed midterm test will be redistributed to the final paper and the remaining half to the final exam). There is no make-up midterm test.

Students who miss the final exam should file a petition for a deferred exam with their College Registrar's Office.

Mental Health and Well-Being

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/department/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>

If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.