

Psychology 351
Socioemotional Development
Queen's University Winter 2013
Tuesdays 1:00 – 2:30
Thursdays 11:30 – 1:00
*****Biosci 1103*****

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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 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 a social agent interacting with peers and people of all ages and covers adolescence as well as adult issues of emotional functioning.

Text: Psych 351: Socioemotional Development (available at campus bookstore)

This text is combination of two text books, custom made for this course: *Emotion* (Kalat & Shiota, 2012) and *Social and Personality Development* (Shaffer, 2009). This combined text does not have the two colour plates from the original *Emotion* text – these two images will be available on the Moodle course site.

Note: Unfortunately, this is the first year with one of the two texts (Shaffer). Therefore, used versions of the previous course text (2006-2011) are not usable. I apologize for the inconvenience.

Moodle: There is a Moodle 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 supplementary materials, communicate through the discussion board and to report grades. ***Some*** parts of the lecture notes (e.g., tables & figures) will also be distributed on Moodle.

Course Format

This is a lecture course with a text. **Material on the exams will come from both the text and lectures (approximately 50% from each).** Lectures will *complement* (not repeat) the text. Thus, reading the book and not attending class will be just as detrimental to your grade as coming to class without reading the book. I highly recommend that you attend all classes and read the entire book. Please take responsibility for these tasks.

There will be 2 exams (in class) and a cumulative final. For each exam, there will be approximately 80% multiple choice and 20% write-in questions. The final exam will focus on Section IV of the course but 50% of the questions will pertain to the first three sections.

3. Be available to write the makeup exam during the first available PSYC *Make up Exam period* in January, April, or September.

NOTE: Students who do not write the makeup exam are advised to drop the course. If a student cannot write the makeup exam due to a serious extenuating circumstance for which they can provide new documentation, they will either be granted a second deferral by their instructor or be supported in their appeal to drop the course after the deadline though this decision rests with the Associate Dean (Studies).

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.

Travel during exams

According to university regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods as well as during any scheduled class times. Requests to write a make-up exam because of conflicting travel plans (e.g. flight bookings) or requests to miss an in class exam due to other plans will NOT be considered except under extraordinary circumstances. Students are advised to wait until the final exam schedules are posted before making any travel arrangements.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see 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/senateandtrustees/principlespriorities.html>).

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->

Course Schedule

Week	Date	Topic	Reading (<i>before class</i>)
1	Tu 1/8	Introduction/Orientation	
	Th 1/10	Historical Perspectives	pp. 252-264
2	Tu 1/15	Evolutionary Perspectives	pp. 33-56; 296-301
	Th 1/17	What is Emotion?	pp. 2-33
3	Tu 1/22	Biological Mechanisms I	pp. 59-8-3(ary)12(Persp