**Psychology 669**

**Social and Emotional Development**

**Spring, 2021 (COVID19Online)**

**Instructor: Dr. Thalia R. Goldstein**

Office: David King, 3055

Voice: 703-993-6460

Email: tgoldste@gmu.edu

Office Hours: by appointment on zoom

**Goals and Objectives:**

In this course, we will examine significant issues in social and emotional development. This course is designed to give students a thorough grounding in developmental theories describing children’s (1) abilities to interact and form relationships with others; and (2) their emotional lives. Empirical results from eclectic theoretical and methodological perspectives also will be emphasized. In class and in our writing, we’ll be articulating theories and ideas clearly and concisely, unpacking arguments into their components and analyzing the logic of these parts, integrating the different aspects of development, and generating new ideas based on theory & research.

**Organization of Class:**

We will hold this class as a true seminar, as much as possible online in 2021. “Tuesdays” will be asynchronous, with a short lecture from me, and a summary reading assignment. A discussion board post/ response prompt will be posed in the short lecture, and will be due on Thursdays by 9am.

Thursdays will be synchronous and led by student pairs. As a seminar, this course is discussion-based and thus reliant on the energies of all the participants. Given this format and the size of the class, it is imperative that everyone come prepared to participate in each class. Readings are available on Blackboard. Groups will be created on the first day of class. Each person in the class should bring in 3-4 questions every day to begin discussion.

**Text:**

There will be an overview/chapter reading for “Tuesdays”, with empirical articles for Thursdays. All readings will be posted in advance on blackboard.

**Grading Requirements (please see details of all requirements at end of syllabus)**

1. Discussion Board responses (15%)
2. Group Class Leadership (15%)
3. Initial replication study proposal (20%)
4. Peer critique (15%)
5. Responses to critique (10%)
6. Final replication proposal paper (25%)

**Grading:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Percentage** | **Quality Points** | **Graduate Courses** |
| A+ | 97-100 | 4.00 | Satisfactory/Passing |
| A | 93-96.99 | 4.00 | Satisfactory/Passing |
| A- | 90-92.99 | 3.67 | Satisfactory/Passing |
| B+ | 87-89.99 | 3.33 | Satisfactory/Passing |
| B | 83-86.99 | 3.00 | Satisfactory/Passing |
| B- | 80-82.99 | 2.67 | Satisfactory\*/Passing |
| C | 70-79.99 | 2.00 | Unsatisfactory/Passing |
| F | Under 70 | 0.00 | Unsatisfactory/Failing |

**Disability statement**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office.

**Honor Code:** George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is every student’s responsibility to familiarize himself or herself with the Honor Code.

* All violations of the Honor Code will be reported to the Honor Committee.
* See [honorcode.gmu.edu](http://honorcode.gmu.edu/) for more detailed information.

*What is Plagiarism*? ***Plagiarism*** (*v.*) is the act of taking undeserved or unwarranted credit for something. ***Plagiarism*** (*n.*) is something represented in a plagiaristic fashion.

*Severe plagiarism* (a.k.a. “copying”) is the most overt and deceptive form of plagiarism. This involves deliberately misrepresenting all or part of another person’s work as one’s own. For example, a student might turn in a paper written by another student in a previous term. Another common example is writing containing chunks of “copy-and-paste” from published articles or internet sources such as Wikipedia. Papers copied from the internet are typically obviously copied, and can be located on the internet with a simple Google search.

*Irresponsible plagiarism* (a.k.a. “omission”) is the act of paraphrasing or quoting from a source, without giving credit to the source. The author does not necessarily explicitly take credit for the idea or materials (but this is nevertheless implied). Please be aware that not only do ideas need to be cited, but they should also be stated *in your own words*.

*Self-plagiarism* (a.k.a. “recycling”) is the act of representing one’s own previous ideas or materials as new and original. For example, a student might turn in all or part of the same paper for more than one course. This may not seem as bad as stealing another person’s work, but it is *deceptive*, and therefore unacceptable.

*Should I Plagiarize*? You should absolutely not plagiarize. You will be caught and there will be severe consequences.

Sometimes students tell me that they do not know what constitutes plagiarism. All students should go to http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml and read this site carefully. Clear examples are provided about the difference between using a secondary source correctly and plagiarizing from it.

**It is very easy to discover Internet plagiarism by typing in a few words of the plagiarized paper into Google.** **If a student is suspected of academic dishonesty, the matter will be turned over to the Committee on Academic Integrity. Students who violate academic integrity will receive an F in the course, and the Committee on Academic Integrity may determine other more serious consequences.** **I have an extremely strict policy on plagiarism. So please remember, it is never worth it!**

**Enrollment statement**

Students are responsible for verifying their enrollment in this class.
Schedule adjustments should be made by the deadlines published in the Schedule of Classes. (Deadlines each semester are published in the Schedule of Classes available from the Registrar's Website registrar.gmu.edu.)

* Last day to Add classes/ drop with no tuition penalty: Friday, February 12, 2021
* Last Day to Drop (50% tuition penalty): Tuesday, Feb 16, 2021
* Selective Withdrawal period: Feb 17- March 1, 2021

**Official Communications via GMU email message**

Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

**If the university is closed for any reason such as inclement weather, the calendar will slide to the next regularly scheduled class meeting unless otherwise informed by email.**

**Summary Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Day/Date** | **Topic** | **Notes** |
| 1 | Jan 26 & 28 | Theories & Methods of Social and Emotional Development  | Create presentation pairs |
| 2 | Feb 2 & 4 | Biological and Genetic Predictors of Social and Emotional Development/ Temperament |  |
| 3 | Feb 9 & 11 | The Self, Identity, and Personality |  |
| 4 | Feb 16 & 18  | Attachment and Love through the Lifespan |  |
| 5 | Feb 23 & 25 | Families & Parents |  |
| 6 | March 2 & 4 | Peers, Schools, and TV |  |
| 7 | March 9 & 11 | Gender and Sexuality | Topic approval due, March 12th, 5pm  |
| 8 | March 16 & 18  | Emotional Control and Regulation |  |
| 9 | March 23 & 25 | Social Cognition, Prosociality and Morality | Initial replication study proposal due March 26th, 5pm |
| 10 | March 30 & Apr 1 | Prejudice and Intergroup Understanding |  |
| 11 | April 6 & 8  | **SRCD – No Class**  | Peer critique due April 9th, 5pm |
| 12 | April 13 & 15 | Aggression and Conflict |  |
| 13 | April 20 & 22  | Wisdom, Emotionality, and Aging | Responses to critique due April 23rd, 5pm |
| 14 | April 27 & 29 | Dying and Bereavement |  |

Final Paper due- Thursday, May 6th, 5pm

**DETAILED READINGS:**

\*Note: “Tuesday” readings should be read before you watch my lecture, which will be posted on Monday mornings. “Thursday” readings will be the bases for group led discussion on Thursday synchronous sessions. Discussion board prompts will be found in my asynchronous lecture.

1. **Introductions/ Theories and Methods of Social and Emotional Development**
	1. TUESDAY: Eisenberg, N. (2006). Introduction. In *Handbook of Child Psychology, Vol 2: Social, Emotional, and Personality Development. Pp 1-23*
	2. THURSDAY: Jones, S. M., Zaslow, M., Darling-Churchill, K. E., & Halle, T. G. (2016). Assessing early childhood social and emotional development: Key conceptual and measurement issues. *Journal of Applied Developmental Psychology*, *45*, 42-48.
2. THURSDAY: Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2020). Drivers of human development: How relationships and context shape learning and development. *Applied Developmental Science*, *24*(1), 6-36.
3. **Biological and Genetic Predictors of Social Emotional Development & Temperament**
	1. TUESDAY: Shiner, R. L., Buss, K. A., McClowry, S. G., Putnam, S. P., Saudino, K. J., & Zentner, M. (2012). What Is Temperament Now? Assessing Progress in Temperament Research on the Twenty-Fifth Anniversary of Goldsmith et al. *Child Development Perspectives*, *6*, 436–444.
	2. THURSDAY: Henderson, H. A., & Wachs, T. D. (2007). Temperament theory and the study of cognition–emotion interactions across development. *Developmental Review*, *27*(3), 396-427.
	3. THURSDAY: Belsky, J., & Pluess, M. (2009). Beyond diathesis stress: Differential susceptibility to environmental influences. *Psychological bulletin*, *135*(6), 885.
4. **The Self: Identity and Personality**
	1. TUESDAY: McAdams, D. P., & Olson, B. D. (2010). Personality development: Continuity and change over the life course. *Annual review of psychology*, *61*, 517-542.
	2. THURSDAY: Syed, M. (2010). Developing an integrated self: academic and ethnic identities among ethnically diverse college students. *Developmental psychology*, *46*(6), 1590.
	3. Sebastian, C., Burnett, S., & Blakemore, S. J. (2008). Development of the self-concept during adolescence. *Trends in cognitive sciences*, *12*(11), 441-446.
5. **Attachment and Love Throughout the Lifespan**
	1. TUESDAY: Thompson, R. A., & Raikes, H. A. (2003). Toward the next quarter-century: Conceptual and methodological challenges for attachment theory. *Development and psychopathology*, *15*(3), 691-718.
	2. Furman, W., Simon, V. A., Shaffer, L., & Bouchey, H. A. (2002). Adolescents’ working models and styles for relationships with parents, friends, and romantic partners. *Child development*, *73*(1), 241-255.
	3. Fraley, R. C., Gillath, O., & Deboeck, P. R. (2020). Do life events lead to enduring changes in adult attachment styles? A naturalistic longitudinal investigation. *Journal of Personality and Social Psychology*.
6. **Families, Parents, Socialization**
	1. TUESDAY: Holden, G. W. (2010). Childrearing and developmental trajectories: Positive pathways, off-ramps, and dynamic processes. *Child Development Perspectives*, *4*, 197-204.
	2. THURSDAY: Vélez, C. E., Wolchik, S. A., Tein, J.-Y., & Sandler, I. (2011). Protecting children from the consequences of divorce: A longitudinal study of the effects of parenting on children’s coping processes. *Child Development*, *82*, 244–257.
	3. THURSDAY: Lunkenheimer, E. S., Shields, A.M., & Cortina, K. S. (2007). Parental emotion coaching and dismissing in family interaction. *Social Development, 16*, 232-248.
7. **Peers, Schools, and TV**
	1. TUESDAY: Lansford, J. E., Yu, T., Pettit, G. S., Bates, J. E., & Dodge, K. A. (2014). Pathways of peer relationships from childhood to young adulthood. *Journal of Applied Developmental Psychology*, *35*(2), 111-117.
	2. THURSDAY: Mistry, K. B., Minkovitz, C. S., Strobino, D. M., & Borzekowski, D. L. (2007). Children's television exposure and behavioral and social outcomes at 5.5 years: does timing of exposure matter?. *Pediatrics*, *120*(4), 762-769.
	3. THURSDAY: Weinstein, E. (2018). The social media see-saw: Positive and negative influences on adolescents’ affective well-being. *New Media & Society*, *20*(10), 3597-3623.
8. **Gender and Sexuality**
	1. TUESDAY: Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist, 60*, 581-592. 2.
	2. THURSDAY: Lemaster, P., Delaney, R., & Strough, J. (2017). Crossover, degendering, or…? A multidimensional approach to life-span gender development. *Sex Roles*, *76*(11-12), 669-681.
	3. THURSDAY: Fields, E. L., Bogart, L. M., Smith, K. C., Malebranche, D. J., Ellen, J., & Schuster, M. A. (2015). “I always felt I had to prove my manhood”: Homosexuality, masculinity, gender role strain, and HIV risk among young Black men who have sex with men. *American journal of public health*, *105*(1), 122-131.
9. **Emotion Control and Regulation**
	1. TUESDAY: Cole, P. M., Martin, S. E., & Dennis, T. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. *Child Development, 75*, 317-333.
	2. THURSDAY: Cole, P. M., Bendezú, J. J., Ram, N., & Chow, S. M. (2017). Dynamical systems modeling of early childhood self-regulation. *Emotion*, *17*(4), 684.
	3. THURSDAY: Ip, K. I., Miller, A. L., Karasawa, M., Hirabayashi, H., Kazama, M., Wang, L., ... & Tardif, T. (2020). Emotion expression and regulation in three cultures: Chinese, Japanese, and American preschoolers’ reactions to disappointment. *Journal of experimental child psychology*, *201*, 104972.
10. **Social Cognition, Prosociality, and Morality**
	1. TUESDAY: Eisenberg, N. (2000). Emotion, regulation, and moral development. *Annual review of psychology*, *51*(1), 665-697.
	2. THURSDAY: Taylor, L. K., O'Driscoll, D., Dautel, J. B., & McKeown, S. (2020). Empathy to action: Child and adolescent out‐group attitudes and prosocial behaviors in a setting of intergroup conflict. *Social Development*, *29*(2), 461-477.
	3. THURSDAY: Imuta, K., Henry, J. D., Slaughter, V., Selcuk, B., & Ruffman, T. (2016). Theory of mind and prosocial behavior in childhood: A meta-analytic review.
11. **Prejudice and Intergroup Understanding**
	1. TUESDAY: Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist*, *60*(1), 16.
	2. Gaither, S. E., Chen, E. E., Corriveau, K. H., Harris, P. L., Ambady, N., & Sommers, S. R. (2014). Monoracial and biracial children: Effects of racial identity saliency on social learning and social preferences. *Child Development*, *85*(6), 2299-2316.
	3. THURSDAY: Rizzo, M. T., & Killen, M. (2020). Children’s evaluations of individually and structurally based inequalities: The role of status. *Developmental Psychology, 56*(12), 2223–2235.
12. **Aggression and Conflict**
	1. TUESDAY: Vitaro, F., Brendgen, M., Barker, E. D. (2006). Subtypes of aggressive behaviors: A developmental perspective.   *International Journal of Behavioral Development, 30*, 12-19
	2. THURSDAY: Prescott, A. T., Sargent, J. D., & Hull, J. G. (2018). Metaanalysis of the relationship between violent video game play and physical aggression over time. *Proceedings of the National Academy of Sciences*, *115*(40), 9882-9888.
	3. THURSDAY: Nansel, T. R., Craig, W., Overpeck, M. D., Saluja, G., Ruan, J., & Health Behaviour in School-aged Children Bullying Analyses Working Group. (2004). Cross-national consistency in the relationship between bullying behaviors and psychosocial adjustment. *Archives of Pedi and Adolescent Medicine, 158*, 730-736.
13. **Wisdom, Emotionality and Aging**
	1. TUESDAY: Charles, S. T., & Carstensen, L. L. (2010). Social and emotional aging. *Annual review of psychology*, *61*, 383-409.
	2. THURSDAY: Rowe, J. W., & Kahn, R. L. (1997). Successful aging. *The gerontologist*, *37*(4), 433-440.
	3. THURSDAY: Hoppmann, C. A., & Gerstorf, D. (2016). Social interrelations in aging: The sample case of married couples. In *Hdbk of Psychology of Aging (8th Edition)* (pp. 263-277).
14. **Dying and Bereavement**
	1. TUESDAY: Bonanno, G. A., & Kaltman, S. (1999). Toward an integrative perspective on bereavement. *Psychological bulletin*, *125*(6), 760.
	2. THURSDAY: Palgi, Y., Shrira, A., Ben-Ezra, M., Spalter, T., Kavé, G., & Shmotkin, D. (2014). Age-related and death-related differences in emotional complexity. *Psychology and aging*, *29*(2), 284.
	3. THURSDAY: Bergman, A. S., Axberg, U., & Hanson, E. (2017). When a parent dies–a systematic review of the effects of support programs for parentally bereaved children and their caregivers. *BMC Palliative Care*, *16*(1), 39.

**ASSIGNMENTS**

**Discussion Board responses (15%)**

*Due every Thursday before 9am*

In the course of my pre-recorded lecture, I will pose a question for the discussion board that will integrate material from the lecture and from the “Tuesday” reading. You’re welcome to write more than your response to the question, but it’s not required.

**Group Class Leadership (15%)**

You will be asked to lead the Thursday discussion twice. Group class leadership involves preparing adequately to not only discuss the assigned articles for the day, engaging in substantial critique and commentary, but also preparing additional material to be brought to the discussion to aid class knowledge and insight. This can involve follow up studies to the articles assigned, ideas for future work that could be completed (perhaps with a grant proposal), related research from other sub disciplines, or findings that propose opposing hypotheses. Questions posed to the rest of the class regarding the articles (not just simple open ended queries) should be prepared ahead of time. The group should know the assigned articles well, and be prepared to answer other students’ questions about background, methods, results, and implications. How you organize the workload in your pairs across the semester is up to you—individuals or pairs taking leads for the day, by article, by task, etc. Successful groups in the past have prepared a note sheet to hand out to the class involving both breakdowns of the original articles, information from other articles, open questions, and future ideas. Note that this is not a presentation, but group leadership of class material. You should read the discussion board postings ahead of class time to get a sense for how your classmates are thinking about the lecture and articles for the week.

**Initial replication & extension study proposal (20%)**

*Due March 26th, 5pm*

*Topic approval due March 12th, 5pm*

The major assignment for this semester is a replication and extension study proposal. The field of psychology continues to be in the midst of a “replication crisis”, although this has hit different areas of psychology with different levels of force. In developmental psychology in particular, concerns about the WEIRD-ness, small sample sizes, and difficulties in measurement have long plagued our field, but have now received renewed attention. Your final assignment will reflect this process. You must find a published study in the field of social and/or emotional development, and propose a replication and extension project. I want you to think of this as a persuasive scientific writing assignment, the type you might engage in when writing a grant proposal. This will consist of a few parts:

1. The background for the study and *why* it is important to replicate as a topic.
2. The initial research findings, and *why* these findings in particular are important to replicate.
3. Whether you expect these findings to replicate in a new population/ chronological time/ extended sample.
4. A proposal for a follow up study that strengthens, negates, improves, calls into question, the original findings.

**Peer critique of replication & extension (15%)**

*Due April 9th, 5pm*

You will be asked to write two critiques to two different replication & extension proposals. Think of this as a grant proposal review, where the author is writing to convince you to fund their project. You must comment on all four areas of the original writing.

**Responses to critique of replication & extension (10%)**

*Due April 23rd, 5pm*

The author will then write a 3-5 page response to all critiques, explaining why the ideas suggested will or will not be integrated into the final proposal, how the proposal has shifted or changed as a result of suggestions, new measurement strategies, or other items.

**Final replication & extension proposal paper (25%)**

*Due May 6th, 5pm*

The final replication and extension proposal paper should integrate the peer critique suggestions, include additional literature, and finalize the initial 4 pieces of the proposal.