ADVANCED DEVELOPMENTAL PSYCHOLOGY 2; SOCIAL AND PERSONALITY DEVELOPMENT
DEP 6058; Section # 156C

Class Time: Tuesday, Periods 8-10 (3:00pm – 5:45pm)

Class Location: PSY 129

Professor: Julia A. Graber, Ph.D.
Professor of Psychology

Office Hours: Available after class & By Appointment

Contact Info: McCarty C 502; 273-3807; jagraber@ufl.edu

Website: This course uses e-learning for posting the syllabus, readings, assignments, and any announcements. The syllabus is also posted on Dr. Graber’s website at: http://www.psych.ufl.edu/~jagraber/#Teaching.

Course Objectives:
This course is designed to provide an understanding of critical aspects of social and emotional development during childhood and adolescence. Theoretical discussions will also include life span perspectives. Topics will include basic developmental tasks and the socializing factors that influence development of these tasks. Developmental theory and research will be applied to gain a better understanding of social development processes in multiple settings. The primary methods for learning are via: (a) thorough reading and critical evaluation of readings, (b) weekly submission of discussion questions, (c) active discussion of readings in class, (d) leading discussion of readings, and (e) application of a social developmental perspective to one’s own research as demonstrated in a written research proposal.

The class sessions for the semester cover the following major topics:

- Dynamic Models of Bio-behavioral Development
  - Revisiting Critical Periods & Early Experience
  - Behavioral Genetic & Genetics
- Continuity and Change in Core Aspects of Social Development
  - Temperament and Personality
  - Attachment & Long-term Developmental Paths
  - Emotion & Regulation
  - Self, Self-esteem, Racial/ethnic Identity
  - Gender Development
- Why Context Matters
  - Contextual Theories & Parenting
  - SES, Poverty, & Neighborhoods
    - Competence & Resilience: What constitutes adversity or stress?
• Socialization among Peers and Romantic Relationships
• Social Learning Theory and Socialization via Media
• Why Context Matters: Historical Period, Generations, & A few examples
• Development in Context: Prosocial & Antisocial Behaviors

Other Resources (not required)
• This course uses APA style for all written work.
• Detailed reviews of the state-of-the-field on core topics in social development.
• Prior 3 references are essential for understanding and analyzing mediation versus moderation

Course Requirements
• **Readings.** All assigned readings must be completed before each class period.

• **Discussion Questions & Class Participation (11 posts/7 points = 77 points).** This is a discussion course; hence, students are expected to identify issues or questions for discussion based on the readings for that week. Some readings may have multiple concepts so it will not be feasible to cover all of them. Instead, focus on a few points that you think are particularly important, of interest, or simply not explained well or conceptually sound, and generate questions that you feel need to be answered in order to expand the issue or move the field to the next step on these topics. Provide a brief synopsis explaining why you generated the question. This may take the form of a methodological critique, a theoretical statement, a suggestion for resolving an ongoing debate, or an integration or comparison between two or more articles, or questions about application of the concepts to future research or applied settings.
• For each class period, a discussion board will be available for posting discussion questions. Students should come to class having reviewed the discussion board, actively listen to the comments of others during class, and expand discussion with continued reflection and synthesis of the discussion.
Discussion boards are used for 14 class periods (August 30 through November 29); students do not need to submit questions in weeks when s/he serves as a discussion leader. And students may skip posting questions in one of the weeks.

Requirements for discussion questions:
- Posts should be made by 11:59pm Monday evening prior to Tuesday’s class.
- Each student should include 3 discussion questions/issues for each class period (2-3 sentences per question) in his or her post.
- As there are multiple readings per week, questions must draw on more than one of the readings; each question may be on a different reading or may be integrative, when possible, across readings.
- Each discussion question must be unique. You may not repeat a question/issue that has already been posted. Be sure to read over all the discussion questions posted before completing your post.

Discussion Leadership (35 points, 2x = 70 total). Twice during the semester, each student will lead discussion for that week’s class. Students will lead discussion with 1-2 other students. Students sign up for topics of interest on the first day of class and will be notified of assignments shortly thereafter. The discussion leaders will give a brief overview of the topic including summary of each of the required readings, e.g., what are the major theoretical issues, methodological concerns, points of controversy, unresolved issues, a discussion of empirical studies in the area, key findings, challenges for future research, etc. In addition, discussion leaders should review other materials that provide more depth on the topic. For example, if students are leading discussion on Attachment, they would likely want to read the major review chapter in the Handbook of Child Psychology (2006) on this topic and examine some of the classic methodologies used to assess attachment. Leaders may provide a brief overview on background material if they feel it will be useful. Also, film clips from classic studies (e.g., video of BoBo Doll experiment is available on Youtube) may be useful depending on the topic. Students are encouraged to provide examples of current relevance of issue in broader context (e.g., is the literature informing educational practice, popular press articles on parenting, public policy, etc.?). Along with facilitating class discussion, leaders should create a one page outline of the key discussion points to distribute to the class. Grades will be based on clarity, depth, and discussion; the grading rubric will be posted with the assignment link.

Research Proposal (75 points total). Students will write a modified research proposal (~5-8 pages for content) and a statement identifying the social developmental significance of the proposal (~1-2 paragraphs). See additional instructions for this assignment and grading rubric under Assignments on the course website. You may choose any topic that you like but must incorporate key themes and concepts from the course (e.g., bio-behavior interactions, continuity and change) and some social development content (e.g., emotions, self, gender). Students should select a topic and submit a brief synopsis of the topic and preliminary explanation about the social development aspects of the topic as an attachment via the assignment link by October 18. Papers are due by noon on Friday, December 9 and should be submitted as an attachment via the assignment link in the course website.
Grading

Weekly Discussion Questions (77 pts)  35%
Discussion Leadership 1 (35 pts)  16%
Discussion Leadership 2 (35 pts)  16%
Research Proposal (75 pts)  34%

Scale:
100%-94%  A
93.9%-90%  A-
89.9%-87%  B+
86.9%-84%  B
83.9%-80%  B-

University policy dictates that: A grade of “C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit.” However, this course follows graduate school and departmental guidelines for criteria for passing grades for graduate courses (i.e., a grade of C+ or below is considered unsatisfactory and requires retaking the course). Also for this course, no plus or minus grades are given for C or below: 79.9%-70% C, <69% E

Course Guidelines & Policies

1. This course adheres to all University Policies. See http://www.dso.ufl.edu/ for useful information at the Dean of Students Office webpage.
3. Students with disabilities requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then request that documentation be sent to the Instructor when requesting accommodation. See http://www.dso.ufl.edu/drc/ for details.
4. Incompletes. Due to the nature of the requirements for the course, no incompletes can be given if in-class activities have not been completed on time. If the only outstanding assignment is the final paper, a request for an incomplete can be made. Students unable to complete the assignments who are not eligible to receive an incomplete will need to re-take the course.
5. Attendance. Attendance will not be taken in this class; however, students are expected to attend all class sessions.
6. Announcements/Changes. Dr. Graber, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in class.
COURSE OUTLINE & REQUIRED READINGS

August 23
Overview of Course
What is Social Development?

August 30
Dynamic Models of Bio-behavioral Development: Revisiting Critical Periods

*See Greenough Obituary.

September 6
Dynamic Models of Bio-behavioral Development: Behavioral Genetics & Genetics

September 13
Continuity and Change in Development: Temperament and Personality
September 20
Continuity and Change in Development: Attachment & Long-term Developmental Paths
doi:10.1037/a0021367

September 27
Continuity and Change in Development: Emotion & Regulation
doi:10.1038/nrn3313

October 4
Continuity and Change in Development: Self, Self-esteem, Racial/ethnic Identity
doi:10.1037/0022-0167.54.3.271

October 11
Continuity and Change in Development: Gender Development


**October 18** *Research Proposal Topics Due*

**Why Context Matters: Contextual Theories & Parenting**


**October 25**

**Why Context Matters: SES, Poverty & Neighborhoods**


**November 1**

**Competence & Resilience: What constitutes adversity or stress?**


November 8


November 15
**Why Context Matters: Social Learning Theory and Socialization via Media**


Executive Summary: Generation M2 (2010)

November 22
**Why Context Matters: Historical Period, Generations, & A few examples**


November 29
Development in Context: Prosocial & Antisocial Behaviors

*These are huge topics: go back through prior readings and look for influences on aggression for example and compile info across topics (e.g., media effects, peers, neighborhoods, etc.)

December 6
Discussion of Paper Topics and Course Themes