

PS 561.01 - SEMINAR IN SOCIAL AND EMOTIONAL DEVELOPMENT

Dr. Karen Rosen
Spring, 2008

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Course Description and Information

I. General Information

In this seminar, we will explore the changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, emotional expressions, aggression, sex-typed behaviors, empathy and prosocial behavior, and morality. Contemporary issues such as the effects of day care, dual-career couples, divorce, and single parenthood will be discussed. We will consider the social context within which children live and grow and explore the role of mothers and fathers, siblings, peers, and schools in the developmental process.

The course is organized around the related themes of developing connections to others and the emergence of a sense of self. Within each developmental period, age-appropriate competencies and issues relevant to these two themes will be examined and a series of questions will be posed which will form the basis for our class discussions. Students will be expected to address these questions by reading and critically reviewing relevant journal articles and presenting them to the seminar participants.

II. Requirements

Classes

Classes will meet on Tuesdays from 1:30 to 3:30 P.M. Students are expected to attend all classes and class participation will be a central component of this course.

Readings

The required readings appear on the course reading list.

There is one required course book:

Sroufe, L.A. (1997). Emotional development: The organization of emotional life in the early years. New York, N.Y.: Cambridge University Press.

Additional readings are assigned under each topical heading. Individual students who are responsible for weekly class presentations will read these additional articles and chapters. The extensive list of additional readings will provide a resource for those interested in pursuing any of the topics more intensively.

Class Participation and Discussion

For each topic that we are discussing, students will be assigned to review articles relevant to the particular topic. They should plan to begin with a series of questions that will guide the discussion of the articles and to raise some issues that will contribute to the further discussion of these questions among the seminar participants. Students are encouraged to consult with Dr. Rosen prior to their class presentations to discuss the readings and organize their presentation for the class. Outlines or summaries of the articles may help to facilitate the presentation as will the identification of some follow-up questions for seminar participants to discuss.

Midterm Examination

The midterm examination will be on **Tuesday, March 25th**. The exam will consist of essay questions. Study questions will be distributed one week before the exam date. Questions for the exam will be selected from this list of study questions.

Research Paper

Each student will be expected to turn in a 20-25 page paper that represents a review of the literature on some topic relevant to the course. This review will include not only a critical presentation of existing theoretical and empirical work on the topic but also suggestions and ideas for future research. Some ideas for these topics include: adoption and its effects on socio-emotional development, cross-cultural patterns of attachment, the effects of divorce on the child, alternative family systems including stepfamilies and gay and lesbian couples, aggression and its role in social development, traditional and alternative schools and their implications for development, teenage pregnancy and its effects on the development of infants, alcohol and drug abuse in developmental perspective, the motivational components of achievement and underachievement, the efficacy of early childhood education, pretend play and its role in development. Additional topics may be selected from any of the issues that we discuss during the semester.

Students will be expected to turn in a proposal for their paper topic on **Tuesday, April 1st**. The proposed topic needs to be approved before beginning research for your paper.

Preliminary outlines for the paper are due on **Tuesday, April 8th**.

Final papers are due on **Tuesday, April 29th**. Late papers will be penalized one grade for each day that they are late.

Final note: I value and take seriously the university's position on academic integrity. Please familiarize yourself with the issues involved by referring to: <http://www.bc.edu/integrity>.

IV. Grading

The class presentation/discussions of readings will count 25% toward your final grade, the midterm examination will count 35% toward your final grade, and the final research paper/presentation will count 40% toward your final grade in the course.

V. Office Hours

Dr. Rosen will have office hours on **Tuesdays and Thursdays from 9:30-10:20AM**. Please feel welcome to stop by or call during these hours. Additional meeting times may be arranged by appointment.

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READING LIST

I. INTRODUCTION (January 15th)

Required Readings:

Sroufe, L.A. (1997). Emotional development: The organization of emotional life in the early years. New York, N.Y.: Cambridge University Press.

- Chapter 1. A developmental perspective on emotions
- Chapter 2. Conceptual issues underlying the study of emotion
- Chapter 3. Emotion and the organization of development

II. ATTACHMENT RELATIONS DURING INFANCY (January 22nd, January 29th)

Required Readings:

Sroufe, L.A. (1997). Emotional development: The organization of emotional life in the early years. New York, N.Y.: Cambridge University Press.

- Chapter 7. The interdependence of affect and cognition
- Chapter 9. The social nature of emotional development
- Chapter 10. Attachment: The dyadic regulation of emotion

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. Developmental Psychology, 28, 759-775.

Cassidy, J. (1999). The nature of the child's ties. In J. Cassidy & P. Shaver (Eds.). Handbook of attachment: Theory, research, and clinical applications (pp. 3-20). New York: The Guilford Press.

Waters, E.E., & Cummings, M. (2000). A secure base from which to explore close relationships. Child Development, 71 (1), 164-172.

Issues to discuss:

*Infant attachment relationships
Caregiving and its relation to developing attachments*

*The developmental consequences of early attachment relationships
Clinical implications of attachment*

**III. INFANT INDIVIDUALITY AND THE ORIGINS OF THE SELF (February 5th,
February 12th)**

Required Readings:

Henderson, H.A., & Wachs, T.D. (2007). Temperament theory and the study of cognition emotion interactions across development. Developmental Review, 27 (3), 396-427.

Sroufe, L.A. (1997). Emotional development: The organization of emotional life in the early years. New York, N.Y.: Cambridge University Press.

Chapter 11. The emergence of the autonomous self: Caregiver-guided self-regulation

Chapter 12. The growth of self-regulation

Issues to discuss:

What is temperament and how can it be measured?

The development of the self

Emotional expression and organization during infancy

**IV. SIBLING RELATIONSHIPS AND THEIR EFFECTS ON DEVELOPMENT
(February 19th)**

Required Readings:

Brody, G.H. (2004). Siblings' direct and indirect contributions to child development. Current Directions in Psychological Science, 13, 124-126.

Deater-Deckard, K., & Dunn, J. (2002). Sibling relationships and social-emotional adjustment in different family contexts. Social Development, 11, 571-590.

Dunn, J. (1983). Sibling relationships in early childhood. Child Development, 54, 787-811.

Dunn, J. (1999). Siblings, friends, and the development of social understanding. Minnesota Symposium on Child Psychology, 30, 263-280.

Issues of discuss:

Transition to becoming a sibling

Characteristics and qualities of early sibling relationships
What do children learn from their siblings?
What influences sibling interactions?
Birth order – does it really matter?

V. PEER RELATIONS AND FRIENDSHIP DURING CHILDHOOD (February 26th)

Required Readings:

Hartup, W.W. (1989). Social relationships and their developmental significance. American Psychologist, 44, 120-126.

Hartup, W.W., & Laursen, B. (1999). Relationships as developmental contexts: Retrospective themes and contemporary issues. In Minnesota Symposium on Child Psychology. Vo. 30. Pp. 13-35.

Sroufe, L.A., Egeland, B., & Carlson, E.A. (1999). One social world: The integrated development of parent-child and peer relationships. In Minnesota Symposium on Child Psychology. Vol. 30. Pp. 241-262.

Issues to discuss:

How do children's friendships change with development?
Peer rejection and loneliness
Conflict resolution and the negotiation of differences between peers

VI. SELF-DEVELOPMENT AND EMOTION REGULATION DURING CHILDHOOD
(March 11th, March 18th)

Required Readings:

Bell, M.A., & Wolfe, C. D. (2004). Emotion and cognition: An intricately bound developmental process. Child Development, 75 (2), 366–370.

Bridges, L.J., Denham, S.A., & Ganiban, J.M. (2004). Definitional issues in emotion regulation research. Child Development, 75 (2), 340–345.

Campos, J.J., Frankel, C.B., & Camras, L. (2004). On the nature of emotion regulation.? Child Development, 75 (2), 377–394.

Eisenberg, N., & Spinrad, T.L. (2004). Emotion-related regulation: Sharpening the definition. Child Development, 75 (2), 334–339.

Cole, P.M., Martin, S.E., & Dennis, T.A. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. Child Development, 75 (2), 317–333.

Goldsmith, H.H., & Davidson, R.J. (2004). Disambiguating the components of emotion regulation. Child Development, 75 (2), 361–365.

Halberstadt, A.G., Denham, S.A., & Dunsmore, J.C. (2001). Affective social competence. Social Development, 10 (1), 79–119.

Issues to discuss:

Self-conscious emotions
Emotion regulation and social competence
Self-worth and peer acceptance
Self-control and the regulation of behavior

MIDTERM EXAMINATION – March 25th

VII. THE DEVELOPMENT OF EMPATHY AND PROSOCIAL BEHAVIOR
(April 1st)

Required Readings:

Eisenberg, N., Fabes, R.A., & Spinrad, T.L. (2006). Prosocial development. In W. Damon, R. Lerner, & N. Eisenberg (Eds.). Handbook of Child Psychology, Volume 3, Social, Emotional, and Personality Development, Sixth Edition(pp. 646-718). New York: John Wiley.

Eisenberg, N., Guthrie, I.K., Murphy, B.C., Shepard, S.A., Cumberland, A., & Carlo, G. (1999). Consistency and development of prosocial dispositions: A longitudinal study. Child Development, 70 (6), 1360-1372.

Issues to discuss:

Factors influencing the development of empathy and prosocial behavior
Individual differences in empathy
Developmental changes in prosocial behavior

VIII. THE SOCIAL AND CULTURAL CONTEXT OF ADULT-CHILD RELATIONS
(April 8th)

Required Readings:

Quintana, S.M., Aboud, F.E., Chao, R.K., Contreras-Grau, J., Cross Jr., W.E., Hudley, C., Hughes, D., Liben, L.S., Nelson-Le Gall, S., & Vietze, D.L. (2006). Race, ethnicity, and culture in child development: Contemporary research and future directions. Child Development, 77 (5), 1129–1141.

Rubin, K.H. (1998). Social and emotional development from a cultural perspective. Developmental Psychology, 34, 611-615.

Shweder, R.A., Goodnow, J.J., Hatano, G., Levine, R.A., Markus, H.R., & Miller, P.J. The cultural psychology of development: One mind, many mentalities. In W. Damon & R. Lerner (Eds.). Handbook of Child Psychology, Volume 1, Theoretical Models of Human Development, Sixth Edition (pp. 716-792). New York: Wiley.

Stevenson-Hinde (1998). Parenting in different cultures: Time to focus. Developmental Psychology, 69, 698-700.

Issues to discuss:

What can we learn from cultural psychology?

Parenting in different cultures

Cultural variation in sibling interactions

IX. ADOLESCENT SOCIAL RELATIONS (April 15th)

Required Readings:

Collins, W.A., & Steinberg, L. (2006). Adolescent development in interpersonal context. In W. Damon & R. Lerner (Eds.). Handbook of Child Psychology, Volume 3, Social, Emotional, and Personality Development, Sixth Edition (pp. 1003-1068). New York: Wiley.

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 (3), 703–706.

Issues to discuss:

Attachment relationships during adolescence

The development of friendships during adolescence

X. ADOLESCENT IDENTITY AND THE CONSOLIDATION OF THE SELF (April 22nd)

Required Readings:

Beveridge, R.M., & Berg, C.A. (2007). Parent-adolescent collaboration: An interpersonal model for understanding optimal interactions. Clinical Child and Family Psychology Review, 10 (1), 25-52.

Roisman, G.I., Masten, A.S., Coatsworth, J.D., & Tellegen, A. (2004). Salient and emerging developmental tasks in the transition to adulthood. Child Development, 75 (1), 123-133.

Steinberg, L., & Morris, A.S. Adolescent development. Annual Review of Psychology, 52, 83-110.

Issues to discuss:

Self-esteem in adolescence

Identity development in adolescent boys and girls

Behavior problems and eating disorders in adolescence

XI. FINAL PAPERS DUE AND BRIEF PRESENTATIONS TO CLASS (April 29th)