Course Description

This course is intended to introduce students to theory and research in social and personality development. The course should convey an understanding of various processes of social, emotional, and moral development in children and adolescents, and the interactive influences of biology, immediate social context, and culture on these processes. We will discuss different theories of development, and discuss the ways in which these theories are and are not successful in explaining the phenomena we discuss. We will consider developmental research methods, and the intimate relation between how we study development and what we know about it. We will consider how the course of development is deeply influenced by the culture in which it occurs. Finally, we will attempt through discussion and writing to apply our knowledge of developmental research and theory to everyday concerns and issues involving both children and adults.

Required Text and Readings

Text. The textbook for this course is:


Material assigned in the text and material covered in lecture will be related, but will not perfectly overlap. Reading the text is critical to your success on exams and papers.

Primary sources. Required reading for the course also includes reports of primary research. A list of these required journal articles and book chapters can be found at the back of this syllabus. These articles will be available as pdf files via Courseworks, so you may print individual copies.

Course Requirements

Papers: You will be asked to write two papers during the course of this class. The first paper will be 3-5 pages long, and the second paper will be 4-6 pages long. Each of these papers will ask you to explain, apply, and critique developmental theory and research. Each assignment will be explained in more detail its due date approaches. Due dates and grade percentages for each paper are noted below.
**Extension Policy:** You are given 48 hours of extension time for your papers. You may take either a 24-hour extension on two papers or a 48-hour extension on one. You do not need to notify me or your TA in order to take an extension. However, you may not have further extension time once you have used your 48 hours. Papers handed in once your extension time has been used will be penalized one third of a grade for every additional 48 hours.

**Exams:** There will be a midterm and a final, both consisting of essay questions. You will be responsible for the material covered in class, and for the assigned textbook and primary source reading. There will be no make-up exams unless this is discussed with me *prior* to the exam.

Requirement weights are as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper One</td>
<td>Thurs, Oct 7</td>
<td>20</td>
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<tr>
<td>Midterm Exam</td>
<td>Thurs, Oct 28</td>
<td>25</td>
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<tr>
<td>Paper Two</td>
<td>Thurs, Nov 18</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Tues, Dec 21</td>
<td>30</td>
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**TA Information:** There are two TAs for this course, who will be responsible for grading exams and papers under my supervision. If you have a question about grading, get in touch with the appropriate TA first. If you can’t resolve an issue, you may then see me. All other questions about course content should be directed to me.

Vanessa Bohns:  vkb2101@columbia.edu  
Michelle Cammarata: mmc193@columbia.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Tues Sep 7</td>
<td>Course Overview</td>
<td>Shaffer, Ch. 1</td>
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<tr>
<td>Thurs Sep 9</td>
<td>Theories of Social and Personality Development: Bandura &amp; Piaget</td>
<td>Shaffer, Ch. 2</td>
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<td>Tues Sep 14</td>
<td>More Theories of Social and Personality Development: Vygotsky</td>
<td>Shaffer, Ch. 3</td>
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<td>Thurs Sep 16</td>
<td>Behavioral Genetics</td>
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<td>Tues Sep 21</td>
<td>Cultural Variation and Developmental Impact</td>
<td>Greenfield et al. (2003)</td>
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<td>Thurs Sep 23</td>
<td>Attachment and Emotional Development</td>
<td>Shaffer, Ch. 4</td>
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<td>Tues Sep 28</td>
<td>More on Attachment</td>
<td>Shaffer, Ch. 5</td>
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<td>Thurs Sep 30</td>
<td>Self and Social Cognition</td>
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<td>Tues Oct 5</td>
<td>Self-Views and Social Stress</td>
<td>Caldwell et al. (2004)</td>
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<td>Thurs Oct 7</td>
<td>Cultural Differences in Socialization of Personhood</td>
<td>Ochs and Schieffelin (1994)</td>
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<td><strong>Paper One Due</strong></td>
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<tr>
<td>Tues Oct 12</td>
<td>Achievement</td>
<td>Shaffer, Ch. 7</td>
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<td>Thurs Oct 14</td>
<td>Theories of Intelligence</td>
<td>Dweck (1991)</td>
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Tues Oct 19  Gender Development  
Shaffer, Ch. 8

Thurs Oct 21  Peer Socialization of Gender  
Maccoby (1990)

Tues Oct 26  Review Session

Thurs Oct 28  Midterm Exam

Tues Nov 2  Election Day Holiday

Thurs Nov 4  Aggression  
Shaffer, Ch. 9

Tues Nov 9  Television Violence and Aggressive Behavior  
Shaffer, Ch. 12, pp. 386-399  
Heusmann et al. (2003)

Thurs Nov 11  Exam Review

Tues Nov 16  Moral Development  
Shaffer, Ch. 10

Thurs Nov 18  Perceptions of Family Obligation  

Tues Nov 23  Parenting  
Shaffer, Ch. 11  
*Paper Two Due*

Thurs Nov 25  Thanksgiving Holiday
Tues Nov 30  Maternal Behaviors and Academic Achievement  
Pomerantz & Eaton (2001)

Thurs Dec 2  Schooling  
Shaffer, Ch. 12, pp. 402-417

Tues Dec 7  Home Literacy Practices and School Success  
Heath (1982)

Thurs Dec 9  Final Review Session

Tues, Dec 21  **Final Exam**  
1:10 to 4 pm
References


