

Psychology 8650
Social/Personality Development
Fall Semester, 2010
Mondays, 9:00-11:30am
Millmont Center, Conference Room

SYLLABUS

Overview

This course examines contemporary developments in the study of social and personal development in infancy, childhood and adolescence. The course begins with an introduction to current and historical issues in the field. With these issues in mind, we then examine theory and evidence about personality and social development in the context of three principal kinds of relationships --- those formed with parents, with siblings, and with peers. We also study influences on development such as gender, sexual orientation, maternal employment, poverty, childcare, divorce, and remarriage. Our main focus is on the first twelve years of life. The course is intended for students with graduate standing in psychology; others may enroll with instructor's permission.

Instructor

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Readings

The textbook for this course is Joan Grusec & Paul Hastings (Eds.) (2007), *Handbook of Socialization* (New York: Guilford). Some readings for this course are also drawn from the "*Mussen Manual*"; this is William Damon (Ed.) (2006) *Handbook of Child Psychology* (6th Edition) (New York: Wiley), in four volumes. These two resources will be placed on reserve at the Bio/Psyc Library. Other readings will be made available in electronic form.

Requirements

Each student will complete three assignments. First, each student will write a series of one-page reaction papers. Each paper can count for up to 5 points, and the best 8 of these papers will comprise the student's score for this part of the course (40%). Papers will be due at the beginning of class on each day during the semester. Second, each student will select a well-known scholar in the field of social/personality development, research the chosen scholar's career, and give a brief presentation to the class describing this person's career; this will count for 20% of the final grade. Finally, each student will take a comprehensive take-home essay examination. The exam will count for 40% of the final grade for the class.

Class Routines and Expectations

The class will meet once per week. Most weeks, one half of class will be devoted to lecture/discussion. The other half of class will generally be given over to other activities --- e.g., class discussions and/or presentations, viewing of video materials, etc.. Students are expected to read assignments for each week before coming to class, and to participate actively in discussion each week. To facilitate active discussion, students are expected to attend every class meeting. One unexcused absence per student is allowed without penalty. Any further unexcused absences will, however, result in a penalty being applied to the students' final grade for the course. Students are also expected to behave in accordance with the Honor Code at all times.

ABBREVIATED COURSE CALENDAR AND TOPICS

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	Aug. 30	Organizational Meeting & Course Overview
2	Sept. 6	Introduction: Historical Overview & Current Issues
3	Sept. 13	Attachment Theory and Research
4	Sept. 20	Parent-Child Relationships
5	Sept. 27	Siblings and Only Children
6	Oct. 4	Peer Relationships
7	Oct. 11	Fall Reading Days (no class on October 11)
8	Oct. 18	Moral Development, Prosocial Behavior and Aggression
9	Oct. 25	Gender Development
10	Nov. 1	Marriage, Divorce & Remarriage as Contexts of Child Development
11	Nov. 8	Ecological Perspectives
12	Nov. 15	Cultural Perspectives
13	Nov. 22	Biological Perspectives
14	Nov. 29	Sexual Orientation and Human Development [take-home exam distributed in class]
15	Dec. 6	Take-home exam due by NOON on December 6 (no class meeting on Dec. 6)

READINGS

September 6: Introduction - Historical Overview & Current Issues

Maccoby (2007). Historical overview of socialization research and theory. In Grusec & Hastings, *Handbook of Socialization* (hereafter called G & H).

Sameroff (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development*, 81, 6 - 22.

Fabes, Martin, Hanish & Updegraff (2000). Criteria for evaluating the significance of developmental research in the 21st Century: Force and counterforce. *Child Development*, 71, 212 - 221.

September 13: Attachment Theory and Research

Read two of the following three chapters, and skim the third:

Chapter 1: Cassidy, The nature of the child's tie...

Chapter 4: Weinfield et al, Individual differences in infant-caregiver attachments...

Chapter 12: Marvin & Britner, Normative development...

All in Cassidy & Shaver (Eds.) (2008), *Handbook of attachment: Theory, research and clinical applications* (2nd edition). New York: Guilford Press.

Fearon, Bakermans-Kranenburg, van Ijzendoorn, Lapsley & Roisman (2010). The significance of insecure attachment and disorganization in the development of children's externalizing behavior: A meta-analytic study. *Child Development*, 81, 435 - 456.

Kochanska, Barry, Stellern & O'Bleness (2009). Early attachment organization moderates the parent-child mutually coercive pathway to children's antisocial conduct. *Child Development*, 80, 1288 - 1300.

Optional readings:

Bakermans-Kranenburg, van Ijzendoorn & Juffer (2003). Less is more: Meta-analyses of sensitivity and attachment interventions in early childhood. *Psychological Bulletin*, 129, 195 - 215.

Fraley & Spieker (2003). Are infant attachment patterns continuously or categorically distributed? A taxometric analysis of strange situation behavior. *Developmental Psychology*, 39, 387 - 404.

Bokhorst, Bakermans-Kranenburg, Fearon, van Ijzendoorn, Fonagy & Schuengel (2003). The importance of shared environment in mother-infant attachment security: A behavioral-genetic study. *Child Development*, 74, 1769 - 1782.

Van Zeijl et al (2006). Attachment-based intervention for enhancing sensitive discipline in mothers of 1- to 3-year old children at risk for externalizing behavior problems: A randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 74, 994 - 1005.

September 20: Parent-Child Interactions and Relationships

Grusec & Davidov (2007). Socialization in the family: The role of parents. In G & H.

Rothbaum & Trommsdorff (2007). Do roots and wings complement or oppose one another? The socialization of relatedness and autonomy in cultural context, in G & H.

Sorkhabi (2005). Applicability of Baumrind's parenting typology to collective cultures: Analysis of cultural explanations of parent socialization efforts. *International Journal of Behavioral Development*, 29, 552 - 563.

Sturge-Apple, Cummings & Davies (2010). Typologies of family functioning and children's adjustment during the early school years. *Child Development*, 81, 1320 - 1335.

Optional readings:

Laible & Thompson (2007). Early socialization: A relationship perspective. In G & H.

Bates & Pettit (2007). Temperament, parenting, and socialization. In G & H.

Grusec & Davidov (2010). Integrating different perspectives on socialization theory and research: A domain-specific approach. *Child Development*, 81, 687 - 709.

September 27: Siblings and Only Children

Dunn (2007). Siblings and socialization. In G & H.

Brody (2004). Siblings' direct and indirect contributions to child development. *Current Directions in Psychological Science*, 13, 124 - 126.

Barber & East (2009). Home and parenting resources available to siblings depending on their birth intention status. *Child Development*, 80, 921 - 939,

Smith and Ross (2007). Training parents to mediate sibling disputes affects children's negotiation and conflict understanding. *Child Development*, 78, 790 - 805.

Optional readings:

Brody, Kim, McBride-Murry & Brown (2003). Longitudinal direct and indirect pathways linking older sibling competence to the development of younger sibling competence. *Developmental Psychology*, 39, 618 - 628.

Downey & Condron (2004). Playing well with others in kindergarten: The benefit of siblings at home. *Journal of Marriage and Family*, 66, 333 - 350.

October 4: Peer Relationships

Rubin, Chen, Coplan, Buskirk & Wojslawowicz (2005). Peer relationships in childhood. In M. Bornstein & M. Lamb (Eds.) (2005). *Developmental science, an advanced textbook*. Mahwah NJ: Lawrence Erlbaum Associates.

Bukowski, Brendgen & Vitaro (2007). Peers and socialization: Effects on externalizing and internalizing problems, in G & H.

Ladd & Troop-Gordon (2003). The role of chronic peer difficulties in the development of children's psychological adjustment problems. *Child Development, 74*, 1344 - 1367.

Ladd, Herald-Brown & Reiser (2008), Does chronic classroom peer rejection predict the development of children's classroom participation during the grade school years? *Child Development, 79*, 1001 - 1015.

Optional readings:

Laursen, Bukowski, Aunola & Nurmi (2007). Friendship moderates prospective associations between social isolation and adjustment problems in young children. *Child Development, 78*, 1395 - 1404.

Rubin, Bukowski & Parker (2006). Peer interactions, relationships, and groups. In *Mussen Manual*.

October 11: Moral Development, Prosocial Behavior and Aggression

Turiel (2006). The development of morality. In *Mussen Manual*.

Hastings, Utendale & Sullivan (2007). The socialization of prosocial development, In G&H.

Malti, Gummerum, Keller & Buchmann (2009). Children's moral motivation, sympathy, and prosocial behavior. *Child Development, 80*, 442 - 460.

Posada & Wainryb (2008). Moral development in a violent society: Colombian children's judgments in the context of survival and revenge. *Child Development, 79*, 882 - 898.

Optional readings:

Eisenberg, Fabes & Spinrad (2005). Prosocial development. In *Mussen Manual*.

Arsenio & Lemerise (2004). Aggression and moral development: Integrating social information processing and moral domain models. *Child Development, 75*, 987 - 1002.

October 18: FALL BREAK - NO CLASS

October 25: Gender Development

Ruble, Martin & Berenbaum (2006). Gender development. In *Mussen Manual*.

Leaper & Friedman (2007). The socialization of gender, in G & H.

Ruble, Taylor, Cyphers, Greulich, Lurye & ShROUT (2007). The role of gender constancy in early gender development. *Child Development*, 78, 1121 - 1136.

Weisgram, Bigler & Liben (2010). Gender, values, and occupational interests among children, adolescents and adults. *Child Development*, 81, 778 - 796.

Optional readings:

Selected chapters from Blakemore, Berenbaum & Liben (2009). *Gender development*. New York: Psychology Press (Taylor & Francis Group).

November 1: Marriage, Divorce & Remarriage as Contexts of Child Development

Patterson & Hastings (2007). Socialization in the context of family diversity, in G & H.

Amato (2010). Research on divorce: Continuing trends and new developments. *Journal of marriage and family*, 72, 650 - 666.

Lansford (2009). Parental divorce and children's adjustment. *Perspectives on psychological science*, 4, 140 - 152.

D'Onofrio, Turkheimer, Emery, Slutske, Heath, Madden & Martin (2005). A genetically informed study of marital instability and its association with offspring psychopathology. *Journal of Abnormal Psychology*, 114, 570 - 586.

Optional readings:

D'Onofrio, Turkheimer, Emery, Maes, Silberg, & Eaves (2007). A children of twins study of parental divorce and offspring psychopathology. *Journal of Child Psychology and Psychiatry*, 48, 667 - 675.

Harden, Turkheimer, Emery, D'Onofrio, Slutske, Heath & Martin (2007). Marital conflict and conduct problems in children of twins. *Child Development*, 78, 1 - 18.

November 8: Ecological Perspectives

Cherlin (2010). Demographic trends in the United States: A review of research in the 2000s. *Journal of Marriage and Family*, 72, 403 - 419.

Conger & Dogan (2007). Social class and socialization in families, in G & H.

Kirkorian, Pempek, Murphy, Schmidt & Anderson (2009). The impact of background television on parent-child interaction. *Child Development*, 80, 1350 - 1359.

Kohen, Leventhal, Dahinten & McIntosh (2008). Neighborhood disadvantage: Pathways of effects for young children. *Child Development*, 79, 156 - 169.

Optional readings:

Luthar & Latendresse (2005). Comparable “risks” at the socioeconomic status extremes: Preadolescents’ perceptions of parenting. *Development and Psychopathology*, 17, 207 - 230.

Parke & Buriel (2006). Socialization in the family: Ethnic and ecological perspectives. In *Mussen Manual*.

Glick (2010). Connecting complex processes: A decade of research on immigrant families. *Journal of Marriage and Family*, 72, 498 - 515.

November 15: Cultural Perspectives

Cole & Tan (2007). Emotion socialization from a cultural perspective, in G & H.

Rogoff et al. (2007). Children’s development of cultural repertoires through participation in everyday routines and practices, in G & H.

Lansford et al. (2005). Physical discipline and children’s adjustment: Cultural normativeness as a moderator. *Child Development*, 76, 1234 - 1246.

Mejia-Arauz, Rogoff, Dexter, and Najafi (2007). Cultural variations in children’s social organization. *Child Development*, 78, 1001 - 1014.

Optional reading:

Berry (2007). Acculturation, in G & H.

November 22: Biological Perspectives

Moffitt & Caspi (2007), Evidence from behavior genetics for environmental contributions to antisocial conduct, in G & H.

Repetti, Taylor & Saxbe (2007). The influence of early socialization experiences on the development of biological systems, in G & H.

D'Onofrio & Lahey (2010). Biosocial influences on the family: A decade review. *Journal of Marriage and Family*, 72, 762 - 782.

Graziano, Keane & Calkins (2007). Cardiac vagal regulation and early peer status. *Child Development*, 78, 264 - 278.

Optional readings:

Kagan & Fox (2006). Biology, culture, and temperamental biases. In *Mussen Manual*.

Rothbart & Bates (2006). Temperament. In *Mussen Manual*.

Rutter (2007). Gene-environment interdependence. *Developmental Science*, 10, 12 - 18.

Fox, Levitt & Nelson (2010). How the timing and quality of early experience influences the development of brain architecture. *Child Development*, 81, 28 - 40.

November 29: Sexual Orientation and Human Development

[Take-home exam distributed in class, due at noon on December 6th]

Biblarz & Savci (2010). Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, 72, 480 - 497.

Patterson (2009). Children of lesbian and gay parents: Psychology, law, and policy. *American Psychologist*, 64, 727 - 736.

Rieger, Linsenmeier, Gygax & Bailey (2008). Sexual orientation and childhood gender nonconformity: Evidence from home videos. *Developmental Psychology*, 44, 46 - 58.

Yunger, Carver & Perry (2004). Does gender identity influence children's psychological well-being? *Developmental Psychology*, 40, 572 - 582.

December 6: Take-home exam due at noon — no class meeting on this day