

DEP 6058: ADVANCED DEVELOPMENTAL PSYCHOLOGY 2
SOCIAL AND PERSONALITY DEVELOPMENT
Section # 4573

Class Time:

Tuesday, 5:10 p.m. – 7:50 p.m.

Class Location:

Psychology 130

Professor: **Julia A. Graber, Ph.D.**

Office Hours: Tuesday & Wednesday, Period 8 (3:00pm – 3:50pm)
Also available after class
& By Appointment

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Course Website:

<http://www.psych.ufl.edu/~jagraber/#Teaching>

The syllabus, weekly readings, and any announcements will be posted on the course website.

Course Objectives:

This course is designed to provide an introduction to the factors affecting 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 assigned readings, (b) weekly written synopsis of readings and critical questions/issues raised in the readings, (c) active discussion of readings in class, (d) presentation on selected topics, 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, Identity, & Gender

3. Why Context Matters
 - a. Contextual Theories and the Child Care Debate
 - b. Socialization in Families and the Effects of Poverty
 - c. Socialization among Peers and Romantic Relationships
 - d. Social Learning Theory and Socialization via Media

4. Social Behaviors
 - a. Prosocial Development, Inhibitory Control, & Social Competence
 - b. Aggression and the example of Neighborhood Context

Required Readings

Most 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 whenever possible.

Additional Resources:

The following book provides a good overview of the “classic” theories of development. The primary focus is on historical and cognitive theories.

Miller, P. H. (2002). *Theories of developmental psychology, 4th ed.* New York: Worth Publishers.

The following volume provides detailed reviews of the state-of-the-field on core topics in social development:

Damon, W. (Series Ed.), Lerner, R. M. (Series Ed.), & Eisenberg, N. (Vol. Ed.). (2006). *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (6th ed.). New York: Wiley.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

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. **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 list should include 2-3 questions for each week; the questions and rationale for each should not exceed 1-2 typed, single-spaced pages.

3. ***Class Participation.*** This is a discussion course; there are very few, if any lectures. Each student is expected to participate in class discussion throughout the semester. Students should come to class with comments on the readings, 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.
4. ***Presentation on Classic Study & Completion of Short Paper on topic.*** Several classic studies have been identified under topics in the course. Each student will present on one of these studies.
 - a. The first task will be finding the original study. In some cases, these studies are reported on in specific journal articles but for many of the studies the first description of the work is in a larger book on the topic.
 - b. Presentations will be 40-45 minutes in length. Additional time will be available for class discussion of issues raised in the presentation.
 - i. For the presentation, include a review of the methodology of the original study. Specifically, provide a description of the original goals of the study and the design of the study (including brief description of participants and methods used).
 - ii. In addition, the presentation should outline why this study was important and ***how it has influenced subsequent research or theories on this topic***—this part is very important to the assignment and should not be limited to one overhead; make connections to concepts and how this study stimulated research or shaped the development of the field on this topic.
 - iii. In order to complete this assignment, some additional search of the literature on the topic beyond the course readings will be necessary.
 - c. Students will also submit a short paper providing an overview of the presentation and a hard copy of the presentation. (Please email the presentation to Dr. Graber, in addition to the hard copy.)
 - i. Papers should be 5-7 pages in length, typed, and double-spaced (12-point font, 1-inch margins), and should include a title page and a reference section; these pages are not included in the page limits listed for the assignment.
 - ii. Papers are due the day of the presentation.
 - iii. The papers need not include the full description of the study but rather should provide only a brief overview of the study. The focus of the paper should be on the impact of the study within an historical context. As such, the paper and the presentation are not identical.
 - iv. Students are free to write a paper that covers the entire presentation for their own use as a resource but should only hand in the shorter version. Use APA style for the paper and stick to page limits.
 - v. Be concise and thoughtful.

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 10) 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 November 28 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 5-7 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. Results and discussion sections may be collapsed into a section describing the analysis plan, discussion of the implications of the study, and the limitations of the study.
 - b. Proposals will be presented to the class on November 28 and December 5. Presentations should be about 40 minutes in length.

Grading

Participation	10%
Weekly Questions	30%
Classic Study Presentation & Paper	30%
Research Proposal & Presentation	30%

COURSE OUTLINE

August 29

Overview of Course & Discussion

- What is Development?
- What is Social Development?

September 5

Dynamic Models of Bio-behavioral Development

Revisiting Critical Periods & Examples of Person-Environment Interactions

- Bruer, J. T. (2001). A critical and sensitive period primer. In D. B. Bailey, Jr., J. T. Bruer, F. J. Symons, & J. W. Lichtman (Eds.), *Critical thinking about critical periods* (pp. 3-26). Baltimore, MD: Brookes Publishing Co. (**JAG website**)
- Bruer, J. T., & Greenough, W. T. (2001). The subtle science of how experience affects the brain. In D. B. Bailey, Jr., J. T. Bruer, F. J. Symons, & J. W. Lichtman (Eds.), *Critical thinking about critical periods* (pp. 209-232). Baltimore, MD: Brookes Publishing Co. (**JAG website**)
- Gunnar, M. R., Morison, S. J., Chisholm, K., & Schuder, M. (2001). Salivary cortisol levels in children adopted from Romanian orphanages. *Development and Psychopathology*, *13*, 611-628. (**On-line**)
- Bugental, D. B., Martorell, G. A., & Barraza, V. (2003). The hormonal costs of subtle forms of infant maltreatment. *Hormones and Behavior*, *43*, 237-244. (**On-line**)

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 unique implications of Gunnar et al. (2001) in comparison to Bugental et al. (2003) for child outcomes?

September 12

Dynamic Models of Bio-behavioral Development:

Attachment & Long-term Developmental Paths

- Harlow, H. F. (1958). The nature of love. *American Psychologist*, *13*, 673-685. (**On-line**)
- Suomi, S. J. (1999). Attachment in Rhesus monkeys. In J. Cassidy & P. R. Shaver, (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp. 181-197). New York: Guilford Press.

- van IJzendoorn, M. H. (1995). Adult attachment representations, parental responsiveness, and infant attachment: A meta-analysis on the predictive validity of the adult attachment interview. *Psychological Bulletin*, 117, 387-403. **(On-line)**
- Fox, N. A. (1995). Of the way we were: Adult memories about attachment experiences and their role in determining infant-parent relationships: A commentary on van IJzendoorn (1995). *Psychological Bulletin*, 117, 404-410. **(On-line)**

Presentation Topic:

Ainsworth: Classic study/methodology in attachment, Strange-situation protocol

September 19

**Dynamic Models of Bio-behavioral Development
Temperament & Emotion**

- Fox, N. A., & Henderson, H. A. (1999). Does infancy matter? Predicting social behavior from infant temperament. *Infant Behavior & Development*, 22 (4), 445-455. **(On-line)**
- Boccia, M. L., & Pedersen, C. (2001). Animal models of critical and sensitive periods in social and emotional development. In D. B. Bailey, Jr., J. T. Bruer, F. J. Symons, & J. W. Lichtman (Eds.), *Critical thinking about critical periods* (pp. 107-127). Baltimore, MD: Brookes Publishing Co.
- 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. **(On-line)**
- Campos, J. J., Frankel, C. B., & Camras, L. (2004). On the nature of emotion regulation. *Child Development*, 75, 377-394. **(On-line)**
- Raffaelli, M.; Crockett, L. J. (2003). Sexual Risk Taking in Adolescence: The Role of Self-Regulation and Attraction to Risk. *Developmental Psychology*, 39, 1036-1046. **(On-line)**

Presentation Topic:

Thomas & Chess: Classic study of temperament

September 26

**Dynamic Models of Bio-behavioral Development
Behavioral Genetic & Genetics**

- Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63, 1-19. **(On-line)**
- Baumrind, D. (1993). The average expectable environment is not good enough: A response to Scarr. *Child Development*, 64, 1299-1317. **(On-line)**
- Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., & Bornstein, M. H. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, 218-232. **(On-line)**

- Caspi, A. et al. (2004). Maternal expressed emotion predicts children's antisocial behavior problems: Using monozygotic-twin differences to identify environmental effects on behavioral development. *Developmental Psychology*, 40, 149-161. **(On-line)**
- Moffitt, T. E., Caspi, A., & Rutter, M. (2006). Measured gene-environment interactions in psychopathology. Concepts, research strategies, and implications for research, intervention, and public understanding of genetics. *Perspectives on Psychological Science*, 1, 5-27. **(On-line, via Blackwell Scientific journal website)**

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?

October 3

Continuity and Change in Development

Temperament and Personality across the Lifespan

- Kagan, J. (1980). Perspectives on continuity. In O. G. Brim, Jr., & J. Kagan (Eds.), *Constancy and change in human development* (pp. 26-74). Cambridge, MA: Harvard University Press. **(JAG website)**
- Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (1998). Life-span theory in developmental psychology. In W. Damon, (Series Ed.), & R. M. Lerner, (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (pp. 1029-1143). New York: Wiley.
Read pp. 1029-1059 and 1082-1114.
- Caspi, A., & Roberts, B. W. (2001). Personality development across the life course: The argument for change and continuity. *Psychological Inquiry*, 12, 49-66. **(On-line)**
- Helson, R., Jones, C., & Kwan, V. S. Y. (2002). Personality change over 40 years of adulthood: Hierarchical linear modeling analyses of two longitudinal samples. *Journal of Personality and Social Psychology*, 83, 752-766. **(On-line)**

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 10

Continuity and Change in Development

Self, Identity, & Gender

- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4(1), 1-44. **(On-line)**

- Harter, S. & Whitesell, N. R. (2003). Beyond the debate: Why some adolescents report stable self-worth over time and situation, whereas others report changes in self-worth. *Journal of Personality*, 71, 1027-1058. **(On-line)**
- Maccoby, E.E. (1998). *Two sexes: Growing up apart, coming together*. Cambridge, MA: Harvard University Press. *Chapters 1-4* (pp. 15-88).
- Bem, S. L. (1983). Gender schema theory and its implications for child development: Raising gender-aschematic children in a gender-schematic society. *Signs*, 8, 598-616. **(On-line)**
- Bem, S. L. (1995). Dismantling gender polarization and compulsory heterosexuality: Should we turn the volume up or down? *Journal of Sex Research*, 32, 329-334. **(On-line)**

Presentation Topic A:

Lewis & Brooks-Gunn: “The rouge study” or self in infancy

Or

Presentation Topic B:

Money & Ehrhardt: Gender re-assignment studies, 1972 book overview

October 17

Why Context Matters

Contextual Theories & Child Care Debate

- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22 (6), 723-742. **(On-line)**
- Muus, R. E. (1996). *Theories of adolescence*. New York: McGraw-Hill Companies.
Chapter 15. Urie Bronfenbrenner’s ecological perspective on human development
- Elder, G. H., Jr. (1998). The life course and human development. In W. Damon, (Series Ed.), & R. M. Lerner, (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (pp. 939-991). New York: Wiley. **(JAG website)**
- Belsky, J. (2001). Emanuel Miller lecture: Developmental risks (still) associated with early child care. *Journal of Child Psychology and Psychiatry*, 42, 845-859. **(On-line)**
- NICHHD Early Child Care Research Network. (2001). Child-care and family predictors of preschool attachment and stability from infancy. *Developmental Psychology*, 37, 847-862. **(On-line)**

Newspaper columns on child care.

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

Does child care impact child attachment and/or parenting behaviors? What do you make of the discussion of this issue?

October 24

Why Context Matters

Socialization in Families and the example of Poverty

Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model.

Psychological Bulletin, 113, 487-496. **(On-line)**

Huston, A. C., McLoyd, V. C., & Garcia Coll, C. (1994). Children and poverty: Issues in contemporary research. *Child Development*, 65, 275-282. **(On-line)**

Conger, R. D., Ge, X., Elder, G. H., Jr., Lorenz, F. O., & Simons, R. L. (1994). Economic stress, coercive family process, and developmental problems of adolescence. *Child Development*, 65, 541-561. **(On-line)**

McLoyd, V. C., Jayaratne, T. E., Ceballo, R., & Borquez, J. (1994). Unemployment and work interruption among African American single mothers: Effects on parenting and adolescent socioemotional functioning. *Child Development*, 65, 562-589. **(On-line)**

Chase-Lansdale, P. L., Brooks-Gunn, J., & Zamsky, E. S. (1994). Young African-American multigenerational families in poverty: Quality of mothering and grandmothering. *Child Development*, 65, 373-393. **(On-line)**

Presentation Topic:

Baumrind: Classic study of parenting styles (focus on racial differences in parenting)

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

October 31

Why Context Matters

Socialization among Peers & Romantic Relationships

Muus, R. E. (1996). *Theories of adolescence*. New York: McGraw-Hill Companies. Chapter 5. Harry Stack Sullivan's Interpersonal theory of adolescent development.

Cairns, R. B., & Cairns, B. D. (1994). *Lifelines and risks: Pathways of youth in our time*. (excerpted sections, pp. 8-18, 90-129). New York: Cambridge University Press.

Deater-Deckard, K. (2001). Annotation: Recent research examining the role of peer relationships in the development of psychopathology. *Journal of Child Psychology and Psychiatry*, 42, 565-579. **(On-line)**

Collins, W. A. (2003). More than myth: The developmental significance of romantic relationships during adolescence. *Journal of Research on Adolescence*, 13, 1-24. **(On-line)**

McMaster, L. E., Connolly, J., Pepler, D., & Craig, W. M. (2002). Peer to peer sexual harassment in early adolescence: A developmental perspective. *Development and Psychopathology*, 14 (1), 91-105. **(On-line)**

Presentation Topic:

Dodge & Coie (& Coppotelli): Development and refinement of sociometric status measures

November 7

Why Context Matters

Social Learning Theory and Socialization in the Media

- Miller, P. H. (1993). *Theories of developmental psychology*. New York: W. H. Freeman & Company. Section on Social Learning Theory (pp. 177-232)
- Brown, J. D., & Cantor, J. (2000). An agenda for research on youth and the media. *Journal of Adolescent Health, 27S*, 2-7. **(On-line)**
- Roberts, D. F. (2000). Media and youth: Access, exposure, and privatization. *Journal of Adolescent Health, 27S*, 8-14. **(On-line)**
- Cantor, J. (2000). Media violence. *Journal of Adolescent Health, 27S*, 30-34. **(On-line)**
- Ward, L. M. (2002). Does television exposure affect emerging adults' attitudes and assumptions about sexual relationships? Correlational and experimental confirmation. *Journal of Youth and Adolescence, 31*, 1-15. **(On-line)**

Presentation Topic:

Bandura: Classic study of social learning of aggressive behaviors (Bobo doll)

November 14

Prosocial Development, Inhibitory Control, & Social Competence

- Eisenberg, N., Fabes, R. A., & Spinrad, T. L. (2006) Prosocial development. In Damon, W. (Series Ed.), Lerner, R. M. (Series Ed.), & Eisenberg, N. (Vol. Ed.). *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (6th ed.). New York: Wiley.
Read pp. 646-662
- Caldarella, P., & Merrell, K. W. (1997). Common dimensions of social skills of children and adolescents: A taxonomy of positive behaviors. *School Psychology Review, 26*(2), 264-278. **(On-line)**
- Kochanska, G., Murray, K., Jacques, T.T., Koenig, A.L., & Vandegest, K.A. (1996). Inhibitory control in young children and its role in emerging internalization. *Child Development, 67*, 490-507. **(On-line)**
- Lemerise, E. A., & Arsenio, W. F. (2000). An integrated model of emotion processes and cognition in social information processing. *Child Development, 71*, 107-118. **(On-line)**
- Masten, A. S., & Curtis, W. J. (2000). Integrating competence and psychopathology: Pathways toward a comprehensive science of adaptation in development. *Development and Psychopathology, 12*, 529-550. **(On-line)**

Presentation Topic:

Sears, Rau, & Alpert: Classic study of moral development and emotion regulation (hamster study; book published in 1965; study form 1958)

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?

November 21

Aggression and the example of Neighborhood Context

Dodge, K. A., Coie, J. D., & Lynam, D. (2006) Aggression and antisocial behavior in youth. In Damon, W. (Series Ed.), Lerner, R. M. (Series Ed.), & Eisenberg, N. (Vol. Ed.). *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (6th ed.). New York: Wiley.

Read pp. 719-731

Suomi, S. J. (2000). A biobehavioral perspective on developmental psychopathology: Excessive aggression and serotonergic dysfunction. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.), *Handbook of developmental psychopathology, 2nd ed* (pp. 403-429). New York: Plenum Press.

Calkins, S.D., & Fox, N. A. (2002). Self-regulatory processes in early personality development: A multilevel approach to the study of childhood social withdrawal and aggression. *Development and Psychopathology, 14*, 477-498. **(On-line)**

Sampson R, Raudenbush SW, and Earls F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science, 277*, 918-924. **(On-line)**

Can research on neighborhoods be extended beyond urban settings? Describe what the model would look like if you extended the Sampson et al. (1997) model to adult development and aging? Be sure to focus on how development in adulthood would be affected rather than just whether neighborhoods affect adults.

November 28 & December 5 Presentations

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.
2. **Academic Honesty.** This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. See <http://www.dso.ufl.edu/judicial/honestybrochure.htm> for details.
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.