

Syllabus for Psychology 424, Seminar in Social and Personality Development, Spring 2006 Syllabus (subject to change)

Professor: Dr. Mark Casteel  
Office: Information Sciences & Technology Center, Room 210  
Office Phone: 771-4028  
E-mail: [mac13@psu.edu](mailto:mac13@psu.edu)  
Fax: 771-8404  
Office Hours: Monday & Wednesday, 11:00- 12:00; Friday, 1:00-2:00 (other times by appointment)  
Course Readings: With the exception of the Judith Rich Harris book, all other course readings will be placed on reserve in the library (request them at the circulation counter)

## COURSE OBJECTIVE AND FORMAT

My main goal for this course is to expose you to the current theory and research concerning children's social and personality development. Rather than attempting to cover all of the topics in this area, I decided instead to focus this course on more in-depth coverage of selected topics. I also designed the course in a seminar format, which means that I expect each of you to participate as a member of the intellectual body. Most of the class sessions will revolve around student-led discussions, and my role will be as a facilitator to that discussion.

This is an ambitious course requiring quite a bit of reading and work on your part. I expect you to attend every class period and complete all of your reading BEFORE class meets. I also expect you to make on the readings including questions, comments, and criticisms that you will bring to class daily. Additionally, I expect you to participate in thoughtful discussions during class where you demonstrate your ability to *critically* analyze the reading assignment. Obviously, everyone will be highly involved in the discussions; sitting passively and just trying to absorb the material will not be an option. The success of this course depends on every participant being enthusiastic and prepared. It is unfair to other classmates to make them endure class discussions where some members have not read the material or do not contribute in meaningful ways.

## EVALUATION

### A. Team Leadership/Presentations (50 points each; 200 points possible)

About one month into the course, each of you will begin leading class discussions with a fellow classmate. The total number of classes you will help to lead will depend on the number of students in the class, but it will be somewhere between four and five. I will distribute the specific due dates and partners on Wednesday, Jan. 18. You and your partner's responsibilities will include generating a list of discussion questions to be passed out the class session *prior* to your scheduled discussion as well as leading the class on your assigned day. Everyone will meet with me before finalizing their list of discussion questions. Each partner will be responsible for half of the discussion (i.e., leading discussion on half of the questions/issues) and each group member will be graded separately. Grades will be based on the questions you generate, as well as your ability to critically evaluate the reading, generate good discussion, and answer questions.

### B. Individual Leadership/Presentation (75 points)

This presentation is identical to the previous ones, except each of you will now lead the class individually. Again, discussion questions must be distributed to the class one week prior to your discussion date.

### C. Student Presentation (50 points)

### D. Participation (100 points)

As mentioned above, I expect a significant amount of quality participation. Your participation will be graded on the quality of your comments, and you ability to show that you have critically analyzed the reading material.

### **E. Critical Analysis Papers (60 points; 12 papers, 5 points possible for each)**

Beginning on Wednesday, Jan. 25, and for every Wednesday thereafter, you are required to bring to class a 1-2 double-spaced critical analysis paper. These papers should consist of your critical analysis and personal reactions of the reading material from the previous week and our class discussion. PLEASE DO NOT SUMMARIZE the class material (papers that simply summarize the readings will receive fewer points). These analysis papers should include your personal reaction combined with critical analysis and educated commentary using the principles and concepts learned in class. These papers are due at the start of class every Wednesday; if you miss class on a Wednesday it is your responsibility to get the paper to me prior to the start of class via either email or fax.

### **F. Learning Activities/Thought Papers (~25-50 points each)**

A few times throughout the semester, I will assign out-of-class learning activities or thought papers. Most of the activities and papers will require you to submit a typed report and some of them may be continued during class. I will distribute specific guidelines and point values for these assignments throughout the semester.

### **G. Major Class Project (~ 200 points)**

I will distribute guidelines for the class project later in the semester.

### **Grading**

I will calculate your final grade for the course by summing all of the points you have accumulated throughout the various assignments, and dividing this number by the total number of possible points. Grades are assigned using the grading scale below. For example, if you accumulate 863 out of 1000 possible points, you would have an 86.3%, or a B+.

92 - 100 % of total possible points = A  
89 - 91.5% of total possible points = A-  
86 - 88.5% of total possible points = B+  
82 - 85.5% of total possible points = B  
79 - 81.5% of total possible points = B-

76 - 78.5% of total possible points = C+  
70 - 75.5% of total possible points = C  
60 - 69.5% of total possible points = D  
0 - 59.5% of total possible points = F

**Late Paper Policy.** All written assignments are due at the start of class on their appropriate dates. Students who miss class on the day an assignment is due are still responsible for turning in their assignment by the start of class. You may either have a friend turn in the paper, fax the assignment to me, or send it as an e-mail attachment.

**Academic Integrity.** My assumption is that no one will cheat in this course, nor will acts of plagiarism occur. In fact, given the nature of the course, I think it would be very difficult to engage in academic dishonesty. Nonetheless, university policy requires that I include a statement concerning academic integrity.

In this course I expect all students to maintain the highest standards of academic honesty. As noted in Penn State's Policy 49-20, "Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others." I will accept no excuses for plagiarism, cheating, or any other act that suggests that you have not fulfilled your academic responsibilities. If charged with academic dishonesty, you will receive written or oral notice of the charge by me. You and I will then meet to discuss the charge. If you choose to contest the charge, you have the option of contacting Dr. Joseph McCormick, Director of Academic Affairs and requesting a hearing with the Commonwealth College Committee on Academic Integrity at the campus. Sanctions for breaches of academic dishonesty will typically range from failing an assignment with a score of zero to failing the course, although more harsh sanctions exist for especially severe cases.

Course Outline (subject to change; discussion leaders in **bold**)

<u>Date</u>	<u>Topic &amp; Reading Assignment</u>
Mon., Jan. 9	Course introduction and overview
Wed., Jan. 11	Intro to Social Research Schaffer, Chapter 1 ( <b>Dr. Casteel</b> )
Mon., Jan. 16	<b>NO CLASS - Dr. Martin Luther King, Jr. Holiday</b>
Wed., Jan. 18	Attachment Schaffer Chapter 3 (pp. 126- 153) ( <b>Dr. Casteel</b> )
Mon., Jan. 23	Attachment Allen, J. P., McElhaney, K. B., Land, D. J., Kuperminc, G. P., Moore, C. W., O'Beirne-Kelly, H., & Kilmer, S. L. (2003). A secure base in adolescence: Markers of attachment security in the mother-adolescent relationship. <i>Child Development, 74</i> , 292-307. ( <b>Dr. Casteel</b> )
Wed., Jan. 25	Parenting - <b>Learning Activity 1 (Parenting Interview) is due</b>  Coley, R. L. (1998). Children's socialization experiences and functioning in single-mother households: The importance of fathers and other men. <i>Child Development, 69</i> , 219-230. ( <b>Dr. Casteel</b> )
Mon., Jan. 30	Group Socialization Theory Harris, Foreword, Preface, Chapter 1 and Chapter 2 ( <b>Dr. Casteel</b> )
Wed., Feb., 1	Group Socialization Theory Harris, Chapter 3 and Chapter 4 ( <b>Mary &amp; Cindy</b> )
Mon., Feb. 6	Group Socialization Theory Harris, Chapter 8 ( <b>Jason &amp; Jess</b> )
Wed., Feb. 8	Group Socialization Theory Harris, Chapter 10, Appendix 1 ( <b>Dr. Casteel</b> )
Mon., Feb. 13	Group Socialization Theory 9 Harris, Chapter 12 ( <b>Cindy &amp; Jess</b> )
Wed., Feb. 15	Group Socialization Theory Harris, Chapter 13 ( <b>Mary &amp; Jason</b> )
Mon., Feb. 20	Group Socialization Theory Harris, Chapter 14 and Chapter 15 ( <b>Dr. Casteel</b> )
Wed., Feb. 22	Critique of Group Socialization Theory Vandell, D. L. (2000). Parents, peer groups, and other socializing influences. <i>Developmental Psychology, 36</i> , 699-710. ( <b>Mary &amp; Jess</b> )
Mon., Feb. 27	Influence of Child Care Votruba-Drzal, E., Coley, R. L., & Chase-Lansdale, P. L. (2004). Child care and low-income children's development: Direct and moderated effects. <i>Child Development, 75</i> , 296-312. ( <b>Dr. Casteel</b> )
Wed., March 1	Friendships Berndt, T. J. (2004). Children's friendships: Shifts over a half-century in perspectives on their development and their effects. <i>Merrill-Palmer Quarterly, 50</i> , 206-223. ( <b>Cindy &amp; Jason</b> )

Mon & Wed., Mar. 6 8	<b>Spring Break Vacation!!</b>
Mon., March 13	<b>Learning Activity 2 (Important Socialization Traits) is due</b>
Wed., March 15	Peers Bagwell, C. L., Newcomb, A. F., & Bukowski, W. M. (1998). Preadolescent friendship and peer rejection as predictors of adult adjustment. <i>Child Development</i> , 69, 140-153. <b>(Jason &amp; Jess)</b>
Mon., March 20	Aggression Crick, N. R. (1997). Engagement in gender normative versus nonnormative forms of aggression: Links to social-psychological adjustment. <i>Developmental Psychology</i> , 33, 610-617. <b>(Dr. Casteel)</b>
Wed., March 22	Aggression Werner, N. E., & Nixon, C. L. (2005). Normative beliefs and relational aggression: An investigation of the cognitive bases of adolescent aggressive behavior. <i>Journal of Youth and Adolescence</i> , 34, 229-243. <b>(Cindy &amp; Mary)</b>
Mon., March 27	Media effects on aggression Anderson, C. A., & Bushman, B. J. (2001). Effects of violent video games on aggressive behavior, aggressive cognition, aggressive affect, physiological arousal, and prosocial behavior: A meta-analytic review of the scientific literature. <i>Psychological Science</i> , 12, 353-359. <b>(Jason)</b>
Wed., March 29	Gender Differences <b>(Cindy)</b> Maccoby, E. E. (1990). Gender and relationships: A developmental account. <i>American Psychologist</i> , 45, 513-520. Caplan, P. J., & Larkin, J. (1991). The anatomy of dominance and self-protection. <i>American Psychologist</i> , 46, 536. Meyer, S. L., Murphy, C. M., Cascardi, M., & Birns, B. (1991). Gender and relationships: Beyond the peer group. <i>American Psychologist</i> , 46, 537. Maccoby, E. E. (1991). Gender and relationships: A reprise. <i>American Psychologist</i> , 46, 538-539.
Mon., April 3	Identity - <b>Learning Activity 3 is due</b> Moshman, Chapter 10 <b>(Dr. Casteel)</b>
Wed., April 5	Rudolph, K. D., & Conley, C. S. (2005). The socioemotional costs and benefits of social-evaluative concerns: Do girls care too much? <i>Journal of Personality</i> , 73, 115-137. <b>(Dr. Casteel)</b>
Mon., April 10	Divorce 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. <i>American Psychologist</i> , 53, 167-184. <b>(Jess)</b>
Wed., April 12	Arnett, J. J. (1999). Adolescent storm and stress, reconsidered. <i>American Psychologist</i> , 54, 317-326. <b>(Mary)</b>
Mon., April 17	<b>NO CLASS</b>
Wed., April 19	Adolescent intimacy Zimmer-Gembeck, M. J., Siebenbruner, J., & Collins, W. A. (2004). A prospective study of intraindividual and peer influences on adolescents' heterosexual romantic and sexual behavior. <i>Archives of Sexual Behavior</i> , 33, 381-394. <b>(Dr. Casteel)</b>
Mon., April 24	Student Presentations
Wed., April 26	Student Presentations