

PSYC 669: Social and Emotional Development

Course Objectives

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. In class and in our writing, we'll be 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. Every class period we will end by discussing "how can these issues/findings be applied?"

Course Format and Requirements

We will 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. Given 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 Blackboard.

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. We will divide into small groups (which will stay stable through the semester) each Thursday and decide what aspects of the topic for the day each group would like to see discussed by the class and/or reported on.

At least 4 times during the semester, students will sign up to be facilitators for Thursday's discussion class. This means that they will lead discussion and inspire interaction and contribution from the class. Each week, the students signed up can work separately or individually, but by 11 am of that day, I require 2 double-spaced pages outlining HOW the facilitators will get the class engaged. These plans can certainly be creative, but must be appropriate for a graduate level class and strive to include all members' ideas. Thus, discussion each week will be based half on the topics we decide on in small groups and half on the plan of the facilitators. This means facilitators must be well prepared, know the material extensively, and be flexible with plenty of resources to change directions if needed.

A research grant proposal will be developed throughout the semester. Proposed research should address a carefully delineated question reflecting your knowledge about issues in social-emotional development. Ideally, the chosen topic will have its origins in the readings/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 per grant reviewed.

Thought paragraphs

You will each write up thought paragraphs to be shared with your small group at the beginning of class, and turned in to the professor at the end of class, each Thursday. 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. These paragraphs can be quite short; they are graded pass/fail only, but are absolutely essential for class success.

The 1st paragraph should integrate across articles about the important main points. 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.

The 2nd paragraph should be devoted to analysis. 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, thus investigating whether the theory and method are walking together hand in hand. Or you can ask whether alternative hypotheses might as easily explain the data. Or you can ask whether cohort effects might explain developmental differences; or 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 specific tables or figures, 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.. 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. *Or try to figure a distinct application to practice with typically or atypically developing children.* But always try to come up with something uniquely yours.

Evaluation

Class participation 15% (10 for TPs; 5 for attendance)

Class presentations/paragraphs 10% (5% each - grant topic and method)

Facilitator 30% (7.5 pts each)

Reviewing Grants 5%

Grant Proposal Revision 10%

Grant Proposal Submission 30%

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)

Date	Discussion Topic	Reading	Assignment
1/24/12	Greetings, Introductions, Logistics		
1/26/12	The Study of Social Development: Theoretical Perspectives	SH Introduction by the Editors; Chapter 1 (<i>when beginning a new section in Smith and Hart, please read their introduction as a general rule</i>) Lemerise, E., & Arsenio, W. F. (2000). An integrated model of emotion processes and cognition in social information processing. <i>Child Development, 71</i> , 109-118.	
1/31/12	Theoretical Perspectives and Methodological Issues	SH Chapter 4 MDAC pp.1-18, all Part III Hartup, W. W. (1989). Social relationships and their developmental significance. <i>American Psychologist, 44</i> , 120-126. Howes, C. (1987). Social competence with peers in young children: Developmental sequences. <i>Developmental Review, 7</i> , 252-272.	
2/2/12	Biological Foundations	SH Chapters 2, 3 MDAC pp. 40-70	Thought Paragraphs #1
2/7/12	Biological Foundations	SH Chapters 6, 7 Rothbart, M. K., & Ahadi, S. A. (1994). Temperament and the development of personality. <i>Journal of Abnormal Psychology, 103</i> , 55-66.	
2/9/12		NO CLASS	Dr. Dan @ SRCD Methods Course
2/14/12	Early Social/Emotional Development	SH Chapter 10 MDAC 19-40, 90-111	
2/16/12	Early Social/Emotional Development: Constructing First Relationships	Frietag, M. K., Belsky, J., Grossmann, K., et al. (1996). Continuity in parent-child relationships from infancy to middle childhood and relations with friendship competence. <i>Child Development, 67</i> , 1437-1454. Laible, D. J., & Thompson, R. A. (1998). Attachment and emotional understanding in preschool children. <i>Developmental Psychology, 34</i> , 1038-1045. Booth-LaForce, C., Oh.W., Wonjung, K., et al. (2006). Attachment, self-worth, and peer-group functioning in middle childhood. <i>Attachment & Human Development, 8</i> , 309-325.	Thought Paragraphs #2
2/21/12	Families, Parents, and Socialization	SH Chapters 11, 12 MDAC pp. 111-121, 210-219	
2/23/12	Families, Parents, and Socialization	Dix, T. (1991). The affective organization of parenting. <i>Psychological Bulletin, 110</i> , 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. <i>Developmental Psychology, 30</i> , 4-19. Holden, G. W. (2010). Childrearing and Developmental Trajectories: Positive Pathways, Off-Ramps, and Dynamic Processes. <i>Child Development Perspectives, 4</i> , 197-204.	Thought Paragraphs #3
2/28/12	Families, Parents, and Socialization	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. <i>Developmental Psychology, 32</i> , 1065-1072. Dunn, J., Slomkowski, C., & Beardsall, L. (1994). Sibling relationships through the preschool period to middle childhood and early adolescence. <i>Developmental Psychology, 30</i> , 315-324.	Grant Proposal Topics Discussion and Paragraph Due
3/1/12	Extra-Familial Influences	SH Chapters 14, 15, and 17 MDAC pp.121-133, 189-198	Thought Paragraphs #4
3/6/12	Extra-Familial Influences	SH Chapter 18 Gifford-Smith, M. E, & Brownell, C. A. (2003). Childhood peer relationships: Social acceptance, friendships, and peer networks. <i>Journal of School Psychology, 41</i> , 235-284. Gottman, J.M., & Mettetal, G. (1986). <i>Speculations about social and affective development: Friendship and acquaintanceship through adolescence</i> . In J. M. Gottman & J. C. Parker (Eds.). <i>Conversations of friends: Speculations on affective development</i> . (pp. 192-237). New York, NY: Cambridge University Press.	Grant Proposal Topics, continued

3/8/12	Targets of Socialization: From Other Control to Self-Control; Morality, Altruism, Empathy	SH Chapters 23 and 24 Kochanska, G. (2002). Committed compliance, moral self, and internalization: A mediational model. <i>Developmental Psychology</i> , 38, 339-351. Kochanska, G. Aksan, N., Prisco, T. R., & Adams, E. E. (2008). Mother-child and father-child mutually responsive orientation in the first 2 years and children's outcomes at preschool age: Mechanisms of influence. <i>Child Development</i> , 79, 30-44. Persson, G. E. B. (2005). Developmental perspectives on prosocial and aggressive motives in preschoolers' peer interactions. <i>International Journal of Behavioral Development</i> , 29, 80-91.	Thought Paragraphs #6
SPRING BREAK (3-12-12 to 3-18-12)			
3/20/12	Targets of Socialization: From Other Control to Self-Control; Morality, Altruism, Empathy	Eisenberg, N. (2000). Emotion, regulation, and moral development. <i>Annual Review of Psychology</i> , 51, 655-697. Findlay, L. C., Girardi, A., & Coplan, R. J. (2006). Links between empathy, social behavior, and social understanding in early childhood. <i>Early Childhood Research Quarterly</i> , 21, 347-359. Finkenauer, C., Engels, Rutger C. M. E., & Baumeister, R. F. (2005). Parenting behavior and adolescent behavioural and emotional problems: The role of self-control. <i>International Journal of Behavioral Development</i> , 29, 58-69.	
3/22/12	Targets of Socialization: Emotional Competence and Social Cognition	SH Chapter 16 Halberstadt, A., Denham, S.A., & Dunsmore, J. (2001). Affective social competence. <i>Social Development</i> , 10, 79-119. Lunkenheimer, E. S., Shields, A.M., & Cortina, K. S. (2007). Parental emotion coaching and dismissing in family interaction. <i>Social Development</i> , 16, 232-248. Morris, A. S., Silk, J. S., Steinberg, L., et al. (2007). The role of the family context in the development of emotion regulation. <i>Social Development</i> , 16, 361-388.	Thought Paragraphs #7
3/27/12	Targets of Socialization: Emotional Competence and Social Cognition	Cole, P. M., Martin, S. E., & Dennis, T. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. <i>Child Development</i> . Contreras, J. M, Kerns, K. A, Weimer, B. L., et al. (2000). Emotion regulation as a mediator of associations between mother-child attachment and peer relationships in middle childhood. <i>Journal of Family Psychology</i> . 14, 111-124.	
3/29/12	Targets of Socialization: Aggression and Conflict	Gilliom, M., Shaw, D. S., Beck, J. E., et al. (2002). Anger regulation in disadvantaged preschool boys: Strategies, antecedents, and the development of self-control. <i>Developmental Psychology</i> , 38, 222-235.	Thought Paragraphs #8
4/3/12	Targets of Socialization: Aggression and Conflict	Arsenio, W. F., Cooperman, S., & Lover, A. (2000). Affective predictors of preschoolers' aggression and peer acceptance: Direct and indirect effects. <i>Developmental Psychology</i> , 36, 438-448.	Grant Proposal Discussion of Methods
4/5/12	Targets of Socialization: Aggression and Conflict	SH Chapters 27-28 MDAC pp. 70-90 Crick, N. R., Ostrov, J. M., Burr, J. E., et al. (2006). A longitudinal study of relational and physical aggression in preschool. <i>Journal of Applied Developmental Psychology</i> , 27, 254-268.	Thought Paragraphs #9
4/10/12	Targets of Socialization: Aggression and Conflict	Vitaro, F., Brendgen, M., & Barker, E. D. (2006). Subtypes of aggressive behaviors: A developmental perspective. <i>Internatl. Journal of Behavioral Development</i> , 30, 12-19. Woods, S., Wolke, D. (2004). Direct and relational bullying among primary school children and academic achievement. <i>Journal of School Psychology</i> , 42, 135-155.	Grant Proposal Discussion of Methods
4/12/12	Late Childhood- Adolescence: Family Relationships, Social Cognition, Self-System	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. <i>Child Development</i> , 70, 202-213. Buhrmester, D. (1990). Intimacy of friendship, interpersonal competence, and adjustment during preadolescence and adolescence. <i>Child Development</i> , 61, 1104-1111.	Thought Paragraphs #10
4/17/12	Late Childhood- Adolescence: Family Relationships, Social Cognition, Self-System	Eccles, J. S., Midgley, C., Wigfield, A., et al. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and families. <i>American Psychologist</i> , 48, 90-104. Graham, S., Hudley, C., & Williams, E. (1992). Attributional and emotional determinants of aggression among African-American and Latino young adolescents. <i>Developmental Psychology</i> , 28, 731-740.	

4/19/12	Late Childhood-Adolescence: Peers, Aggression, Morality	<p>Espelage, D. L., & Swearer, S. M. (2003). Research on school bullying and victimization: What have we learned and where do we go from here?, <i>School Psychology Review</i>, 32, 365-383.</p> <p>Juvonen J., Nishina, A., & Graham, S. (2000). Peer harassment, psychological adjustment, and school functioning in early adolescence. <i>Journal of Educational Psychology</i>, 92, 349-359.</p> <p>Loeber, R., & Stouthamer-Loeber, M. (1998). Development of juvenile aggression and violence: Some common misconceptions and controversies. <i>American Psychologist</i>, 53, 242-259.</p>	Thought Paragraphs #11
4/24/12	Atypical development and its relation to socialization	<p>MDAC pp. 133-178</p> <p>Davies, P. T., & Cummings, E. M. (1994). Marital conflict and child adjustment: An emotional security hypothesis. <i>Psychological Bulletin</i>, 116, 387-411.</p> <p>Webster-Stratton, C. (1998). Preventing conduct problems in Head Start children: Strengthening parenting competencies. <i>Journal of Consulting and Clinical Psychology</i>, 66, 715-730.</p>	
4/26/12	Atypical development and prevention/intervention	<p>S&H Chapter 29</p> <p>Conduct Problems Preventions Research Group. (1999). Initial impact of the fast track prevention trial for behavior problems: I. The high risk sample. <i>Journal of Consulting & Clinical Psychology</i>, 67, 631-647.</p> <p>Conduct Problems Preventions Research Group. (1999). Initial impact of the fast track prevention trial for behavior problems: II. Classroom effects. <i>Journal of Consulting & Clinical Psychology</i>, 67, 648-657.</p>	<p>Grant Proposal Due 8pm</p> <p>Thought Paragraphs #12</p>
5/1/12	Atypical development and prevention/intervention	<p>Anderson, A. R., Christenson, S. L., & Sinclair, M. F. (2004). Check & Connect: The importance of relationships for promoting engagement with school. <i>Journal of School Psychology</i>, 42, 95-113.</p> <p>Havighurst, S. S., Wilson, K. R., Harley, A. E., & Prior, M. R. (2009). Tuning into kids: An emotion-focused parenting program—Initial findings from a community trial. <i>Journal of Community Psychology</i>, 37, 1008-1023.</p> <p>Elias, M. J., Zins, J. E., Graczyk, P. A., et al. (2003). Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools. <i>School Psychology Review</i>, 32, 303-319.</p>	
5/3/12	Scheduled Exam Period	Grant Critique Class	10:30am – 1:15pm
5/15/11		Grant Revisions Due	3pm

Assignments will be subtracted for each day that papers are late. All work is to be done individually and according to the letter and spirit of the George Mason University Honor Code. Essentially, when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification. Further, students must use their MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

The last day to add a course, or drop without tuition penalty, is **1/31/12**. The last day to drop this course without the dean's permission is **2/24/12**. 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, <http://ods.gmu.edu>.

OTHER USEFUL CAMPUS RESOURCES:

WRITING CENTER: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>
 UNIVERSITY LIBRARIES "Ask a Librarian"; <http://library.gmu.edu/mudge/IM/IMRef.html>
 COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; <http://caps.gmu.edu>

UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.