

## **PSY 478/578: Social Development**

**Winter 2005**

**Tuesday/Thursday 10:00-11:20**

**Straub 142**

**Prof: Jeffrey Measelle, 203 Straub Hall**

**Office Hours: Thursday, 11:30-1:00pm, and by appointment**

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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 textbook, readings are also assigned that 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 probably not the course for you.*** The course requirements include doing the readings, attending class, 2 out-of-class assignments, participating in small-group class discussion and exercises, and taking 3 exams.

### ***Contact Hours and Class Attendance***

We will meet each Tuesday and Thursday, 10:00-11:20, in Straub 142 and your attendance is expected.

*This is not a course to take if you anticipate missing more than three class meetings, 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.

### ***Using Blackboard***

The web site for this course is 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), 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](#) (ITC) and/or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.

### ***Course Readings:***

Readings are assigned for each class meeting and are to be completed **BEFORE** the class meeting for which they are assigned. Typically, there is one required textbook chapter and journal readings for each class meeting. Journal readings will be available electronically through Blackboard. This course has a considerable amount of reading and you will not be able to do well on the exams if you do not do the reading. On average, close to 100 pages of reading must be completed each week.

The *required text* for this course is:

***Social & Personality Development, Fifth Edition by David R. Shaffer: Wadsworth.***

It is available for purchase at the bookstore.

***Required readings*** are available electronically through Blackboard. Adobe .pdf files have been saved according to their assignment number (e.g., Reading 5, see schedule below) and in the course's Blackboard site within the following section:

**PSY478/578 > Course Documents > Course Readings > Reading 5 (for example)**

**NOTE:** Some of the .pdf files may print poorly due to the way a publisher saved the document. If you find that an article does not print clearly, I recommend either reading the paper on line or finding the reference in the library and making yourself a copy. I apologies for this inconvenience.

### ***Course Schedule***

Lecture topics, reading assignments, and assignment due dates follow below. 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.

	<i>Dates</i>	<i>Topic</i>	<i>Readings</i>
Week 1	Tue, 1/4	Course overview and introduction to Social Development	
	Thu, 1/6	Methods for Studying Social Development	DS Chp. 1
Week 2	Tue, 1/11	Theories of Social Development I	DS Chp. 2
	Thu, 1/13	Theories of Social Development II	DS Chp. 3; Reading 1
Week 3	Tue, 1/18	Emotional Development and Temperament	DS Chp. 4; Reading 2
	Thu, 1/20	Personality Development ***Assignment 1 Due in class***	Readings 3, 4, 5
Week 4	Tue, 1/25	Self Development and Social Cognition ***Assignment 2 topic due by email***	DS Chp. 6; Reading 6
	Thu, 1/27	<i>In-class midterm exam</i>	***
Week 5	<b>Tue, 2/1</b>	Attachment and early relationships	DS Chp. 5; Reading 7
	Thu, 2/3	Parenting and parent-child relations I	DS Chp. 11; Reading 8
Week 6	Tue, 2/8	Parenting and parent-child relations II	Readings 9, 10, 11
	Thu, 2/10	Marital relations and social development ***Assignment 2 references due by email***	Readings 12, 13
Week 7	Tue, 2/15	Peer relationship processes	DS Chp. 13
	Thu, 2/17	Sex and Gender Differences	DS Chp. 8
Week 8	<b>Tue, 2/22</b>	<i>In-class midterm exam</i>	***
	Thu, 2/24	Socialization of aggression and delinquency	DS Chp. 9; Readings 14, 15
Week 9	Tue, 3/1	Socialization of inhibition, depression, and social withdrawal ***Assignment 2 due in class***	Readings 16, 17, 18
	Thu, 3/3	Contexts for social development: Culture	Readings 19, 20, 21
Week 10	Tue, 3/8	Contexts for social development: Technology	DS Chp. 12
	Thu, 3/10	Course review and summary	DS Chp. 14
~ <b>Final: Wednesday 3/16, 8:00-11:00am</b> ~			

**Readings (Changes possible; will be announced)**

1. 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.
2. Cole, P.M., Martin, S.E., & Dennis, T.A. (2004). Emotion Regulation as a Scientific Construct: Methodological Challenges and Directions for Child Development Research. *Child Development*, 75, 317-333.
3. 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. Measelle, J.R., John, O.P., Ablow, J.C., Cowan, P.A., & Cowan, C. (In press). Can young children provide coherent, stable, and valid self-reports on the Big Five dimension? A longitudinal study from ages 5 to 7. *Journal of Personality and Social Psychology*.
5. Shiner, R.L. (2000). Linking childhood personality with adaptation: Evidence for continuity and change across time into late adolescence. *Journal of Personality & Social Psychology*, 78, 310-325.
6. Measelle, J.R. (In press). Linking multiple early family relationships to children's social adjustment: The role of young children's self-perceptions. *Monographs in Parenting*.
7. Weinfield, N.S., Sroufe, L.A., & Egeland, B. (2000). Attachment from infancy to early adulthood in a high-risk sample: Continuity, discontinuity, and their correlates. *Child Development*, 71, 695-702.
8. Maccoby, E.E. (1992). The role of parents in the socialization of children: An historical overview. *Developmental Psychology*, 28, 1006-1017.
9. 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.
10. NICHD Early Child Care Research Network (2002). Child-care structure-->process-->outcome: Direct and indirect effects of child-care quality on young children's development. *Psychological Science*, 13, 199-206.
11. Belsky, J. (2001). Emanuel Miller lecture: Developmental risks (still) associated with early childcare. *Journal of Child Psychology & Psychiatry & Allied Disciplines*, 42, 845-859.
12. Fincham, F. (1998). Marital Conflict and Child Development. *Child Development*, 69, 543-574.
13. Ablow, J.C. (In press). When parents conflict or disengage: Understanding the links between marital distress and children's adaptation to kindergarten. *Monographs in Parenting*.
14. Dodge, K.A., Pettit, G.S., & Bates, J.E. (1994). Socialization mediators of the relation between socioeconomic status and child conduct problems. *Child Development*, 65, 649-665.
15. Rubin, K.H., Burgess, K.B., Dwyer, K.M., & Hastings, P.D. (2003). Predicting preschoolers' Externalizing behaviors from toddler temperament, conflict, and maternal negativity. *Developmental Psychology*, 39, 164-176.

16. Hammen, H., Shih, J.H., & Brennan, P.A. (2004). Intergenerational transmission of depression: Test of an interpersonal stress model in a community sample. *Journal of Consulting & Clinical Psychology*, 72, 511-522.
17. Chen, X., Hastings, P.D., Rubin, K.H., Chen, H., Cen, G., & Stewart, S.L. (1998). Child-rearing attitudes and behavioral inhibition in Chinese and Canadian toddlers: A cross-cultural study. *Developmental Psychology*, 34, 677-686.
18. Essex, M.J., Klein, M.H., Miech, R., & Smider, N.A. (2001). Timing of initial exposure to maternal major depression and children's mental health symptoms in kindergarten. *British Journal of Psychiatry*, 179, 151-156.
19. Cole, P.M., Bruschi, C.J., & Tamang, B.L. (2002). Cultural differences in children's emotional reactions to difficult situations. *Child Development*, 73, 983-996.
20. Bradley, R.H., Corwyn, R.F., Pipes McAdoo, H., & Garcia Coll, C. (2001). The home environments of children in the United States Part I: Variations by age, ethnicity, and poverty status. *Child Development*, 72, 1844-1867.
21. Bradley, R.H., Corwyn, R.F., Burchinal, M., Pipes McAdoo, H., & Garcia Coll, C. (2001). The home environments of children in the United States Part II: Relations with behavioral development through age thirteen. *Child Development*, 72, 1868-1886.

### ***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 final exam period (8:00am, Wednesday, March 16) is mandatory. If you do not attend, you cannot pass the course.

- 2) Class Midterms/Exams: There will be 3, non-cumulative exams in this class. The first 2 will take place during the 10 weeks of the class (1/27 & 2/22), and the 3<sup>rd</sup> will take place on the day of the scheduled final exam (3/16). **There will be no make-up or rescheduled exams, except in extraordinary circumstances and with legitimate documentation.**
- 3) 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 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.

A description of each assignment follows. *Note that additional assignment information will be posted on Blackboard.*

a) Social Development Autobiography (**Assignment 1**)

Compile a detailed review of your own social development. It is expected that you will, by necessity, interview a close, older family member or knowledgeable informant to get specific information about your earliest experiences and developmental milestones (age of first words, primary attachment figures, daycare history, infant temperament, behavioral history, etc.). A handout will be provided to guide your data gathering efforts. ***A typed developmental history report (7-8 pages, not including cover page; 12 point font, double-spaced, left justified, and with margins of one inch at the top, bottom, left side and right side) will meet the requirement for this assignment. Assignment 1 due Thursday, 1/20.***

b) Contemporary Controversies in the Area of Social Development (**Assignment 2**)

There are numerous ongoing “debates” and “controversies” that involve or stem from theory, research, and practice in the area of social development (e.g., effects of daycare, effects of same sex parents, etc.). For this assignment, you will choose from the following list of “hot controversies” and prepare a written summary and critique of the social issues and scientific evidence. A key aspect of this assignment will be your ability to take a side *after* you have reviewed the evidence and to provide justification for your position. To complete this assignment, choose one of the following issues for exploration:

1. **Effects of daycare on children’s development**
2. **Effects of same-sex parents on children’s development**
3. **Corporal punishment and development**
4. **Matching race of adopting parents and adoptee**
5. **Adolescent brain and capital punishment**

***Controversy papers are to be 9-10 typed text pages (DOES NOT INCLUDE title or reference pages) 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* (4<sup>th</sup> 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.

**References:** You must cite **at least 10 references**, which means you must READ at least 10 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 10 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 Behavioral 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* (4<sup>th</sup> 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.

***Assignment 2 due dates:***

- **By Tuesday 1/25:** Notify TA by e-mail of controversy topic
- **By Thursday 2/10:** Send TA Word file by e-mail to TA of the 10 references (or more) to be used in your write-up. Each of the references will be complied by topic and posted on Blackboard as additional resources that you can use.
- **Paper due in class Tuesday, 3/1**

As you can see, the two main 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 below. 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.

***Grading:***

Midterm Exam I = 100

Midterm Exam II = 100

Midterm Exam III = 100

Assignment 1 = 75

Assignment 2 Reference list = 25

Assignment 2 = 75

Class participation, attendance, in-class activities = 25

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TOTAL POINTS = 500 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](mailto: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.