

EDHD 402: Social Development
Fall, 2016
Wed 1:00-3:45; EDU 2119

Instructor:

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Office Hours: Wed. 4:00-5:00 by appointment

COURSE DESCRIPTION

EDHD 402 examines human social development from a developmental science perspective. Topics range from theoretical accounts concerning how aspects of social functioning develop over time and how this change is studied empirically, to specific types of social functioning (e.g., aggression, prosocial behavior, social cognition), to contexts that can influence social development such as the family, peer group, and societal institutions.

COURSE OBJECTIVES

Students in EDHD 402 will demonstrate:

1. knowledge of the major theories and methods in the study of social development;
2. knowledge of the developmental processes that occur in social development from infancy through adolescence;
3. the ability to draw links between theory and research and real world experiences and issues related to social development;
4. the ability to critique empirical research and public policy concerning issues of social development using knowledge gained in course readings and class discussions.

Student responsibilities:

It is expected that all students enrolled in EDHD 402 will:

1. Read all chapters and assigned readings by the date specified;
2. Attend all class lectures;
3. Participate in class discussions;
4. Complete all designated in-class or out-of-class assignments/activities by the date designated.

Instructor responsibilities:

Students can expect the instructor to:

1. Overview the readings and clarify key concepts addressed in those readings;
2. Respect the views and ideas of students;
3. Maintain a positive and stimulating learning environment;
4. Return all assignments and exams in a timely manner;
5. Provide clear and informative feedback on all assignments and tests.

COURSE REQUIREMENTS

Exams – MGE (total 200 points). There will be two non-cumulative exams.

First Exam (50 points): 9/28/16

Final Exam (150 points): TBA by University

Quizzes (total 75 points). There will be four unannounced, 25 point quizzes, each one on the assigned readings and class lecture for the day that the quiz is administered. The three highest quiz grades will be counted; the lowest grade will be dropped. Without a University approved excuse or *one-time* self-authored note related to illness (see class policies), students who miss a quiz will receive a zero.

Class activities – (10 points per class for 10 class sessions; 100 points total). Students will participate in weekly class activities that include general class participation and more formal in-class activities. Instructions for preparing for in-class assignments will be distributed prior to class. Without a University approved excuse or *one-time* self-authored note related to illness (see class policies), students who miss a class assignment will receive a zero.

GRADING

Grades will be determined as follows, based on a possible 375 points:

>98% A+	72%-77.99% C
92%-97.99% A	70-71.99% C-
90%-91.99% A-	68%-69.99% D+
88%-89.99% B+	62%-67.99% D
82%-87.99% B	60%-61.99% D-
80%-81.99% B-	<60% F
78%-79.99% C+	

COURSE READINGS

Refer to the reading list below for weekly reading assignments.

Textbook: Underwood, M. K., & Rosen, L. H. (2011). *Social Development: Relationships in infancy, childhood, and adolescence*. New York, NY: Guilford.

Chapters from the textbook are indicated by “*”.

Research articles: Articles can be accessed by: (1) downloading the article full-text from the PsycInfo or Web of Science databases on the McKeldin Library Research Port. Go to <http://www.lib.umd.edu>. Click on “Research Port” and enter “PsycInfo” or “Web of Science” in the “find database” box. Enter relevant information (e.g., author, date of publication, etc.) to find the article.

Chapters not in the textbook are posted on ELMS.

WEEKLY TOPICS AND READINGS

Week of 9/7:

POSTED ON ELMS: Rose-Krasnor, L. & Denham, S. (2009). Social-emotional competence in early childhood. In K Rubin, W. Bukowski, & B. Laursen (Eds.), *Handbook on peer interactions, relationships, and groups* (pp. 162-179). New York, NY: Guilford.

*Chapter 1: The architecture of social developmental science: Theoretical and historical perspectives.

Week of 9/14:

POSTED ON ELMS: Bronfenbrenner, U. (2005). *Making human beings human*. (Foreword; Article 1). Los Angeles, CA: SAGE.

POSTED ON ELMS: Dodge, K. et al. (1986). Social competence in children. *Monographs of the Society for Research in Child Development*, 51, p. 1-8.

View TED Talk by Steven Pinker:

https://www.ted.com/talks/steven_pinker_chalks_it_up_to_the_blank_slate

Complete assignment for in-class activity that was distributed in class and posted on ELMS).

Week of 9/21:

POSTED ON ELMS:

Miller, S. A. (2013). *Developmental Research Methods*. (Chapters 2 and 3). Los Angeles, CA: SAGE.

Research article:

Schunk, D. H., Hanson, A., & Cox, P. (1987). Peer-model attributes and children's achievement behaviors. *Journal of Educational Psychology, 79*, 54-61.

Week of 9/28 – Exam

Week of 10/5

*Chapter 5: Attachment theory and research in developmental psychology: An overview and appreciative critique

Research article:

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.

Week of 10/12:

*Chapter 4: The self and identity

Research article:

Good, C., Aronson, J., & Inzlicht, M. (2003). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Journal of Applied Developmental Psychology, 24*, 645-662.

Week of 10/19:

*Ch 6: Families, parenting, and discipline

Research article:

Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S., & Dornbusch, S. M. (1994). Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development, 65*, 754-770.

Week of 10/26:

*CH 7: Peer relations as a developmental context

Research article:

Prinstein, M. J., & La Greca, A. M. (2002). Peer crowd affiliation and internalizing distress in childhood and adolescence: A longitudinal follow-back study. *Journal of Research on Adolescence, 12*, 325-351.

Week of 11/2:

*CH 14: Child care and schools

Research article:

Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, 72*, 625-638.

Week of 11/9:

*Ch.9: Aggression

Research Article:

Schwartz, D., Dodge, K., Coie, J., Hubbard, J., Cillessen, A., Lemerise, E. & Bateman, H. (1998). Social-cognitive and behavioral correlates of aggression and victimization in boys' play groups. *Journal of Abnormal Child Psychology*, 26, 431-440.

Week of 11/16:

*CH 10: The science of moral development

View TED Talk by Paul Bloom:

https://www.ted.com/talks/paul_bloom_can_prejudice_ever_be_a_good_thing

Week of 11/23: THANKSGIVING BREAK

Week of 11/30:

*CH 15: Culture

POSTED ON ELMS: Yoshikawa, H. & Currie, M. (2011). Culture, public policy, and child development. In Chen, Xinyin (Ed); Rubin, Kenneth H. (Ed), *Socioemotional development in cultural context* (pp. 53-69). New York, NY: Guilford.

Week of 12/7:

*CH 17: A developmental perspective on risk, resilience and prevention

Research Article:

Frey K.S., Hirschstein, M.K., Snell, J.L., Edstrom, L.V., MacKenzie, E.P., & Broderick, C.J. (2005). Reducing playground bullying and supporting beliefs: an experimental trial of the steps to respect program. *Developmental Psychology*, 41, 479-90.

CLASS POLICIES

Please see the University's website for a complete description of undergraduate course-related policies at: <http://www.ugst.umd.edu/courserelatedpolicies.html>.

Academic integrity: The University of Maryland 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 <http://www.studenthonorcouncil.umd.edu/whatis.html>. This 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 Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) 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 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 through 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. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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-authored 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.

Attendance. Students are expected to attend every class, except in the case of illness or extenuating circumstances. In the case of absence, the student is responsible for retrieving class notes and handouts from classmates. **Planned travel** is not a University approved excuse.

Make-up exams and assignments. Make-up exams, quizzes, and in-class assignments will be given at the discretion of the instructor, based upon written documentation and the University of Maryland policy regarding excusable absences.

Cell phones and laptops: The use of cell phones will not be permitted at any time during class. This includes using cell phones for text messaging. All cell phones must be turned off or put on silent prior to the beginning of every class. Use of laptops will be permitted for in-class activities only. No web browsing or emailing will be permitted. Laptops will not be permitted during exams. If I or the TA see you using a cell phone or browsing the internet, you will be asked to leave the class and you will be docked any participation points for that day.