

Psychology 351
Socioemotional Development
Queen's University Winter 2021

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Office hours TBA near exams, and by appointment

Course Description

Emotions organize our behaviour and are central to our social interactions. Much of child development is directed by this reciprocal relationship between emotional and social processes. For example, infants are born equipped to express emotions that influence caregiver behaviour, while at the same time caregivers train children to regulate and selectively express emotions. This process continues and becomes more elaborate across expanding social contexts over the course of development.

The course is divided into four parts. In the first section, we will explore answers to the question “What is emotion?” from several perspectives: historical, evolutionary, biological, cultural, and psychological. The next section focuses on temperament in the first 3 years of life when forces of nature and nurture join to establish stable patterns of behaviour. The third section explores the changes that begin in early childhood as the child becomes better at self-regulation. Finally, the fourth section explores how socioemotional development can be influenced and directed by others and oneself.

Intended Student Learning Outcomes

To complete this course, students will demonstrate their ability to:

1. identify and describe trajectories of social and emotional development from infancy through adolescence
2. evaluate, compare, and contrast theoretical perspectives of emotion and of social and emotional development

Text: Shiota, M. & Kalat, J. (2018). *Emotion*. New York: Oxford University Press **3rd Edition**
(Available at campus bookstore – **do not use** previous editions)

Other Readings:

Pollak, S. D., Camras, L. A., & Cole, P. M. (2019). Progress in understanding the emergence of human emotion. *Developmental psychology*, 55(9), 1801- 1811.

DeFrance, K. & Hollenstein, T. (2017). Assessing emotion regulation repertoires: The Regulation of Emotion Systems Survey. *Personality and Individual Differences*, 119, 204 - 215.

Coan, J. A., & Sbarra, D. A. (2015). Social baseline theory: The social regulation of risk and effort. *Current opinion in psychology*, 1, 87-91.

Morris, A. S., Criss, M. M., Silk, J. S., & Houlberg, B. J. (2017). The Impact of Parenting on Emotion Regulation During Childhood and Adolescence. *Child Development Perspectives*.

onQ: There is a onQ site for this course. **All students must log in the first week of class to verify that they have been added.** This site will be used to distribute lecture notes, supplementary materials, communicate through the discussion board and to report grades.

2. Complete and return the instructor-signed *Permission for an Incomplete Grade* form available on the Arts and Science website and return it to the UG office.
http://www.queensu.ca/artsci/sites/default/files/Permission_for_an_incomplete_grade%2021jan2011.pdf
3. Be available to write the makeup exam during the first available PSYC *Make up Exam period* in April.

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see

[https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/fQSpan\(ht\)-2\(t\)-3\(ps\)-1\(:\)-2\(/\)Td \[\(Be](https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/fQSpan(ht)-2(t)-3(ps)-1(:)-2(/)Td [(Be)

ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Plagiarism: Because this course requires the submission of original written answers on exams, each student is responsible to know and understand what plagiarism is and how to avoid it. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- x <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- x <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- x http://writing.wisc.edu/Handbook/QPA_paraphrase.html

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Course Schedule

Week	Date	Topic	Reading
Part 1: Emotion			
1	Jan. 11-15	Intro	
		Historical Perspectives	Ch. 1
2	Jan. 18-22	Evolutionary Perspectives	Ch. 2
		Body	Ch. 7
3	Jan. 25-29	Brain	Ch. 6
		What is Emotion?	Ch. 4; Ch. 5

Monday FEBRUARY 1: EXAM 1 on Part 1 only