

**ADVANCED DEVELOPMENTAL PSYCHOLOGY 2; SOCIAL AND PERSONALITY DEVELOPMENT  
DEP 6058; Section # 097E**

**Class Time:** Mondays, 4:05pm – 6:50pm

**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; [jgrabber@ufl.edu](mailto:jgrabber@ufl.edu)

**Website:**

This course uses e-learning/Sakai 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/~jgrabber/#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
  - ★ Aspects of Self Development
  - ★ Gender Development
- Why Context Matters
  - ★ Contextual Theories, Parenting, Culture & Socialization
  - ★ SES, Poverty, Neighborhoods, and Disparities
  - ★ Historical Period

- ★ Socialization among Peers and Romantic Relationships
- ★ Social Learning Theory and Socialization via Media
- Competence, Resilience, & Cascade Models of Development

### Other Resources (not required)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> 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* (6<sup>th</sup> 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 (10 posts/9 points = 90 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 12 class periods (beginning September 10); students do not need to submit questions in weeks when s/he serves as a discussion leader.
- ★ Requirements for discussion questions:
  - Posts should be made by **11:59pm Sunday** evening prior to Monday'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 (40 points, 2x = 80 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. Grades will be based on clarity, depth, and discussion; the grading rubric will be posted on Sakai.
  - ★ Requirements for Leaders:
    - Overview of topic and core points for each reading
    - One page outline of the topics to be covered; include questions for discussion
    - Bring copies of outline for students in class and submit outline via Assignment link prior to class.

**Research Proposal (80 points total).** Students will write a modified research proposal (~6-8 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 developmental aspects of the topic as an attachment via the assignment link by **October 22**. **Papers are due by noon on Friday, December 7** and should be submitted as an attachment via the assignment link in the course website.

### Grading

Weekly Discussion Questions (90 pts)		36%
Discussion Leadership 1 (40 pts)		16%
Discussion Leadership 2 (40 pts)		16%
Research Proposal (80 pts)		32%

### 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., 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> 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/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 27

#### Brief Overview of Course

What is Social Development?

#### Dynamic Models of Bio-behavioral Development: Revisiting Critical Periods & Early Experience

- 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.
- Gunnar, M., & Quevedo, K. (2007). The neurobiology of stress and development. *Annual Review of Psychology*, 58, 145-173. doi:[10.1146/annurev.psych.58.110405.085605](https://doi.org/10.1146/annurev.psych.58.110405.085605)

### September 3 No Class; Labor Day

### September 10

#### 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.
- 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)
- 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.

### September 17

#### 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.
- Fox, N. A., & Henderson, H. A. (1999). Does infancy matter? Predicting social behavior from infant temperament. *Infant Behavior & Development*, 22 (4), 445-455.
- 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)
- Kagan, J. (2007). A trio of concerns. *Perspectives on Psychological Science*, 2(4), 361-376. doi:[10.1111/j.1745-6916.2007.00049.x](https://doi.org/10.1111/j.1745-6916.2007.00049.x)

## September 24

### 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.
- Friedman, S. L., & Boyle, D. (2008). Attachment in US children experiencing nonmaternal care in the early 1990s. *Attachment & Human Development*, *10*(3), 225-261.  
doi:10.1080/14616730802113570
- Davila, J., & Sargent, E. (2003). The meaning of life (events) predicts changes in attachment security. *Personality and Social Psychology Bulletin*, *29*(11), 1383-1395.  
doi:10.1177/0146167203256374

## October 1

### 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.
- Kochanska, G., Murray, K., Jacques, T.T., Koenic, A.L., & Vandegest, K.A. (1996). Inhibitory control in young children and its role in emerging internalization. *Child Development*, *67*, 490-507.
- Steinberg, L. (2007). Risk taking in adolescence: New perspectives from brain and behavioral science. *Current Directions in Psychological Science*, *16*(2), 55-59. doi:[10.1111/j.1467-8721.2007.00475.x](https://doi.org/10.1111/j.1467-8721.2007.00475.x)

## October 8

### Continuity and Change in Development: Aspects of Self Development

- Harter, S. (1999). *The construction of the self: A developmental perspective*. New York: Guilford Press. Read pp. 1-14
- 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
- Brown, C., Alabi, B. O., Huynh, V. W., & Masten, C. L. (2011). Ethnicity and gender in late childhood and early adolescence: Group identity and awareness of bias. *Developmental Psychology*, *47*(2), 463-471. doi:10.1037/a0021819
- 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 15

### 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
- Udry JR. (1994). The nature of gender. *Demography, 31*(4), 561-73.
- 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.
- Weil, E. (September 24, 2006). What if it's (sort of) a boy and (sort of) a girl? *New York Times Magazine*, New York, New York: New York Times Corporation.
- Optional reading: Padawer, R. (August 12, 2012). What's so bad about a boy who wants to wear a dress? *New York Times Magazine*

## October 22 \*Research Proposal Topics Due\*

### Why Context Matters: Contextual Theories, Parenting, Culture, & Socialization

- Muus, R. E. (1996). *Theories of adolescence*. New York: McGraw-Hill Companies. Chapter 15. 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
- Coll, C., Akerman, A., & Cicchetti, D. (2000). Cultural influences on developmental processes and outcomes: Implications for the study of development and psychopathology. *Development and Psychopathology, 12*(3), 333-356. doi:10.1017/S0954579400003059
- Hughes, D., Rodriguez, J., Smith, E. P., Johnson, D. J., Stevenson, H. C., & Spicer, P. (2006). Parents' ethnic-racial socialization practices: A review of research and directions for future study. *Developmental Psychology, 42*(5), 747-770. doi:10.1037/0012-1649.42.5.747

## October 29

### Why Context Matters: SES, Poverty, Neighborhoods, and Disparities

- 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)
- Goodman, E., McEwen, B. S., Dolan, L. M., Schafer-Kalkhoff, T., & Adler, N. E. (2005). Social disadvantage and adolescent stress. *Journal of Adolescent Health, 37*(6), 484-492. doi:10.1016/j.jadohealth.2004.11.126
- Evans, G. W., & Kim, P. (2012). Childhood poverty and young adults' allostatic load: The mediating role of childhood cumulative risk exposure. *Psychological Science*. Published online doi: 10.1177/0956797612441218
- 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 5

### Why Context Matters: Historical Period

- 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.
- Trzesniewski, K. H., & Donnellan, M. B. (2010). Rethinking "Generation Me": A study of cohort effects from 1976-2006. *Perspectives on Psychological Science, 5*(1), 58-75.  
doi:[10.1177/1745691609356789](https://doi.org/10.1177/1745691609356789)
- Twenge, J. M., & Campbell, W. K. (2010). Birth cohort differences in the monitoring the future dataset and elsewhere: Further evidence for Generation Me—Commentary on Trzesniewski & Donnellan (2010). *Perspectives on Psychological Science, 5*(1), 81-88.  
doi:[10.1177/1745691609357015](https://doi.org/10.1177/1745691609357015)
- Donnellan, M. B., & Trzesniewski, K. H. (2010). Groundhog Day versus Alice in Wonderland, red herrings versus Swedish fishes, and hopefully something constructive: A reply to comments. *Perspectives on Psychological Science, 5*(1), 103-108.  
doi:[10.1177/1745691609357020](https://doi.org/10.1177/1745691609357020)

## November 12 No Classes

## November 19

### 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.
- 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)
- Dishion, T. J., & Tipsord, J. M. (2011). Peer contagion in child and adolescent social and emotional development. *Annual Review of Psychology, 62*, 189-214.
- 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 26

### 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)
- Cantor, J. (2000). Media violence. *Journal of Adolescent Health, 27S*, 30-34.
- O'Hara, R. E., Gibbons, F. X., Gerrard, M., Li, Z., & Sargent, J. D. (2012). Greater exposure to sexual content in popular movies predicts earlier sexual debut and increased sexual risk taking. *Psychological Science*. Published online doi: 10.1177/0956797611435529
- Executive Summary: Generation M2 (2010)



### December 3

#### Competence, Resilience, & Cascade Models of Development

- 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.
- Masten, A. S., & Cicchetti, D. (2010). Developmental cascades. *Development and Psychopathology, 22*(3), 491-495. doi:10.1017/S0954579410000222
- Martin, M. J., Conger, R. D., Schofield, T. J., Dogan, S. J., Widaman, K. F., Donnellan, M., & Neppl, T. K. (2010). Evaluation of the interactionist model of socioeconomic status and problem behavior: A developmental cascade across generations. *Development and Psychopathology, 22*(3), 695-713. doi:10.1017/S0954579410000374