

**PSYCHOLOGY 478/578**  
**SOCIAL DEVELOPMENT – FALL 2012**

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Office Hours: **Tuesday 1:30pm-3:30pm** or by appointment

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Office Hours: **Monday 12:00pm-2:00pm** or by appointment

Lecture Place and Time:  
Straub 142, Tuesday/Thursday 12:00-1:20pm

Course Overview:

In this course, we will explore the social, emotional, and personality development of individuals from birth to adolescence. Current theoretical perspectives and research methods will serve as starting points for discussions about developmental change in phenomena like attachment to parents, emotion processing, peer relationships, self-perception, and social identities. We will also discuss certain issues/contexts that may affect social development such as day care, divorce, school, and the media.

Course Website and Email:

You must have an email address and be registered for this course in order to log on to Blackboard. If you are emailing me about the course, please include the words “UO SOC DEV” in the subject line, to help ensure I get your email. **It is recommended that you check the course web site on Blackboard at least once per week, at <http://blackboard.uoregon.edu>, as important information or announcements may be posted there.** If you do not have an email address, go to the Information Technology Center (ITC) on the second floor in the Knight Library. ITC will also help you if you are having difficulty with Blackboard, or see <http://blackboard.uoregon.edu/local/usingbb/>, and/or <http://libweb.uoregon.edu/kitc/faq/blackborad.html#help>.

Lectures and Readings:

As this is how research is conducted, every lecture will be structured around a research question, so we will start the class with a research “question of the day” (QOTD). QOTDs are to be answered by integrating what you learn in lecture with details from the assigned readings for that day. At the end of each class, we will transition to a discussion of ideas related to the QOTD and the readings. We will stop early so that if desired, you may spend the last 5 minutes of each class period collecting your thoughts about the QOTD. QOTD responses contribute towards your grade.

Because this is an advanced course, we are forgoing an assigned textbook in favor of original research articles –contemporary readings and a few classics. Links to articles (that take you through UO's online institutional access) will be provided on Blackboard - if necessary, when UO does not have a copy available online, the actual PDF will be posted. This saves you the cost of a textbook! More importantly, it gives you a richer class experience by introducing you to the “primary sources” of our knowledge about topics in social development. This means that the information you need to do well on exams is linked very tightly to attending lectures and taking good notes on the information presented (because it is not just a re-hash of what you can read in a textbook). Although the lectures are generally coordinated with the readings throughout, they are not completely overlapping with each other. Most material will be covered in both readings and lecture, but some material in the reading will not be discussed in class, and other new material not covered in the reading (or expanding on a subsection of the reading) will be presented during class. You are responsible for information from all assigned reading as well as all lectures – both will be included in the exams.

Textbook (OPTIONAL!):

Shaffer, D. R. (2009). *Social and Personality Development* (6th ed.). Belmont, CA: Wadsworth.

Evaluation of Student Performance:

Grades will be based on tests and writing assignments as described below. You should plan to attend all lectures and spend a substantial amount of time outside of class (reading, studying, and writing) to do well in this course. **If you are looking for an easy course with a light workload, then this class is probably not the one for you.**

Tests:

There will be two examinations. Each exam contributes 100 points towards your course grade. The format will be multiple-choice only. The tests are not cumulative and contribute equally to your course grade. Each exam will consist of 50 multiple-choice questions (worth 2 points each). The dates for the exams are:

- Exam 1 – Midterm – **Thursday, October 25th, 12:00pm**
- Exam 2 – Final – **Monday, December 3rd, 8:00am**

Writing Assignments:

This class emphasizes the development of writing skills in tandem with critical thinking about social development. As such, there are two major writing assignments. This also balances out the exams, which are multiple-choice only.

*Responses to Questions of the Day*

- These responses are somewhat similar to journal entries. Again, QOTDs are to be answered by integrating what you learn in lecture with details from the assigned readings for that day. You may use your notes or ask me questions about your answer during the discussion period at the end of each class. You will not be graded specifically on grammar or spelling, but we will be looking for thoughtful responses. They also need to be legible (so write neatly, or plan to type your answers before

submitting them). Per QOTD, you should have about two-thirds of a page single-spaced if typed, or about 1 full page if you hand-write (approx. 300-400 words).

- Sample QOTDs from previous students are available on Blackboard. The first 5 QOTDs are due on the day of the first review session (**October 23rd, 5A**). The second 5 QOTDs are due on the last day of class (**November 29th, 10B**). They must be stapled together with your name and UO ID written on each response.
- Each answer is worth 5 points, for a total of 50 points. Grading will range from 0 points for a missing or completely wrong response to 5 points for an especially thorough or insightful response. Responses that are too short, vague, or inconsistent with the lecture will get low scores. If you are going to be absent from class on either of these dates, you must turn these in early or arrange for someone else to help you – NO late submissions for answers to the questions of the day will be accepted.

### *Term Paper*

You will also write a more formal term paper over the course of the quarter. There will be several interim deadlines, worth varying amounts of points, that will both help you to improve your writing skills and keep you from falling behind. In total, 150 points will be available on this assignment. More detail will be provided in a separate handout on the term paper – this is just an overview. Because of the way this assignment is scheduled, absolutely NO late submissions for any of the interim deadlines or the final term paper will be accepted.

- We will provide you with 3 broad choices for paper topics on the first day of class. For each of these paper topics, we have already selected 3 primary sources, which are meant to be a starting point for your research. You will be required to find 7 additional sources.
- A draft of your term paper (3 copies!) is due at the beginning of lecture on **October 18th (4B)**. Turning in this draft is worth 10 points, as long as you have at least 5 new sources and 5 pages of text. You will also be asked to do additional work with this draft for additional points, described in the bullet-point below. If you do not turn in a draft on time, you cannot do this additional work and forfeit all of these points.  
The additional work involves reviewing and critiquing two term paper drafts:
  1. On **October 23rd (5A)**, you will receive a peer's draft – from someone who has chosen the same paper topic as you. (The drafts will be made anonymous before being assigned for review and critique.)
  2. The other paper you have to review and critique will be your own.The quality of your reviews is worth 20 points for each of the two term paper drafts.
- The reviews for both term paper drafts are due at the beginning of lecture on **November 1st (6B)**. We will provide you with the feedback about your draft and your own review, as well as the peer review, at lecture on **November 13th (8A)**.
- Your final term paper is due by noon on **November 27th (10A)**, whether or not you turned in a draft. It must be submitted both in class (hard copy) and electronically on Blackboard via SafeAssign. The final term paper is worth 100 points.

### Final Grades:

Final grades will be based on the total number of points earned for responses to questions of the day (50 points); term paper draft (10 points), review and critique of term

paper draft (20 points), review and critique of a peer's term paper draft (20 points); final term paper (100 points); midterm (exam 1; 100 points); and final (exam 2; 100 points). Out of the 400 total possible points, if your accumulated percentage of points equals:

- 90-100%, your grade will be an A
  - 80-89%, your grade will be a B
  - 70-79%, your grade will be a C
  - 60-69%, your grade will be a D
  - < 60%, your grade will be an F
  - For those taking the class pass/fail your grade must be  $\geq 70\%$  to receive a P
- Important: within each letter grade, a plus may be assigned to scores within the top ~2% and a minus may be assigned to scores within the bottom ~2%. I may choose to curve grades at the end of the quarter; or I may choose to just curve the exams as we go.

#### Academic Honesty:

All work submitted in this course must be exclusively your own and produced exclusively for this course (no resubmissions of papers produced for prior classes allowed). No form of cheating or plagiarism will be tolerated, and the consequences are severe (e.g., receiving a "0" on an exam or writing assignment, or failing the course outright, are typical sanctions in the Psychology Department for academic misconduct). Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing your name on work submitted for credit, you certify the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed in quotation marks. Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. In addition, it is plagiarism to submit work in which portions were substantially produced by someone acting as a tutor or editor. We will be electronically checking all term papers for plagiarism using the SafeAssign feature on Blackboard. If you are in doubt about your work, please consult the professor or teaching assistant, or seek assistance from the staff of Academic Learning Services (PLC 68; 346-3226). If cheating is discovered on the tests or plagiarism on the writing assignments, then the university will be notified and appropriate action will be taken.

#### Accommodations:

You are strongly encouraged to contact Disability Services (164 Oregon Hall; 346-1155) if you have a non-documented condition that creates difficulty for you as a student. If one of the following applies to you, please see the professor or teaching assistant as soon as possible to make adjustments:

- Documented learning or medical disability,
- Non-documented need for adjustments to help you learn,
- Member of a sports team that travels this quarter, or
- Non-native speaker of English.

With advanced planning, adjustments are relatively straightforward. Adjustments at the last minute can be problematic and sometimes are not possible.

IMPORTANT REMINDER: The syllabus, reading list, and other course handouts are subject to change. **Keep up-to-date on Blackboard** – log in at least weekly, and check your email for announcements about changes.

## TIPS FOR DOING WELL IN THIS CLASS

**1. Come to class.** In lectures, I will not simply rehash what is in your readings. Although what I talk about will be related to your readings, I assume that you can read well at this point and don't need me to read it for you. Also, that would be really boring. That means that when you are taking notes in class, your goal should be to **summarize what I say, not what is on the PPT**. You'll get those online anyways!

**2. Do the readings before class (at least skim them).** I have been careful to match the readings with the basic class topic, so that they overlap with what we are going to talk about that day. Hopefully, we will also discuss the articles specifically. By keeping up with the readings this way, you can better understand the lecture and can ask questions that may have come up in the readings. I know there is a lot of reading, but I have selected things carefully to complement the lectures. Also, it is important to pace yourself: the exams will cover the readings and you will not be able to do all of the readings for the first time and study your class notes the night before an exam.

**3. Come to class even when we watch videos.** I try to only pick videos that are really interesting. The videos were chosen to bring the stuff we talk about in class to life (and there will be questions related to the videos on exams)!

**4. Be proactive.** Stop by during office hours if you get confused about something, need help knowing what or how to study, or want to know more about a topic. If you are struggling, please seek help early before it is too late. Don't wait until two days before the term paper draft is due if you are having difficulties finding additional sources or writing it. Similarly, coming by during the last week of the quarter to say you think you are failing doesn't leave much time to improve your grade. If you are going to be absent, you need to communicate that with me, especially if it interferes with deadlines. I don't guarantee that I will be able to make any accommodation a student happens to request – but it is the most difficult and/or unlikely “after the fact.”

**5. Show respect.** Feedback is great, but remember to make your criticisms constructive. If you have concerns about the class, venting over email is not likely to get a positive response. Talking about it with me in person is a much better strategy. Also, be sensitive when you are performing your peer review. That doesn't mean you should only say positive things and not tell the author where the paper needs to be improved upon – it is all about the tone in which you do so. Think about how you would like to get feedback. If you hurt someone's feelings up front or make them mad, they will discount your suggestions no matter how valid they are.

## SCHEDULE OF LECTURES, WRITING ASSIGNMENT DEADLINES, AND EXAMS

Note: I refer to classes by Weeks (1-10) and Days (A=Tuesday, B=Thursday). This shorthand will also help link you to the PPT slides and readings on Blackboard. I also sometimes provide optional additional readings if you are interested, including book chapters. Be careful to check whether I have assigned some or all of the pages for each reading. Most articles will be posted on Blackboard.

**If a link is provided, TO GET ACCESS TO THESE PDFs, YOU MUST BE ON CAMPUS, OR “VPN IN”!** Here is the website to help you through the logistics of VPN'ing if you have never done this before: <http://it.uoregon.edu/help/getconnected/vpn/>

### **9/26 1A Introduction and Course Overview**

### **9/28 1B Developmental Psychology Background – Methodologies**

*QOTD: What is unique (or common) about how psychologists study development?*

Shaffer, D.R. (2009). Social and Personality Development, Chapter 1, 10-36. United States: Wadsworth Cengage Learning. Posted on Blackboard! (1B-DevPsychMeths.pdf)

### **10/2 2A Emotions and Early Parent-Child Interactions**

*QOTD: How do babies communicate with others (without using words)?*

Melinder, A., Forbes, D., Tronick, E., Fikke, L., & Gredeback, G. (2010). The development of the still-face effect: Mothers do matter. *Infant Behavior & Development*, 33, 472-481.

Clearfield, M.W., Osborne, C.N., & Mullen, M. (2008). Learning by looking: Infants' social looking behavior across the transition from crawling to walking. *Journal of Experimental Child Psychology*, 100, 297-307.

OPTIONAL:

Chapter 4 (pp. 102-125)

Lewis, M., Sullivan, M. W., Stanger, C., & Weiss, M. (1989). Self development and self-conscious emotions. *Child Development*, 60, 146-156.

<http://www.jstor.org/stable/pdfplus/1131080.pdf>

### **10/4 2B Temperament**

*QOTD: Do babies have personalities, or are they all the same?*

Rothbart, M. K. (2007). Temperament, development, and personality. *Current Directions in Psychological Science*, 16, 207-212.

Thompson, R.A. (2009). Doing what doesn't come naturally: The development of self-regulation. *Zero to Three*, 30, 33-38.

OPTIONAL:

Chapter 4 (pp. 125-131)

Zentner, M., & Bates, J. E. (2008). Child Temperament: An Integrative Review of Concepts, Research Programs, and Measures. *European Journal of Developmental Science*, 2, 7-37.

### **10/9 3A      Attachment**

*QOTD: Why do children get so attached to their parent(s)?*

Ainsworth, M. D. S., & Bell, S. M. (1970). Attachment, exploration, and separation: Illustrated by the behavior of one-year-olds in a Strange Situation. *Child Development*, 41, 49-67.

<http://links.jstor.org/stable/pdfplus/1127388.pdf>

Kochanska, G. (2001). Emotional development in children with different attachment histories: The first three years. *Child Development*, 72, 474-490.

<http://www.jstor.org/stable/pdfplus/1132408.pdf>

OPTIONAL:

Chapter 5 (pp. 134-165)

NICHD Early Child Care Research Network (1997). The effects of infant child care on infant-mother attachment security: Results of the NICHD study of early child care. *Child Development*, 68, 860-879.

<http://www.jstor.org/stable/pdfplus/1132038.pdf>

### **10/11 3B      Short-/Long-Term Parental Absences: from Day Care to Orphanages**

*QOTD: What happens when a child is separated from his or her parents?*

Nelson, C. A. (2008). A neurobiological perspective on early human deprivation. *Child Development Perspectives*, 1, 13-18.

<http://new.abanet.org/child/PublicDocuments/infant-13.pdf>

Smyke, A. T., Zeanah, C. H., Fox, N. A., Nelson, C. A. & Guthrie, D. (2009). Placement in Foster Care Enhances Quality of Attachment Among Young Institutionalized Children.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2009.01390.x/full>

OPTIONAL:

Chapter 5 (pp. 158-166) AND Chapter 11 (pp. 401-404)

### **10/16 4A      Family and Parenting: Divorce and Parenting Styles**

*QOTD: Should parents stay married “for the sake of the children?”*

Hetherington, E. M. (2005). Divorce and the adjustment of children. *Pediatrics in Review*, 26, 163-167.

Kelly, J. B., & Emery, R. E. (2003). Children's adjustment following divorce: Risk and resilience perspectives. *Family Relations*, 52, 352-362.  
<http://www.jstor.org/stable/pdfplus/3700316.pdf>

Aunola, K., Nurmi, J.-E. (2005). The role of parenting styles in children's problem behavior. *Child Development*, 76, 1144-1159.  
<http://www.jstor.org/stable/pdfplus/3696624.pdf>

OPTIONAL:

Chapter 11 (pp. 370-394, especially Family Conflict and Divorce, pp. 395-401)

### **10/18 4B      Non-Traditional Families**

Video: Daddy & Papa

**Term Paper Draft – due at the beginning of lecture!**

*QOTD: Do gay parents make their kids gay?*

Patterson, C. J. (2006). Children of lesbian and gay parents. *Current Directions in Psychological Science*, 15, 241-244.

OPTIONAL:

Stacey, J., & Biblarz, T. J. (2001). (How) Does the Sexual Orientation of Parents Matter? *American Sociological Review*, 66, 159-183.  
<http://www.jstor.org/stable/pdfplus/2657413.pdf>

Patterson, C. J. (1992). Children of lesbian and gay parents. *Child Development*, 63, 1025-1042.  
<http://www.jstor.org/stable/pdfplus/1131517.pdf>

### **10/23 5A      Review Session**

**5 QOTDs – due at the beginning of lecture!**

**Self and Peer Paper Drafts will be handed out in class to Review/Critique!**



## **10/25 5B Midterm (Exam 1)**

Content: Lectures, videos, and assigned reading from 1B-4B

## **10/30 6A Schooling and Achievement**

*QOTD: Why are people so concerned about the American school system?*

Stevenson, H. W., Chen, C., & Lee, S.-Y. (1993). Mathematics achievement of Chinese, Japanese, and American children: Ten years later. *Science*, 259, 53-58.

<http://www.jstor.org/stable/pdfplus/2880234.pdf>

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78, 246-263.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2007.00995.x/pdf>

OPTIONAL:

Stigler, J. W., & Stevenson, H. W. (1991). How Asian teachers polish each lesson to perfection.

Chapter 12 (pp. 433-449), Chapter 7 (pp. 208-237)

## **11/1 6B Self Development and the Junior High Transition Paper Review/Critiques – due at the beginning of lecture!**

*QOTD: How (and why) does self-esteem change in early adolescence?*

Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Mac Iver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families.

Shaffer, D.R. (2009). Social and Personality Development, Chapter 6, 169-194. United States: Wadsworth Cengage Learning.

OPTIONAL:

Cole, D. A., Maxwell, S. E., Martin, J. M., Peeke, L. G., Seroczynski, A. D., Tram, J. M., Hoffman, K. B., Ruiz, M. D., Jacquez, F., & Maschman, T. (2001). The development of multiple domains of child and adolescent self-concept: A cohort sequential longitudinal design. *Child Development*, 72, 1723-1746.

<http://www.jstor.org/stable/pdfplus/3654375.pdf>

Wigfield, A., & Eccles, J. S. (1994). Children's competence beliefs, achievement values, and general self-esteem: Change across elementary and middle school. *Journal of Early Adolescence*, 14, 107-138.

## **11/6 7A      Friendships and Peer Relationships**

*QOTD: Isn't it always a good thing for kids/teens to have friends?*

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science*, 11, 7-10.

<http://www.jstor.org/stable/pdfplus/20182753.pdf>

Dishion, T., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 54, 755-764.

<http://psycnet.apa.org/journals/amp/54/9/755.pdf>

OPTIONAL:

Hartup, W. (1996). The company they keep: Friendships and their developmental significance. *Child Development*, 67, 1-13.

<http://www.jstor.org/stable/pdfplus/1131681.pdf>

Rubin, K. H., Fredstrom, B., & Bowker, J. (2008). Future directions in friendship in childhood and early adolescence. *Social Development*, 17, 1085-1096.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9507.2007.00445.x/pdf>

Giordano, P. C. (2003). Relationships in adolescence. *Annual Review of Sociology*, 29, 257-281.

<http://www.jstor.org/stable/pdfplus/30036968.pdf>

Chapter 13 (pp. 452-467, 478-484)

## **11/8 7B      Acceptance, Rejection, and Popularity**

*QOTD: Is being popular a good thing? (Why is being rejected a bad thing?)*

Allen, J. P., Porter, M. R., McFarland, F. C., Marhs, P., & McElhaney, K. B. (2005). The two faces of adolescents' success with peers: Adolescent popularity, social adaptation, and deviant behavior. *Child Development*, 76, 747-760.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2005.00875.x/pdf>

Coie, J. D., & Cillessen, A. H. N. (1993). Peer rejection: Origins and effects on children's development. *Current Directions in Psychological Science*, 2, 89-92.

<http://www.jstor.org/stable/pdfplus/20182209.pdf>

OPTIONAL:

de Bruyn, E. H., & Cillessen, A. H. N. (2006). Popularity in Early Adolescence: Prosocial and Antisocial Subtypes. *Journal of Adolescent Research*, 21, 607-627.

<http://jar.sagepub.com/content/21/6/607.full.pdf+html>

Juvonen, J., Graham, S., & Schuster, M. A. (2003). Bullying among young adolescents: The strong, the weak, and the troubled. *Pediatrics*, 112, 1231-1237.  
<http://pediatrics.aappublications.org/cgi/reprint/112/6/1231>

Rogosch, F. A., & Newcomb, A. F. (1989). Children's perceptions of peer reputations and their social reputations among peers. *Child Development*, 60, 597-610.  
<http://www.jstor.org/stable/pdfplus/1130726.pdf>

Chapter 13 (pp. 467-478, 484-488)

### **11/13 8A      Aggression**

**Feedback on Term Paper Draft – distributed at lecture (before/after)**

*QOTD: What makes some kids so aggressive (besides TV)?*

Card, N. A., Sawalani, G. M., Stucky, B. D., & Little, T. D. (2008). Direct and indirect aggression during childhood and adolescence: A meta-analytic review of gender differences, intercorrelations, and relations to maladjustment. *Child Development*, 79, 1185-1229. <http://www.srca.org/journals/cdev/0-0/Card.pdf>  
<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2008.01184.x/pdf>

**READ ONLY PP. 1185-1189, 1203-1209!!!**

Lansford, J. E., Malone, P. S., Dodge, K. A., Pettit, G. S., & Bates, J. E. (2010). Developmental cascades of peer rejection, social information processing biases, and aggression during middle childhood. *Development and Psychopathology*, 22, 593-602.  
<http://dx.doi.org/doi:10.1017/S0954579410000301>

OPTIONAL:

Chapter 9 (pp. 285-321)

### **11/15 8B      Media as Socializing Agent: Aggression and Body Image**

*QOTD: Do the media cause the development of aggression and body image disorders?*

Christakis, D. A. & Zimmerman, F. J. (2007). Violent television viewing during preschool is associated with antisocial behavior during school age. *Pediatrics*, 120, 993-999.  
<http://www.pediatrics.org/cgi/content/full/120/5/993>

Dohnt, H., & Tiggemann, M. (2006). The contribution of peer and media influences to the development of body satisfaction and self-esteem in young girls: A prospective study. *Developmental Psychology*, 42, 929-936.  
<http://www.willettssurvey.org/TMSTN/Gender/PeerAndMediaInfluencesOnYoungGirls.pdf>

OPTIONAL:

Huesmann, L. R., Moise-Titus, J., Podolski, C.-L., & Eron, L. D. (2003). Longitudinal relations between children's exposure to TV violence and their aggressive and violent behavior in young adulthood: 1977–1992. *Developmental Psychology*, 39, 201–221.  
<http://content.apa.org/journals/dev/39/2/201.pdf>

Chapter 12 (pp. 414-432)

## **11/20 9A      Gender**

*QOTD: Why are boys and girls so different?*

Ruble, D. N., Lurye, L. E., & Zosuls, K. M. (2007). Pink frilly dresses (PFD) and early gender identity. *Princeton Report on Knowledge*, 2.  
[http://www.princeton.edu/prok/issues/2-2/pink\\_frilly.xml](http://www.princeton.edu/prok/issues/2-2/pink_frilly.xml).

Martin, C.L., & Ruble, D.N. (2004). Children's search for gender cues: Cognitive perspectives on gender development. *Current Directions in Psychological Science*, 13, 67-70.  
<http://cdp.sagepub.com/content/13/2/67.full>

Ruble, D. N., Taylor, L. S., Cypers, L., Greulich, F. K., Lurye, L. E., & Shrout, P. E. (2007). The role of gender constancy in early gender development. *Child Development*, 78, 1121-1136.  
<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2007.01056.x/pdf>

OPTIONAL:

Maccoby, E. E. (2002). Gender and group process: A developmental perspective. *Current Directions in Psychological Science*, 11, 54-58.  
<http://www.jstor.org/stable/pdfplus/20182766.pdf>

Martin, C.L., & Ruble, D.N. (2009). Patterns of gender development. *Annual Review of Psychology*, 61, 353-381.  
<http://www.annualreviews.org/doi/pdf/10.1146/annurev.psych.093008.100511>

Crouter, A. C., Whiteman, S. D., McHale, S. M., & Osgood, D. W. (2007). Development of gender attitude traditionality across middle childhood and adolescence. *Child Development*, 78, 911-926.  
<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2007.01040.x/pdf>

Chapter 8 (pp. 240-275)

**11/22 9B     THANKSGIVING!**

**Video: Frontline Documentary – A Class Divided**

Watch this online for free – just the first two “chapters” (days 1 and 2) – at:

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

Pfeifer, J. H., Brown, C. S., & Juvonen, J. (2007). Teaching Tolerance in Schools: Lessons Learned Since Brown v. Board of Education About the Development and Reduction of Children’s Prejudice. *Social Policy Report*, 21 (2), 3-23.

[http://www.srcd.org/index.php?option=com\\_docman&task=doc\\_download&gid=82](http://www.srcd.org/index.php?option=com_docman&task=doc_download&gid=82)

**11/27 10A     Intergroup Relations and Prejudice Reduction in Children**  
**Term Paper due – PAPER copy due in class at the beginning of lecture (12pm)**  
**with all 3 reviews attached, and submit ELECTRONIC copy to SafeAssign on**  
**Blackboard before you come to class!**

*QOTD: Aren’t all kids color-blind? (If not, what can we do about it?)*

Patterson, M. M., & Bigler, R. S. (2006). Preschool children's attention to environmental messages about groups: Social categorization and the origins of intergroup bias. *Child Development*, 77, 847-860.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2006.00906.x/pdf>

Rutland, A., Killen, M., & Abrams, D. (2010). A new social-cognitive developmental perspective on prejudice: The interplay between morality and group identity. *Perspectives on Psychological Science*, 5, 279-291.

OPTIONAL:

Bigler, R. S. & Liben, L.S. (2007). Developmental intergroup theory: Explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science*, 16, 162-166.

<http://cdp.sagepub.com/content/16/3/162.full.pdf+html>

**11/29 10B     Review Session**

**5 QOTDs – due at the beginning of lecture!**

**12/3             Final (Exam 2) – 8:00am on Monday, December 3rd!**

Content: Lectures, videos, and assigned reading from 6A-10A