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

Dr. Charlotte J. Patterson
Department of Psychology
Gilmer Hall - Room 312
Telephone: 924-0664
Internet: patterson@virginia.edu

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

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READINGS

September 6: Introduction - Historical Overview & Current Issues


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...


Optional readings:


September 20: Parent-Child Interactions and Relationships


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


Optional readings:


September 27: Siblings and Only Children


Optional readings:


October 4: Peer Relationships


Optional readings:


October 11: Moral Development, Prosocial Behavior and Aggression


Optional readings:


October 18: FALL BREAK - NO CLASS
October 25: Gender Development


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


Optional readings:


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

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


Optional readings:


November 8: Ecological Perspectives


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


*Optional readings:*


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.


*Optional reading:*

Berry (2007). Acculturation, in G & H.
**November 22: Biological Perspectives**

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


**Optional readings:**


**November 29: Sexual Orientation and Human Development**

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


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