# Advanced Topics in Psychology: Social Identity in Development

Fall 2020

Course Description:

How do babies develop? Why are we not all carbon copies of each other? Some aspects of development are universal. After all, humans generally have similar face structures and do not develop wings. Other parts of development, however, depend on our unique experiences, who surrounds us, and who we are. In this course, we will explore just one aspect of development. We will discuss how some aspects of our social identities, and the identities of those around us, influence our development from infancy into early childhood.

Contact Information:
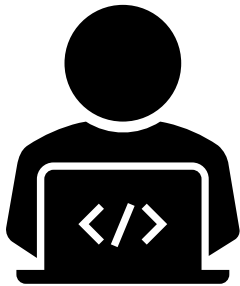
Instructor: Amanda Woodward, PhD

Pronouns: She/Her/Hers   Email: amanda.woodward@ucr.edu
Office Hours: T/Th 1:30-2:30 or by appointment[*]
Office Zoom Room:
https://ucr.zoom.us/my/amandamaewoodward

TA: Calen Horton

Pronouns: He/Him/His   Email: calen.horton@email.ucr.edu
Office Hours: 1:00- 2:00
Office Zoom Room: https://ucr.zoom.us/j/2444055470

Note: I am excited to meet you all and am looking forward to seeing you in office hours! The above hours are dedicated solely to meeting with students in this class. However, I know that these times may conflict with other obligations (work, classes, life). If that is the case, I am happy to schedule individual meetings at a mutually agreed upon time. To schedule an alternate time, or to guarantee an individual meeting during my office hours, please contact me via email.

Prerequisites:

 PSYC 001, PSYC 002, PSYC 011, and PSYC 012

Course Information:

Section	Lecture	Lab
031	Tuesday/Thursday 12:00pm-1:20pm Link:	Monday 2:00 - 2:50pm Link: https://ucr.zoom.us/j/2444055470
032		Monday 3:00 - 3:50pm Link: https://ucr.zoom.us/j/2444055470
033		Monday 4:00 – 4:50pm: Link: https://ucr.zoom.us/j/2444055470

Course Objectives:

By the end of this course, students should be able to:

- Describe how the identities of ourselves and others influence our development
- Recognize the role of social identities in developmental trajectories
- Apply concepts of identity to understand development of children in our communities
- Create resources to educate the community

Grading Scheme:

A+	97.0 - 100 %
A	93.0 – 96.9%
A-	90.0 - 92.9%
B+	87.0 - 89.9%
B	83.0 - 86.9%
B-	80.0 - 82.9%
C+	77.0 - 79.9%
C	73.0 – 76.9%
C-	70.0 - 72.9%
D+	67.0 – 69.9%
D	63.0 – 66.9%
F	Below 63%

Course Requirements:

The following are the activities and assignments you will complete in this course. Further descriptions of each assignment are available on iLearn.

Quizzes (18%):

There will be a short quiz each week to assess your understanding. These quizzes are designed to be brief (10min) and to allow you to assess your understanding of course topics.

Discussion Board Posts (15%):

For each week, you will be asked to reflect on the course materials and create a discussion board post. You can use your post to respond to your choice of prompts:

3-2-1 Format: On any discussion board, you can reply in a 3-2-1 format, which focuses on summarizing 3 things you learned that week, 2 things that you want to learn more about, and 1 question that you have.

Response to prompts: I will post a prompt for each week that you can respond to. These will generally be reflective questions or questions specifically related to that week's material. All prompts will be posted on Sunday so that you can review them before completing readings.

There is no word requirement for discussion posts and the format is open. Posts should be thoughtful and reflect engagement with the materials. A brief rubric will be posted so you can see how you will be graded. I want to hear your thoughts about the topic and about the course material. For this reason, you will not be able to see each other's posts until you've posted your response.

Discussion board response (10%):

In addition to writing your own responses to the materials, you will also be asked to reply to two of your peers' posts each week. These responses should engage with your peers in meaningful ways and contribute to discussions about identity in development. A rubric will be posted to help guide your responses.

Final Project (40%):

There are two options for the final project. Both options are detailed in the final project pack and are designed to assess your knowledge of social identities in development. You will work individually or in a group to either 1) design a product that educates the community about one aspect of social identity or 2) design a study to further our understanding of social identity research. Both options will include a presentation and a paper component.

Final Exam (12%):

The final exam will be cumulative. Further information will be discussed at the end of the course.

Class and Lab Participation (5%):

You can get participation points by attending lectures and discussions and completing in class assignments. If you cannot attend in person, you can get points by submitting one page of notes summarizing the missed class. I will drop 2 unexcused absences.

Extra Credit:

You can earn up to 2% extra credit on your final grade by completing extra credit assignments. You can earn extra credit by creating blog posts relating topics of this course to current events or summarizing research papers we have not covered. Each post will be worth up to .5%. A document outlining these options will be posted on iLearn and they must be turned in by the final day of class. Other opportunities may exist and be sure to check iLearn for any changes.

Tips for Success:

Come prepared:

While there is flexibility in when you hand in assignments, I recommend completing readings and quizzes before class. This will allow you to ask more questions and engage in the course content more.

Email:

Primary course communication will occur via email. Please check your UC Riverside email frequently and let us know if you have questions. I will do my best to respond to email with 24 – 48 hours (and will often respond faster). Please note that I typically sign off around 8pm and emails sent late at night may not be answered until the following morning. For this reason, I recommend looking at assignments ahead of time and asking questions frequently.

Time Management:

This document contains every assignment that will be due in this course. Suggested due dates are both in this syllabus and on iLearn, and I expect you to manage your time appropriately. Quarters go by fast, so please do not wait until the end to submit your work. If you have any questions about ways to manage time or keep track of assignments, please see the following for some applicable strategies or feel free to come to office hours to discuss other strategies:

UCR Keep Learning Time Management

Managing Time More Effectively TED Talk

Free Time and Time Management TED Talk

Be curious:

Ask questions! Explore on your own and share. I am looking forward to teaching this class because I am curious to hear your thoughts and opinions. Sharing your opinions and thinking about these topics more deeply will also help you learn the material (it makes more connections which helps with memory!). Also, I find this class to be more rewarding when I hear your thoughts about what we cover (what's missing, what research needs to be done, and so much more).

Policies and Expectations:

Attendance:

I expect that you will attend lectures and discussion sections when you are able. If you are unable to attend the class, I expect you to complete class activities and email me or attend office hours if you have questions. You are ultimately responsible for the material you miss and completing any assignments.

Note: If you cannot attend a lecture or discussion section, you can still receive credit.

Self- Care:

Life (and 2020) happens. I expect you to prioritize your health and wellness and that of your loved ones. I understand that this means that you may not be able to attend class (see prior sections on receiving credit for missed classes). these cases, I expect you to practice self-care and focus on taking care of yourself. If you require additional resources, please see the following:

https://casemanagement.ucr.edu

https://ucr.counseling.edu

Accommodations:

Please notify me if you have any special needs that you would like to be addressed in or out of the classroom. If you have a disability or require academic accommodations, you can receive support from the Student Disability Resource Center (SDRC) https://sdrc.ucr.edu.

Academic Honesty:

Academic misconduct will not be tolerated and University regulations on cheating and plagiarism will be strictly enforced. You may collaborate with other students on assignments, unless otherwise indicated. I expect each person to hand in their own assignment. For more information regarding University policy on academic honesty and enforcement, see https://conduct.ucr.edu.

Class Expectations:

During the first class, we will discuss expectations of our class and how to interact. Generally, I expect that the classroom will be a place where you should feel comfortable and safe. I expect you all to act civilly and professionally. If I ever do something that makes you feel excluded from the classroom, and you feel comfortable, please let me know so that I can improve.

Classroom Etiquette:

Lectures will be held on Zoom. Please remember to mute your mic if you are not speaking. While I appreciate seeing your faces (so that I can learn who you are!), you are not required to keep your video on in class

This is a tentative course schedule. Any changes to this document will be emailed and posted on iLearn. It is your responsibility to check the materials posted online.

Date	Day	Content	Resources**	Class Assignment (s)*	Final Project Steps *
10/1	Thursday	Introduction to the course	Syllabus Final Project Packet	Welcome Survey	
10/5	Monday	Reading Scientific Articles			
10/6	Tuesday	Introduction to Developmental Psychology	Gopnik Ted Talk Tatum Ch 1 & 2		Choice to Work Alone or in Groups
10/8	Thursday	Identity in Developmental Psychology			
10/12	Monday	Developmental Psychology Discussion		Quiz #1	
10/13	Tuesday	Identity in Infancy	Pascalis et al., 2014 Maurer & Werker, 2014 Roy Ted Talk		
10/15	Thursday	Identity in Infancy pt 2			
10/19	Monday	Infancy Discussion		Quiz #2	
10/20	Tuesday	Categories & Essentialism	Rhodes & Baron, 2019 Roberts & Gelman, 2017		Work Agreement/ Plan Due
10/22	Thursday	Categories & Essentialism pt 2			
10/26	Monday	Category Essentialism		Quiz #3	
10/27	Tuesday	Race in Early Childhood	Tatum Ch 3 Loyd & Gaither, 2018 Kinzler et al., 2007		
10/29	Thursday	Race in Early Childhood pt 2			

11/02	Monday	Race Discussion		Quiz #4	
11/03	Tuesday	Gender in Early Childhood	Gülgöz et al., 2019 Rubin et al., 2019 Fast & Olson, 2017 "How to be a girl" "How to teach your kids about gender" "Girl toys vs Boy toys"		
11/05	Thursday	Gender in Early Childhood pt 2			
11/09	Monday	Gender Discussion		Quiz #5	
11/10	Tuesday	Ability Identity	Dyson 2005 Paulus & Moore 2011		Project Idea Due
11/12	Thursday	Ability Identity			
11/16	Monday	Ability Discussion		Quiz #6	
11/17	Tuesday	Intersections of Identity in Childhood	Perszyk et al 2018 Dunham & Olson 2016 Tatum Ch 9		
11/19	Thursday	Intersections of Identity in Childhood			
11/23	Monday	Intersection Discussion		Quiz #7	
11/24	Tuesday	Groups and Identity	Hitti et al., 2011 Toppe et al., 2020 Killen et al., 2001		Outline of Project Due
11/26	Thursday	Groups and Identity Pt 2			
11/30	Monday	Group Discussion		Quiz #8	
12/1	Tuesday	Identity later in development	Tatum Ch 4 Olson et al 2016 Tatum Ch 8		
12/3	Thursday	Identity later in development			

12/7	Monday	Final Discussion		Quiz #9	Final Project Due
12/8	Tuesday	Final Projects			Watch and Give Feedback on Peer Projects
12/10	Thursday				
12/18	Friday	Final Exam			

Notes: ***:** **I recommend that Class Assignments are completed by lab of each "week", and that Final Project steps are completed the week indicated above. However, you can submit assignments until the end of the quarter. No extensions will be offered after the last day of class.**

Notes:****:** **I expect that you will interact (ie read or watch) resources before we discuss them in class.**

Course Materials

BBC Video. (2017, August). *Girl Toys vs Boy Toys- The Experiment* ["Video"]. YouTube. https://www.youtube.com/watch?v=nWu44AqF0iI

Dunham, Y., & Olson, K. R. (2016). Beyond discrete categories: Studying multiracial, intersex, and transgender children will strengthen basic developmental science. *Journal of Cognition and Development*, *17*(4), 642-665.

Dyson, L. L. (2005). Kindergarten children's understanding of and attitudes toward people with disabilities. *Topics in Early Childhood Special Education*, *25*(2), 95-105.

Fast, A. A., & Olson, K. R. (2018). Gender development in transgender preschool children. *Child development*, *89*(2), 620-637.

Gopnik, A. (2011, July). *What do babies think?* ["Video"]. TED Conferences. https://www.ted.com/talks/alison_gopnik_what_do_babies_think#t-499

Gülgöz, S., Glazier, J. J., Enright, E. A., Alonso, D. J., Durwood, L. J., Fast, A. A., ... & Olson, K. R. (2019). Similarity in transgender and cisgender children's gender development. *Proceedings of the National Academy of Sciences*, *116*(49), 24480-24485.

Hitti, A., Mulvey, K. L., & Killen, M. (2011). Social exclusion and culture: The role of group norms, group identity and fairness. *Anales de psicología*, *27*(3), 587-599.

Killen, M., Pisacane, K., Lee-Kim, J., & Ardila-Rey, A. (2001). Fairness or stereotypes? Young children's priorities when evaluating group exclusion and inclusion. *Developmental psychology*, *37*(5), 587.

Kinzler, K.D., Dupouxm E., & Spelke, E.S. (2007). The native language of social cognition. *Proceedings of the National Academy of Sciences*, *104*(30), 12577-12580.

Loyd, A. B., & Gaither, S. E. (2018). Racial/ethnic socialization for White youth: What we know and future directions. *Journal of Applied Developmental Psychology*, *59*, 54-64.

Mack, M. (2015, September). *How to be a girl* ["Video"]. YouTube. https://www.youtube.com/watch?v=2WCLouQT9fs

Maurer, D., & Werker, J. F. (2014). Perceptual narrowing during infancy: A comparison of language and faces. *Developmental Psychobiology*, *56*(2), 154-178.

Olson, K. R., Durwood, L., DeMeules, M., & McLaughlin, K. A. (2016). Mental health of transgender children who are supported in their identities. *Pediatrics*, *137*(3).

Pascalis, O., Loevenbruck, H., Quinn, P. C., Kandel, S., Tanaka, J. W., & Lee, K. (2014). On the links among face processing, language processing, and narrowing during development. *Child development perspectives*, *8*(2), 65-70.

Perszyk, D. R., Lei, R. F., Bodenhausen, G. V., Richeson, J. A., & Waxman, S. R. (2019). Bias at the intersection of race and gender: Evidence from preschool-aged children. *Developmental science*, *22*(3), e12788.

Paulus, M., & Moore, C. (2011). Whom to ask for help? Children's developing understanding of other people's action capabilities. *Experimental Brain Research*, *211*(3-4), 593.

Roberts, S. O., & Gelman, S. A. (2017). Now you see race, now you don't: Verbal cues influence children's racial stability judgments. *Cognitive Development*, *43*, 129-141.

Rhodes, M., Leslie, S. J., & Tworek, C. M. (2012). Cultural transmission of social essentialism. *Proceedings of the National Academy of Sciences*, *109*(34), 13526-13531.

Roy, D. (2011, March). *The birth of a word* ["Video"]. TED Conferences.

https://www.ted.com/talks/deb_roy_the_birth_of_a_word?referrer=playlist-the_genius_of_babies#t-1156581

Rubin, J. D., Gülgöz, S., Alonso, D., & Olson, K. R. (2020). Transgender and Cisgender Children's Stereotypes and Beliefs About Others' Stereotypes. *Social Psychological and Personality Science, 11*(5), 638-646.

Tatum, B. D. (2017). *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about race.* New York: BasicBooks.

Toppe, T., Hardecker, S., & Haun, D. B. M. (2020). Social inclusion increases over early childhood and is influenced by others' group membership. *Developmental Psychology, 56*(2), 324-335. http://dx.doi.org/10.1037/dev0000873