

CSHD 161 – Spring 2024

Children's Personal & Social Development

Instructor: [Dr. Emma Armstrong-Carter](#)

Emma.Armstrong_Carter@tufts.edu

Tuesdays & Thursdays 12pm -1:15pm

Class is in-person at Eliot-Pearson, Curriculum Lab

Student Learning Goals:

By the end of this course, you should be able to....

1. Describe how children's and adolescents' relationships with caregivers, siblings, peers and personal identities change over time and differ across contexts.
2. Explain issues related to equity and representation in developmental science, and be able to effectively advocate for equal opportunities for all children.
3. Proficiently and confidently read, interpret, and critically analyze, and summarize developmental science research, and creatively apply developmental concepts to real-world events and experiences in the community.
4. Write an academic review paper that summarizes and offers a compelling argument about existing scientific research.
5. Apply concepts from developmental science to your future career - I am looking forward to getting to know all of you!

Office hours:

Office hours are available:

- (1) 11am - 11:45am Tuesdays in my office Eliot Pearson Room 105 (Drop in)
- (2) by request in person or on Zoom. (Email me to schedule)

Attendance & participation:

Class attendance is important for this course because we will do many hands-on learning activities. Your participation will be marked using the "ticket in" and "ticket out" assignments (see details below). You will automatically have two excused absences (see details below). Use of cell phones in class is discouraged except in emergencies, because research consistently demonstrates it distracts both the user and other students from learning. By attending every class and actively engaging in class activities without your phone, you and your peers will be able to learn most effectively.

Reading recommendations:

Anytime you read (for this class or others), I highly recommend taking notes because otherwise it is very difficult to retain key concepts and information. Taking notes will help you to process the information and identify key takeaways. The notes may be 1-2 paragraphs and in full sentences or bullet points, typed or on paper. Research shows that the process of handwriting notes helps you to remember the material. The notes should not be more than one page per material (e.g., paper, podcast). [Read these strategies for reading academic articles.](#)

Student feedback:

I value your feedback and actively want it so I can improve my teaching methods. You may give feedback on the course at any time in several ways. (1) verbally or in person to me (2) email to me (3) [this anonymous google form](#) (4) by emailing Heather Dwyer (heather.dwyer@tufts.edu) at the Center for the Enhancement of Learning and Teaching who will pass it along to me anonymously. We also have planned feedback sessions.

Grading:

Course grades will be based on the assignments & quizzes listed in the table below. All assignments must be submitted before the due date and time. I use a transparent grading rubric for all assignments and for all course grades, so that expectations and evaluation metrics are clear. [You can see that rubric here](#). Literally I will use this spreadsheet to evaluate your work, so you can do it too, in preparation before you submit, and score yourself and improve your work yourself before I grade it.

As you can see in the table on the next page, the points for all assignments & quizzes add up to 200. Therefore, you will receive a number of points out of 200 for the whole course. I will calculate this number into a final percentage and use the corresponding letter grades below, based on the standard percentages.

99 - 100%	A+	88 - 89%	B+	78 - 79%	C+	68 - 69%	D+
94 - 98%	A	84 - 87%	B	74 - 77%	C	64 - 67%	D
90 - 93%	A-	80 - 83%	B-	70 - 73%	C-	60 - 63%	D-

Assignment	Brief Description	Points	Due Date	Submission
Ongoing assignments (80 points total)				
"Ticket in" to class	2 questions about the assigned materials for class	40 (2 points each for 20 classes, see notes)	Daily at start of class	Via poll everywhere
"Ticket out" of class	2 questions about the class itself	40 points (2 points each for 20 classes, see notes)	Daily at end of class	Via poll everywhere
Review paper (70 points total)				
Milestone 1	Annotated bibliography and paper outline	15	March 5	On canvas

Milestone 2	First draft of paper	20	April 16	On canvas
Final paper	Final draft of paper that incorporates feedback	35	April 25	On canvas
Quizzes (50 points total)				
Quiz 1	Attachment & parent-child relationships	25	Feb 20	In person on Canvas
Quiz 2	Peers and sibling relationships	25	March 28	In person on Canvas

Course Assignments Details:

(1) “Ticket in” to class

Overview. To encourage you to be prepared when you arrive at class each day, we will start class with 1-3 reflection questions on the readings/videos/podcasts assigned for that class day. This only applies to “ticket days” with a  on the schedule below. It does not apply to the first day of class or quiz days.

Purpose. The purpose of this “ticket in” is to make sure (a) you are carefully reviewing the materials and writing about it in your own words, which helps with understanding and retention (b) you are coming to class able to contribute to the learning of your peers and self via group activities (c) you will have materials to go back to and reference after the class is finished, so you can remember everything you learned! I will give you 1-3 questions/prompts about the assigned materials for the day, to give you a chance to demonstrate your understanding.

The ticket is *not* meant to function as a quiz (summative assessment) but more as a knowledge check (formative assessment). It is designed to ensure you are prepared to engage actively in class. The prompts will not ask you to memorize small details, but rather big picture ideas from the readings/podcasts/other materials assigned. The questions are quite similar to the quiz questions so they function as practice opportunities for the quizzes! You will have the opportunity to discuss your answers with peers, so this is more about engagement with the materials than evaluating. Don't stress, but do come prepared.

How it works. At the beginning of class, I will present a slide with the question about the reading on the powerpoint slides. You will have 3 minutes or so to text or type your response to the poll everywhere: On your computer visit [PollEv.com/emmaa305](https://www.poll Everywhere.com/emmaa305) or via text Send emmaa305 to 37607. The responses must be submitted at the beginning of class, because the point is to show that you are ready for class. You should not use

your reading notes, because part of the point is to practice recalling the information which will help you retain it in your memory. This is based on the honor system. You will receive between 0-2 points for each “ticket in”. 0 = you did not submit it or very obviously did not read the material, 1 = your responses were cursory and did not demonstrate a clear understanding of key points, or only answered some of the questions 2 = your responses were satisfactory and reflected an understanding and careful reading of the material. You will notice that the schedule has 22 days of “tickets”, and each is worth up to 2 points, but you can only earn a maximum of 40 points from the tickets. This is because you will have 2 excused absences for when you’re sick or out of town, etc. Ideally, come to class every day and do your tickets anyway, because that’s how you will learn the most 😊. No “extra credit” will be awarded for completing all tickets. After 2 missed tickets, points will be lost, even if it is an “excused absence”. This is because the point is to give you credit for participating in class. Even if you’re sick and I understand why you’re absent, I cannot give you credit for more than 2 tickets that you are absent. This applies also for the “tickets out”

(2) “Ticket out” of class

Overview. Each day at the end of class (for “ticket days” with a  on the schedule below) you will submit a post-class reflection. The purpose of this is so that if someone asks you later that night what you learned in class, you will be able/prepared to describe the key takeaway points in your own words. You will have 5 minutes at the end of class to submit it also via poll everywhere, using the same link. Your response can be a brief paragraph in full sentences or bullet points. You will receive up to 2 points for ticket out, with the same grading described above in the “ticket in” section. See notes above in the “ticket in” section on the policy for absences. Two absences are allowed and calculated automatically, after that, you will lose points. The “ticket-out”s are graded essentially for participation and attendance, unless you obviously didn’t engage with the material at all. So, in total, you can receive up to 4 points per day for the ticket in and out.

(3) Final Paper & associated milestone assignments

The primary assignment for this course is a final that you will write on a topic of your choice, and work on all semester. [I will grade it with this rubric.](#) You may pick one of two options. This process includes check-in milestones to help you make progress and structure your time and efforts. For both types of assignments, whichever you choose, you MUST include a process statement and an AI statement, and it must be formatted nicely. See notes below.

(a) **A review paper.** The review paper reviews research modeled after the journal [Child Development Perspectives](#), a flagship journal in developmental science from which we will draw many of the readings. Please look at the journal website and course readings for examples, and also in canvas I provide examples. [More information about this assignment is linked here.](#)

(b) **A study or grant proposal.** If you are applying for a grant or fellowship (e.g., the NSF graduate student or post-doc grant), it can be your final paper for this class. If so, you must propose a specific study with

background, methods etc. The paper must conform to the requirements of the funding opportunity, and it's your responsibility to research that. Discuss with me if you want to do this option. [More information about how to write this is available here.](#)

Process statements. In your final paper, you must include a reflection on the Research Process. How did you go about finding answers? Specifically, what kinds of sources provided the best answers? How much data was out there to help you answer your question? Is this a well-researched question with clear answers, or was it hard to find information? Did all the answers lead to a fairly specific conclusion, or was there debate about the answer? The reflection process should not take up more than 500 words of your paper, and may be included in the overall word count if you want, or not.

Use of AI. You are allowed to use AI on this project to help with your project. You must include a statement at the end of your paper if you used AI or not. Whether or not you use AI, you **MUST** include a more specific "process statement". This is a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what types prompts you used to get the results. You are also responsible for the accuracy of your paper, so you should check all the AI generated output, because often it is blatantly wrong or extremely vague and stupid. See the syllabus for more considerations about AI. The AI statement does not count for your word count. Eg. "I did not use AI." or "I did use AI for this assignment. Specifically, I used it for these three specific things: X, Y,Z. It was helpful/not helpful because..." See further notes on AI at the bottom of the syllabus.

Formatting for all assignments: Formatting must be careful and consistent for all milestones and for the final paper. I am picky about formatting because papers are frequently rejected from journals because they do not meet journal requirements for formatting (this has happened to me, and it was sad!). You want to pretend like you will actually submit this paper as a publication for a journal. it is important to learn to be detail-oriented and adhere to formatting guidelines from day 1. In addition, if attention is not given to the small details like formatting, how can the reader have confidence that the information you present has been correctly and carefully relayed? Please follow APA formatting guidelines and follow them meticulously. You should have consistent margins, spacing between paragraphs, header types, and font (Times New Roman 12 or Arial 12). Pages should be numbered in the top right hand corner. Your name should appear at the top of each document with the name of the assignment; no other information is necessary. University tutors at the writing center may also be helpful. Your peers can also help you review formatting.

(4) Quizzes

The quizzes are designed to give you an opportunity to practice retrieving and describing the information you have learned in class. Retrieval is important for encoding the information into your long term memory, and consolidating the knowledge you learn into your brain! The quizzes will address the readings and class material; if you do these thoroughly and review your notes, you will not have trouble on the quizzes 😊. The quizzes will likely include many questions from the "tickets in". So, the tickets are

practice opportunities for the quizzes. The quizzes are not designed to be stressful. Each quiz will include 5 - 30 questions which may include short answer, long answer, multiple choice, and/or matching questions. I will give more information leading up to the quizzes.

COURSE SCHEDULE

Class 1 - Thursday, January 18

INTRODUCTION TO DEVELOPMENTAL SCIENCE

- Please read this syllabus

Class 2 - Tuesday, January 23 -

CHILDREN'S SELF REGULATION - #1

- [Children's self-regulation video - Harvard Center on Developing Child - \(6 min\)](#)
- [Gill \(2021\) New Study Disavows Marshmallow Test Predictive Powers](#) including 5 min (fun) video
- Rosanbalm, K.D., & Murray, D.W. (2017). Promoting Self-Regulation in Early Childhood: A Practice Brief. OPRE Brief #2017-79. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US. Department of Health and Human Services.

PART 1: Attachment and Parent-Child Relationships

Class 3 - Thursday, January 25

ATTACHMENT THEORY - #2

- [Video: Attachment and growth of love](#) (37 min)
- [Divecha \(2017\) What is a secure attachment?](#)
- *OPTIONAL*: Simpson, J. A., Rholes, W. S., Eller, J., & Paetzold, R. L. (2020). Major principles of attachment theory. In Social psychology: Handbook of basic principles (pp. 222-239). Guilford Press.

Class 4 - Tuesday, January 30

CONTINUITY OF ATTACHMENT ACROSS LIFE - #3

- Berlin, L. J., Cassidy, J., & Appleyard, K. (2008). The influence of early attachments on other relationships. In J. Cassidy & P. R. Shaver (Eds.), Handbook of attachment: Theory, research, and clinical applications (pp. 333-347). The Guilford Press.
- [Video on the internal working model](#) (5 min)

Class 5 - Thursday, February 1

PARENT-CHILD PHYSIOLOGY AND ATTACHMENT - #4

- [Carter & Porges \(2023\) Biochemistry of love](#)
 - *OPTIONAL*: Rilling, J. K., & Young, L. J. (2014). The biology of mammalian
-

parenting and its effect on offspring social development. *Science*, 345(6198)

- *OPTIONAL*: Feldman, R. (2019). The social neuroendocrinology of human parenting. In M. H. Bornstein (Ed.), *Handbook of parenting: Biology and ecology of parenting* (pp. 220–249). Routledge/Taylor & Francis Group.

Class 6 - Tuesday, February 6

PARENT-CHILD RELATIONSHIPS: HOW SECURE ATTACHMENTS FORM - #5

- DePasquale, C. E., & Gunnar, M. R. (2020). Parental sensitivity and nurturance. *The Future of Children*, 30(2), 53-70.

Class 7 - Thursday, February 8

WRITING WORKSHOP I

DISCUSS TOPIC INTERESTS & PLAN MILESTONE 1 #6

- [Writing a literature review \(note the section on selecting a topic\)](#). University of Washington Psychology Writing Center
- *OPTIONAL* [Additional resource on literature reviews](#)

$\frac{1}{3}$ of class: Planning your paper topic and approach

$\frac{2}{3}$ of class: Talk about AI

$\frac{3}{3}$ of class: and starting together

Class 8 - Tuesday, February 13

CULTURE & ATTACHMENT- #7

- *EXCERPT*: Thompson, R. A., Simpson, J. A., & Berlin, L. J. (2022). Taking perspective on attachment theory and research: Nine fundamental questions. *Attachment & human development*, 24(5), 543-560
- Keller et al., (2018) Universality claim of attachment theory: Children's socioemotional development across cultures

Class 9 - Thursday, February 15

DISRUPTIONS & REPAIR OF ATTACHMENT- #8

- [This American Life Love is Battlefield Podcast](#) (27 minutes)
- Forslund, T., Granqvist, P., van IJzendoorn, M. H., Sagi-Schwartz, A., Glaser, D., Steele, M., ... & Duschinsky, R. (2022). Attachment goes to court: Child protection and custody issues. *Attachment & Human Development*, 24(1).
- *OPTIONAL*: Dozier, M., & Rutter, M. (2016). Challenges to the development of attachment relationships faced by young children in foster and adoptive care.
- *OPTIONAL*: Raby, K. L., & Dozier, M. (2019). *Attachment across the lifespan: Insights from adoptive families*. *Current Opinion in Psychology*, 25, 81-85.

Class 10 - Tuesday, February 20 - QUIZ I

Thursday, February 22nd - NO CLASS

Tufts Substitutes Monday Schedule on Thursday per University Calendar

PART 2: Sibling and Peer Relationships

Class 11 - Tuesday, February 27

SIBLING RELATIONSHIPS - 📖 #9

- Kramer, L. (2010). The essential ingredients of successful sibling relationships: An emerging framework for advancing theory and practice. *Child Development Perspectives*, 4, 80-86.
- OPTIONAL: Howe et al., chapter (2022) Sibling Relations in Early and Middle Childhood. In book: *The Wiley-Blackwell Handbook of Childhood Social Development*, Second Edition (pp.356 - 372)

Class 12 - Thursday, February 29

FRIENDSHIPS - 📖 #10

- [Neyfakh \(2012\) How kids make friends — and why it matters. Boston Globe.](#)
- Rose, A. J., & Asher, S. R. (2017). The social tasks of friendship: Do boys and girls excel in different tasks?. *Child Development Perspectives*, 11(1), 3-8.

Class 13 - Tuesday, March 5

WRITING WORKSHOP II - 📖 #11

BRING ANNOTATED BIBLIOGRAPHY & OUTLINE (MILESTONE 1 DUE)

- Sarnecka, B. W. (2019). *The writing workshop: Write more, write better, be happier in academia*. Chapter 4 - Literature Reviews.

1st half of class: Teaching feedback from Jean at Center for the Enhancement of Learning and Teaching (25 minutes)

Class 14 - Thursday, March 7

GROUP BEHAVIOR- 📖 #12 OBSERVATION OUTING TO PRESCHOOL 😊

- Hawley, P. H. (2015). Social dominance in childhood and its evolutionary underpinnings: Why it matters and what we can do. *Pediatrics*, 135. , S31-S38.
- Optional: Prinstein, M. J., & Giletta, M. (2016). Peer relations and developmental psychopathology. *Developmental psychopathology*, 1-53

Class 15 - Tuesday, March 12

EXTERNALIZING BEHAVIOR & AGGRESSION - 📖 #13

- Leventhal, DuPere, Elliott (2018) "Poverty, social inequality, and aggression." *Handbook of child and adolescent aggression*. Chapter 14. - *If you want you can skip the paragraphs on "Methods", especially if you're undergrad.*
- Optional: Labella, M. H., & Masten, A. S. (2018). Family influences on the development of aggression and violence. *Current opinion in psychology*, 19.

Class 16 - Thursday, March 14
PROSOCIAL BEHAVIOR - 📺 #14

- Choose one:
 - Dahl, A., & Brownell, C. A. (2019). The social origins of human prosociality. *Current Directions in Psychological Science*, 28(3), 274-279.
 - Fuligni, A. J. (2019). The need to contribute during adolescence. *Perspectives on Psychological Science*, 14(3), 331-343.
 - Carlo, G. & Padillo-Walker, L. (2020). Adolescents' prosocial behaviors through a multidimensional and multicultural lens. *Child Development Perspectives*, 14, 265-272.

March 16 - March 25: NO CLASS - Happy Spring Break 😊

Class 17 - Tuesday, March 26
RISK TAKING BEHAVIOR - 📺 #15

- [Video: Insights into the adolescent brain with Ronald E. Dahl](#) (54 minutes)
- Choose one:
 - Steinberg, L. (2007). Risk taking in adolescence: New perspectives from brain and behavioral science. *Current directions in psychological science*.
 - Laursen, B., & Veenstra, R. (2023). In defense of peer influence: The unheralded benefits of conformity. *Child Development Perspectives*.
 - Duell, N., & Steinberg, L. (2019). Positive risk taking in adolescence. *Child development perspectives*.

Class 18 - Thursday, March 28 - QUIZ II
PART 3: IDENTITY DEVELOPMENT
Class 19 - Tuesday, April 2
IDENTITY THEORY: ERIKSON - 📺 #16

- [Podcast - Erikson's 8 Stages of Psychosocial Development Podcast](#) (8 min)
- Erikson, E. H. (1966). Eight ages of man. *International journal of psychiatry*.

Class 20 - Thursday, April 4
FAMILY IDENTITIES - 📺 #17

- [Browse this website](#), on the Eight Concepts of Bowen's Family Systems theory, clicking on the overview and each of the "Eight concepts". **Spend 20 minutes on this. Be able to describe each concept. You can also watch the videos.**
- Rogoff, B. (2014). Learning by observing and pitching in to family and community endeavors: An orientation. *Human development*, 57(2-3), 69-81.

Class 21 - Tuesday, April 9 - 📺 #18
ETHNIC & RACIAL IDENTITIES, AND CULTURAL SOCIALIZATION

- [Talking to kids about racial identity podcast](#) (20 min)
 - Find one other material that is related to ethnic and racial identity development,
-

[create one slide in this slide deck](#), and prepare a 1 minute flash talk about it in class. More info on the first slide in the deck.

- *OPTIONAL*: Iruka, I. U., et al., (2021). Ethnic-Racial Identity Formation in the Early Years. Durham, NC: Hunt Institute.
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Class 22 - Thursday, April 11

GENDER IDENTITIES - 📖 #19 GUEST SPEAKER

- [The story of X by Lois Gould](#) or you can [watch/listen to this video of it instead](#)
 - PICK ONE:
 - Brown, C. S., Biefeld, S. D., & Tam, M. J. (2020). Gender in childhood. Cambridge University Press.
 - [Savage \(2022\) Parents raising their children without gender](#), BBC
 - Diamond, L. M. (2020). Gender fluidity and nonbinary gender identities among children and adolescents. Child Development Perspectives.
-

Class 23 - Tuesday, April 16

WRITING WORKSHOP III - MILESTONE 2 - FIRST DRAFT DUE 📖 #20

- Sarnecka, B. W. (2019). *The writing workshop: Write more, write better, be happier in academia*. Chapters 8 (Paragraphs), 9 (Sentences) and 10 (Words).
-

Class 24 - Thursday, April 18

SOCIAL MEDIA AND IDENTITY DEVELOPMENT - 📖 #21

- Orben, A., Przybylski, A. K., Blakemore, S. J., & Kievit, R. A. (2022). Windows of developmental sensitivity to social media. *Nature Communications*, 13(1).
 - Fuligni, A. J., & Galván, A. (2022). Young people need experiences that boost their mental health. *Nature*, 610(7931), 253-256.
 - *OPTIONAL*: Granic, I., Morita, H., & Scholten, H. (2020). Beyond screen time: Identity development in the digital age. *Psychological Inquiry*, 31(3), 195-223.
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Class 25 - Tuesday, April 23

RESILIENCE - 📖 #22

- [Quart \(2019\) Rethinking “resilience” and “grit”. Boston Globe.](#)
 - Choose one or both (they are covering similar info in writing vs video):
 - (1) Masten, A. S., & Barnes, A. J. (2018). Resilience in children: Developmental perspectives. *Children*, 5(7), 98.
 - (2) [Video \(18 min\) of Ann Masten](#)
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Class 26 - Thursday, April 25

FUNTIVITY - FINAL PAPER DUE

- No reading
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Academic Integrity and Artificial Intelligence.

Overview. Academic integrity is a core value of Tufts University. As an instructor, I am *required* to report instances of plagiarism to the university. If you have questions

about what constitutes plagiarism please meet with me, your academic advisor, or the writing/learning center. I may use software such as [“Turnitin”, provided by Tufts University](#), to detect plagiarism. The purpose of this policy is to encourage your own learning and to make the course fair for all students and your peers. Please [read more about TurnItIn software here](#) and [about academic integrity at Tufts University here](#).

Artificial Intelligence. For the milestones and final paper, you can use AI (e.g., ChatGPT) if you would like. It is optional.

- **Whether or not you use AI on your assignment, you MUST include a statement indicating if you used AI or not, and what specific tasks you used it for.** This is a paragraph at the end of any assignment explaining what you used the AI for and what prompts you used to get the results.
- **In your final paper, any statement directly generated by an AI system needs to be in quotes.** Failure to do so is in violation of academic honesty policies.
- For example, you may use chatGPT to generate a list of relevant studies for a literature review, but you are expected to review the results for accuracy, and are not allowed to use chatGPT to write your entire paper. Learning to use AI is an emerging skill, and there are tutorials online how to use it.
- Be aware of the limits of ChatGPT: If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance. *This AI policy is drawn from [Dr. Ethan Mollick](#).*

Additional Student Resources:

Accommodations for Students with Disabilities: Tufts University values the diversity of our students, staff, and faculty and recognizes the important contribution each student makes to our unique community. Tufts is committed to providing equal access and support to all qualified students through the provision of reasonable accommodations so that each student may fully participate in the Tufts experience. If you have a disability that requires reasonable accommodations, please contact the StAAR Center at StaarCenter@tufts.edu or [617-627-4539](tel:617-627-4539) to make an appointment with an accessibility representative to determine appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively; planning is crucial.

Academic Support at the StAAR Center: The StAAR Center offers free services and resources to all students. Students may make an appointment to work on any writing-related project or assignment, attend subject tutoring in a variety of disciplines, or meet with an academic coach to hone fundamental academic skills like time management or overcoming procrastination. Students can make an appointment for any of these services by visiting the [StAAR Center](#) website.

Mental Health Support: As a student, there may be times when personal stressors or emotional difficulties interfere with your wellbeing or academic performance. Even professors experience anxiety and depression! I'm happy to talk to you about any emotional challenges you face. The Counseling and Mental Health Service (CMHS) also provides confidential consultation, brief counseling, and urgent care at no cost for all Tufts undergraduates as well as for graduate students who have paid the student health fee. To make an appointment, call 617-627-3360. Please visit the [CMHS](#) website to learn more.