

**Psychology 351**  
**Socioemotional Development**  
**Queen's University Winter 2020**  
**Monday 1:00 – 2:20**  
**Wednesday 11:30 – 12:50**  
**\*\*\*Chernoff 117\*\*\***

**Instructor:** Dr. Tom Hollenstein ([Tom.hollenstein@queensu.ca](mailto:Tom.hollenstein@queensu.ca))  
**Office Hours:** by appointment 220 Craine Hall

**Teaching Assistant:** Caitlin Atkinson ([cla@queensu.ca](mailto:cla@queensu.ca))  
**Office hours:** Mondays 12-1 Humphrey 221

### **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 three 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 **3<sup>rd</sup> Edition**  
(Available at campus bookstore – **do not use** previous editions)

### **Other Readings:**

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.

### Course Format

This is a lecture course with a text. Material on the exams will come from both the text and lectures, but the proportion will vary slightly across the 4 exams. Exam 1 will be the heaviest in terms of readings, so approximately 60% of exam will come from text. Exams 2 and 3 will have proportionately more emphasis on lectures (approximately 60%). Final exam will be cumulative, covering all material from the entire course. For each midterm exam, there will be 30 points multiple choice and 30 points write-in (short answer) questions. The final will be 40 points multiple choice and 40 points short answer. I highly recommend that you attend all classes and read all readings. Please take responsibility for these tasks.

There are no make-up exams. Any student who misses exam 1, 2, or 3 will receive a zero unless they have official exam deferral, in which case other 2 midterm exams will be reweighted.

### Course Requirements:

Exam 1 (January 29):	20%
Exam 2 (Feb 26):	20%
Exam 3 (March 23)	20%
Final:	40%

## EXAM POLICY

**Special Accommodations:** If you require special accommodations while writing exams, you must notify the instructor as early as possible in the term. You will need to provide a note from Disability Services stating the exact accommodations that are required. At the latest, notification for special accommodation needs to be provided at least one week prior to the midterm, to ensure the accommodation can be provided.

### Final Exams

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under “Important Dates.” Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. **Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.** Also, as indicated in Academic Regulation 8.3, students must write all final examination in all on-campus courses on the Kingston campus.

### Missed Final Exam

Students who cannot write an exam during the April exam period due to a serious, extenuating circumstance (illness, death in the family) must follow the steps below to be eligible, and be available to write a deferred exam during the PSYC department’s *Make up Exam period* in April.

1. Obtain permission from their instructor to write a deferred exam. This requires notifying your instructor in advance or, under extraordinary circumstances, within 72 hours after, the exam, with appropriate documentation.

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](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.

### **Accommodation after the fact**

Once a student has written an exam or submitted an assignment, they may not subsequently be granted accommodation such as being offered a second opportunity to write the exam or assignment or have it count for less than originally specified in the course syllabus (reweighted). Students who cannot perform to the best of their abilities due a serious, extenuating circumstance must inform their instructor before attempting an exam or completing a course to arrange appropriate accommodation. Appeals to change a grade after the fact must be made to the Associate Dean (Studies) and will only be supported by the department in exceptional circumstances.

### **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.uslewww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf> ). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at:  
<http://www.queensu.ca/studentwellness/accessibility-services/>

### **Extenuating Circumstances**

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at:  
<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations> . Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Tom Hollenstein

Instructor/Coordinator email address: Tom.Hollenstein@Queensu.ca

### **Academic Integrity**

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org) ). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of 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 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 <http://www.queensu.ca/artsci/academics/undergraduate/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.

**COPYRIGHT OF COURSE MATERIALS:** Course materials created by the course instructor, including all slides, presentations, handouts, tests, ex-ams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

**GRADING METHOD** All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Assignment Mark	Numerical Value for Calculation of Final Mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-55
D-	50-52
F	49 and below

**Policy for Communicating with Teaching Assistant, Course Instructor, and E-mails:**

The instructor and teaching assistant for this course would like to be available to you as much as possible. However, because of the large volume of emails that are often produced in courses with this many students, we simply cannot. Therefore, the following policies will be enforced in order to make the most efficient use of your time and our time.

**Follow these guidelines for ALL communications with the TA and instructor:**

If, after looking through all of the course materials, you find that you need to ask a question outside of class, your first course of action should be electronic. There are two options and you should ask yourself “Is this a general question about the course material or is it only relevant to me personally?”

**48 hours until you can email the TA about grade**

1. If what you need to communicate is course related, use the discussion board on onQ. There are several topics listed (i.e., Exam 1, course readings). Before writing an email, first check to see if your question has already been asked or answered. In fact, check the discussion board often. These discussion boards are not private, so please use proper etiquette when posting or replying. The discussion board will be checked regularly and questions will be answered within 24 hours during the weekdays.
2. If you need to communicate something that applies only to you, you may email the TA:
  - a. To email, use [cla@queensu.ca](mailto:cla@queensu.ca) and the subject heading must begin (exactly) with “PSYC351” (no spaces). You must also use your Queen’s email address or include your Queen’s address in the body of the email. Any email that does not comply with these guidelines will not be responded to.
  - b. Please reserve face-to-face meetings for complex questions or personal issues. Most course content questions should be posted on the discussion board. If you are unable to attend the Teaching Assistant’s office hours, individual meetings may be arranged, but you must email the TA at least 3 days prior to the requested day of the meeting. Extra meetings should be arranged only in exceptional cases.

**Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading (<i>before class</i>)</b>
<b>Part 1: Emotion</b>			
<b>1</b>	M 1/06	Introduction/Orientation	
	W 1/08	Historical Perspectives	Ch. 1
<b>2</b>	M 2/13	Evolutionary Perspectives	Ch. 2
	W 1/15	Body	Ch. 7
<b>3</b>	M 1/20	Brain	Ch. 6
	W 1/22	What is Emotion?	Ch. 4; Ch. 5
<b>4</b>	M 1/27	Theories of Socioemotional Development	
	W 1/29	<b>EXAM 1 on Part 1 only</b>	
<b>Part 2: Foundations of Emotional Development</b>			
<b>5</b>	M 2/03	Early Emotional Development	218-234
	W 2/05	Attachment	243-251
<b>6</b>	M 2/10	Genetics and Temperament	
	W 2/12	Anxiety & Fear	313-322
<b>7</b>	M 2/17	<b>READING WEEK – NO CLASS</b>	
	W 2/19	<b>READING WEEK – NO CLASS</b>	
<b>8</b>	M 2/24	The Self & Self-Conscious Emotions	337-342
	W 2/26	<b>EXAM 2 on Part 2 only</b>	
<b>Part 3: Development of the Regulation of Self and Other</b>			
<b>9</b>	M 3/02	Emotion Regulation I	Chapter 15
	W 3/04	Emotion Regulation II	DeFrance & Hollenstein (2017)
<b>10</b>	M 3/09	Social Baseline & Co-Regulation	Coan & Sbarra (2015)
	W 3/11	Development of Emotion Dysregulation	322-329; 334-337
<b>11</b>	M 3/16	Positive Emotions	Ch. 12
	<b>Part 4: Directing the Course of Emotional Development</b>		
	W 3/18	Family & Peer Relationships	234-241
<b>12</b>	M 3/23	<b>EXAM 3 on Part 3 only</b>	
	W 3/25	Parenting	Morris et al. (2017)
<b>13</b>	M 3/30	Your socioemotional development	
	W 4/01	Wrap up	