DEP 6058: ADVANCED DEVELOPMENTAL PSYCHOLOGY 2
SOCIAL AND PERSONALITY DEVELOPMENT

Section # 1798

Class Time:
Tuesday, 5:10 p.m. – 7:50 p.m.

Class Location:
Psychology 130

Professor: Dr. Julia A. Graber
Office Hours: Wednesday, Period 7 (1:55pm – 2:45pm)
               Thursday, Period 8, (3:00pm – 3:50pm)
               & By Appointment
Office: 005 - I Psychology Building
Phone: 392-0601 x235
Email: jagraber@ufl.edu

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 children’s social and emotional development. 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 children’s lives in multiple settings.

Required Readings:

A set of readings will also be used.

Suggested Resource:

I. COURSE REQUIREMENTS

(1) Completion of all weekly reading assignments.
(2) Attendance and active participation in all class sessions.
(3) Presentation on Classic Study & Completion of Short Paper on topic.
(4) Lead discussion of a core paper during semester.
(5) Completion of final exam.
Descriptions of assignments and grades are listed after the course outline.
II. COURSE OUTLINE

August 24
Overview of Course

August 31
Core Issues in Developmental Theory

Required Readings:

Damon & Eisenberg Volume, Chapter 1, Introduction


September 7
Attachment & Effects of Care on Biology

Required Readings:


Presentation Topic:
Spitz, R., & Wolf, K. M.: Classic study of response to institutional rearing
September 14
Attachment & Child Care

Required Readings:

Damon & Eisenberg Volume, Chapter 2, Early sociopersonality development, Thompson


Newspaper columns on child care.

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

September 21
Temperament

Required Readings:

Damon & Eisenberg Volume, Chapter 3, Temperament, Rothbart & Bates

Damon & Eisenberg Volume, Chapter 4, Biology and the child, Kagan

*Presentation Topic:*
Thomas & Chess: Classic study of temperament

September 28
Emotional Development

Required Readings:

Damon & Eisenberg Volume, Chapter 5, Emotional development, Saarni, Mumme, & Campos


Discussion Papers:

October 5
Personality

Required Readings:

Damon & Eisenberg Volume, Chapter 6, Personality development across the life course, Caspi


Discussion paper:

October 12
Self & Identity

Required Readings:

Damon & Eisenberg Volume, Chapter 9, The development of self representations, Harter

Miller, P. H. (1993). Theories of developmental psychology. New York: W. H. Freeman & Company. Section on Erikson (pp. 154-175)

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

Discussion paper:
October 19
Gender Development

Required Readings:

Damon & Eisenberg Volume, Chapter 14, Gender development, Ruble & Martin


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

Discussion Papers:


October 26
Prosocial Development & Social Competence

Required Readings:

Damon & Eisenberg Volume, Chapter 11, Prosocial development, Eisenberg & Fabes


Discussion Papers:

November 2
Intimacy and Relationships

Required Readings:

Discussion Paper:

November 9
Aggression & Withdrawal: Regulation Issues

Required Readings:
Damon & Eisenberg Volume, Chapter 12, Aggression and antisocial behavior, Coie & Dodge


Presentation Topic:
Sears, Rau, & Alpert: Classic study of emotion regulation (hamster study; book published in 1965; study form 1958)
November 16
Ecological Theories and Behavioral Genetics

Required Readings:

Chapter 15. Urie Bronfenbrenner’s ecological perspective on human development


Discussion Paper:

November 23
Socializing Processes: Family

Required Readings:

Damon & Eisenberg Volume, Chapter 8, Socialization in the family, Parke & Buriel


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

Discussion Paper:
November 30
Socializing Processes: Peers

Required Readings:

Damon & Eisenberg Volume, Chapter 10, Peer interactions…, Rubin, Bukowski, & Parker


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

Discussion Paper:

December 7
Socializing Processes: Media

Required Readings:


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

December 13 Final Exam Due by 5:00pm
III. DESCRIPTION OF ASSIGNMENTS

A. 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. 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. The first task will be finding the original study.

Presentations will be 40-45 minutes in length. Additional time will be available for class discussion of issues raised in the presentation. 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). 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. In order to complete this assignment, some additional search of the literature on the topic beyond the course readings will be necessary.

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.) 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. Papers are due the day of the presentation. 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. 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. Be concise and thoughtful.

B. Discussion Leadership

In the syllabus, some readings are listed as discussion papers. During the semester, each student will lead discussion on one of these papers. All students are expected to read these papers and contribute to discussion. The discussion may begin with a brief overview of the study highlighting aspects of the study that are unique (methodologies, concepts, etc.) or are of relevance to the discussion points. The discussion leader should prepare a thoughtful critique of the paper and issues that are raised by it. Intelligent criticism requires demonstrating an understanding of what the writer is saying, as well as an effort to relate the writer’s position to problems, issues, or ideas that may clarify the meaning or significance of that position. Do not just summarize the articles. Students are expected to integrate ideas across some of the assigned articles for the given week and may incorporate readings from previous weeks if appropriate.
C. Final Exam

Students will be given a take-home final exam on the last day of class. Exams will be due Monday, December 13, by 5:00pm. The exam will be comprised of a few essay questions that require the student to integrate and synthesize materials across sections. Responses to questions should be typed, double-spaced and do not require a separate reference section. However, citations supporting the answers to the questions should be made using APA format.

D. Participation

Students are expected to discuss readings and issues every week.

IV. GRADES

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Discussion Leadership</td>
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<tr>
<td>Presentation &amp; Paper</td>
<td>35%</td>
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<td>Final Exam</td>
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V. COURSE GUIDELINES & POLICIES

1. This course adheres to all University Policies. See [http://www.dso.ufl.edu/](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](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](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 presentation and discussion leadership assignments have not been completed on time. If the only outstanding assignment is the final exam, 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.