



**Physiology and Psychology of Emotion  
PSY 494H1 – Winter 2022**

**Lectures:**

- **Jan 14<sup>th</sup>, 21<sup>th</sup> and 28<sup>th</sup> – Synchronous online delivery – Fridays, from 12pm to 3pm**

Join Zoom Meeting	Meeting ID: 833 3724 8208
<a href="https://utoronto.zoom.us/j/83337248208">https://utoronto.zoom.us/j/83337248208</a>	Passcode: PSY494
<i>Or dial +1 647 374 4685 Canada   +1 647 558 0588 Canada</i>	
<i>Meeting ID: 833 3724 8208    Passcode: 076339</i>	

- **Feb 4<sup>th</sup> to Apr 10<sup>th</sup> – In-person class – Fridays from 12pm to 3pm** (according to Public Health guidelines – can be changed)  
Location: to be confirmed

**Contact Information**

<p><b>Instructor:</b> Dr. Flavia Marini Email: <a href="mailto:flavia.casasantamarini@utoronto.ca">flavia.casasantamarini@utoronto.ca</a></p>	<p><b>Teaching Assistant(s):</b> Holly McDougall Email: <a href="mailto:holly.mcdougall@mail.utoronto.ca">holly.mcdougall@mail.utoronto.ca</a></p>
<p><b>Office Hours:</b> All office hours will be online by appointment</p>	<p><b>Office Hours:</b> All office hours will be online by appointment</p>

**Course Description, Goals, and Prerequisites**

This course will focus on the biological and psychological basis of emotions. We will be discussing various philosophical traditions related to emotion as well as investigating the historical and current scientific literature of emotion research.

The lectures will elucidate the various theories related to how the brain and body contribute to emotional experience. We will explore how emotions arise from neural and somatic dynamics as well as the social influences of emotional experience and expression. We also will address how emotions are adaptive, how they differ culturally, how they shape perception, and how they are altered in psychopathology.

Upon completion of this course, you will have a proficient understanding of how emotions are studied scientifically, how this area of research has evolved, as well as the limitations and future directions of scientific emotional inquiry.

**Prerequisites:**

PSY201H1/ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA238H1/STA248H1/STA288H1/PSY201H5/STA215H5/STA220H5/PSYB07H3/STAB22H3/STAB23H3/STAB57H3, and PSY260H1/PSYB38H3 or PSY270H1/PSY270H5/PSYB57H3/COG250Y1 or PSY290H1/PSY290H5/PSYB64H3/HMB200H1/PSL300H1

**Note about prerequisites – University Policy:** It is your responsibility to ensure that you have met *all* prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you will be removed. No waivers will be granted.

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### Reading Material/Textbook(s)

There is no textbook for this course. All readings will be articles uploaded onto Quercus to be read each week. All readings are listed in the course outline on page 6.

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### Course Evaluation/Marking Scheme

#### Evaluation

Midterm	25% (3-hour exam)
Group project	30% (10% written summary; 10% oral presentation; 10% reflection)
<i>Inside out</i> discussion	20% (5% attendance; 15% short essay)
Final Exam	25% (3-hour exam)

#### Midterm 25% (3-hour exam, all topics before this date), Feb 18.

The midterm exam will cover the material discussed in lecture and in the readings during weeks 1 – 5. The exam will consist in essay questions about the major theories of emotion. No notes will be allowed during the exam.

#### Group Project

In order to foster cooperative learning and in-depth study of a particular topic of interest, students will be responsible for participating in a group project. Each group will consist of 5 students and will select a specific emotion to present to the class. The group can select any emotion of their choice, as long as it has not been selected before by any other group (“love” cannot be selected). If 2 or more groups select the same topic, the group who selected it first will have priority over it. The group should submit the name of the members of the group and which emotion was selected to be presented **by Feb 18**. If you encounter any difficulties in joining a group, communicate as soon as possible to your instructor (at least 10 days before the submission deadline). Penalties for lateness applies to this deadline.

#### Group project Guidelines:

- Group component (10% of the grade): create a written summary of the topic for the class (3-5 pages). Touch on the main points about this particular emotion and include an analysis of how theories of emotion and research learned in this course apply to your topic. Try to consider multiple perspectives.
- Group component (10% of the grade): The group will be assigned to one of the two presentation days. The group will give a ~20 minute talk about the topic of your choice. This will give you the opportunity to verbally communicate your view and opinion to your peers. To motivate your presentation, think about why that topic is important or interesting and briefly discuss the research that supports your perception. The group will be assessed on the clarity of your content, your ability to communicate scientific information, and your presence (e.g. engagement, enthusiasm, focus) as a speaker.

- Individual component (10% of the grade): an individual short reflection about how all groups presentation went during class time. You should submit 10 reflections (one for each group, including yours). Word requirement: 400 words minimum. Due date: the night that the activity takes place, by 11:59pm. Penalties for lateness applies to this deadline. Some questions to consider when writing your reflection:
  - What was successful about the discussion?
  - What did not go as intended?
  - Do you think the goals of the discussion were achieved?
  - Do you think the design worked as intended?
  - What would you change about the discussion design or content if you led it again?

### **Inside out discussion (5% attendance; 15% short essay)**

Students are asked to write a short essay about the movie *Inside Out*. This activity will be discussed in class and your instructor will provide you a rubric for it. It should be submitted by April 8. Penalties for lateness applies to this deadline.

### **Final Exam 25% (3-hour exam). To be scheduled.**

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.

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### **Course update and Webpage/Quercus**

The website associated with this course is accessible via <http://q.utoronto.ca>. All course announcements will be made through Quercus. Students are responsible for monitoring the course website regularly for important announcements and updates. Please keep in mind that Quercus will only send out emails to utoronto email addresses. So be sure to check your UofT email for any course announcements.

All course slides, readings, and assignment instructions will be available on this course's Quercus site.

You are welcome to email me at any time. When you e-mail, please include "PSY494" in the subject heading. Responses to emails will be made as soon as possible, but please expect 48-hours for a reply, longer on weekends.

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### **Course Policies**

**Missed Tests: You must notify me ASAP if you are unable to make it to term exams** – according to UofT policies, you have up to one week to notify me you have missed a piece of term work or a term test. A make-up test may be available for those who were not able to attend the exams. You are required to fill appropriate documentation of absence available on ACORN.

**Missed presentations:** There are two days with presentations, both influence your mark. **You must notify me ASAP if you are unable to make it to presentation dates.** A make-up test will be available for those who were not able to attend the presentations.

**Submission instructions:** Your assignments must be submitted electronically as a Word document via Quercus under Assignments. It's your responsibility to ensure you have a properly working internet connection. Avoid last-minute submissions. You are welcome to submit your papers at any time before deadline. Once submitted, it will be considered final version and no other version regarding that specific topic will be accepted.

### Penalties for Lateness

The deadline for any assignment is firm. The penalty for lateness is 5% deduction from the final paper mark per day after the submission deadline, including weekends. To be excused for a late submission you must provide appropriate documentation.

### Plagiarism

Submitting a paper that you did not write, recycling papers you have written for other classes, or quoting others without citing them constitutes plagiarism. **Plagiarism will result in a failing grade for the course.**

### Original plagiarism detection tool

Each essay must be your own work and essays will be monitored via Ouriginal. “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>)”. Students are permitted to opt-out of using the University’s plagiarism detection tool. If you choose to opt out, you should let me know well in advance of submitting your paper.

**Exam and Assignment Review:** Your TA will hold office hours to allow you to review your test within one week of releasing the grades on Quercus. Any individual meetings outside of these hours are up to the TA’s discretion, but you have one week from the release of the grades to request to review your exams and/or assignments.

**Grade appeals:** If after meeting with your TA you are still dissatisfied with the grading of your paper, term test, or other assignments, you can submit a written appeal request to your instructor detailing why you think you deserve a higher grade. **You cannot submit an appeal if you have not first met with your TA.** You have two weeks from when the marks are released to submit an appeal, but only after meeting with the TA. Be aware that your mark may stay the same, go up, or go down.

### 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 activity (like 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.

**Attendance and Participation:** Because the lectures may cover material that is not contained in the readings, class attendance is essential. I highly recommend obtaining notes from a classmate if you miss a class because all material covered in lecture that is spoken or in the lecture slides is testable material on the exams. I strongly encourage class discussion and questions.

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## Academic 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 visit <http://www.writing.utoronto.ca/>.

**Academic Integrity and Plagiarism:**

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. **Speak to me or your TA for advice on anything that you find unclear.**

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 [www.writing.utoronto.ca/](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 <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca/>

**Accessibility Needs:**

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) ([www.accessibility.utoronto.ca](http://www.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 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.**

**Academic Success Services:** If you need help with time management, goal setting, study tips, and/or take good notes you can meet with a learning strategist at Academic Success to learn some helpful strategies. (<http://www.studentlife.utoronto.ca/asc>)

**Mental Health & Wellbeing:** It is common for students to experience challenges that can interfere with learning. These challenges include relationship conflicts, increased anxiety, substance use, feeling down, difficulty concentrating and feeling motivated, and financial strain. These factors may affect your academic performance and your ability to participate fully.

An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources and do not hesitate to seek assistance from your from me, or your TAs, to help learn what supports are available. We are often afraid to admit we need support even though we all experience times of self-doubt and difficulty. Being a student is hard and we often put on the appearance of being stronger and more confident than we are. So don't let that prevent you from connecting from resources that can help you.

There are many helpful resources available through your college Registrar or through Student Life: <http://www.studentlife.utoronto.ca/>

Counselling and Psychological Services: <http://www.studentlife.utoronto.ca/hwc>

Resources for if you are in crisis: <http://safety.utoronto.ca/>

Campus and community resources for staying connected and building coping skills: [www.studentlife.utoronto.ca/hwc/feeling](http://www.studentlife.utoronto.ca/hwc/feeling)

**Course Outline/Schedule**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1	Jan. 14	Course Overview Philosophical Traditions	<i>Dixon, 2012</i>
2	Jan. 21	The Evolutionary Perspective	<i>Hess &amp; Tibault, 2009</i> <i>Ekman, 2009</i> <i>Susskind et al., 2008 (additional literature)</i>
3	Jan. 28	The Physiological Perspective	<i>Friedman, 2010</i> <i>Pace-Schott, 2019 (additional literature)</i>
4	Feb 4.	Social Constructivism & Cultural Differences	<i>Averill, 2012</i> <i>Gendron et al., 2014</i> <i>Fischer &amp; Gerben, 2010 (additional literature)</i>
5	Feb. 11	Emotion Appraisal & Modulation	<i>Moors et al., 2013</i> <i>Gross &amp; Barrett, 2011</i> <i>Smith &amp; Ellsworth, 1985 (additional literature)</i>
6	Feb. 18.	MIDTERM (in class)	
7	Feb. 25	<b>READING WEEK</b>	<b>No class</b>
8	Mar. 4	Special Topic I – Love	<i>Zeki, 2007</i>
9	Mar. 11	Group presentations	<i>(student's choice)</i>
10	Mar. 18	Group presentations	<i>(student's choice)</i>
11	Mar. 25	Neuroscience of Emotion	<i>Dalgleish et al., 2009</i> <i>Roth &amp; Sweatt, 2011</i>
12	Apr. 1	Special Topics II – Inside out	<i>Movie: Inside out</i>
13	Apr. 8	Special Topics II – Inside out	<i>Movie: Inside out   Discussion</i>
14	To be scheduled (Apr. 11 to 29)	FINAL EXAM (in class)	