

## Psychology 430

### SOCIAL DEVELOPMENT OF INFANTS, CHILDREN AND ADOLESCENTS

Fall 2016

10:00 to 11:50 am, Tuesdays & Thursdays, room VKC 207

Professor: Henrike Moll, Ph.D.  
Seeley G. Mudd, Rm 704  
[hmoll@usc.edu](mailto:hmoll@usc.edu); office hours: Tuesdays, 12:30 - 1:30 pm

Reading: various articles and book chapters (see below). There is no textbook!

This class is a lecture consisting of two weekly sessions of approximately 1 hr. and 50 min. in length. Due to the size of the class, lecturing elements will be combined with student presentations and discussions.

The course is designed for *advanced* students, i.e., those interested in going beyond the introductory ideas covered in Developmental Psychology 336L, and want to think more deeply and critically about developmental issues. The aim of this class is to provide a comprehensive overview of social development in humans. Attention will be given to different theoretical perspectives and research methods. Topics include, among others: social learning, play, morality, perspective-taking, and developmental disorders. The goal is to understand the unique quality of sociality in humans more broadly. Therefore, we will complement our studies of developmental psychology with insights from comparative psychology and philosophy.

There will be **two Midterm Exams** and a **Final Exam** of about 1 hour and 30 minutes each. These are all in-class exams. The first Midterm is based on the material covered from the first meeting until the exam. The second Midterm and the Final are both **non-cumulative**, i.e., they cover only the material introduced after the previous exam. The first Midterm Exam will be given on Thursday, **September 29**, the second on Thursday, **November 3**, and the Final on Tuesday, **December 13**. Note that the Final will be taken earlier than our regular meetings: from 8:00 to 10:00. The Midterm Exams, the Final Exam and **one oral presentation (incl. slides)** each count 25% of your grade.

→ 25% (MT 1) + 25% (MT 2) + 25% (oral presentation) + 25% (Final) = 100%

The presentation is prepared outside of class as part of a team of two to three students and delivered during class. Please discuss your presentation with the instructor during office hours and make sure to send Dr. Moll your slides at least two days prior to presenting. Your presentation should be no longer than 15 minutes! Guidelines for oral presentations are provided in the first class meeting and as a pdf to be found on Blackboard.

**Extra Credit.** Extra credit via study participation or JEP cannot be gained for this class. However, if your course grade is just under the threshold to a better grade, the instructor will factor in your **oral participation during class** (quantity and quality of comments) and grant you the better grade if your oral participation was remarkable.

**Disability Services.** Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please make sure that the letter is delivered

to me as early in the semester as possible. DSP can be contacted by email at [ability@usc.edu](mailto:ability@usc.edu). Their office is in GFS, Room 120; their phone number is (213)-740-0776.

**Academic Integrity.** I expect every student to do his or her own work in this class. That includes the presentation, the midterm exams and the final exam. For the oral presentation, you are expected to summarize and paraphrase the text – simply reading entire text passages and/or copying them unto slides is unacceptable! You are highly encouraged to take notes in class. You are expected to complete the exams without these or any other notes or foreign help. For more information on Academic Integrity consult the Trojan Integrity Guide at <https://sjacs.usc.edu/students/academic-integrity/>

Lastly, a brief note on how to email your instructor. The address line should contain a proper greeting including the instructor’s title and last name (“Dear Dr. Moll, ...”) and should not just say “Hi”, “Hey”, etc.

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
8/23	Introduction, Guidelines for Oral Presentations	
8/25	The social life of human infants	0
8/30	Human interaction: The second person Presentation 1	1
9/01	Communication in apes and human infants Presentation 2	2
9/06	Joint Attention Presentation 3	3
9/08	Gaze, shared affect, and attachment Presentation 4	4
9/13	Play I Presentation 5	5
9/15	Play II (pretend play) Presentation 6	6
9/20	Review Session I	
9/22	<b>1<sup>st</sup> MIDTERM EXAM</b>	
9/27	Bounce: How the ball taught the world to play	
9/29	Morality Presentation 7	7
10/04-06	<b>No class: Instructor is invited speaker at conference, University of Bochum</b>	
10/11	Social Learning: Imitation and Emulation	8

	Presentation 8	
10/13	Natural Pedagogy Presentation 9	9
10/18	Learning and Reasoning Presentations 10	10
10/20	The Emergence of Perspective-Taking Presentation 11	11
10/25	Theory of Mind Development Presentation 12	12
10/27	Gender Development Presentations 13+14	13
11/01	Review Session	
11/03	<b>2<sup>nd</sup> MIDTERM EXAM</b>	
11/08	Autism I Presentation 15	14
11/10	Autism II Presentation 16*	15
11/15	Thinking and Feeling in Adolescence	-
11/17	Schizophrenia I Presentation 17	16
11/22	Schizophrenia II Presentation 18	17
11/24	<b>No class: Thanksgiving</b>	
11/29	Borderline Personality Disorder Presentation 19	18
12/01	Review Session	
12/06 +/08	<b>No class: Study days</b>	
12/13	<b>FINAL EXAM, 8.00 – 10.00 A.M.</b>	

**GRADING:**

Midterm 1: 25%; Midterm 2: 25%; Presentation (Oral/Slides): 25%; Final: 25%; **TOTAL: 100%**

**READINGS**

- 1 MacMurray, J. (1967). *Persons in relation*. New York, NY: Humanity Books. Chapter 2.
- 2 Tomasello, M. (2008). *Origins of human communication*. MIT Press: Boston, MA. Chapter 2

- 3 Moll, H., & Meltzoff, A. N. (2011). Joint attention as the fundamental basis of perspectives. In A. Seemann (Ed.), *Joint attention: New developments in psychology, philosophy of mind, and social neuroscience* (pp. 393-413). Cambridge, MA: MIT Press.
- 4 Laible, D., & Thompson, R. A. (2000). Mother-child discourse, attachment security, shared positive affect, and early conscience development. *Child Development, 71*(5), 1424-1440.
- 5 Burckhard, G.M. (2014). A brief glimpse at the long evolutionary history of play. *Animal Behavior & Cognition, 1*(20), 90-98.
- Janik, V. (2015). Play in dolphins. *Current Biology, 25*(1), R8.
- 6 Vygotsky, L. (1966). Play and its role in the mental development of the child. *Voprosy Psikhologii, 12*(6), 62-76.
- 7 Smith, A. (2009). *The theory of moral sentiments*. New York, NY: Penguin Books. Sections 1 & 2.
- 8 Gergely, G., & Csibra, G. (2006). Sylvia's recipe: The role of imitation and pedagogy in the transmission of cultural knowledge. In N. Enfield & S. Levinson (Eds.), *Roots of human sociality: Culture, cognition, and human interaction* (pp. 229-255). Oxford: Berg Publishers.
- 9 Gergely, G., & Csibra, G. (2013). Natural pedagogy. In M. R. Banaji & S. Gelman (Eds.), *Navigating the social world: What infants, children, and other species can teach us* (pp. 38-43). Cambridge, MA: Oxford University Press.
- 10 Bakhurst, D. (2015). Training, transformation, and education. *Royal Institute of Philosophy Supplement, 76*, 301-327.
- Rödl, S. (2013). Education and autonomy. *Journal of Philosophy of Education, 50*, 84-97.
- 11 Moll, H., Meltzoff, A. N., Merzsch, K., & Tomasello, M. (2013). Taking versus confronting visual perspectives in preschool children. *Developmental Psychology, 49*(4), 646-654.
- 12 Moll, H., Khalulyan, A., & Moffett, L. (in press). Two-and-a-half year-olds express suspense when an agent approaches a scene with false expectations. *Child Development*.
- 13 Fagot, B. I., & Leinbach, M. D. (1993). Gender role development in young children: From discrimination to labeling. *Developmental Review, 13*(2), 205-221.
- Messner, M. (2000). Barbie girls vs. sea monsters: Children constructing gender. *Gender & Society (14)*, 765-784.
- 14 Shultz, Jones, W., & Klin, A. (2015). Early departures from normative processes of social engagement in infants with autism spectrum disorder. In A. Puce & B. Bertenthal (Eds.), *The many faces of social attention: Behavioral and neural measures* (pp. 157-177). New York: Springer Press.
- 15 Introduction into "Applied Behavior Analysis": a common intervention program.
- 16 Steinberg, L. (2005). Cognitive and affective development in adolescence. *Trends in Cognitive Sciences, 9*(2), 69-74.
- 17 Gallagher, S. (2004). Neurocognitive models of schizophrenia: A neurophenomenological critique. *Psychopathology, (37)*, 8-19.
- 18 J. M. Hooley, & St. Germain, S. (2013). Borderline personality disorder. In W. Craighead, D. Miklowitz, & L. Craighead (Eds.), *Psychopathology: History, diagnosis, and empirical foundations* (pp. 511-549). Hoboken, NJ: John Wiley and Sons.