

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

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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 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:

Damon, W. (Series Ed.), & Eisenberg, N. (Vol. Ed.). (1998). *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (5th ed.). New York: Wiley.
A set of readings will also be used.

Suggested Resource:

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

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

Miller, P. H. (1993). *Theories of developmental psychology*. New York: W. H. Freeman & Company. Introduction (pp. 2-27)

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.

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.

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.

September 7

Attachment & Effects of Care on Biology

Required Readings:

Bowlby, J. (1969). *Attachment and loss: Attachment* (Vol. 1, pp. 177-262). New York: Basic Books.

Harlow, H. F. (1958). The nature of love. *American Psychologist*, 13, 673-685.

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.

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.

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

Belsky, J. (2001). Emanuel Miller lecture: Developmental risks (still) associated with early child care. *Journal of Child Psychology and Psychiatry*, 42, 845-859.

NICHHD Early Child Care Research Network. (2001). Child-care and family predictors of preschool attachment and stability from infancy. *Developmental Psychology*, 37, 847-862.

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

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.

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.

Discussion Papers:

Raver, C. C. (2004). Placing emotional self-regulation in sociocultural and socioeconomic contexts. *Child Development, 75*, 346-353.

Campos, J. J., Frankel, C. B., & Camras, L. (2004). On the nature of emotion regulation. *Child Development, 75*, 377-394.

October 5

Personality

Required Readings:

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

Miller, P. H. (1993). *Theories of developmental psychology*. New York: W. H. Freeman & Company. Section on Freud (pp. 107-154)

Discussion paper:

Roberts, B. W., Caspi, A., & Moffitt, T. E. (2003). Work experiences and personality development in young adulthood. *Journal of Personality and Social Psychology, 84*, 582-593.

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:

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.

October 19

Gender Development

Required Readings:

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

Maccoby, E.E. (1998). *Two sexes: Growing up apart, coming together*. Cambridge, MA: Harvard University Press. *CHAPTERS 1-4* (pp. 15-88).

O'Sullivan, L., Graber, J. A., & Brooks-Gunn, J. (2001). Adolescent gender development. In J. Worell (Ed.), *Encyclopedia of women and gender, Vol. 2*, (pp. 55-67). San Diego, CA: Academic Press.

Presentation Topic:

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

Discussion Papers:

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.

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.

October 26

Prosocial Development & Social Competence

Required Readings:

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

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.

Discussion Papers:

Bergin, C., Talley, S., & Hamer, L. (2003). Prosocial behaviours of young adolescents: A focus group study. *Journal of Adolescence*, 26, 13-32.

November 2 Intimacy and Relationships

Required Readings:

- 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.
- 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.
- van IJzendoorn, M. H. (1995). Of the way we were: On temperament, attachment, and the transmission gap: A rejoinder to Fox (1995). *Psychological Bulletin, 117*, 411-415.
- Muus, R. E. (1996). *Theories of adolescence*. New York: McGraw-Hill Companies. Chapter 5. Harry Stack Sullivan's Interpersonal theory of adolescent development.
- Brown, B. B., Feiring, C., & Furman, W. (1999). Missing the love boat: Why researchers have shied away from adolescent romance. In W. Furman, B. B. Brown, & C. Feiring (Eds.), *Contemporary perspectives on adolescent relationships* (pp. 16). New York: Cambridge University Press.

Discussion Paper:

- Connolly, J., Furman, W., & Konarski, R. (2000). The role of peers in the emergence of heterosexual romantic relationships in adolescence. *Child Development, 71*, 1395-1408.

November 9 Aggression & Withdrawal: Regulation Issues

Required Readings:

- Damon & Eisenberg Volume, Chapter 12, Aggression and antisocial behavior, Coie & Dodge
- 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.
- 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.
- Schmidt, L. A., Fox, N. A., Rubin, K. H., Hu, S., & Hamer, D. H. (2002). Molecular genetics of shyness and aggression in preschoolers. *Personality and Individual Differences, 33*, 227-238.

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:

- 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.
- Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development, 63*, 1-19.
- Baumrind, D. (1993). The average expectable environment is not good enough: A response to Scarr. *Child Development, 64*, 1299-1317.
- 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*.

Discussion Paper:

- 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.

November 23
Socializing Processes: Family

Required Readings:

- Damon & Eisenberg Volume, Chapter 8, Socialization in the family, Parke & Buriel
- Laursen, B., & Collins, W. A. (1994). Interpersonal conflict during adolescence. *Psychological Bulletin, 115*, 197-209.

Presentation Topic:

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

Discussion Paper:

- Granic, I., Hollenstein, T., Dishion, T. J., & Patterson, G. R. (2003). Longitudinal analysis of flexibility and reorganization in early adolescence: A dynamic systems study of family interactions. *Developmental Psychology, 39*, 606-617.

November 30
Socializing Processes: Peers

Required Readings:

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

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science*, 11, 7-10.

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.

Presentation Topic:

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

Discussion Paper:

Brendgen, M., Vitaro, F., Tremblay, R. E., & Wanner, B. (2002). Parent and peer effects on delinquency-related violence and dating violence: A test of two mediational models. *Social Development*, 11, 225-244.

December 7
Socializing Processes: Media

Required Readings:

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.

Roberts, D. F. (2000). Media and youth: Access, exposure, and privatization. *Journal of Adolescent Health*, 27S, 8-14.

Cantor, J. (2000). Media violence. *Journal of Adolescent Health*, 27S, 30-34.

Brown, J. D. (2000). Adolescents' sexual media diets. *Journal of Adolescent Health*, 27S, 35-40.

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.

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

Participation	10%
Discussion Leadership	10%
Presentation & Paper	35%
Final Exam	45%

V. 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 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.