Term Information

Effective Term	Autumn 2023
Previous Value	*Summer 2012*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The Developmental area in Psychology would like to change the name and focus of this course from "Child Development" to "Professional Issues in Developmental Psychology," to better match the way in which this course has evolved over time.

What is the rationale for the proposed change(s)?

The focus of this course has changed over time, as graduate student research has become more specialized and graduate students enter our program with sufficient breadth and depth of knowledge in Child Development. What our graduate students need instead is guidance on how to become independent developmental scientists who create new knowledge and establish successful academic careers.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No; this course is currently required for Developmental area graduate students and will continue as a required course.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Psychology
Fiscal Unit/Academic Org	Psychology - D0766
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	6835
Course Title	Professional Issues in Developmental Psychology
Previous Value	*Child Development*
Transcript Abbreviation	Prof Dev Psych
Previous Value	*Child Development*
Course Description	This course will review developmental research at Ohio State and the professional issues that are encountered by developmental scientists seeking an academic career.
Previous Value	*Major developmental aspects of childhood; review of theory, methodology, research studies, and historical and contemporary writing about children; consideration of interdisciplinary approaches.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value   Not open to students with credit for 835.

Electronically Enforced   Yes

Previous Value   **No**

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2703
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
- Students will demonstrate skill in leading and eliciting discussions in class.
- Students will develop expertise in presenting findings to a scientific audience.
- Students will prepare an effective packet of academic job market materials.

Previous Value

Content Topic List
- the academic lifecycle
- strategies for scientific planning
- increasing visibility of research programs
- methods of writing and presenting findings to a scientific audience
- preparation for job searches

Previous Value
- *Theories of developmental psychology*
- *Research methods in developmental psychology*
- *Historical and contemporary writing about children*

Sought Concurrence   No

Attachments

- Psych 6835 Syllabus.pdf: Syllabus

  (Syllabus. Owner: Paulsen,Alisa Marie)

- Psych 835 syllabus.pdf: Syllabus

  (Syllabus. Owner: Paulsen,Alisa Marie)

Comments

- Old syllabus attached. *(by Paulsen,Alisa Marie on 10/18/2022 02:41 PM)*

- Returned at Alisa's request *(by Vankeerbergen,Bernadette Chantal on 10/18/2022 01:32 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	10/14/2022 04:40 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	10/14/2022 04:40 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/17/2022 04:33 PM	College Approval
Submitted	Paulsen,Alisa Marie	10/18/2022 12:53 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	10/18/2022 12:53 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/18/2022 01:32 PM	College Approval
Submitted	Paulsen,Alisa Marie	10/18/2022 02:41 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	10/18/2022 02:41 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/18/2022 03:28 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/18/2022 03:28 PM	ASCCAO Approval

Psych 6835: Professional Issues in Child Development

John Opfer (opfer.7@osu.edu)
3 Credit Hours   245 Psychology Building
TR 12:45p – 2:05p   412.296.2324 (mobile)
CarmenZoom   'Office hours' by appointment
carmen.osu.edu

This course will review developmental research at Ohio State and the professional issues that are encountered by developmental scientists seeking an academic career. Among these professional issues, we will review the academic lifecycle, strategies for scientific planning, increasing visibility of research programs, methods of writing and presenting findings to a scientific audience, and preparation for job searches.

The fact that this is a relatively small class, rather than a large lecture, presents us with some opportunities and some risks. The opportunities are for people to express themselves actively on a regular basis, rather than sitting back and just taking in what a lecturer tells them. The risk is that with no one giving a two-hour lecture, the quality of the class depends at least as much on what you do as on what I do.

For this reason, we need some ground rules to help us meet our goals. First, everyone should attend each class meeting. (If you experience a true emergency, let me know beforehand that you won't be attending class.) Second, everyone is expected to actively participate in the discussion. This is essential if the class is to be a true seminar, rather than degenerating into a rotating lectureship. Third, everyone is expected to be at class on time.

Grades in the course will be based on class participation (10%) and regularly-scheduled assignments (see below).

Class participation. The key criteria for my grading class participation will be posing important and stimulating questions, positing thoughtful responses to questions from your colleagues, and providing constructive feedback on student projects.

Leading discussion (35%). Each student will lead discussion of two articles. Articles are denoted in brackets by a unique number because a few are very short. Discussion leaders are expected to give a short presentation of the paper (~ 15 minutes) to get things rolling. When acting as discussion leader, feel free to practice every trick you know to *elicit discussion*, a vital skill in college instruction.

Editing Exercise (10%). To practice methods of effective scientific writing, you will edit a short writing sample for clarity, cohesion, emphasis, concision, length, and elegance.

Data Blitz (15%). The data blitz will provide practice in rapid-fire dissemination of your research (real or hypothetical). Each presentation will be 5-minutes in length and cover research findings from your first-year project, Master's thesis, or other project. The goal of this project is to apply methods of effective scientific presentations and to discuss strategies for applying these methods to particular presentations.

Job Search Packet (30%). The job search packet comprises your preparation of three

fully-edited, zero-defect documents: your CV, Statement of Research Interests, and Statement of Teaching Philosophy. To provide feedback and induce good strategies of self-presentation, first drafts of these documents will be disseminated in advance of class.

Week	Date	Topic	Readings
1	8/25	Overview of Course	
	8/27	The Academic Lifecycle	**Valla, J. M. (2010)**. Getting hired: Publications, postdocs, and the path to professorship. *APS Observer, 23*, 1 - 4.
			Byrnes, J. P. (2007). Publishing trends of psychology faculty during their pretenure years. *Psychological Science, 18*, 283 - 286.
2	9/1	*The Scientific Enterprise*	[1] Chamberlin, T. J. (1890). The method of multiple working hypotheses. Science, 15, 92.
			[1] Platt, J. R. (1964). Strong inference. Science, 146, 347-353.
			[2] Newell, A. (1973). You can't play 20 questions with nature and win: Projective comments on the papers of this symposium. In W. G. Chase (Ed.), Visual information-processing. New York: Academic Press.
	9/3	*Great Debates in Developmental Psychology*	
3	9/8, 9/10	*John Opfer*	[3] Siegler, R. S., & Opfer, J. E. (2003). The development of numerical estimation: Evidence for multiple representations of numerical quantity. *Psychological Science, 14*(3), 237-250.
			[4] Opfer, J. E., & Siegler, R. S. (2007). Representational change and children's numerical estimation. *Cognitive Psychology, 55*(3), 169-195.
			[5] Thompson, C. A., & Opfer, J. E. (2010). How 15 hundred is like 15 cherries: Effect of progressive alignment on representational changes in numerical cognition. *Child Development, 81*(6), 1768-1786.
			[6] Kim, D., & Opfer, J. E. (2018). Dynamics and development in number-to-space mapping. *Cognitive Psychology, 107*, 44-66.
4	9/15,	Laura Wagner	[7] Kako, E., & Wagner, L. (2001). The semantics of syntactic

	9/17		structures. *Trends in Cognitive Sciences, 5*(3), 102–108.
			[8] Lakusta, L., Wagner, L., O'Hearn, K., & Landau, B. (2007). Conceptual Foundations of Spatial Language: Evidence for a Goal Bias in Infants. *Language Learning and Development, 3*, 179–197. [9] Barner, D., Wagner, L., & Snedeker, J. (2008). Events and the ontology of individuals: Verbs as a source of individuating mass and count nouns. *Cognition, 106*(2), 805–832. [10] Wagner, L., Yocom, A. M., & Greene-Havas, M. (2008). Children's understanding of directed motion events in an imitation choice task. *Journal of Experimental Child Psychology, 100(*4), 264–275.
5	9/22, 9/24	*Steve Petrill*	[11] McClearn, G. E., Johansson, B., Berg, S., Pedersen, N. L., Ahern, F., Petrill, S. A., & Plomin, R. (1997). Substantial Genetic Influence on Cognitive Abilities in Twins 80 or More Years Old. *Science, 276*(5318), 1560–1563. [12] Petrill, S. A., Lipton, P. A., Hewitt, J. K., Plomin, R., Cherny, S. S., Corley, R., & DeFries, J. C. (2004). Genetic and Environmental Contributions to General Cognitive Ability Through the First 16 Years of Life. *Developmental Psychology, 40*(5), 805–812. http://doi.org/10.1037/0012-1649.40.5.805 [13] Hart, S. A., Petrill, S. A., Thompson, L. A., & Plomin, R. (2009). The ABCs of Math: A genetic analysis of mathematics and its links with reading ability and general cognitive ability. *Journal of Educational Psychology, 101*, 388 - 402. [14] Haworth, C. M. A., Wright, M. J., Luciano, M., Martin, N. G., de Geus, E. J. C., van Beijsterveldt, C. E. M., et al. (2010). The heritability of general cognitive ability increases linearly from childhood to young adulthood. *Molecular Psychiatry, 15*(11), 1112–1120. http://doi.org/10.1038/mp.2009.55
6	9/29, 10/1	*John Gibbs*	[15] Gibbs, J. C., Arnold, K. D., development, J. B. C., 1984. (1984). Sex differences in the expression of moral judgment. *Child Development, 55*(3), 1040. http://doi.org/10.2307/1130155 [16] Krevans, J., & Gibbs, J. C. (1996). Parents" use of inductive discipline: relations to children"s empathy and prosocial behavior. *Child Development, 67*(6), 3263–3277. [17] Stams, G. J., Brugman, D., Deković, M., van Rosmalen, L., van der Laan, P., & Gibbs, J. C. (2006). The moral judgment of juvenile delinquents: a meta-analysis. *Journal of Abnormal Child Psychology, 34*(5), 697–713.

http://doi.org/10.1007/s10802-006-9056-5

[18] Gibbs, J. C. (2007). Moral judgment development across cultures: Revisiting Kohlberg's universality claims.

7	10/6, 10/8	*Sarah Schoppe-Sullivan*	[19] Schoppe, S. J., Mangelsdorf, S. C., & Frosch, C. A. (2001). Coparenting, family process, and family structure: Implications for preschoolers' externalizing behavior problems. Journal of Family Psychology, 15(3), 526–545. http://doi.org/10.1037/0893-3200.15.3.526 [20] McBride, B. A., Schoppe-Sullivan, S. J., & Ho, M-H (2005). The mediating role of fathers' school involvement on student achievement. Applied Developmental Psychology. [21] Schoppe-Sullivan, S. J., Brown, G. L., Cannon, E. A., Mangelsdorf, S. C., & Sokolowski, M. S. (2008). Maternal gatekeeping, coparenting quality, and fathering behavior in families with infants. Journal of Family Psychology, 22(3), 389–398. http://doi.org/10.1037/0893-3200.22.3.389 [22] Yavorsky, J. E., Dush, C. M. K., & Sullivan, S. J. S. (2015). The Production of Inequality: The Gender Division of Labor Across the Transition to Parenthood. Journal of Marriage and Family, 77(3), 662–679. http://doi.org/10.1111/jomf.12189
8	10/13, 10/15	*Vladimir Sloutsky*	[23] Morris, A. K., & Sloutsky, V. M. (1998). Understanding of logical necessity: Developmental antecedents and cognitive consequences. Child Development, 69(3), 721-741. [24] Sloutsky, V. M., & Fisher, A. V. (2004). When development and learning decrease memory: Evidence against category-based induction in children. Psychological science, 15(8), 553-558. [25] Kaminski, J. A., Sloutsky, V. M., & Heckler, A. F. (2008). Learning theory. The advantage of abstract examples in learning math. Science, 320(5875), 454–455. http://doi.org/10.1126/science.1154659 [26] Darby, K. P., & Sloutsky, V. M. (2015). The cost of learning: Interference effects in memory development. Journal of Experimental Psychology: General, 144(2), 410-431. http://dx.doi.org.proxy.lib.ohio-state.edu/10.1037/xge0000051
9	10/20, 10/22	*Writing for Scientific Audiences*	[27] **Bem, D. J.** (2003). Writing the empirical journal article. In Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds) (2003). *The Compleat Academic: A Practical Guide for the Beginning Social Scientist, 2nd Edition*. Washington,

DC: American Psychological Association.

[28] **Gopen, G., & Swan, J.** (1990). The Science of Scientific Writing. *American Scientist*.

10	10/27, 10/29	*Writing for Scientific Audiences*	Exercises
11	11/3, 11/5	*Slide Presentations for Scientific Audiences*	
12	11/10, 11/12	*Data Blitzen*	
13	11/17, 11/19	*Reviewing and Revising Journal Articles, The Academic Vita*	
14	11/24, 12/1	*Statement of Research, Teaching Philosophy*	

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and they should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

The Ohio State University
Winter Quarter, 2010
Professor John C. Gibbs
Psychology Bldg. rm. 237; gibbs.1@osu.edu;
292-7918; office hours 1:30-2:30 p.m. MW or by appointment)

Psychology 835: Child Development
(Thursday, 3:30 — 5:48 p.m., Psychology Bldg. rm. 219)

Objective

The objective of this seminar-style course is to enable participants to gain a broad, research-oriented understanding of the current issues and findings in developmental psychology, and to gain particular sophistication with respect to selected issues or topics.

Plan for Achieving the Objective

Participants will gain this broad understanding and particular sophistication through: reading and discussion of portions of a developmental psychology textbook; development and completion of a paper relating to a selected topic in the textbook; a class presentation based on one's paper progress; and discussions based on the class presentations. The textbook, although sophisticated, is highly readable and hence serviceable as a nexus in a graduate course such as this one, whose students typically represent a broad diversity of disciplines and backgrounds. The instructor will distribute (in powerpoint slide format) "advance organizers" to facilitate reading of each assignment. Each advance organizer will include the study questions for the pertinent assignment.

Required Reading

The common required reading is from Laura Berk's *Child Development* (Eighth Edition; Boston: Pearson Allyn & Bacon, 2009), available from any of the three local bookstores. Of course, each student will also be reading the literature pertinent to his/her paper topic. Recommended for consideration is the instructor's 2010 book *Moral development and reality: Beyond the theories of Kohlberg and Hoffman* (Boston: Pearson Allyn & Bacon), which pertains to portions of the text as well as a number of the paper topics.

Activities

The seminar will meet ten times during the quarter. The first session will feature preliminary and organizational matters as well as an introductory discussion. Subsequent sessions (except for the midterm session) will feature discussion of the required reading followed by presentations by the instructor or class members. Students will submit, prior to class, discussion questions pertaining to the assignment. These questions will serve as the main stimulus for the seminar discussions. The seminar discussions will also attend to the pertinent study questions for that week (included in the advance organizers).

Determinants of Grades

Grades for the seminar will be determined by performance on: (1) midterm and final exams; (2) the paper; and (3) class participation (including preparation of discussion questions and class presentations; see Details Regarding Class Participation, below). These factors will each count approximately one-third of the grade.

Details Regarding the Examinations

There is a division of labor between the exams and the other aspects of the course. The preparation of discussion questions, paper, class presentations, and class discussions provide an opportunity for individual reflection, synthesis, and expression. Equally as important, however, is the purpose of exams: they motivate study—and provide an opportunity to demonstrate mastery—of knowledge and theory pertaining to child development.

There will be a midterm and a final exam, each consisting of ten (actually, ten chosen out of twelve) short-answer questions pertaining to major themes, issues, or findings indicated in the readings. The final quiz will cover the post-midterm assignments only. The questions will be drawn verbatim from "pools" collectively provided in the advance organizers.

Details Regarding the Papers

Paper topics will be chosen from the Paper Topic Options list (see below). The paper topics will derive from areas covered by Berk, who provides the common foundation for class members' studies of child development. A particular paper topic option may be narrowed, broadened, or otherwise adapted as the student sees fit, but the starting point should be Berk's coverage of the topic. As noted, the objective of participants as they develop their papers will be to gain particular sophistication with respect to a specific research topic or issue in child development. Beyond summarizing research results, the paper should entail organization, coherence, and reflective thought. The paper should also reflect diligent and comprehensive library work. In addition to the pertinent pages and references in the Berk book, on-line services such as PsycINFO, Social Sciences Citation Index, and OhioLink, can be quite valuable (other web sources may be suspect and are not encouraged; the Google or Googlescholar data bases are useful but do not include proprietary resources such as PsycINFO).

The papers should be typed (double spaced); not longer than 15 pages (but at least 5 pages); and based on at least 5 (preferably more) references. An appropriate reference to the Berk book should be made at some point in the paper. Papers are due by the last regular class session before the final quiz.

Details Regarding Class Participation

Class participation entails: (a) attendance; (b) of course, reading the assignment (and attending to the associated study questions by the assignment due date); (c) a class presentation ("time of sharing") based on what one has been learning in working on one's paper; and (d) contribution of discussion questions. The class presentations will be graded highly satisfactory, satisfactory, or unsatisfactory by the criteria of preparedness/ organization and clarity/coherence. The discussion questions should be submitted (either electronically or directly) prior to class. This advance submission will give the instructor adequate time to discern among the contributions a possible "thrust" for class discussion. The question should be typed if possible, with one's name and the assignment/date at the top of the page. Class members are invited to consider how the readings relate to current or past research projects in which they have been involved. Ideal class participation would entail, then: perfect or near-perfect attendance; prompt attention to the assignment questions; thoughtful contributions to class discussion based on one's discussion question or research background; and a highly satisfactory class presentation.

Reading Assignment Schedule   (Note: A separate agenda will be provided for dates of times of sharing). The reading schedule basically follows the textbook organization (five parts).

PART I:	Theory and Research in Child Development (chapter 1 only)
PART II:	Developmental Foundations (no chapters assigned)
PART III:	Cognitive and Language Development (chapters 6, 7, and 9 only)

Jan. 7   Preliminary, introductory and organizational.

Jan. 14   Discussion of "History, Theory, and Applied Directions" (chapter 1) and "Cognitive Development: Piagetian, Core Knowledge, and Vygotskian [Sociocultural] Perspectives" (chapter 6).

Jan. 21   Discussion of "Cognitive Development: An Information-Processing Perspective" (chapter 7).

Jan. 28   Discussion of "Language Development" (chapter 9).

PART IV: Personality and Social Development (all chapters)

Feb. 4   Discussion of "Emotional Development" (chapter 10). Presentations/discussion.

Feb.11   Midterm quiz.

Feb.18   Discussion of "The Self and Social Understanding" (chapter 11). Presentations/discussion.

Feb. 25   Discussion of "Moral Development" (chapter 12). Presentations/discussion.

March 2   Discussion of "The Development of Sex-Related Differences and Gender
            Roles" (chapter 13). Presentations/discussion.

PART V: Social Contexts for Development (both chapters)

March 9   Discussion of "The Family" (chapter 14) and "Peers, Media, and Schooling"
            (chapter 15).

March 18, Thursday, 3:30-5:18 p.m.: Final Quiz.

PAPER TOPIC AREA OPTIONS
(also permitted are topics from unassigned chapters)

PART I: Theory and Research in Child Development (chapter 1 only)

Chapter 1: "History, Theory, and Applied Directions"

_1. Basic issues in developmental psychology
_2. Historical foundations of developmental psychology
_3. Theories and perspectives in developmental psychology
_4. Child development and social policy

PART II. Developmental Foundations (no chapter assignments/paper topics)

PART III. Cognitive and Language Development (chapters 6, 7, and 9 only)

Chapter 6: "Cognitive Development: Piagetian, Core Knowledge, and Vygotskian [Sociocultural] Perspectives"

_5. Piaget's cognitive-developmental theory (equilibration, stages, etc.; critique)
_6. The sensorimotor stage (learning mechanisms, sub-stages, etc.; recent research)
_7. The preoperational stage (language and thought, make-believe play, etc.: recent research)
_8. The concrete operational stage (conservation, seriation, etc.; recent research)
_9. The formal operational stage (hypothetico-deductive reasoning, propositional thought, formal operational egocentrism, etc.; recent research)
  10. Core knowledge perspective, "theory theory"
_11. Vygotsky's sociocultural theory (private speech, zone of proximal development, etc.; critique; comparison with Piaget)
_12. Piaget, Vygotsky, and education

Chapter 7: "Cognitive Development: An Information-Processing Perspective"

_13. Comparison of Piagetian and information processing approaches to cognitive development
_14. Store versus levels-of-processing models of information processing
_15. Developmental theories of information processing (Case's Neo-Piagetian theory, connectionism, Siegler's model of strategy choice)
_16. Attentional processing (control, adaptability, planfulness)
_17. Attention-deficit hyperactivity disorder
_18. Working memory (strategies for storing information, cultural and situational influences)

__19. Short-term memory (strategies, environmental contexts)
__20. Long-term memory (processes of retrieval, infantile amnesia)
__21. Development and function of scripts and autobiographical memory
__22. Metacognition (metacognitive knowledge/theory of mind, self-regulation)
__23. Children's eyewitness memory
__24. Cognitive components of skilled reading
__25. Development of mathematical reasoning
__26. Development of scientific reasoning
__27. Evaluation of the information-processing approach

Chapter 9: "Language Development"

__28. Theories of language development
  29. Chimps and language
__30. Can children invent language?
__31. Is there a sensitive period for language development?
__32. Prelinguistic development (categorical speech perception, cooing, babbling, etc.)
  33. Language and deafness
__34. Phonological development
__35. Semantic development (fast mapping, referential versus expressive style, cultural influences, underextensions/overextensions, word coinages/metaphors, lexical contrast theory, etc.)
__36. Grammatical development (from two-word utterances to complex speech, cultural influences, overregularization, complex grammatical forms, semantic bootstrapping hypothesis, etc.)
__37. Pragmatic development (referential communication skills, sociolinguistic understanding, etc.)
__38. Development of meta-linguistic awareness
__39. Bilingualism, bilingual education

PART IV. Personality and Social Development

Chapter 10: "Emotional Development"

__40. The functionalist approach to emotional development
__41. Development of the expression of discrete emotions (including self-conscious emotions)
__42. Development of emotional self-regulation
__43. Acquisition of emotional display rules
__44. Emotional understanding, development of empathy
__45. Temperament (dimensions, types, assessment techniques, genetic and environmental influences, goodness-of-fit model, etc.)
__46. Development of attachment (early theories, ethological theory, assessment of attachment security, cultural variations/influences, etc.)

__47. Multiple attachments: The father's special role
__48. Attachment and social change: maternal employment and day care

Chapter 11: "Self and Social Understanding"

__49. The emergence of self-recognition in infancy
__50. Young children's theory of mind
__51. Development of the self-concept
__52. Development of, influences on self-esteem
__53. Development of achievement-related attributions (achievement motivation, mastery-oriented attributions versus learned helplessness, attribution retraining, etc.)
__54. Constructing an identity (identity statuses, cultural influences)
__55. Person perception, judgments of intention
__56. Development of perspective-taking (such as Selman's stages of perspective-taking)
__57. Development of friendship understanding
__58. Are children's concepts of friendship related to features of their real friendships?
__59. Understanding conflict: Social problem-solving

Chapter 12: "Moral Development"

__60. Basic approaches to morality (as rooted in human nature [sociobiology], as the adoption of societal norms [psychoanalytic theory, social learning theory], as social understanding [Piaget's theory, Kohlberg's extension])
__61. Evaluation of Kohlberg's theory of moral development
__62. Environmental influences on moral reasoning (peer interaction, child-rearing practices, schooling, culture)
__63. Are there sex-related differences in moral reasoning?
__64. Moral reasoning and behavior
__65. Moral reasoning of young children (moral versus social-conventional understanding, distributive justice, prosocial reasoning)
__66. Development of self-control
__67. Development of aggression (instrumental versus hostile, family as training ground, social-cognitive deficits and distortions, community and cultural influences, interventions)

Chapter 13: "Development of Sex-Related Differences and Gender Roles"

__68. Gender stereotypes and gender roles
__69. Biological and environmental influences on gender stereotyping and gender-role adoption
__70. Gender-role identity (gender constancy, gender schema theory, etc.)
__71. To what extent do boys and girls *really* differ in gender-stereotyped attributes?

PART V. Social Contexts for Development

Chapter 14: "The Family"

__72. Evolutionary origins, functions of the family
__73. The family as a social system
__74. Socialization within the family (styles of child rearing, adapting child rearing to children's development, social-class and ethnic variations)
__75. Family transitions (from large to small families, only children, divorce, etc.)
__76. Maternal employment and day care
__77. Vulnerable families: Child maltreatment

Chapter 15: "Peers, Media, and Schooling"

__78. Development of peer sociability (including types of peer play, influences)
__79. Peer acceptance (origins of acceptance in the peer situation, bullies and their victims, helping rejected children, etc.)
__80. Peer relations and socialization (peer reinforcement and modeling, peer conformity)
__81. Impact of television viewing on children's social learning (aggression, stereotypes, consumerism, prosocial behavior), academic learning
__82. Impact of computers on child development and in education
__83. Schooling (traditional versus open classrooms, educational self-fulfilling prophecies, mainstreaming)
__84. How well educated are American young people?