

Social Development
Psychology 478/578
Winter 1997, University of Oregon

Instructor: Joann Wu Shortt, Ph.D.

Campus Office: Straub 226

Campus Phone: 346-4940 (has voice mail)

Campus Mail: Straub mailroom

Psychology Office Fax: 346-4911

Office Hours: Tuesdays and Thursdays from 10:50 a.m.-12:00 p.m., and by appointment.

Please feel free to ask questions at any time during class. If you would like to talk more about the course, don't hesitate to catch me after class or make an appointment.

Off-campus Office: Oregon Social Learning Center, 207 East 5th Avenue, Suite 202

Off-campus Office Phone: 485-2711

Off-campus Office Fax: 485-7087

Internet: joanns@oslc.org (This is the best way to get hold of me.)

Class Meeting Time and Location: Tuesday and Thursday in Straub 146 from 9:30-10:50 a.m.

Course Description: Theoretical issues and empirical studies of social-emotional development. Topics may include attachment, temperament, moral development, family interaction, self-image, aggression, and sex-role development. This is an *idea* class as opposed to a simple fact class. The lectures will often focus on recent developments in the field, whereas the text presents a broad and even picture of the major topics in social and personality development.

Prerequisites: Psychology 302 (Statistical Methods in Psychology), Psychology 303 (Research Methods in Psychology), or equivalent.

Text: Shaffer, D.R. (1994). *Social and personality development* (3rd Edition). Pacific Grove, CA: Brooks/Cole.

Important dates

Exams

Exam1	Tuesday, February 4 in class
Exam2	Wednesday, March 19 at 10:15

Term paper

Topic/Thesis Statement	Thursday, January 23 at the beginning of class
Outline/List of Primary Sources	Thursday, February 20 at the beginning of class
Term Paper	Thursday, March 13 at the beginning of class

Tentative schedule of topics and readings

Date	Topic	Readings
1/7	Introduction	
1/9	Methods	Shaffer 1
1/14	Developmental themes and theories	Shaffer 2-3; Shaffer 4, p.135; reread Shaffer 1, pp. 10-17
1/16	Selecting a topic for your term paper Early emotional development	Shaffer 5
1/21-23	Social development: Attachment	Shaffer 6; reread Shaffer 2, pp. 51-53
1/23	Paper topic/thesis statement due	
1/28-30	Temperament	Shaffer 7; reread Shaffer 2, pp.59-61; reread Shaffer 3, pp.90-93; reread Shaffer 5: p.153
2/4	EXAM 1 covering Lectures 1/7-1/30 and Shaffer chapters 1-7	
2/6	Writing research papers Ethnic identity; cultural differences	Reread Shaffer 1, pp. 30-33
2/11	Gender development	Shaffer 9
2/13	Moral development	Shaffer 12
2/18-20	Aggression and prosocial behaviors	Shaffer 10-11; reread Shaffer 3, pp. 77-78 reread Shaffer 3, pp. 93-94
2/20	Paper outline/list of primary sources due	
2/25	The family: Transition to parenthood	Reread Shaffer 3, pp. 98-100; reread Shaffer 5, pp.155-156
2/27	Parenting	Shaffer 13
3/4	Sibling relations	Reread Shaffer 13, pp. 464-467; reread Shaffer 2, pp. 62-68
3/6	Peers and friends	Shaffer 15
3/11	Family challenges/social issues	Shaffer 14
3/13	Prevention projects: Families, schools, and peers	
3/13	Term Paper Due	
3/19	EXAM 2 at 10:15 a.m. covering Lectures 2/6 to 3/13 and Shaffer chapters 9-15	

Course requirements

In-class exams. There will be two exams, each of which is worth 30% of your course grade. Exams will consist of short-essay and short-answer questions that require you to integrate information. You will receive review questions for both exams in advance. The best way to prepare for exams is to read the assignments for each class as we go along and attend lectures. Afterwards, talk with others in the class about the topics we have covered. This process of actively talking with others about the theories and ideas of the course helps to organize them in our mind.

If you have a particular question or rebuttal about an exam item, you may submit a one-paragraph, typed rebuttal the class session after grades are distributed. The written rebuttal must be based on material presented in the text or in lecture. If your paragraph backs up the answer that you wrote, you may receive credit for your answer. Do not submit more than two rebuttals per exam.

In-class writing assignments. There will be several very short writing assignments (e.g., a two-minute response to a thought question) to facilitate learning. These exercises will be worth 10% of your course grade and will be graded credit/non-credit (participation/non participation or absent from class). Details for these assignments will be given in class.

Term paper. Undergraduate students are required to write a 8-10-page term paper; graduate students are required to write a term paper that is a minimum of 15 pages. The assignment for the paper is a research review and proposal on some aspect of social and personality development (e.g., gender differences in aggression; paternal influences on children's peer relations). The term paper is worth 30% of your course grade. Additional details for this assignment will be provided in class. The different dates for turning in your 1) paper topic/thesis statement and 2) paper outline/list of primary sources for approval are listed in the class schedule.

Make-up exams and late term papers will be granted only under unique, unavoidable circumstances (e.g., documentation of serious illness or family emergency).

There will not be any possibility of doing "extra" reports, papers, etc., to raise your grade. If you have any problems in understanding the lectures, the readings, or the paper, I am available to help you. Remember also that the University has a Writing Center that can offer invaluable advice.