

The Hebrew University of Jerusalem

Syllabus

EMOTION REGULATION A - 51842

Last update 21-10-2015

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: psychology

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Maya Tamir

Coordinator Email: tamirm@mscc.huji.ac.il

Coordinator Office Hours: by appointment

Teaching Staff:

Prof Maya Tamir

Course/Module description:

This seminar offers a selective review of the recent scientific literature on emotion regulation. We will explore why people regulate emotions, how they do so, and what are the consequences and implications of emotion regulation. The course is based on active participation and group discussion.

Course/Module aims:

- 1. Learn about the recent theoretical and empirical advances in emotion regulation.*
- 2. Develop and practice critical thinking and analysis.*

Learning outcomes - On successful completion of this module, students should be able to:

- 1. To identify and understand main concepts in emotion regulation.*
- 2. To develop a research question and plan a study to test it.*

Attendance requirements(%):

100%

Teaching arrangement and method of instruction: The class is based on group discussion and participation.

Course/Module Content:

18.10.15 Introduction
25.10.15 - no class -
01.11.15 Why do people regulate emotions?
08.11.15 The Modal Model 1
15.11.15 The Modal Model 2
22.11.15 Strategic choices in emotion regulation
29.11.15 Automatic emotion regulation
06.12.15 Emotion reactivity vs. regulation
13.12.15 - no class -
20.12.15 The neuroscience of emotion regulation
27.12.15 The development of emotion regulation
03.01.16 Interpersonal emotion regulation
10.01.16 Emotion regulation across cultures
17.01.16 Emotion regulation and psychopathology

Required Reading:

**** Tamir, M. (2015).** *Why do people regulate their emotions? A taxonomy of motives in emotion regulation. Personality and Social Psychology Review.*

****Gross, J. J. (1998).** *The emerging field of emotion regulation: An integrative review. Review of General Psychology, 2, 271-299.*

****Gross, J.J. (2015).** *Emotion regulation: Current status and future prospects. Psychological Inquiry, 26, 1-26.*

****Sheppes, G. (2014).** *Emotion regulation choice: Theory and findings. In J. J. Gross (Ed.), Handbook of emotion regulation, 2nd Ed. (pp. 126-139). New York, NY, Guilford Press.*

**** Koole, S. L., & Rothermund, K. (2011).** *"I feel better but I don't know why": The psychology of implicit emotion regulation. Cognition and Emotion, 25, 389-399.*

****Campos, J. J., Frankel, C. B., & Camras, L. (2004).** *On the nature of emotion regulation. Child Development, 75, 377-394.*

****Ochsner, K. N. & Gross, J. J. (2014).** *The neural bases of emotion and emotion regulation: A valuation perspective. In Gross, J. J. (Ed). The Handbook of Emotion Regulation, 2nd Ed. (pp. 23-42). New York: Guilford Press.*

****Eisenberg, N., Hofer, C., Sulik, M. J., & Spinrad, T. L. (2014).** *Self-regulation, effortful control, and their socioemotional correlates. In J. J. Gross (Ed.), Handbook of emotion regulation, 2nd Ed. (pp. 173-186). New York, NY, Guilford Press.*

****Zaki, J., & Williams, W. C. (2013).** *Interpersonal emotion regulation. Emotion, 13, 803-810.*

****Mesquita, B., De Leersnyder, J., Albert, D. (2014).** *The cultural regulation of emotion. In Gross, J. J. (Ed). The Handbook of Emotion Regulation, 2nd Ed. (pp. 284-304). New York: Guilford Press.*

****Joormann, J., & Siemer, M. (2014).** *Emotion regulation in mood disorders. In Gross, J. J. (Ed). The Handbook of Emotion Regulation, 2nd Ed. (pp. 413-427). New York: Guilford Press.*

**** Bonanno, G. A., & Burton, C. L. (2013).** *Regulatory Flexibility: An individual differences perspective on coping and emotion regulation. Perspectives on Psychological Science, 8, 591-612.*

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 20 %

Participation in Tutorials 10 %

Project work 45 %

Assignments 25 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: