Social Development
EDHD 720: Fall, 2016

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Tuesdays, 1:00 to 3:45pm, 3236 Benjamin Building

Social Development and Socialization Processes
EDHD 720
Course Syllabus

The goal of this course is to cover theoretical, methodological, and empirical issues to answer one fundamental question: how do we become social members of society? The processes of socialization--or social development-- involves studying how children conceptualize the social world, interact and develop relationships with parents/caretakers, and peers and interpret, analyze, and respond to cultural messages. We will cover topics ranging from general theories of social development and the role of specific "socializers" (parents, peers, culture) to social-cognitive processes that facilitate the socialization process. Thus the scope of the course will include: Biological and Social-Cognitive Bases of Emotion; Parent-Child Attachment, Mental States and Theory of Mind, Children's Peer Relationships, Social Competence, Moral development, Self Identity and Group Identity, Shyness and Social Withdrawal, Aggression and Bullying, Stereotyping, Prejudice, and Exclusion, Parenting Attitudes and Beliefs, and Culture and Ethnicity.
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 Several themes will run through the course material: (1) the transactional association between "child factors" (e.g., *temperament*), "parenting factors" (e.g., *parenting behaviors*), and ecological factors (e.g., poverty) in predicting social and emotional development; (2) developmental differences and developmental change in social and emotional development –why social competencies change over time? do the same behaviors carry similar "meanings" with changes and/or differences in age; (3) *cross-cultural* universals and differences in social and emotional development – do the same behaviors carry similar "meanings" in all cultures?.

Course Requirements and Grading. Students will be required to conduct a field exercise (pass/fail), give oral presentations using power point, turn in two-three typed discussion questions weekly, write a 6 - 8 page journal critique due at the mid-term, and write a 16-18 page theoretical term paper which will be summarized and presented to the class at the end of the semester. Grading will be as follows:

30% for oral presentations, weekly questions, and field exercise (100 points full credit)
20% for the 6-8-page critique, and
50% for the term paper (letter grade).

Field exercise: For this assignment, you are asked to choose a topic of social development (e.g., peer relationships) and use one of the methodologies discussed in class (e.g., interview, observe) to conduct a short exercise. Examples of this include, interviewing a child about a topic of interest (e.g., friendships) or observing children interact. You will prepare a one-page summary of your exercise in the following format: (1) Topic, (2) Methods, sample, procedure, and (3) Findings.

Weekly questions: Please prepare 2 questions on the readings and post them in ELMS **the Sunday before each week**. The presenters for the week will add them to their presentation. Time permitting, we will discuss some or all of the questions in class.

Journal critique and term papers: Please see "Journal Article Critique" and "Paper Assignments" for specific instructions.

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 a class presentation (an oral report on assigned readings and on an article of your choice related to the topic), a field exercise conducted on your own, and term paper projects. We will use an excellent book by Smith & Hart, available at the UM bookstore (301.314.2718) or through amazon.

Smith, P.K, & Hart, C. H. (2010). Handbook of Childhood Social Development. 2nd Edition. NY: Wiley/Blackwell Publishers. ISBN: 978-1-4443-9091-9

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.
- 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 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 30   **Introduction**
                       Social Development: Concepts, Theory and Overview

Sept 6   **Theoretical perspectives on social development**
- Behavioral Genetics, Chap 2

- Conceptual Development and Emotion: A Neuropsychological Perspective, Chap 3
- Sociological Perspectives on Social Development, Chap 7
- Cultural Psychological Perspectives on Social Dev, Chap 6

Presenters: _____

Sept 13   **Ecological Contexts for Social Development**
- Culture and Social Development, Chap 8
- Children's Int. Skills and School-Based Relationships, Chap 10
- Caughy, M. O., Nettles, S. M., O'Campo, P. J., & Lohrfink, K. F. (2006). Neighborhood matters: Racial socialization of African American children. *Child Development, 77*, 1220-1236.
- Aldoney & Cabrera (2016).

Presenters: _____

Sept 20   **Child and Contextual Factors in Social Development**
- Temperament and Social Development, chap 12
- Sex Differences in Social Behavior, Chap 15
- Ethnicity, Race, and Children's Social Development, Chap 16

Presenters: _____

Sept 27   **Child and Contextual Factors in Social Development**
- The Interplay Between Parents and Peers as Socializing Influences in Children's Development, Chap 14
- Steele, C stereotype threat
- Children's Social Dev… Child Care and Early Childhood Education, Chap 13

FIELD EXERCISE TO BE DISCUSSED IN CLASS

Presenters: _____

Oct. 4   **Family Context**
- Parent–Child Attachment in Early and Middle Childhood, Chap 17
- Sibling Relations in Early and Middle Childhood, Chap 19
- Cabrera, et al., Fathers and their children,

Presenters: _____

Oct 11   **Family Context**

- Granic, I., Hollenstein, T., Dishion, T. J., & Patterson, G. R. (2003). Longitudinal analysis of flexibility and reorganization in early adolescence: A dynamic systems study of family interactions. *Developmental Psychology*, 39, 606-617.
- Patterson, G. R., & Bank, C. L. (1989). Some amplifying mechanisms for pathologic processes in families. In M. Gunnar and E. Thelan (Eds.), Systems and development: The Minnesota symposia on child psychology, Vol. 22 (pp. 167-209). Hillsdale, NJ: Erlbaum.
- Williams, L. R., Degnan, K. A., Perez-Edgar, K. E., Henderson, H. A., Rubin, K. H., Pine, D. S., Steinberg, L., & Fox, N. (2009). Impact of behavioral inhibition and parenting style on internalizing and externalizing problems from early childhood through adolescence. *Journal of Abnormal Child Psychology*, 37, 1063-1075.

JOURNAL CRITIQUE DUE

Presenters: _____

Oct 18   **Peer Group**
- Social Status Among Peers, Chap 20
- Social Skills and Social Competence in Interactions With Peers, Chap 21
- Emotions and Social Development in Childhood, Chap 22

Presenters: _____

Oct 25   **Peer Group**
- Social Withdrawal and Shyness, Chap 23
- Buhs, E. S., Ladd, G. W., & Herald, S. L. (2006). Peer exclusion and victimization: Processes that mediate the relation between peer group rejection and children's classroom engagement and achievement? *Journal of Educational Psychology*, 98, 1-13.
- Erath, S. A., Flanagan, K. S., Bierman, K. L., & Tu, K. M. (2010). Friendships moderate psychosocial maladjustment in socially anxious early adolescents. *Journal of Applied Developmental Psychology*, 31, 15-26.

Presenters: _____

Nov. 1   **Play, Cooperation, Competition, Aggression, and Bullying**
- Social Play, Chap 24
- Cooperation and Competition, Chap 25

- Aggression in Children, Chap 26
- Bullying, Chap 27

PARAGRAPH TERM PAPER TOPIC DUE

Presenters: _____

Nov 8   **Cognition, Helping, and Moral Reasoning**
- Killen, M., & Smetana, J.G. (2015). Origins and development of morality. In M. E. Lamb (Ed.), In *Handbook of child psychology and developmental science,* Vol. 3, 7th edition (pp. 701-749). Editor-in-Chief, R. M. Lerner. NY: Wiley-Blackwell.
- Prosocial Behavior, Chap 29
- Children's Social and Moral Reasoning, Chap 30

Presenters: _____

Nov 15   NO CLASS

Nov 22   **Intervening in Social Development**
- Intervening in Childhood Social Development, Chap 32
- The Dev of Social Competence in Children With Disabilities, Chap 33
- Dishion, T., J. & Piehler, T. F. (2009). Deviant by design: Peer contagion in development, interventions, and schools. In K Rubin, W. Bukowski, & B. Laursen (Eds.), *Handbook on Peer Relationships* (pp. 589-602). New York, NY: Guilford.

Presenters: _____

Nov 29   Class presentations

Dec 6   **Class Presentations**

Presenters: _____

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TERM PAPER IS DUE <u>FRIDAY, DEC. 16TH 5PM</u> TO PROF. CABRERA'S DEPARTMENTAL MAIL BOX (3304 Benjamin building).