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Tuesdays, 1:00 to 3:45pm, 2102 Benjamin Building

Social Development and Socialization Processes EDHD 720: Fall 2019 Course Syllabus

The aim of this course is to cover theory and research in the area of social development. Social development is the study of our social origins, how we become social members of society, and the sources of influence on this central aspect of human development. This field of research involves studying how children conceptualize the social world, interact with parents and caretakers, develop social relationships with peers, construct theories of morality, understand how others think and feel, develop empathy and interpret, analyze, and respond to cultural messages and ideologies. We will cover parent-child relationships, peer relationships, theory of mind, moral development, social cognition, aggression, self and group identity, shyness and social withdrawal, prejudice, exclusion, rights, and cultural aspects of social development. We will discuss these issues in our analysis of the theoretical and research literature.

Course Requirements and Grading. Students will be required to give two oral presentations using power point, turn in two typed discussion questions weekly (for the first half of the semester and one question per week for the second half of the semester), write an 8-page critique due at the mid-term, and write a 16-page theoretical term paper which will be summarized and presented to the class at the end of the semester. All papers should be written using **APA Manual Style, 6th edition** which is available as a book and with online formatting guides. Grading will be as follows: 25% for oral presentations and weekly questions (100 points for full credit), 25% for Paper #1, and 50% for the Term paper (letter grade).

Please see the University's website for graduate course-related policies at: <https://gradschool.umd.edu/course-related-policies>.

Course Structure and Readings. The first half of each class meeting will be devoted to a discussion of theoretical material on specific topics. The second half of each class meeting will be spent discussing reading questions as well as hearing a student-led class presentation, and the preparation of the mid-term and term paper projects. We will use a reader, written specifically for this course, available at the UMD bookstore, <https://umcp.bncollege.com/shop/umcp/home>, (301.314.2718), and online at Amazon. The reader is a compilation of original journal articles and book chapters in the field of social

development. In addition, original journal articles will be made available by the instructor to the class (noted with an asterisk, *, at the end of the reference citation).

Killen, M., & Coplan, R. J. (2011). *Social development in childhood and adolescence: A contemporary reader*. Malden, MA: Wiley-Blackwell Publishers.

The reader is organized by the week, with a brief introduction to the topic, 2-3 original articles, and a reading box referred to as "A Closer Look."

Course Objectives. To help students:

- Gain knowledge about theory and research in social development.
- Understand the scientific method and acquire the ability to formulate research questions.
- Become versed in the original research and scholarship in the field of social development
- Develop critical reading, writing, and presentational skills through reading assignments, writing assignments, group discussions of theoretical material, and class presentations of current research findings.

Class Attendance. Students should attend each class session, except in the case of illness and/or extenuating circumstances. Please inform the instructor of missed absences with an explanation. Medical notes are expected for absences as well as missed deadlines.

Academic Dishonesty. It is assumed that all students understand the consequences of academic dishonesty at the University of Maryland. If you do not, please consult the graduate catalog or course registration booklet to become familiar with how cheating, fabrication, facilitation of academic dishonesty, and plagiarism are defined by the University.

Late Assignments. Late papers or assignments without a medical note will automatically be marked down one full letter grade for each class day that they are handed in late.

Students with Disabilities. If you are a student with a documented physical or learning disability, please contact me by the first week of class so that we can make arrangements for the necessary accommodations.

Aug 27 **Introduction to the Course:** Overview, Readings, Assignments, Class Exercises, Presentations, and Papers

Sept 3 **Part I: Introduction**
Social Contexts and Social Development

Killen, M., & Coplan, R. (2011). *Social development: A Contemporary Reader*. Introduction (pages 3 -10)

Marean, C. (2015). How we conquered the planet: Our species wielded the ultimate weapon: Cooperation. *Scientific American*, 313, 32-40.*

Sapolsky, R.M. (2018). The health-wealth gap. *Scientific American*, 319, 63-67.

Eubanks, V. (2018). Automating bias. *Scientific American*, 319, 69-71.

Presenters: _____

Sept 10

Part II: Foundations and Early Beginnings
Biological, Emotional, and Moral Beginnings

Rothbart, M. K., Ahadi, S. A., & Hershey, K. L. (1994). Temperament and social behavior in childhood. *Merrill Palmer Quarterly*, 40, 21-39. Accession #1994-29284-001

Vaish, A., Carpenter, M., & Tomasello, M. (2009). Sympathy through affective perspective taking and its relation to prosocial behavior in toddlers. *Developmental Psychology*, 45, 534-543. doi:10.1037/a0014322

Dahl, A. (2014). New beginnings: An interactionist and constructivist approach to early moral development. *Human Development*, 61, 232-247. Doi: 10.1159/000492801*

A Closer Look

Presenters: _____

Sept 17

Parent-Child Attachment

Cassidy, J. (2008). The nature of child's ties. In J. Cassidy & P. R. Shaver (Eds.), *handbook of Attachment: Theory, Research, and Clinical Applications* (2nd ed., pp. 3-22). New York, NY: Guilford Press.

Waters, E., Merrick, S., Treboux, D., Crowell, J., & Albersheim, L. (2000). Attachment security in infancy and early adulthood: A twenty-year longitudinal study. *Child Development, 71*, 684-689. doi:10.1111/1467-8624.00176

Pinto, A., Verissimo, M., Gatinho, A., Santos, A., & Vaughn, B. (2015). Direct and indirect relations between parent-child attachments, peer acceptance, and self-esteem for preschool children. *Attachment and Human Development, 17*, 586-598. Doi: 10.1080/14616734.2015.1093009*

A Closer Look

Presenters: _____

Sept 24

Mental States and Theory of Mind

Dunn, J. (2000). Mind-reading emotion understanding, and relationships. *International Journal of Behavioral Development, 24*, 142-144. doi:10.1080/016502500383241

Wellman, H. M., & Liu, D. (2004). Scaling of theory-of-mind tasks. *Child Development, 75*, 523-541. doi:10.1111/j.1467-8624.2004.00691.x

McLoughlin, N., & Over, H. (2015). Young children are more likely to spontaneously attribute mental states to members of their own group. *Psychological Science, 28*, 1503-1509, doi: 10.1177/0956797617710724*

A Closer Look

Presenters: _____

Oct 1

Part III: Self, Relationships, and Social Groups *Children's Peer Relationships*

Hodges, E. V. E., Boivin, M., Vitaro, F., & Bukowski, W. M. (1999). The power of friendship: Protection against an escalating cycle of peer victimization. *Developmental Psychology, 35*, 94-101. doi:10.1037/0012-1649.35.1.94

Lease, A. M., Kennedy, C. A., & Axelrod, J. L. (2002).
Children's social constructions of popularity. *Social
Development, 11*, 87-109. doi: 10.1111/1467-9507.00188

Pahlke, E., Bigler, R.S., & Martin, C.L. (2014). Can fostering children's
ability to challenge sexism improve critical analysis,
internalization, and enactment of inclusive, egalitarian peer
relationships? *Journal of Social Issues, 70*, 115-133. Doi:
10.1111/josi.12050*

A Closer Look

Presenters: _____

Oct 8

The Development of Morality

Turiel, E. (2008). The development of children's orientation
toward moral, social, and personal orders: More than a
sequence in development. *Human Development, 51*, 21-39.
doi:10.1159/000113154

Killen, M., Elenbaas, L., & Rizzo, M.T. (2018). Young children's ability
to recognize and challenge unfair treatment of others in group
contexts. *Human Development, 61*, 281-296. doi:
10.1159/000492804.*

Wainryb, C., Shaw, L. A., Langley, M., Cottam, K., & Lewis, R.
(2004). Children's early thinking about diversity of belief in the
early school years: Judgments of relativism, tolerance, and
disagreeing persons. *Child Development, 75*, 687-703.
doi:10.1111/j.1467-8624.2004.00701.x

A Closer Look

Presenters: _____

Oct 15

Self Identity and Group Identity

Jacobs, J. E., Lanza, S., Osgood, D. W., Eccles, J. S., &
Wigfield, A. (2002) Changes in children's self-competence and
values: Gender and domain differences across grades one

through twelve. *Child Development*, 73, 509-527.
doi:10.1111/1467-8624.00421

Kiang, L., Yip, T., Gonzales-Backen, M., Witkow, M., & Fuligni, A. J. (2006). Ethnic identity and the daily psychological well-being of adolescents from Mexican and Chinese backgrounds. *Child Development*, 77, 1338-1350. doi:10.1111/j.1467-8624.2006.00938.x

Wiley, S., Fleischmann, F., Deaux, K., & Verkuyten, M. (2019). Why immigrants' multiple identities matter: Implications for research, policy, and practice. *Journal of Social Issues*, 75, 611-629. doi: 10.1111/josi.2019.75.issues-2/issuetoc*

A Closer Look

Presenters: _____

Paper #1 due today: *Email Subject Line:* EDHD 720 Mid-term paper [YOUR NAME]
Filename for Paper: EDHD 720 Mid-term paper [YOUR NAME]
Cover page: On the cover page, include the topic title of the paper, course number and semester (EDHD 720, Fall, 2019), your name, and your email address.

Oct. 22

Part IV: Peer Rejection and Exclusion

Shyness and Social Withdrawal

Coplan, R. J., Arbeau, K. A., & Armer, M. (2008). Don't fret, be supportive! Maternal characteristics linking child shyness to psychosocial and school adjustment in kindergarten. *Journal of Abnormal Child Psychology*, 36, 359-371.
doi:10.1007/s10802-007-9183-7

Oh, W., Rubin, K. H., Bowker, J. C., Booth-LaForce, C., Rose-Krasnor, L. & Laursen, B. (2008). Trajectories of social withdrawal from middle childhood to early adolescence. *Journal of Abnormal Child Psychology*, 36, 553-566.
doi:10.1007/s10802-007-9199-z

Godleski, S.A., Kamper, K.E., Ostrov, J.M., Hart, E.J., Blakely-McClure, S.J. (2015). Peer victimization and peer rejection during early childhood. *Journal of Clinical Child & Adolescent*

Psychology, 44, 380-392. Doi:
10.1080/15374416.2014.940622*

A Closer Look

Presenters: _____

Oct 29

Aggression and Bullying

Lemerise, E. A., & Arsenio, W. F. (2000). An integrated model of emotion processes and cognition in social information processing. *Child Development*, 71, 107-118. doi: 10.1111/1467-8624.00124

Murray-Close, D., Ostrov, J. M., & Crick, N. R. (2007). A short-term longitudinal study of growth of relational aggression during middle childhood: Associations with gender, friendship intimacy, and internalizing problems. *Development and Psychopathology*, 19, 187-203. doi:10.1017/S0954579407070101

Jones, L.M., Mitchell, K.J., Turner, H.A., & Ybarra, M.L. (2018). Characteristics of bias-based harassment incidents reported by a national sample of U.S. adolescents. *Journal of Adolescence*, 65, 50-60. doi: 10.1016/j.adolescence.2018.02.013*

A Closer Look

- Term paper one-paragraph topic statement due today (hard copy in class)

Presenters: _____

Nov. 5

Stereotyping, Prejudice, and Exclusion

Horn, S.S. (2019). Sexual orientation and gender identity-based prejudice. *Child Development Perspectives*, 13, 21-27. Doi: 10.1111/cdep.12311*

McKown, C., & Weinstein, R. S. (2003). The development and consequences of stereotype consciousness in middle childhood. *Child Development*, 74, 498-515. doi:10.1111/1467-8624.7402012

Griffiths, J. A., & Nesdale, D. (2006). In-group and out-group attitudes of ethnic majority and minority children. *International Journal of Intercultural Relations*, 30, 735-749.
doi:10.1016/j.ijintrel.2006.05.001

A Closer Look

Presenters: _____

Nov. 12

Part V: Family, Community, and Culture
Parenting Attitudes and Beliefs

Darling, N., Cumsille, P., & Martinez, M. L. (2008). Individual differences in adolescents' beliefs about the legitimacy of parental authority and their own obligation to obey: A longitudinal investigation. *Child Development*, 79, 1103-1118.
doi:10.1111/j.1467-8624.2008.01178.x

Kakihara, F., Tilton-Weaver, L., Kerr, M., & Stattin H. (2010). The relationship of parental control to youth adjustment: Do youths' feelings about their parents play a role? *Journal of Youth & Adolescence*, 39, 1442-1456. Doi: 10.1007/s10964-0009-9479-8.*

Smetana, J. G., & Daddis, C. (2002). Domain specific antecedents of psychological control and parent monitoring: The role of parenting beliefs and practices. *Child Development*, 73, 563-580. doi:10.1111/1467-8624.00424

A Closer Look

Presenters: _____

Nov 19

Culture, Ethnicity and Rights

Tamis-LaMonda, C. S., Way, N., Hughes, D., Yoshikawa, H., Kalman, R. K., & Niwa, E. Y. (2007) Parents' goals for children: the dynamic coexistence of individualism and collectivism in cultures and individuals. *Social Development*, 17, 183-209.
doi:10.1111/j.1467-9507.2007.00419.x

Verkuyten, M., & Slooter, L. (2008). Muslim and non-Muslim adolescents' reasoning about freedom of speech and minority rights. *Child Development, 79*, 514-528. doi:10.1111/j.1467-8624.2008.01140.x

Helwig, C. C., Arnold, M. L., Tan, D., & Boyd, D. (2003). Chinese adolescents' reasoning about democratic and authority-based decision making in peer, family, and school contexts. *Child Development, 74*, 783-800. DOI: 10.1111/1467-8624.00568

A Closer Look

Presenters: _____

Nov 26

Final Class Presentations

Presenters: _____

Dec 3

Final Class Presentations

Presenters: _____

TERM PAPER IS DUE **Friday DEC. 6TH, 4:00 PM**, email to Prof Killen, mkillen@umd.edu

Email Subject Line: EDHD 720 Final paper [YOUR NAME]

Filename for Paper: EDHD 720 Final paper [YOUR NAME]

Cover page: On the cover page, include the topic title of the paper, course number and semester (EDHD 720, Fall, 2019), your name, and your email address.

Please note: Late papers without a medical note will have a grade penalty per day