

Psych 478/578: Social Development
Spring 1998

Department of Psychology
University of Oregon

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Course Description: The goal of this course is to study the ecology and development of human social behavior from early childhood through adolescence. An ecological perspective provides a conceptual framework for considering the joint role of the individual and socio-cultural context in shaping children's relationships and social futures. Biological, cognitive, relationship processes and contextual influences will be considered in understanding child and adolescent social behavior. The course will also discuss the implications of our current knowledge base to the design of interventions that promote adaptation in children and adolescents.

Course Objectives: After completing this course, students will be able to:

- 1) Identify the strengths and weaknesses of research methodologies used to study child and adolescent social development;
- 2) Comprehend and critique published reports in peer reviewed journal articles focusing on some aspect of child and adolescent social development;
- 3) Define basic terms used to describe and/or study children's social development;
- 4) Be familiar with major findings relevant to various indices of children's adaptation and maladaptation in early childhood, middle childhood, and adolescence.
- 5) Design a research study that would potentially contribute to knowledge of children's social development;

Text: Shaffer, D.R. (1994). Social and Personality Development (3rd edition). Pacific Grove, CA: Brooks/Cole.

Course Format: The course is a combination of lectures and small group work. Students will work in groups during class time on mastery of the content of the course and on brief projects. Students work individually on an

individual term paper for the course, but parts of the paper will emerge from group activities. Graduate students will present their term projects at the end of the term. Undergraduates will be given extra credit for oral presentation of projects.

Course Requirements: Points comprise the evaluation criteria for this course. 100 total points are available, grades are as follows:

92=A
90=A-
88=B+
81=B
80=B-
78=C+
70=C
69=C-
60=D

1. Group Participation: Participation and completion of group activities (10 points);

2. Two Exams (30 points each): Two essay midterms will be given half-way through the course and during the time for the final exam. The second exam covers only the material in the second half of the course.

3. Term Paper (30 points): For undergraduate students, the 10 page paper will focus on the development and ecology of some aspect of children's social adaptation, or maladaptation. Graduate students will do the same, but add a research proposal for a 15 page paper. The points are accumulative, consisting of 2 point for a topic statement, and 3 points for four abstracts. The topic statement and abstracts must be submitted by the date indicated on the following calender (see handout on term papers).

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

Tentative Calendar of Topics

<u>Target Dates</u>	<u>Topic & Activities</u>	<u>Readings</u>
3/31 & 4/2	logistics, methods , theory	Ch. 1 -4
4/7 & 4/9	ecological perspective, inheritance	#1, #2
4/14 & 4/16	temperment , attachment (topic statement 4/16)	Ch. 5-6, pp. 447-449
4/21 & 4/23	internal control, prosocial behavior	#3, Ch. 7, 11
4/28 & 4/30	EXAM 1 , sex role development	#4, Ch. 8
5/5 & 5/7	antisocial behavior, family influences	Ch. 10, 13
5/12 & 5/14	social cognition, peer relations, achievement	Ch 15, 8
5/19 & 5/21	adolescence, moral development (4 abstracts 5/21)	#5, Ch.12
5/26 & 5/28	peers, contexts, problem behavior	#6, #7, #8
6/2 & 6/4	preventing problem behavior, presentations (paper due 6/4)	#9, Ch. 14
6/9 (10:15am)	EXAM 2	

Supplemental Reading List

- 1-Bronfenbrenner, U. (1989). Ecological systems theory. In R. Vasta (Ed.), Annals of child development, Vol. 6. Six theories of child development: Revised formulations and current issues (pp. 187-249). London: JAI Press.
- 2-Capaldi, D. M., Chamberlain, P., Fetrow, R.A. & Wilson, J. (1997) Conducting ecologically valid prevention research: Recruiting and retaining a "whole village" in multimethod, multiagent studies. American Journal of Community Psychology, 25, 471-492
- 3-Kochanska, G., Murray, K., Jacques, T.Y., Koeing, A.L., and Vandegest, K.A. (1996) Inhibitory control in young children and its role in emerging internalization. Child Development, 67, 490-507
- 4- Leve, L.D. & Fagot, B. (1997). Gender-role socialization and discipline processes in one- and two-parent families. Sex Roles, 1, 1- 21
- 5- Susman, E.J. (1997) Modeling developmental complexity in adolescence: hormones and behavior in context. Journal of Adolescence, 7, 283-306
- 6- Dishion, T., J., Eddy, J.M., Haas, E., Li, F. & Spracklen, K. (1997). Friendships and violent behavior during adolescence. Social Development, 207-223
- 7- Masten, A.S. & Coatsworth, J.D. (1998) The development of competence in favorable and unfavorable environments: lessons from research on successful children. American Psychologist, 53, 205-220
- 8- McLoyd, V. (1998) Socioeconomic disadvantage and child development. American Psychologist, 53, 185-204
- 9- Reid, J. B. (1993). Prevention of conduct disorder before and after school entry: Relating interventions to developmental findings. Development and Psychopathology, 5, 243-262..