**Psychology 669**

**Social and Emotional Development**

**Spring, 2022**

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

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Office Hours: by appointment on zoom or in person

**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. I will be doing some lecturing on Tuesdays, but, 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.

Thursdays will be organized around class leader(s) and group discussion. On Tuesdays, I will lead class. On Thursdays, it will be one group’s turn to lead the discussion. 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. Class Participation (15%)
2. Group Class Leadership (15%)
3. Initial replication study proposal (15%)
4. Peer critique (15%)
5. Responses to critique (10%)
6. Data Blitz Proposal (10%)
7. Final replication proposal paper (20%)

**OFFICIAL SYLLABUS STATEMENTS:**

**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 Disability Resource Services (DRS) at 703-993-2474.”

**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. The Honor Code is available at: http://oai.gmu.edu/the-mason-honor-code-2/ All violations of the Honor Code will be reported to the Honor Committee

**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.)

**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

**Class Cancellation Policy:** If the university is closed for any reason such as inclement weather, or I have to cancel class due to illness, I will communicate the resolution via email and posting to Blackboard. Options include moving the class online, pushing to the next calendar day, or holding class asynchronously.

**Summary Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Day/Date** | **Topic** | **Notes** |
| 1 | Jan 25 & 27 | Theories & Methods of Social and Emotional Development | Create presentation pairs (online survey) |
| 2 | Feb 1 & 3 | Biological and Genetic Predictors of Social and Emotional Development/ Temperament |  |
| 3 | Feb 8 & 10 | The Self, Identity, and Personality |  |
| 4 | Feb 15 & 17 | Attachment and Love through the Lifespan |  |
| 5 | Feb 22 & 24 | Vertical Influences:  Families & Parents |  |
| 6 | March 1 & 3 | Horizontal Influences:  Peers, Schools, and Media |  |
| 7 | March 8 & 10 | Gender and Sexuality | Replication paper approval due, March 11th, 5pm |
| x | *March 15 & 17* | *Spring Break* |  |
| 8 | March 21 & 24 | Emotional Control and Regulation |  |
| 9 | March 29 | ***Data Blitz presentations of open questions. Slides due by 9am on the 29th.*** | No Class April 1. |
| 10 | April 5 & 7 | Social Cognition, Prosociality and Morality | Initial replication study proposal due April 8, 5pm |
| 11 | April 12 & 14 | Prejudice and Intergroup Understanding |  |
| 12 | April 19 & 21 | Aggression and Conflict | Peer critique due April 22th, 9am |
| 13 | April 26 & 28 | Wisdom, Emotionality, and Aging |  |
| 14 | May 3 & 5 | Dying and Bereavement | Responses to critique due May 6th, 5pm |

Final Paper due- May 12th, 5pm

**DETAILED READINGS:**

\*Note: “Tuesday” readings should be read before class. “Thursday” readings will be the bases for group led discussion on Thursdays (and should also be read before class).

1. **Introductions/ Theories and Methods of Social and Emotional Development** 
   1. TUESDAY: Lamb, M. E. (2015). Processes underlying social, emotional, and personality development. *Handbook of child psychology and developmental science (cognitive process). Lerner, Lynn, Ulrich (Eds). John Wiley & Sons, Inc. New Jersey*, 1-10.
   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: Pérez-Edgar, K. (2019). Through the looking glass: Temperament and emotion as separate and interwoven constructs. In *Handbook of emotional development* (pp. 139-168). Springer, Cham.
   2. THURSDAY: Suor, J. H., Sturge-Apple, M. L., & Jones-Gordils, H. R. (2019). Parsing profiles of temperamental reactivity and differential routes to delay of gratification: A person-based approach. *Development and psychopathology*, *31*(1), 341-360.
   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: Costa Jr, P. T., McCrae, R. R., & Löckenhoff, C. E. (2019). Personality across the life span. Annual review of psychology, 70, 423-448.
   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., Simpson, J. A., & Berlin, L. J. (2021). Attachment Theory in the 21st Century. *Attachment: The Fundamental Questions*, 1.
   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. **Vertical Influences: 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. **Horizontal Influences: 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: Ashdown, D. M., & Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit the social-emotional development, well-being, and academic achievement of young children?. *Early childhood education journal*, *39*(6), 397-405.
   3. THURSDAY Beyens, I., Pouwels, J. L., van Driel, I. I., Keijsers, L., & Valkenburg, P. M. (2020). The effect of social media on well-being differs from adolescent to adolescent. *Scientific Reports*, *10*(1), 1-11.
8. **Gender and Sexuality** 
   1. TUESDAY: Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist, 60*, 581-592. 2.
   2. THURSDAY: Gülgöz, S., Alonso, D. J., Olson, K. R., & Gelman, S. A. (2021). Transgender and cisgender children's essentialist beliefs about sex and gender identity. *Developmental Science*.
   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.

***Spring Break***

1. **Emotion Control and Regulation**
   1. TUESDAY: Benson, L., English, T., Conroy, D. E., Pincus, A. L., Gerstorf, D., & Ram, N. (2019). Age differences in emotion regulation strategy use, variability, and flexibility: An experience sampling approach. *Developmental psychology*, *55*(9), 1951.
   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.

***Data Blitz Day***

1. **Social Cognition, Prosociality, and Morality** 
   1. TUESDAY: Ruba, A. L., & Pollak, S. D. (2020). The development of emotion reasoning in infancy and early childhood. *Annual Review of Developmental Psychology*, *2*, 503-531.
   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: Cowell, J. M., Lee, K., Malcolm‐Smith, S., Selcuk, B., Zhou, X., & Decety, J. (2017). The development of generosity and moral cognition across five cultures. *Developmental science*, *20*(4), e12403.
2. **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.
3. **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.
4. **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: Nakagawa, T., Cho, J., & Yeung, D. Y. (2021). Successful aging in East Asia: comparison among China, Korea, and Japan. *The Journals of Gerontology: Series B*, *76*, 17-S26.
   3. THURSDAY: Hoppmann, C. A., Gerstorf, D., Willis, S. L., & Schaie, K. W. (2011). Spousal interrelations in happiness in the Seattle Longitudinal Study: Considerable similarities in levels and change over time. *Developmental Psychology*, *47*(1), 1.
5. **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**

1. Class Participation (15%)
2. Group Class Leadership (15%)
3. Initial replication study proposal (15%)
4. Peer critique (15%)
5. Responses to critique (10%)
6. Data Blitz Proposal (10%)
7. Final replication proposal paper (20%)

**Class Participation (15%)**

This is a true seminar class. On Tuesdays, and when it is not your week to lead, the expectation is that you will be an active participant in class. This means having completed the assigned readings before class, and come to class prepared with questions, critiques, and connections between assigned readings and other work you’ve engaged in. Group leadership should take into mind that other members of the class will engage in participation over the course of the day. If for some reason (language, social anxiety, etc), class participation is difficult for you, please talk to me ahead of time to ensure you can be a fully engaged member of the class. This can include posting on the discussion board, emailing questions ahead of class, and other ideas.

**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.

**Initial replication & extension study proposal (15%)**

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. 5-7 pages
2. The initial research findings, and *why* these findings in particular are important to replicate. 2-3 pages
3. Whether you expect these findings to replicate in a new population/ chronological time/ extended sample and the importance of this extension. 2-3 pages
4. A proposal for a follow up study that strengthens, negates, improves, calls into question, the original findings. 5 pages

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

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. Each critique should be 2-4 pages in length, and should comment on areas for growth and improvement, confusion, and other work that should be brought to bear on the replication proposal.

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

The author will write a 3-5 page response to the two critiques and my critique, 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.

**Data Blitz Proposal (10%)**

Each student will prepare a 2 minute version of their proposal, with a single informative slide on their replication proposal. This will include a sentence or two on *why* this topic and these findings are important to replicate, whether you expect the findings to replicate and what your follow up will be. Think of it as a verbal abstract. Then, you will present your open question for discussion. This can be a problem you’re still working out, whether a particular component should be replicated, etc. The class will then discuss for a minute. We only have 1 day for this, so the 2 minute deadline is strict, and if you go over, it will affect your grade.

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

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. You will not only be graded on the final product, but how you have changed, improved, and engaged with the broader material over the course of the semester.