

Fall 1994
B. Fagot

Psychology 478/578
Social Development
FALL 1994

There is no textbook for this course. The existing books are either out of date or not appropriate for an upper division course. They are also very expensive and you would be unhappy to own a textbook that I was constantly contradicting. Consequently you will be reading articles which are available in the U of O Bookstore.

Dates	Topic	Readings
September 26	Introduction	
SEPT 28-OCT 3	Developmental Theories and Methods	Scarr (1992), Baumrind (1993) Jackson (1993) Gaskins (1994)
OCT 5 -10	Attachment and Bonding and the Prediction of Social Behaviors	Crittenden (1992) Bretherton (1985)
OCT 12-14	Origins of Social Development and Temperament	Goldsmith & Campos (1990)
OCT 17-19	Self Regulation	Grusec and Goodnow (1994) Kochanska (1994)
OCT 21	Midterm Exam	
OCT 24-26	Sex Role Development	Fagot and Leinbach (1993) Zahn-Waxler (1993)
OCT 28-NOV4	Development within the Family	Maccoby (1992) Matthews and Rodin (1989)
NOV 7	Who takes care of the children	Scarr et. al.(1990)

NOV 9 -11	Schools and other extra-familial influences	Ziegler (1987)
NOV 14	Cultural Differences	Garcia-Coll (1990) Gaskins (1994) (re)
NOV 16-18	Prevention Projects: Attacking Social Problems	Greenberg (1990) Reid (1993)
NOV 18	Paper Due	
NOV 21-23	Aggression and Prosocial Behaviors	Eisenberg et al (1994) Reid and Patterson (1989)
NOV 24-25	THANKSGIVING	No Class
NOV 30-DEC 2	Influence of Peers	Schwartz, Dodge and Coie (1993) Howes, Matheson and Hamilton(1994)

Final Exam DEC 9, 10:15 A.M.

Midterm Exam 25% of Grade, 10/21/94 In class.
This will be an essay exam in class. Material from the readings and lectures through 10/19 will be included.
Study questions will be provided.

Final Exam 40% of Grade, DEC 9,10:15.
Format will be same as midterm except the whole course will be covered. This is a Friday Final. Please do not ask to change the date.

Required Paper 35% of grade, Due Nov 18. Late papers will be penalized. Details in handout.

Office hours: Mondays, 9:00 -11:30 A.M.
Tuesdays 3:30 - 5:00
203 Straub

Psych 478/578
Social Development

B. Fagot
Fall 1994

**Required Paper
Due Nov 18
35% of Grade**

You may choose to write this paper on any of the topics covered in the course. However, each topic is obviously too large for a paper. You might decide you are interested in self regulation and do the assigned reading for this area. Your next task is to narrow down the range of your paper. You may decide you are interested in how parental style influences the child's ability to self regulate so you would follow up with articles taken from the reference you have read for class. After reading for awhile you may find that you need to narrow the topic even more. You should gradually limit the scope of your questions until you have a topic you can comfortably cover in a 10 to 15 page paper. **Papers on topics outside those covered in the course syllabus will not be graded.**

I am assuming you have had psychology 303: Research Methods or an equivalent course. This assignment is a combination of a term paper where you review the literature and a research proposal. You are responsible for knowing what a research proposal should be.

The paper should include a critical literature review, and then a research study designed to answer questions raised in your literature review. You should have 8 to 10 articles to critique. They should be research articles, not general reviews or articles from the popular press. The research project can be an intervention project, but you must include a research component. Obviously you do not need to run your research study or your intervention program, but you should present studies or programs which are realistic. Doing away with poverty might be a great solution for all sorts of societal ills, but it is not a realistic suggestion for an intervention program. Designing a study calling for unethical or impossible manipulations also would not be acceptable. Remember your study or intervention should be directly related to the problems raised in your literature review. You should follow APA style for presentation of your study. If you do not know this style, the library has an APA Style Manual. You Must describe your study, your design, your instruments and the procedure. In addition, you should describe the statistical procedures you would use to test

your hypotheses. Finally, you should discuss what you expect to find.

The format of the paper should be as follows:

Introduction- Description of your topic 10 points

Presentation and Evaluation of studies relevant to your topic. This is a critical review of the literature not just a summary of previous findings.. 20 points

Summary and conclusion following from your literature review. 10 points.

Hypotheses for your research study. 5 points

Research study or treatment program. 20 points.

Discussion of predicted findings. 5 points.

Papers are due on Nov 18. I will accept them early. For every day you are late you will lose 5 points. Holidays and weekends count as one class day. Please plan ahead. Do not ask for extensions.

578 students please see me. Your paper should be written with considerably more attention to design and statistical tests of predicted findings.

Table of Contents
Psychology 478/578
Social Development

Fall 1994

Beverly Fagot

- Baumrind, D. (1993). The average expectable environment is not good enough: A response to Scarr. *Child Development*, 64, 1299-1317.
- Bretherton, I. (1) (1985). Attachment theory: Retrospect and prospect. In I. Bretherton & E. Waters (Eds.), *Growing points of attachment theory and research* (pp. 3-35). Monographs of the Society for Research in Child Development, 50 (1-2, Series 209).
- Crittenden, P. C. (1992) Quality of Attachment in the preschool years. *Development and Psychopathology*, 4, 209-241.
- Eisenberg, N., Fabes, R.A., Nyman, M., Bernzweig, & Pinuelas, A. (1994). The relations of emotionality and regulation to children's anger-related reactions. *Child Development*, 65, 109-128.
- Fagot, B. I., & Leinbach, M. D. (1993). Gender role development in young children: From discrimination to labeling. *Developmental Review*, 13, 205-224.
- Garcia Coll, C. T. (1990). Developmental outcome of minority infants: A process-oriented look into our beginnings. *Child Development*, 61, 270-289.
- Gaskins, S. (1994) Integrating interpretive and quantitative methods in socialization research. *Merrill-Palmer Quarterly*, 40, 313-333.
- Goldsmith, H.H. & Campos, J.J. (1990) The structure of temperamental fear and pleasure in Infants: A Psychometric Perspective. *Child Development*, 61, 1944-1964.
- Greenberg, Polly (1990) The Devil has Slippery Shoes: A Biased Biography of the Child Development Group in Mississippi. The Youth Policy Institute: Washington D.C. (pp 85-117 a report from 1960; pp 768 -808, a report from 1990).
- Grusec, J.E. & Goodnow, J.J. (1994). Impact of parental discipline methods on the child's internalization of values: A reconceptualization of current points of view. *Developmental Psychology*, 30, 4-19.
- Howes, C., Matheson, C.C., and Hamilton, C.E. (1994) *Child Development*, 65, 264-273.
- Jackson, J.F. (1993). Human behavioral genetics, Scarr's theory, and her views on interventions: A critical review and commentary on their implications for African-American children. *Child Development*, 64, 1318-1332.
- Kochanska, Grazyna (1993). Toward a synthesis of parental socialization and child temperament in early development of conscience. *Child Development*, 64, 325-347.

- Maccoby, E.M. (1992) The role of Parents in the socialization of Children: An Historical Overview. *Developmental Psychology*, 28, 1006-1017.
- Matthews, K. A., & Rodin, J. (1989). Women's changing work roles: Impact on health, family, and public policy. *American Psychologist*, 44(11), 1389-1393).
- Reid, J.B. (1993). Prevention of conduct disorder before and after school entry: Relating interventions to developmental findings. *Development and Psychopathology*, 5, 243-262.
- Reid, J. B., & Patterson, G. R. (1989). The development of antisocial behavior patterns in childhood and adolescence. *European Journal of Personality*, 3, 107-119.
- Scarr, S. (1992) Developmental theories for the 1990's : Development and Individual differences. *Child Development*, 63, 1-19.
- Scarr, S., Phillips, D., & McCartney. (1990). Facts, fantasies and the future of child care in the United States. *Psychological Science*, 1(1), 26-35.
- Schwartz, D., Dodge, K.A., & Coie, J.D. (1993). *Child Development*, 64, 1755-1772.
- Zahn-Waxler, C. (1993). Warriors and worriers: Gender and psychopathology. *Development and Psychopathology*, 5, 79-89.
- Zigler, E. F., & Freedman, J. (1987) Head start: A pioneer of family support. In Kagan, S. L., Powell, D., Weissbourd, B., & Zigler, E. F. (Eds.). *America's family support programs: Perspectives and prospects* . (pp. 57-75) New Haven, CN: Yale University Press.