

PSY331H1-S: SOCIAL PSYCHOLOGY OF EMOTIONS

WINTER 2025
JANUARY 6 – APRIL 4

COURSE TIME/LOCATION

T 2-5pm, RW 143

CONTACT INFORMATION	OFFICE HOURS	OFFICE	EMAIL
Dr. Molly Metz (she/her)	By appt only: https://calendly.com/profmetz/office-hours	SS4006 Zoom! PW: zoom	molly.metz@utoronto.ca
Xiao Min Chang	TBA	TBA	Xiaomin.chang@mail.utoronto.ca

PREREQUISITES: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, AND PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1

EXCLUSION: PSYC18H3

COURSE WEBSITE: Quercus, at <https://q.utoronto.ca>

OPTIONAL TEXT: Shiota, M. & Kalat, J. (2018). *Emotion* (3rd 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.

EMAILING YOUR INSTRUCTORS: As your first contact on matters regarding verification of illness, accessibility concerns, comments or concerns about the class, or related matters, you can email your instructor at molly.metz@utoronto.ca. We are also happy to review material and clarify content in office hours. E-mail should **not** be seen as an alternative to attending office hours with your TAs or instructor.

When emailing us (or any instructors), please use a descriptive subject line, a greeting, complete and grammatically correct sentences, and a signature with your full name (in other words, think of email as professional communication; click [here](#) for a great how-to). In addition, please include “PSY331” and the topic of your email in the subject line. We will try to respond to all emails within 2 business days (which does not include weekends. Finally, I may not respond to emails between the hours of 8pm and 8am, so please keep this in mind when deciding whether to resend the message. All email must come from an official utoronto.ca account.

COURSE DESCRIPTION AND OBJECTIVES

The scientific study of emotion has a long history; psychology’s investigation of emotion has waxed and waned over time (with particular low points during the behavioural and cognitive revolutions), however, for many reasons the study of emotion has grown exponentially in the past 20 years. In this course, we will explore the scientific study of emotion and discuss questions such as: what are emotions, and why do we have them? Are emotions innate or socially constructed? Are thinking and feeling separate processes? and more. At 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.

COURSE STRUCTURE & ASSESSMENT

A. LECTURE

In order to succeed in this course, you are expected to attend (and pay attention in) lectures. However, if you are not yet comfortable coming to class on campus, OR you feel at all sick in any way shape or form, you can still watch lecture recordings/videos at home and participate fully in online discussions and all assessments.

During lecture, we will introduce and expand on the important concepts of the course, as well as explore real-world applications related to these concepts. Lecture slides will be posted to the course site, but these slides will *not* include all of the information reviewed in lecture, and therefore are not a substitute for viewing the required content.

Finally, I welcome your input, insight, and questions. However, I remind you that this is a semi-professional setting, and you should only share things you are comfortable with complete strangers knowing. This applies to both in-class discussion and writing assignments.

ACTIVE ENGAGEMENT

Coming to lecture (or watching videos) is a great first step toward success, but learning doesn't happen by passively absorbing rogue information from the atmosphere. In order to get the most out of this (or any) class, *active engagement* is key. This may include: participation in learning checks or activities, taking notes on readings and videos, or even just actually thinking about questions that are posed. This definitely does not include: reading blogs, checking social media, doing other work, texting or engaging in side conversations, listening to your headphones, sleeping, etc.

Additional activities will not be assessed for marks, nor will attendance be formally recorded; however, in my experience, deeper engagement with activities is associated with deeper engagement with the material and a more fulfilling class experience

FEEDBACK AND REVIEW

At the end of each unit, you will be asked to submit a brief survey about what the most confusing or muddiest points were for you (as well as what you learned or enjoyed). Then, the week after each lecture, I will review the unclear material in class.

B. READING

a. TEXTBOOK (OPTIONAL)

The textbook is a supplement to the lectures; some chapters will review or expand on what we discuss in class, while others will expose you to important topics that we will *not* be discussing together. It is NOT required, but if you know you like having a text to help organize information and give an overview, I have recommended my favourite.

b. POPULAR ARTICLES/VIDEOS/PODCASTS

Because the major assignment for this course focuses on communicating science to a general audience, I have also provided numerous examples – some optional, some required. On the syllabus, you will see newspaper/magazine articles, podcasts, and videos selected to complement our more academic exploration of emotion.

Access: Sources like the Washington Post and the New York Times have a paywall, BUT we have access to these sources through our library! To access these articles, don't JUST click on the link in the syllabus. Log into the UofT Library page, choose 'Advanced Search,' and select Format > Newspapers or Magazines; then search the title of the article, and most will come up!

c. PEER-REVIEWED ARTICLES – 10% (OR 13%) OF COURSE TOTAL

As this is an upper-level course, you should have exposure to a variety of empirical and review papers related to the topics we will be discussing. Most units, 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.” We will discuss these in some detail in class, and you should be prepared to use all assigned articles on exams.

- i. **DISCUSSION LEADING (REQUIRED).** Each person will be responsible for leading one discussion during the term. After discussion groups are formed in Week 2, one person per group will sign up for one discussion date (though some weeks may require two leaders).

On the week you lead discussion, you will submit a summary of the article, discussion questions, a related article, and a summary of the discussion; details on this assignment will be posted on the course website and reviewed in class.

The first submission will be due the Sunday night before your discussion at 11:59pm; the summary of your discussion will be due within 48 hours of the end of the discussion (either end of class or close of discussion board).

Discussion leading will entail reading out questions and encouraging and supporting discussion from others (if in person) or responding to at least one comment from every group member before the end of the discussion period (if online). **Discussion leading will comprise 7% of your course total.**

- ii. **DISCUSSION QUESTIONS (REQUIRED).** For discussion groups to serve their purpose (and be fun!) participation of group members is critical. For a good discussion it is essential that you come prepared, having read the assigned articles. These discussion questions will be due the night before class. Details will be provided in class and on Quercus. **The questions will be worth 3% of your final grade.**
- iii. **IN-CLASS DISCUSSIONS (OPTIONAL).** Then in class, you’ll work through a discussion guide with classmates. Discussion points are based on attendance and active participation (i.e., discussion of the questions). **These guides will be worth 3% of your final grade.**

C. RESEARCH

a. WRITING – LONGFORM SCIENCE JOURNALISM -37.5% OF COURSE TOTAL

To help you think *scientifically* about emotion, gain practice in dissecting empirical journal articles in our field, dive deeper into one topic of interest, and become comfortable integrating and communicating scientific findings to a general audience, you will complete a 6-8 page longform science journalism assignment. In other words, use peer-reviewed research 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. You will choose a topic of interest that emotion research can say something about, find at least five peer-reviewed articles that speak to the topic, and craft a narrative meant to communicate the content and complexity of this topic to an intelligent but non-expert audience. Details on this assignment will be posted on the course website and reviewed in class. **Short exercises and drafts designed to support the development of this paper will be worth 10% of your final grade; this paper will be worth 27.5% of your final grade.**

b. PRESENTATION – COMMUNICATION PROJECT – 7.5% OF COURSE TOTAL

At the end of the term, you will share the highlights of your research and a tidbit of inspiration or application in one other format intended for a general audience: this includes (but is not limited to) a meme, a Tiktok, or an infographic. This presentation will be a chance to communicate complex scientific findings with a non-expert audience, but more importantly, a chance to learn about all the cool things your classmates learned about. Part of the assignment will be to view and respond to three peer creations. Details on this assignment will be posted on the course website and reviewed in class following the midterm.

D. TESTS – 21% OF COURSE TOTAL EACH

There will be one midterm and one during the final exam period. The tests will ask you to think critically about course themes, connect topics in the course, and apply what you have learned to real-world situations, and your responses should draw on information from lectures, the readings, and videos. These assessments will in class and students will be permitted a single aid sheet (details provided later in the semester). The tests will include multiple formats of questions, and may include multiple choice, short answer, and longer integrative essay. All writing must be in the students’ own words. The midterm will review content covered up until that time, and the final will primarily review

content introduced since the midterm, although you may draw on course material from the entire semester. Please contact the instructor if you have any questions

FINAL GRADE CALCULATION

There are no extra credit opportunities, but fear not: there are plenty of regular credit opportunities, including optional credit opportunities!

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.

Research (45%)

Short Writing – 10%

Final Paper – 27.5%

Comm Project – 7.5%

Empirical Articles (10% or 13%)

Discussion Leading (required)—7%

Discussion questions (required)—3%

In-class guides (optional) – 3%

Tests (45% or 42%)

Midterm – 21% (or 22.5%)

Final – 21% (or 22.5%)

Note: Any grades posted in the Quercus gradebook are posted for your information only, so you can view and track your progress through the course. No grades are considered official, included any posted in Quercus at any point in the term, until they have been formally approved by the Course Instructor at the end of the course.

COURSE POLICIES

LATE WORK AND MAKE-UP POLICIES

RELIGIOUS ACCOMMODATION

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 backgrounds, cultural traditions, and spiritual beliefs. 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 assessment 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.

LATE WORK

As a rule, late assignments will not be accepted. Late assignments will only be accepted in the case of extraordinary circumstances and appropriate documentation, and may involve point deductions. Please alert me to these extraordinary circumstances by email within 12 hours of the missed deadline, and we will set up a time to discuss these on a case-by-case basis. Please note, you are already aware of all of the article deadlines for the term; it is your responsibility to account for any technological mishaps and take this into account when submitting your work.

“Life Happens” Insurance: However, I definitely recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and terrible, horrible, no good, very bad days, *no questions asked and no documentation necessary.*

First, you have one free pass to miss any in-class article discussion, and one free pass to miss any submission of discussion questions. In addition, I will provide ONE late ticket, good for one 48-hr grace period for any assignment during the term, no questions asked. Use it wisely, because once it’s gone, it’s gone! To use this late ticket, email your TA advance of the time of the original deadline to indicate your intent, and then submit the assignment in the usual way no more than 48 hours later.

MAKE-UP EXAMS

If you miss a term test, you must submit documentation that demonstrates your inability to complete that assessment (i.e., the ACORN illness self-declaration tool or an email from your college registrar or accessibility counselor).

Documentation should be submitted to me via email within 7 calendar days of the missed test. If you do not provide appropriate documentation, you will receive a 0.

As a rule, makeup tests will not be issued. If you miss one term test, your final marking scheme will be reweighted: 30% Final, 35% Paper, 10% Short Writing, 10% Comm Project, 5% Discussion Questions, 10% Discussion Leading. If you miss the final assessment, you will need to contact your College Registrar to file a petition for late term work (<https://www.artsci.utoronto.ca/current/faculty-registrar/petitions>) or work out an alternative plan.

ACCOMMODATION FOR PERSONAL REASONS

There may be times when you are unable to complete course work on time due to non-medical reasons. If your “life happens” situation is larger or more extended than the above policy covers, contact Dr. Metz to discuss your situation. I am here to support you and will help make accommodations where reasonable, possible, and in fairness to other students. It is also a very good idea to speak with an advisor in your College Registrar’s office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with your situation.

Please do not feel like you need to perform or share your trauma in order to get the support you need. I *do* need to know when you are struggling and need some extra help, but you do not need to share private details of your life in order to qualify for a discussion of alternative arrangements that can be made

WHAT HAPPENS IF THE PROFESSOR GETS SICK?

Specific actions will depend on just how sick I get! Out of respect for you, I will not come to class if I am concerned that I have been exposed to the coronavirus or if I am sick. If I am able to teach synchronously online, we will have a Zoom class. If I am too sick to facilitate a class session, I will post recorded lectures from previous online semesters, if I have one available. If all else fails, I may need to cancel class, because I am only human. I will give you as much notice as I can, and will provide you an updated class plan as soon as I am able – please attend to all Quercus announcements for the most updated information about the course.

GRADE DISPUTE POLICY

24/14 Policy: You must wait for at least 24 hours following the return of an assignment/assessment before bringing a grade concern to me; use this time to reflect upon your performance and grade. Additionally, grade concerns must be brought to my attention within 14 days of the return of the assignment/assessment (the specific date will be provided upon release of the grades in question). Please write a short paragraph detailing your grade concern (including a) the question(s) in question; b) why you provided the answer you did and where in the course materials you learned this content, and c) why you think the key is incorrect or incomplete and what in the course materials would support your request) and submit it to the required form. Grade disputes are not to be directed to your TA. Only reasonable and well-justified concerns will be considered, and all decisions are final. By submitting a request, you are consenting to a full regrade of the assignment, and your grade may go up, down, or stay the same.

USE OF COURSE MATERIALS POLICY

Students are free to use all lecture video, slides, and other materials for their own use. Students are, however, NOT permitted to share lecture slides or recordings with others not enrolled in this course. ONLY the instructor has permission to record and post any course gatherings.

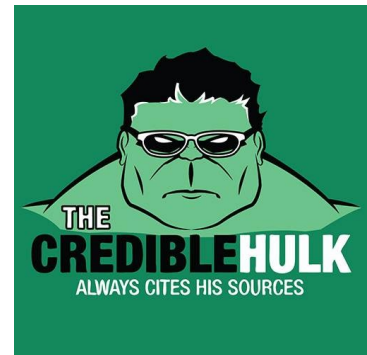
Uploading course materials to the web or shared server is expressly prohibited. Lectures are the intellectual property of the instructor, and the slides and recordings should be respected thus. Specifically, I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money (this is a real thing that has happened). The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

ACADEMIC INTEGRITY

Academic Integrity is at the heart of the mission and values of University of Toronto and is an expectation of all students. Maintaining academic integrity is a means to ensuring that you are achieving the outcomes of this course and that your grades accurately reflect your learning and understanding of the course material. In addition, your performance in the next course in this series depends heavily on your ability to truly learn this material and apply it in future contexts. Ensure that the work you submit for grading represents your own honest efforts.

Academic misconduct will not be tolerated in any form. Academic misconduct includes, but is not limited to:

- Submitting the work of another (whether in part or in whole) as your own.
- Possessing prohibited materials while writing tests and exams.
- Providing or receiving assistance from another student unless explicitly permitted to do so by the instructor. **In this class, this means that unless explicitly stated, all discussion questions, written work, and test submissions should reflect your own intellectual labour and be a reasonably valid reflection of your understanding of course material.**
- GenAI will be allowed in a limited capacity; see GenAI policy for details.



Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own. I strongly recommend you familiarize yourself with the *Code of Behaviour on Academic Matters*, posted and explained at <https://www.academicintegrity.utoronto.ca>. Ignorance of the policy is not a defense for violating it. If you are at all uncertain about what constitutes academic dishonesty, please see your TA or the instructor – do not risk your grade or integrity!

Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own. 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>)

GENAI - LIMITED AND DOCUMENTED USE

Gen AI tools (such as ChatGPT) should not be used to generate your entire assignment submissions, though they can be helpful tools for organizing your thinking or extracting themes from confusing texts. If you choose to use generative artificial intelligence tools to assist you in the assignments in this course, this use **MUST** be documented in an appendix for each assignment, including what you used and how (see the official form posted to the course site). These tools can be most helpful in improving your writing and the clear expression of your ideas (rather than trying to generate complete content, which is unlikely to meet the standards of the assignments).

STUDENT RESOURCES

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.

Peer Support: Connect with Your Classmates!

Meet To Complete (MTC) Program: New this year, Meet to Complete drop-in sessions allow students across academic disciplines to work alongside peers to support motivation and community, set goals with the support of a student staff member, and earn a CCR credit after participating in 6 MTC sessions. Learn more by visiting: <https://sidneysmithcommons.artsci.utoronto.ca/meet-to-complete/>

Quercus Discussion Board: You are encouraged to both ask AND answer questions about course content and administration on the course discussion board. The TAs and course instructor will also monitor this board and provide answers or input when needed. For example, if you have any questions about the content presented in this syllabus, the discussion board is a perfect place to ask for clarification - that way everyone can benefit from the response. Before posting a question, please check to see whether it has already been answered/discussed.

Other Campus Resources

Accessibility Services (AS): Students with diverse learning and needs are welcome in this course. If you have an ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (<http://accessibility.utoronto.ca>) at the beginning of the academic year. 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 then assess your medical 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 condition with any instructor, and your instructors will not reveal that you are registered with AS. **Note:** Please submit your letter of accessibility accommodation to the instructor as soon as you can in the term, even if you hope to not request any extensions or accommodations.

Mental Health and Well-Being: As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. All of us benefit from support and guidance during times of struggle. There are many helpful resources available through your college Registrar or through Student Life (for example, <http://www.studentlife.utoronto.ca/hwc> or <https://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time as early as possible to inform yourself of available resources and do not hesitate to seek assistance from your Teaching Assistant or the Course Instructor to help learn what supports are available.

Academic Success Centre: "Academic Success professional staff are dedicated to helping you reach your highest learning potential. Every student is capable of achieving academic excellence, but not all learning takes place in the classroom, and not everyone learns in the same way. Your life is more complex than your academic responsibilities, so [they] look at the whole picture and take an individualized approach to supporting you. [They] know there is no 'right' way to get through university, and [they] welcome the opportunity to explore strategies that might help you find greater balance between life and learning." Check out their study spaces, attend a workshop or meet with a learning strategist here: <https://www.studentlife.utoronto.ca/asc/about-us>

English Language Resources: For anyone who would like to advance their understanding and command of English, there are many supports available at UofT. Two examples are: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning> and <https://writing.utoronto.ca/support/english-language-support/>. Your College Registrar will also be able to direct you to other resources.

Writing: As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please check in with your College Registrar or visit <http://www.writing.utoronto.ca/>

BONUS SECTION ON LEARNING

Check out this Study Skills Inventory – this will help you identify your strong and weak strategies, and offer things to focus on to up your studying game! <https://students.iusb.edu/academic-success-programs/academic-centers-for-excellence/study-skills.html>

An assignment calculator to help you break down projects into smaller, more manageable chunks: <https://ctl.utsc.utoronto.ca/assignmentcal/>

A NOTE ON TAKING NOTES

Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop, and this is partially explained by the necessity of summarizing and paraphrasing in order to take notes by hand and keep up with the lecture (see Mueller & Oppenheimer, 2014). However, a recent study indicates that even more important than the note-taking method is the presence of *digital distractions* (off-task texting or browsing) – digital distractions were a meaningful predictor of both note quality and learning, and were especially disruptive to laptop note takers (Flanigan & Titsworth, 2020). So, what does this mean?

1. Well, I recommend trying to take notes longhand (i.e., on paper), especially if you haven't tried it in awhile.
2. Whether you take notes on paper or on a laptop, be mindful of process. In other words, as tempting as it can be (especially now that you can pause the lecture video), don't write everything down word-for-word! Be careful to select key points, write things in your own words, and to organize your notes – all of these things will help you better learn the material and be able to retrieve it more effectively on later tests.
 - a. [Note Taking 101](#) from Oregon State University
 - b. [Note taking styles](#)
 - i. One specific note-taking style to try: [Cornell Notes](#)
 - ii. Not sure which to try? Here are a bunch of [templates!](#)
3. Regardless of method, minimize distraction as much as possible. Close all other browser windows and turn off notifications on your phone, if possible.
 - a. <https://getcoldturkey.com/>
 - i. Can block yourself out of certain websites, the entire Internet, apps, etc., during specific time windows (e.g., when you have a class!)
 - b. <http://selfcontrolapp.com/> (for Mac users)
 - c. StayFocusd (Google Chrome extension)
 - i. Limits time spent on distracting websites
 - d. Freedom (available in the app store) – same idea, works on your iPhone, iPad
 - e. Forest (<https://forestapp.cc/>, available for Android and Apple and as a Chrome extension) – While the app is open and you're focusing on your work, a tree grows!
 - f. <https://www.boomeranggmail.com/>
 - i. If you use Gmail and email is a major distraction during class/studying – pause your inbox.

More resources here on [studying...](#) On [time management...](#) [On hosting a remote study group...](#) [On prioritizing...](#)

SOME FINAL WORDS

WHAT ARE GRADES?

Before we get down to the business of the semester, I wanted to take a moment to tell you my thoughts on grades and what they represent (with some phrasing borrowed from Dr. Jordan Wagge of Avila University, because she captured just the right amount of sassiness that I feel about this subject).

1. Grades are simply a type of measurement of a construct with one very specific operationalization. As with everything we'll discuss this term, it is important not to generalize too far and draw conclusions not warranted by the data.
2. Specifically, course grades are meant to be a measure of your understanding of *this* content at *this* point in time. However, grades aren't just predicted by knowledge! They share variance with a lot of other things – time, energy, resources, support, what you feel like you were able and willing to give during this, our fifth pandemic semester (6th, if we include summers).
3. Grades are NOT a measure of your worth as a person. Full stop.
4. A grade on one assignment, a handful of assignments, or even a whole course does not represent your overall ability or potential.
5. If other people treat you like your grades are a measure of your worth as a person, read 1-4 again, because I'm right, and they're wrong.

WELLNESS STATEMENT¹

As your professor, I value your health and well-being. In order to succeed in my class, in [university], and beyond, you must work hard AND balance the work with rest... and attention to your mental and physical health. Yes, I plan to challenge you... By the end of this class, I hope you will feel proud of your growth and learning much like the marathoner feels accomplished by their triumphs across the finish line.

However, this work cannot be at the expense of your well-being. **Working until exhaustion is NOT a badge of honour; it shows you are out of balance.**

Audre Lorde once said, "Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare." Please see your wellness as an act of power and perseverance. The core to your success. Hold each other accountable. Hold me accountable. I [want] to... change this "achievement-oriented" culture into one that embraces well-being and growth. Let's start a revolution together.

In addition to the many resources and supports available to you at UofT, you might find [this self-care packet](#) (with a self-assessment, advice, and worksheets) helpful in reaching your self-care goal.

¹ Excerpted from Dr. Nicole Gonzalez Van Cleeve of Brown University, from Twitter (full text [here](#))