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:

## ProgrammerInstructor: Amanda Woodward, PhD

Pronouns: She/Her/Hers Email: [amanda.woodward@ucr.edu](mailto: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](mailto: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

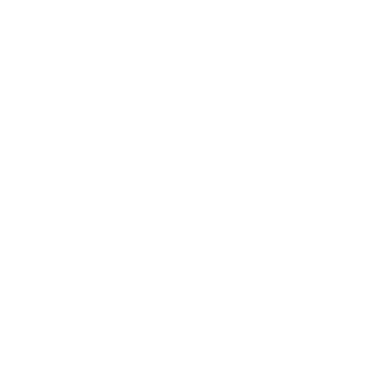
# Course Information:

|  |  |  |
| --- | --- | --- |
| 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.

## InternetFinal 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](https://keeplearning.ucr.edu/time-management)

[Managing Time More Effectively TED Talk](https://www.ted.com/talks/brian_christian_how_to_manage_your_time_more_effectively_according_to_machines)

[Free Time and Time Management TED Talk](https://www.ted.com/talks/laura_vanderkam_how_to_gain_control_of_your_free_time/transcript)

## 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://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

# Course Schedule:

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