# General Information

Professor: Michele Tine 
Email: michele.tine@dartmouth.edu 
Phone: x69043 
Office: Raven House 211 
Office Hours: Tuesday 8:45-11:45 am and by appointment

Class Meeting Times: (10) MWF 10:10-11:15 a.m.  
X-hour: TR 12:15-1:05 p.m. 
Class Meeting Location: TBA

# Course Description

This course investigates the social and emotional 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/prevention 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 are accessible through Canvas. Students will also need to purchase the following text:

Description of Course Requirements

1. Participation and Attendance
Participation and attendance are essential. 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. Missing classes will affect your participation grade, as you cannot participate if you are not present.

2. Required Reading Quizzes
There will be 6 unannounced quizzes given throughout the term. They will be short answer and/or multiple choice 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, 49, and 56.

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 are posted on Canvas and will be discussed in class.

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 briefly outlining your topic and potential resources.

Your final project 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 are posted on Canvas and will be discussed in class.

5. Midterm Exam
There will be a midterm exam. The midterm 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
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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<thead>
<tr>
<th>Course Requirements and Grading</th>
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<tbody>
<tr>
<td>Participation: 4%</td>
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<tr>
<td>Quizzes: 10%</td>
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<tr>
<td>Up Series Paper: 7%</td>
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<tr>
<td>Intervention/Prevention Proposal: 2%</td>
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<tr>
<td>Intervention/Prevention Project: 22%</td>
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<tr>
<td>Midterm: 25%</td>
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<td>Final: 30%</td>
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<tr>
<th>Late Policy</th>
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<tr>
<td>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’.)</td>
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<tr>
<td>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.</td>
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<th>Respect One Another</th>
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<td>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.</td>
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<tr>
<th>RWIT: The Student Center for Research, Writing, and Information Technology</th>
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<tr>
<td>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.</td>
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<tr>
<td>To make an appointment, please see <a href="http://www.dartmouth.edu/~rwit/students/appointment.html">http://www.dartmouth.edu/~rwit/students/appointment.html</a></td>
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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.

Mental Health

I recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including:

- Undergraduate deans ([http://www.dartmouth.edu/~upperde/](http://www.dartmouth.edu/~upperde/))
- Counseling and Human Development ([http://www.dartmouth.edu/~chd/](http://www.dartmouth.edu/~chd/))
- Student Wellness Center ([http://www.dartmouth.edu/~healthed/](http://www.dartmouth.edu/~healthed/))

I encourage you to use these resources, and come speak with me, to take care of yourself throughout the term.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Articles</th>
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<tbody>
<tr>
<td>M March 26</td>
<td><strong>INTRODUCTION</strong></td>
<td>Schaffer, readings are textbook readings. Articles are available through Canvas, unless otherwise noted.</td>
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<tr>
<td>M April 9</td>
<td><strong>ATTACHMENT</strong></td>
<td><em>Consequences for Later Development</em></td>
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Note: Readings are to *completed* by the indicated date. The schedule is subject to change. Schaffer readings are textbook readings. Articles are available through Canvas, unless otherwise noted.


**DUE: INTERVENTION/PREVENTION PROPOSAL**

**W April 11**  
**GENDER ROLES AND GENDER TYPING**  
*Development of Gender Stereotypes, Biological vs Environmental Influences on Gender Role Adoption*  
Shaffer, Chapter 8, 239-255: Gender Roles and Gender Typing.


**TH April 12**  
**SOCIAL COGNITION**  
*Perspective Taking and Theory of Mind*  
Shaffer, 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.

**F April 13**  
**NO CLASS, PROFESSOR TINE AT RESEARCH CONFERENCE**

**M April 16**  
**NO CLASS, PROFESSOR TINE AT RESEARCH CONFERENCE**

**W April 18**  
**CLASS DISCUSSION ABOUT THE UP SERIES**  
**DUE: UP SERIES PAPER**

**F April 20**  
**PARENTING**  
*Child-rearing styles, Effects on Development*  
Shaffer, 375-380, Parent Socialization.


**M April 23**

**PARENTING**

Problems in Parenting: Child Abuse


**W April 25**

**IN CLASS MIDTERM EXAM**

**F April 27**

**PERSONALITY**

Personality Types, Outcomes Associated with Different Personalities


**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
Shaffer, 467-468, Peer Acceptance and Popularity


**F May 4**

**AGGRESSION**
**Developmental Trends, Biological and Environmental Influences**
Shaffer, 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*


**R May 10 MORAL REASONING**
*X-HOUR Theories (Freud, Piaget, Kohlberg), Developmental Trends, Neural Bases*

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


**F May 11 IN CLASS WORKSHOP: INTERVENTION/PREVENTION PROJECTS**

**M May 14 IDENTITY**
*Forging an Identity, Identity and Well-Being, Influences on Identity*

Shaffer, 189-195: Who am I to be? Identity Formation.


W May 16
SEPARATION-INDIVIDUATION
Normative Family Relationships During Adolescence, Parent-Child Conflict, Helicopter Parenting


F May 18
JUVENILE DELINQUENCY
Antecedents, Early-onset, Late-onset


M May 21
TECHNOLOGY AND MENTAL HEALTH

M May 21
ROMANTIC RELATIONSHIPS
Determinants, Definitions, Neural Bases


**DUE: INTERVENTION/PREVENTION PROJECT**

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>F May 25</td>
<td>RESILIENCY</td>
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<td></td>
<td><em>Protective Factors</em></td>
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<tr>
<td>M May 28</td>
<td>NO CLASS, COLLEGE HOLIDAY: MEMORIAL DAY</td>
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<tr>
<td>W May 30</td>
<td>CONCLUSIONS, REFLECTIONS, REVIEW</td>
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<tr>
<td>F June 1</td>
<td>FINAL EXAM at 8:00 a.m.</td>
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</tbody>
</table>
References

aggression, anti-social behavior, and delinquency, Psychological Science, 16(4), 328-335.
Posada, G. Jacobs, A., Richmond, M., Carbonell, O., Alzate, G., Bustamante, M, & Quiciero J. (2002). Maternal caregiving and infant security in two cultures, Developmental Psychology, 38, 67-78.
2009 from:
http://www.sciencenews.org/view/generic/id/40962/title/Bullies_brains_empathize,_but_with_a_twist


