

M. K. Rothbart
Fall 1992

Office Hours: 2:00-3:00 Wed.
11:00-12:00 Thurs.
207 Straub, 346-4938

Psychology 478
Social Development

The purpose of this course is to study and consider practical implications of some of the major influences upon social and personality development. Readings and lectures will give special emphasis to the early years. Students should be prepared to read original articles and to discuss the value of different research methods in the area. Texts for the course will be P. H. Mussen et al., Child Development and Personality, 7th Edition, and a collection of primary source readings, available for purchase in the EMU Campus Copy Center. These readings are identified in the course schedule below by author.

Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
9/29	Introduction	Mussen (M) Ch. 1, pp. 46-56, Young
10/1	Newborn and Infant	M Ch. 3
10/6	Newborn and Infant	Caudill & Frost
10/8	Temperament	M pp. 136-154, Bates, Rothbart, John
10/13	Temperament	M pp. 407-419
10/15 <u>Film</u>	Attachment	M pp. 154-175, 239-254
10/20	Attachment & Temperament	van den Boom
10/22	Personality Development	Asendorpf, Caspi et al.
10/27	Early Socialization	Schaffer, M. Ch. 5
10/29	<u>Exam 1</u>	
11/3	Methods of Observation	Johnson & Bolstad
11/5	Patterns of Child Rearing	M Ch. 12
11/10	Gender Socialization/ Achievement	M pp. 394-403, 346-365, Block, Dweck, Posner
11/12 <u>Film</u>	Aggression	M pp. 458-470
11/17	Aggression	M. Ch. 13, pp. 426-441
11/19	Self	M. Ch. 25, pp. 302-329, 382-391
11/24	Self and Others	Reiss, M pp. 426-440
11/26	<u>Thanksgiving</u>	
12/1	Identification	Bowen, M Ch. 15, pp. 403-406, 440-457
12/3	<u>Exam 2</u>	
12/8	Moral Development/Adolescence	M pp. 598-610, Ch. 16
12/10	Moral Development	
12/11 by 5:00 pm	<u>Papers Due</u>	

Two exams will be given in class Oct. 29 and Dec. 3. Exams will include both multiple choice items and short answer essay items. Study questions will be distributed in class for both exams. Term papers, described on a separate handout, will be DUE by 5:00 pm Dec. 11. They may be turned in during our last class session or to the main office of the psychology department at 131 Straub. Only a doctor's excuse or an excuse from Student Services will allow a student to take an exam or turn in the paper later than the due date and time. Exam 1, Exam 2 and the paper will each count for 1/3 of the grade for the course. There will be no final examination.

Lecture Commentaries. For the last five minutes of each lecture, I will ask all students to write a short commentary, 2-3 or 4 sentences long, including: a) what they found to be the most interesting point(s) of the lecture, and b) any points that were unclear. I will use this information to prepare material to be included in future lectures. I would like you to identify your commentaries by name; students who have made regular, helpful commentaries throughout the course will at the end of the course have their grade increased up to one-half a grade, e.g. from a B+ to an A-.

Psychology 478
Social Development
Paper

This paper should be typed, double-spaced and 10-14 pages long. The paper will require you to use research findings and materials from the course, including relevant materials from course readings, and from class discussions up until you complete the paper. It will not be necessary for you to do additional library research. The paper will be due by 5:00 pm, Dec. 11. Papers will only be accepted late with a doctor's excuse or a note from Student Services.

Your paper should be written on the following topic:

You have been asked to design a) a daycare program for infants and toddlers and b) an after-school program for grade school children age 5 and older. Programs will be designed to respond to the children's social-emotional needs and to enhance positive outcomes in development. Justify aspects of your program on the basis of research results from your readings and/or citations of information from class lectures and discussions.

I am not expecting you to have had experience in daycare, or to know what kinds of features of a program would actually work: this is a hypothetical exercise built upon what you have learned in this course, and the papers will be graded with this in mind.

The major topics of the course will allow you to identify goals for your program that are developmentally appropriate. A list of most of the major topics follows; you may also identify topics that have not been listed here and/or choose more specific aspects of items from the list to develop in your paper. Topics include: characteristics of the infant, temperament, attachment, reward and/or punishment (social learning), gender socialization, achievement, aggression, empathy and prosocial behavior, concepts of self and others (social cognition), imitation and identification, and moral development. Choose at least 5 topics that you will apply to the infant/toddler period, and 5 for the after-school program. One topic may be applied to both ages, so that you will need to cover a minimum of 9 different topics in the paper.

Following an introductory section, your paper will then be organized around the topics. Remember that your paper is limited in length, so you will not be able to describe all aspects of your program; for example, I am not interested in details of the physical structure of your program unless they are directly related to the topics of the course.

It is essential that this paper be a scholarly document. This means you will need to convey clearly what goals you are trying to achieve: if you wish to discourage aggression, exactly what behaviors or ways of thinking do you wish to discourage? What features are you proposing to deal with the possible problem? Why might you expect them to work?

You will also need to support your program: identify research results to support your goal or the means to the goal or both. Then use standard research citations as you have learned in Methods class to identify sources of information. Cite the sources you have read in class directly. Research articles you cite that have been described in your text should look like this: (Block, 1984, cited in Mussen et al., 1990).

Be sure that complete references for both the cited article and Mussen et al. are typed out in your reference section if the references have been included in the reading (this will be true for all Mussen references are for some of the additional readings). Citations for class information should look like this: (Rothbart lecture, 10/8). Are you basing some aspect of the program on a general idea for which little research support is available? If so, be sure to cite whose idea or hypothesis it is if it is not your own, and/or make logical arguments as to why you would want to use it.

Try to organize your paper as clearly as possible. Usually an outline is very helpful, and subheadings in the text of your paper. Feel free to submit your outline to me for feedback before you begin writing the paper.

Graduate Students: Although you may choose to submit a daycare paper, you may instead wish to complete an extensive library research paper on a topic within the domain of social development. This topic should be cleared with the instructor during the first 2 weeks of the course.

Sample Argument for a PSY 478 Paper

Below is an abbreviated and slightly modified section of an excellent paper by Na'ama Jones to give you an idea as to how to write your paper. Because I have given this as an example, please do not repeat her arguments in your own paper.

Rhythmic Schedules and States

The first stages of development are characterized by 5 psycho-physiological states, each with its own regulatory rhythmic bodily activity (Mussen et al., 1990). These include: 1) quiet sleep; 2) REM, or active sleep; 3) drowsiness: open eyes but no activity; 4) alert activity: open eyes and object-tracking; 5) waking activity: increased but diffused motor activity; and 6) distress, characterized by crying. The mother's role in the infant's smooth transition from one state to another is extremely important (Sander, 1962, cited in Rothbart, 1989). This is achieved by a careful and receptive attention to the infant's motor/expressive cues, namely, synchronization of care-giving with the infant's states.

The infant-toddler daycare program will focus on providing smooth state transitions for children in our care. We will emphasize individual differences in rhythmicity, and instruct caregivers to note them. Escalona (1968, cited in Rothbart, 1989) has described the synchronization of well prepared mothers' caregiving activity with their infants' states. She also noted that mothers of more active and irritable children tend to engage in more vigorous soothing techniques. Such mothers were observed rocking and patting their babies more forcefully, to achieve soothing, than mothers with less active infants. Other forms of mothers' soothing activities are feeding and reduction of sensory stimulation, both presumably designated to "gear down" the infant's activity level toward a quieter state.

Our program will attempt to assess, as early as possible, individual differences among infants in activity level and soothability. Caregivers will be encouraged to use their intuition, methods described above, and cumulative experience with the child in tailoring an "individualized" handling pattern for each child. It is hoped that this more harmonious treatment of children in their first stages of development will create an environment that enhances a stable sense of well-being in the infant, considered important for normal and healthy development (Rothbart lecture, 5/14).

Monitoring improvement in our infant's general health indices, possibly due to better synchronization of the individual sleep and feeding rhythms with caregiving schedules, along with affective changes, such as reduced irritability and crying, would allow us to assess the efficacy of our procedures.