HDE 102/PSC 142
Section 002
SOCIAL AND PERSONALITY DEVELOPMENT
Tuesday/Thursday 10:30-11:50
Room: Wellman 26

Jay Belsky, Professor
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1331 Hart Hall

Instructor Belsky's Office Hours:
1331 Hart Hall
Thursday: 9:30-10:30 AM and by appointment

Teaching Assistants:
Kristina Sayler, Lead Teaching Assistant: krsayler@ucdavis.edu
Office hours: 3321 Hart Hall; Tuesday 9:00-10:30, Wednesday 10:00-12:00 (or by appointment).
Helen Fann, hfann@ucdavis.edu
Office hours: 3321 Hart Hall, Monday 3:00-4:00 (or by appointment).

Reading:
Clarke-Stewart, K.A & Parke, R.D. (2014). *Social Development*, 2nd Ed. NY: John Wiley and Sons.

Discounted E-Book Version:

This course uses the text Social Development, 2nd edition, by Clarke-Stewart. It is available in print format from the UC Davis Stores, but also in a lower-cost e-book format.

- To access the e-book, click on the Modules tab in Canvas and select the e-book link.
- You will be given the choice to "opt-in" for 90-day access to the e-book for $48.00
- If you opt in you will have the opportunity to opt out through the 10th day of instruction if you choose to use a different resource.
- Students who remain opted IN after the deadline will have the access charge billed to their student account.
- PLEASE NOTE, the OPT IN format for e-books differs slightly from courses using Inclusive Access for interactive homework platforms.
- If you have any questions, please email the Inclusive Access help desk at inclusiveaccess@ucdavis.edu
- See additional instructions on a separate file on Canvas named "How to opt-in and access your eBook-Canvas".

The Course:

This course will build on foundations established in introductory developmental psychology and explore in more detail than is possible in such an introductory course the subject of social and personality development – concentrating mostly on the infant, toddler and childhood years, but also delving into adolescence. Theories, methods, findings and ways of thinking about the topic will be emphasized, along with practical applications and interventions.

Course Requirements:

I regard college students as responsible grown ups who manage their own development. Thus, the student is responsible for mastering the material presented in lectures and books. As all requirements for the class are outlined here and in the first class meeting, no excuses for failing to meet them on time or at all will be considered when evaluating the student. Of course, events truly beyond one's control are another matter, but this does not apply to dogs eating papers, roommates playing loud music and things like that.

Lectures

Students will be responsible for taking notes on lectures; none will be handed out. Because many lectures will include figures and tables taken from research reports, these will not only be presented in class as powerpoint slides, but such slides will be available on the course Canvas so that students can print them out to insert into their own notes. It is, therefore, advised that BEFORE each lecture students check the Canvas website to see what slides will be presented in class and print out the slides to bring to class so that notes, if desired, could be written on the printed version of the slide.

Exams

There will be two multiple choice tests, one mid-term and one at the end of the term, focused on material covered in lectures and in readings, with each exam accounting for 33.3% (i.e., 1/3) of the student's grade, with the two exams accounting, collectively, for 66.6% (i.e., 2/3).

Paper

In addition, a **10-page paper** (plus references) will be required (see below) that can be submitted twice (see below) and will account, on final submission, for 33.3% of the student's grade. First submission is due on or before **Novemeber 7th at noon** and final submission is due on or before **December 7th at noon**. Late submissions will **NOT** be accepted unless there is a truly compelling reason beyond the student's control for the paper not being delivered in time (e.g., medical emergency, death in family), and one that

can be documented (e.g., physician's report). Students are strongly encouraged not to leave paper preparation until the last minute.

The paper can be on a topic of *the student's choosing*, reflecting anything having to do with social and personality development, broadly conceived, but going beyond material covered in class or in the reading. Fundamentally, the paper should address one or more hypotheses or propositions about social and personality development. These could be about the nature of development, the determinants of or influences on development, and/or the consequences of the developmental phenomenon of interest. Thus, for example, a paper might focus on how friendships develop or what determines why some children are shyer than or how being humorous influences social relationships. *A paper prepared for a different class cannot be used in this one.* Before preparing the paper, each student is required to read the document on *plagiarism* prepared by Student Judicial Affairs that is posted on the classes' Canvas site.

The paper should be based on at least 6-8 independently selected papers published in scholarly journals (i.e., not newspapers, Wikipedia or other secondary sources), though it can call upon work covered in class or in the book, too. If you have any doubts about whether the topic you select is about or reasonably related to social and personality development, you would be wise to seek counsel from the instructor or the TA. A paper that is judged "out of topic range" will be graded as failing. A complete reference list for all work cited in the paper is required.

The initial paper submission will NOT be formally graded, but given feedback so that it can be improved for the second and final submission. If a student would prefer not to hand in a first submission and only a final one, thereby failing to take advantage of feedback that will be offered, s/he is free to do so.

Writing quality will be of great importance in judging the paper. Beyond the ideas presented, papers will be judged with the following in mind. Standards for grading the paper are provided here and in the attached scoring sheet (total points: 33):

--does it begin with an engaging opening of some sort that is likely to capture the reader's attention, making clear as well why the topic at hand is worth addressing--the "why bother" (with this issue) problem (**1.5 points**);

--does it stipulate clearly what the hypothesis/proposition (or hypotheses/propositions) is that the paper is address, while providing an overview or "roadmap" as to where the paper is going and how it will develop, thereby highlighting for the reader what to expect (**1.5 points**);

--are the ideas sequenced in a logical manner so that the storyline or argument being advanced is clear, logical, persuasive and easy to follow; and, more specifically, are transitions from one paragraph to another more seamless than abrupt, or does the paper jump from idea to idea so that it is difficult to determine why one paragraph came after the preceding one and before the one that followed it (**20 points**); so as the writer, repeatedly ask yourself: why does this sentence, paragraph or subsection go here rather than someplace else, that is, before what follows and after what precedes it.

--does it end with a clear summary of what has been discussed and observed and a conclusion, outlining perhaps future directions for research, applications of ideas presented or something else worth calling attention to (**6.5 points**);

--is it grammatical with sentence subjects and verbs conjugated and is it free of spelling/typing mistakes (**3.5 points**)?

Students are required to submit an *electronic copy* of their paper **uploaded to Canvas by the deadline**. Plagiarism will not be tolerated and will result in a 0 score on the paper.

Warning

There will be topics discussed in this course that could prove disturbing, upsetting or even threatening to some students. Being referred to here are subjects like domestic violence, child maltreatment, sexual abuse, depression, hostile parenting, and sexual behavior, to name just some possibilities. Any student should feel free to leave a class when they find themselves upset or disturbed by consideration of these or other topics. Having said that, such a response may well reflect the need for some professional support and/or counseling. Toward that end, listed immediately below are sources that could prove useful:

Center for Advocacy Resources and Education (CARE)	752-3299
Counseling Services	752-2349
Division of Student Affaires	752-2416

Should anyone want to speak with me about such concerns, they should feel free to make an appointment to see the instructor.

Lecture and Reading Schedule

Date	Topic	Textbook Pages
Jan. 7	Nature, Nurture, Gene-Environment Interaction, Epigenetics	65-96
Jan 9	Nature-Nurture cont'd	
Jan 14	Temperament and Emotions I	126-155
Jan 16	Temperament and Emotions II	
Jan 21	Attachment Theory and Patterns	97-125
Jan 23	Determinants of Attachment	
Jan 28	Sequelae of Attachment	
Jan 30	Effects of Day Care	273-276, 402-407
Feb 4	Overflow from prior lectures	
Feb 6	EXAM I	
Feb 11	Parenting Types and Effects	188-226
Feb 13	To be announced/**PAPER DUE**	
Feb 18	Effects of Prenatal Stress	
Feb 20	Family and Parenting in Cultural Context	
Feb 25	Marriage, Parenting and Co-Parenting	
Feb 27	Child Maltreatment	413-42
March 3	Sex Differences and Sex Roles I	296-328
March 5	Sex Differences and Sex Roles II	
March 10	Peers: Status, Causes and Consequences	227-262
March 12	Overflow from prior lectures/**PAPER DUE**	
????	EXAM II	

PAPER GRADING FORM
HDE 102/PSC 142

Student Name: ___ _____
Graded By: ____ _____

Item	Score	Sect Tot
1. Begins with an engaging opening that is likely to capture the reader's attention	/0.5	
2. The topic of the paper is clearly described	/0.5	**/1.5**
3. Relevance of the topic at hand is discussed ("why bother")	/0.5	
4. Provides an adequate overview of where the paper is going	/1.5	**/1.5**
5. Topic is well supported by research chosen	/5	
6. The storyline or argument being advanced is clear, logical, persuasive and easy to follow	/8	
7. Transitions from one paragraph to another are seamless and coherent	/3	**/20**
8. Appropriate number of primary sources cited	/2	
9. Correct length (~10 pages)	/2	
10. Ends with a conclusion and clear summary of what has been discussed	/3	**/6.5**
11. Proposes future directions for research / applications of ideas	/3.5	
12. Sentences are clearly written, and in complete sentences	/1.5	
13. Proper grammar use / Subjects and verbs are conjugated properly	/1	**/3.5**
14. Free of spelling mistakes	/1	
	TOTAL SCORE	**/33**