

Psy 478: Social Development  
Summer 2017, Session II: 7/24-8/20  
Monday-Thursday 10:00-11:50am, Straub 253

Theresa Cheng, EdM, MS  
E: tcheng@uoregon.edu  
Office: LISB 118

Katherine Hagan, MTS, CHI  
E: khagan@uoregon.edu  
Office: Straub 332

**How to reach your instructors**

We are best reached by email. In the subject line, please include "Psy 478" and use a few words to describe the purpose of your email. We will check our emails at least once a day (unless one of us is traveling), and will do our best to respond within 24 hours. We will try to generally be available immediately after class for questions, and encourage you to schedule an appointment for office hours, should you wish to.

**Course Description and Goals**

This course covers social development from infancy through adolescence. Students in this course will...

1. Develop an understanding of major concepts, theories, and traditions in the study of social development from infancy through adolescence
2. Evaluate empirical research in social development on the basis of its scientific merit
3. Synthesize and integrate research findings across multiple articles for academic and layperson audiences

**Course Requirements**

**Attendance**

We will meet Monday through Thursday, 10:00-11:50am from July 24th-August 18th, and your timely attendance for the full class session is expected. This is not a course to take if you anticipate missing more than two class meetings.

**Readings**

In lieu of a required textbook, we have carefully chosen assigned readings that will be critical for your learning. They are assigned Monday-Wednesday and are available on Canvas. Read and annotate the assigned readings before class and be ready to engage with them in earnest. You are expected to actively participate in small group and whole-class discussion.

**Engagement & Citizenship (20%)**

This is about forming a community over the course of the summer session. Participation can consist not only of your own observations from the readings and supplemental sources, but also your attention to your classmates' contributions and a willingness to clarify, respectfully

challenge, or elaborate on others' remarks. When possible, favor a spirit of invitation and inquiry over pat assertion.

Formal components:

- From Monday through Wednesday, class will begin with a 10-15 minute activity with your reading group involving reflection/discussion on the readings
  - For excused absences, you may either schedule a one-on-one reading discussion with the lead instructor for your missed class (recommended, please schedule by the day of your return) -or- submit a half page reading summary, due the date of your return.
- Reading group evaluation: Groups of ~3 will be assigned at the beginning of Weeks 1 and 3 (we will switch groups at the two week mark). Your group members will be asked for comments on your readiness and engagement.
- In-class/homework assignments: Individual/group activities and short reflection responses may be assigned as 'homework,' but most will be completed together in class.
- Instructor discretion

### **Weekly Comprehension Quizzes (30%)**

Research in education suggests that frequent quizzes support learning and retention. We will have weekly reading quizzes that will include 1-3 short answer questions. Students who are consistently engaging with readings and class discussion should expect to do well on these quizzes with some time spent on review, but little to no "cramming." Quizzes will be each Thursday, including the final class day. No scantrons are needed.

Examples of possible short answer questions:

- Explaining or clarifying key concepts
- Identifying and providing context for a short passage from the reading
- Comparison/contrast of that week's readings *with content/reading from prior weeks*

### **Artifact (5%)**

You will have one class where you will be asked to bring in an "artifact" or conversation piece for the class to consider in light of prompts related to the development of identity as it relates to gender and/or sexuality. Examples will be provided, but this assignment is an opportunity to be creative: the artifact can be a legal document, a political cartoon, or a photograph, for example. If you have doubts about whether the item makes a suiting "artifact," don't hesitate to be in touch in advance of the assigned class.

### **Trial (15%)**

Empirical research findings are often misinterpreted and/or misrepresented by popular media outlets ("Excellent News! Chocolate Can Help You Lose Weight!"), laypeople ("Do you even science, bro?"), and researchers themselves ("Oxytocin enhances brain function in children with autism"). As future scientists, interventionists, policymakers, and educated citizens, students

have an important responsibility to develop an ability to assess, interpret, and debate the quality of such claims.

Three empirical articles will be put on trial for failing to make a valuable contribution to the science of social development. For each trial, two teams of students will play the role of either prosecution or defense. Both teams will compile a brief 2-3 minute summary of the study on trial: What is the research question? Why do the researchers think it's important? How did they test it? What did they find? The defense and prosecution teams will then each make their cases (5 minutes), followed with a 2-minute rebuttal by each team. After a brief period of deliberation, a jury of their peers will vote on whether the article is guilty of the looming charges against it. [Assignment instructions adapted from Arian Mobasser]

### **Usable Knowledge: Blog Post & Essay (30%)**

Not only will we practice being critical consumers of research, but we'll also exercise our voices in the public sphere. Further guidelines and a rubric will be provided. This assignment results in two final products:

1. Blog post: a ~600-700 word *Usable Knowledge*-style blog post on a topic of your choice related to social development. This publication is supported by the Harvard Graduate School of Education and read widely by families, educators, school leaders, and students of child development. This blog post should have a central argument, i.e., *What is important for families, educators, or schools to be thinking about when it comes to social development?* -or- *What recommendations do you have for families, educators, or schools about this topic, and why?*
2. Essay: a 4-5 page double-spaced essay that expands on the scientific and theoretical support for your article in academic language. This essay should be thesis-driven, centrally answering the question "*What is the scientific basis for the message and/or recommendations in your blog post?*"

#### Components:

- Proposal (5%), due Fri, 7/28 @midnight: This proposal outlines a clear and thoughtful plan for a strong essay. A proposal template will be provided, and includes a description of your topic and an annotated bibliography of your sources.
- Drafts (10%), blog post draft due Fri 8/4 @midnight, essay draft due Wed 8/9 @10am: Putting your best foot forward on your drafts will better position you to benefit from the revision process. To receive full credit on the draft, you should meet specifications for length, formatting, and number of sources.
- Peer review, due Fri, 8/11: We hope that the quality of the blog posts reflect well on the creativity and scientific integrity of the entire class. In support of this, we ask that you share and receive critical feedback from two classmates. This assignment will be started in class, but may require time outside of class, and factors heavily into the Engagement & Citizenship grade.
- Final drafts (15%), BOTH blog post and essay due Fri 8/18 @midnight

## Summary of Requirements and Grading

Component	Percent of Final Grade
Engagement/Citizenship	20%
Comprehension Quizzes	30%
Artifact Assignment	5%
Trial Assignment	15%
Usable Knowledge Assignment	30%

## Policies

### Absences

Absences or partial attendances should be explained as early as possible by email to both instructors. Bring a doctor's note when appropriate. Make up options will be available when absences are excused (discussed with the instructors in advance or with a doctor's note), but are not guaranteed otherwise.

### Late Work

Late work will incur a 10% deduction each day that it is late, unless otherwise discussed with the instructors in advance of the deadline.

### Technology

Cell phone use is often disruptive to others in the classroom. Cell phones must be silenced and only emergency-related cell phone use is allowed during class. Laptops and similar electronic devices (tablets, etc.) can be used during class, but please do so in a way that is not disruptive to learning (including your own!) and instruction. We know that the temptation to unnecessarily use the Internet is hard to resist, but expect that you use technology responsibly for class notes/discussion only and be fully present for your own learning.

### Inclusivity

We value inclusivity of opinion and representation. We believe that the learning environment should welcome and support the growth of all students. We hope--and have confidence--that those of you in our classroom community will practice a similar commitment to respecting one another. As an extension of this respect, we reject bigotry of any kind. This includes bigotry that targets difference in race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical and cognitive ability.

At times the course material may resonate with the lived experiences of people in the class. The relevance of psychology research and classroom discussion to one's own experience can be at

once rewarding and challenging. We welcome your suggestions, concerns, and/or feedback about how the course environment meets these challenges, including any issues related to inclusivity and diversity in the classroom or curriculum.

### **Learning Accommodations & Support**

We strive to create the most inclusive learning environment we can. Please notify us if there are aspects of this course that create barriers to your participation. If you have a documented disability, please provide your notification letter and meet with one of the instructors as soon as possible to discuss accommodations. Students without a documented disability who are experiencing learning difficulties are encouraged to consult the Accessible Education Center (<http://aec.uoregon.edu/>) in 164 Oregon Hall at 346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

Tutoring is available through the University Teaching and Learning Center (68 PLC; 346-3226; <http://tlc.uoregon.edu/>). We especially recommend that students make use of their free writing support and feedback services.

### **Students for Whom English is a Second Language**

If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please see the instructors as soon as possible. Please note that you may use dictionaries/translators during exams if you have discussed this with us *at the beginning of the term*.

### **Students with Financial Hardship**

If you are a student experiencing financial hardship and do not have access to notebooks, pencils, and other resources needed to succeed in this course, please see the instructors as soon as possible. We can work together to ensure you find the resources you need.

### **University Policies**

- **Academic Honesty:** All work submitted in this course must be your own. All violations will be taken seriously and noted on student disciplinary records. If you have any questions, please speak with your instructors in advance of submitting your assignment. For more information, see the UO web site regarding academic honesty at: <http://studentlife.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/70/Default.aspx>
- **Course Incompletes:** Students are expected to be familiar with university policy regarding grades of “incomplete.” For details on the policy and procedures regarding incompletes, please see: <https://education.uoregon.edu/academics/incompletes-courses>
- **Reporting:** UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” These individuals are also mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff

is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-childabuse-and-neglect/presidents-message> and <http://around.uoregon.edu/mandatoryreporting>

- **Harassment:** Harassment is a violation of Title IX and other relevant law. Students who believe that they have been subjected to harassment may contact the Office of Affirmative Action and Equal Opportunity (AAEO) or the Title IX Coordinator. The following website from the AAEO includes a guide to confidential and non-confidential resources for support in response to harassment <<http://aaeo.uoregon.edu/node/28>>.
- **Conflict:** Should unexpected conflicts arise in the course, your instructors will strive to foster clear communication and resolution between involved parties. In addition to addressing concerns to your instructors, you may also contact the Department Head. Another resource available to you is the UO’s office of Conflict Resolution Services (<http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx>). Finally, if you believe that you have been subjected to bias, or that you have witnessed biased treatment against a fellow student, you may reach the UO Bias Response Team at (541)346-1139 or learn more about the Response Team’s work at <<http://bias.uoregon.edu/whatbrt.htm>>.

## Course Schedule

*This course outline is subject to change at any time. Updates to this schedule will be discussed in class and posted to Canvas. If you miss class, it is your responsibility to find out whether there have been any updates.*

Week	Date	Topic(s) & Lead Instructors	Readings (in recommended order; to be read FOR this class)	Assignments (Due by 10am)
Week 1: Intro to methods and themes in social development				
1	M 7/24	Intro, methods & syllabus	No reading due	
1	T 7/25	Critical periods & timing in social development (TC)	<ul style="list-style-type: none"> <li>○ Nelson, Fox, and Zeanah. (2013). Anguish of the Abandoned Child. <i>Scientific American</i>.</li> <li>○ Berger, Ch. 1               <ul style="list-style-type: none"> <li>➤ p. 6 (starting from “The Nature-Nurture Controversy”) to p. 21</li> </ul> </li> <li>○ Nelson. (2008). A neurobiological perspective on early human deprivation. <i>Child Dev Persp</i>.               <ul style="list-style-type: none"> <li>➤ p. 15 “The Effects of Early Institutionalization on Brain Development” is <i>optional</i></li> </ul> </li> </ul>	
1	W 7/26	Early communication & social learning (KH)	<ul style="list-style-type: none"> <li>○ Goldberg, S. (1977). Social Competence in Infancy: A Model of Parent-Infant Interaction. <i>Merrill-Palmer Qtrly of Behavior and Development</i>.</li> <li>○ Mundy, P. and Newell, L. Attention, Joint Attention, and Social Cognition. <i>Current Dir Psych Sci</i> <ul style="list-style-type: none"> <li>➤ The abstract is <i>optional</i>. Please read p. 269 up until “Attention and Joint Attention” on 271.</li> </ul> </li> <li>○ Kuhl, P. (2007). Is speech learning ‘gated’ by the social brain? <i>Dev Sci</i>.</li> </ul>	Welcome survey

1	R 7/27	1. Discussion/ activity 2. UK blog post dissection	No reading due	Weekly reading quiz  * Due Fri 7/28 @midnight: UK proposal
Week 2: Classic theories and concepts				
2	M 7/31	Play (KH)	<ul style="list-style-type: none"> <li>○ Gopnik, A. (2016). The Work of Play. <i>The Gardener and The Carpenter</i>. pp. 148-178.</li> <li>○ Lillard, et al. (2013). The Impact of Pretend Play on Children's Development: A Review...<i>Psych Bulletin</i>. ➤ pp. 1-5 and pp. 24-28 ("Summary and Conclusions"); PLUS subsection assigned to your reading group</li> </ul>	
2	T 8/1	Attachment (KH)	<ul style="list-style-type: none"> <li>○ Cassidy, J. (2016). The nature of the child's ties. In <i>Handbook of Attachment: Theory, Research and Clinical Applications</i> (3<sup>rd</sup> Ed.).</li> <li>○ Johnson, S. C. (2007) Evidence for Infants' Internal Working Models of Attachment. <i>Psych Science</i>.</li> <li>○ Johnson, S. C., et al. At the Intersection of Social and Cognitive Development...<i>Cog Sci</i>. ➤ Read Study 1 (through p. 814) and Discussion (bottom of p. 821- 823).</li> </ul>	Trial: Groups 1-2
2	W 8/2	Theory of Mind, fantasy, & fiction (TC)	<ul style="list-style-type: none"> <li>○ Carlson, Koenig, &amp; Harms, (2013). Theory of mind. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i>.</li> <li>○ Sabbagh, et al. (2006). The development of executive functioning and theory of mind.... <i>Psych Sci</i>.</li> <li>○ Taylor, et al. (2004). The characteristics and correlates of fantasy.... <i>Dev Psych</i>.</li> </ul>	



2	R 8/3	1. Artifact discussion 2. UK blog post troubleshooting	Reading for artifact discussion	1. Bring artifact 2. Weekly reading quiz  * Due Fri 8/4 @midnight: UK blog post draft
Week 3: Family, parenting, and the home				
3	M 8/7	Home environment, abuse, & neglect (TC)	<ul style="list-style-type: none"> <li>○ Katsnelson. (2015). News Feature: The neuroscience of poverty. <i>PNAS</i>.</li> <li>○ Bradley, et al. (2001). The home environments of children in the United States Part I.... <i>Child Dev</i>. ➤ Read intro, methods, and discussion, <i>plus</i> all tables/ results related to a subtopic (reading group choice)</li> <li>○ Hildyard &amp; Wolfe. (2002). Child neglect: Developmental issues and outcomes. <i>Child Abuse and Neglect</i>.</li> </ul>	Mid-way survey & Discussion group evaluation 1
3	T 8/8	Parenting I (KH)	<ul style="list-style-type: none"> <li>○ O'Connor, T. G. (2002). Annotation: The 'effects' of parenting reconsidered: Findings, challenges...<i>J. Child Psychol. Psychiatry</i></li> <li>○ <b>TBD</b>/Trial groups choice: Ashton-James, C., Kushlev, K., and Dunn, E. Parents Reap What They Sow...<i>Soc Psychol Person Sci</i> -<b>OR</b>- Ablow, J.C., et al., (2009). Linking marital conflict and children's adjustment...<i>J. Fam. Psychol</i>.</li> </ul>	Trial: Groups 3-4
3	W 8/9	Parenting II (KH)	<ul style="list-style-type: none"> <li>○ Horton, Sarah. (2009).: A Phenomenological Approach to Transnational Motherhood. <i>Culture, Medicine, Psychiatry</i>.</li> <li>○ Amato, P.R. (2012). The well-being of children with gay and lesbian parents. <i>Social Science Research</i>.</li> <li>○ Sorkin, A.D. (2012, June). A Faulty 'Gay Parenting' Study.</li> </ul>	UK essay draft

			<i>The New Yorker</i> . -OR- Coates, T.N. (2012, June). Rethinking Same-Sex Parenting (But Not Really). <i>The Atlantic</i> .	
3	R 8/10	1. Discussion/ activity 2. UK peer review	No reading due	Weekly reading quiz  * Due Fri 8/11 @midnight: UK peer review
Week 4: Peers and beyond				
4	M 8/14	Friendship, rejection, & social media (TC)	<ul style="list-style-type: none"> <li>○ Berndt. (2002). Friendship quality and social development. <i>Curr Dir in Psych Sci</i>.</li> <li>○ Allen, et al. (2005). The two faces of adolescents' success with peers.... <i>Child Dev</i>.</li> <li>○ Coie &amp; Cillessen. (1993). Peer rejection: Origins and effects on children's development. <i>Curr Dir in Psych Sci</i>.</li> <li>○ O'Keeffe, &amp; Clarke-Pearson. (2011). The impact of social media on children, adolescents, and families. <i>Pediatrics</i>.</li> </ul>	
4	T 8/15	Social context, decision-making, & interventions (TC)	<ul style="list-style-type: none"> <li>○ Steinberg. (2015). How to Improve the health of American Adolescents, <i>Perspectives on Psych Sci</i>.</li> <li>○ Yeager, et al. (2017) Why interventions to influence adolescent behavior.... <i>Perspectives on Psych Sci</i>.</li> <li>○ <b>TBD</b>/Trial groups choice: Bryan, et al. (2016). Harnessing adolescent values to motivate healthier eating. <i>PNAS</i>, -OR- Paluck, Shepherd, &amp; Aronow. (2016). Changing Climates of Conflict... <i>PNAS</i>.</li> </ul>	Trial: Groups 5-6
4	W 8/16	Autism (TC), Wrap-up Topic TBD (KH)	<ul style="list-style-type: none"> <li>○ Solomon. (2012). Far from the Tree. pgs. TBD</li> <li>○ Additional reading TBD</li> </ul>	
4	R 8/17	1. Discussion/	No reading due	1. Discussion group

		activity 2. Potluck		evaluation 2 2. Weekly reading quiz  * Due Fri 8/18 @midnight: Final blog post + essay
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