

Social Development of Children and Adolescents (APSY-GE 2097)

Meeting Time: Tuesday 1:45 – 3:25 pm, Kimball Hall 506W

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Office hours: By appointment before or after class

Course description

This class will introduce you to the basics of social development and help to provide a framework with which to study development in context. We begin by laying the groundwork for the study of social development by familiarizing ourselves with the field and the core theories that shape it. The rest of this course is divided into two sections.

In the first half of this course, we will explore the foundations upon which humans form and are formed by social relationships across childhood and adolescence. Topics we will consider include: the budding field of social neuroscience and its implications for studying developmental science; attachment theory and our first social relationships; the development of personality and individual differences in emotionality; and the relationships we build with parents and peers.

In the second half of this class, we will consider how the study of social development can be enhanced through the application of a social psychological lens. Topics we will consider include: the links between social and developmental theories; the origins of social cognition and group identities; gender and race as developmental contexts; identity threat and intervention; and the development of moral reasoning and prosocial behavior.

Course objective

An overarching goal of this class will be to not only introduce you to core topics and theories in developmental science but to highlight how an interdisciplinary approach can strengthen our understanding of how we interact with, live with, and are influenced by other people in our social environments

Assignments and grading

1. Class participation (20% of grade)

All students are expected to arrive on time, attend, and participate in every class meeting. If you are going to miss a class, please inform me ahead of time by email. If you miss a class or are late, it is your responsibility to find out what you have missed. Missing more than one class or being late more than two times will affect your final grade.

This is a discussion-based class. As such, class participation is a critical component of this course. You are expected to enrich our conversation each week by asking questions, raising new ideas, and by bringing your unique perspective to bear.

2. Discussion co-facilitation (15% of grade)

Once during the semester, you will be responsible for co-presenting material related to that week's topic and leading the week's discussion. Dates will be assigned/chosen at the beginning of the semester. Discussion facilitators should prepare a brief (one to two page) discussion guide that should be uploaded to NYU Classes no later than 11:59 pm on the Monday before class. This discussion guide should include a brief summary of the readings for the week (in bullet or outline form) and include a set of at least 3 novel discussion questions. Should you wish to, you may prepare a PowerPoint presentation to help guide the discussion, but this is not necessary.

3. Response papers (25% of grade)

Each week, except for the week in which you are a discussion co-facilitator, you are expected to hand in a 1- to 2-page (double spaced) discussion of the class readings for that week. Your response paper should be submitted on NYU classes by 11:59 PM on the Sunday before class. The goal of these weekly response papers is to demonstrate your understanding and integration of readings both within and across weeks. Do not summarize the articles. Instead, discuss features of the articles that you find interesting, links between assigned readings, and connections between the readings and your own research or other areas of interest.

4. Research Proposal or Theoretical Review

A primary goal of this class is to help you to formulate new ideas for research and to be able to integrate theories and findings from different research areas in developmental and social psychology. For the final project in this course, you are expected to develop either a research proposal or an integrative theoretical review paper. You will present your proposal or an outline of this review in class and write a final paper that is either in the form of a formal research proposal or a theoretical review. This project can interrogate more deeply topics that we covered in class, explore overlaps between areas that we covered in class, or be related to an area of social development that we did not cover in class.

Topics for final projects must be approved by the instructor. To receive approval, you must submit a brief (up to one page) summary of your planned project by November 21. Please note, you are welcome to conduct a project on a topic that we have not yet covered by this date!

Presentation: You will give a 6 to 8 minute presentation of your research proposal during either Week 14 or Week 15. You must submit your slides no later than 11:59 PM on the day before of your presentation. Your presentation will be evaluated based on your slides, presentation style, and your ability to orally explain your topic and project. **Your presentation is worth 15% of your course grade.**

Final paper: Your final paper should be written in APA format and be 12-15 double-spaced pages (excluding references). Should you choose to write a research proposal, your paper should include the following sections: (1) Introduction: Briefly review relevant literature,

clearly state research question and hypothesis/hypothesis; (2) Proposed method: Include description of target sample, procedure, and materials/measures; (3) Hypothetical results with analytic plan: Include a brief write up of hypothetical/expected results (preferably with a figure) and the analytic plan you would use to test hypotheses; (4) Discussion: Include a brief discussion of how expected results will contribute to theory. 5. References. Your paper will be evaluated based on the quality of writing, the thoughtfulness of the paper, how well theories are integrated, and in the case of research proposals, the methodological design and analytic plan. If you would like to consult about methodological and analytic strategies in advance, please feel free to set up a time to talk with me! **Your final paper should be submitted on NYU classes by 11:59 PM on Friday 12/13. This paper is worth 25% of your course grade.**

Academic Integrity

It is important that students understand the academic code of conduct at New York University and follow it closely. Any form of academic misconduct, including plagiarism, will not be tolerated and will be subject to disciplinary procedures.

Students with Disabilities

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility, and/or learning disability, or is deaf or hard of hearing, should register with the Moses Center for Students with Disabilities at 212-998-4980, 240 Greene Street, www.nyu.edu/csd.

Course Schedule, Topics, and Readings

Notes: Because this is a discussion-based class, the readings are meant to frame the various topics that we will cover. For many weeks, an overview chapter is assigned to provide a broad perspective on the week's topic. More focused readings are assigned to foster a rich discussion on contemporary issues. The readings assigned below are not meant to be exhaustive. Each week of this course could easily be the focus of a full semester. To provide additional context on hot topics and to provide some classics, I have also included optional readings for some weeks. You are not expected to read these but if you are interested in the week's topic, you may find these thought provoking and interesting. Discussion leaders are encouraged to at the very least familiarize themselves with the optional readings.

Each week I also provide some thought questions. These questions are inspired by the readings and are meant to serve as a base for conversation and as fodder for thought as you read. Should you choose to, these may serve as a foundation for reflections in your weekly thought papers as well.

I. An Introduction to Social Development

Week 1 (September 3): Social Development and Ecological Systems—Historical and Contemporary Lenses

Administrative: This is our first class together. We will start with introductions, go over the syllabus and course expectations, and then select our class facilitators for each week of the semester. We will then dive in to discuss the readings for this week as we lay the groundwork for our class together.

Overview: Social development is an evolving field with roots dating back to the late 19th century. This week, we begin by learning about the origins of the field to best understand its future. We then turn our attention to Uri Bronfenbrenner's foundational theorizing about ecological systems. This framework sets the stage for looking at social development in-situ and speaks to the ways in which child variables and environmental variables, which include both proximal (those things that directly affect the child) and distal (those things that indirectly affect the child) predictors of child outcomes. Lerner and Callina's article brings us up to date with current theoretical models of how individuals are formed by and symbiotically form the social contexts they inhabit. As an introduction to social development, this week we discuss how one begins to investigate human development as it unfolds in context over time. Such an approach will also require that the field of psychology develop new methodologies and new analytical strategies.

Thought questions: Should scientists prioritize either internal or external validity, and how can scientists bridge this divide? What types of methodological and statistical advances are required to study ecological systems?

1. Collins, W. A. (2002). Historical perspectives on contemporary research in social development. In P. Smith, & C Hart (Eds.), *Blackwell Handbook of Social Development* (pp. 1–23). Oxford, England: Blackwell Publishers.
2. Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.
3. Lerner, R. M., & Callina, K. S. (2013). Relational developmental systems theories and the ecological validity of experimental designs. *Human Development*, 56(6), 372-380.

Optional: Scarr, S. & McCartney, K. (1983). How people make their own environments: A theory of genotype - environment effects. *Child Development*, 54, 424-435.

II. The Foundations of Social Development

Week 2 (September 10): Social Beings and the Social Brain

Overview: Humans are a fundamentally social species. Indeed, what distinguishes us from other mammals is that we seem to learn both social and cognitive skills through a social brain. This has enormous implications for how we form relationships and learn through them, and for how we build a mature adult brain from an infant one. From our earliest days, we are keenly tuned into and learn from social interactions, and the relationships that we engage in themselves feed connectivity and structure at a neurological level. In this week's class, we examine the budding

field of social developmental neuroscience as a foundation for understanding the broader field of social development.

Thought questions: Social and cognitive development have often been studied in silos. In what way does our newfound understanding of the social brain challenge conventional approaches to studying cognitive development? Does our social brain separate us from other mammals?

1. Meltzoff A. N., Brooks R.: ‘Like me’ as a building block for understanding other minds: Bodily acts, attention, and intention. In Malle BF, Moses LJ, Baldwin DA (Eds.): *Intentions and intentionality: Foundations of social cognition* (pp. 171– 191). Cambridge, MIT Press.
2. Grossmann, T., & Johnson, M. H. (2007). The development of the social brain in human infancy. *European Journal of Neuroscience*, 25(4), 909-919.
3. Feldman, R. (2017). The neurobiology of human attachments. *Trends in Cognitive Sciences*, 21(2), 80-99.

Week 3 (September 17): Attachment Theory and our First Social Bonds

Overview: Perhaps no theory is more foundational to social development than attachment theory. First introduced by Bowlby in the late 1950s, attachment theory outlined a perspective on infant-parent bonding that helped to explain the development of self, peer relationships, emotion and temperament, adult romantic relationships, psychopathology, and much more. How has this theory passed the test of time? As you will see this week, this perspective has spawned the use of research methodologies that are still used today as well as considerable theoretical debate. As you saw in the readings for last week, very recent research now recognizes the importance of early and sustained relationships as the key to the social brain. This week, we investigate the theory, methods, and cultural universality surrounding the study of attachment as a foundational arm of social development.

Thought questions: Why is attachment theory considered the holy grail of social development? Is the “strange situation” task the best way to study early human relationships?

1. Thompson, R. A. (2013). Attachment theory and research: Precis and prospect. In P. Zelazo (Ed.), *Oxford handbook of developmental psychology* (pp. 191–216). New York, NY: Oxford University Press.
2. Brown, G., Mangelsdorf, S., & Neff, C. (2012). Father involvement, paternal sensitivity, and father-child attachment security in the first 3 Years, *Journal of Family Psychology*, 26(3), 421–430.
3. Groh, A. M., Fearon, R. P., van IJzendoorn, M. H., Bakermans-Kranenburg, M. J., & Roisman, G. I. (2017). Attachment in the early life course: Meta-analytic evidence for its role in socioemotional development. *Child Development Perspectives*, 11(1), 70-76.

4. Keller, H. (2013). Attachment and culture. *Journal of Cross-Cultural Psychology*, 44(2), 175-194.

Optional: Ainsworth, M. D., & Bell, S. M. (1970). Attachment, exploration, and separation: Illustrated by the behavior of one-year-olds in a strange situation. *Child Development*, 41, 49-67. This is a classic paper that laid the ground work for empirical methods to study attachment. This method and findings are reviewed in the reading by Thompson.

Week 4 (September 24): Temperament, Emotion Regulation, and Social Development

Overview: In the majority of this course, we focus on the social influences that shape children through development. Yet, children also have individual characteristics that they bring to the social world. As we read for the first week of class, social development is as much about the study of social influences on individuals as it is about the study of individual influences on their social environments. With this in mind, this week, we review key findings in the study of emotion, temperament, and personality to understand what children bring to social relationships.

Thought questions: To what extent does a child's temperament shape dyadic interactions between parent and child? Is personality stable across contexts and social relationships? How does our understanding of individual differences influence our understanding of social development?

1. Thompson, R. A., Winer, A. C., & Goodvin, R. (2009). The individual child: Temperament, emotion, self, and personality. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: an advance textbook* (pp. 427- 468). New York: Psychology Press.
2. Rothbart, M. K., Ahadi, S. A., & Evans, D. E. (2000). Temperament and personality: origins and outcomes. *Journal of Personality and Social Psychology*, 78(1), 122-135.
3. Sanson, A., Hemphill, S. A, & Smart, D. (2004). Connections between temperament and social development: A review. *Social Development*, 13, 142-165.

Week 5 (October 1): Parent-Child Relationships

Overview: As we learned last week, early social relationships unfold in a dyad. The most important adults in the room for young babies are their parents. Much of the work on attachment, and in early parenting, focused on the mother-child interaction. Fatherhood is also a critical component of the child's social development. Indeed, attachment can be considered the foundation for parent-child relationships. This week, we focus particularly on the adult in that relationship.

Thought questions: There was an argument posited by Judith Harris in 1998 questioning whether parents really matter. Do they? And is the influence of parents on children consistent from childhood into adolescence? What makes a good parent, and is the concept of a good parent universal across cultures?

1. Lamb, M. E., & Lewis, C. (2013). The role of parent–child relationships in child development. In M. E. Lamb & M. H. Bornstein (Eds.), *Social and personality development: An advanced textbook* (pp. 535-316). Psychology Press. READ ONLY pp. 535-537 and pp. 547-568.
2. Taraban, L., & Shaw, D. S. (2018). Parenting in context: Revisiting Belsky’s classic process of parenting model in early childhood. *Developmental Review*, 48, 55-81.
3. Sorkhabi, N. (2012). Parent socialization effects in different cultures: Significance of directive parenting. *Psychological Reports*, 110(3), 854-878.

Optional: Belsky, J., & van IJzendoorn, M. H. (2017). Genetic differential susceptibility to the effects of parenting. *Current Opinion in Psychology*, 15, 125-130. *Recent research highlights gene x environment interactions in social development. This short authoritative article provides an entry-point for thinking about genetic influences in children’s susceptibility to parenting.*

1. Week 6 (October 8): Peer Relations

Overview: Last week, we explored the importance of parent-child relationships for social development. Peer relations also serve as a critical developmental context. Starting in infancy, children form social bonds with peers, but these relations take on increasing importance as children grow older, start school, and enter adolescence. While peer relations are central to healthy social development, they also bring with them social pressures, such as the desire to be popular, increased risk-taking, and the possibility for social rejection. This week, we examine the multifaceted nature and consequences of peer relations.

Thought questions: What does it mean to be a friend, and how does that change over development? How do friendships lend themselves to the formation of social groups? What are people willing to do to look good in the eyes of their peers?

1. Rubin, K., Bowker, J., McDonald, K., & Menzer, M. (2013). Peer relationships in childhood. In P. Zelazo (Ed.). *The Oxford handbook of developmental psychology, Vol 2: Self and Other*. Retrieved from <https://www-oxfordhandbooks-com.proxy.library.nyu.edu/view/10.1093/oxfordhb/9780199958474.001.0001/oxfordhb-9780199958474-e-011>.
2. Dodge, K. (1983). Behavioral Antecedents of Peer Social Status. *Child Development*, 54(6), 1386-1399.
3. Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain: Peer influences on adolescent decision making. *Current Directions in Psychological Science*, 22(2), 114-120.

Week 7 (October 15): NO CLASS — Legislative Day

III. Making Connections: Where Development Meets Social Psychology

Week 8 (October 22): Introducing Social Psychological Approaches and Theory

Overview: Thus far, we have taken a developmental approach to study social relationships. We also can take a social approach to study developmental processes. This week, we start to interrogate how social and developmental perspectives can be bridged. We then immerse ourselves in two social psychological perspectives that concern fundamental human needs to feel accepted by others, competent, and autonomous. The readings for this week will serve as a foundation for us to look back at parenting and peer relations through a social lens. Our task in class will be to apply a social lens to the topics we have already covered and to interrogate the similarities and differences in classic developmental and social approaches. These readings will also serve as a bedrock for future weeks where we begin to study how we form a sense of identity in the context of group memberships, how group memberships and social identities influence us, and how we develop a sense of morality and become prosocial agents.

Thought questions: What makes the theoretical perspectives in developmental and social psychology similar and different? Why are people driven so strongly by the need to belong? How might the social psychology of core needs influence our understanding of parenting and peer relations?

1. Eisenberg, N., & Sadovsky, A. (2006). Bridging developmental and social psychology. In P. A. M. Van Lange (Ed.), *Bridging social psychology: Benefits of transdisciplinary approaches* (pp. 225-231). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
2. Bugental, D. B. (2006). Bridging the Areas of social psychology and social developmental psychology. In P. A. M. Van Lange (Ed.), *Bridging social psychology: Benefits of transdisciplinary approaches* (pp. 245-250). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
3. Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529.
4. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.

Week 9 (October 29): Coming to See Us and Them

Overview: We continue our deep dive into a social psychological perspective on development to interrogate the origins of group identities. This week, we explore how children come to see the world in an us versus them manner and the ways in which group identities can be formed—and cemented—early in life. We consider how the psychological need to belong, discussed last week, might play a role in the formation of social identities. In so doing, we lay the groundwork for

future inquiry into how social group memberships, like our gender or race, can come to serve as contexts for social development.

Thought questions: Why do we categorize people according to seemingly arbitrary criteria? To what extent does this categorization open the door to stereotyping and identity vulnerability? What are the consequences of coming to see identities as holding fixed attributes?

1. Bar-Haim, Y., Ziv, T., Lamy, D., & Hodes, R.M. (2006). Nature and nurture in own-race face processing. *Psychological Science, 17*(2), 159-163.
2. Baron, A. S., & Banaji, M. R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6 and 10 and adulthood. *Psychological Science, 17*(1), 53-58.
3. Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass, 2*(1), 204-222.
4. Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory: Explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science, 16*(3), 162-166.
5. Rhodes, M., & Mandalaywala, T. M. (2017). The development and developmental consequences of social essentialism. *Wiley Interdisciplinary Reviews: Cognitive Science, 8*(4), e1437.

Week 10 (November 5): Gender

Overview: Gender is often one of the most salient aspects of a person's identity, and from an early age, we come to see ourselves in terms of gender identities that generally—but not always—match our biological sex. This week, we explore how children develop a gender identity. To do so, we consider the interactive nature of social, cognitive, and biological factors. As a hot topic for this week, we will look at recent research on early-childhood gender transitions.

Thought questions: How does a child's biological sex influence the ways in which they are socialized and come to see themselves? Does recent research on the biology of gender challenge our understanding of how gender and sex diverge? What are the implications of recent research on gender transitions for practice and policy?

1. Martin, C. L., Ruble, D. N., Sxkrybal, J. (2002). Cognitive theories of early gender development, *Psychological Bulletin, 128*, 903-933.
2. Robnett, R. D., Daniels, E. A., & Leaper, C. (2018). Growing up gendered: Feminist perspectives on development. In C. B. Travis, J. W. White, A. Rutherford, W. S. Williams, S. L. Cook, & K. F. Wyche (Eds.), *APA handbooks in psychology series. APA handbook of the psychology of women: History, theory, and battlegrounds* (pp. 437-454). Washington, DC, US: American Psychological Association.

3. Berenbaum, S. A. (2018). Beyond pink and blue: The complexity of early androgen effects on gender development. *Child Development Perspectives*, 12(1), 58-64.
4. **Hot topic:** Rae, J. R., Gülgöz, S., Durwood, L., DeMeules, M., Lowe, R., Lindquist, G., & Olson, K. R. (2019). Predicting Early-Childhood Gender Transitions. *Psychological Science*, 3(5), 669 - 681.

Optional: Maccoby, E. E. (1990). Gender and relationships: A developmental account. *American Psychologist*, 45, 513-520. WITH Maccoby, E. E. (1991). Gender and relationships: A reprise. *American Psychologist*, 46, 538-539. *This classic article (and reply) is a foundational reading on gender socialization. These themes are discussed in the reading by Robnett and colleagues with an updated twist.*

Week 11 (November 12): Race and Ethnicity

Overview: Even before children are born, race and ethnicity play a central role in their development. The study of race and ethnicity is not simple because race and ethnicity are inextricably linked with a variety of other determinants in social development, including social and economic status, discrimination, neighborhoods, school quality, culture, family structure, and more. How then do we formulate a holistic study of race and ethnicity? Garcia Coll provides an influential framework that encourages us to think critically about race and ethnicity and its influence on social development by paying attention to proximal and distal features of a child's social environment. With this as a backdrop, we will explore how children come to form racial and ethnic identities and the ways in which these identities affect children's socialization. As a hot topic for this week, we consider the fluid and socially constructed nature of racial identity and its implication for the social development of biracial children.

Thought questions: Can one study race and ethnicity in a vacuum? What might a positive psychology of race look like? How might social identity theory and the need to belong enhance our understanding of racial and ethnic identity? Can we draw connections between last week's readings on gender and this week's readings on race? For example, what are the similarities and differences between the development and socialization of racial and gender identities? And what are the similarities and differences between being transgender or gender non-binary and being multiracial?

1. Garcia Coll, C., Lamberty, G., Jenkins, R., McAdoo, H.P., Crnic, K., Wasik, B., & Garcia, H. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67, 1891-1914.
2. Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross Jr, W. E., Rivas-Drake, D., Schwartz, S. J., ... & Ethnic and Racial Identity in the 21st Century Study Group. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child Development*, 85(1), 21-39.

3. Nelson, S. C., Syed, M., Tran, A. G. T. T., Hu, A. W., & Lee, R. M. (2018). Pathways to ethnic-racial identity development and psychological adjustment: The differential associations of cultural socialization by parents and peers. *Developmental Psychology*, 54(11), 2166-2180.
4. **Hot Topic:** 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.

Week 12 (November 19): Mindsets, Stereotypes, and Educational Interventions

Overview: In the weeks leading up to this class, we have discussed how parents, peers, and distal forces, such as stereotypes, can impact children's development. This week, we zero in on the impact that these interacting forces can have on children's academic achievement. Specifically, we explore the ways in which children can come to form a fixed view of their abilities and how stereotypes about the groups to which they belong can lead children to experience a debilitating psychological threat, which can undermine their sense of self. The readings for this week also bring attention to the ways in which developmental processes unfold over time to affect academic achievement. In part, they do so by focusing on the promise for theory-driven interventions that target recursive and developmental processes to have outsized impact over time.

Thought questions: How can we link, at a psychological level, the growth mindset and stereotype threat literatures? In what ways can interventions help us to form theory about developmental processes? Think back to our discussion in week eight about psychological needs. How might these needs—for relatedness/belonging, competence, and autonomy—inform our understanding of what makes an educational intervention effective? How can we integrate theories on essentialism (which we read about in week eight) with the readings for this week?

1. Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78(1), 246-263.
2. Ambady, N., Shih, M., Kim, A., & Pittinsky, T. L. (2001). Stereotype susceptibility in children: Effects of identity activation on quantitative performance. *Psychological Science*, 12(5), 385-390.
3. Sherman, D. K., Hartson, K. A., Binning, K. R., Purdie-Vaughns, V., Garcia, J., Taborsky-Barba, S., ... & Cohen, G. L. (2013). Deflecting the trajectory and changing the narrative: how self-affirmation affects academic performance and motivation under identity threat. *Journal of Personality and Social Psychology*, 104(4), 591-618.
4. Goyer, J. P., Garcia, J., Purdie-Vaughns, V., Binning, K. R., Cook, J. E., Reeves, S. L., ... & Cohen, G. L. (2017). Self-affirmation facilitates minority middle schoolers' progress along college trajectories. *Proceedings of the National Academy of Sciences*, 114(29), 7594-7599.

Optional: Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629. *This is a classic paper on stereotype and social identity threat. which is reviewed by both Ambady and Sherman.*

Optional: Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research*, 81(2), 267-301. *This review paper nicely summarizes the emerging field of educational intervention science. A key take home point from this article is that interventions are not magic bullets but need to be purposefully times to target theoretically informed developmental processes.*

Week 13 (November 26): Moral Development and Prosocial Behavior

Overview: This week we will discuss a hot topic in the field of social development: morality and prosocial behavior. Classic theory on children's moral development was developed by Kohlberg, who argued that children progress through various moral stages as they develop a sense of right and wrong (for a review of Kohlberg's model and critiques, see the optional reading for this week). A long-held assumption was that children are born as blank-slates and that morality was developed through social processes (e.g., socialization, observation, conformity). Newer perspectives challenge this blank-slate hypotheses and suggest that underpinnings of morality to be innate. In the readings for this week, we will learn about the foundations of morality that children have from birth, the ways in which morality fosters prosocial behavior, and how social processes influence (or don't) the moral behaviors of children.

Thought questions: Does the evidence that children are born with a sense of right and wrong mean that children are moral? What role do social influences play on the development of a more complex view of morality? How does a sense of morality foster later prosocial behavior? In our earlier weeks, we learned that children come to see us and them from a young age—how might intergroup perceptions create boundary conditions for whom children behave in a prosocial manner towards?

1. Tomasello, M., & Vaish, A. (2013). Origins of human cooperation and morality. *Annual Review of Psychology*, 64, 231-255.
2. Eisenberg, N., VanSchyndel, S. K., & Spinrad, T. L. (2016). Prosocial motivation: Inferences from an opaque body of work. *Child Development*, 87(6), 1668-1678.
3. Hamlin, J. K., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. *Nature*, 450(7169), 557.
4. Dahl, A., & Brownell, C. A. (2019). The Social Origins of Human Prosociality. *Current Directions in Psychological Science*, 0963721419830386.
5. Engelmann, J. M., Herrmann, E., Rapp, D. J., & Tomasello, M. (2016). Young children (sometimes) do the right thing even when their peers do not. *Cognitive Development*, 39, 86-92.

Optional: Walker, L. J., & Frimer, J. A. (2011). The science of moral development. In M. K. Underwood & L. H. Rosen (Eds.), *Social development: Relationships in infancy, childhood, and adolescence* (pp. 235-262). New York: Guilford Press. *This chapter provides a good and brief overview of classic theories in moral development.*

Week 14 (December 3): Presentations

Week 15 (December 10): Presentations