
**HCS 6350.001 Social Development
Fall 2024**

Meeting location: GR 4.208

Time: Wednesdays 1:00 to 3:45 pm

Professor Contact Information:

Alva Tang, PhD

Email: alvatang@utdallas.edu

Office: JO.4.206

Office hour: Thursday 1-2pm

If you can't make it to office hour, then email me to set up another time to meet on teams.

Course Description: This seminar course is instructed in person with a heavy emphasis on communication skills, both oral and written in presentations and writing assignments. Each class has a lecture component and a discussion component. Each week, we will cover a domain of social development with assignments and required readings. The assigned readings and writing assignments are designed to help you develop expertise in various domains of social development and strengthen your scientific communication and critical thinking skills. Each week in class, discussion leaders will summarize the assigned readings with a presentation and all students will contribute to discussion by reading the articles and writing a reaction paper that involves more in-depth analysis of the articles to share their original thoughts and pose new questions that could be discussed. Of note, the selected articles may include empirical studies, reviews, and/or chapters that reflect a multi-disciplinary perspective, involving different levels of scientific analysis, using different tools/methods, different samples, or species that might complement our understanding of a topic in mutually informative ways.

Readings: about 4 journal articles per week posted on Elearning.

Announcements: through ELearning and in-person.

Attendance: This is an in-person course with participation grades. There is no remake for participation, unless you are away for uncontrollable reasons (e.g., illness, funerals). Please provide a signed Doctor's note if you are sick. If you had a vehicle accident, then provide a collision report. If you expect to be away during the week of your presentations, then please choose to be a discussion leader on weeks when you will be present. Similarly, choose presentation dates when you will be present.

Learning Objectives: Students who successfully complete this course will be able to ...

- Apply contemporary theories and models in social development
- Become familiar with milestones in various aspects of social development (e.g., temperament, identity, peer and romantic relationships across development)
- Articulate contexts and mechanisms that contribute to various aspects of social development
- Understand the implications of optimal and suboptimal, and even atypical social development
- Apply critical thinking skills in evaluating the strengths and weaknesses of different tools and approaches for assessing different aspects of social development
- Practice effective oral communication skills through leading and contributing to class discussion and presentations
- Improve writing skills through written assignments

Expectations for students:

-Be present and engaged. Complete all of the required reading assignment before coming to class. Seek

out information that might be interesting and useful to you. When you read articles, you should take notes with pen and paper to summarize the study, what they found, what are the interpretations and implications, and write down some questions or points you want to discuss.

-Be inquisitive. Read the readings carefully and consider their claims and interpretations, and whether their methods adequately answered the research questions. Just because the authors have interpreted the results one way doesn't exclude alternative interpretations and other ways you can do a better job at getting the research questions answered! Things get published all the time and newer and better methods that can answer the same questions are available. Different perspectives on thinking about the same issue also exist. Decide for yourself whether you think the results are "real" and what they mean for theory and practice.

-Be heard. Speak up in class and share your ideas and thoughts—even if it is sometimes uncomfortable or if your points may not be perfectly-developed. We don't expect students to have well-developed ideas all the time, but by sharing, we may take it to the next level. You can even ask questions for clarification or if you find something confusing. Remember these are opportunities for you to learn from each other and from the instructor, so speak up.

Grade breakdown by task:

1) Participation 10%. This class involves each student generating discussions. To obtain a participation grade for each class starting at week 2, each student needs to 1) be present, and 2) contribute to class conversations. If you have difficulties participating for reasons unrelated to negligence of weekly readings or reaction papers, then please contact me immediately.

2) Discussion Leadership 20%. Each student will lead the discussion of two weekly topics by presenting a brief presentation that *summarizes* the journal articles for the week. Presentations are brief and should be no more than 30 minutes. The presentation should provide main themes and concepts across the papers, articulate theories and/or findings. As part of your leadership, **your** presentations and ability to engage in conversations with the class (e.g., with questions and comments prepared) will be graded with a rubric (see on ELearning).

3) Weekly reflective papers 30%. There are 10 reflective essays between weeks 2-14 (12 weeks minus the two weeks that you will be a discussion leader). *On the weeks that you are the discussion leader, you will not have to submit a weekly reflective paper.* Otherwise, you will submit a paper based on the assigned readings for the weekly topic. The page limit is 2 pages max, single spaced. The overall instructions and rubric are on ELearning. These papers are due every Wednesday morning at 12 am (i.e., the night before class). *The papers should not be summaries of the articles;* Instead, they involve more in-depth analysis to provide a basis for you to share your thoughts with the class. Some ways to write reaction papers include:

- a) Finding commonalities and differences in the concepts and/or methods among the papers and think about their advantages or disadvantages
- b) Extending the concepts in the papers by drawing on theories and/or models by finding other sources not mentioned in the paper
- c) Applying the concepts or theories in the papers to current issues experienced by children and teenagers (e.g., education/learning, mental health) to think about how you might solve real-world problems for these populations
- d) Extending the concepts in the papers in new directions for a study that can answer new questions

4) Proposal written 25%. You will develop a grant proposal for a study that involves examining an area of social development. The proposal should be no more than 4 pages, single spaced. This includes a specific aims page that follows the NIH format, the rest of the proposal should include a significance section outlining the importance of the question and background of the topic, barriers or limitations in past research that your proposal is addressing, and an approach section outlining detailed methods and data analysis plan. Instructions, examples, and a rubric will be posted on Elearning.

5) Peer review of proposals 5%. Each student will be assigned to review a proposal written by another classmate. This allows you to practice being a critical thinker, writer, and colleague by giving constructive feedback that includes tangible elements for improvement. Ultimately, the goal is to develop you into a better researcher. Your grade rests upon you summarizing the purpose of the proposal in a brief paragraph which shows you have read the proposal; writing point-by-point comments identifying strengths and weaknesses of the methods and logic of the proposal (e.g., do the methods and data analyses match and answer the research questions? are the methods feasible? If not, how would you suggest to do it); and editing grammatical errors and coherence of the writing. Instructions are on Elearning.

6) Proposal oral presentation 10%. At the last meetings of the semester, you will present your research proposal. The presentation should be within 20 minutes. Generally, your presentation should have integral parts that are already in your written proposal. For example, a slide outlining significance of the topic, relevant background in 1-2 slides, research questions and hypotheses, slides for methods and an analysis plan that follows how you will test the hypotheses. A rubric will be posted on Elearning.

Final letter grades will be based on the following percentages:

95-100% = A+	63-65%= C
85-94% = A	60-62= C-
80-84% = A-	56-59%= D+
76-79% = B+	53-55=D
73-75%= B	50-52%= D-
70-72%= B-	0-49%= F
66-69% = C+	

Other Class and University Policies

Accommodations

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the Office of Student AccessAbility, located in the Administration Building, Suite 2.224. Their phone number is 972-883-2098, email: studentaccess@utdallas.edu and website is <https://studentaccess.utdallas.edu>. To receive academic accommodations for this class, please contact the AccessAbility Resource Center to obtain a letter of accommodation and subsequently email me this letter at the beginning of the semester.

The center is located in the Administration Building (AD 2.224), and its personnel can be reached at (972) 883-2098 or via email at studentaccess@utdallas.edu. For additional information regarding the ADA Section 504 of the Rehabilitation Act or the Rehabilitation Act of 1973, you may refer to the following link: [Disability Discrimination: Overview of the Laws](#).

Class Materials

The research article and lecture slides for each week will be posted on eLearning/blackboard. Students can download these materials through blackboard if they are registered for this class. These materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the AccessAbility Resource Center has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

If the instructor becomes ill and cannot attend class in-person, she may record a lecture and make it available through blackboard. If the instructor makes in-class recordings, these recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: “As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students. Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Timeline of topics, readings, and tasks

Date	Topic	Readings	Deadlines
21-Aug	Introduction to social development Ethical conduct of human research	none	Sign-up for discussion leadership (2 per person)
28-Aug	Temperament development	<ol style="list-style-type: none"> 1. Caspi, A., Roberts, B. W., & Shiner, R. L. (2005). Personality development: Stability and change. <i>Annu. Rev. Psychol.</i>, 56, 453-484. 2. Chen, X., Wang, L., & Cao, R. (2011). Shyness-sensitivity and unsociability in rural Chinese children: Relations with social, school, and psychological adjustment. <i>Child development</i>, 82(5), 1531-1543. 3. Fox, A. S., Oler, J. A., Shackman, A. J., Shelton, S. E., Raveendran, M., McKay, D. R., ... & Kalin, N. H. (2015). Intergenerational neural mediators of early-life anxious temperament. <i>Proceedings of the National Academy of Sciences</i>, 112(29), 9118-9122. 4. Tang, A., Crawford, H., Morales, S., Degnan, K. A., Pine, D. S., & Fox, N. A. (2020). Infant behavioral inhibition predicts personality and social outcomes three decades later. <i>Proceedings of the National Academy of Sciences</i>, 117(18), 9800-9807. 	
4-Sep	Attachment: Early emotional bond with a primary caregiver	<ol style="list-style-type: none"> 1. Dozier, M., Bernard, K., Roben, C. K., Steele, H., & Steele, M. (2017). Attachment and biobehavioral catch-up. <i>Handbook of attachment-based interventions</i>, 27-49. 2. Groh, A. M., Fearon, R.M.P. (2017). Attachment in the early life course: Meta-analytic evidence for its role in socioemotional development. <i>Child Development Perspectives</i>, 11(1), 70-76. 3. Smyke, A. T., Zeanah, C. H., Fox, N. A., Nelson, C. A., & Guthrie, D. (2010). Placement in foster care enhances quality of attachment among young institutionalized children. <i>Child development</i>, 81(1), 212-223. 4. Opendak, M., Theisen, E., Blomkvist, A., Hollis, K., Lind, T., Sarro, E., ... & Sullivan, R. M. (2020). Adverse caregiving in infancy blunts neural processing of the mother. <i>Nature communications</i>, 11(1), 1119. 	3 topics with written research questions due

11-Sep	Development of the self: Self-concepts, Self-esteem	<ol style="list-style-type: none"> 1. Brummelman, E., & Sedikides, C. (2023). Unequal selves in the classroom: Nature, origins, and consequences of socioeconomic disparities in children's self-views. <i>Developmental Psychology</i>. 2. Orth, U., Erol, R. Y., & Luciano, E. C. (2018). Development of self-esteem from age 4 to 94 years: A meta-analysis of longitudinal studies. <i>Psychological bulletin</i>, <i>144</i>(10), 1045. 3. van der Crujjsen, R., Blankenstein, N. E., Spaans, J. P., Peters, S., & Crone, E. A. (2023). Longitudinal self-concept development in adolescence. <i>Social Cognitive and Affective Neuroscience</i>, <i>18</i>(1), nsac062. 4. Brummelman, E., Grapsas, S., & van der Kooij, K. (2022). Parental praise and children's exploration: a virtual reality experiment. <i>Scientific reports</i>, <i>12</i>(1), 4967. 	
18-Sep	Development of knowledge about others	<ol style="list-style-type: none"> 1. Peterson, C. C., & Wellman, H. M. (2019). Longitudinal theory of mind (ToM) development from preschool to adolescence with and without ToM delay. <i>Child development</i>, <i>90</i>(6), 1917-1934. 2. Slaughter, V., Imuta, K., Peterson, C. C., & Henry, J. D. (2015). Meta-analysis of theory of mind and peer popularity in the preschool and early school years. <i>Child development</i>, <i>86</i>(4), 1159-1174. 3. Decety, J., & Holvoet, C. (2021). The emergence of empathy: A developmental neuroscience perspective. <i>Developmental Review</i>, <i>62</i>, 10099 4. Malti, T., Chaparro, M. P., Zuffianò, A., & Colasante, T. (2016). School-based interventions to promote empathy-related responding in children and adolescents: A developmental analysis. <i>Journal of Clinical Child & Adolescent Psychology</i>, <i>45</i>(6), 718-731. 	Proposal update (narrowing on 1 topic) and outline with some references
25-Sep	Development of emotions and emotion regulation	<ol style="list-style-type: none"> 1. Zimmermann, P., & Iwanski, A. (2014). Emotion regulation from early adolescence to emerging adulthood and middle adulthood: Age differences, gender differences, and emotion-specific developmental variations. <i>International journal of behavioral development</i>, <i>38</i>(2), 182-194. 2. Zeytinoglu, S., Calkins, S. D., & Leerkes, E. M. (2022). Autonomic profiles and self-regulation outcomes in early childhood. <i>Developmental science</i>, <i>25</i>(5), e13215. 3. Silvers, J. A. (2022). Adolescence as a pivotal period for emotion regulation development. <i>Current opinion in psychology</i>, <i>44</i>, 258-263. 	

2-Oct	Contexts of social development: Parents and discipline	<p>4. Lin, S. C., Kehoe, C., Pozzi, E., Liontos, D., & Whittle, S. (2024). Research review: Child emotion regulation mediates the association between family factors and internalizing symptoms in children and adolescents—A meta-analysis. <i>Journal of Child Psychology and Psychiatry</i>, 65(3), 260-274.</p> <p>1. Mesman, J., van IJzendoorn, M. H., & Bakermans-Kranenburg, M. J. (2012). Unequal in opportunity, equal in process: Parental sensitivity promotes positive child development in ethnic minority families. <i>Child Development Perspectives</i>, 6(3), 239-250.</p> <p>2. Teti, D. M., Cole, P. M., Cabrera, N., Goodman, S. H., & McLoyd, V. C. (2017). Supporting parents: How six decades of parenting research can inform policy and best practice. <i>Society for Research in Child Development Social Policy Report</i>, 3(5).</p> <p>3. Gershoff, E. T., & Grogan-Kaylor, A. (2016). Spanking and child outcomes: Old controversies and new meta-analyses. <i>Journal of family psychology</i>, 30(4), 453.</p> <p>4. Holden, G. W., Williamson, P. A., & Holland, G. W. O. (2014). Eavesdropping on the family: A pilot investigation of corporal punishment in the home. <i>Journal of Family Psychology</i>, 28(3), 401-406.</p>	proposal specific aims page due
9-Oct	Contexts of social development: Family systems (siblings, other family ties)	<p>1. Cummings, E. M., Koss, K. J., & Davies, P. T. (2015). Prospective relations between family conflict and adolescent maladjustment: Security in the family system as a mediating process. <i>Journal of abnormal child psychology</i>, 43, 503-515.</p> <p>2. Pleck, J. H. (2007). Why could father involvement benefit children? Theoretical perspectives. <i>Applied development science</i>, 11(4), 196-202.</p> <p>3. Barton, A. W., Brody, G. H., Yu, T., Kogan, S. M., Chen, E., & Ehrlich, K. B. (2019). The profundity of the everyday: Family routines in adolescence predict development in young adulthood. <i>Journal of Adolescent Health</i>, 64(3), 340-346.</p> <p>4. Mehrotra, M., White, N., Foley, S., & Hughes, C. (2024). Sibling and pet relationships: links with adversity and adjustment in pre-adolescence. <i>Applied Developmental Science</i>, 1-17.</p>	Proposal significance and method sections

16-Oct	Contexts of social development: Peer relations and influence	<ol style="list-style-type: none"> 1. Laursen, B., & Veenstra, R. (2021). Toward understanding the functions of peer influence: A summary and synthesis of recent empirical research. <i>Journal of Research on Adolescence</i>, 31(4), 889-907. 2. Popp, D., Laursen, B., Kerr, M., Stattin, H., & Burk, W. K. (2008). Modeling homophily over time with an actor-partner interdependence model. <i>Developmental psychology</i>, 44(4), 1028. 3. Copeland, W. E., Wolke, D., Lereya, S. T., Shanahan, L., Worthman, C., & Costello, E. J. (2014). Childhood bullying involvement predicts low-grade systemic inflammation into adulthood. <i>Proceedings of the National Academy of Sciences</i>, 111(21), 7570-7575. 4. Sapolsky, R. M. (2005). The influence of social hierarchy on primate health. <i>science</i>, 308(5722), 648-652. 	Proposal significance and method sections
23-Oct	Contexts of social development: Intimate relationships in adolescence (friendships and romantic relationships)	<ol style="list-style-type: none"> 1. Rose, A. J., Schwartz-Mette, R. A., Glick, G. C., Smith, R. L., & Luebke, A. M. (2014). An observational study of co-rumination in adolescent friendships. <i>Developmental psychology</i>, 50(9), 2199. 2. Massing-Schaffer, M., Nesi, J., Telzer, E. H., Lindquist, K. A., & Prinstein, M. J. (2022). Adolescent peer experiences and prospective suicidal ideation: The protective role of online-only friendships. <i>Journal of Clinical Child & Adolescent Psychology</i>, 51(1), 49-60. 3. Schreuders, E., Braams, B. R., Crone, E. A., & Güroğlu, B. (2021). Friendship stability in adolescence is associated with ventral striatum responses to vicarious rewards. <i>Nature communications</i>, 12(1), 313. 4. Pouwels, J. L., Valkenburg, P. M., Beyens, I., van Driel, I. I., & Keijsers, L. (2021). Social media use and friendship closeness in adolescents' daily lives: An experience sampling study. <i>Developmental Psychology</i>, 57(2), 309–323. 	Proposal significance and method sections
30-Oct	Individual differences in social development: Aggression, bullies, and victims	<ol style="list-style-type: none"> 1. Girard, L. C., Tremblay, R. E., Nagin, D., & Côté, S. M. (2019). Development of aggression subtypes from childhood to adolescence: a group-based multi-trajectory modelling perspective. <i>Journal of abnormal child psychology</i>, 47, 825-838. 2. van den Berg, Y. H., Burk, W. J., & Cillessen, A. H. (2019). The functions of aggression in gaining, maintaining, and losing popularity during adolescence: A multiple-cohort design. <i>Developmental Psychology</i>, 55(10), 2159. 	Proposal significance and method sections

6-Nov	Contexts of social development: Social media	<p>3. Murray-Close, D., & Ostrov, J. M. (2009). A longitudinal study of forms and functions of aggressive behavior in early childhood. <i>Child Development, 80</i>(3), 828-842.</p> <p>4. Scarpa, A., Haden, S. C., & Tanaka, A. (2010). Being hot-tempered: Autonomic, emotional, and behavioral distinctions between childhood reactive and proactive aggression. <i>Biological psychology, 84</i>(3), 488-496.</p> <p>1. Choukas-Bradley, S., Roberts, S. R., Maheux, A. J., & Nesi, J. (2022). The perfect storm: A developmental–sociocultural framework for the role of social media in adolescent girls’ body image concerns and mental health. <i>Clinical child and family psychology review, 25</i>(4), 681-701.</p> <p>2. Maheux, A. J., Roberts, S. R., Nesi, J., Widman, L., & Choukas-Bradley, S. (2022). Longitudinal associations between appearance-related social media consciousness and adolescents' depressive symptoms. <i>Journal of Adolescence, 94</i>(2), 264-269.</p> <p>3. Pouwels, J. L., Araujo, T., van Atteveldt, W., Bachl, M., & Valkenburg, P. M. (2024). Integrating Communication Science and Computational Methods to Study Content-Based Social Media Effects. <i>Communication Methods and Measures, 18</i>(2), 115-123.</p> <p>4. Fam, J. Y., Männikkö, N., Juhari, R., & Kääriäinen, M. (2023). Is parental mediation negatively associated with problematic media use among children and adolescents? A systematic review and meta-analysis. <i>Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement, 55</i>(2), 89.</p>	Proposal significance and method sections
13-Nov	Gender development	<p>1. Lauer, J. E., Ilksoy, S. D., & Lourenco, S. F. (2018). Developmental stability in gender-typed preferences between infancy and preschool age. <i>Developmental Psychology, 34</i>, 613-620.</p> <p>2. Halim, M. L., Ruble, D., Tamis-LeMonda, C., Shrout, P., & Amodio, D. M. (2017). Gender attitudes in early childhood: Behavioral consequences and cognitive antecedents. <i>Child Development, 88</i>(3), 882-899.</p> <p>3. Durwood, L., Eisner, L., Fladeboe, K., Ji, C., Barney, S., McLaughlin, K., & Olson, K. (2021). Social support and internalizing psychopathology in transgender youth. <i>Journal of Youth and Adolescence, 50</i>, 841-854.</p>	Submit a draft of your proposal completed

4. Schroeder, K. M., & Bámaca-Colbert, M. Y. (2019). Cultural underpinnings of gender development: Studying gender among children of immigrants. *Child Development*, 90, 1005-1015.

20-Nov **Student presentations of research proposals**

Peer reviews due by
November 29th

27-Nov Fall break

4-Dec **Student presentations of research proposals**
