

**DEP 4930 – SOCIAL DEVELOPMENT**  
**Section # 1749**  
**Fall 2004**

**Class Time:**

T Period 8-9 (3:00pm – 4:40pm)  
R Period 9 (4:05pm – 4:55pm)

**Class Location:**

MAT 9

**Professor: Dr. Julia A. Graber**

**Office Hours:** Wednesday, Period 7 (1:55pm – 2:45pm)  
Thursday, Period 8, (3:00pm – 3:50pm)  
Also available after class on Thursday  
& By Appointment

**Office:** 005 - I Psychology Building

**Phone:** 392-0601 x235

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**Course Website:**

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

Outlines of lectures, the syllabus, weekly readings, grades, and any announcements will be posted on the course website.

**Course Objectives:**

Students will gain understanding of social development during childhood and adolescence. A particular emphasis will be placed on the interplay of biological, psychological and contextual factors in shaping social development over the first two decades of life. As part of understanding important areas of social development, students will engage in active research on aspects of social development.

**Required Readings:**

1. Shaffer, D. R. (2005). *Social and personality development*, 5<sup>th</sup> Edition. Belmont, CA: Thomson Wadsworth.
2. Additional readings are available on-line. Readings are available via the library's on-line catalogue or via the course website.

## COURSE REQUIREMENTS

1. **Readings.** All assigned readings must be completed before each class period.
2. **Class Participation.** Each student is expected to participate in class discussion throughout the semester.
3. **Exams, 3 in-class exams (50 points each).** Students will be asked to complete a short answer section and write on 1-2 essay questions. Answers to the questions should draw on the readings as well as the material presented in class. The entire class period will be allotted for the exam. A list of possible essay questions will be posted on the course website prior to the exam.
4. **Independent Investigations (2 investigations, 40 points each).** Students will complete 2 investigations from a list of 4 options. Students will write a brief report on their investigation and discuss their projects in class. **(Please see the detailed instructions for these assignments that are enclosed.)**
5. **Group Research Project and Presentation (100 points).** There will be a research project and presentation to the class. Students will conduct a research project and present their projects to the class in a poster presentation; each group will also give a brief (~15 minute) presentation on their project. **(Please see the detailed instructions for the project that are enclosed.)**
6. **Homework Activities and In-class Discussion (30 points total).** Students will engage in several out-of-class and in-class activities throughout the semester; activities will be discussed during class. Brief written activities to be completed in class and followed by group discussion may also be assigned. At least once during the semester, each student will be asked to lead discussion on one of the readings for class. Each activity will be worth 2-4 points; leading discussion will be worth 10 points. There will be more than activities than needed to receive full credit but only 30 points are counted toward the final course grade. As group discussion of the activity is important, there are no make-ups for missed activities.

**CRITICAL DATES & GRADING**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
<b>Independent Investigation 1</b>	<b>9/14/04</b>	<b>40</b>
<b>Exam 1</b>	<b>9/21/04</b>	<b>50</b>
<b>Independent Investigation 2</b>	<b>10/19/04</b>	<b>40</b>
<b>Exam 2</b>	<b>10/26/04</b>	<b>50</b>
<b>Group Project &amp; Presentation</b>	<b>11/30/04</b>	<b>100</b>
<b>Exam 3</b>	<b>12/15/04</b>	<b>50</b>
<b>Homework Activities &amp; Discussion</b>	<b>Throughout semester</b>	<b>30</b>
<b>TOTAL POINTS</b>		<b>360</b>

**GRADING SCALE**

<b>Grade</b>	<b>%</b>	<b>Points</b>
<b>A</b>	90%-100%	<b>324-360</b>
<b>B+</b>	85%-89%	<b>306-323</b>
<b>B</b>	80%-84%	<b>288-305</b>
<b>C+</b>	75%-79%	<b>270-287</b>
<b>C</b>	70%-74%	<b>252-269</b>
<b>D</b>	65%-69%	<b>234-251</b>
<b>E</b>	<65%	<b>&lt; 234</b>

**IMPORTANT GRADING POLICY:** The point values will be used to calculate final grades, NOT percentage values. That is, if you have 323 points, your grade will be a B+ even though 323 points is 89.7%. There are numerous opportunities to earn points throughout the semester. Do not plan on rounding up for calculation of final grades.

## 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. **Make-up Exams and Extensions.** Any requests for extension of deadlines or make-up exams must be based on University approved reasons and must include proper documentation as per University guidelines. Requests must be made before or within 24 hours of the date of the deadline. The following is the only exception to this policy.  
**There are no make-ups for Homework Activities and In-class discussion assignments or for the Group Project and Presentation.**  
  
Late independent investigations that do not have approved extensions to the deadline will have 2 points deducted from the total score for each day late. Assignments will not be accepted if they are more than 1 week overdue.
5. **Attendance.** Attendance will not be taken in this class; however, see the above policy on the In-class discussion activities. If a student misses a class, s/he is expected to obtain notes from another member of the class. Dr. Graber will not provide notes for missed classes.
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**

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
8/24	Overview	Syllabus Chapter 1 in Shaffer Text
8/26	Classic Theories of Social Development	Chapter 2 in Shaffer Text
8/31	Classic & Recent Theories of Social Development	Chapter 2 in Shaffer Text Gunnar, Morison, Chisholm, & Schuder (2001) Bugental, Martorell, & Barraza (2003)
9/02	Recent Theories of Social Development	Chapter 3 in Shaffer Text
9/07	Emotional Development & Temperament	Chapter 4 in Shaffer Text Cole, Martin, & Dennis (2004)
9/09	Emotional Development & Temperament	Chapter 4 in Shaffer Text Newman, Caspi, Silva, & Moffitt (1997)
9/14	Attachment Discuss Independent Investigation 1	Chapter 5 in Shaffer Text
9/16	<b>Assignment Due</b> Attachment	Chapter 5 in Shaffer Text NICHD Early Child Care Research Network (2001)
9/21	<b>EXAM 1</b>	
9/23	Begin Self, Identity, & Social Cognition	Chapter 6 in Shaffer Text
9/28	Continuity in Personality	Chapter 6 in Shaffer Text
9/30	Self, Identity, & Social Cognition	Chapter 6 in Shaffer Text DuBois, Burk-Braxton, Swenson, Tevendale, & Hardesty (2002).
10/5	Achievement Competence & Resilience	Chapter 7 in Shaffer Text Masten, Hubbard, Gest, Tellegen, Garmezy, & Ramirez (1999)
10/7	Gender & Sex Differences	Chapter 8 in Shaffer Text

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
<b>10/12</b>	Gender & Sexuality	Chapter 8 in Shaffer Text Boyle, Marshall, & Robeson (2003)
<b>10/14</b>	Over-regulation and Internalizing <b>Due:</b> Group and topic info for project	Chapter 9 in Shaffer Text Kochanska, Murray, Jacques, Koenic, & Vandegeest (1996)
<b>10/19</b>	Aggression & Antisocial Conduct Discuss Independent Investigation 2 <b>Assignment Due</b>	Chapters 9 & 10 in Shaffer Text
<b>10/21</b>	Altruism & Moral Development	Chapter 10 in Shaffer Text Bergin, Talley, & Hamer (2003)
<b>10/26</b>	<b>EXAM 2</b>	
<b>10/28</b>	Contexts that Shape Social Development; The Family	Chapter 11 in Shaffer Text
<b>11/02</b>	The Family <b>Due:</b> Description of project methods and literature	Chapter 11 in Shaffer Text Regalado, Sareen, Inkelas, Wissow, & Halfon (2004) Horn, Cheng, & Joseph (2004)
<b>11/04</b>	Extrafamilial Influences, Schools	Chapter 12 in Shaffer Text
<b>11/09</b>	Extrafamilial Influences Media	Chapter 12 in Shaffer Text Ward (2002)
<b>11/11</b>	NO CLASS	
<b>11/16</b>	Extrafamilial Influences, Peers	Chapter 13 in Shaffer Text Rudolf (2002) Wolak, Mitchell, & Finkelhor (2003)
<b>11/18</b>	Extrafamilial Influences, Peers	Chapter 13 in Shaffer Text
<b>11/23</b>	Extrafamilial Influences, Poverty & Macro contexts	Sampson, Raudenbush, & Earls (1997)
<b>11/25</b>	NO CLASS	
<b>11/30</b>	Group Presentations <b>Posters Due for all Groups</b>	
<b>12/02</b>	Group Presentations	
<b>12/07</b>	Wrap Up	Chapter 14 in Shaffer Text
<b>12/15</b>	<b>EXAM 3 12:30PM-2:30PM</b>	

## READING LIST (FULL REFERENCES)

The following are the full references for the reading assignments listed in the course outline. They are listed by order of assignment rather than alphabetically. Nearly all of the readings are available via the UF library on-line catalogue. PDF's of readings will also be available on the course website.

As indicated, at least once during the semester, each student will be asked to lead discussion on one of the readings for class. Two students will be assigned to each paper so you may work together on organizing your discussion points. All students are expected to have done the reading and participate in discussion. When leading discussion:

1. Briefly describe the study. (Remember everyone will have read the article so you won't need to spend much time on this part.) Indicate why the study was conducted. What was its purpose? Who were the participants? What types of assessments that were conducted? What were the main findings? Some of the papers have sophisticated statistical analyses; it is not necessary to critique these. Focus on issues that are relevant to the discussion of the paper. For example, if the study was conducted with girls, did you think it should have included boys? In that case, it is appropriate to focus on a detail of the methods as it relates to a point you think is worth discussing.
2. Indicate whether you think the paper makes an important contribution to the topic area?
3. What do you think are the questions or issues that need to be addressed in the topic area of the paper that the paper did not consider?

For 8/31

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.

Bugental, D. B., Martorell, G. A., & Barraza, V. (2003). The hormonal costs of subtle forms of infant maltreatment. *Hormones and Behavior, 43*, 237-244.

For 9/7

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.

For 9/9

Newman, D. L., Caspi, A., Silva, P. A., & Moffitt, T. E. (1997). Antecedents of adult interpersonal functioning: Effects of individual differences in age 3 temperament. *Developmental Psychology, 33*, 206-217.

For 9/16

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

For 9/30

DuBois, D. L., Burk-Braxton, C., Swenson, L. P., Tevendale, H. D., & Hardesty, J. L. (2002). Race and gender influences on adjustment in early adolescence: Investigation of an integrative model. *Child Development, 73*(5), 1573-1592.

For 10/5

Masten, A. S., Hubbard, J. J., Gest, S. D., Tellegen, A., Garmezy, N., & Ramirez, M. (1999). Competence in the context of adversity: Pathways to resilience and maladaptation from childhood to late adolescence. *Development and Psychopathology, 11*, 143-169.

For 10/12

Boyle, D. E., Marshall, N. L., & Robeson, W. W. (2003). Gender at play: Fourth-grade girls and boys on the playground. *American Behavioral Scientist, 46*(10), 1326-1345.

For 10/14

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.

For 10/21

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

For 11/2

Regalado, M., Sareen, H., Inkelas, M., Wissow, L. S., & Halfon, N. (2004). Parents' discipline of young children: Results from the National Survey of Early Childhood Health. *Pediatrics, 113*(6), 1952-1958.

Horn, I. B., Cheng, T. L., Joseph, J. (2004). Discipline in the African American community: The impact of socioeconomic status on beliefs and practices. *Pediatrics, 113*(5), 1236-1241.

For 11/9

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.

For 11/16

Rudolf, K. D. (2002). Gender differences in emotional responses to interpersonal stress during adolescence. *Journal of Adolescent Health, 30*(Suppl.), 3-13.

Wolak, J., Mitchell, K. J., & Finkelhor, D. (2003). Escaping or connecting? Characteristics of youth who form close online relationships. *Journal of Adolescence, 26*, 105-119.

For 11/23

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



## **GENERAL INSTRUCTIONS FOR THE WRITTEN REPORT ON INDEPENDENT INVESTIGATIONS**

1. The report on the investigation should contain a cover page with a title, the student's name, and student UFID on it.
2. All reports must be typed, double-spaced, 10-12 point font, with 1-inch margins.
3. Each report should be about 3-4 pages in length (excluding title page and references). The report should describe the investigation and must include detailed conclusions showing critical thinking about the investigation and connections to readings and topics from class.
4. All the completed observations (or interviews) must be attached and turned in with the report.
5. When citing readings or other materials in the report, refer to the source by author's last name and the year of publication. This style for identifying source material is used in the textbook (e.g., Shaffer, 2004).
6. Include a reference list for your report. Use APA style to format references. Again, this style is used in the Shaffer (2004) text.
7. When referring to readings or other sources, put the concept into your own words. Never use quotes from the literature in the reports--NEVER. If your investigation involved interviews, you may include a quote from an interview to illustrate a point.
8. Always keep a back-up copy of your work. All reports must be handed in on paper. Email attachments and faxes will not be accepted.

### **INDEPENDENT INVESTIGATION 1    Due 9/14/04**

Complete one of the two options listed below.

**OPTION 1.** Examine current attitudes about parenting in connection to temperament or attachment by examining popular parenting magazines or books on parenting. Select the specific issue you would like to investigate (e.g., what to do if you have a "difficult" child; how old should children be when mothers go back to work, etc.). Find 3-4 sources that provide advice to parents on your topic. Compare and contrast sources. Do you think these magazines or books are accurately portraying issues to parents? (Include the reference to the sources.)

**OPTION 2.** Watch 2-3 television shows that target young children. (You may also watch videos that target that audience.) Analyze these shows in terms of the emotions or emotion regulation skills that are depicted. Identify a specific topic you would like to investigate (e.g., do shows depict a range of emotions or just a few; what types of emotion regulation is most commonly modeled on the show, etc.). Use quantitative and qualitative methods to assess your topic and make comparisons across the shows. Discuss the implications of your analysis in terms of what young children learn about emotion from these shows.

### **INDEPENDENT INVESTIGATION 2    Due 10/19/04**

Complete one of the two options listed below.

**OPTION 1.** Select a form of media (television, music, magazines, video games). Find examples of your media that target different age children (young children, middle childhood, or adolescents). Analyze the media in terms of how gender roles or differences are depicted in that form of media for different age children. For example, examine how girls are depicted in video games for young children, older children, versus adolescents. For your investigation, identify a specific topic you would like to investigate about gender roles or differences. Use quantitative and qualitative methods to assess your topic and make comparisons across age groups for the media form you have chosen. Discuss the implications of your analysis in terms of what children learn about gender from engaging with this type of media.

\*You may also complete OPTION 1 and focus on an aspect of aggression or antisocial behavior rather than gender.

**OPTION 2.** Develop a series of interesting and informative questions about what it means to be a woman or a man at different times in the life course. Interview men and women from a few different age groups or at different phases of the life course (single young adults, adults who are married and have young children, adults who are married and have adolescent or young adult children, older adults). Even though the people you interview are at different phases of life, make sure questions tap their reflections on different phases of life or expectations about future phases of life so that interviews can be compared. Compare and contrast your interviewees' attitudes and relate them to class discussion and readings. What differences do you see between the sexes and adults at different points in their lives?

## **GROUP PROJECT & PRESENTATIONS POSTERS DUE 11/30/04**

Students will research a particular topic and then design an original project. The project will consist of 5 sections and appropriate graphics presented on a large poster board. Posters will be displayed in class on November 30 and December 2. All posters must be submitted on November 30 at the beginning of class. Students are encouraged to work with up to two other student partners on their projects—no groups larger than 3 people—although students may work alone if they desire.

### **Project Instructions**

- Students should construct a poster displaying summaries of the 5 project sections. Particular attention should be applied to graphic presentation of methodology and results. Poster presentations should be creative and stimulating. Poster presentations are a presentation format popular at professional conferences. Examples of actual poster presentations made at conferences are frequently on display in the hallways of the Psychology building.
  - Section 1. An introduction should be written consisting of a brief summary of the articles. This will provide the readers with a more extensive background for the topic.
  - Section 2. This section should focus on the purpose of the project, and the students' hypotheses, that is, the students' expectations about the project results when they began the project.
  - Section 3. Each write-up should describe the method used to complete the project. This will provide the reader with a "how to" framework on the project's design. The materials and procedures used to complete the project should be outlined (include copies if appropriate).
  - Section 4. Each write-up should briefly describe results obtained at the project's completion. This would include any observations made during the project and the totals and averages of the data that were obtained. Graphs and tables should be used to make the results easy to understand.
  - Section 5. Each write -up should include the students' reactions and conclusions. This section of the write-up should answer the following questions: Did the results match the hypotheses? What was particularly interesting about the project? How did the project help the students gain understanding of psychological issues in relation to course topics?
- Each group will give a brief presentation (10-15 minutes) about their project to the class and will answer questions on their projects. Students should be prepared to answer questions about their projects from the instructor, classmates, and invited guests. Students will be asked to critique their own and other poster presentations.
- Two types of projects may be conducted.
  - **Option 1, Archival Analysis.** For these types of studies, students develop research questions that can be answered by coding information already published or available in the media. For example, students may systematically examine magazines, television, movies

or other media. Examples of possible topics: "The Portrayal of Empathy in Young Children on TV," "Historical Changes in Attitudes about Attachment in Parenting Books."

- **Option 2, Naturalistic Observation.** For these types of studies, students write down observations of behavior that occurs in a natural setting. Settings must be public and allow for anyone to make observations. No interviewing may be conducted. No auditory or video recording of observations may be made. Examples of possible topics: "How do parents discipline children in public places (supermarkets, mall)?" "Affective Quality of Girl-boy Interactions among Teens in Different Social Settings."
- **Steps and Deadlines for Projects.** Throughout the semester, groups will be given time to meet briefly during class to plan meetings, divide tasks among group members, and discuss issues with Dr. Graber.
  - Form groups and generate a topic for studying using one of the options.
    - ❖ 10/14. Submit names of group members and topic to Dr. Graber.
  - Research topic and design study. Find 10 articles (at least 5 of these articles must be articles from scientific journals, not articles from magazines or chapters in books) on the particular topic. Develop the specific methods for your study (What observations are you going to make? How will you code them? How many will you collect?)
    - ❖ 11/02. Submit a description of project methods and a copy of the abstract of each article from your literature review to Dr. Graber.
  - Conduct your project and summarize findings.