

PSYC 413 001: Social and Personality Development
Term 2, January – April 2015
University of British Columbia

Tuesday and Thursday, 9:30-10:50; AERL 120

Professor:

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Office hours: *by appointment*

The best way to reach me is via email. The TA and I will respond to emails within 48 hours (including weekends). I am more than happy to meet with any of you, at any time!

TAs:

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Office hours: *by appointment*

Welcome to PSYC 413! This course aims to further your understanding of cutting-edge, contemporary issues in social and personality development. As a 400-level course, a fair amount of background in social, cognitive, and developmental psychology is required, although there will be some lecturing to provide background to the issues we'll cover. To help you develop your skills at reading and interpreting actual research in psychology, the readings for this course will be based on primary sources, including empirical and theoretical peer-reviewed articles and the occasional edited book chapter. There is no textbook. Readings will be available for download on the course website. Rather than providing a review of all topics in social and personality development (one semester just does not provide enough time to do so), this course will focus on just a few areas that we will cover in depth. In addition, the course will focus on developing your *writing skills* – there will be no midterm and no final exam. Instead, you will be asked to write weekly discussion comments/questions, regular in-class reports (called QALMRIs) on scientific papers, one short (4-5 page) paper on a news article you'll find that describes the findings of a scientific paper or papers, and finally a 10-15 page research paper, modeled after a real scientific manuscript like the ones we're reading in class (except you'll be inventing your data ☺).

After an initial introduction to theories of social and personality development, **the course will consist of 4 modules: social cognition, emotional development and temperament, attachment and parenting, and moral development.** Although for each module we will consider classic theorizing and data, the primary focus for the course will be to provide a snapshot of just a few of the “cutting edge” research topics in social and personality development today, and so most of the assigned primary-source readings will be from the last decade (and many from the last 5 years).

Course Requirements and Grading

Participation

Attendance is required. Although we will not take attendance at each class, there are weekly group activities and presentations for which you should be in attendance. It's critical that you come to all classes prepared, having done *all* of the readings to a level that enables you to think critically about and discuss them. **For many of our readings, this means you might have to read the articles more than once.** By preparing for class, you will ensure that the class meeting itself is interesting for all of

us. It is your effort that matters – not whether or not you give a “correct” answer. Although there is no specific grade associated with participation, you will be marked down for failure to participate and may be given a few extra points at the end if your participation effort is consistently good.

Weekly discussion comments (top 10 marks will be used; 15% of your final grade)

To ensure you think critically about the readings and to aid our in-class discussion, you will be asked to submit weekly comments/discussion questions based on the week’s readings by 5 PM on Wednesdays. These should be posted on Vista under the appropriate week. These comments should NOT be summaries of the readings, but should instead offer your own reaction to the readings. They may take a variety of forms, including (but not limited to!): (1) strengths and weaknesses of the theoretical arguments and evidence presented; (2) relations between the readings for the current week or from across the course; or (3) unanswered questions raised by the work. The questions may focus on a single reading, but should be informed by the weeks’ readings as a whole (i.e. don’t raise a question about a problematic study if that question is raised/addressed in a subsequent study you read about). Comments should be about 5-6 sentences in length.

These will be graded on a $\square+$, \square , $\square-$ scale. If the comment/question shows creative thinking and thoughtful synthesis, you will get a $\square+$. If you just regurgitate material (repeat what was said in papers) or if you pose a question that could be answered by just reading the abstract, you will get a $\square-$. If you do not turn in a weekly comment or the comment is late you will receive no credit. Consider these similar to A, B, and C for letter grades.

QALMRI writing exercises – 4 total, 5% each for 20% of your final grade

These are designed to help you learn how to read psychology articles (which will help further your understanding of how to think and write like a psychologist). You will complete 4 graded QALMRIs and several (not graded) practice QALMRIs during class. A QALMRI is an exercise where you read an empirical article and have to identify the main Question, the Alternative hypotheses, the study’s Logic, the Method used, the main Results, and the Inferences supported by those results. **The dates for the graded in-class QALMRIs are not marked on the calendar.**

These are graded on a 14-point scale.

Social and personality development in the news paper – 25% of your final grade

To help you become savvy consumers of news stories pertaining to psychological research findings, please find a popular press article that reports the findings of one or more peer-reviewed studies having to do with a child’s social development (NOT the article you’ll summarize for class on January 13th). Then locate the peer-reviewed article(s) that the news story reports on and read them carefully. In a 4-5 page paper, please summarize the news article (~1 page) and the original article(s) (~1 page), and in the remaining ~2-3 pages compare and contrast them. Did the journalist accurately portray the question, methods, results, and implications of the psychologists’ work (Think about your QALMRIs)? If there were inaccuracies, what were they, and what might they lead the public to conclude about the research findings? Whether or not there were inaccuracies, what might be some implications of the public accepting this conclusion as a true reflection of social and personality development?

Paper is due by 5 PM on Tuesday, March 3rd, uploaded to Turnitin. Must be written in APA style.

Turnitin Course ID: 9267597; Section 1 ID: 9267630; Section 2 ID: 9267640

Password: attachment

Term paper – 40% of your final grade

This semester you will also complete a term paper on a topic of your choosing in social and personality development. While your topic can be one we touched on in class, you should feel very free to choose a topic we did not discuss. This paper should be no more than 15 pages and no less than 10 pages, excluding title page, abstract, and references. In your paper, you will review the literature on your chosen topic and motivate a research question, propose a method for testing it, present potential results and discuss the implications of those results in terms of theory and current findings in the field. Essentially, this paper will emulate the papers we've been reading in class and should read as something you could submit to a journal – if you'd actually done the experiment! *Your topic must be cleared with me prior to beginning the project.*

Initial Essay Ideas. Before you can begin your paper, I would like to meet with you to discuss your topic to make sure you choose one that is appropriate for class. Please come to our meeting with a short (one-page double spaced) description of two potential ideas for your paper. Make sure to describe your topic and the potential question or thesis your topic would pose. In addition, you should include at least 2 citations of scientific papers that are relevant to your essay (for each of the two ideas). You should only use peer-reviewed journals like those that are found using PsychInfo – online sources like Wikipedia do not count. **Please contact me to set up a 20 minute meeting the week of February 9th.** If you feel stuck on an idea and unable to write this, that's okay. Come to our meeting anyway and we can work together to help develop some potential ideas.

Final paper is due by 5 PM on Friday, April 17th, uploaded to Turnitin. Must be written in APA style.

Course Policies

- **Weekly discussion comments and the final paper will not be accepted past the deadline. Missed in-class assignments (QALMRIs) cannot be made up.**
- Late papers (beginning at 5:01 PM) will be penalized **10% per day**. This is a hard cutoff at 5 PM – **lateness is not tolerated** so please be uploading well in advance of the deadline to prevent uploading problems.
- The only exceptions to the above policies are illness/injury *with a doctor's note* or personal crisis (e.g., death of a close relative). That is, sports competitions, a family wedding, other stuff being due that day, etc. will not be accepted as excuses: your classmates are also getting colds, having lots of extra work, staying up late, etc., so I cannot give individual extensions without being unfair to the rest of the class. Please get papers completed early in order to ensure that sickness or workload issues will not interfere with your paper being handed in on time.
- A note about grading: Early in term, it will not be unusual for you to receive lower grades. Please don't panic. I will take into account your improvement when determining final grades.
- **Grading on a curve:** As you should now be aware, the psychology department grades all courses on a curve, with a set average (about 68) and standard deviation (about 13), which requires that a certain percentage of students get A's, B's, a failing grade, etc. This is not my rule, but I must follow it. I will absolutely do my best to ensure that grades come out appropriately without the need for adjustments, and if everyone in the class does A work I will do my best to make the case that the grades should stand. But, it is not unlikely that I will have to make adjustments to your grade. This could mean your grade will go up, but it also could mean your grade will go down – I have had to move grades in both directions in other classes over the years. Please be prepared for such an occurrence and keep an eye on your grade relative to the class average, as well as the cumulative class average. (It's probably a good idea to do so in all your psych courses so you are not shocked by your grade at the end of the term!).
- **Extra Credit – Up to 3 points:** One way to learn more about psychology is to be a participant in ongoing research projects. You may earn up to 3 points of credit toward your course grade

by participating in studies that are posted on <https://hsp.psych.ubc.ca/>. Each hour of studies counts as 1 point. Please register in this online system by January 30th. You can also earn your first half hour of credit by completing pretesting survey that will make you eligible for a wider variety of studies. Please note that in a given term, you can earn no more than one hour of credit for **online** studies (not including the pretesting). The final day to do HSP studies is **April 10th**. As an alternative to participating in studies, you **may** choose to complete library writing projects, in which you read and summarize a research article; each article summary counts as one hour of research participation. **This cannot be one of the articles assigned in class, or an outside one that you have used for a writing assignment.** More information about this option can be found at: <http://www.psych.ubc.ca/resguide.psy>. All of your credits for study participation or the library option will be added to your final course grade, **after any scaling that may have been applied.** *This is a great way to do better than your curved grade!* I encourage you not to leave participation until the last minute, as things get pretty crowded late in the semester as everyone scrambles to get in before the deadline – that and you’ll just be much busier.

- **Psychology Department’s Position on academic misconduct:** Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student’s transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult me or your TA. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University’s Policy 69 (<http://www.universitycounsel.ubc.ca/policies/policy69.html>). ****Personally, I find cheating of any kind to be deplorable and inexcusable,** and your TAs and myself will be vigilant in weeding it out and prosecuting it to the fullest extent possible. I have failed students in my classes for this before. All written work will be submitted to Turnitin, a website that monitors the originality of written work against your peers, paper mills, websites, and academic journals. Honestly, it is just NEVER worth it to cheat – if you’re having that much trouble, please come and see me. *Turnitin will be live by the end of the first week of class; we will send you the info.

Tuesday, January 6th

Course introduction

No assigned readings.

Thursday, January 8th

Introduction to social and personality development; first (un-graded) QALMRI exercise.

Please read the QALMRI handout posted on Connect. Please bring a copy of the handout, a template, and the following to class:

Johnson, S.C., Dweck, C.S., & Chen, F.S. (2007). Evidence for infants’ internal working models of attachment. *Psychological Science*, 18(6), 501-502.

Tuesday, January 13th

Social and personality development in the news

Please find a recent article in the popular press that has to do with a child's social development and **write a one-page summary** (double-spaced) of that story and how it relates to what you've learned in previous courses in social, cognitive, or developmental psychology. Bring this summary to class for discussion. It will be collected.

Thursday, January 15th

Early sensitivity to the social world: Recognizing people in infancy

Simion, F., Regolin, L., & Bulf, H. (2008). A predisposition for biological motion in the newborn baby. *Proceedings of the National Academy of Sciences of the USA*, *105*(2), 809-813.

Bar-Haim, Y., Ziv, T., Lamy, D., & Hodes, R.M. (2006). Nature and nurture in own-race face processing. *Psychological Science*, *17*, 159-163.

Quinn, P.C., Yahr, J., Kuhn, A., Slater, A.M., & Pascalis, O. (2002). Representation of the gender of human faces by infants. A preference for female. *Perception*, *31*(9), 1109-1121.

Second un-graded QALMRI exercise. Please bring a copy of the first two papers to class.

Tuesday, January 20th

Early sensitivity to the social world: Understanding people in infancy: What do agents do?

Woodward, A. L. (1998). Infants selectively encode the goal object of an actor's reach. *Cognition*, *69*, 1-34.

Brandone, A., & Wellman, H. (2009). You can't always get what you want: Infants' understanding of failed goal-directed actions. *Psychological Science*, *20*(1), 85-91.

Saxe, R., Tzelnic, T., & Carey, S. (2007). Knowing who dunnit: Infants identify the causal agent in an unseen causal interaction. *Developmental Psychology*, *43*(1), 149-158.

Newman, G.E., Keil, F.C., Kuhlmeier, V.A., & Wynn, K. (2010). Early understanding of the links between agents and order. *Proceedings of the National Academy of Science*, *107*(40), 17140-17145.

Thursday, January 22nd

Early sensitivity to the social world: Understanding people in infancy: How does agency understanding develop? Competing theories.

Meltzoff, A.N. (2007). 'Like me': A foundation for social cognition. *Developmental Science*, *10*(1), 126-134.

Sommerville, J. A., Woodward, A. L., & Needham, A. (2005). Action experience alters 3-month-old

infants' perception of others' actions. *Cognition*, 96, B1-B11.

Johnson, S. C. (2000). The recognition of mentalistic agents in infancy. *Trends in Cognitive Sciences*, 4(1), 22-28.

Gergely, G., & Csibra, G. (2003). Teleological reasoning in infancy: The naïve theory of rational action. *Trends in Cognitive Sciences*, 7, 287-292.

Tuesday, January 27th

Guest Lecture by Professor Susan Birch: Accuracy, credibility and the puzzle of Theory of Mind development

Birch, S.A.J. & Bloom, P. (2004). Understanding children's and adults' limitations in mental state reasoning. *Trends in Cognitive Sciences*, 8(6), 255-260.

He, Z., Bolz, M., & Baillargeon, R. (2012). 2.5-year-olds succeed at a verbal anticipatory-looking false belief task. *British Journal of Developmental Psychology*, 30, 14-29.

Thursday, January 29th

Guest Lecture by Professor Andrew Baron: The development of implicit intergroup attitudes

Rudman, L. A. (2004). Sources of implicit attitudes. *Current Directions in Psychological Science*, 13(2), 79-82.

Baron, A., & Banaji, M. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6, 10 & adulthood. *Psychological Science*, 17(1), 53-58.

Baron, A.S. (in press). Constraints on the development of implicit intergroup associations. *Child Development Perspectives*.

Tuesday, February 3rd

Emotional development and temperament: Typical and atypical development of emotion and emotion understanding

Vaish, A., Grossmann, T., & Woodward, A. (2008). Not all emotions are created equal: The negativity bias in social-emotional development. *Psychological Bulletin*, 134(3), 383-403.

Pollak, S.D., Cicchetti, D., Hornung, K., & Reed, A. (2000). Recognizing emotion in faces: Developmental effects of child abuse and neglect. *Developmental Psychology*, 36(5), 679-688.

Thursday, February 5th

Emotional development and temperament, continued: Introduction to temperament

Kagan, J., Reznick, J.S., & Snidman, N. (1988). Biological bases of childhood shyness.

Science, 240(4849), 167-171.

Fox, N.A. & Henderson, H.A. (1999). Does infancy matter? Predicting social behavior from infant temperament. *Infant Behavior and Development*, 22(4), 445-455.

Tuesday, February 10th

Emotional development and temperament, continued: The neurobiology of temperament

Calkins, S.D., Fox, N.A., & Marshall, T.A. (1996). Behavioral and physiological antecedents of inhibited and uninhibited behavior. *Child Development*, 67, 523-540.

Schwartz, C.E., Wright, C.I., Shin, L.M., Kagan, J., & Rauch, S.L. (2003). Inhibited and uninhibited infants "grown up": Adult amygdalar response to novelty. *Science*, 300, 1952-1953.

Fourtier, P., Van Lieshout, R.J., Waxman, J.A., Boyle, M.H., Saigal, S., Schmidt, L.A. (2014). Are orchids left and dandelions right? Frontal brain activation asymmetry and its sensitivity to developmental context. *Psychological Science*, 25(8), 1526-1533.

Thursday, February 12th

Emotional development and temperament, continued: Genetic and environmental influences on temperament

Saudino, K.J. (2005). Behavioral genetics and child temperament. *Developmental and Behavioral Pediatrics*, 26(3), 214-223.

Huizink, A.C., Robles de Medina, P.G., Mulder, E.J.H., Visser, G.H.A., & Buitelaar, J.K. (2002). Psychological measures of prenatal stress as predictors of infant temperament. *Journal of the American Academy of Child and Adolescent Psychiatry*, 41(9), 1078-1085.

Oberlander, T.F., Weinberg, J., Papsdorf, M., Grunau, R., Misri, S., & Devlin, A.M. (2008). Prenatal exposure to maternal depression, neonatal methylation of human glucocorticoid receptor gene (NR3C1) and infant cortisol stress responses. *Epigenetics*, 3(2), 97-106.

Tuesday, February 17th &
Thursday, February 19th

No Classes. Enjoy spring break!

Tuesday, February 24th

Attachment & Parenting: Introduction

DeCasper, A.J., & Fifer, W.P. (1980). Of human bonding: Newborns prefer their mothers' voices. *Science*, 208(4448), 1174-1176.

Thursday, February 26th

Guest Lecture by Professor Charlotte Johnston: Parenting and atypical development

Calkins, S.D., Propper, C., & Mills-Koonce, W.R. (2013). A biopsychosocial perspective on parenting and developmental psychopathology. *Development and Psychopathology*, 25, 1399-1414.

Johnston, C., & Chronis-Tuscano, A. (2015). Families and ADHD. In R. A. Barkley (Ed.), *Attention Deficit Hyperactivity Disorder: A handbook for diagnosis and treatment* (4th edition, pp. 191-210). New York: Guilford.

Tuesday, March 3rd

Attachment & Parenting, continued:

De Wolff, M.S., & van IJzendoorn, M.H. (1997). Sensitivity and attachment: A meta-analysis on parental antecedents of infant attachment. *Child Development*, 68(4), 571-591.

Van den Boom, D.C. (1994). The influence of temperament and mothering on attachment and exploration: An experimental manipulation of sensitive responsiveness among lower-class mothers with irritable infants. *Child Development*, 65(5), 1457-1477.

Jones, N.A., Field, T., Fox, N.A., Davalos, M., Malphurs, J., Carraway, K., Schanberg, S., & Kuhn, C. (1997). Infants of intrusive and withdrawn mothers. *Infant behavior and development*, 20(2), 175-186.

Thursday, March 5th

Attachment & parenting, continued: Sensitive periods in attachment relationships and possibilities for recovery.

Nelson, C.A., et al. (2007). Cognitive recovery in socially deprived young children: The Bucharest Early Intervention Project. *Science*, 318, 1937-1940.

Almas, A.N., Degnan, K.A., Radulescu, A., Nelson, C.A., Zeanah, C.H., & Fox, N.A. (2012). Effects of early intervention and the moderating effects of brain activity on institutionalized children's social skills at age 8. *Proceedings of the National Academy of Sciences of the USA*, 109(2), 17228-17231.

Tuesday, March 10th

Attachment & parenting, continued: Internal working models and the genetics of attachment styles

Re-read Johnson, S.C., Dweck, C.S., & Chen, F.S. (2007). Evidence for infants' internal working models of attachment. *Psychological Science*, 18(6), 501-502.

Johnson, S.C., & Chen, F.S. (2011). Socioemotional information processing in human infants: From genes to subjective construals. *Emotion Review*, 3(2), 169-178.

Chen, F.S., & Johnson, S.C. (2012). An oxytocin receptor gene variant predicts attachment anxiety in females and autism-spectrum traits in males. *Social Psychological and Personality Science*, 3(1), 93-99.

Thursday, March 12th

Catch-Up/TBA

No assigned readings. Will focus in class on catching up on past material, developing your writing skills, and your final term papers.

Tuesday, March 17th

Moral Development: Introduction to the classics

No assigned readings. I will lecture.

Thursday, March 19th

Professor Hamlin at Society for Research in Child Development Conference – No Class

Tuesday, March 24th

Moral development: Early prosocial behaviors

Warneken, F., & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. *Science*, **311**, 1301–1303.

Liszkowski, U., Carpenter, M., & Tomasello, M. (2008). Twelve-month-olds communicate helpfully and appropriately for knowledgeable and ignorant partners. *Cognition*, *108*(3), 732–739.

Dunfield, K.A., & Kuhlmeier, V.A. (2013). Classifying prosocial behavior: children's responses to instrumental need, emotional distress, and material desire. *Child Development*, *84*(5), 1766–1776.

Thursday, March 26th

Moral development: Why be prosocial?

Warneken, F., & Tomasello, T. (2008). Extrinsic rewards undermine altruistic tendencies in 20-month-olds. *Developmental Psychology*, *44*(6), 1785–1788.

Aknin, L.B., Hamlin, J.K., & Dunn, E.W. (2012). Giving leads to happiness in young children. *Public Library of Science, One*, DOI: 10.1371/journal.pone.0039211.

Hepach, R., Vaish, A., & Tomasello, M. (2012). Young children are intrinsically motivated to see others helped. *Psychological Science*, *23*(9), 967–972.

Dunfield, K. A., & Kuhlmeier, V. A. (2010). Intention-mediated selective helping in infancy. *Psychological Science*, **21**(4), 523–527.

Tuesday, March 31st

Development of empathy and its relation to prosocial behaviors

Sagi, A., & Hoffman, M. L. (1976). Empathic distress in the newborn. *Developmental Psychology*, **12**, 175–176.

Zahn-Waxler, C., Radke-Yarrow, M., Wagner, E., & Chapman, M. (1992a). Development of concern for others. *Developmental Psychology*, **28**(1), 126–136.

Vaish, A., Carpenter, M., & Tomasello, M. (2009). Sympathy through affective perspective-taking and its relation to prosocial behavior in toddlers. *Developmental Psychology*, **45**(2), 534–543.

Thursday, April 2nd

Individual differences in empathic responding

Eisenberg, N., Fabes, R. A., Murphy, B., Karbon, M., Smith, M., & Maszk, P. (1996). The relations of children's dispositional empathy-related responding to their emotionality, regulation, and social functioning. *Developmental Psychology*, **32**, 195–209.

Rhee, S. H., Friedman, N. P., Boeldt, D. L.*, Corley, R. P., Hewitt, J. K., Knafo, A., Lahey, B. B., Robinson, J. A., Van Hulle, C., Waldman, I. D., Young, S. E., & Zahn-Waxler, C. (2013). Early concern and disregard for others as predictors of antisocial behavior. *Journal of Child Psychology and Psychiatry*, **54**, 157-166.

Marsh, A.A., Finger, E.C., Mitchell, D.G.V., Reid, M.E., Sims, C., Kosson, D.S., Towbin, K.E., Leibenluft, E., Pine, D.S., & Blair, R.J.R. (2008). Reduced amygdala response to fearful expressions in children and adolescents with callous-unemotional traits and disruptive behavior disorders. *American Journal of Psychiatry*, **165**, 712-720.

Tuesday, April 7th

Early moral cognition 1: To help and to harm

Kuhlmeier, V., Wynn, K., & Bloom, P. (2003). Attribution of dispositional states by 12-month-olds. *Psychological Science*, **14**, 402–408.

Hamlin, J.K., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. *Nature*, **450**, 557-559.

Hamlin, J.K. (2013a). Moral judgment and action in preverbal infants and toddlers: Evidence for an innate moral core. *Current Directions in Psychological Science*, **22**, 186.

Thursday, April 9th

Early moral cognition 2: Fairness

Sloane, S., Baillargeon, R., & Premack, D. (2012). Do infants have a sense of fairness? *Psychological Science*, **23**, 196-204.

Sommerville, J.A., Schmidt, M.F.H., Yun, J., & Burns, M. (2013). The development of fairness expectations and prosocial behavior in the second year of life. *Infancy*, **18**(1), 40-66.