Advanced Special Topics in Psychology: Early Social Cognition
Psychology 489C, Fall 2013

Time: Tuesdays and Thursdays   **Instructor**: Dr. Jonathan Beier
          12:30 to 1:45 pm   **Email**: jsbeier@umd.edu
Location: BPS 1112   **Office hours**: By appointment,
Website: http://elms.umd.edu   BPS 2147E (please email to set a time)

Course description

This advanced undergraduate seminar explores the foundations of social cognition, focusing primarily on developments from birth through the first few years of life. In this course, we will first review infants' and toddlers' conceptual development in the social domain. Topics will include the detection of social partners in one's environment, representations of intentional agents and their actions, and understanding of others' perceptual and belief states. We will then consider the ways that this early knowledge guides young children's own social behaviors and evaluations of others. On what grounds do children form preferences for some individuals over others, and how are these preferences revealed in their actions? How do they learn to be members of the society in which they are raised?

Success in this class is simple. Do the readings. Come to class. Participate in discussions. Submit your assignments on time; make them thoughtful. And ask for help if you need it.

Grading

- Class participation (20%)
- Online discussion posts (25%)
- Discussion leading (5% + 5%)
- Written QALMRI analysis (5%)
- Final paper presentation (10%)
- Final paper (30%)

Policy on late assignments

If your online discussion post does not appear before **7 pm** the night before class, you will not receive credit for it.

If they are late, QALMRI and Final papers will rapidly lose their value to you. QALMRI papers are due at the **start of class** one week following your in-class presentation. Final papers are due by **midnight** on the evening of Tuesday, December 17th. If an assignment arrives within 24 hours after these times, the grade will be reduced by 10%; deductions of 20% and 30% will occur if it arrives on the second or third day, respectively. After that, assignments will not be accepted.

More on assignments

Class participation (20%):
- Be prepared and be engaged!
- I will take notes each day on each student's attendance and participation in the discussion. You should contribute something each day, but keep in mind that quality is more important than quantity.

Online discussion posts (25%):
- Before each class session you will post a short response to that day's readings on the ELMS discussion board for the class.
- Your posts are due by **7 pm** the night before class. This is important because the discussion leader(s) for that day must have time to review your posts and think about how to include the issues you have raised.
- Read through other students' posts! You'll learn a lot from each other's reactions. In your post, you are welcome to refer to posts made by your peers, but be advised that if the discussion has gone far afield you might not want to follow it there.
- Posts should be about a paragraph long at minimum (~150 words). Although only one is required, you should feel free to make multiple posts; but if you do, make sure that at least one of them meets this length.
- You don't need to summarize the readings beyond providing enough detail for us to know what you're referring to. We've all read the papers, so get to the point.
- In order to receive full credit, you will have to go beyond statements such as "I thought X was interesting" or "I didn't understand Y." Of course, these are reasonable starting points for your comments, but you shouldn't stop here! For instance, "I thought X's finding was interesting because it contradicted Y's theory that..."; or, "I didn't understand Y's conclusion because the data really seemed to suggest that..."; or, "I think X experiment is related to an article I read in a previous class because Y..."; or, "In future work, it would be important to know X because otherwise Y..."

Discussion leading (5% + 5%):
- You will be responsible for leading the day's discussion twice during the semester. There are several parts to this role:
  - You will present a SHORT summary of one of the empirical research articles assigned for that day.
  - Prior to class, you will compile a list of the thoughtful comments made by your peers online, to be used as starting points for discussion during class. Look for both themes across multiple students' posts and particularly insightful comments by individual students.
  - During class, I will give the discussion leaders an opportunity to comment on the day's readings as a whole. In addition to offering their own thoughts, they will guide the discussion by asking other students to restate their points made online.

- On many days there will be two students assigned as discussion leaders – these are days with more than one empirical reading. You will each present separate papers, and then jointly lead the general discussion.

Written QALMRI analysis (5%):
- Each student will write one QALMRI analysis of an empirical paper they described while leading the discussion.
- Since you will lead discussion twice, that means you have your choice of which paper to write about.
- QALMRI papers are due at the start of class, in hardcopy, one week after the class in which you presented that empirical paper. I will grade the hardcopy that you hand me, but you should also email a copy to me.

Final paper presentation (10%):
- I've set aside three class days towards the end of the semester for Final paper presentations. By this point in the semester, you should have begun making concrete plans for the topic of your paper. The presentation is your chance to get feedback for these plans, from your peers and from me.
- Because there will be many of them, paper presentations should be brief: about 5 minutes, with another 5 minutes of Q & A from the class.

Final paper (30%):
- At the end of the semester, you will turn in a proposal for a new study in the domain of social cognitive development. It must be 10 – 11 pages, double spaced, APA format, and without tortured margins.
- The study you propose should make contact with at least one of the topics that we discussed in class. I recommend that you keep a list of the open questions that you identify throughout the semester; when it comes time to begin work on the paper, this list will come in handy.
- The paper will be roughly in the format of a journal article, though of course without data: you'll have an introduction, methods section, planned analyses, and a thorough discussion of possible results and their implications. More details will be provided as the deadline approaches.
- You should email me a short description (just a few sentences) about your study proposal by November 26 (the Tuesday before Thanksgiving). Based on these descriptions, I'll be able to let you know if you're headed down a reasonable path. I'm also happy to discuss your topic during my office hours.
- Final papers are due at **midnight** on the night of Tuesday, December 17th.

Academic Integrity

Academic integrity is a serious matter, and the Department of Psychology has a zero-tolerance policy towards academic dishonesty. Please review our statement on the ethics of scholarship, appended to this syllabus.

Excused Absences

University of Maryland policy dictates that a single absence during the semester due to illness or injury will be excused with a signed letter attesting to the date of the illness and acknowledging that the information is true and correct. You are required to contact me by email prior to the class meeting if you expect to be absent for any reason, especially due to illness or injury, and to provide this form by the next class meeting that you are present for:
http://www.health.umd.edu/sites/default/files/ClassExcuse1011.pdf

Multiple absences, and those occurring on a major scheduled grading event (http://president.umd.edu/policies/docs/V-100G.pdf), require written documentation of the illness or injury from the Health Center or an outside health care provider. The letter must verify the dates of treatment and the time period during which you were unable to meet academic responsibilities. Accommodations will be arranged on a case-by-case basis.

A grade of zero will be assigned for any assessment missed with an unexcused or undocumented absence.

Electronic devices

I will take a wait-and-see approach to the use of laptops and tablets during class. If you are clearly using them for note-taking or to view digital copies of the assigned reading, all will be fine. If I suspect that some of you are using your electronic devices for other purposes, such as email, messaging, web browsing, or Facebook, I may decide to ban these devices for everyone (except when required for DSS accommodations).

Schedule of topics

Date	Topic
Sept 3	Intro and organization
Sept 5	Social cognitive development in perspective; How to summarize an empirical article
Sept 10	Face perception
Sept 12	Agents and Goals
Sept 17	Perception – What agents see
Sept 19	Beliefs – What agents know
Sept 24	Preverbal Communication – Joint attention and Shared intentionality
Sept 26	Other animals – Understanding agency
Oct 1	Social evaluation – Judging good and bad behavior
Oct 3	Prosocial and antisocial behavior – Helping and hurting
Oct 8	Prosocial and antisocial behavior – Fairness and sharing
Oct 10	Doing things together
Oct 15	Building relationships
Oct 17	Social categories – Race and language
Oct 22	Social categories – Novel groups
Oct 24	Social categories – Kinds and coalitions
Oct 29	Other animals – Social connections
Oct 31	Negativity bias
Nov 5	Learning from others – Pedagogy
Nov 7	Learning from others – Imitation
Nov 12	Learning from others – Selective trust
Nov 14	Social norms
Nov 19	Cross-cultural differences
Nov 21	Parenting
Nov 26	Early deprivation
Nov 28	*NO CLASS – Thanksgiving!*
Dec 3	Paper presentations – Group 1
Dec 5	Paper presentations – Group 2
Dec 10	Paper presentations – Group 3
Dec 12	Wrap-up discussion

<u>**Class Outline**</u>

Note: Readings are subject to revision as the course proceeds!

September 3: Introduction and organization

September 5: Social cognitive development in perspective

Bloom, P. (2004). "Mindreaders." *Descartes' baby: How the science of child development explains what makes us human* (pp. 3 – 34)*.* New York: Basic Books.

Farroni, T., Johnson, M. H., Menon, E., Zulian, L., Faraguna, D., & Csibra, G. (2005). Newborns' preference for face-relevant stimuli: Effects of contrast polarity. *Proceedings of the National Academy of Sciences of the United States of America*, *102*(47), 17245-50.

Kosslyn, S.M. & Rosenberg, R.S. (2001). QALMRI Instructions.

September 10: Face perception

Meltzoff, A. N., & Moore, M. K. (1977). Imitation of facial and manual gestures by human neonates. *Science*, *198*(4312), 75.

Sugita, Y. (2008). Face perception in monkeys reared with no exposure to faces. *Proceedings of the National Academy of Sciences of the United States of America*, *105*(1), 394-8.

September 12: Agents and Goals

Newman, G. E., Keil, F. C., Kuhlmeier, V. A., & Wynn, K. (2010). Early understandings of the link between agents and order. *Proceedings of the National Academy of Sciences of the United States of America*, *107*(40), 17140-5.

Woodward, A. L. (2009). Infants' grasp of others' intentions. *Current Directions in Psychological Science*, *18*(1), 53.

September 17: Perception – What agents see

Johnson, S., Slaughter, V., & Carey, S. (1998). Whose gaze will infants follow? The elicitation of gaze-following in 12-month-olds. *Developmental Science*, *1*(2), 233-238.

Meltzoff, A. N., & Brooks, R. (2008). Self-Experience as a mechanism for learning about others: A training study in social cognition. *Developmental Psychology*, *44*(5), 1257-65.

September 19: Belief – What agents know

Flavell, J.H. (2004). Theory-of-mind development: Retrospect and prospect. *Merrill-Palmer Quarterly, 50,* 274-290.

Onishi, K.H., & Baillargeon, R. (2005). Do 15-month-old infants understand false beliefs? *Science, 308,* 255-258.

Kovács, Á. M., Téglás, E., & Endress, A. D. (2010). The social sense: Susceptibility to others' beliefs in human infants and adults. *Science (New York, N.Y.)*, *330*(6012), 1830-4.

September 24: Preverbal communication

Carpenter, M., & Liebal, K. (in press). Joint attention, communication, and knowing together in infancy. In A. Seemann (Ed.), *Joint attention: New developments.* Cambridge, MA: MIT Press.

Liszkowski, U., Carpenter, M., Henning, A., Striano, T., & Tomasello, M. (2004). Twelve-month-olds point to share attention and interest. *Developmental Science*, 7(3), 297-307.

September 26: Other animals – Understanding agency

Call, J., & Tomasello, M. (2008). Does the chimpanzee have a theory of mind? 30 years later. *Trends in Cognitive Sciences*, *12*(5), 187-192.

Hare, B., Brown, M., Williamson, C. & Tomasello, M. (2002). The domestication of social cognition in dogs. *Science.* 298(5598), 1634 - 1636.

October 1: Social evaluation – Judging good and bad behavior

Bloom, P. (in press). Moral nativism and moral psychology. To appear in Mikulincer, M. & P. R. Shaver (Eds.), *The Social Psychology of Morality: Exploring the Causes of Good and Evil.* Washington, DC: American Psychological Association.

Hamlin, J. K., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. *Nature*, *450*(7169), 557-9.

Hamlin, J. K., Wynn, K., Bloom, P., & Mahajan, N. (2011). How infants and toddlers react to antisocial others. *Proceedings of the National Academy of Sciences of the United States of America*, *108*(50), 19931-6.

October 3: Prosocial and antisocial behavior – Helping and hurting

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

Svetlova, M., Nichols, S. R., & Brownell, C. A. (2010). Toddlers' prosocial behavior: From instrumental to empathic to altruistic helping. *Child Development*, *81*(6), 1814-1827.

Tremblay, R. E., Japel, C., Pérusse, D., McDuff, P., Boivin, M., Zoccolillo, M., & Montplaisir, J. (1999). The search for the age of 'onset'of physical aggression: Rousseau and Bandura revisited. *Criminal Behaviour and Mental Health*, *9*(1), 8-23.

October 8: Prosocial and antisocial behavior – Fairness and sharing

Sloane, S., Baillargeon, R., & Premack, D. (2012). Do infants have a sense of fairness? *Psychological Science*, *23*(2), 196-204.

McCrink, K., Bloom, P., & Santos, L. R. (2010). Children's and adults' judgments of equitable resource distributions. *Developmental Science*, *13*(1), 37-45.

October 10: Doing things together

Henderson, A. M. E., & Woodward, A. L. (2011). Let's work together": What do infants understand about collaborative goals? *Cognition*, *121*(1), 12-21.

Gräfenhain, M., Behne, T., Carpenter, M., & Tomasello, M. (2009). Young children's understanding of joint commitments. *Developmental Psychology*, *45*(5), 1430-43.

Hamann, K., Warneken, F., Greenberg, J. R., & Tomasello, M. (2011). Collaboration encourages equal sharing in children but not in chimpanzees. *Nature*, *476*(7360), 328-31.

October 15: Building relationships

Johnson, S. C., Dweck, C. S., Chen, F. S., Stern, H. L., Ok, S. J., & Barth, M. (2010). At the intersection of social and cognitive development: Internal working models of attachment in infancy. *Cognitive Science*, *34*(5), 807-25.

Thomsen, L., Frankenhuis, W. E., Ingold-Smith, M., & Carey, S. (2011). Big and mighty: Preverbal infants mentally represent social dominance. *Science, 331*(6016), 477-80.

October 17: Social categories – Race and Language

Dunham, Y., Baron, A. S., & Banaji, M. R. (2008). The development of implicit intergroup cognition. *Trends in Cognitive Sciences*, *12*(7), 248-53.

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

Kinzler, K. D., & Spelke, E. S. (2011). Do infants show social preferences for people differing in race? *Cognition*, *119*(1), 1-9.

October 22: Social categories – Novel groups

Sherif, M. (1956). Experiments in group conflict. *Scientific American*, 195, 54-58.

Dunham, Y., Baron, A. S., & Carey, S. (2011). Consequences of "minimal" group affiliations in children. *Child Development*, *82*(3), 793-811.

October 24: Social categories – Kinds and Coalitions

Cosmides, L., Tooby, J., & Kurzban, R. (2003). Perceptions of race. *Trends in Cognitive Sciences*, *7*(4), 173-179.

Shutts, K., Pemberton, C. K., & Spelke, E. S. (2013). Children's use of social categories in thinking about people and social relationships. *Journal of Cognition and Development*, *14*(1), 35-62.

October 29: Other animals – Social connections

Mahajan, N., Martinez, M. A., Gutierrez, N. L., Diesendruck, G., Banaji, M. R., & Santos, L. R. (2011). The evolution of intergroup bias: Perceptions and attitudes in rhesus macaques. *Journal of Personality and Social Psychology*, *100*(3), 387-405.

Ben-Ami Bartal, I., Decety, J., & Mason, P. (2011). Empathy and pro-social behavior in rats. *Science*, *334*(6061), 1427-30.

October 31: Negativity bias

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.

November 5: Learning from others – Pedagogy

Egyed, K., Király, I., & Gergely, G. (2013). Communicating shared knowledge in infancy. *Psychological Science*, *24*(7), 1348-53.

Bonawitz, E., Shafto, P., Gweon, H., Goodman, N. D., Spelke, E., & Schulz, L. (2011). The double-edged sword of pedagogy: Instruction limits spontaneous exploration and discovery. *Cognition*, *120*(3), 322-30.

November 7: Learning from others – Imitation

Gergely, G., Bekkering, H., & Király, I. (2002). Rational imitation in preverbal infants. *Nature*, *415*(6873), 755.

Lyons, D. E., Young, A. G., & Keil, F. C. (2007). The hidden structure of overimitation. *Proceedings of the National Academy of Sciences of the United States of America*, *104*(50), 19751-6.

November 12: Learning from others – Selective trust

Harris, P. L., & Corriveau, K. H. (2011). Young children's selective trust in informants. *Philosophical Transactions of the Royal Society of London. Series B, Biological Sciences*, *366*(1567), 1179-87.

Zmyj, N., Daum, M. M., Prinz, W., Nielsen, M., & Aschersleben, G. (2012). Fourteen-Month-Olds' imitation of differently aged models. *Infant and Child Development*, *21*(3), 250-266.

November 14: Social norms

Rossano, F., Rakoczy, H., & Tomasello, M. (2011). Young children's understanding of violations of property rights. *Cognition*, *121*, 219-227.

Schmidt, M. F. H., Rakoczy, H., & Tomasello, M. (2012). Young children enforce social norms selectively depending on the violator's group affiliation. *Cognition.*

November 19: Cross-cultural differences

Fu, G., Xu, F., Cameron, C.A., Heyman, G.D., & Lee, K. (2007). Cross-cultural differences in children's choices, categorizations, and evaluations of truths and lies. *Developmental Psychology, 43,* 278-293.

Shahaeian, A., Peterson, C. C., Slaughter, V., & Wellman, H. M. (2011). Culture and the sequence of steps in theory of mind development. *Developmental Psychology*, *47*(5), 1239.

November 21: Parenting

Boo, K. (2006, February 6). Swamp nurse. *New Yorker.*

Pollak, S. D., & Sinha, P. (2002). Effects of early experience on children's recognition of facial displays of emotion. *Developmental Psychology*, *38*(5), 784-791.

Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., & Bornstein, M. H. (2000). Contemporary research on parenting: The case for nature and nurture. *The American Psychologist*, *55*(2), 218-232.

November 26: Early Deprivation

Hughes, V. (2013). Can research on Romanian orphans be ethical? *Aeon Magazine*.

Nelson, C. A., Zeanah, C. H., Fox, N. A., Marshall, P. J., Smyke, A. T., & Guthrie, D. (2007). Cognitive recovery in socially deprived young children: The Bucharest early intervention project. *Science, 318*(5858), 1937-40.

November 28: NO CLASS – *Thanksgiving!*

December 3: Paper presentations – Group 1

December 5: Paper presentations – Group 2

December 10: Paper presentations – Group 3

December 12: Wrap-up discussion

Tomasello, M. (2010). Human culture in evolutionary perspective. *Advances in Culture and Psychology*, *1*(7), 5-52

[Final papers due by midnight on December 17th]