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College of Education
Georgia State University
Leadership and Scholarship Focused on Learning and Development

Graduate Program in Educational Psychology
EPY 8220-Advanced Developmental Psychology:
Social and Personality Development
Fall 2009

Instructor:	Dr. Ann Cale Kruger	Office Hours:	By Appointment
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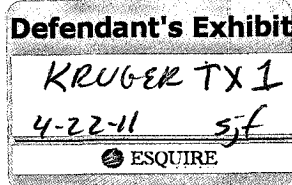
Course Objectives: The purpose of this course is for the student to actively explore the research literature in social and personality development. As with any course in human development, issues such as culture, race, and gender and their roles in children's lives are considered. Students will become proficient in reading and criticizing theoretical work and empirical reports, and they will gain experience in using library research technologies in the preparation of their papers. The goal is to generate independent thinking and clear communication regarding research in this subfield of developmental psychology.

Course Requirements: (1) *Active Learning.* Each week we will read articles relevant to the week's topic. Articles will come from the flagship journals of the field, with others added for background as deemed necessary by the instructor. Students are expected to read and digest all the assigned articles. They are also expected to turn in each week a one-page response to that week's articles that reflects their active reading of the material. Weekly feedback will be provided regarding the quality of the response papers.

(2) *Class Participation.* Students are expected to contribute to a class discussion of the issues raised in the readings; the response paper and the class participation together constitute a significant part (30%) of the final grade. This is not a lecture course. The instructor will note each student's contributions during each class meeting, and midterm feedback will be provided to students regarding the quality of their participation.

(3) *Presentation.* The entire class is required to read all of the articles each week. However, during the course students will select specific articles from the assigned lists. During the appropriate weeks, the student will make a two-part presentation to the class. In part one the student will summarize and present the article; in part two they will provide a thought piece stimulated by the article and by further relevant research. They will also bring to the class relevant questions for further discussion. This requirement constitutes 30% of the final grade. The number of presentations that each student will make is dependant on the number of students enrolled in class. Feedback will be provided to students the week following their presentations.

(4) *Research and Writing.* Students will write a major research paper on a topic relevant to the course. This may be a research literature review, an examination of a controversy in the research literature, or an empirical research proposal. Papers that cover only theory are **not** appropriate. A proposal for the paper is due **Thursday, November 5 at 5:00 p.m.** Papers should be



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written in APA style and should be rich in recent (last 5 years) empirical sources. The neighborhood of 15 pages is the goal. Be clear, critical, and creative. The paper constitutes 40% of the final grade and is due **Monday, December 7 at 5:00 p.m.** Digital copies in MS Word, RTF, or PDF formats may be submitted by email. A “free read” is available with ample lead time.

Course Outline

8/20	Developmental Science
8/27	Approaches to Development I: Biological Foundations
9/3	Approaches to Development II: Risk and Resilience
9/10	Infant Sociality
9/17	Attachment I: Contexts
9/24	Attachment II: Contributors & Consequences
10/1	Gender
10/8	Friends and Enemies
10/15	At Play
10/22	Morality
10/29	Aggression
11/5	<i>No class - PAPER PROPOSAL DUE AT 5PM</i>
11/12	Racial and Ethnic Identity
11/19	A Current Debate: Psychosexual Development
11/26	<i>No class –THANKSGIVING</i>
12/3	Contexts and Adolescence
12/7	<i>PAPER DUE MONDAY AT 5 PM</i>

NOTE: The course syllabus provides a general plan for the course; deviations may be necessary.

Required Reading

Approaches to Development I: Biological Foundations

BACKGROUND READING: Schaeffer, H. R. (1996). *Social development*. Malden, MA: Blackwell. pp. 45-52, 59-78.

Van den Bergh, B.R.H. & Marcoen, A. (2004). High antenatal anxiety is related to ADHD symptoms, externalizing problems, and anxiety in 8- and 9-year olds. *Child Development, 75*, 1085-1097.

Champagne, F. A., & Curley, J.P. (2005). How social experiences influence the brain. *Current Opinion in Neurobiology, 15*, 704-709.

Belsky, J., Bakermans-Kranenburg, M.J., & van IJzendoorn, M.H. (2007). For better *and* for worse: Differential susceptibility to environmental influences. *Current Directions in Psychological Science, 16*, 300-304.

Approaches to Development II: Risk and Resilience

BACKGROUND READING: Schaeffer, H. R. (1996). *Social development*. Malden, MA: Blackwell. pp. 361-396.

van der Kolk, B. A. (2007). The developmental impact of childhood trauma. In L.J. Kirkmayer, R. Lemelson, & M. Barad (Eds.), *Understanding trauma: Integrating biological, clinical and cultural perspectives*. Cambridge: Cambridge University Press, pp. 224-241.

Masten, A.S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*, 227-238.

Scheper-Hughes, N. (1985). Culture, scarcity, and maternal thinking: Maternal detachment and infant survival in a Brazilian shantytown. *Ethos, 13*, 291-317.

Infant Sociality

BACKGROUND READING: Schaeffer, H. R. (1996). *Social development*. Malden, MA: Blackwell. pp. 52-59, 79-90.

Nagy, E. (2008). Innate intersubjectivity: Newborns' sensitivity to communication disturbance. *Developmental Psychology, 44*, 1779-1784.

Quinn, P.C., Kelly, D.J., Lang, K., Pascalis, O., & Slater, A.M. (2008). Preference for attractive faces in human infants extends beyond conspecifics. *Developmental Science, 11*, 76-83.

Tomasello, M., Carpenter, M., & Liszkowski, U. (2007). A new look at infant pointing. *Child Development, 78*, 705-722.

Attachment I: Contexts

NICHD (1997). The effects of infant child care on infant-mother attachment security: Results of the NICHD study of early child care. *Child Development, 68*, 860-879.

Tomlinson, M., Cooper, P., & Murray, L. (2005). The mother-infant relationship and infant attachment in a South African peri-urban settlement. *Child Development, 76*, 1044-1054.

Van Doesum, K.T.M., Riksen-Walraven, J.M., Hosman, C.M.H., & Hoefnagels, C. (2008). A randomized control trial of a home-visiting intervention aimed at preventing relationship problems in depressed mothers and their infants. *Child Development, 79*, 547-561.

Attachment II: Contributors & Consequences

Bernier, A., & Meins, E. (2008). A threshold approach to understanding the origins of attachment disorganization. *Developmental Psychology, 44*, 969-982.

Kochanska, G., Aksan, N., Knaack, A., & Rhines, H.M. (2004). Maternal parenting and children's conscience: Early security as moderator. *Child Development, 75*, 1229-1242.

Sroufe, L.A., Egeland, B., Carlson, E.A., & Collins, W.A. (2005). *The development of the person*, pp. 219-238. New York: Guilford.

Gender

BACKGROUND READING: Schaeffer, H. R. (1996). *Social development*. Malden, MA: Blackwell. pp. 90-96; 185-201.

Hines, M., Golombok, S., Rust, J., Johnston, K.J., Golding, J., & the Avon Longitudinal Study of Parents and Children Study Team (2002). Testosterone during pregnancy and gender role behavior of preschool children: A longitudinal, population study. *Child Development, 73*, 1678-1687.

Dittmar, H., Halliwell, E., & Ive, S. (2006). Does Barbie make girls want to be thin? The effect of experimental exposure to images of dolls on the body image of 5- to 8-year-old girls. *Developmental Psychology, 42*, 283-292.

Benenson, J.F., & Heath, A. (2006). Boys withdraw more in one-on-one interactions, whereas girls withdraw more in groups. *Developmental Psychology, 42*, 272-282.

Friends and Enemies

Fu, G., & Lee, K. (2007). Social grooming in the kindergarten: The emergence of flattery behavior. *Developmental Science, 10*, 255-265.

Abecassiss, M. (2003). I hate you just the way you are: Exploring the formation, maintenance and need for enemies. *New Directions for Child & Adolescent Development, 5-22*.

Pasupathi, M., & Heath, T. (2009). The development of narrative identity in late adolescence and emergent adulthood: The continued importance of listeners. *Developmental Psychology, 45*, 558-574.

At Play

Pellegrini, A.D., & Bjorklund, D.F. (2004). The ontogeny and phylogeny of children's object and fantasy play. *Human Development, 15*, 23-43.

Peskin, J. & Ardino, V. (2003). Representing the mental world in children's social behavior: Playing hide-and-seek and keeping a secret. *Social Development, 12*, 496-512.

- Pellegrini, A.D., Blatchford, P., Kato, K., & Baines, E. (2004). A short-term longitudinal study of children's playground games in primary school: Implications for adjustment to school and social adjustment in the USA and the UK. *Social Development, 13*, 107-123.

Morality

- Vaish, A., Carpenter, M., & Tomasello, M. (2009). Sympathy through affective perspective taking and its relation to prosocial behavior in toddlers. *Developmental Psychology, 45*, 534-543.

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

- Walker, L.J., Hennig, K.H., & Krettenauer, T. (2000). Parent and peer contexts for children's moral reasoning development. *Child Development, 71*, 1033-1048.

Aggression

- Burt, S.A., & Neiderhiser, J.M. (2009). Aggressive versus nonaggressive antisocial behavior: Distinctive etiological moderation by age. *Developmental Psychology, 45*, 1164-1176.

- Goodwin, M.H. (2002). Exclusion in girls' peer groups: Ethnographic analysis of language practices on the playground. *Human Development, 45*, 392-415.

- Dodge, K.A., Greenberg, M. T., Malone, P.S., & Conduct Problems Prevention Research Group. (2008). Testing an idealized dynamic cascade model of the development of serious violence in adolescence. *Child Development, 79*, 1907-1927.

Racial and Ethnic Identity

- Markus, H.R. (2008). Pride, prejudice, and ambivalence: Toward a unified theory of race and ethnicity. *American Psychologist, 63*, 651-670.

- Good, C., Dweck, C. S., & Aronson, J. (2007). Social identity, stereotype threat, and self-theories. In A.J. Fuligni (Ed.), *Contesting stereotypes and creating identities: Social categories, social identities, and educational participation*. New York: Russell Sage Foundation, pp.115-135.

- Seaton, E.K., Caldwell, C. H., Sellers, R.M., & Jackson, J.S. (2008). The prevalence of perceived discrimination among African American and Caribbean Black youth. *Developmental Psychology, 44*, 1288-1297.

A Current Debate: Psychosexual Development

- Drummond, K.D., Bradley, S.J., Peterson-Badali, M., & Zucker, K.J. (2008). A follow-up study of girls with gender identity disorder. *Developmental Psychology, 44*, 34-45.

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

- Hegarty, P. (2009). Towards an LGBTB-informed paradigm for children who break gender norms: Comment on Drummond et al. (2008) and Rieger et al. (2008). *Developmental Psychology, 45*, 895-900.

Rieger, G., Linsenmeier, J.A.W., & Bailey, J.M. (2009). Childhood gender nonconformity remains a robust and neutral correlate of sexual orientation: Reply to Hegarty (2009). *Developmental Psychology, 45*, 901-903.

Zucker, K.J., Drummond, K.D., Bradley, S.J., & Peterson-Badali, M. (2009). Troubled meditations on psychosexual differentiation: Reply to Hegarty (2009). *Developmental Psychology, 45*, 904-908.

Contexts and Adolescence

Ennett, S.T., Foshee, V.A., Bauman, K.E., Hussong, A., Cai, L., Reyes, H.L.M., Faris, R., Hipp, J., & DuRant, R. (2008). The social ecology of adolescent alcohol misuse. *Child Development, 79*, 1777-1791.

Tither, J.M., & Ellis, B.J. (2008). Impact of fathers on daughters' age at menarche: A genetically and environmentally controlled sibling study, *Developmental Psychology, 44*, 1409-1420.

Wood, D., Larson, R.W., & Brown, J.R. (2009). How adolescents come to see themselves as more responsible through participation in youth programs. *Child Development, 80*, 295-309.

Accessing the Readings

All required readings are available online through GSU e-reserves. To access the readings follow the directions below.

- 1) Go to <http://reserves.gsu.edu>.
- 2) Click on "Electronic Reserves and Course Materials."
- 3) Click on the tab at the top that says "Course Reserve Pages by Instructor."
- 3) Arrow down to find Kruger's name.
- 4) Click "View" beside Kruger's name.
- 5) Click on the course page that you would like to view.
- 6) Enter the password. The password will be announced in class.
- 7) Agree to the copyright.
- 8) The page will come up.

Please contact the library reserves staff with questions or concerns: libreserves@langate.gsu.edu.

Course Policies

POLICY ON ATTENDANCE

Attendance is required at all class meetings unless there is a compelling reason for absence as described in the GSU Policy on Class Attendance in the *College of Education Graduate Bulletin*. The activities that take place during class meetings are important to successful completion of course requirements. If classes are missed, students will arrange with the instructor to make up assignments.

POLICY ON ACADEMIC HONESTY

Students in all courses at Georgia State University are expected to demonstrate the highest degree of academic honesty. For explicit coverage of this policy students are advised to read the section on academic honesty in the General Catalog for the University. This policy discusses plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions of material for credit without permission.

POLICY ON DISABILITIES

Students with disabilities requiring accommodations must be registered with the Office of Disability Services at Georgia State before an instructor can modify instruction or expectations. The Office of Disability Services can be contacted at 404-413-1560. Any student with a disability who may require special accommodations is requested to make an appointment with the instructor at the beginning of the course. Students must self-identify so that arrangements can be made according to the University's policies and guidelines provided by the Office of Disability Services.

POLICY ON DISRUPTIVE BEHAVIOR

Professional behavior includes appropriately interacting with instructors and other students. According to GSU policy, "*Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class* behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages, or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, excessive tardiness, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.*"

*For purposes of this document, the word "class" is defined as one specific meeting of students and professor while the word "course" refers to the entire section.