

**PSY 478/578 (CRN: 35246): Social Development  
Spring 2015  
Monday/Wednesday 2:00-3:20 in Chiles 128**

**Professor: Dr. Jeff Measelle, 373 Straub Hall**

**Office Hours: Thursdays 9:30-11:30am**

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**T.A.: Dori Wright, 339 Straub Hall**

**Office Hours: By appointment**

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**Course Content/Objectives/Prerequisites**

This course will cover theoretical and substantive areas of social 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 course material is derived mostly from empirical research in social development. Thus, you will not only study theories of social development, but also review some of the research that was carried out to investigate existing theories and generate new ones. There will not be a required textbook, rather most readings will be “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 Website**

This class will be “**taught in Canvas**” and NOT in Blackboard. This means that all important communication, course materials, study guides, paper guides, etc. will be found in our course Canvas site, and not the assigned Blackboard site.

To learn how to use Canvas, please visit the following Canvas tutorial:

<https://canvas.uoregon.edu/courses/26168>

To logon to Canvas, use the following link:

<https://canvas.uoregon.edu>

Also you can get help by going to the library [Information Technology Center](#) (ITC).

On the Canvas website, you will find general announcements for the class and all documents for the course (including this syllabus and all the readings for the course). It is recommended that you check the course website on Canvas at least once a week, as important course information may be posted.

### Course Requirements (details below)

In this class you will be required to:

1. **Attend class** prepared to discuss the reading. Reading assignments should be completed **before** the class period they appear next to on the course schedule, you will be asked to participate in discussion and to answer questions based on this material in class.
2. In addition, at the end of most lectures, you will be asked to respond to a “**Question of the Day (QOD)**”. Your answer will be based on your readings, the lecture, and your synthesis of the two. QODs will take place during the last 10 minutes of most lectures. Correspondingly, regular attendance is mandatory.
3. Take **2 exams** (Week 5 and Week 10)
4. **Complete a final paper**, and related assignments leading up to final paper

### Course Readings:

Because this is an advanced course, assigned readings will be original research articles rather than from a textbook. 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. In order to participate and benefit fully from lectures and discussions, readings are assigned for each class meeting and are to be completed **BEFORE** the class meeting for which they are assigned. This course has a considerable amount of reading and you will not be able to do well on the exams or QODs if you do not do the reading. On average, close to 100 pages of reading must be completed each week.

**Readings** will be available electronically as .pdfs through Canvas according to the week assigned.

**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 apologize for this inconvenience.

### Class Meetings:

Class meetings will include a mixture of lectures and discussion. Class meetings will be used in several different ways: to explain or demonstrate especially important ideas covered in the readings, to explore extensions or applications of ideas, and to cover important or interesting topics that are not addressed in the assigned readings.

Not all important ideas in the readings will be covered in class meetings, and not all important ideas from class meetings will be covered in the readings. The exams will cover concepts and findings from the readings that may not be covered in class, and exams will cover concepts from the class lectures and discussion that are not covered by the readings. This means that the information you need to do well on exams and quizzes 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). You are responsible for information from all assigned reading as well as all lectures – both will be included in the exams and quizzes.

### Details of Course Requirements

**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 completing the readings prior to class, attending class, two midterm exams, a term paper, and regular in-class essays in response to a QOD.

- 1) **Class participation and attendance (20 points):** The most enjoyable courses are those in which everyone comes to class well prepared and makes thoughtful contributions to the discussion. You are expected to attend class. Some topics not found in the reading will be covered in lecture. I don't plan on taking attendance regularly, but I may do so periodically and absences will count against your participation grade. If you know that you must miss a class, or leave a class early, I would appreciate that you tell 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 reluctant to speak in a classroom with potentially 50+ 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, or by appointment.

- 2) **Question of the Day (QOD) (5 points each; 80 points total):** QODs are to be answered by integrating what you learn in each lecture with details from the assigned readings for that day. The QOD will be presented at the start of each class. QODs will be answered during the last 15 minutes of class. You may use your notes to answer QODs. 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). Per QOD, you should have about two-thirds to 1 full page of hand-written response (approx. 300-400 words). Each QOD answer is worth 5 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. During the term, there will be a total of 16 QODs. We will drop your 2 lowest QODs. There are no make up QODs.
- 3) **Class Midterms (100 points each or 200 points total):** There will be 2 midterm exams in this class. There will be no make-up or rescheduled exams, except in extraordinary circumstances and with legitimate documentation. You must take both exams to pass the class (assumes adequate performance). *If you miss either exam for a documented reason, the make-up session will be during the class's officially scheduled final exam period, Monday, June 8, 2015 at 2:45pm.*
- 4) **Paper Assignment (100 Points).** 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.). The goal of the “controversy” term paper is to provide you with the opportunity to take an in depth look at a current area of debate in the field of socioemotional development.

By the start of Week 2 of the course, you will be provided with a list of current controversies from which to choose, as well as a set of approximately 2 key references per controversy topics. You will choose a controversy to write your term paper on, and the references will help you get started with your research.

Guidelines for the term paper will be provided in Week 2, but here is an overview: this will be an 8-page paper (typed, not including title or reference pages, double-spaced, 1-inch margins, 12 pt. font, a minimum of 10 references) that will be **due by Monday, June 8, 2015 at 5pm**; the paper will be submitted through some form of verification software (e.g. SafeAssign). To help with a timely completion of the paper, the following due dates during the term must be observed (i.e., *failure to meet deadlines A, B, and C will result in forfeiting the points indicated below and you will not have the opportunity to receive feedback on your draft.* Late papers will be marked down substantially).

**A) Monday, May 11th:** Submit a first draft of your review paper to be read by another student. I will collect these papers, remove the cover pages with names, and then on **Wednesday May 13th**, I will pass out these papers (with no identifying information) to students in the class for written feedback. Thus, on **May 13th**, everyone who turned in a paper on **May 11th** will be assigned a paper by another student to review. In the past, some students have turned in “papers” at this stage that were little more than outlines – not finished enough to allow another to edit and give feedback. In such cases, your paper will be returned to you and you will not be given another student’s paper to review. Drafts should be at least 5 pages of text and have at least 5 references. Note that the more complete your paper is, the more help the student will be able to give you (10 points).

**B) Monday, May 18th:** Submit your written peer review plus the edited paper you reviewed. Your peer review will be graded (20 points). On **Wednesday, May 20th**, you will receive the peer review of your paper as well as TA feedback about your first draft.

**C) Monday, June 8th:** Turn in the final draft of your paper due electronically (TBD) (70 points).

In addition, on June 8th submit the following to Dr. Measelle mailbox in the Psychology Office:

1. A hardcopy of your final paper.
2. The first draft and the feedback you received from another student

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 Blackboard.

**Summary of Course Grading:**

Midterm 1 Exam	= 100
Midterm 2 Exam	= 100
Paper	= 100
QOD Essays	= 80
Class Participation	= 20

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TOTAL POINTS	= 400 points
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**Psy 578:** Students enrolled in 578 (i.e., graduate students) have the same basic requirements as undergraduate students. However, as befits a graduate-level assignment, the term paper will be more extensive (approximately 13-15 pages and must cite at least 12 sources). In addition, it will be graded to an accordingly high standard.

**Assignment due dates and tardiness policy:** The due date and time for each assignment is specified. 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.

**Academic Honesty:**

All work submitted in this course must be your own and produced exclusively for this course. 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 one's name on work submitted for credit, the student certifies 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 something like SafeAssign. 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.

**Course Schedule**

Lecture topics, reading assignments, and assignment due dates follow below. Readings and assignments 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 either in class or via the Blackboard site.

**Date****Topics, Readings and Deadlines****Week 1**

Mon, 3/30

**Course overview and introduction to Social Development**

Wed, 4/1

**Methods for Studying Social Development****Readings:**

Shaffer, D.R. (2009). *Social and Personality Development*, Chapter 1, 1-36. United States: Wadsworth Cengage Learning.

**Week 2**

Mon, 4/6

**Contemporary Theories of Social Development****Readings:**

Shaffer, D.R. (2009). *Social and Personality Development*, Chapter 3, 68-100. United States: Wadsworth Cengage Learning. **NB: READ ONLY PAGES 74-90**

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.

Ellis, B.J. & Boyce, W.T. (2008). Biological sensitivity to context. *Current Directions in Psychological Science*, 17 (3), 183-187.

Evans, G.W. & Kim, P. (2013). Childhood poverty, chronic stress, self-regulation and coping. *Child Development Perspectives*, 7, 43-48.

*Optional Readings, but very interesting (the first one) and short (the second one)*

Dobbs, D. (2009). Orchid children. *The Atlantic*, 304 (5), 50-60.

Tierney, A.L. & Nelson III, C.A. (2009). Brain development and the role of experience in the early years. *Zero to Three*, 30, 9-13.

Wed, 4/8      **The Infant's Social Tools: Emotions, Emotion Regulation and Early Social Interactions**

Readings:

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

Morris, A.S., Silk, J.S., Steinberg, L., Myers, S.S., & Robinson, L.R. (2007). The role of the family context in the development of emotion regulation. *Social Development*, 16, 361-388.

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 Readings:

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.

Wingert, P. & Brant (2005). Reading your baby's mind. *Newsweek*, August 15, pp. 33-39.

**Week 3**

Mon, 4/13

**Attachment Theory and Assessment**

Readings:

Lamb, M.E., Bornstein, M.H., & Teti, D.M. (2002). *Development in Infancy: An Introduction*, Chapter 11, 371-393. New Jersey: Lawrence Erlbaum Associates.

Planalp, E. M., & Braungart-Rieker, J. M. (2013). Temperamental precursors of infant attachment with mothers and fathers. *Infant Behavior and Development*, 36(4), 796-808. <http://www.sciencedirect.com/science/article/pii/S0163638313000933>

Karen, R. (1990). Becoming Attached. *The Atlantic Monthly*.

Wed, 4/15

**Attachment Continued**

Readings:

Main, M. (2000) The organized categories of infant, child, and adult attachment: Flexible vs. inflexible attachment under attachment-related stress. *Journal of the American Psychoanalytic Association*.

Hesse, E. & Main, M. (2000). Disorganized infant, child, and adult attachment: Collapse in behavioral and attentional strategies. *Journal of the American Psychoanalytic Association*, 48, 1097-1127.

**Week 4**

Mon, 4/20

**Gender**

Readings:

Ruble, D. N., Lurye, L. E., & Zosuls, K. M. (2007). Pink frilly dresses (PFD) and early gender identity. *Princeton Report on Knowledge*, 2.

Maccoby, E. E. (2002). Gender and group process: A developmental perspective. *Current Directions in Psychological Science*, 11, 54-58.

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.

Wed, 4/22

### **Self Development and Social Cognition**

#### Readings:

Gopnik, A. & Seiver, E. (2009). Reading Minds: How infants come to understand others. *Zero to Three*, 30, 28-32.

Harter, S. (2006). The self. In N. Eisenberg, W. Damon, & R. Lerner (Eds.) *Handbook of Child Psychology: Vol. 3, Social, Emotional, and Personality Development (6th ed.)*. (pp. 505-570). Hoboken, NJ, US: John Wiley & Sons \*\*\***NB: Read only pages 506-509, 512-545 and 551-554**

Rankin, J. L., Lane, D. J., Gibbons, F. X., & Gerrard, M. (2004). Adolescent self-consciousness: Longitudinal age changes and gender differences in two cohorts. *Journal of Research on Adolescence*, 14(1), 1-21.

### **Week 5**

Mon, 4/27

### **In-Class REVIEW**

Wed, 4/29

### **In-Class MIDTERM EXAM**

### **Week 6**

Mon, 5/4

### **Parenting and Parent-Child Relations**

#### Readings:

O'Connor, T. (2002). Annotation: The 'effects' of parenting reconsidered: findings, challenges, and applications. *Journal of Child Psychology and Psychiatry*, 43, 555-572.

Sorkhabi, N. (2005). Applicability of Baumrind's parent typology to collective cultures: Analysis of cultural explanations of parent socialization effects. *International Journal of Behavioral Development*, 29, 552-563.

Fletcher, A.C., Walls, J.K., Cook, E.C., Madison, K.J., & Bridges, T.H. (2008). Parenting style as a moderator of associations between maternal disciplinary strategies and child well-being. *Journal of Family Issues*, 29, 1724-1744

Wed, 5/6

### **Parenting...continued**

#### Readings:

Coulton, C.J., Crampton, D.S., Irwin, M., Spilsbury, J.C., & Korbin, J.E. (2007). How neighborhoods influence child maltreatment: A review of the literature and alternative pathways. *Child Abuse and Neglect*, 31, 1117-1142.

Hildyard, K.L. & Wolfe, D.A. (2002). Child neglect: Developmental issues and outcomes. *Child Abuse and Neglect*, 26, 679-695.

Seng, A.C. & Prinz, R. J. (2008). Parents who abuse: What are they thinking? *Clinical Child and Family Psychological Review*, 11, 163-175.

Patterson, C.J. (2009). Children of lesbian and gay parents: Psychology, law, and policy. *American Psychologist*, Nov, 727-736.

## Week 7

Mon, 5/11

### Marital Relations and Social Development

#### Readings:

Cherlin, A.J. (2005). American marriage in the early twenty-first century. *The Future of Children*, 15, 33-55.

Kamp Dush, C.M. (2012). Trajectories of marital conflict across the life course: Predictors and interactions with marital happiness trajectories. *Journal of Family Issues*, 33, 341-368.

Ablow, J.C. & Measelle, J.R. (2009). Capturing young children's perceptions of marital conflict. In Schulz, M.S., Pruett, M.K., Kerig, P.K., & Parke, R.D. (Eds.), *Strengthening Couple Relationships for Optimal Child Development*. Washington, DC: APA.

#### *Optional: gives greater descriptions of typology*

Gottman, J.M. (1993). The roles of conflict engagement, escalation, and avoidance in marital interaction: A longitudinal view of five types of couples. *Journal of Consulting and Clinical Psychology*, 61, 6-15.

Wed, 5/13

### Media as Socializing Agent: Aggression and Body Image

#### Reading:

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>

Wartella, E., Caplovitz, A. G., & Lee, J. H. (2004). From Baby Einstein to Leapfrog, from Doom to the Sims, from Instant Messaging to internet chat rooms: Public interest in the role of interactive media in children's lives. *Social Policy Report*, 18(4), 1-20.

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>

## Week 8

Mon, 5/18

### Peer Relationships: Acceptance, Rejection and Popularity

#### Readings:

Attili, G., Vermigli, P., & Roazzi, A. (2010). Children's social competence, peer status, and the quality of mother-child and father-child relationships: A Multidimensional scaling approach. *European Psychologist*, 15, 23-33.

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>



Lansford, J.E., Putallaz, M., Grimes, C.L., & Schiro-Osman, K.A. (2006). Perceptions of friendship quality and observed behaviors with friends: How do sociometrically rejected, average, and popular girls differ? *Merrill-Palmer Quarterly*, 52, 694-719.

*Optional Reading, but very interesting*

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>

Wed, 5/20

## **Socialization of Aggression**

### Readings:

Bolger, K.E. & Patterson, C.J. (2001). Developmental pathways from child maltreatment to peer rejection. *Child Development*, 72, 549-568.

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

Dooley, J.J., Pyzalski, J., & Cross, D. (2009). Cyberbullying versus face-to-face bullying: A theoretical and conceptual review. *Journal of Psychology*, 217, 182-188.

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 Reading, but very interesting*

Caprara, G.V., Dodge, K.A., Pastorelli, C., & Zelli, A. (2007). How marginal deviations sometimes grow into serious aggression. *Child Development Perspectives*, 1, 33-39.

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.srcd.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**

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>

Rubin, K.H., et al., (2003). Predicting preschoolers' externalizing behaviors from toddler temperament, conflict, and maternal negativity. *Developmental Psychology*, 39, 164-176.

## **Week 9**

Mon, 5/25

**\*\*\*NO CLASS ~ MEMORIAL DAY\*\*\***

Wed, 5/27

## **Cultural Pathways in Development**

### Readings:

Greenfield, P. M., Keller, H., Fuligni, A., & Maynard, A. (2003). Cultural pathways through universal development. *Annual review of psychology*, 54(1), 461-490.

**FEEL FREE TO SKIP pp. 472-478 (on Knowledge Acquisition)**

<http://rinaldipsych.synthasite.com/resources/Greenfield.pdf>

Fuligni, A. J. (1997). The academic achievement of adolescents from immigrant families: The role of family background, attitudes, and behavior. *Child development*, 68(2), 351-363.  
<http://www.jstor.org/stable/1131854>

**Week 10**

Mon, 6/1

**In-Class REVIEW**

Wed, 6/3

**In-Class MIDTERM EXAM**