ADVANCED DEVELOPMENTAL PSYCHOLOGY 2; SOCIAL AND PERSONALITY DEVELOPMENT
DEP 6058; Section # 5434

Class Time: Tuesday, 3:00pm – 5:45pm

Class Location: PSY 151

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

Office Hours: Wednesday, 2:30pm – 3:30pm; Thursday, 9:15am—10:15am
Also available after class & By Appointment

Contact Info: McCarty C 502; 392-7001; jagraber@ufl.edu

Website: This course uses e-learning/Sakai for posting the syllabus, readings, 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 lifespan 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 assigned readings, (b) weekly written synopsis of readings and critical questions/issues raised in the readings, (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 and oral presentation.

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

1. Dynamic Models of Bio-behavioral Development
   a. Revisiting Critical Periods
   b. Attachment & Its Outcomes
   c. Temperament and Emotion
   d. Behavioral Genetic & Genetics

2. Continuity and Change in Development
   a. Personality Across the Lifespan
   b. Self
   c. Gender & Ethnicity
3. Why Context Matters
   a. Contextual Theories, Parenting, & Poverty
   b. Neighborhoods & Historical Period
   c. Socialization among Peers and Romantic Relationships
   d. Social Learning Theory and Socialization via Media

4. Social Behaviors
   a. Prosocial Development
   b. Aggression & Resilience

Required Readings
Many readings are available on-line via the UF library system. Readings not available via the UF library system will be posted on-line at the course website.

NOTE: This course uses APA style for all written work.


Course Requirements

1. **Readings.** All assigned readings must be completed before each class period.

2. **Weekly Synthesis & Critical questions.** Each week students should generate a list of critical questions about the readings. 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. The questions that you generate and the synopsis providing the background for your question should provide some synthesis of the readings and how this lead to your questions. 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. The list should include 2-3 questions for each week and should not exceed 2-3 typed, double-spaced (with header and page numbering). In weeks when you present, you do not need to submit this assignment as it will be subsumed in your presentation. There will be 11 weeks when students submit weekly questions. You may skip 1 week during the semester; hence, **10 assignments will be counted toward your final grade (4 pts per assignment).**

3. **Class Participation.** Each student is expected to participate in class discussion throughout the semester. Students should come to class prepared to discuss the critical questions they have generated, actively listen to the comments of others, and expand discussion with
continued reflection and synthesis of the discussion. As this is a graduate course, it is assumed that students will attend every session. If you must be absent for a particular class session, please notify Dr. Graber in advance. **14 weeks will be counted toward your final grade (2 pts per week, 2 bonus pts for overall).**

4. **Discussion Leadership.** 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 lecture 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. Discussion leaders should prepare and hand out an outline for class including at least three discussion questions for the class. Grades will be based on clarity, depth, and discussion. **Discussion leadership will be scored out of 40 points.**

5. **Research Proposal & Presentation.** Students will submit a research proposal paper on a topic of her or his choice. The topic should be submitted for approval by mid semester (October 5) and must make connections with a Social Development framework. Specifically, 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).
   a. Papers are due on **the day presented** and should follow APA style and format.
      i. A research proposal has an introduction section that describes the existing literature on the topic and provides a complete rationale for conducting the proposed study. Try to format this as you would a manuscript for publication; introductions are tightly focused on why it is important to do the study you are proposing, they include conceptual frameworks, and a review of the relevant literature, AND, they are usually not longer than **6-8 pages**.
      ii. The specific questions the study will address should be included along with hypotheses, unless an aspect of the study is exploratory.
      iii. A complete method section should be included.
      iv. Include an analysis plan, along with discussion of the implications and limitations of the study rather than full results and discussion sections.
   b. Proposals will be presented to the class on November 30 and December 7. Presentations should be about 15-20 minutes in length plus time for questions. Preference (1st, 2nd) for presentation dates will be submitted on the first day of class. Students may switch dates if desired.
Grading

Weekly Synthesis & Questions (40 pts)  20%
Participation (30 pts)  15%
Discussion Leadership 1 (40 pts)  20%
Discussion Leadership 2 (40 pts)  20%
Research Proposal (40 pts)
& Presentation (10 pts)  25%

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 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., no grade below a C will count as passing). Also for this course, no plus or minus grades are given for C or below: 79.9%-70% C <79% 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 provide this documentation to the Instructor when requesting accommodation. See http://www.dso.ufl.edu/drp/as.htm for details.

4. Incompletes. Due to the nature of the requirements for the course, no incompletes can be given if the presentations 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, see the above policy on class participation.

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

August 24
Overview of Course & Discussion
What is Development?
What is Social Development?

August 31
Dynamic Models of Bio-behavioral Development
Revisiting Critical Periods & Examples of Person-Environment Interactions


Does it matter if critical periods exist? Identify areas of human functioning that demonstrate experience-expectant or experience-dependent processes from your own areas of research; is this a useful model for understanding development in that area?

Does the Bruer & Greenough (2001) model of brain-experience development apply well to the effects of early deprivation or harsh parenting or puberty-environment interactions? What are the implications of Gunnar et al. (2001) for child outcomes?

September 7
Dynamic Models of Bio-behavioral Development:
Attachment & Long-term Developmental Paths


What are the strengths and limitations of animal models for attachment?

The “source” of representations identified in adult attachment protocols is clearly debated. Evaluate this debate. Do findings on stability of attachment in early childhood factor into the debate.

**September 14**

**Dynamic Models of Bio-behavioral Development**

**Temperament & Emotion**


PDF of references are also included (doi/10.1111/j.1540-5834.2007.00432.x/pdf)


A wide range of conceptualizations about temperament exist. Thomas and Chess began their work with parental reports on infant behavior. Fox has focused on laboratory and psychophysiological measures of temperament. Would you expect these to produce comparable dimensions of temperament?

Clearly Cole and her colleagues and Campos and his colleagues have different views of emotion and emotion regulation. What were the critical distinctions between their conceptualizations of emotional processes? Can emotion and emotion regulation be distinct processes?
September 21

Dynamic Models of Bio-behavioral Development

Behavioral Genetics & Genetics


Who did you think was more convincing Scarr (1992) or Baumrind (1993)? Apply a behavioral genetics interpretation to your own area of research; is this a useful approach? What are the implications for behavioral genetics of the Caspi et al. (2004) findings?

*Optional reading on new directions in research integrating behavior and genetics:* Moffitt, Caspi, & Rutter (2006)

September 28

Continuity and Change in Development

Temperament and Personality across the Lifespan


Kagan (1980) and Caspi & Roberts (2001) share some conceptions of continuity and change and have some unique views. Which commonalities or differences seemed most salient?

How were concepts of continuity and change applied to temperament and personality?
October 5
Continuity and Change in Development
Self


How would you compare the concept of “self” with “personality”?

October 12
Continuity and Change in Development
Gender & Ethnicity


What is “gender”? Consider issues of bio-behavioral interactions versus cognitive constructivist approaches as well as continuity versus change.

What are race and ethnicity?

How do racial, ethnic, or gender identities fit with identity or self development?
October 19
Why Context Matters
Contextual Theories, Parenting, & Poverty


Does poverty matter? Is this a surprising question? Describe what the model would look like if you extended the Conger et al. (1994) models to aging?

One concern about Bronfenbrenner’s model is that it doesn’t deal with biological aspects of development; would you agree?

October 26
Why Context Matters
Socialization and Broader Contexts: Neighborhood & Historical Period


Can research on neighborhoods be extended beyond urban settings?

The common examples of the impact of historical time are based on military service. Are there other historical contexts that are salient to development of constructs in your own field of research? Is Elder a substantial extension of Bronfenbrenner?
November 2
Why Context Matters
Socialization among Peers & Romantic Relationships


November 9
Why Context Matters
Social Learning Theory and Socialization in the Media


Executive Summary: Generation M (2005)

November 16
Prosocial Development


November 23
Aggression and Resilience


Read pp. 719-731


Have you heard the term resilience used in other contexts? Did the definitions presented clarify its use and application? Is resilience a useful framework for understanding individual differences in development?

Regulation of emotion and behavior are central features of the development of internalizing of behavioral restrictions as well as the development of competence. Consider these issues in terms of our prior discussion of emotion regulation.

November 30 & December 7
Presentations
Classic Studies

- Spitz, R., & Wolf, K. M.: Classic study of response to institutional rearing
- Ainsworth: Classic study/methodology in attachment, Strange-situation protocol
- Thomas & Chess: Classic study of temperament
- Block, Jack: Lives Through Time, Berkeley Guidance and Oakland Growth Studies on Personality Development
- Lewis & Brooks-Gunn: “The rouge study” or self in infancy
- Money & Ehrhardt: Gender re-assignment studies, 1972 book overview
- Baumrind: Classic study of parenting styles (focus on racial differences in parenting)
- Dodge & Coie (& Coppotelli): Development and refinement of sociometric status measures of peer acceptance/rejection
- Bandura: Classic study of social learning of aggressive behaviors (Bobo doll)
- Sears, Rau, & Alpert: Classic study of moral development and emotion regulation (hamster study; book published in 1965; study form 1958)

Additional Resources:

- Detailed reviews of the state-of-the-field on core topics in social development.

- A good overview of the “classic” theories of development. The primary focus is on historical and cognitive theories.


- Prior 3 references are essential for understanding and analyzing mediation versus moderation
Other References


