

SOCIAL AND PERSONALITY DEVELOPMENT

PSYC-W2680
Fall 2013
Mon & Wed 6:10-7:25
Schermerhorn 614

Dr. Stacey Lutz
sel35@columbia.edu
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 via Library Reserves.

Assignments also include three online radio programs; links can be found in a document called "Media Links" posted on Courseworks.

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 1.5 point 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	20
Midterm Exam	Wed Oct	25
Paper Two	Wed Nov	25
Final Exam	TBD	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.

Academic Integrity

“The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. In practical terms, this means that, as students, you must be responsible for the full citations of others’ ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent.”

From the Faculty Statement on Academic Integrity

<https://www.college.columbia.edu/academics/integrity-statement>.

Cheating on assignments or exams and plagiarism are very serious violations within the academic community. Students are expected to do their own work on all tests and assignments for this class. You are expected to always act in accordance with the Columbia honor code. Any student found cheating or plagiarizing in this class will be reported to the university for academic discipline. If you have questions about academic integrity at Columbia, please refer to the following link: <https://www.college.columbia.edu/academics/integrity>

Office Hours and TA Information

My Office Hours

sel35@columbia.edu

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 immediately after class, if not before.

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:

Mariana Martins

mcm2203@columbia.edu

Office hours: Tuesday, 1-3 pm

Location: Couples Lab – 219 Schermerhorn

Mariana is a fifth year graduate student in the joint Psychology and Public Health (Sociomedical Sciences) program. Broadly, she is interested in the interplay between individual, social, and structural factors and how these affect people's health behaviors. Her main research project involves the analysis of individual and neighborhood level variables that predict alcohol use in Latinas living in several low-income neighborhoods in New York City. Mariana's other areas of interest include health disparities, chronic illness, longitudinal methods, and statistical methods for non-experimental data.

This will be Mariana's second time TAing this course, so she is well-equipped to answer any questions about course material and assignments. She also has experience working as a TA for The Psychology of Women's Health at her undergraduate institution, Stony Brook University. Because of her status as a joint graduate student, she is an excellent resource for students looking for advice about graduate programs, especially in Social Psychology, Health Psychology, and Public Health. Mariana would be happy to meet with students to discuss questions about the course, research, graduate school applications, or life as a graduate student.

Pauline Levy

cjf2140@columbia.edu

Office hours: Tuesdays and Thursdays, 10 am–11 am

Location: Schermerhorn 318C

Pauline is a third year student in Columbia College studying psychology and business management. She was born and raised in Lima, Peru, and came to the US to pursue an undergraduate degree. In addition to her classes, Pauline has been doing research for the Columbia University Couples Lab since January 2012. She is also currently working at the Midtown Community Court in a program that helps non-custodial fathers reconnect with their children and obtain jobs through therapy and different work-related workshops.

She loved the Fall 2012 Social and Personality Development class and would be very open to discuss the material and her experience in the class with any student. In addition, Pauline has taken many classes in Columbia and Barnard and would be happy to offer advice for students who are trying to decide what classes to take next. Her favorite ones so far have been Social and Personality Development, Children at Risk, and Abnormal Behavior.

Questions about grading: The two TAs 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 and/or the TA may then choose to refer the problem to me.

Syllabus

- Wed Sep 4 Course Overview
Shaffer, Ch. 1
- Mon Sep 9 Theories of Social and Personality Development: Bandura
Shaffer, Ch. 2, pp. 44-51
- Wed Sep 11 More on Bandura
- Mon Sep 16 More Theories: Piaget
Shaffer, Ch. 2, pp. 51-65
- Wed Sep 18 More on Piaget
- Mon Sep 23 More Theories: Vygotsky
Shaffer, Ch. 3, pp. 90-93
- Wed Sep 25 More on Vygotsky
Radio Lab: Episode of 10/9/09, Innate Numbers?
See media links document on Courseworks for link.
- Mon Sep 30 Culture and Developmental Pathways
Greenfield et al. (2003)
- Wed Oct 2 Behavioral Genetics
Shaffer, Ch. 3, pp. 74-86
Paper One Due
- Mon Oct 7 Emotional Development and Attachment
Shaffer, Ch. 4, pp. 118-123
- Wed Oct 9 Attachment Styles
Ch. 5, pp. 134-152
This American Life: Episode 317, Act One
See media links document on Courseworks for link.

- Mon Oct 14 Self-Views and Social Stress
Shaffer, Ch. 6, pp. 169-181
Caldwell et al. (2004)
- Wed Oct 16 Cultural Differences in Socialization of Personhood
Ochs and Schieffelin (1994)
- Mon Oct 21 Finish Ochs & Schieffelin and Review Session
- Wed Oct 23 ***Midterm Exam***
- Mon Oct 28 Achievement and Theories of Intelligence
Shaffer, Ch. 7, pp. 212-225
Dweck (1991)
- Wed Oct 30 Gender Development
Shaffer, Ch. 8, pp. 257-270
This American Life, Episode 374, Act Two
See media links document on Courseworks for link.
- Mon Nov 4 *Academic Holiday*
- Wed Nov 6 Peer Socialization of Gender
Maccoby (1990)
Exam Review
- Mon Nov 11 Aggression
Shaffer, Ch. 9, pp. 290-294
Crick & Dodge (1996)
- Wed Nov 13 Working with Causal Models
In-class workshop
- Mon Nov 18 Moral Development
Shaffer, Ch. 10, pp. 350-359
- Wed Nov 20 Perceptions of Family Obligation
Fuligni & Zhang (2004)
Paper Two Due

Mon Nov 25	<u>Parenting</u> Shaffer, Ch. 11, pp. 375-379; 384-386
Wed Nov 27	<i>No class</i>
Mon Dec 2	<u>More on Parenting</u>
Wed Dec 4	<u>Home Literacy Practices and School Success</u> Heath (1982)
Mon Dec 9	Final Review Session
Mon Dec 16	<i>Final Exam</i> 7:10-10:00 pm

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., & Scheiffelin, 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.