

ORIGINATOR'S SECTION:

1. College: CoAS CoBA CoE Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2011

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* CHAD 365

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Socioemotional Development

6. Abbreviated Title for Banner: (no more than 25 characters, including spaces)
Socioemotional Dev

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)
The study of socioemotional development from birth through adolescence viewed through a biosocial perspective. Includes philosophical, historical, evolutionary, psychobiological, and psychological perspectives on the development of emotions, emotional regulation, understanding self and others, empathy, peer relationships, identity, and emotional competence.
(see prereqs below)

9. Why is this course being proposed?
As an elective for the new Child and Adolescent Development degree

10. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-element/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-03
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.
n/a

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No Psyc 100, 210 & 215 with a grade of C (2.0) or better.

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* 1-2 times per year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information - all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Elective in new Child and Adolescent Development degree

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	<u>Sharon B. Hamill</u> Signature	<u>8/30/07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Human Development Discipline	<u>[Signature]</u> Signature	<u>10-31-07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Maureen Fitzpatrick 08/30/07
Date

2. Program Director/Chair Sharon B. Hamill 8/30/07
Date

3. College Curriculum Committee [Signature] 11/08/07
Date

4. College Dean (or Designee) [Signature] 11/9/07
Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

**SOCIOEMOTIONAL DEVELOPMENT
CHAD 365**

Instructor: Maurcen Fitzpatrick, Ph.D.
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Office hours: XXXXXXXX
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Catalog Description

The study of socioemotional development from birth through adolescence viewed through a biosocial perspective. Includes philosophical, historical, evolutionary, psychobiological, and psychological perspectives on the development of emotions, emotional regulation, understanding self and others, empathy, peer relationships, identity, and emotional competence. *Prerequisite: Psyc 100, 210, 215.*

Course Objectives

Students completing this course will:

- Describe the Greek and Roman philosophical views on emotion and those from the Age of Reason
- Discuss the early scientific ideas and theories (e.g., Darwin, James, Cannon, Watson, Freud)
- Discuss the ethological perspective including primate facial expressions
- Describe the neurological basis of emotions
- Identify the brain regions involved in emotions
- Discuss the physiological components of emotions
- Compare psychodynamic, cognitive, functional, and developmental theories
- Discuss the newborn's preadaptations for emotional communication
- Identify the six basic emotions in infancy
- Describe the path of emotional development in infancy and toddlerhood
- Describe the role of temperament and attachment in socioemotional development
- Discuss the role of language in socioemotional development
- Distinguish between primary and self-conscious emotions
- Describe ways children regulate their emotions
- Define emotional regulation in terms of social competence
- Discuss gender differences in emotional expression and regulation
- Discuss the role of emotional understanding in theory of mind
- Describe cultural influences on emotional expression and regulation
- Discuss the role of family conflict and conflict resolution on socioemotional development
- Describe ways in which puberty affects emotions
- Discuss emotional autonomy in adolescence
- Articulate the methods used to study emotions and emotion regulation

Student Responsibilities

Textbook

LaFreniere, P. J. (2000). *Emotional development: A biosocial perspective*. USA: Wadsworth.

Additional Required Readings

Dixon, W. E., Jr. (2003). *Twenty studies that revolutionized child psychology* (pp. 127-152). Upper Saddle River, NJ: Prentice Hall.

Fox, N. A., & Calkins, S. D. (1993). Multiple-measure approaches to the study of infant emotion. In M. Lewis & J. M. Haviland (Eds.), *Handbook of emotions*. (pp. 167-184). New York: Guilford.

- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ* (pp. 3-29). New York: Bantam Books.
- Mahoney, J. L., & Schweder, A. E. (2002). Structured after-school activities as a moderator of depressed mood for adolescents with detached relations to their parents. *Journal of Community Psychology, 30*, 69-86.
- Saarni, C. (1999). *The development of emotional competence* pp. 3-25). New York: Guilford.
- Shaw, D. S., & Vondra, J. I. (1995). Infant attachment security and maternal predictors of early behavior problems: A longitudinal study of low-income families. *Journal of Abnormal Child Psychology, 23*, 335-357.
- Valentino, K., Cicchetti, D., Toth, S. L., & Rogosch, F. A. (2006). Mother-child play and emerging social behaviors among infants from maltreating families. *Developmental Psychology, 42*, 474-485.

Assignments

To be determined by course instructor—at least 10 pages of written work to be completed per the all-university writing requirement.

Quizzes and exams

To be determined by course instructor

Tentative Outline

FOUNDATIONS IN THE STUDY OF EMOTIONS

Week One	Overview of course Philosophical and historical foundations Greeks, Romans, and the Age of Reason Early scientific foundations	Chapter 1
Week Two	Evolutionary perspectives Darwin and natural selection Ethological perspectives	Chapter 2
Week Three	Psychobiology of emotion Neurological analysis Physiological analysis	Chapter 3
Week Four	Psychological perspectives—Part I Psychodynamic theories Cognitive and cultural approaches	Chapter 4
Week Five	Psychological perspectives—Part II Developmental perspectives Comparing and integrating perspectives	Chapter 4

SOCIOEMOTIONAL DEVELOPMENT IN INFANCY

Week Six	The emergence of emotions Preadaptations Basic emotions	Chapter 5 Fox & Caulkins
Week Seven	Individual differences in emotional development Temperament Attachment	Chapter 6 Shaw & Vondra Valentino et al.

SOCIOEMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD

Week Eight	Self-conscious emotions Empathy Pride, shame, guilt Preschoolers' understanding of emotional experience	Chapter 7
Week Nine	Emotional regulation Regulation and social competence Gender differences in emotion regulation	Chapter 7
Week Ten	Individual differences in emotional styles Biological differences Role of parents Role of peers	Chapter 8

CHILDHOOD, SOCIETY, AND SOCIOEMOTIONAL DEVELOPMENT

Week Eleven	Cognitive and cultural influences Theory of mind Mixed emotions Deception Display rules	Chapter 9
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ADOLESCENCE: THE QUEST FOR SOCIOEMOTIONAL MATURITY

Week Twelve	Transformations in adolescence Erikson's psychosocial theory Transforming family and peer relationships Transforming the self Emotional autonomy	Chapter 10 Mahoney & Schweder
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SOCIOEMOTIONAL COMPETENCE

Week Thirteen	Components of emotional competence Measuring emotional competence	Goleman
Week Fourteen	Emotional and social development: An intimate tie	Saarni
Week Fifteen	Gender differences	
Week Sixteen	Final Exam	