

PSYC 6318
Social and Personality Development
Fall 2008

I Basic Information

Instructor: Dr. Lauri Jensen-Campbell
Office: Life Sciences 406
Office hours: Tuesdays 11:00-12:30P; Thursdays 1:30-3:00P
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II Purpose

This course was designed to provide a broad but rigorous, graduate-level overview of social and personality development. The course will cover theory, research, and issues regarding social development. Specifically, the course will provide an overview of contemporary, psychology-based, scientific developmental psychology as it applies to social behavior and personality. The course will focus primarily on the childhood and adolescent phases of the life course. The purpose of the course is three-fold: 1) to become familiar with past and present theorizing in the area; 2) to become acquainted with past and present research in the area; and 3) to develop a perspective of what critical questions must be asked and answered if the science of social and personality development is to evolve.

III Course Requirements

1. **Required Readings:** There will be advanced materials from professional-level journals and Handbooks (i.e., approximately 6 readings per week). These articles are complex, but you must learn how to read such material if you plan to succeed in graduate school. This is where professionals obtain the most current knowledge in their fields. I will coordinate lectures/class discussions and readings, but the overlap will not great. In other words, you will be responsible for readings that may not be specifically discussed in class.
2. **Class Attendance:** It is your responsibility to attend class and not be late. I will not take attendance, but it is highly recommended that you attend class. Not attending class will affect your participation grade. You are responsible for **anything** you miss during your absence.
3. **In-Class Presentation:** Each student in the class will have the responsibility for leading a class. The student should prepare a presentation based on topic (and make their PowerPoint slides available to their classmates). Readings should be incorporated into the presentation but the presentation should be more than a simple "book report". You are to be an 'expert' on your topic, which will require reading more than the assigned readings. As part of the presentation, students are responsible for gleaning the main points in the assigned readings and to explain how these readings are related to the topic. All students will not only be rated by the instructor but also their peers on their presentation.
4. **In-Class Participation:** All students in the course are responsible for coming up with 3 type-written "thought" questions based on the readings (i.e., due by Monday each week). The questions should be critical "qualifying exam type" questions designed to evoke discussion during class. They should NOT be from one article.
5. **Exams:** There will be two examinations during the course of the semester. Your performance on these two exams will account for approximately 30% of your course grade. Both exams will be essay format and will be take-home.
6. **Academic Dishonesty:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Any form of academic dishonesty will be reported. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.
7. **Americans with Disabilities Act:** I will provide reasonable accommodation to students with disabilities, so as not to discriminate based on that disability. The student, however, is responsible for informing me of a disability requiring special accommodation and providing authorized documentation through designated administrative channels *at the beginning of the semester.*

IV. Point Distribution and Grading Policy

In-Class participation/Questions	50
Presentation	100
Midterm	100
Final	100

Total	350

GRADING: Grading will be done by percentage points: 90% - up → A; 80% - 89% → B; 70%-79% → C; 69% and below → F

V. Course Outline

I reserve the right to modify the schedule/reading assignments based on how the course is proceeding. I will not, however, add additional topics/assessments or change the grading policy.

Week 1: Introduction and Methodology (August 26)

1. Henry, B., Moffitt, T.E., Caspi, A., Langley, J., & Silva, P. (1994). On the "Remembrance of Things Past": A longitudinal evaluation of the retrospective method. *Psychological Assessment*, 6, 92-101.
2. Mitchell, S., See, H., Tarkow, A., Cabrera, N., McFadden, K., & Shannon, J. (2007). Conducting studies with fathers: Challenges and opportunities. *Applied Developmental Science*, 11(4), 239-244.
3. Newcombe, N.S. (2003). Some controls control too much. *Child Development*, 74, 1050-1052.
4. Bergman, L., & Trost, K. (2006, July). The Person-Oriented Versus the Variable-Oriented Approach: Are they Complementary, Opposites, or Exploring Different Worlds? *Merrill-Palmer Quarterly*, 52(3), 601-632.
5. Poulin, F., & Dishion, T.J. (2008). Methodological issues in the use of peer sociometric nominations with middle school youth. *Sociometric Assessment*, 1-14.

Week 2: Temperament/Behavior Genetics (September 3)

1. Rothbart, M. (2007, August). Temperament, development, and personality. *Current Directions in Psychological Science*, 16(4), 207-212.
2. Rothbart, M., Posner, M., & Kieras, J. (2006). Temperament, Attention, and the Development of Self-Regulation. *Blackwell handbook of early childhood development* (pp. 338-357). Malden, MA, US: Blackwell Publishing.
3. Glynn, L., Davis, E., Schetter, C., Chicz-DeMet, A., Hobel, C., & Sandman, C. (2007, October). Postnatal maternal cortisol levels predict temperament in healthy breastfed infants. *Early Human Development*, 83(10), 675-681.
4. Scarr, S., & McCartney, K. (1983). How people make their own environments: A theory of genotype-environment effects. *Child Development*, 54, 424-435.
5. Jaffee, S.R., Caspi, A. & Moffitt, T.E. (2005). Nature x Nurture: Genetic vulnerabilities interact with physical maltreatment to promote conduct problems. *Development and Psychopathology*, 17, 67-84.

Week 3: Personality Development (September 10)

1. Caspi, A., Roberts, B.W., & Shiner, R.L. (2005). Personality Development: Stability and Change. *Annual Review of Psychology*, 56, 453-484.
2. Roberts, B., Wood, D., & Caspi, A. (in press). *The Development of Personality Traits in Adulthood*.
3. Sturaro, C., Denissen, J., van Aken, M., & Asendorpf, J. (2008). Person-environment transactions during emerging adulthood: The interplay between personality characteristics and social relationships. *European Psychologist*, 13(1), 1-11.
4. Asendorpf, J., & van Aken, M. (2003, August). Personality-Relationship Transaction in Adolescence: Core versus Surface Personality Characteristics. *Journal of Personality*, 71(4), 629-666.

- Baltes, M., & Lang, F. (1997, September). Everyday functioning and successful aging: The impact of resources. *Psychology and Aging, 12*(3), 433-443.

Week 4: Formation of Attachments (September 17) (Jenny Jones)

- Ainsworth, M.D.S. (1989). Attachments beyond infancy. *American Psychologist, 44*, 709-716.
- Main, M., Hesse, E., & Kaplan, N. (2005). Predictability of Attachment Behavior and Representational Processes at 1, 6, and 19 Years of Age: The Berkeley Longitudinal Study. *Attachment from infancy to adulthood: The major longitudinal studies* (pp. 245-304). New York, NY, US: Guilford Publications.
- Ijzendoorn, M., & Bakermans-Kranenburg, M. (2004). Maternal sensitivity and infant temperament in the formation of attachment. *Theories of infant development* (pp. 233-257). Malden, MA, US: Blackwell Publishing.
- Vorria, P., Papaligoura, Z., Sarafidou, J., Kopakaki, M., Dunn, J., Van IJzendoorn, M., et al. (2006, December). The development of adopted children after institutional care: A follow-up study. *Journal of Child Psychology and Psychiatry, 47*(12), 1246-1253.
- van der Hal-Van Raalte, E., Van IJzendoorn, M., & Bakermans-Kranenburg, M. (2007, October). Quality of care after early childhood trauma and well-being in later life: Child Holocaust survivors reaching old age. *American Journal of Orthopsychiatry, 77*(4), 514-522.

Week 5: Emotional Development (September 24) (Haylie Gomez)

- Saarni, C., Campos, J., Camras, L., & Witherington, D. (2006). Emotional Development: Action, Communication, and Understanding. *Handbook of child psychology: Vol. 3, Social, emotional, and personality development (6th ed.)* (pp. 226-299). Hoboken, NJ, US: John Wiley & Sons Inc.
- Vaish, A., Grossmann, T., & Woodward, A. (2008, May). Not all emotions are created equal: The negativity bias in social-emotional development. *Psychological Bulletin, 134*(3), 383-403.
- Fox, N., & Calkins, S. (2003, March). The development of self-control of emotion: Intrinsic and extrinsic influences. *Motivation and Emotion, 27*(1), 7-26.
- Carstensen, L., Fung, H., & Charles, S. (2003, June). Socioemotional selectivity theory and the regulation of emotion in the second half of life. *Motivation and Emotion, 27*(2), 103-123.

Week 6: Development of Morality/Conscience (October 1)

- Dunn, J. (2006). Moral development in early childhood and social interaction in the family. *Handbook of moral development* (pp. 331-350). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- Kochanska, G., & Aksan, N. (2006, December). Children's Conscience and Self-Regulation. *Journal of Personality, 74*(6), 1587-1617.
- Eisenberg, N., Spinrad, T., & Sadovsky, A. (2006). Empathy-related responding in children. *Handbook of moral development* (pp. 517-549). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- Koutsos, P., Wertheim, E., & Kornblum, J. (2008, January). Paths to interpersonal forgiveness: The roles of personality, disposition to forgive and contextual factors in predicting forgiveness. *Personality and Individual Differences, 44*(2), 337-348.
- Lawler-Row, K., & Piferi, R. (2006, October). The forgiving personality: Describing a life well lived? *Personality and Individual Differences, 41*(6), 1009-1020.
- Carlo, G., Okun, M., Knight, G., & de Guzman, M. (2005, April). The interplay of traits and motives on volunteering: Agreeableness, extraversion and prosocial value motivation. *Personality and Individual Differences, 38*(6), 1293-1305.

Week 7: Gender Development (October 8) (Midterm handout) (Madeline Rex-Lear)

- Ruble, D., Taylor, L., Cyphers, L., Greulich, F., Lurye, L., & Shrout, P. (2007, July). The role of gender constancy in early gender development. *Child Development, 78*(4), 1121-1136.

2. Knafo, A., Iervolino, A., & Plomin, R. (2005, February). Masculine Girls and Feminine Boys: Genetic and Environmental Contributions to Atypical Gender Development in Early Childhood. *Journal of Personality and Social Psychology, 88*(2), 400-412.
3. McHale, S., Kim, J., Whiteman, S., & Crouter, A. (2004, September). Links between Sex-Typed Time Use in Middle Childhood and Gender Development in Early Adolescence. *Developmental Psychology, 40*(5), 868-881.
4. Corby, B., Hodges, E., & Perry, D. (2007, January). Gender Identity and Adjustment in Black, Hispanic, and White Preadolescents. *Developmental Psychology, 43*(1), 261-266.
5. Yunger, J.L., Carver, P., & Perry, D.G. (2004). Does gender identity influence children's psychological well-being? *Developmental Psychology, 40*, 572-582.
6. Carver, P.R., Egan, S.K., & Perry, D.G. (2004). Children who question their heterosexuality. *Developmental Psychology, 40*, 43-53.

Week 8: Aggression (October 15) (Shaun Culwell)

1. Boivin, M., Vitaro, F., & Poulin, F. (2005). Peer Relationships and the Development of Aggressive Behavior in Early Childhood. *Developmental origins of aggression* (pp. 376-397). New York, NY, US: Guilford Press.
2. Williams, S., Conger, K., & Blozis, S. (2007, September). The development of interpersonal aggression during adolescence: The importance of parents, siblings, and family economics. *Child Development, 78*(5), 1526-1542.
3. Patterson, G. (2002). The early development of coercive family process. *Antisocial behavior in children and adolescents: A developmental analysis and model for intervention* (pp. 25-44). Washington, DC, US: American Psychological Association.
4. Dodge, K., Lansford, J., Burks, V., Bates, J., Pettit, G., Fontaine, R., et al. (2003, March). Peer rejection and social information-processing factors in the development of aggressive behavior problems in children. *Child Development, 74*(2), 374-393.
5. Huesmann, L., Moise-Titus, J., Podolski, C., & Eron, L. (2003, March). Longitudinal relations between children's exposure to TV violence and their aggressive and violent behavior in young adulthood: 1977-1992. *Developmental Psychology, 39*(2), 201-221.
6. Polman, H., de Castro, B., & van Aken, M. (2008, May). Experimental study of the differential effects of playing versus watching violent video games on children's aggressive behavior. *Aggressive Behavior, 34*(3), 256-264.

Week 9: Victimization (October 22) (Midterm Due at 1:00P in WebCT) (Ronen Cuperman)

1. Rigby, K. (2000, February). Effects of peer victimization in schools and perceived social support on adolescent well-being. *Journal of Adolescence, 23*(1), 57-68.
2. Perry, D.G., Hodges, E.V.E., & Egan, S.K. (2001). Determinants of chronic victimization by peers: A review and a new model of family influence. In J. Juvonen and S. Graham (eds.), *Peer Harassment in school: The plight of the vulnerable and victimized* (pp. 73-104). New York: Guilford Press.
3. Vaillancourt, T., Duku, E., Decatanzaro, D., Macmillan, H., Muir, C., & Schmidt, L. (2008, May). Variation in hypothalamic-pituitary-adrenal axis activity among bullied and non-bullied children. *Aggressive Behavior, 34*(3), 294-305.
4. Malcolm, K., Jensen-Campbell, L., Rex-Lear, M., & Waldrip, A. (2006, October). Divided we fall: Children's friendships and peer victimization. *Journal of Social and Personal Relationships, 23*(5), 721-740.
5. Rosen, P., Milich, R., & Harris, M. (2007, May). Victims of their own cognitions: Implicit social cognitions, emotional distress, and peer victimization. *Journal of Applied Developmental Psychology, 28*(3), 211-226.
6. Hansen, A.M., Hogh, A., Persson, R., Karlson, B., Garde, A.H., & Orbaek, P. (2006). Bullying at work, health outcomes, and physiological stress response. *Journal of Psychosomatic Research, 60*, 63-72.

Week 10: Development of Self-Representations (October 29) (Colleen Thompson)

1. Harter, S. (2006). Developmental and Individual Difference Perspectives on Self-Esteem. *Handbook of personality development* (pp. 311-334). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
2. Boden, J., Fergusson, D., & Horwood, L. (2008, December). Does adolescent self-esteem predict later life outcomes? A test of the causal role of self-esteem. *Development and Psychopathology*, *20*(1), 319-339.
3. Menon, M., Tobin, D., Corby, B., Menon, M., Hodges, E., & Perry, D. (2007, November). The developmental costs of high self-esteem for antisocial children. *Child Development*, *78*(6), 1627-1639.
4. Sirin, S., & Fine, M. (2007). Hyphenated selves: Muslim American youth negotiating identities on the fault lines of global conflict. *Applied Developmental Science*, *11*(3), 151-163.
5. Bailis, D., & Chipperfield, J. (2002, November). Compensating for losses in perceived personal control over health: A role for collective self-esteem in healthy aging. *Journals of Gerontology: Series B: Psychological Sciences and Social Sciences*, *57*(6), P531-p539.

Week 11: Peer Relationships (November 5) (Melisa Holovics)

1. Harris, J.R. (1995). Where is the child's environment? A group socialization theory of development. *Psychological Review*, *102*, 458-489.
2. Hartup, W. (2005, June). Peer Interaction: What Causes What? *Journal of Abnormal Child Psychology*, *33*(3), 387-394.
3. Bukowski, W., & Adams, R. (2005, February). Peer Relationships and Psychopathology: Markers, Moderators, Mediators, Mechanisms, and Meanings. *Journal of Clinical Child and Adolescent Psychology*, *34*(1), 3-10.
4. Crockett, L., & Randall, B. (2006, October). Linking adolescent family and peer relationships to the quality of young adult romantic relationships: The mediating role of conflict tactics. *Journal of Social and Personal Relationships*, *23*(5), 761-780.
5. Laird, R., Pettit, G., Dodge, K., & Bates, J. (2005, December). Peer relationship antecedents of delinquent behavior in late adolescence: Is there evidence of demographic group differences in developmental processes. *Development and Psychopathology*, *17*(1), 127-144.

Week 12: Prejudice and Racism (November 12) (Jason Popan)

1. Bigler, R., & Liben, L. (2007, June). Developmental intergroup theory: Explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science*, *16*(3), 162-166.
2. Rutland, A., Cameron, L., & Milne, A. (2005). Social norms and self-presentation: Children's implicit and explicit intergroup attitudes. *Child Development*, *76*, 451-466.
3. Turner, R., Hewstone, M., & Voci, A. (2007, September). Reducing explicit and implicit outgroup prejudice via direct and extended contact: The mediating role of self-disclosure and intergroup anxiety. *Journal of Personality and Social Psychology*, *93*(3), 369-388.
4. Penny, H., & Haddock, G. (2007, July). Anti-fat prejudice among children: The 'mere proximity' effect in 5-10 year olds. *Journal of Experimental Social Psychology*, *43*(4), 678-683.
5. Nesdale, D., Maass, A., Kiesner, J., Durkin, K., Griffiths, J., & Ekberg, A. (2007, September). Effects of peer group rejection, group membership, and group norms, on children's outgroup prejudice. *International Journal of Behavioral Development*, *31*(5), 526-535.
6. Poteat, V., Espelage, D., & Green, H. (2007, June). The socialization of dominance: Peer group contextual effects on homophobic and dominance attitudes. *Journal of Personality and Social Psychology*, *92*(6), 1040-1050.
7. Sinclair, S., Dunn, E., & Lowery, B. (2005, May). The relationship between parental racial attitudes and children's implicit prejudice. *Journal of Experimental Social Psychology*, *41*(3), 283-289.

Week 13: NO CLASS – NSF (November 19)

Week 14: Friendships (November 26) (Patricia Lyons)

1. Hartup, W.W., & Stevens, N. (1997). Friendships and adaptation in the life course. *Psychological Bulletin*, 121, 355-370.
2. Gummerum, M., & Keller, M. (2008, May). Affection, virtue, pleasure, and profit: Developing an understanding of friendship closeness and intimacy in western and Asian societies. *International Journal of Behavioral Development*, 32(3), 218-231.
3. Poulin, F., & Pedersen, S. (2007, November). Developmental changes in gender composition of friendship networks in adolescent girls and boys. *Developmental Psychology*, 43(6), 1484-1496.
4. Laursen, B., Bukowski, W., Aunola, K., & Nurmi, J. (2007, July). Friendship moderates prospective associations between social isolation and adjustment problems in young children. *Child Development*, 78(4), 1395-1404.
5. Burk, W., Steglich, C., & Snijders, T. (2007, July). Beyond dyadic interdependence: Actor-oriented models for co-evolving social networks and individual behaviors. *International Journal of Behavioral Development*, 31(4), 397-404.
6. Güroglu, B., van Lieshout, C., Haselager, G., & Scholte, R. (2007, May). Similarity and complementarity of behavioral profiles of friendship types and types of friends: Friendships and psychosocial adjustment. *Journal of Research on Adolescence*, 17(2), 357-386.

Week 15: Family (December 3) (Final handout) (Emily Farris)

1. Collins, W.A., Maccoby, E.E., Steinberg, L., Hetherington, E.M., Bornstein, M.H. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, 55, 218-232.
2. Kochanska, G., Aksan, N., & Joy, M. (2007, January). Children's Fearfulness as a Moderator of Parenting in Early Socialization: Two Longitudinal Studies. *Developmental Psychology*, 43(1), 222-237.
3. Jaffari-Bimmel, N., Juffer, F., van IJzendoorn, M., Bakermans-Kranenburg, M., & Mooijart, A. (2006, November). Social Development from Infancy to Adolescence: Longitudinal and Concurrent Factors in an Adoption Sample. *Developmental Psychology*, 42(6), 1143-1153.
4. De Clercq, B., Van Leeuwen, K., De Fruyt, F., Van Hiel, A., & Mervielde, I. (2008, April). Maladaptive personality traits and psychopathology in childhood and adolescence: The moderating effect of parenting. *Journal of Personality*, 76(2), 357-383.
5. Hetherington, E.M. Bridges, M., & Insabella, G.M. (1998). What matters? What does not? Five perspectives on the association between marital transitions and children's adjustment. *American Psychologist*, 53, 167-184.
6. Kim, J., McHale, S., Osgood, D., & Crouter, A. (2006, November). Longitudinal Course and Family Correlates of Sibling Relationships From Childhood Through Adolescence. *Child Development*, 77(6), 1746-1761.

Week 16: Final Exam Week

Final Examination → December 10 (FINAL DUE AT 4:30P in WebCT)