

FRAN *6370 Social Development in Childhood and Adolescence
Department of Family Relations & Applied Nutrition
University of Guelph
Winter 2014

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COURSE DESCRIPTION

This course examines social development from infancy through adolescence. We will focus on theory and research relevant to the following related topics: (1) the development of social competency and (2) social influences on individual development. In keeping with the Department's emphasis on "Science in Practice" we will emphasize the implications of developmental theory and research for the lived experiences of children and adolescents. The readings and assignments have been finalized with input from students so that assigned readings reflect students' particular learning needs, interests and goals.

COURSE OBJECTIVES

At the end of this course students will be able to:

- Describe, discuss and critique key theories relating to social development;
- Apply social development theory and research to interpreting the lived experience of children and adolescents, with a particular emphasis on adaptation and resilience
- Demonstrate skills in facilitating others' learning by leading seminar discussions
- Formulate a funding proposal for practice-based initiatives related to social development

CLASS FORMAT

Class will be conducted as a seminar and will combine presentations, discussions, and in-class activities.

Course Texts:

Nelson, K. (2007). *Young minds in social worlds*. Cambridge: Harvard UP.

Hauser, Allen & Golden (2008). *Out of the Woods: Tales of Resilient Teens*. Cambridge: Harvard.

COURSE REQUIREMENTS

Participation (20% of course grade). Students are expected to come to class prepared to discuss the assigned readings. This will require careful reading of the materials. You will be asked to assign yourself a recommended grade for course participation, which will be taken into account when grades are assigned. Grading for course participation will follow these guidelines:

18-20: Outstanding: Student is a leader in class discussions, contributing to moving the discussion in new directions. Contributions to class discussions include presenting novel ideas and questions that reflect deep engagement with all of the assigned readings and an advanced understanding of ideas and concepts.

16-17.9: Very good to excellent: Student contributes actively to all class discussions. Contributions reflected careful reading of all assigned materials.

14-15.9: Acceptable to good: Student contributes to class discussions. Contributions reflect engagement with most readings. Student consistently attends class.

13.9 and below: Minimally acceptable: Student demonstrates minimal engagement with the material. Contributions to class discussion are infrequent. Student frequently misses seminar.

Discussion Questions (15 % of final grade).

Each student will prepare discussion questions (4-5 questions) for 3 classes. One of these 3 sets of discussion questions will be for one of the 2 classes that focus on the text by Nelson (2007). **These are to be posted online by 5 pm on the Friday before each class.** Late discussion questions will not be accepted and will be assigned a grade of 0 (see exceptions for compassionate reasons below). Discussion questions will be evaluated on the following criteria.

- (1) Are the questions open-ended?
- (2) Are questions designed to elicit conversation that focuses on analysis, synthesis, comparison and/or evaluation of theories and/or research presented in the readings and/or connections to the lived experiences of children and adolescents?
- (3) Do questions suggest careful reading of the text?
- (4) Are questions clearly and carefully stated?

Class Facilitation (25 % of final grade)

Each student will facilitate a portion of class (approximately 45 minutes) over the course of the semester. This may include presenting a lecture, showing a clip for a film, leading a short field-trip, etc. or other activity designed to deepen the class's learning about a particular topic. It is expected that class facilitators will read beyond the assigned readings. Students are expected to discuss their plans for class facilitation with the instructor in advance (in person or via skype or email)

Final Assignment (40 %) of Final Grade

The final assignment will involve preparing a significant portion of a major funding

proposal that focuses on either (1) research or (2) a practice-based initiative. The model for the research-based grant will be a SSHRC Insight Development Grant (or similar major grant). This assignment will involve both a written component (40% of final grade) and a brief presentation of the idea in the final class (10 %). It will involve reading beyond the assigned readings. The projects are expected to focus on an aspect of social development but can be on a topic that is not covered in the course outline. Topics must be approved by the course instructor. There will be some class time devoted to developing ideas. Further details of the assignment and grading criteria will be provided in class. Written assignments are due at the beginning of the last class.

SCHEDULE OF READINGS AND TASKS

Class Date	Topic	Readings	Tasks
01/06	Introduction	No assigned readings	
01/13	Attachment	<p>Ainsworth, M. & Bowlby, J. (1989). An Ethological Approach to Personality Development. <i>American Psychologist</i>, 46, 333-341</p> <p>Keller, H. (2013). Attachment & Culture. <i>Journal of Cross-Cultural Psychology</i>, 44, 175-194.</p> <p>Abubakar, A., Alonso-Arbiol, I., Van de Vijver, F., Murugami, M., Mazrui, L., & Arasa, J., (2013). Attachment and psychological well-being among adolescents with and without disabilities in Kenya: The mediating role of identity formation. <i>Journal of Adolescence</i>, 36, 849-857.</p>	<p>In-class film: The Dark Matter of Love</p> <p>Discussion Questions:</p> <p>Ayla</p> <p>Victoria</p> <p>Discussion Leader: (none)</p>
01/20	Moral Development	<p>Bergman, R. (2002). Why be moral? A conceptual model from developmental psychology. <i>Human Development</i>, 45, 104-124.</p> <p>Moshman, D. (2011). 'Ordinary men,' ordinary children, and extraordinary violence. <i>Human Development</i>, 54, 301-306. ** NOTE: READ THE WAINRYB ONE FIRST!</p> <p>Wainryb, C. (2011). 'And so they ordered me to kill a person': Conceptualizing the impacts of child soldiering on the development of moral agency. <i>Human Development</i>, 54, 273 - 300.</p>	<p>Discussion Questions:</p> <p>Ayla</p> <p>Valerie</p> <p>Discussion Leader: (None)</p>

01/27	Gender & Social Development	<p>Gilligan, C. & Machoian, L. (2002). Learning to speak the language: A relational interpretation or an adolescent girl's suicidality. <i>Studies in Gender & Sexuality, 3</i>, 321-341.</p> <p>Gilligan, J. (2009). Sex, gender and violence: Estela Welldon's contribution to our understanding of the psychopathology of violence. <i>British Journal of Psychotherapy, 25</i>, 239-256.</p> <p>Soloman, A. (2012). <i>Far from the tree: Parents, children and the search for identity</i>. Chapter 11: Transgender.</p>	<p>Discussion Questions:</p> <p>Ayla</p> <p>Discussion Leader: VICTORIA</p>
02/03	Preparing for Final Assignments	Readings TBA	
02/10	Media and Social Development	Reading TBA	<p>Discussion Questions:</p> <p>Effat</p> <p>Valerie</p> <p>Discussion Leader: RACHELLE</p>
02/24	The Developing Child	<p>Nelson, K. (2007). <i>Young minds in social worlds</i>. Cambridge: Harvard.</p> <p>(Chapters 1-4)</p>	<p>Discussion Questions:</p> <p>Effat</p> <p>Rachelle</p> <p>Victoria</p> <p>Discussion Leader: VALERIE</p>
03/03	The Developing Child	<p>Nelson, K. (2007). <i>Young minds in social worlds</i>. Cambridge: Harvard.</p> <p>(Chapters 5-9)</p>	<p>Discussion Questions:</p> <p>Carly</p> <p>Discussion Leader: AYL A</p>
03/10	Resilience and Well-Being	<p>Hauser, Allen & Golden (2008). <i>Out of the Woods: Tales of Resilient Teens</i>. Cambridge: Harvard.</p>	<p>Discussion Questions:</p> <p>Effat</p> <p>Rachelle</p> <p>Victoria</p>

			Carly Discussion Leader: CHRISTINE
03/17	Identity Development (Part 1)	Erikson, E. (1968). Identity, youth & crisis. New York: W. W. Norton & Company. (Chapter 1, pp. 15 – 43) (Recommended) Phinney, J. & Ong, A. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. <i>Journal of Counseling Psychology</i> . Vol 54(3), Jul 2007, pp. 271-281. Flum, (H). Embedded identity: The case of young high-achieving Ethiopian Jewish immigrants in Israel. <i>Journal of Youth Studies, 1</i> , 143-161.	Discussion Questions: Carly Rachelle Discussion Leader: EFFAT
03/24	Identity Development & Mental Health	Chandler, M., Lalonde, C. E., Sokol, B. W., & Hallett, D. (2003). Personal persistence, identity development and suicide: A study of native and non-native North American adolescents. <i>Monographs of the Society for Research in Child Development</i> . Raffard, S., D'Argembeau, A., Lardi, C. , Bayard, S., Boulenger, J., & Van der Linden, M. (2009). Narrative identity in schizophrenia. <i>Consciousness & Cognition, 19</i> , 328-240.	Discussion Questions: Valerie Discussion Leader: CARLY
03/31	Presentations		Final Assignments Due

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students. **Please note that I will respond to emails within 24 hours on weekdays. In general I will not be checking email on weekends.**

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the instructor in writing, with your name

and e-mail contact. See the graduate calendar for information on regulations and procedures for Academic Consideration:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1400.shtml

Drop Date

The last date to drop one-semester courses, without academic penalty, is March 7th. Refer to the Graduate Calendar for the schedule of dates:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/sched/sched-dates-f10.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. The Academic Misconduct Policy is detailed in the Graduate Calendar:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1687.shtml

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/>