

Psychology 478/578
Social Development
Spring 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 The existing books are either out of date or not appropriate for an upper division course.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 available from the EMU Print Shop (in the Breezeway).

Dates	Topic	Readings
March 28	Introduction	
Mar 30-Apr 6	Developmental Theories and Methods	Scarr (1992), Baumrind (1993) Jackson (1993)
Apr 8 -13	Attachment and Bonding and the Prediction of Social Behaviors	Crittenden (1992) Bretherton (1985)
Apr 15-18	Origins of Social Development and Temperament	Goldsmith & Campos (1990)
Apr 20-22	Self Regulation	Grusec and Goodnow (1994) Kochanska (1994)
Apr 25	Midterm Exam	
Apr 27-29	Sex Role Development	Fagot and Leinbach (1993) Zahn-Waxler (1993)
May 2-6	Development within the Family	Maccoby (1992) Matthews and Rodin (1989)
May 9	Who takes care of the children	Scarr et. al.(1990)

May 11 -13	Schools and other extra-familial influences	Ziegler (1987)
May 16	Paper Due	
May 16	Cultural Differences	Garcia-Coll (1990)
May 18-20	Prevention Projects: Attacking Social Problems	Greenberg (1990) Reid (1993)
May 25-27	Aggression and Prosocial Behaviors	Eisenberg et al (1994) Reid and Patterson (1989)
MAY 30	Memorial Day	No Class
June 1-3	Influence of Peers	Schwartz, Dodge and Coie (1993) Howes, Matheson and Hamilton (1994)

Final Exam June 7 10:15 A.M.

Midterm Exam 25% of Grade, 4/25/94 In class.
This will be an essay exam in class. Material from the readings and lectures through 4/22 will be included.
Study questions will be provided.

Final Exam 40% of Grade, June 7
Format will be same as midterm except the whole course will be covered. This is a Tuesday Final. Please do not ask to change the date.

Required Paper 35% of grade, Due May 16. Late papers will be penalized. Details in handout.

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

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- 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.
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- 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.

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**Required Paper
Due May 16
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 May 16. 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.

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SOCIAL DEVELOPMENT

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The Developmental Synthesis
Robert Cairns

Cairns has attempted to take ideas from current theoretical approaches and to develop themes which have emerged from current empirical studies as well as the theoretical literature. Throughout the course we will be referring to his attempt and will be trying to determine if the empirical literature supports such an approach.

1. There is bidirectionality of structure and function.
Social behavior is not just a byproduct of maturation. Social acts also direct and organize social patterns
2. Behaviors and processes are interactive.
Social actions can not be considered apart from context.
3. Social Behaviors are organized.
They occur in patterns or clumps, as functions of social systems and the synchronized acts of individuals. They are a function of interactions and should not be considered separate from them.
4. Social relationships are malleable and reversible to varying degrees.
The range of plasticity depends on the nature of the responses, the type and timing of the manipulation, and the social organization of the society and the species.