

**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)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

- This course uses APA style for all written work.

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.

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

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1181.

Mackinnon, D. P., Lockwood, C. M., Hoffman, J. M., West, S. G., & Sheets, V. (2002). A comparison of methods to test mediation and other intervening variable effects. *Psychological Methods*, 7, 83-104.

Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments, and Computers*, 36, 717-731.

- 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.
2. **Academic Honesty.** See <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>.
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

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.

Thomas, M. S.C., & Johnson, M. H. (2008). New advances in understanding sensitive periods in brain development. *Current Directions in Psychological Science*, 17(1), 1-5.

doi:[10.1111/j.1467-8721.2008.00537.x](https://doi.org/10.1111/j.1467-8721.2008.00537.x)

Obradović, J., & Boyce, W. T. (2009). Individual differences in behavioral, physiological, and genetic sensitivities to contexts: Implications for development and adaptation. *Developmental Neuroscience*, 31(4), 300-308. doi:10.1159/000216541

*See Greenough Obituary.

September 6

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

Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63, 1-19.

Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. M. (2016). Top 10 replicated findings from behavioral genetics. *Perspectives on Psychological Science*, 11(1), 3-23. doi:10.1177/1745691615617439

Dodge, K. A. (2004). The nature-nurture debate and public policy. *Merrill-Palmer Quarterly: Journal of Developmental Psychology*, 50(4), 418-427. doi:[10.1353/mpq.2004.0028](https://doi.org/10.1353/mpq.2004.0028)

Meaney, M. J. (2010). Epigenetics and the biological definition of gene x environment interactions. *Child Development*, 81(1), 41-79. doi:[10.1111/j.1467-8624.2009.01381.x](https://doi.org/10.1111/j.1467-8624.2009.01381.x)

September 13

Continuity and Change in Development: Temperament and Personality

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.

Zentner, M., & Bates, J. E. (2008). Child temperament: An integrative review of concepts, research programs, and measures. *European Journal Of Developmental Science*, 2(1-2), 7-37.

Caspi, A., Roberts, B. W., & Shiner, R. L. (2005). Personality development: Stability and change. *Annual Review of Psychology*, 56, 453-484.

doi:[10.1146/annurev.psych.55.090902.141913](https://doi.org/10.1146/annurev.psych.55.090902.141913)

September 20

Continuity and Change in Development: Attachment & Long-term Developmental Paths

- 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.
- Dykas, M. J., & Cassidy, J. (2011). Attachment and the processing of social information across the life span: Theory and evidence. *Psychological Bulletin*, *137*(1), 19-46.
doi:10.1037/a0021367

September 27

Continuity and Change in Development: Emotion & Regulation

- 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.
- Campos, J. J., Frankel, C. B., & Camras, L. (2004). On the nature of emotion regulation. *Child Development*, *75*, 377-394.
- Casey, B. J., Somerville, L. H., Gotlib, I. H., Ayduk, O., Franklin, N. T., Askren, M. K., & ... Shoda, Y. (2011). Behavioral and neural correlates of delay of gratification 40 years later. *PNAS Proceedings of the National Academy Of Sciences Of The United States Of America*, *108*(36), 14998-15003. doi:10.1073/pnas.1108561108
- Crone, E. A., & Dahl, R. E. (2012). Understanding adolescence as a period of social-affective engagement and goal flexibility. *Nature Reviews Neuroscience*, *13*(9), 636-650.
doi:10.1038/nrn3313

October 4

Continuity and Change in Development: ☐ Self, Self-esteem, Racial/ethnic Identity

- Harter, S. (1999). *The construction of the self: A developmental perspective*. New York: Guilford Press. Read pp. 1-14
- 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.
- Phinney, J. S., & Ong, A. D. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of Counseling Psychology*, *54*(3), 271-281.
doi:10.1037/0022-0167.54.3.271

October 11

Continuity and Change in Development: Gender Development

- Martin, C., & Ruble, D. N. (2010). Patterns of gender development. *Annual Review of Psychology*, *61*, 353-381. doi:10.1146/annurev.psych.093008.100511
- Berenbaum, S. A., Blakemore, J. O., & Beltz, A. M. (2011). A role for biology in gender-related behavior. *Sex Roles*, *64*(11-12), 804-825. doi:10.1007/s11199-011-9990-8
- 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.

Martin-Storey, A. (2016). Gender, sexuality, and gender nonconformity: Understanding variation in functioning. *Child Development Perspectives*, doi:10.1111/cdep.12194
Optional reading: Henig, R. M. (May 14, 2015). The last day of her life. *New York Times Magazine*, New York, New York: New York Times Corporation.

October 18 *Research Proposal Topics Due*

Why Context Matters: Contextual Theories & Parenting

Muus, R. E. (1996). *Theories of adolescence*. New York: McGraw-Hill Companies. Chapter 15 (skip section on “Hill’s context based model...”). Urie Bronfenbrenner’s ecological perspective on human development.

Parke, R. D. (2004). Development in the family. *Annual Review of Psychology*, 55, 365-399. doi:10.1146/annurev.psych.55.090902.141528

Lansford, J. E., Bornstein, M. H., Deater-Deckard, K., Dodge, K. A., Al-Hassan, S. M., Bacchini, D., Bombi, A. S., Chang, L., Chen, B.-B., Di Giunta, L., Malone, P. S., Oburu, P., Pastorelli, C., Skinner, A. T., Sorbring, E., Steinberg, L., Tapanya, S., Alampay, L. P., Uribe Tirado, L. M. and Zelli, A. (2016), How international research on parenting advances understanding of child development. *Child Development Perspectives*, 10, 202–207. doi:10.1111/cdep.12186

Rodriguez, J., Umaña-Taylor, A., Smith, E. P., & Johnson, D. J. (2009). Cultural processes in parenting and youth outcomes: Examining a model of racial-ethnic socialization and identity in diverse populations. *Cultural Diversity and Ethnic Minority Psychology*, 15(2), 106-111. <http://dx.doi.org/10.1037/a0015510>

October 25

Why Context Matters: SES, Poverty & Neighborhoods

Conger, R. D., & Donnellan, M. B. (2007). An interactionist perspective on the socioeconomic context of human development. *Annual Review of Psychology*, 58, 175-199. doi:[10.1146/annurev.psych.58.110405.085551](https://doi.org/10.1146/annurev.psych.58.110405.085551)

Yoshikawa, H., Aber, J., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist*, 67(4), 272-284. doi:10.1037/a0028015

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

Ludwig, J., Duncan, G. J., & Hirschfield, P. (2001). Urban poverty and juvenile crime: Evidence from a randomized housing mobility experiment. *Quarterly Journal of Economics*, 116, 655-680.

November 1

Competence & Resilience: What constitutes adversity or stress?

Masten, A. S., & Coatsworth, J. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53(2), 205-220. doi:10.1037/0003-066X.53.2.205

Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, 71, 543-562.

- Kagan, J. (2016). An overly permissive extension. *Perspectives on Psychological Science*, 11(4), 442-450. <http://dx.doi.org/10.1177/1745691616635593>
- McEwen, B. S., & McEwen, C. A. (2016). Response to Jerome Kagan's essay on stress (2016). *Perspectives on Psychological Science*, 11(4), 451-455. <http://dx.doi.org/10.1177/1745691616646635>
- McEwen, B. S., Gray, J. D., & Nasca, C. (2015). Recognizing resilience: Learning from the effects of stress on the brain. *Neurobiology of Stress*, 1, 1-11. <http://doi.org/10.1016/j.ynstr.2014.09.001>

November 8

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.
- Bukowski, W. M., Castellanos, M., Vitaro, F., & Brendgen, M. (2015). Socialization and experiences with peers. In J. E. Grusec, P. D. Hastings, J. E. Grusec, P. D. Hastings (Eds.), *Handbook of socialization: Theory and research, 2nd ed* (pp. 228-250). New York, NY, US: Guilford Press.
- Blandon, A. Y., Calkins, S. D., Grimm, K. J., Keane, S. P., & O'Brien, M. (2010). Testing a developmental cascade model of emotional and social competence and early peer acceptance. *Development and Psychopathology*, 22(4), 737-748. doi:[10.1017/S0954579410000428](https://doi.org/10.1017/S0954579410000428)
- Collins, W. A., Welsh, D. P., & Furman, W. (2009). Adolescent romantic relationships. *Annual Review of Psychology*, 60, 631-652. doi:10.1146/annurev.psych.60.110707.1634594.

November 15

Why Context Matters: Social Learning Theory and Socialization via Media

- Miller, P. H. (1993). *Theories of developmental psychology*. New York: W. H. Freeman & Company. Section on Social Learning Theory (pp. 177-232)
- Prot, S., Anderson, C. A., Gentile, D. A., Warburton, W., Saleem, M., Groves, C. L., & Brown, S. C. (2015). Media as agents of socialization. In J. E. Grusec, P. D. Hastings, J. E. Grusec, P. D. Hastings (Eds.), *Handbook of socialization: Theory and research, 2nd ed* (pp. 276-300). New York, NY, US: Guilford Press.
- Mitchell, K. J., Finkelhor, D., Jones, L. M., Wolak, J. (2012). Prevalence and characteristics of youth sexting: A national study. *Pediatrics*, 129(1), 13-20
- Executive Summary: Generation M2 (2010)

November 22

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

- Elder, G. H., Jr., & Shanahan, M. J. (2006). The life course and human development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology (6th ed.): Vol. 1, Theoretical models of human development* (pp. 665-715). Hoboken, NJ: John Wiley.
- Campbell, W. K., Campbell, S. M., Siedor, L. E., & Twenge, J. M. (2015). Generational differences are real and useful. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 8(3), 324-331. doi:10.1017/iop.2015.43

Twenge, J. M., Sherman, R. A., & Wells, B. E. (2016a). Changes in American adults' reported same-sex sexual experiences and attitudes, 1973–2014. *Archives of Sexual Behavior*, doi:10.1007/s10508-016-0769-4

Twenge, J. M., Sherman, R. A., & Wells, B. E. (2016b). Sexual inactivity during young adulthood is more common among U.S. Millennials and iGen: Age, period, and cohort effects on having no sexual partners after age 18. *Archives of Sexual Behavior*, doi:10.1007/s10508-016-0798-z

November 29

Development in Context: Prosocial & Antisocial Behaviors

Martin, A., & Olson, K. R. (2015). Beyond good and evil: What motivations underlie children's prosocial behavior? *Perspectives on Psychological Science*, 10(2), 159-175.

<http://dx.doi.org/10.1177/1745691615568998>

Shirtcliff, E. A., Vitacco, M. J., Graf, A. R., Gostisha, A. J., Merz, J. L., & Zahn-Waxler, C. (2009). Neurobiology of empathy and callousness: Implications for the development of antisocial behavior. *Behavioral Sciences & The Law*, 27(2), 137-171. doi:10.1002/bsl.862

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**

Broidy, L. M., Nagin, D. S., Tremblay, R. E., Bates, J. E., Brame, B., Dodge, K. A., . . . Vitaro, F. (2003). Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: A six-site, cross-national study. *Developmental Psychology*, 39(2), 222-245. <http://dx.doi.org/10.1037/0012-1649.39.2.222>

*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