

SOCIAL AND PERSONALITY DEVELOPMENT

PSYC 2680
Fall 2009
Mon & Wed 6:10-7:25
Schmerhorn 614

Dr. Stacey Lutz
lutz@porticoresearch.com
Office hours:
M & W 7:30-8:30 (after class)
and by appointment

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, culture, and social context 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:

Shaffer, D.R. (2009). *Social and personality development* (6th ed.) Belmont, CA: Wadsworth.

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 in the "Class Files" section of 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 4-6 pages long, and the second paper will be 5-7 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:

<u>Requirement</u>	<u>Date</u>	<u>Points</u>
Paper One	Wed Oct 7	20
Midterm Exam	Wed Oct 28	25
Paper Two	Wed Nov 25	25
Final Exam	Mon Dec 21	30

ID Numbers: Before the first paper is due, all students in class will be assigned an ID number to protect their anonymity and help prevent grading bias. You should use your ID number on all papers and exams, rather than your name. Be sure to keep track of it.

Office Hours and TA Information

My Office Hours

lutz@porticoresearch.com

Office hours: Monday & Wednesday, 7:30 to 8:30 pm and by appointment

Catch me right after class to let me know you'd like to meet, or e-mail for an appointment

As noted above, my office hours are held after each class. I don't have a specific office space, so if you want to meet after class, come up to me after class and I'll lead you or direct you to the downstairs lounge area I use for meetings. If you do not let me know you want to meet, I will be leaving campus, so be sure to let me know if you need a few minutes before you want to meet.

I'm happy to take appointments for office hours – this is particularly helpful during busy times (such as before papers or exams are due) – but you are free to just wait as well. If you need to meet but can't do so during office hours, just talk to me briefly after class or e-mail and we will set up a phone appointment (since I'm only on campus for class.)

I love to work with students on paper development, study strategies, questions about the material, and any other class-relevant issue. I have specific learning goals I want students to achieve in class, and I really enjoy helping students understand and work toward those goals. Do not hesitate to come see me for any reason, and don't feel like you have to see a TA first (unless it's a question about grading.) I'm also happy to talk about psychology in general, career development issues, and any issues you may want to discuss about your intellectual and academic development.

Teaching assistants: The teaching assistants for this course are:

Karen Kelly

kk2557@columbia.edu

Office hours: Tuesdays, 9:30 to 11:30 am

Location: Schermerhorn 364

Karen is a third year graduate student in the Psychology Department. Her research interests include understanding the self, self-awareness, and deficits in self-awareness. She is currently investigating how individuals understand themselves and their abilities (metacognition) and how this relates to their ability to understand others (Theory of Mind) and is particularly interested in exploring deficits in these areas to better understand their developmental and evolutionary significance. In addition, Karen is interested in exploring the concept of agency and the specific conditions under which individuals feel in control of events along with factors that contribute to errors in judgments of agency.

Karen has experience teaching a number of undergraduate classes including Introduction to Psychology and Research Methods and has acted as a TA for the past two years for Columbia's Science of Psychology course. Karen received her MA in Psychology before entering Columbia's graduate program and has a very good understanding of the steps required for admission into graduate programs in Psychology. She can offer advice for undergraduates who

may be interested in pursuing graduate studies in psychology and is happy to meet with students to discuss the content of the course, general concepts in psychology, and life as a graduate student.

Kira Boesch

kab2147@columbia.edu

Office hours: Thursdays, 12 to 2 pm

Location: Schermerhorn 318C

Kira is an advanced undergraduate student in General Studies at Columbia. In addition to her psychological studies, Kira has significant professional experience in the areas of education and child development, having worked intensively with young children for the past three years. She has worked with developmentally delayed two-year-olds in a parent-toddler group at the Bank Street Family Center. She then became an assistant teacher at a preschool for typically-developing 3-4 year olds. Most recently, she was employed as an assistant teacher in a therapeutic nursery school, where she worked with developmentally delayed five-year-olds with diagnoses such as autism, ADHD, general dyspraxia, and a range of social and emotional delays.

Kira earned among the highest grades in the Fall 2007 Social and Personality Development class, and TA'd this class to general student appreciation last year, so she is very familiar with the material and happy to discuss it, as well as to discuss her experiences in class and advise about effective paper-writing and study strategies. She has taken many courses in the psychology department, and is happy to share her experience with students who are trying to decide what classes to take next. She is also happy to talk with students about interests they may have in early childhood education and/or developmental delay.

Questions about grading: Karen and Kira will be responsible for grading exams and papers under my close supervision. We use highly specified grading keys and reliability procedures to insure fair and consistent grading. Grading will be distributed between the TAs such that all students will have one paper and one exam graded by each TA, and each TA will be responsible for the same number of class points for each student. If you have a question about how you've been evaluated on a particular assignment, get in touch with the appropriate TA first. (We will make it easy for you to figure out who graded your paper or exam.) If you can't resolve an issue, you or the TA may then choose to refer the problem to me.

Syllabus

Wed Sep 9	<u>Course Overview</u> Shaffer, Ch. 1
Mon Sep 14	<u>Theories of Social and Personality Development: Bandura</u> Shaffer, Ch. 2, pp. 44-51
Wed Sep 16	<u>More on Bandura</u>
Mon Sep 21	<u>More Theories: Piaget</u> Shaffer, Ch. 2, pp. 51-65
Wed Sep 23	<u>More on Piaget</u>
Mon Sep 28	<u>More Theories: Vygotsky</u> Shaffer, Ch. 3, pp. 90-93
Wed Sep 30	<u>More on Vygotsky</u>
Mon Oct 5	<u>Culture and Developmental Pathways</u> Greenfield et al. (2003)
Wed Oct 7	<u>Behavioral Genetics</u> Shaffer, Ch. 3, pp. 74-86 <i>Paper One Due</i>
Mon Oct 12	<u>Emotional Development and Attachment</u> Shaffer, Ch. 4, pp. 118-123
Wed Oct 14	<u>Attachment Styles</u> Ch. 5, pp. 134-152

Mon Oct 19	<u>Self-Views and Social Stress</u> Shaffer, Ch. 6, pp. 169-181 Caldwell et al. (2004)
Wed Oct 21	<u>Cultural Differences in Socialization of Personhood</u> Ochs and Schieffelin (1994)
Mon Oct 26	Finish Ochs & Schieffelin and Review Session
Wed Oct 28	<i>Midterm Exam</i>
Mon Nov 2	<i>Academic Holiday</i>
Wed Nov 4	<u>Achievement and Theories of Intelligence</u> Shaffer, Ch. 7, pp. 212-225 Dweck (1991)
Mon Nov 9	<u>Gender Development</u> Shaffer, Ch. 8, pp. 257-270
Wed Nov 11	<u>Peer Socialization of Gender</u> Maccoby (1990) <i>Exam Review</i>
Mon Nov 16	<u>Aggression</u> Shaffer, Ch. 9, pp. 290-294 Crick & Dodge (1996)
Wed Nov 18	<u>Working with Causal Models</u>
Mon Nov 23	<u>Moral Development</u> Shaffer, Ch. 10, pp. 350-359
Wed Nov 25	<u>Perceptions of Family Obligation</u> Fuligni & Zhang (2004) <i>Paper Two Due</i>

Mon Nov 30	<u>Parenting</u> Shaffer, Ch. 11, pp. 375-379; 384-386
Wed Dec 2	<u>More on Parenting</u>
Mon Dec 7	<u>Schooling</u> Shaffer, Ch. 12, pp. 433-446
Wed Dec 9	<u>Home Literacy Practices and School Success</u> Heath (1982)
Mon Dec 14	Final Review Session
Mon Dec 21	<i>Projected Final Exam, 7:10 - 10:00 pm</i>

References

- Caldwell, M.S., Rudolph, K.D., Troop-Gordon, W., & Kim, D.-Y. (2004). Reciprocal influences among relational self-views, social disengagement, and peer stress during early adolescence. *Child Development, 75*, 1140-1154.
- Crick, N. R., & Dodge, K. A. (1996). Social information-processing mechanisms on reactive and proactive aggression. *Child Development, 67*, 993-1002.
- Dweck, C.S. (1991). Self-theories and goals: Their role in motivation, personality, and development. In R. Dienstbier (Ed.), *Nebraska symposium on motivation, Vol 38*, (pp. 199-235). Lincoln, Nebraska: University of Nebraska Press.
- Fuligni, A.J, & Zhang, W. (2004). Attitudes toward family obligation among adolescents in contemporary urban and rural china. *Child Development, 75*, 180-192.
- Greenfield, P. M., Keller, H., Fuligni, A. & Maynard, A. (2003). Cultural pathways through universal development. *Annual Review of Psychology, 54*, 461-490.
- Heath, S.B. (1982). What no bedtime story means: Narrative skills at home and school. In Ochs, E., & Schieffelin, B. B.(Eds.), *Language Socialization Across Cultures*, 97-124.
- Maccoby, E. (1990). Gender and relationships: A developmental account. *American Psychologist, 45*, 513-520.
- Ochs, E. & Schieffelin, B. (1994). Language acquisition and socialization: Three developmental stories and their implications. Reprinted in B. Blount (Ed.) *Language, culture, and society: A book of readings* (pp. 470-521). Prospect Heights, IL: Waveland Press.