Social Development and Socialization Processes	EDHD 720 **Fall 2018**

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Class Meets
Tuesdays, 1:00pm – 3:45pm
Benjamin 1108

Office Hours
Benjamin 1108
Tues -11am-Noon
Fri – 1-3PM and by appointment

INTRODUCTION:
Every student who has paid attention to a first-day lecture of a course on *developmental psychology* should know at least two things, specifically that "development" refers to many aspects of human functioning and that it is the result of many processes and experiences. A student who has stayed for a few more lectures will know that developmental psychology faces several unique challenges that distinguish it from other domains of psychology and from other domains of the social, behavioral, and life sciences. This student would know that if developmental psychology is anything, it is complex and multifaceted.

Broadly stated, developmental psychology has four goals. (1) The most fundamental goal of developmental psychology is to describe how individuals change from birth until adulthood. This description is complex in at least two ways. One form of complexity derives from the range of phenomena that need to be explained. A description of *social development* alone needs to include accounts of changes in (a) interpersonal relationships and the social behaviors related to them, (b) emotions, (c) achievement-related behavior and competence, and (d) functioning within the broader social context.

(2) A second kind of complexity in descriptions of *social development* concerns the need to describe the *changes* in how different aspects of social functioning are inter-related. That is, a full description of *social development* needs to identify the changes in particular aspects of functioning and it needs to describe the changes in how they are associated with each other. The second challenge is to provide an explanation of *how* these changes occur. Explanations of change need to include a description of the processes that account for change and of the conditions that make change happen. Typically, explanations of change are found in *theories*. Beyond defining or identifying constructs that are critical for *social development* and the relationships between them, theories describe the factors that motivate change. Whereas some theories emphasize external conditions that account for change (e.g. learning

theory) and others emphasize internal processes and conditions (e.g. Piagetian theory), most theories emphasize and describe the interaction between internal and external processes and events.

(3) A third challenge for the study of *social development* is to explain *individual differences*. Even though it is possible to arrive at a general description of *social development* which specifies what the typical child or adolescent is like at a particular age, there are often wide differences between children of the same age. This variance in *social development* can be seen in the rate of development, with some children reaching milestones either earlier or later than others, and in differences in the end points of development. For example, some children are more or less aggressive than others, or they show different emotions or skills. The study of *social development* seeks to explain why and/or how these differences occur.

(4) Central to these first three challenges is the fourth challenge, specifically the development of *methods for measuring change*. Measuring change is not as simple as it might appear. It is complicated by several design and statistical challenges that make the observation of change *per se* very difficult. For example, simply observing differences between measures made at two different times does not mean that change has been observed unless one can rule out cohort or generational effects, and statistical artifacts such as regression to the mean.

EDHD 720 presents the critical concepts and ideas of the study of child and adolescent *social development*. The primary goal of the course is for students to learn how psychologists have dealt with the four challenges listed above as they pertain to the study of *social development*.

Course Goals

Course goals may be broadly described as follows:

(1) To enhance your understanding and familiarity with the literature and methods re: the *scientific* and *developmental* study of social and emotional development;

(2) To give you a better understanding of how theory and cultural assumptions influence empirical research and how to recognize the implications of theory for research;

(3) *To help develop your skills for scholarly communication* by providing opportunities to make presentations and produce written work in formats that mimic those used by professionals in the field.

Course Requirements

Grades will be assigned on the basis of performance with regard to the following:
(1) **Topic Presentations and Discussion**. Each student will be responsible for leading one class discussion on a given topic. Each participant will present material concerning the topic in a seminar fashion. Generally, classroom presentations will involve a single, 30-minute session, followed by, or interspersed with class discussion.
    a. At the class *__prior to__* the seminar, presenters will be responsible for providing classmates with a printed (and/or e-mailed) outline of their presentation. Additional readings (typically empirical research articles) will appear on the outline.
    b. **(30 percent of grade).**

(2) **Research Proposal and Presentation**. Following a set of prescribed guidelines, each class participant will be required to write a *brief* research proposal on a topic to be mutually agreed upon with the Instructor. The proposal must *not* exceed 12 pages in length (double spaced, *not* including references, *Times New Roman 12*). Guidelines for writing the proposal will be distributed in class.

    a. The due date for the assignment is *November 20th* @ 1 PM. *Absolutely no extensions will be given*. A loss of one grade (e.g., from A to A-) point will be assigned for *each day* that the assignment is late. *Assignments should be e-mailed to the instructor.*

    b. Following submission of the proposal, each student will describe the proposal to the class-at-large. Classmates will provide feedback. This session will take no longer than 15 minutes of class time. Feedback can be incorporated into a *revision* of the proposal if the student wishes to do so.

    c. **(50 percent of grade). ** MSGE (see below)**

(3) **Class Participation and Discussion**. Each student is required to attend *each* meeting of the seminar and to play an active role in class discussions. Active participation includes discussing the presentations given as well as demonstrating that the assigned readings have been read. Active participation also means providing feedback to fellow students during the presentation of their research proposals. *Every <u>unexcused</u> class missed by a student will result in the loss of 5 percent of the final grade*.

    a. **(20 percent of grade).**

Course Readings

1. *Chapters*: Assorted chapters from Bukowski, Laursen, & Rubin (Eds.) (2018), *Handbook of Peer Interactions, Relationships, and Groups*. New York: Guilford Press.

2. *Empirical research* studies as assigned in the course schedule. Readings will be assigned on a weekly basis. Readings will be sent via e-mail or DROP-BOX.

TOPICS

Week 1	August 28th	*Course Introduction* *Ken Rubin*

A review of issues pertaining to the study of social development

Historical perspectives: A personal foray

Week 2	September 4th	*History, Theory, and Methods* *Ken Rubin*

Historical and Theory

Robert Sears (1975). Your ancients revisited: A history of child development. In *Reviews of Child Development Research*. University of Chicago Press.

| **Week 3** | September 11th | *Individual Contributions to Social Development: Temperament and Personality* *(… & Ken Rubin)* |

Temperament and social development
Fox, N.A., Reeb-Sutherland, B., & Degnan, K. (2013). Personality and emotional development. In P. D. Zelazo (Ed.), *The Oxford Handbook of Developmental Psychology. (Vol. 2)* Oxford, UK.

| **Week 4** | September 18th | *Attachment relationships: Learning to love and feel secure***:** |

Parent-Child Attachment in Early and Middle Childhood
Bretherton, I. (1992). The origins of attachment theory, *Developmental Psychology, 28,* 759-775.

| **Week 5** | September 25th | *Parenting***:** |

The Role of Parent-Child Relationships in Child Development
Lamb, M. & Lewis, C., The role of parent-child relationships in child development.

The determinants of parenting: A Process model

Belsky, J. (1984). The determinants of parenting: A process model. *Child Development, 55*, 83-96.

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| **Week 6** | October 2nd | *The Early Development of Social Competence: Exploration, Play, and Social Problem Solving:* |

The beginnings of peer relations

Hay, Caplan, & Nash., from Bukowski, Laursen, & Rubin, 2018

Peer interactions and play in early childhood

Howe & Leach, from Bukowski, Laursen, & Rubin, 2018

| **Week 7** | October 9th | *Social Skills and Social Status* |

Sociometric perspectives
Cillessen, A. & Bukowski, W., from Bukowski, Laursen, & Rubin, 2018

Social skills and social competence
K.A. McDonald & S. Asher, from Bukowski, Laursen, & Rubin, 2018

| **Week 8** | October 16th | *Social Interaction: Moving Toward the Group*: |

Prosocial behavior

Dirks, Dunfield, & Recchia, from Bukowski, Laursen, & Rubin, 2018

| **Week 9** | October 23rd | *Social Interaction: Moving Against and Away from the Group* |

Aggression in children

Ostrov, Perry, & Blakely-McClure, from Malti & Rubin, 2018

Bullying
Salmivalli & Peets, from Bukowski, Laursen, & Rubin, 2018

| **Week 10** | October 30th | *Social Interaction: Moving Away from the Group* |

Avoiding and Withdrawing from the Peer Group
Rubin, Bowker, Barstead, & Coplan from Bukowski, Laursen, & Rubin, 2018

| **Week 11** | November 6th | *The Peer Group: Friendship and Peer Influence* |

Friendship in Childhood and Adolescence: Features, Effects, and Processes
Bagwell & Bukowski, from Bukowski, Laursen, & Rubin, 2018

Peer Influence
Laursen, B., from Bukowski, Laursen, & Rubin, 2018

| **Week 12** | November 13th | *Intergroup Exclusion: Seeds of Prejudice* |

Intergroup Exclusion, Moral Judgments, and Social Cognition
Killen, Rutland, Rizzo, & McGuire, from Bukowski, Laursen, & Rubin, 2018

| **Week 13** | November 20th | *School Effects* |

The Potential of Schools to Facilitate and Constrain Peer Relationships
Jana Juvonen, from Bukowski, Laursen, & Rubin, 2018

| **Week 14** | November 27th | *RESEARCH PRESENTATIONS* |

| **Week 15** | December 4th | *RESEARCH PRESENTATIONS* |

TIPS AND SPECIAL CONSIDERATIONS

If you don't know, ask

- Type everything; Copy everything! Do not turn in your only copy of something.
- Your task of learning children's social development will be easier if you ask me questions about the readings and lectures, take part in class discussions, suggest alternative viewpoints that supplement or contradict ideas presented in lectures or readings, and try to think like a developmental psychologist by applying course material to your day-to-day life.
- Inevitably, circumstances arise that make it advisable to deviate slightly from the schedule. Sometimes, students themselves are important in determining this. Some classes gallop along at a fast pace, whereas others move slowly. Some classes develop great interest in one topic, others in another. Expect me to stick by announced deadlines and schedules; At the same time, if I must make a change, expect me to be open to your needs. If a change poses a particular problem for you, let me know, and we'll see if something can be worked out.

CLASS POLICIES

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit https://www.studentconduct.umd.edu/. The code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact the Counseling Center's Office of Accessibility and Disability Services at https://www.counseling.umd.edu/ads/start/eligibility/ as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the

note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

Major scheduled grading events: Major Scheduled Grading Events (MGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Late Assignments: Assignments will automatically be marked down one letter grade for each weekday that they are late.