

Social Development During Childhood and Adolescence  
Thursday 5-7, 3138 Tolman

*Facilitator*

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**The Purpose:**

Have you ever seriously thought about how you've become the person that you are? How and why did your academic drive, aesthetic preferences, coping strategies, deplorable habits, long-term goals, political affiliations, religious beliefs, sexual desires, social attitudes, and stable friendships develop – if at all? Enrolling in this DeCal may give you enlightening answers to some of these questions. Ultimately, we are asking a big and controversial question: How does the social development of individuals shape the character of society?

The class will be run as a forum in which students not usually exposed to issues in child and adolescent social development can learn from each other in an open and friendly atmosphere. The overriding goal is to provide students with some tools to better understand the social psychological development of both themselves and others. Major findings and theories, primarily from the field of psychology, judged as likely to appeal to Cal students will be emphasized. No psychology background is necessary. In fact, psychology majors may find some of the material repetitive! Since the class must be small in order to be effective, a small application may be needed – depending on the number of students who show up to the first meeting. Be advised that readings and structure are subject to change if the facilitator or class as a whole sees potential benefits from change.

**Format and Grading:**

**1/3 of grade will be based on attendance and participation**

Students are allowed to miss up to two classes with no repercussions. After that, class grade will be docked 1/10, unless the student can provide evidence of a medical or family emergency. Participation means voicing an opinion or asking a question.

**1/3 of grade will be based on group presentations**

In groups, students will present one article (usually short and theoretical) to the class and guide discussion by asking questions to the rest of the students. If there are not enough students to present all the readings, the course facilitator will present as needed. These presentations should be at least 15 minutes long and go beyond summarizing the article. Sensible criticism and references to past discussions are expected from all group members.

### **1/3 of grade will be based on a final paper**

This 3-5 page paper should take the form of

- 1) a well-organized analysis of how a specific theory may explain some aspect of your development or that of someone you know personally *OR*
- 2) a well-organized analysis of how a specific theory may explain the development of a fictional or major historical character.

Some suggestions for *novels* on which you may write your paper:

A Little Princess, A Tree Grows in Brooklyn, Babysitters Club, Catcher in the Rye, Geography Club, Harry Potter, House of the Scorpion, Narnia, Lord of the Flies, Summer Boys

Some suggestions for *people* on whom you may write your final paper:

Yourself, Barack Obama, Sigmund Freud, Britney Spears, Ann Coulter, Hitler, JFK, Gandhi, J.K. Rowling, Mother Theresa, James Joyce, George Washington, Charles Darwin, Malcolm X

Some suggestions for *films* on which you may write your final paper:

Artificial Intelligence, American Graffiti, American Pie, Cinderella, Charlie and the Chocolate Factory, Freedom Writers, James and the Giant Peach, Mean Girls, Parent Trap, Shaggy Dog

### **The Plan:**

Week 1: Introduction

Video: The Simpsons, "Springfield up"

Week 2: Important Beginnings: Freud and Erikson

Freud, S. "Infantile Sexuality" and "The Transformation of Puberty." In *Three Essays on the Theory of Sexuality*.

Selections from Erik Erikson's *Childhood and Society*

Week 3: The Rise of Attachment

Selections from John Bowlby's *Attachment and Loss*

Videos: Strange Situation procedure

Rene Spitz: "Psychogenic Disease in Infancy"

Week 4: Did someone say parents? Not Judy!

Baumrind, D. (1996) "The Discipline Controversy Revisited." *Family Relations*, Vol. 45, No. 4., pp. 405-414.

Harris, Judith Rich. (1995). Where is the Child's Environment? A Group-Socialization Theory of Development. *Psychological Review*, Vol. 102. No. 3, 458-489.

Week 5: No class – Enjoy!

Week 6: A Potential Compromise and Added Complexity

Sroufe, L. A., Egeland, B., & Carlson, E. (1999). One social world: The integrated development of parent-child and peer relationships. In W. A. Collins & B. Laursen (Eds.), *Relationships as developmental context: The 30<sup>th</sup> Minnesota symposium on child psychology* (pp. 241-262). Hillsdale, NJ: Erlbaum.

Video: A Clockwork Orange

Chess, S., Thomas, A., Birch, H.G., Hertzig, M. (1960) Implications of a longitudinal study of child development for child psychiatry. *American Journal of Psychiatry*; 117:434–441.

Caspi, A., Sudgen, K., Moffitt, T. E., Taylor, Alan., Craig, I. W., Harrington, H. McClay, J., Mill, J., Martin, J., Braithwaite, A., Poulton, R. (2003) Influence of Life Stress on Depression: Moderation by a Polymorphism in the 5-HTT Gene. *Science* 301, 386.

Week 7: Parents? Peers? What about Friends?

Hartup, William W. (1996) The Company They Keep: Friendships and their Developmental Significance. *Child Development*, Vol. 67, No. 1., pp. 1-13.

Clip: Richie Rich

Week 8: Morality and Faith

Kohlberg, L. (1969). Stage sequence: The cognitive-developmental approach to socialization. In Goslin, D. A. (ed.), *Handbook of Socialization Theory and Research*, Rand McNally, Chicago.

Selections from James Fowler's *Stages of Faith*

Week 9: Gender, Sexual Orientation and Romantic Relationships

Maccoby, E. E. (1988). Gender as a social category. *Developmental Psychology*, 24, 755-765.

Video: selections from "Raising Cain"

Bem, D. B. (1996) The Exotic Becomes Erotic: A Developmental Theory of Sexual Orientation. *Psychological Review*, Vol. 103, No 2, 320-335.

## Week 10: Culture and Stereotypes

Ogbu, J. (1981). Origins of human competence: A cultural ecological perspective. *Child Development*, 52, 413-429.

Bigler, R. S., & Liben, L. S. (2006). A developmental intergroup theory of social stereotypes and prejudice. In R. V. Kail (Ed.), *Advances in child development and behavior* (Vol. 34, pp.39-89). San Diego: Elsevier

## Week 11: Personality and Social Learning

Block, J., Block, J. H. (2006) Venturing a 30-Year Longitudinal Study. *American Psychologist*. Vol. 61, No. 4, 315-327.

Bandura, A. (1989). Human agency in social-cognitive theory. *American Psychologist*, 44, 1175-1184.

Video: Bobo Doll Experiment

## Week 12: Positive Disintegration and the Growth of Socioemotional Intelligence

Dabrowski, K. (1966). The Theory of Positive Disintegration. *International Journal of Psychiatry* 2: 229-44.

Larson, R. W., Brown, J.R. (2007) Emotional Development in Adolescence: What can be Learned From a High School Theater Program? *Child Development*. Volume 78 Issue 4 Page 1083-1099, July/August 2007

## Week 13: US: “Generation Y”

Selections from Thomas Hinde’s *The Rise and Fall of the American Teenager* and Jean Twenge’s *Generation Me: Why Today’s Young Americans are more Confident, Assertive, Entitled – and more Miserable than Ever Before*

## Week 14: Looking Back, Looking Forward

Mischel, W., Shoda, Y., & Rodriguez, M. L. (1989). Delay of gratification in children. *Science*, 244, 933-938.

Selections from Nancy Eisenberg’s and Paul Mussen’s *The Roots of Prosocial Behavior in Children*

**Paper due!**