

**PSY 478/578: Social Development
Winter 2004
Monday/Wednesday 8:30-9:50
Gerlinger 242**

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COURSE CONTENT/OBJECTIVES/PREREQUISITES:

This course will cover theoretical and substantive areas of social and personality development during infancy and childhood. Special emphasis will be placed on the development of attachment relationships with parents, emergence of self-understanding, emotion regulation, and contextual factors (such as variations in child rearing styles and family organization), which influence social and personality development.

The course is research based, meaning that the information taught is mostly derived from empirical research in social development. Thus, you will not only study theories of social development, but also study research, observations and methodology that have been carried out to investigate existing theories and generate new ones. In addition to the required text book, the readings that are assigned are “primary sources.” In other words, they are reprints of original journal articles. For this reason, Psychology 302 and 303 (Statistical Methods and Research Methods), or their equivalents, are required as prerequisites for this course.

By the end of the course, you should have a good understanding of the major topics of study in social development, and how social development research is conducted. You should be able to identify the strengths and weaknesses of research methodologies used to study child social development; comprehend and critique published reports in peer reviewed journal articles focusing on some aspect of child social development; define basic terms used to describe and/or study children’s social development; be familiar with major findings, controversies, and issues relevant to various indices of children’s adaptation and maladaptation in early and middle childhood; identify gaps in a specific area of social development and provide suggestions for the future that would potentially contribute to knowledge of children’s social development.

Course Requirements (detailed below)

Please Note: This course requires a lot of reading, work, and time management. If you are looking for an easy course with a light load, then this is not the course for you.

The course requirements include doing the readings, attending class, writing 3 reaction papers, participating in small-group class discussion and exercises, completing an observation exercise outside of class time, writing a term paper, presentation of a group project, and taking 2 essay exams.

Contact Hours and Class Attendance

We will meet each Monday and Wednesday, 8:30-9:50, in Gerlinger 242 and your attendance is expected. *This is not a course to take if you anticipate missing more than one class meeting, as class discussion, and exercises are crucial to your success in the course.* Your participation is part of the course requirements. It is also recommended that you check the course web site on Blackboard at least twice a week, as important course information may be posted by the instructor or teaching assistant.

Course Readings:

Readings are assigned for each class meeting and are to be completed **BEFORE** the class meeting for which they are assigned. There is one required text book and a number of required and recommended readings available on electronic reserve through Knight Library. This course has a serious amount of reading and you will not be able to do well on the exams or reaction papers if you do not do the reading. On average, close to 100 pages of reading must be completed each week. *Please do not take this course if you cannot manage this amount of reading.*

The required text for this course is *Social & Personality Development, Fourth Edition* by David R. Shaffer: Wadsworth. It is available for purchase at the bookstore. Required and recommended readings are available on electronic reserves. The following link will bring you to the readings: <http://janus.uoregon.edu/search/p>. The username is winter04 and the password is snow. If you forget the username and password, you may contact the Knight Library Reserves and Video Desk (541.346-3067). This is also a useful number if you have difficulty accessing the electronic reserves.

Term Week	Reading Due	Approximate # Pages Required
Week 1	January 7	44
Week 2	January 12, 14	92
Week 3	January 21	45
Week 4	January 26, 28	70
Week 5	February 2, 4	70
Week 6	February 11	55
Week 7	February 16, 18	50
Week 8	February 23, 25	104
Week 9	March 1, 3	80
Week 10	No reading due	0

Electronic Reserves Contents:

#1 (**required reading**). Ablow, J.C., Measelle, J.R., Kraemer, H.C., Harrington, R., Luby, J., Smider, N., Dierker, L., Clark, V., Dubicka, B., Heffelfinger, A., Essex, M.J., & Kupfer, D.J. (1999). The MacArthur Three-City Outcome Study: Evaluating Multi-Informant Measures of Young Children's Symptomatology. *Journal of the American Academy of Child and Adolescent Psychiatry*, 38, 1580-1590.

#2 (**required reading**). Maccoby, E.E. (2000). Parenting and its effects on children: On reading and misreading behavior genetics. *Annual Review of Psychology*, 51, 1-27.

#3 (**required reading**). Rothbart, M. K., Ahadi, S. A., & Evans, D. E. (2000). Temperament and personality: Origins and outcomes. *Journal of Personality and Social Psychology*, 78, 122-135.

#4 (**required reading**). Tronick, E.Z. (1989). Emotions and emotional communication in infants. *American Psychologist*, 44, 112-119.

#5 (**required reading**). Walden, T., Smith, M.C. (1997). Emotion regulation. *Motivation & Emotion*, 21 (1), 7-25.

#6 (recommended reading). Grolnick, W.S., Bridges, L.J., & Connell, J.P. (1996). Emotion regulation in two-year-olds: Strategies and emotional expression in four contexts. *Child Development*, 67, 928-941.

#7 (recommended reading). Cassidy, J. (1999). The nature of the child's ties. In J. Cassidy & P. R. Shaver (Eds.). *Handbook of attachment: Theory, research, and clinical applications*, (pp. 3-20). New York: The Guilford Press.

#8 (**required reading**). Weinfield, N.S., Sroufe, L.A., Egeland, B., Carlson, E.A. (1999). The nature of individual differences in infant-caregiver attachment. In J. Cassidy & P. R. Shaver (Eds.). *Handbook of attachment: Theory, research, and clinical applications*, (pp. 3-20). New York: The Guilford Press.

#9 (recommended reading). Kochanska, G. (1998). Mother-child relationship, child fearfulness, and emerging attachment: A short-term longitudinal study. *Developmental Psychology*, 34, 480-490.

#10 (**required reading**) Belsky, J. (2001). Emanuel Miller lecture: Developmental risks (still) associated with early child care. *Journal of Child Psychology & Psychiatry & Allied Disciplines*, 42, 845-859.

Choose one of the following two articles (required):

#10A Harrison, L.J. & Ungerer, J. (2002). Maternal employment and infant-mother attachment security at 12 months postpartum. *Child Development*, 38, 758-773.

#10B NICHD Early Child Care Research Network. (1997). The effects of infant childcare on infant-mother attachment security: Results of the NICHD Study of Early Child Care. *Child Development*, 68 (5), 860-879.

(Recommended readings)

#10C NICHD Early Child Care Research Network (2001). Child-care and family predictors of preschool attachment and stability from infancy. *Child Development*, 37, 847-862.

#10D Kamerman, S.B. (2000). Parental leave policies: An essential ingredient in early childhood education and care policies. *Social Policy Report, Volume XIV, Number 2*.

#11 (recommended reading). Measelle, J.R., Ablow, J.C., Cowan, P.A., Cowan, C.P. (1998). Assessing young children's views of their academic, social, and emotional lives: An evaluation of the Self-Perception Scales of the Berkeley Puppet Interview. *Child Development*, 69, 1556-1576

#12 (recommended reading). Taylor, M. (1996). A theory of mind perspective on social cognitive development. In R. Gelman & T. AU (Eds.) *Handbook of perception and cognition, Vol. 13*. Academic Press: San Diego, CA. (pp. 283-329).

#13 (recommended reading). Psychological Inquiry Vol. 8, No. 3, 1997 Number of Articles: 17 – Great special section on discipline and aggressive/externalizing behavior.

#14 (recommended reading). Maccoby, E.E. (1992). The role of parents in the socialization of children: An historical overview. *Developmental Psychology*, 28, 1006-1017.

#15 (recommended reading). Steinberg, L., Lamborn, S.D., Darling, N., Mounts, N.S., Dornbusch, S.M. (1994). Over-time changes in adjustment and competence among adolescents and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 65, 754-770.

#16 (**required reading**) Dunn, J. (2000). State of the art: Siblings. *The Psychologist*, 13, 244-248.

#17 (**required reading**) Brody, G.H. (1998). Sibling relationship quality: Its Causes and Consequences. *Annual Reviews of Psychology*, 49, 1-24.

#18 (**required reading**) Fincham, F. (1998). Marital Conflict and Child Development. *Child Development*, Vol. 69, April. pg. 543-574.

#19 (**required reading**) Crick, N.R., Casas, J.F., Nelson, D.A. (2002). Toward a more comprehensive understanding of peer maltreatment: Studies of relational victimization. *Current Directions in Psychological Science*, 11, 98-101.

#20 (recommended reading). Dishion, T.J., McCord, J., Poulin, F. (1999). When interventions harm peer groups and problem behavior. *American Psychologist*, 54, 755-764.

#21 (recommended reading). Shaw, D. & Winslow, E. B. (1997). Precursors and correlates of antisocial behavior from infancy to preschool. In D. M. Stoff, J. Breiling, & J. D. Maser (Eds.), Handbook of antisocial behavior (pp. 148-158), New York: Wiley.

#22 (recommended reading). Dodge, K.A., Bates, J.E., & Pettit, G.S. (1990). Mechanisms in the cycle of violence. *Science*, 250, 1678-1683.

23 (**required reading**). Cook, C. (1998). Technology, media, and social development. In A. Campbell, & S. Muncer (Eds.), The Social Child (pp. 189-211). East Sussex, UK: Psychology Press.

#24 (**required reading**). Collins, A.W., Maccoby, E.E., Steinberg, L., Hetherington, E.M., et al. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, 55, 218-232.

#25 (**required reading**). Harris, J.R. (1998). Appendix 2: Testing theories of child development. In J.R. Harris, The Nurture Assumption: Why children turn out the way they do; Parents matter less than you think and peers matter more (pp. 379-391). New York: The Free Press

COURSE SCHEDULE: Lecture topics, reading assignments, ****Assignment due dates**. Readings are to be completed BY the day they are listed. The schedule listed here will be adhered to as closely as possible, but is subject to change. Should changes occur, you will be notified.

JANUARY

- M 5: Course overview and introduction to Social Development
W 7: Methods for Studying Social Development (Ch. 1, required reading #1)
F 9: ****E-mail assignment** due by 4:00pm
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- M 12: Theories of Social Development (Ch. 2, 3)
W 14: Theories of Social Development (required reading #2)
**** Reaction paper 1 due**
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- M 19: MARTIN LUTHER KING DAY – NO CLASS
W 21: Temperament and Social Development – *Guest lecturer – Laura Jones, Ph.D.* (Ch. 4, required reading #3)
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- M 26: The Infant's Social Tools: Emotions, Emotion Regulation and early social interactions (required reading #4, #5, recommended reading #6)
****Term paper topics due**
W 28: Attachment Theory and Assessment (Ch. 5, required reading #8, recommended readings #7, #9)

FEBRUARY

- M 2: Attachment Theory and Assessment continued (required readings #10, and either #10a or #10b, recommended readings #10c, #10d).
• Meet small groups to discuss observations
****Reaction Paper 2 due (daycare controversy)**
W 4: Development of the Self and Social Cognition (Ch. 6, recommended reading #11, Ch. 8)
**** Term paper proposal due**
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- M 9: **Exam I**

Family Context and Social Development (sibling, parent-child, marital)

- W 11: Siblings - *Guest lecturer – Joann Wu Shortt, Ph.D.* (required readings #16, 17)
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- 16: Parenting and the Parent-Child Relationship – *Guest lecturer – Cindy Liu, M.S.* (Ch. 11 pgs. 356-380, Ch. 10 pgs. 306-327, 344-354, recommended readings #13, #14, #15)
W 18: Parenting continued (Ch. 11 pgs. 387-398) Small group meetings
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- M 23: Marital Relationship (Ch. 11 pgs. 380-387, required reading #18)
**** Observation write-up due**

Extrafamilial Influences

- W 25: Social Development in the Technical Age – *Guest lecturer – Jeffrey Measelle, Ph.D.* (Ch. 12, required reading #23)
- Small group meetings before lecture

MARCH

- M 1: Peer Relationships (Ch. 13, 9, required reading #19, recommended readings #20, #21, #22)
- Small group meetings before lecture
*Option: Papers due (opportunity for re-writing)
W 3: **Student Presentations: Julie Marchini, Masters candidate, (required readings # 24, 25), Group Presentations**
****Reaction Paper 3 Due**

Presentations

M 8: Group Presentations

W 10: Group Presentations

**** Final Papers Due**

FINAL

M 15: Exam II, 10:15 AM

COURSE REQUIREMENTS:

- 1) Class participation and attendance: You are expected to attend class. Some topics not found in the reading will be covered in lecture. In addition, there will be some in-class activities in which you will be expected to participate. Furthermore, your contributions to the class are a potentially valuable resource to the other class members. I don't plan on taking attendance regularly, but I may do so periodically (e.g., during small group meetings and discussions) and absences will count against your participation grade. I strongly recommend planning to attend EVERY class. If you know that you must miss a class, or leave a class early, I would appreciate you telling me in advance.

I hope to create a class environment in which you will feel comfortable speaking up in class, but I realize that some of you may be intimidated by speaking in a classroom with potentially 60+ students. If you like, please feel free to send your comments over E-mail, or write them down during class and give them to me, or talk with me after class, during office hours, or by appointment.

Your attendance at the scheduled exam period (10.15 am, Monday, March 15) is mandatory. If you do not attend, you cannot pass the course.

- 2) Course assignments: The assignments for this course are designed to make you an active consumer of the material. They are designed to make you think extensively about the topics of the course, generate new ideas, make new observations in the domain of social development, and to provide you with a forum to express these new thoughts, ideas, and observations in writing and in speech. The schedule of the assignments is designed to keep you up to date and interacting with the material on an on-going basis, and to help ensure steady progress on your major term paper.

Many of the course assignments require writing. If you feel that your writing abilities may be a hindrance and prevent you from expressing your thoughts in a clear and concise manner, I encourage you to seek the services of the **Writing Lab** at the **Academic Learning Services (ALS)** (68 PLC, phone 6-3226). The Writing Lab (room 72, PLC) is available to all University students on a walk-in basis, and is open Monday-Friday, 9am-4pm. In general, all papers benefit significantly from feedback from others, thus it is encouraged that students have their papers read for typos, awkward phrasing, and clarity prior to turning them in. In addition, tips on writing and editing papers will either be posted on a course web-page or circulated by e-mail.

Assignment due dates and tardiness policy: The due date and time for each assignment is specified in the course schedule and in the specific description below of each assignment. Due dates are taken seriously and tardiness is penalized. If an assignment is turned in after the designated date AND time it is considered 1-day late with a 10% penalty. Each subsequent day rolls over at 4pm, with an additional 10% penalty. If you cannot be in town the day an assignment is due, you must TALK with me IN PERSON *before* the due date and make alternative arrangements (a message on my voice mail or via e-mail will not be sufficient). In case of unforeseen events that prevent you from either turning in your assignment on time, or arranging

to have somebody else turn in your assignment for you, exceptions may be accommodated but only with legitimate documentation of the excuse. No other exceptions will be made.

A description of each assignment follows:

- a) E-mail assignment: If you don't already have an e-mail account, please get one, as there may be additional class information that I will distribute via e-mail. However, in general, I will not use e-mail to discuss things that have not been previously introduced or announced in class. In most cases, I will use e-mail to remind you of an assignment that is already on the syllabus or was announced in class, or I may use e-mail to answer a question that someone asked after class that I think would benefit everyone. I may also use e-mail to circulate websites or announcements of events or campus lectures that I think pertain to course material and may be of interest to class members.

Email cannot be used to request extensions or alternate arrangements for turning in or completing assignments. This can only be done in person.

If you need help getting an e-mail account, go to the University Computing Center. Once you have your account, or if you already have one, send me an e-mail message (jcablow@darkwing.uoregon.edu) so I will know that you are on-line and add you to the class e-mail list. For the content of the message, please tell me why you are taking this course, and what you hope to get out of it. Remember this is a course assignment, and it is due no later than **Friday, January 9th by 4:00pm**. If you are having trouble with the assignment, please let me know BEFORE the assignment due date.

Using Blackboard

The web site for this course was constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), lecture notes, links to relevant web sites, and more. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu>. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) (ITC) and/or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.

- b) Reaction papers: There are many issues within the domain of Social Development that are not resolved. In fact, frequently contemporary researchers take conflicting positions on issues of importance to the domain of Social Development and society at large. On three occasions throughout the course, we will have focused discussions on three controversies of this type. To prepare for these discussions, you will be asked to read several original journal or conference articles that frame the current controversy or argue a specific position. In addition, you will be required to write a reaction paper. Reaction papers are short (2-3 pp. double-spaced), and are designed for you to communicate your reaction to the current controversy. In these short papers, you are the researcher, the theoretician, the critic, the debater, the policy maker – in other words, I want your reaction to the issue, not just a summary of the material or readings. Your reaction may include questions, thoughts, or “real-world” anecdotes that the reading(s) stimulated for you. In general, however, all reactions should be well argued and backed with examples –

i.e., don't just make a claim or speculation without backing it up with examples and linking it to the reading(s).

Reaction papers are to be typed in a readable font, no greater than 12 point, double-spaced, left justified, and with margins of one inch at the top, bottom, left side and right side (these are consistent with the APA style). Use the APA *Publication Manual* (4th edition) style for reference citations. A reference copy of the manual is available in the Knight Library. If you foresee problems meeting these qualifications, please discuss them with me before the paper due date.

Reaction papers are due at the beginning of class. See the course Schedule for specific topics and dates. The tardiness policy described above under "Assignment due dates and tardiness policy" will apply if your paper is not delivered by the specified time.

- c) Reading Assignments: Reading assignments should be completed before lecture on the day they are listed on the syllabus. Some information in the reading will not be covered in class. Thus, you must do the reading to cover the full subject matter.
- d) Guest Lecturer Questions: To prepare for days that we will have a guest speaker, you will be asked to generate and turn in 3 questions related to the speaker presentation. The questions may be specific to the readings that you read in preparation for the class, but they may also be any other question related to the specified topic. You will be required to turn in a copy of your questions at the beginning of the class. Make sure you also hold on to a copy of your questions, in case you want to ask the speaker your question in class. You are not required to ask your questions (but it would be great if you did), nor are you required to ask one of your three pre-lecture questions, as you may think of another question during the lecture. Again, questions will be required at the beginning of the class period. The tardiness policy will apply to questions turned in at the end of class or later.
- e) Term Paper: The term paper is designed to have you engage in a topic within the domain of Social Development at a number of different levels, e.g., theoretical, observation, methodological, and empirical. Choose a topic within Social Development that really interests you and that you want to learn more about – i.e., how it is researched, what we know about this issue so far, who are the front-running researchers in this area, where is the field taking this issue, what don't we yet know about this issue, etc. It does not have to be something that has been covered extensively in class; but it does have to be a topic in social development. If you are unsure, ask me. Be sure to narrow your topic. For example, "Attachment" is too broad. "Infant Attachment" is still too broad. "The relation between early child care and infant attachment" is more reasonable.

The term paper is then broken down in to a number of parts that are designed to have you read and learn more in depth about the theory and methods of studying a particular topic in social development. The paper format is one that is commonly found in upper division and graduate course, and should be familiar to those of you who wrote an introduction and method section for a research project as part of your research methods course. In this paper, you will be expected to conduct a thorough literature review of the latest research on your topic, and integrate this information in to statement clearly defining where the field is currently on this topic. In contrast to past Research Method sections that you may have written, the Research Method for learning more about your topic of choice is a description of your observation. It will include a description of where and when you conducted your observation, and the variables that you used to guide your observation.

The Result section will be an integration of your “findings” from your observation. Finally, the goal of the Discussion will be to integrate your observation results you’re your literature review. In addition the discussion will point the limitations of your study, and identify the important next question or questions that based on your research, you feel need to be addressed, i.e., where you think the field is going in this specific area.. The Discussion should not just be a speculation, but should be grounded in and backed by your research (both literature and Method exercises). Thus in summary, your final term paper will comprise, a) Introduction: literature review to frame the issue, b) Method: observation and interview with an expert, c) Results: integration of “findings” from these exercises*, and d) Discussion: based on your research a discussion of where you think the field is going, i.e., the next important questions.

*As you will be turning in your observation write-up prior to the completion of your final term paper, the Results section will actually be referenced in your term paper, but the write-up will appear as an appendix to the paper. E.g.

Results

See appendix A.

Given this, the observation write-up will not count toward the final number of pages of your term paper.

Some specifics and guidelines for the paper follow:

References: You must cite at least seven references, which means you must READ at least seven references (more would be great!). You may cite your text (Shaffer), or cite articles “as cited in Shaffer,” but these don’t count in your seven original references. Some great journals to look in for your literature review, include, but are not limited to:

Child Development

Developmental Psychology

Journal of Applied Development Psychology

Development and Psychopathology

Merrill-Palmer Quarterly

Journal of Child Psychology and Psychiatry

International Journal of Behavioural Development

Psychological Bulletin

Journal of Child and Adolescent Psychiatry

Journal of Family Psychology

Journal of Marriage and Family

Journal of Abnormal Child Psychology

Psychological Review

American Psychologist

Infant Behavior and Development

Science

Journal of Consulting and Clinical Psychology

Please make appropriate citations, using APA parenthetical citations. If you directly quote, use quotation marks and provide the page number of the quotation in your citation. You also should have an APA style reference section at the end of your paper. Use the *APA Publication Manual* (4th edition) style for reference citations. A reference copy of

the manual is available in the Knight Library. In addition, you are required to photocopy and turn in with your final paper the first page of each original reference that you cite.

Length: I am expecting papers to be approximately 8-10 pages (that is text, not including references or title pages). Longer is fine too, as long as longer doesn't mean rambling. Papers are to be typed in a readable font, no greater than 12 point, double-spaced, left justified, and with margins of one inch at the top, bottom, left side and right side (these are consistent with the APA style). Again, use the *APA Publication Manual* (4th edition) style for reference citations. A reference copy of the manual is available in the Knight Library.

It would be a good idea to ask question about your paper (either see me during office hours or send email), rather than assuming that you are on the right track. To help you make incremental progress on your paper, several assignments are built in to the syllabus to keep you thinking and reading about your topic. These assignments include the following:

- i. On **January 26**, you are asked to turn in the topic sentence for your term paper at the beginning of class. The topic sentence can be the proposed title for your paper or just a very brief description of what you plan to research, e.g., "I plan to research the relation between the experience of daycare in the first year and the quality of parent-infant attachment." I will read and return your topic in the following class with either a comment that the topic should be more focused or that it looks good. Based on your interest you will placed in a group with students who are interested in writing papers with a related theme, e.g., other topics on attachment.
- ii. On **February 2**, time will be designated in class for you to meet with your paper groups to discuss your topics, and your plans for the observation exercise. You will need to do some preparatory work for this meeting. For example, come to class with some ideas as to what and where you plan to do your observations. During this meeting each person in your group will present his or her paper idea, and the group will help provide suggestions and feedback about observation ideas. As groups have been created based on similar themes, feel free to share references that you think others in your group would be interested in reading. The idea behind the theme-related groups is to use your group members as resources.

Individuals in a single group may also conduct their observations together, e.g., go to a playground together. Note, however, that each individual must make their own observations, keep their own observation records, and write up their own summary of their observations. It would be extremely rare that observations would be identical, and this should add to the richness, and discussion of your group. You may, however, make plans to conduct observations at the same place and time.

Note, however, that to obtain more information about a single topic, e.g., peer relations, group members may decide to observe similar phenomena, but with somewhat different samples. For example, a group interested in peer relations may decide that each member of the group will observe peer relations, but with different age groups, e.g., preschool, middle childhood, late childhood, early adolescence, late adolescence, etc.

- iii. On **February 4** your term Paper Proposal is due at the beginning of class. The term Paper Proposal is a 1-2 page, double-spaced outline of your paper. It will comprise an Introduction and Method section. The Introduction will be a one-paragraph description of the topic that you have committed to and a basic description of the issues in which you are interested, followed by the Method section, which will include a brief description of your observation.
- iv. On **February 23**, the write-up of your observation is due at the beginning of class. “In the ethological tradition description comes before explanation: it is regarded as essential the scientist spend a period of time in the field in order to provide a detailed descriptive picture of the animal’s behavior under natural conditions before aspects of that behavior are then analyzed under laboratory conditions” (Schaffer, pg. 5). Unfortunately, contemporary researchers spend limited time in the field observing natural phenomena, and rather jump immediately to testing hypotheses in the laboratory.

To capture the spirit of observation that many of the theorists who have shaped the field emphasized (e.g., Bowlby, Darwin, Ainsworth, Bronfenbrenner, Hinde, to name a few), you are required to spend a few hours observing as close as possible the phenomena that you are researching. For example, you may observe different daycare situations, baby-parent behavior at parks, peers in a school setting, different classroom environments, family behavior at a restaurant, peers at recess. It is highly recommended that you observe your situation more than once, for example, the same situation, at the same time but on different days, or the same situation at different times of the day. You may decide to observe the same individuals at different times (e.g., a parent-child pair at separation and reunion of daycare, or a range of individuals in the same situation (e.g., multiple families eating at the same restaurant). However, it is highly advised that you hone in on what you are observing, for example, which individuals – a family of five, with two parents, variables that interest you – a) the tone of the communication from the parents to the children, i.e., interested, directive, controlling, etc., and b) the children’s response, i.e., engage in conversation, withdraw, become provocative, etc.

As you observe, take running notes about your observation. One suggestion is to fold your paper in half and on one side of the paper keep your running observations. Later you can return and make interpretations or comments about your observations on the other side of the page. For the write-up of your observations, describe what you observed, where you observed, who you observed, when you observed, etc., and your approach to your observation. Then summarize your observations. Feel free to be creative in the presentation of your observation, e.g., include tables, etc. Write-ups need not exceed 2-3 double-spaced pages.

- v. On **March 1**, you have the option of turning in complete draft of your term paper. Your draft will be reviewed and you will receive comments that you can then integrate in to the final draft.
- vi. Final drafts of your term paper are due **March 10** at the beginning of class.

- f) Presentations: Your group has the choice of integrating your topics and results in to either a web-site or an in-class presentation.

In-class presentation option: On the final two days of class, with the members of your paper groups, you will present the results of your papers. Depending on the number of groups, presentations will be approximately 15 minutes in length and comprise the results of your investigations. Prior to the presentation, with your group members, you will be expected to integrate the results of your observations. Your presentation should also include a brief synopsis of the theme of your paper group and each member's approach to the particular topic. Groups will then conclude with an integrative statement about where they think the field currently is with respect to their topic and where it is, or should be going. Be creative with your presentations, if you like, and feel free to use visual aids to supplement your work.

Web-site presentation option: This option should be very similar to the in-class presentation, but organized in a web-site presentation. If there is not enough time in class to view the websites, everybody in class will be responsible for viewing the site presentation and completing a post-review form.

Preparing your presentation: You will note in the syllabus that there are several days with time designated for working on group projects and integrating observation results. However, the time designated in class may not be enough, and you are encouraged to meet outside of class to ensure the quality of your group presentation.

In-Group evaluation: In the final class period, time will be allotted for everyone to complete a group process form. Each individual in the group will evaluate their own and each group member's participation and performance in the group project.

- g) Exams: There will be two exams, a mid-term examination (covering the material from the first half of the course) and a non-cumulative final examination (covering the material from the second half of the course). There will be no make-up or rescheduled exams, except in extraordinary circumstances and with legitimate documentation.

GRADING:

Exam I = 100

Exam II = 100

Paper = 200

Reaction Papers = 25 pts each X 3 = 75

Paper Proposal = 20

Observation = 20

Presentation/Website = 50

Guest Speaker questions = 5 pts each X 4 = 20pts

E-mail assignment = 5 pts

Class participation, attendance, in-class activities, and group evaluations = 25

TOTAL POINTS = 615 points

Students enrolled in 578 (i.e., graduate students taking this course) will have additional requirements. I will discuss these requirements in the last half hour of the first day of class.

Final grades will be curved upwards if I think it is necessary at the end of the quarter.

ACADEMIC HONESTY: All work submitted in this course must be your own and produced exclusively for this course. Cheating on examinations AND plagiarism on writing assignments will not be tolerated in this class. Violations will be taken seriously and are noted on student disciplinary records. Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include, but are not limited to: 1. copying from another student's test paper, computer program, paper, project, product, or performance; 2. collaborating without authority or allowing another student to copy one's work in a test situation; 3. using the course textbook or other material not authorized for use during a test; 4. using unauthorized materials during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6. taking a test for someone else or permitting someone else to take a test for you; 7. plagiarizing or copying material from a source you did not write without giving credit or acknowledgement to the original author. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any requirement of the course. (Text adopted here as recommended from the UO web site regarding academic honest at: <http://darkwing.uoregon.edu/~conduct/>). Because some students are not entirely sure what counts as academic dishonesty, we encourage you to read the discussion of plagiarism and other forms of dishonesty at <http://darkwing.uoregon.edu/~conduct/sai.htm> .

STUDENTS WITH DISABILITIES: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Disability Services: disabsrv@darkwing.uoregon.edu, 346-1155; <http://ds.uoregon.edu/>]

STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE: In the past, some special arrangements have been made for students whose native language is not English (e.g., permission to use a translation dictionary during an exam). Please make arrangements with me immediately if you are a non-native English speaker and think you may have trouble in this course because of language difficulties. I cannot accept requests on the day of an exam; arrangements must be made prior to exams and due dates.