

Graduate Course Psych. 6610 3.0
Social and Emotional Bases of Development
Dr. Maxine Gallander Wintre
Fall 2013

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Course Objectives:

- To receive a brief, historically framed introduction to theories of social and emotional development, as well as to general theories of Developmental Psychopathology
- To consider the theoretical frameworks of your past and present supervisors' research
- To reflect upon and develop critical thinking skills about different theories, perspectives and publications
- To develop an appreciation for the transactional environment and the layers of ecological systems (including cultural and financial) implicated in the complexity of development
- To evaluate the relevance of a variety of integrating theoretical frameworks to their research interests
- To presented a theoretical framework for your MA thesis
- To become familiar with and reflect upon the presentations of the students in your cohort

Outline of Course Schedule and Readings

Sept. 12

Introduction

(you will be handing in a diary of one typed page per week with regard to your thoughts relating the readings to previous understandings and/or other readings in the course – The purpose of the diaries is let me see how you are synthesizing the readings and what you find important)

Developmental Theories

- Parke, R. D. (2004). The Society for Research in Child Development at 70: Progress and Promise. *Child Development, 75*, 1-24.
- Laible, D., & Thompson, R. (2007). Early socialization: A relational perspective. In J. Grusec & P. Hastings (Eds.), *Handbook of Socialization: Theory & Practice*. New York: Guilford Press (pp. 181-207).
- Lerner, R. M. Almerigi, J. B., Theokas, C., & Lerner, J. V. (2005). Positive Youth Development: A View of the issues, *Journal of Early Adolescence, 25*, 10-16.

- Grusec, J. E. & Davidov, M. (2010). Integrating different perspectives on socialization theory and research: A domain specific approach. *Child Development*, 81, 687-709.
- Collins, W. A., & Steinberg, L. (2006). Adolescent development in interpersonal context. In N. Eisenberg, W. Damon & R.W. Lerner (Eds.) *Handbook of Child Psychology*, Vol.3. Personal, social and Personality. (6th ed., pp 1003-1067) New York: John Wiley. (Only need to read pgs 1003-1015 and 1027- 1049 for class)
- Arnett, J.J. (2012). New horizons in emerging and young adulthood. In A. Booth, S.L. Brown, N.S. Landale, W.D. Manning, & S.M. McHale (Eds.), *Early adulthood in a family context* (pp. 231-244). New York: Springer.

Sept. 19

Nature/Nurture

- Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63, 1-19. (READ FIRST)
- Baumrind, D. (1993). The average expectable environment is not good enough: A response to Scarr. *Child Development*, 64, 1299-1317. (READ SECOND)
- Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development*, 81, 6-22. (Read Third)
- Bakerman-Kranenburg, M. & Van Ijzendoorn, M. (2011). Differential susceptibility to rearing environment depending on dopamine-related genes: New evidence and a meta-analysis. *Developmental Psychology*, 23, 39-52. (Read after the Kazdin Study below)
- Plus Kazdin, A. E. () Mediators and mechanisms of change in psychotherapy. *Annual Review of Clinical Psychology*, 3, 1-27. Only need to read pages 1-11 for class.

September 26

Culture

- Statement by the Editors Consortium on Development and Psychopathology for reporting SES and race/ethnicity information (1996). *Journal of Research on Adolescence*, 6, 377-378. (READ FIRST)
- Wintre, M.G., Sugar, L.A., Yaffe, M. & Costin, D. (2001). A Canadian response to the Editors' Consortium Statement with regard to race/ethnicity: Generational status. *Canadian Psychology*, 41, 244-256. (READ SECOND)
- Bradley, R. H., Corwin, R. F., McAadoo, H. P., & Coll, C. G. (2002). The home environments of children in the United States Part I: Variations by age, ethnicity, and poverty status. *Child Development*, 72, 1844-1867.

(READ THIRD)

Luthar, S. S. (2003). The culture of affluence: Psychological costs of material wealth. *Child Development, 74*, 1581-1593.

(READ FOURTH)

Cole, P. M., & Tan, P. Z. (2007). Emotion socialization from a cultural perspective. In J. Grusec & P. Hastings (Eds.), *Handbook of Socialization: Theory and Practice*. New York: Guilford Press. (pp. 516-542).

Optional :

Henrich, J, Heine, S.J. Norenzayan, A. (2010). The weirdest people in the world. *Behavioral and Brain Sciences 33*, 61 – 83.

October 3

Attachment Theory

Waters, E., Hamilton, C. E., & Weinfield, N. S. (2000). The stability of attachment security from infancy to adolescence and early adulthood: General introduction. *Child Development, 71*, 678-683. (READ FIRST)

Waters, E., Merrick, S., Treboux, D., Crowell, J. & Albershein, L. (2000). Attachment security in infancy and early adulthood: A twenty-year longitudinal study. *Child Development, 71*, 684-689. (READ SECOND)

Weinfield, N. S., Sroufe, L. A., & Egeland, B. (2000). Attachment from infancy to early adulthood in a high-risk sample: Continuity, discontinuity, and their correlates. *Child Development, 71*, 695-702. (READ THIRD)

Waters, E., Weinfield, N. S., & Hamilton, C. E. (2000). The stability of attachment security from infancy to adolescence and early adulthood: General discussion. *Child Development, 71*, 703-706. (READ FOURTH)

Poelmann, J. (2005). Representations of attachment relationships in children of incarcerated mothers, *Child Development, 76*, 679-696.

George, C., & West, M. (1999). Developmental vs social personality models of adult attachment and mental ill health. *British Journal of Medical Psychology, 72*, 285-303.

Smyke, A.T., Zeanah, C.H., Fox, N., Nelson, C., Guthrie, D. (2010). Placement in foster care enhances quality of attachment among young institutionalized children. *Child Development, 81*, 212-223.

Oct. 10

no class SREA

Oct.17

Theories of Developmental Psychopathology

- Cicchetti, D. & Cohen, D.J. (1995). Perspectives on developmental psychopathology. In Cicchetti, D. & Cohen, D.J. (Eds.) *Developmental Psychopathology: Theory and Methods* (pp. 3-20). New York: Wiley. (READ FIRST)
- Sameroff, A.J. (1995). General systems theories and developmental psychopathology. In Cicchetti, D., & Cohen, D.J. (Eds). *Developmental Psychopathology: Theory and Methods* (pp. 659-695). New York: Wiley. (READ SECOND)
- Lerner, R.M. (2004). Diversity in individual \leftrightarrow context relations as the basis for positive development across the life span: a developmental systems perspective for theory, research, and application. *Research in Human Development, 1*, 327-346.
- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development, 71*, 543-562. (READ THIRD)
- Roosa, M. W. (2000). Some thoughts about resilience versus positive development, main effects versus interactions, and the value of resilience. *Child Development, 71*, 567-569. (READ FOURTH)
- Robinson, J. L. (2000). Are there implications for prevention research from studies of resilience? *Child Development, 71*, 570-572. (READ FIFTH)

Oct 24

Emotional Development

- Wintre, M.G. & Vallance, D. (1994) A developmental sequence in the comprehension of emotions: Intensity, multiple emotions, and valence. *Developmental Psychology, 30*, 509-514. (READ FIRST)
- Gottman, J.M., Katz, L.F., & Hooven, C. (1996). Parental meta-emotion philosophy and the emotional life of families: Theoretical models and preliminary data. *Journal of Family Psychology, 10*, 243 - 267. (READ SECOND)
- Eisenberg, N.(1996). Meta-emotion and the socialization of emotion in the family - A topic whose time has come: Comment on Gottman et al. (1996). *Journal of Family Psychology, 10*, 269-276. (READ THIRD)
- Silk, J.S., Morris, A.S., Kanaya, T., & Steinberg, L. (2003). Psychological control and autonomy granting; opposite ends of a continuum or distinct constructs? *Journal of Research on Adolescence, 13*, 113-128. (READ FOURTH)

Denham, S., Bassett, H., & Wyatt, T. (2007). The socialization of emotional competence. In J. Grusec & P. Hastings (Eds.), *Handbook of Socialization: Theory and Research*. New York: Guilford Press (pp. 614-638)

Oct 31

Reading Week

November 7

Theories of Social Development

- Perry, A. (2004). A model of stress in families of children with developmental disabilities: Clinical and research applications. *Journal on Developmental Disabilities*, 11(1), 1-15.
- Crick, N. R. & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115, 74-101.
- Grusinger, S. & Blatt, S. (1994). Individuality and relatedness: Evaluation of a fundamental dialectic. *American Psychologist*, 49, 104-111.
- Wintre, M. G., Yaffe, M., & Crowley, J. (1995). Perception of Parental Reciprocity Scale (POPRS): Development and validation with adolescents and young adults. *Social Development*, 4, 129-148.
- Allen, J. P., Porter, M. R., McFarland, F. C., Marsh, P., & McElhaney, K. B. (2005). The two faces of adolescents' success with peers: Adolescent popularity, social adaptation, and deviant behavior. *Child Development*, 2005, 747-760.
- Furman, W., Simon, V. A., Shoffer, L., & Bouchey, H. A. (2002). Adolescents' working models and styles for relationships with parents, friends, and romantic partners. *Child Development*, 73, 241-255.

Nov. 14, 21, 28,
December 5 .

Student Presentations - Theories Underlying Clinical Developmental Research (Students will provide appropriate articles from their supervisor's research labs)

One additional article of interest (more advanced and easier to read later in the course) but not required:

Metcalfe, J. & Mischel, W. (1999). A hot/cool system of analysis of delay of gratification: Dynamics of willpower. *Psychological Review*, 106, 3-19.

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Course requirement:

The course outline includes references to historical and theoretical models of Developmental Psychology and Developmental Psychopathology. With reference to at least 5 of the articles on the course outline, show how these articles will help inform your theoretical conception of a research interest of yours. Critically evaluate the theories and discuss any theoretical problems or conflicts. To bring your research topic up to date, include reference to at least 8 other articles of theoretical or empirical relevance.

The initial draft of this paper should be the basis of your class presentation, and class comments and/or clarifications should be incorporated into your final paper.

The text of your paper should not exceed 20 pages.

Be sure to use the new A.P.A. (5th Edition) style referencing in the body of your paper and in the reference list.

Due date: December 16th, 2013.

The final grade for the course will be based on student participation and diaries (30%), student presentation (20%), and the above paper (50%).