PSYC 669: Social and Emotional Development

Course Objectives

In this course, we will examine significant issues in social and emotional development. This course is designed to give the student a thorough grounding in developmental theories describing children's (1) abilities to interact and form relationships with others; and (2) their emotional lives. Empirical results from eclectic theoretical and methodological perspectives also will be emphasized. In class and in our writing, we'll try articulating theories and ideas clearly and concisely, unpacking arguments into their components and analyzing the logic of these parts, integrating the different aspects of development, and generating new ideas based on theory & research.

Course Format and Requirements

- I am determined to hold this class as a true seminar of thinkers. I will be doing some lecturing, particularly on Tuesdays, but, as a seminar, this course is discussion-based and thus reliant on the energies of all the participants. Give this format and the size of the class, it is imperative that everyone come prepared to participate in each class. Readings other than texts will be available on WebCT.

- All class members are expected to bring thought paragraphs to each Thursday class; our first task on these days will be to consider each other's initial ideas, in a "Teaching and Discussion by Request" format. We will divide into small groups (which will stay stable through the semester) each class period for about 15 minutes, decide what aspects of the topic for the day each group would like to see discussed by the class and/or reported on by Dr. Denham. In this way, <u>you</u> control the workings of the class. (See last page, Thought Paragraphs).

- Four short critiques (@ 4 double-spaced typed pages each), based on the readings, will be due in class during the semester. These papers are a means of enhancing our discussion, by ensuring that approximately half of us will be extremely prepared to discuss the issues for that class.
  - Papers should focus on selected issues from the week's readings that are of interest to the student and should demonstrate the four skills described above (see last page, Thought Paragraphs, for one template with which to organize these papers). I will read and grade these papers and my goal will be to return them to you within 1 week. I strongly suggest that the writing of these papers be spaced out through the semester; try not to write two weeks in a row, especially early in the semester. Also, these papers <u>must</u> be handed in during the class for which they were written.

- A research grant proposal will be developed throughout the semester. The proposed research should address a carefully delineated question reflecting your knowledge about issues in social, emotional, and/or emotional development. Ideally, the chosen topic will have its origins in the readings and/or class discussion, but the final package will be a unique creation based on the required readings, plenty of additional reading, and the author's particular interests, skills, knowledge base, and personal flair.
  - The proposal should be written in NIH grant proposal format. In either case the following should be included: (a) the aims of the proposed research; (b) a relevant literature review; (c) the significance of the proposed research; (d) a clear and detailed method section; (e) a brief results section that reiterates the hypotheses and tells how the data will be analyzed; and (f) a human subjects ethics assurance. Proposal packets from NIH are available on the web, and example proposals may be borrowed from the instructor. These should be complete and thoughtful, but are not expected to be fundable!! Maximum length: 10 single-spaced pages.
  - Brief oral presentations of your ideas (@ 10 minutes) will be made approximately one-third and two-thirds of the way through the semester. The purpose of the presentations are (a) to ensure that you begin and continue to work on your grant proposal; (b) to pick your colleagues' brains for their expertise and good ideas, and (c) to help your colleagues develop and improve their ideas. We will also have small group review panels during which we will develop our reviewing and analytical skills, and further contribute to our colleagues' work. As is the custom with NIH panels, reviews are due in writing, up to 3 pages in length.

Evaluation

Class participation 15%	Class presentations 10%	Critiques 30%
Reviewing Grants 5%	Grant Proposal Submission 30%	Grant Proposal Revision 10%

Notes.

- Readings are to be done **by the class period assigned.**
- Grant proposal presentations: March 7 and 9 for topics; and April 4 and 6 for methodology
  1) Grant proposal due: 5/4/06 – copies for your group and the professor
  2) Grant critique class: 5/11/06, 10:30 – 1:15
  3) Grant revision due: 5/15/06 by 7pm

Points will be subtracted for each day that papers or exams are late. All work is to be done individually and according to the letter and spirit of the George Mason University Honor Code. The last day to add a course is 2/7/06 at 8pm. The last day to drop this course without the dean's permission is 2/24/06 at 5pm. If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

Texts:

Smith, P.K., & Hart, C. H. (2002). *Childhood social development*. Oxford, UK: Blackwell.   **(SH)**

Schaffer, H. R. (1998). *Making decisions about children*. London: Blackwell.   **(MDAC)**

Other readings available on WebCT

Date	Discussion Topic and Readings
1/24/06	Greetings, Introduction, Logistics ---

1/26/06   The Study Of Social Development: Theoretical Perspectives

SH Introduction by the Editors; Chapter 1 (when beginning a new section in Smith and Hart, please read their introduction as a general rule)

WebCT:

Lemerise, E., & Arsenio, W. F. (2000). An integrated model of emotion processes and cognition in social information processing. *Child Development, 71*, 107-118.

1/31/06   Theoretical Perspectives and Methodological Issues

SH Chapter 4

MDAC   pp.1-18, all Part III

WebCT :

Hartup, W. W. (1989). Social relationships and their developmental significance. *American Psychologist, 44*, 120-126.

Howes, C. (1987). Social competence with peers in young children: Developmental sequences. *Developmental Review, 2,* 252-272.

2/2/06   Biological Foundations

SH Chapters 2, 3

MDAC pp 40-70

2/7/06   Biological Foundations

SH Chapters 6, 7

WebCT

Rothbart, M. K., & Ahadi, S. A. (1994). Temperament and the development of personality. *Journal of Abnormal Psychology, 103*, 55-66.

2/9/06   Early Social/Emotional Development: Constructing First Relationships

SH Chapter 10

MDAC 19-40, 90-111

2/14/06   Early Social/Emotional Development: Constructing First Relationships

WebCT

Frietag, M. K., Belsky, J., Grossmann, K., Grossmann, K. E., & Scheurer-Englisch, H. (1996). Continuity in parent-child relationships from infancy to middle childhood and relations with friendship competence*. Child Development, 67*, 1437-1454.

Laible, D. J., & Thompson, R. A. (1998). Attachment and emotional understanding in preschool children. *Developmental Psychology, 34,* 1038-1045.

2/16/06   Families, Parents, and Socialization

SH Chapters 11 and 12

MDA   pp. 111-121, 210-219

2/21/06   Families, Parents, and Socialization

WebCT: Dix, T. (1991). The affective organization of parenting. Psychological Bulletin, 110, 3-25.

Grusec, J. E., & Goodnow, J. J. (1994). Impact of parental discipline methods on the child's internalization of values: A reconceptualization of current points of view. Developmental Psychology, 30, 4-19.

2/23/06   Families, Parents, and Socialization

WebCT

Deater-Deckard, K. Dodge, K. A, Bates, J. E, & Pettit, G. S. (1996). Physical discipline among African American and European American mothers: Links to children's externalizing behaviors. *Developmental Psychology. 32,* 1065-1072.

Dunn, J., Slomkowski, C., & Beardsall, L. (1994). Sibling relationships through the preschool period to middle childhood and early adolescence. *Developmental Psychology, 30,* 315-324.

Stormshak, E. A., Bierman, K. L, Bruschi, C., Dodge, K. A., Coie, J. D. (1999). The relation between behavior problems and peer preference in different classroom contexts. *Child Development, 70,* 169-182

Date	Discussion Topic and Readings

2/28/06 Extrafamilial Influences

SH Chapters 14, 15, and 17

MDAC   pp.121-133, 189-198

3/2/06 Extrafamilial Influences
WebCT

Gifford-Smith, M. E, & Brownell, C. A. (2003). Childhood peer relationships: Social acceptance, friendships, and peer networks. *Journal of School Psychology. 41,* 235-284.

3/7/06 Extrafamilial Influences
SH Chapter 18
WebCT

Gottman, J.M., & Mettetal, G. (1986). Speculations about social and affective development: Friendship and acquaintanceship through adolescence. In J. M. Gottman & J. C. Parker (Eds.) *Conversations of friends: Speculations on affective development*. (pp. 192-237). New York, NY: Cambridge University Press.

ALSO: **GRANT PROPOSAL TOPICS →**   Discussion of plans, brainstorming Topics & hypotheses

3/9/06   **GRANT PROPOSAL** TOPICS →   continued

3/21/06   Targets of Socialization: From Other Control to Self Control; Morality, Altruism, Empathy
SH Chapter 23 and 24
WebCT

Kochanska, G. (2002).   Committed compliance, moral self, and internalization: A mediational model. *Developmental Psychology 38,* 339–351.

3/23/06   Targets of Socialization: From Other Controlto Self Control; Morality, Altruism, Empathy
WebCT

Dunn, J., Brown, J. B., & Maguire, M. (1995). The development of children's moral sensibility: Individual differences and emotion understanding. *Developmental Psychology, 31,* 649-659.

Eisenberg, N. (2000). Emotion, regulation, and moral development. *Annual Review of Psychology, 51,* 655-697.

3/28/06   Targets of Socialization: Emotional Competence and Social Cognition
SH Chapter 16
WebCT

Halberstadt, A., Denham, S.A., & Dunsmore, J. (2001). Affective social competence. *Social Development*, *10,* 79-119.

Contreras, **J.** M, Kerns, K. A, Weimer, B. L., Gentzler, A. L., Tomich, P. L. (2000). Emotion regulation as a mediator of associations between mother-child attachment and peer relationships in middle childhood. *Journal of Family Psychology. 14,* 111-124.

3/30/06   Targets of Socialization: Emotional Competence and Social Cognition
WebCT

Cole, P. M., Martin, S. E., & Dennis, T. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. *Child Development.*

Eisenberg, N., Cumberland, A, & Spinrad, T. L. (1998). Parental socialization of emotion. *Psychological Inquiry, 9*, 241-273

4/4/06   **GRANT PROPOSAL** → Discussion of progress: Methodology

4/6/06   Targets of Socialization: Aggression and Conflict
WebCT

Arsenio, W. F., Cooperman, S., & Lover, A. (2000). Affective predictors of preschoolers' aggression and peer acceptance: Direct and indirect effects. *Developmental Psychology, 36,* 438-448.

ALSO **GRANT PROPOSAL** → Discussion of progress: Methodology

4/11/06   Targets of Socialization: Aggression and Conflict
SH Chapters 27-28   **DENHAM ABSENT Due to AERA Meeting**
MDAC pp. 70-90

4/13/06   Targets of Socialization: Sex Typing
WebCT

Fagot, B., Leinbach, M. D., & O'Boyle, C. (1992). Gender labeling, gender stereotyping, and parenting behaviors. *Developmental Psychology, 28,* 225-230.

Maccoby, E. E. (1990). Gender and relationships: A developmental account. *American Psychologist, 45,* 513-520.

Date	Discussion Topic and Readings

4/18/06   Late Childhood-Adolescence: Family Relationships, Social Cognition, Self System
WebCT

Lieberman, M., Doyle, A-B., & Markiewicz, D. (1999). Developmental patterns in security of attachment to mother and father in late childhood and early adolescence: Associations with peer relations. *Child Development, 70,* 202-213.

Buhrmester, D. (1990). Intimacy of friendship, interpersonal competence, and adjustment during preadolescence and adolescence. *Child Development, 61,* 1104-1111.

4/20/06   Late Childhood-Adolescence: Family Relationships, Social Cognition, Self System
WebCT

Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & MacIver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and families. *American Psychologist, 48,* 90-104.

4/25/06   Late Childhood-Adolescence: Peers, Aggression, Morality
WebCT

Loeber, R., & Stouthamer-Loeber, M. (1998). Development of juvenile aggression and violence: Some common misconceptions and controversies. *American Psychologist, 53*, 242-259.

Juvonen J., Nishina, A., & Graham, S. (2000). Peer harassment, psychological adjustment, and school functioning in early adolescence. *Journal of Educational Psychology 92,* 349-359

Graham, S., Hudley, C., & Williams, E. (1992). Attributional and emotional determinants of aggression among African-American and Latino young adolescents. *Developmental Psychology, 28,* 731-740.

4/27/06   Atypical development and its relation to socialization: Marital Discord and Divorce, Child Abuse, Adoption

MDAC   pp. 133-178
WebCT

Davies, P. T., & Cummings, E. M. (1994). Marital conflict and child adjustment: An emotional security hypothesis. *Psychological Bulletin, 116,* 387-411.

5/2/06   Atypical development and prevention/intervention
S3H Chapter 29
WebCT

Conduct Problems Preventions Research Group. (1999). Initial impact of the fast track prevention trial for behavior problems: I. The high risk sample. *Journal of Consulting & Clinical Psychology, 67,* 631-647.

5/4/06   Atypical development and prevention/intervention
WebCT

Conduct Problems Preventions Research Group. (1999). Initial impact of the fast track prevention trial for behavior problems: II. Classroom effects. *Journal of Consulting & Clinical Psychology, 67,* 648-657.

THOUGHT PARAGRAPHS

    Each seminar partcipant will write up their thought paragraphs to be shared with their small groups at the beginning of class, and turned in to the professor at the end of class. These will serve multiple goals – to apprise us what each other thought was important in the readings, what was confusing or illogical, where the connections are to other work, and in what new and interesting directions the work leads us. At least at the beginning, we will follow a four-part format, which corresponds to the four kinds of critical thinking we will emphasize in class. These paragraphs can be quite short; they are graded pass/fail only but are absolutely essential for class success.

    The 1st paragraph should *summarize* what the big points are for the class meeting. In the readings, you have "the answers," and the goal of this first paragraph is to identify what the questions are (sort of like "Jeopardy"™). You may also want to indicate in a word or two how completely you think the question is answered, and put asterisks by the questions you are most interested in exploring during class time. *You are not summarizing the articles for me as much as you are integrating across articles about the important main points).*

    The 2nd paragraph should be devoted to <u>analysis</u>. You have two choices for this paragraph. You can either: (a) find a problem with the research you read, and/or (b) ask a pretty specific question about how something was done. For the first choice, you can analyze whether the goals the research were actually achieved by the researchers, thus investigating whether the theory and method are walking together hand in hand. Or you can ask whether alternative hypotheses might just as easily explain the data. Or you can ask whether cohort effects might explain developmental differences that are reported; or you can question the particular type of statistical analysis that was used; etc. Also use the second choice when there are statistical analyses, claims, connections that you do not understand. This section can simply point to tables or figures (e.g., Table 1, columns 1-4), or can ask a specific question (e.g., "The authors claim significance for hypothesis 1, but I do not see where they demonstrate this.") or confusion (e.g., "I sort of understand multiple regression, but this one leaves me totally in the woods without a match.").

    The 3rd paragraph focuses on integration. Integration can include connections between or to (a) the readings within a weekly topic, (b) material that we covered earlier during the semester, (c) content from other courses, general readings, etc., and, of course, (d) one's own areas of expertise. The 4th paragraph involves generating ideas for the future. Weaving hypotheses is a lot of fun, and a central skill in psychology. You can begin with "if-then" statements, or "The real question really is ... and I predict that…" Or you can add a twist to someone else's hypothesis that suggests different outcomes (or causes) by age, ethnicity, gender, life experience, etc. But always try to come up with something uniquely yours.