PSY 478/578: Social Development
Summer 2007
Monday thru Thursday 2:00-3:50
Esslinger 112

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Course Content/Objectives/Prerequisites
This course will cover theoretical and substantive areas of social and personality development during infancy, childhood and adolescence. 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)
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 class discussion and exercises, and taking 3 exams.

Contact Hours and Class Attendance
We will meet each Monday, Tuesday, Wednesday and Thursday, 2:00-3:50, in Esslinger 112 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 once per week and check your email daily, as important course information may be posted by the instructors.

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 **<u>BEFORE</u>** the class meeting for which they are assigned. Typically, there is one required textbook chapter and journal reading 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, upwards of 50 pages of reading must be completed for each class.

The *required text* for this course is (available for purchase at the bookstore):

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

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 > 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, we recommend either reading the paper on-line or finding the reference in the library and making a copy. *Sorry...*

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.

	Dates	*Topic*	*Readings*
Week 1	6/25	Course overview and introduction to Social Development Methods for Studying Social Development Theories of Social Development I	Ch. 1 Ch. 2
	6/26	Theories of Social Development II	Ch. 3; R1
	6/27	Emotional Development and Temperament Personality Development	Ch. 4; R6 R 2, 3, 4
	6/28	Self Development and Social Cognition **Controversy Paper Topic Due 6/29**	Ch. 6; R5
Week 2	7/2	Parenting and parent-child relations I & II Marital relations and social development	Ch. 11; R8 R9, 10, 11, 12, 13
	7/3	*In-class exam 1*	
	7/4	Fourth of July Holiday **NO CLASS**	------
	7/5	** NO CLASS ** ***Observation Assignment 1 Due***	
Week 3	7/9	Attachment and Early Relationships ***Controversy Paper References due by email***	Ch. 5; R7
	7/10	Peer relationship processes	Ch. 13
	7/11	Sex and Gender Differences	Ch. 8
	7/12	*In-class exam 2*	------
Week 4	7/16	Socialization of aggression and delinquency	Ch. 9; R14, 15
	7/17	Socialization of inhibition, depression, and social withdrawal	R16, 17, 18
	7/18	Contexts for social development: Culture Contexts for social development: Technology	R19, 20, 21 Ch. 12
	7/19	Course review and summary *In-class exam 3*	Ch. 14
		**Controversy Paper Due 7/26 **	

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. 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.

3. 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.

4. 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.

5. 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.

6. 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.

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. 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.

Daily Discussion Questions (email): Participation marks will also be derived from your daily discussion question contributions. Two of the four days each week you are required to email two discussion questions to both instructors by 12:00 pm prior to our class meeting. In formulating these questions we hope you familiarize yourself with the readings prior to class and critically think and synthesize the information so that we can have an intelligent and informed discussion in the latter half of each class. Questions are to be based on the readings, but extend beyond the points made by the author of the assigned work. Ideally, questions will come as a result of applying the theory to the "real world" so as to facilitate our understanding of social development as it pertains to the world we live in.

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

2) Class Midterms/Exams:
There will be 3, non-cumulative exams in this class. **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.

a) Playground Observation Write-up *(Assignment 1)* → due Monday, 7/05 *via email to both clewis@uoregon.edu* and *econradt@uoregon.edu.*.
This assignment is designed to have you witness *live* children in a playground setting and apply two of the theories learned in week 1 to observations of varying aspects of social development. Essentially you are to write a minimum of 2 pages, first, summarizing the relevant aspects of play and second, linking your observations to explanations put forth by theorists discussed either in class or in the readings. One theory must be pulled from the more historical theorists such as Freud and Erikson (i.e., Ch. 2) and one more recent viewpoint (e.g., Bronfenbrenner; Ch. 3). We suggest you go to any playground around Eugene or a public pool to watch children as they interact and play with each other. For instance, is one child more dominant? Do they take turns playing with toys? Do they play in large (groups of 4 or more) or do some children seem to play by themselves? Do they play well with their peers or do they seem to stay close to their caregiver? This is a

chance for you to think about why children play and interact the way they do, and apply your hypotheses to established theories.

b) <u>Contemporary Controversies in the Area of Social Development</u> *(Assignment 2)*
→ <u>due Thursday, 7/26</u>

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. Does divorce create long-term negative effects for children?
3. Corporal punishment and development
4. Matching race of adopting parents and adoptee
5. Is abstinence only sex education effective?
6. The effect of television violence on children
7. Any other topic of interest to you regarding social development, as long as it is approved of by both instructors

Controversy papers are to be 9-10 typed text pages (DOES NOT INCLUDE title or reference pages) in Times New Roman, no greater than 12 point, double-spaced, left justified, and with margins of one inch at the top, bottom, left side and right side (as consistent with the APA style).

<u>References</u>: 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

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.

Assignment 2 due dates:
  ➢ **By 4 pm Friday 6/29:** Notify both instructors via *e-mail* of controversy topic
  ➢ **By 4 pm Friday 7/9:** Send instructors Word file via *e-mail* of the 10 references (or more) to be used in your write-up, need not be finalized.
  ➢ Both electronic and hard copies of the final paper are due **Thursday, 7/26 @ 4pm**

As you can see, the 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, we 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 for at least 2 hours each day during the summer. 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 via e-mail.

Assignment submission: Assignments can be submitted during class time, or by the listed time/date as per the syllabus, to the Psychology department office. Assignments submitted to the office must include your instructor's name at the top of your work.

Assignment due dates and tardiness policy: The due date and time for each assignment is specified above. 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 (Observation task) = 50
Assignment 2 (Controversy Paper) = 150

Class participation, attendance, in-class activities = 100
TOTAL POINTS = 600 points

Final grades will be curved upwards if we 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.