

Advanced Topics in Social Development EDHD 820: Fall, 2017 Course Syllabus

This course is an advanced doctoral graduate seminar on the topic of social development with a focus on morality, social groups, and psychological knowledge (intentionality). New lines of research, which have integrated various aspects of social psychology and moral development, reveal how individuals conceptualize social relationships, the moral principles that underlie social interactions, and the mental state knowledge (theory of mind) necessary for becoming a member of a family, community, and culture. We will read current “cutting edge” articles from a critical perspective, identifying novel findings and areas for future lines of research. *This course is permission of instructor only.*

Course Requirements and Grading. Students will be required to give oral presentations each week, and will be working on research projects and writing research papers related to the course topic. Presenters are “discussion facilitators.” Grading will be as follows: 50% for oral presentations, 20% for weekly discussion questions, and 30% for written papers related to the topic of the seminar.

Course Structure and Readings. All readings will be distributed via pdf files available online on a Google Drive (or distributed on email if access to Google Drive is not available).

Course Objectives. To help students:

- Gain knowledge about theory and research in the area of social development at an advanced level.
- Understand the scientific method and acquire the ability to formulate research questions.
- 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.

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.

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 29

Introduction

Advanced topics in social development: Overview of theory and research

Sept 5

Social Development: Morality, Intentionality, and Group Identity

Killen, M., Elenbaas, L., & Rutland, A. (2015). Balancing the fair treatment of others while preserving group identity and autonomy. *Human Development, 58*, 253-272. DOI: 10.1159/000444151

Olson, K.R., & Dweck, C.S., (2008). A blueprint for social cognitive development. *Perspectives on Psychological Science, 3*, 193-202. Doi: 10.1111/j.1745-6924.2008.00074.x

Chandler, M. J., Sokol, B.W., & Wainryb, C. (2000). Beliefs about truth and beliefs about rightness. *Child Development, 2000, 71*, 91-97. Doi: 10.1111/1467-8624.00122

Presenters:

Sept 12

Developing Moral Principles

Dahl, A., & Killen, M. (2017). The development of moral reasoning from infancy to adulthood. In J. Wixted (Ed.), *The Steven's handbook of experimental psychology and cognitive neuroscience, Vol. 3: Developmental and social psychology* (S. Ghetti, Vol. Ed.). New York: Wiley.

Tomasello, M., & Vaish, A. (2013). Origins of human cooperation and morality. *Annual Reviews of Psychology, 64*, 231-255.

Schmidt, M. F. H., Svetlova, M., Johe, J., & Tomasello, M. (2016). Children's developing understanding of legitimate reasons for allocating resources unequally. *Cognitive Development, 37*, 42-52. doi:10.1016/j.cogdev.2015.11.001

Presenters:

Sept 19

Understanding Others' Intentions

Hughes, C., & Devine, R.T. (2015). Individual differences in theory of mind from preschool to adolescence: Achievements and directions. *Child Development Perspectives, 9*, 149-153. doi: 10.1111/cdep.12124

Nobes, G., Panagiotaki, G., & Engelhardt, P. E. (2017, July 31). The development of intention-based morality: The influence of intention salience and recency, negligence, and outcome on children's and adults' judgments. *Developmental Psychology*. Advance online publication. <http://dx.doi.org/10.1037/dev0000380>

Presenters:

Sept 26

Belonging to Groups

Bagci, S.C., Kumashiro, M., Smith, P.K., & Rutland, A. (2014). Cross-ethnic friendships: Are they really rare? Evidence from secondary schools around London. *International Journal of Intercultural Relations*, 41, 125-137. Doi: 0.1016/j.ijintrel.2014.04.001

McGuire, L., Rutland, A., & Nesdale, D. (2015). Peer group norms and accountability moderate the effect of school norms on children's intergroup attitudes. *Child Development*, 86, 1290-1297. DOI: 10.1111/cdev.12388

Martin, C., Fabes, R.A., Evans, S.M., & Wyman, H. (1999). Social cognition on the playground: Children's beliefs about playing with girls versus boys and their relations to sex-segregated play. *Journal of Social and Personal Relationships*, 16, 751-771. DOI: 10.1177/0265407599166005

Presenters:

Oct 3

Intersections: Intentionality and Morality

Ball, C.L., Smetana, J.G., & Sturge-Apple, M.L. (2017). Following my head and my heart: Integrating preschoolers' empathy, theory of mind, and moral judgments. *Child Development*, 88, 597-611. doi. /10.1111/cdev.12605

Jambon, M., & Smetana, J. G. (2014). Moral complexity in middle childhood: Children's evaluations of necessary harm. *Developmental Psychology*, 50, 22-33. doi: 10.1037/a0032992

Shiverick, S., & Moore, C.F. (2013). Fulfilment of intention and desire in children's judgments of emotion for sociomoral events. *British Journal of Developmental Psychology*, 31, 395-407.

Presenters:

Oct 10

Intersections: Morality, Group Identity, and Bias

McAuliffe, K., & Dunham, Y. (2017). Fairness overrides group bias in children's second-party punishment. *Journal of Experimental Psychology: General*, 146, 485-494. doi.org/10.1037/xge0000244

Gaither, S. Schultz, Pauker, K., Sommers, S., Maddox, K., & Ambady, N. (2014). Essentialist thinking predicts decrements in children's memory for racially ambiguous faces. *Developmental Psychology, 50*, 482-488.

Presenters:

Oct 17

Intersections: Children's Judgments about Challenging Social Inequalities

Ridgeway, C.L. (2013). Why status matters for inequality. *American Sociological Review, 79*, 1-16. DOI:10.1177/0003122413515997

Engelmann, J.M., Hermann, E. Rapp, D.J., & Tomasello, M. (2016). Young children (sometimes) do the right thing even when their peers do not. *Cognitive Development, 39*, 86-92. doi.org/10.1016/j.cogdev.2016.04.004

Mulvey, K.L., Palmer, S.B., & Abrams, D. (2016). Race-based humor and peer group dynamics in adolescence: Bystander intervention and social exclusion. *Child Development, 87*, 1379-1391. DOI: 10.1111/cdev.12600

Presenters:

Oct 24

Social Contexts: Theories and Methods for Reducing Bias and Prejudice

Berger, R., Benatov, J., Abu-Raiya, H., & Tadmor, C.T. (2016). Reducing prejudice and promoting positive intergroup attitudes among elementary school children in the context of the Israeli-Palestinian conflict. *Journal of School Psychology, 57*, 53-72. doi: [10.1016/j.jsp.2016.04.003](https://doi.org/10.1016/j.jsp.2016.04.003)

Pauker, K., Williams, A., & Steele, J.R. (2016). Children's racial categorization in context. *Child Development Perspectives, 10*, 33-38. DOI: 10.1111/cdep.12155

Brown, C.B. (2006). Bias at school: Perceptions of racial/ethnic discrimination among Latino and European-American children. *Cognitive Development, 21*, 401-419.

Presenters:

Oct 31

Social Contexts: The Consequences of Intergroup Bias

Huynh, V. W., & Fuligni, A. J. (2010). Discrimination hurts: The academic, psychological, and physical well-being of adolescents. *Journal of Research on Adolescence, 20*, 916-941. doi:10.1111/j.1532-7795.2010.00670.x

Flanagan, C. A., Syvertsen, A. K., Gill, S., Gallay, L. S., & Cumsille, P. (2009). Ethnic awareness, prejudice, and civic commitments in four ethnic groups of American adolescents. *Journal of Youth and Adolescence, 38*, 500-518. doi:10.1007/s10964-009-9394-z

Yip, T. (2016). To be or not to be: How ethnic/racial stereotypes influence ethnic/racial dis-identification and psychological mood. *Cultural diversity and ethnic minority psychology*, 22, 238-46. DOI: 10.1037/t05150-000

Presenters:

Nov 7

Social Contexts: Expectations about Schools, Authority, and Social Bias

Brown, C. S., & Chu, H. (2012). Discrimination, ethnic identity, and academic outcomes of Mexican immigrant children: The importance of school context. *Child Development*, 83, 1477–1485. <http://doi.org/10.1111/j.1467-8624.2012.01786.x>

Chavous, T.M., Rivas-Drake, D., Smalls, C., Griffin, T., & Cogburn, C. (2008). Gender matters, too: The influences of school racial discrimination and racial identity on academic engagement outcomes among African-American adolescents. *Developmental Psychology*, 44, 637-654. DOI: 10.1037/0012-1649.44.3.637

Presenters:

Nov 14

Creating Change: Addressing Group Norms, Categorization, and Relationships

Benner, A. D., & Graham, S. (2007). Navigating the transition to multi-ethnic urban high schools: Changing ethnic congruence and adolescents' school-related affect. *Journal of Research on Adolescence*, 17, 207–220. doi:10.1111/j.1532-7795.2007.00519.x

Tropp, L. R., O'Brien, T. C., & Migacheva, K. (2014). How peer norms of inclusion and exclusion predict children's interest in cross-ethnic friendships. *Journal of Social Issues*, 70, 151–166. doi:10.1111/josi.12052

Grütter, J., Gasser, L., Zuffiano, A., & Meyer, B. (2017). Promoting inclusion via cross-group friendship: The mediating role of change in trust and sympathy. *Child Development*. DOI: 10.1111/cdev.12883

Presenters:

Nov 21

Creating Change: Promoting Intergroup Friendships

Cameron, L., Rutland, A., & Brown, R. (2007). Promoting children's positive intergroup attitudes towards stigmatized groups: Extended contact and multiple classification skills training. *International Journal of Behavioral Development*, 31, 454-466. DOI:10.1177/0165025407081474

Feddes, A. R., Noack, P., & Rutland, A. (2009). Direct and extended friendship effects on minority and majority children's interethnic attitudes: A longitudinal study. *Child Development*, 80, 337-390. doi: 10.1111/j.1467-8624.2009.01266.x

EDHD 820, Tuesdays, 1:00 to 3:45 p.m.
Fall, 2017, Room 1108 Benjamin
Professor Melanie Killen
Email: mkillen@umd.edu

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Page-Gould, E., Mendoza-Denton, R., & Tropp, L. R. (2008). With a little help from my cross-group friend: Reducing anxiety in intergroup contexts through cross-group friendship. *Journal of Personality and Social Psychology*, *95*, 1080–1094.
<http://doi.org/10.1037/0022-3514.95.5.1080>

Presenters:

Nov 28

Creating Change: Academic Success and Positive School Climates

Alfaro, E. C., Umaña-Taylor, A. J., & Bamaca, M. Y. (2006). The influence of academic support on Latino adolescents' academic motivation. *Family Relations*, *55*, 279–291.

Gillen-O'Neal, C., & Fuligni, A. (2013). A longitudinal study of school belonging and academic motivation across high school. *Child Development*, *84*, 678-692. DOI: 10.1111/j.1467-8624.2012.01862.x

Dec 5

Presentations

Students will present their current research to the class