

PSYC 6318  
SOCIAL AND PERSONALITY DEVELOPMENT  
FALL 2011

I BASIC INFORMATION

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**Instructor:** Dr. Lauri Jensen-Campbell  
**Office:** Life Sciences 406  
**Office hours:** Tuesdays 11:20-12:20P; Thursdays 2:00-3:00P  
**Phone:** (817) 272-5191 (do not leave voicemail)  
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II PURPOSE

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This course was designed to provide a broad but rigorous, graduate-level overview of social and personality development. The course will cover theory, research, and issues regarding social development. Specifically, the course will provide an overview of contemporary, psychology-based, scientific developmental psychology as it applies to social behavior and personality. The course will focus primarily on the childhood and adolescent phases of the life course. The purpose of the course is three-fold: 1) to become familiar with past and present theorizing in the area; 2) to become acquainted with past and present research in the area; and 3) to develop a perspective of what critical questions must be asked and answered if the science of social and personality development is to evolve.

III COURSE REQUIREMENTS

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1. **Required Readings:** There will be advanced materials from professional-level journals and Handbooks (i.e., approximately 6 readings per week). These articles are complex, but you must learn how to read such material if you plan to succeed in graduate school. This is where professionals obtain the most current knowledge in their fields. I will coordinate lectures/class discussions and readings, but the overlap will not be great. In other words, you will be responsible for readings that may not be specifically discussed in class.
2. **Recommended Book:** Lamb, M. (Ed.), & Bornstein, M. (Ed.). (2011). Social and personality development: An advanced textbook. New York, NY US: Psychology Press.
3. **Class Attendance:** It is your responsibility to attend class and not be late. Not attending class will affect your participation grade. You are responsible for anything you miss during your absence.
4. **In-Class Presentation:** Each student in the class will have the responsibility for leading a class. The student should prepare a presentation based on topic (and make their PowerPoint slides available to their classmates). Readings should be incorporated into the presentation but the presentation should be more than a simple

“book report”. You are to be an ‘expert’ on your topic, which will require reading more than the assigned readings. As part of the presentation, students are responsible for gleaning the main points in the assigned readings and to explain how these readings are related to the topic. All students will not only be rated by the instructor but also their peers on their presentation.

5. **In-Class Participation:** All students in the course are responsible for coming up with 3 type-written “thought” questions based on the readings (i.e., due by Monday each week). The questions should be critical “qualifying exam type” questions designed to evoke discussion during class. They should NOT be from one article. Questions will be posted in a “discussion format” on Blackboard so everyone can review the questions prior to class.
6. **Exams:** There will be two examinations during the course of the semester. Your performance on these two exams will account for approximately 30% of your course grade. Both exams will be essay format and will be open-notes/in-class.
7. **Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).
8. **Academic Integrity:** At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) “cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. In addition to the university sanctions, you will fail this course if you are caught participating in any form of academic dishonesty.
9. **Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

10. **Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to [resources@uta.edu](mailto:resources@uta.edu), or visiting [www.uta.edu/resources](http://www.uta.edu/resources).

11. **Electronic Communication:** When communicating with faculty members and other professionals, you are expected to communicate in a professional and formal manner. This includes addressing your audience using their proper title, using proper grammar, and using proper spelling. Indeed, how you deliver your message is often as important as the message itself. Thus, I expect you to communicate professionally when e-mailing me (and to use your grammar and spell-check functions before you send me an e-mail).

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

12. **Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.
13. **Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

#### IV. POINT DISTRIBUTION AND GRADING POLICY

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In-Class participation/Questions	50
Presentation	100
Midterm	100
Final	100
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Total	350

**GRADING:** Grading will be done by percentage points: 90% - up → A; 80% - 89% → B; 70%-79% → C; 69% and below → F

#### V. COURSE OUTLINE

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*I reserve the right to modify the schedule/reading assignments based on how the course is proceeding. I will not, however, add additional topics/assessments or change the grading policy.*

##### Week 1: Introduction (August 31)

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1. Lamb, M.E., & Bornstein, M.H. (2011). Social and personality development: An introduction and overview (pp. 1-16). In M.E. Lamb & M.H. Bornstein (Eds.), *Social and Personality Development: An Advanced Textbook*. New York: Psychology Press.
2. Cole, M., & Packer, M. (2011). Culture in development (pp. 67-125). ). In M.E. Lamb & M.H. Bornstein (Eds.), *Social and Personality Development: An Advanced Textbook*. New York: Psychology Press.

##### Week 2: Methodological Issues (September 7)

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1. Hartmann, D.P., Pelzel, K.E., & Abott, C.B. (2011). Design, measurement, and analysis in developmental research (pp. 125-215). In M.E. Lamb & M.H. Bornstein (Eds.), *Social and Personality Development: An Advanced Textbook*. New York: Psychology Press.
2. Ployhart, R.E., & Vandenberg, R.J. (2010). Longitudinal Research: The theory, design, and analysis of change. *Journal of Management*, 36, 94-120.

### **Week 3: Temperament (September 14)**

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1. Thompson, R.A., Winer, A.C., & Goodvin, R. (2011). The Individual Child: Temperament, Emotion, Self, and Personality. (pp. 217-259). In M.E. Lamb & M.H. Bornstein (Eds.), *Social and Personality Development: An Advanced Textbook*. New York: Psychology Press.
2. Rothbart, M. K., Sheese, B. E., & Conradt, E. D. (2009). Childhood temperament. In P. J. Corr, G. Matthews, P. J. Corr, G. Matthews (Eds.) , *The Cambridge handbook of personality psychology* (pp. 177-190). New York, NY US: Cambridge University Press.
3. Glynn, L., Davis, E., Schetter, C., Chicz-DeMet, A., Hobel, C., & Sandman, C. (2007, October). Postnatal maternal cortisol levels predict temperament in healthy breastfed infants. *Early Human Development*, 83(10), 675-681.
4. Clauss, J. A., Cowan, R. L., & Blackford, J. (2011). Expectation and temperament moderate amygdala and dorsal anterior cingulate cortex responses to fear faces. *Cognitive, Affective & Behavioral Neuroscience*, 11(1), 13-21.

### **Week 4: Personality Development (September 21)**

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1. McAdams, D.P., & Olson, B.D. (2010). Personality development: Continuity and change over the life course. *Annual Review in Psychology*, 61, 517–542.
2. Lüdtke, O., Roberts, B. W., Trautwein, U., & Nagy, G. (2011). A random walk down university avenue: Life paths, life events, and personality trait change at the transition to university life. *Journal of Personality and Social Psychology*, doi:10.1037/a0023743
3. Sutin, A. R., Costa, P. r., Wethington, E., & Eaton, W. (2010). Turning points and lessons learned: Stressful life events and personality trait development across middle adulthood. *Psychology and Aging*, 25(3), 524-533.

### **Week 5: Development of Self-Representations (September 28)**

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1. Harter, S. (2006). Developmental and Individual Difference Perspectives on Self-Esteem. *Handbook of personality development* (pp. 311-334). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
2. Boden, J., Fergusson, D., & Horwood, L. (2008, December). Does adolescent self-esteem predict later life outcomes? A test of the causal role of self-esteem. *Development and Psychopathology*, 20(1), 319-339.
3. Menon, M., Tobin, D., Corby, B., Menon, M., Hodges, E., & Perry, D. (2007, November). The developmental costs of high self-esteem for antisocial children. *Child Development*, 78(6), 1627-1639.

4. Cramer, P. (2011). Young adult narcissism: A 20 year longitudinal study of the contribution of parenting styles, preschool precursors of narcissism, and denial. *Journal of Research in Personality*, 45(1), 19-28.

#### **Week 6: Formation of Attachments (October 5)**

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1. Ainsworth, M.D.S. (1989). Attachments beyond infancy. *American Psychologist*, 44, 709-716.
2. van Ijzendoorn, M. H., & Sagi-Schwartz, A. (2008). Cross-cultural patterns of attachment: Universal and contextual dimensions. In J. Cassidy, P. R. Shaver, J. Cassidy, P. R. Shaver (Eds.) , *Handbook of attachment: Theory, research, and clinical applications (2nd ed.)* (pp. 880-905). New York, NY US: Guilford Press.
3. Vorria, P., Papaligoura, Z., Sarafidou, J., Kopakaki, M., Dunn, J., Van IJzendoorn, M., et al. (2006, December). The development of adopted children after institutional care: A follow-up study. *Journal of Child Psychology and Psychiatry*, 47(12), 1246-1253.
4. Colonessi, C. et al. (2011). The relation between insecure attachment and child anxiety: A meta-analytic review. *Journal of Clinical Child and Adolescent Psychology*, 40(4), 630-645.

<b>Week 7: MIDTERM (October 12)</b>
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#### **Week 8: Emotional Development (October 19)**

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1. Vaish, A., Grossmann, T., & Woodward, A. (2008, May). Not all emotions are created equal: The negativity bias in social-emotional development. *Psychological Bulletin*, 134(3), 383-403.
2. Fox, N., & Calkins, S. (2003, March). The development of self-control of emotion: Intrinsic and extrinsic influences. *Motivation and Emotion*, 27(1), 7-26.
3. Charles, S.T. & Cartensen, L.L. (2009). Social and emotional aging. *Annual Review of Psychology*, 61, 383-409.

#### **Week 9: Gender Development (October 26)**

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1. Martin, C., & Ruble, D. N. (2010). Patterns of gender development. *Annual Review of Psychology*, 61, 353-381.
2. Perry, D. G., & Pauletti, R. E. (2011). Gender and adolescent development. *Journal of Research on Adolescence*, 21(1), 61-74.
3. Lee, E., & Troop-Gordon, W. (2011). Peer processes and gender role development: Changes in gender atypicality related to negative peer treatment and children's friendships. *Sex Roles*, 64(1-2), 90-102.

### **Week 10: Aggression/Victimization (NOVEMBER 2)**

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1. Olson, S. L., Lopez-Duran, N., Lunkenheimer, E. S., Chang, H., & Sameroff, A. J. (2011). Individual differences in the development of early peer aggression: Integrating contributions of self-regulation, theory of mind, and parenting. *Development and Psychopathology*, 23(1), 253-266.
2. Cullerton-Sen, C., Cassidy, A. R., Murray-Close, D., Cicchetti, D., Crick, N. R., & Rogosch, F. A. (2008). Childhood maltreatment and the development of relational and physical aggression: The importance of a gender-informed approach. *Child Development*, 79(6), 1736-1751.
3. Singh, P., & Bussey, K. (2011). Peer victimization and psychological maladjustment: The mediating role of coping self-efficacy. *Journal of Research on Adolescence*, 21(2), 420-433.
4. Perry, D.G., Hodges, E.V.E., & Egan, S.K. (2001). Determinants of chronic victimization by peers: A review and a new model of family influence. In J. Juvonen and S. Graham (eds.), *Peer Harassment in school: The plight of the vulnerable and victimized* (pp. 73-104). New York: Guilford Press.

### **Week 11: Development of Morality/Conscience(November 9)**

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1. Eisenberg, N., Eggum, N. D., & Edwards, A. (2010). Empathy-related responding and moral development. In W. F. Arsenio, E. A. Lemerise, W. F. Arsenio, E. A. Lemerise (Eds.), *Emotions, aggression, and morality in children: Bridging development and psychopathology* (pp. 115-135). Washington, DC US: American Psychological Association.
2. Batson, D. C. (2011). What's wrong with morality?. *Emotion Review*, 3(3), 230-236.
3. Gini, G., Pozzoli, T., & Hauser, M. (2011). Bullies have enhanced moral competence to judge relative to victims, but lack moral compassion. *Personality and Individual Differences*, 50(5), 603-608.
4. Kochanska, G., Kim, S., Barry, R. A., & Philibert, R. A. (2011). Children's genotypes interact with maternal responsive care in predicting children's competence: Diathesis–stress or differential susceptibility?. *Development and Psychopathology*, 23(2), 605-616.

### **Week 12: Peer Relationships (November 16)**

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1. Rubin, K.H., Coplan, R., Chen, X., Bowker, J., & McDonald, K.L. (2011). Peer relationships in childhood (pp. 309-361). In M.E. Lamb & M.H. Bornstein (Eds.), *Social and Personality Development: An Advanced Textbook*. New York: Psychology Press.
2. Harris, J.R. (1995). Where is the child's environment? A group socialization theory of development. *Psychological Review*, 102, 458-489.
3. Bukowski, W., & Adams, R. (2005, February). Peer Relationships and Psychopathology: Markers, Moderators, Mediators, Mechanisms, and Meanings. *Journal of Clinical Child and Adolescent Psychology*, 34(1), 3-10.

### **Week 13: Friendships (and Antipathies) (November 23)**

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1. Hartup, W. W. (2006). Relationships in Early and Middle Childhood. In A. L. Vangelisti, D. Perlman, A. L. Vangelisti, D. Perlman (Eds.) , *The Cambridge handbook of personal relationships* (pp. 177-190). New York, NY US: Cambridge University Press.
2. Schaefer, D. R., Simpkins, S. D., Vest, A. E., & Price, C. D. (2011). The contribution of extracurricular activities to adolescent friendships: New insights through social network analysis. *Developmental Psychology*, 47(4), 1141-1152.
3. Glick, G. C., & Rose, A. J. (2011). Prospective associations between friendship adjustment and social strategies: Friendship as a context for building social skills. *Developmental Psychology*, 47(4), 1117-1132.
4. Abecassis, M., Hartup, W. W., Haselager, G. T., Scholte, R. J., & Van Lieshout, C. M. (2002). Mutual antipathies and their significance in middle childhood and adolescence. *Child Development*, 73(5), 1543-1556.

### **Week 14: Family (November 30)**

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1. Lamb, M.E., & Lewis, C. (2011). The role of parent-child relationships in child development.
2. 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. *American Psychologist*, 53, 167-184.
3. Gunnoe, M., & Hetherington, E. (2004). Stepchildren's Perceptions of Noncustodial Mothers and Noncustodial Fathers: Differences in Socioemotional Involvement and Associations with Adolescent Adjustment Problems. *Journal of Family Psychology*, 18(4), 555-563.



4. Kim, J., McHale, S., Osgood, D., & Crouter, A. (2006, November). Longitudinal Course and Family Correlates of Sibling Relationships From Childhood Through Adolescence. *Child Development*, 77(6), 1746-1761.

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**Week 15: Schools, Community, and Media Influences (December 7)**

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1. Eccles, J.S. & Roeser, R.W. (2011). School and community influences on human development (pp. 361-435). In M.E. Lamb & M.H. Bornstein (Eds.), *Social and Personality Development: An Advanced Textbook*. New York: Psychology Press.
2. Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence*, 21(1), 225-241.
3. Dohnt, H., & Tiggemann, M. (2006). The contribution of peer and media influences to the development of body satisfaction and self-esteem in young girls: A prospective study. *Developmental Psychology*, 42(5), 929-936.
4. Bushman, B. J., Chandler, J., & Huesmann, L. (2010). Do violent media numb our consciences?. In W. Koops, D. Brugman, T. J. Ferguson, A. F. Sanders, W. Koops, D. Brugman, ... A. F. Sanders (Eds.) , *The development and structure of conscience* (pp. 237-251). New York, NY US: Psychology Press.

**WEEK 16: FINAL - DECEMBER 14 (WEDNESDAY) - 1:00-4:30P**