**General Information**

<table>
<thead>
<tr>
<th>Professor: Michele Tine</th>
<th>Class Meeting Times: (12) MWF 12:30-1:45 p.m.</th>
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<tbody>
<tr>
<td>Email: <a href="mailto:michele.tine@dartmouth.edu">michele.tine@dartmouth.edu</a></td>
<td>X-hour: TUE 1:00-1:50 p.m.</td>
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<tr>
<td>Phone: x69043</td>
<td>Class Meeting Location: Moore 202</td>
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<tr>
<td>Office: Raven House 211</td>
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<td>Office Hours: THR 8:30-11:30 a.m.</td>
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**Course Description**

This course investigates the social, emotional, and moral development of children as they move from early childhood, through middle school, and into adolescence. Throughout, students will read, analyze, and apply (in various assignments) classic and current empirical research on topics including the development of self-conscious emotions, gender roles, temperament, personality, motivation, aggression, self-esteem, morality, identity, romantic relationships, delinquency, and the roles that parents and peers play in child development. Educational implications will be considered.

**Course Goals**

Upon completion of this course, the student will be able to do the following regarding the social, emotional, and moral development of children and adolescents: (a) summarize the most important current research, (b) identify the origins adjustment, (c) make research-based predictions, (d) make theory-based predictions, (e) locate, read, and analyze research articles, (f) conceptualize and outline a research-based intervention program about a social, emotional, or moral issue, (g) and discuss issues while being mindful and respectful of others’ perspectives.

**Required Readings**

The majority of the readings for this course are scientific articles that have been posted on Blackboard or are available on electronic reserve. Students will also need to purchase the following text:


1. Participation and Attendance
Participation is required. It is expected that the required readings have been completed before you come to class and you are prepared to comment, question, discuss, and/or critique them. It is impossible to participate if you are not in class. There will be no penalty for missing one class. Missing more than one class will affect your participation grade.

2. Required Reading Quizzes
There will be 6 unannounced quizzes given throughout the term. They will be short answer and/or multiple choice in format and based on the reading assigned for that day. They will always be administered within the first 5 minutes of class. The quiz questions will focus on main ideas and important topics/themes in the readings, as opposed to specific details or definitions. The purpose of these quizzes is to motivate you to keep up with the required reading. The intention is that if you have completed the readings, you will easily be able to answer the questions. If you are not in class the day of a quiz or if you are late the day of a quiz, you will get a zero. At the end of the term, your lowest quiz grade will be dropped.

3. ‘The Up Series’ Reflection Paper
During the semester, you will watch segments from ‘The Up Series’, a set of documentaries inspired by the maxim “Give me the child until he is seven and I will give you the man.” Michael Apted, the researcher for the original film, interviews a diverse group of seven-year-old children and asks them about their lives and aspirations. He returns to interview the children every seven years, at ages 14, 21, 28, 35, 42 and 49.

You will choose one character from the documentary and one developmental theory covered in class. In a 2-3 page paper, reflect on the development of the character through the lens of the developmental theory. The specific requirements for this paper will be provided in class. (DUE FRI APRIL 20th)

4. Intervention/Prevention Proposal, Paper & Project
You will design a research-based intervention/prevention program that will address one of the topic areas covered in this course. You will use resources and notes from class as well as your own independent research to define a specific problem related to the social, emotional, and moral development of children and then develop a program to address that problem. You will clearly define the target audience (e.g., teachers, policy makers, students, parents, etc.), outline the problem in light of current research, describe the methods and activities that comprise the program (e.g., lessons, skills training, counseling services, etc.), and define specific plans for assessing the effectiveness of the program. For example, you could outline plans for an after-school program to prevent bullying, a curriculum unit for kindergarteners that promotes thinking about others’ perspectives, or a parenting guide to deal with children of various temperaments. Each decision you make should be based on the current research findings relevant to the topic you have selected. I encourage you to be creative in your approach to this project. You can decide whether to design a family, school, or community-based program, or perhaps you will encompass multiple contextual levels in your program.

You will first write a proposal for your program (DUE WED APRIL 11th) outlining your topic and potential resources.

Your final project (DUE MON MAY 14th) will include 5 sections: statement of the problem (3-4 pgs), target audience (1 pg), statement of program goals (1 pg), program components & rationale (4+ pgs), and a program evaluation (1 pg). The specific requirements for the proposal and project will be provided in class.
5. Midterm Exam
There will be a midterm exam given in class on **FRI APRIL 27th**. The midterm will cover content from the first 5 weeks of class and will include a variety of assessment formats including multiple choice, short answer, and short essay. The midterm will be based on the required readings, lectures, and in-class discussions.

6. Final Exam
There will be a final exam on **FRI JUNE 1st at 3 p.m.** The final will cover approximately 70% content from the last half of the term and 30% content from the first half of the term. Like the midterm, the final will include a variety of assessment formats including multiple choice, short answer, and short essay and will be based on the required readings, lectures, and in-class discussions.

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**Course Requirements and Grading**

- Participation: 5%
- Quizzes: 10%
- Up Series Paper: 7%
- Intervention/Prevention Proposal: 3%
- Intervention/Prevention Project: 20%
- Midterm: 25%
- Final: 30%

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**Late Policy**

A hard copy of all assignments must be handed in at the beginning of class on the date indicated on the syllabus. Assignments handed in after class will be counted as one day late. **Ten percent** will be deducted from the grade of any assignment turned in one day late and an **additional five percent** will be deducted for each additional day that passes. (Please note the use of the word ‘day’, not ‘class’.)

You are responsible for turning in assignments even if you cannot be in class on the day they are due. If you cannot be in class, you are responsible for getting me a **hard copy** by the beginning of class. Email versions will not be accepted.

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**Respect One Another**

Please help me create a class climate that feels safe and supportive for everyone. We will often be discussing issues that are value-laden, sensitive, and even controversial, and it is critical that each member of the class feels comfortable expressing his or her individual viewpoint. Remember that it is our privilege to be exposed to diverse perspectives. Please be mindful and respectful of others during class discussions and activities.

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**RWIT: The Student Center for Research, Writing, and Information Technology**

RWIT is a free service dedicated to helping students develop more effective strategies for generating and organizing ideas, finding and evaluating research sources, and revising compositions. At RWIT, you can meet one-on-one with a tutor to discuss a paper, research project, or assignment. Whether you are brainstorming, drafting, or polishing, the tutors can provide feedback that will help improve your work. This is a wonderful service that you are lucky to have as a Dartmouth student. Take advantage of it.

To make an appointment, please see [http://www.dartmouth.edu/~rwit/students/appointment.html](http://www.dartmouth.edu/~rwit/students/appointment.html)
**Students with Disabilities**

Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must register with the Student Accessibility Service office. Once SAS has authorized accommodations, students must show the originally signed SAS Accommodations/Consent Form and/or a letter on SAS letterhead to me. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential. If you have any questions, please do not hesitate to ask.

**Academic Honor Principle**

You are expected to familiarize yourself with and uphold all aspects of the Academic Honor Principle. See the ORC Bulletin or [http://www.dartmouth.edu/~uja/honor](http://www.dartmouth.edu/~uja/honor) for the official statement. You may not receive or provide assistance on any quiz or exam. All work must be your own and submitted only for this class. Plagiarism is the submission or presentation of work, in any form, that is not your own, without acknowledgment of the source. You must cite all sources according to the formal APA guidelines. I take the Academic Honor Principle seriously and expect you to do the same.

**Religious Observances**

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.
Detailed Class Schedule of Topics and Readings

Note: Readings are to completed by the indicated date. The schedule is subject to change. Articles are available through Blackboard, as indicated by (BB) unless otherwise noted.

**M March 26**  INTRODUCTION

**W March 28**  THEORIES OF SOCIAL DEVELOPMENT

_Freud, Erikson, Watson, Skinner, Bandura, Bronfenbrenner_

Schaffer, 37-50: Classic Theories of Social and Personality Development: Psychoanalytic and Behaviorist

Schaffer, 74-89: Recent Perspectives on Social and Personality Development: Behavioral Genetics and Ecological Systems

**F March 30**  SELF CONSCIOUS EMOTIONS AND EMOTIONAL REGULATION

_Pride, Shame, Empathy, Guilt, The Development and Neural Basis of Regulating Emotions_

Schaffer, 118-121: Learning to Regulate Emotions

Damon, Chapter 2, 13-29: Self Conscious Emotions: Pride, Empathy, Shame, and Guilt


**M April 2**  TEMPERAMENT

_Definition, Stability, Factors Affecting Temperament, Neural Basis_

Schaffer, 125-130: Temperament and Development: What it is, how it’s measured, biological and environmental influences, stability, and cross cultural variations.


**W April 4**  TEMPERAMENT

_Consequences for Later Development_


**F April 6**  ATTACHMENT

_Definition, Theories, Measures_


M April 9  ATTACHMENT  
Factors Affecting Attachment Security  
Schaffer, 147-154: Factors that Influence Attachment Security  

W April 11**  ATTACHMENT  
Consequences for Later Development  


**DUE: INTERVENTION/PREVENTION PROPOSAL

F April 13  SOCIAL COGNITION  
Perspective Taking and Theory of Mind  
Schaffer, 175-179: Children’s Theory of Mind and Emergence of the Private Self.


Optional: Damon, Chapter 5, 87-94: Selman’s Stages of Perspective Taking.

M April 16  NO CLASS (NOTE: MAKE UP CLASS HELD DURING X-HOUR)

T April 17  GENDER ROLES AND GENDER TYPING  
X-HOUR  
Development of Gender Stereotypes, Biological vs Environmental Influences on Gender Role Adoption  
Schaffer, Chapter 8, 239-255: Gender Roles and Gender Typing.


W April 18  PARENTING  
Child-rearing styles, Effects on Development  
Schaffer, 375-380, Parent Socialization.

Luby, J.L. et.al. (2012) Maternal support in early childhood predicts larger hippocampal volumes at school age, PNAS, 109(8), 2854-2859. (BB)

**F April 20**

**CLASS DISCUSSION ABOUT THE UP SERIES. PAPER DUE.**

**M April 23**

**PARENTING**

*Problems in Parenting: Child Abuse*


**W April 25**

**PERSONALITY**

*Personality Types, Developmental Outcomes Associated with Different Personalities*


**F April 27**

**IN CLASS MIDTERM EXAM**

**M April 30**

**MOTIVATION**

*Development, Individual Differences, and Consequences of Motivation Types*

Schaffer, Chapter 7, 207-238: Achievement.


**W May 2**

**PEER GROUPS**

*Acceptance and Rejection, Determinants and Effects of Peer Relationships*

Schaffer, 467–468, Peer Acceptance and Popularity


**F May 4**

**AGGRESSION**

*Developmental Trends, Biological and Environmental Influences*

Schaffer, Chapter 9, 296-320, Aggression and Anti Social Conduct


**M May 7**

**AGGRESSION**

*Sex Differences, Relational Aggression*


**W May 9**

**SELF-ESTEEM**

*Development, Stability, Consequences, and Neural Basis*


**F May 11**

**MORAL REASONING**

*Theories (Freud, Piaget, Kohlberg), Developmental Trends, Neural Bases*

Schaffer, 345-356: Cognitive-Developmental Theory: The Child as a Moral Philosopher


**M May 14**

**IDENTITY**

*Forging an Identity, Identity and Well-Being, Influences on Identity*


**DUE: INTERVENTION/PREVENTION PROJECT**

**W May 16**

**SEPARATION-INDIVIDUATION**

*Normative Family Relationships During Adolescence, Parent-Child Conflict, Helicopter Parenting*


**F May 18**

**EXTRAFAMILIAL INFLUENCES**

*Television, Computers, and Schools as Socialization Agents*

Schaffer, 414-446, Extramfamilial Influences I.


**M May 21**

**JUVENILE DELINQUENCY**

*Antecedents, Early-onset, Late-onset*


**W May 23**

**ROMANTIC RELATIONSHIPS**

*Determinants, Definitions, Neural Bases*


Handout: Childhood Attachment Patterns and Adult Romantic Relationships

**F May 25**

**RESILIENCY**

*Protective Factors*


**M May 28**

NO CLASS, MEMORIAL DAY, FIRST DAY OF PRE-EXAM BREAK

**W May 30**

CONCLUSIONS, REFLECTIONS, REVIEW

**SAT June 2**

FINAL EXAM at 8:00 a.m.
References


