

# Child in Society

Psyc 480, Fall 2017  
Wednesday 1:00 – 2:30pm  
Friday 11:30 – 1:00pm

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## Course Description

The seminar focuses on the development of children’s ability to navigate the social world. How do children understand social structures and processes? What determines their place in these structures? What shapes their social participation and interactions?

## Learning outcomes

Successful students will be able to:

1. identify, define, and discuss key questions, concepts, and methods in socio-cognitive development research
2. evaluate primary research findings and formulate future research questions
3. communicate current information about socio-cognitive development

## Readings

The syllabus provides complete references for all readings and you can retrieve them using your library account. The library is currently setting up the eReserves system. Note that copyright law prohibits the direct distributions of article pdfs by instructors.

As a seminar, this course requires a substantial amount of independent work. Depending on your background, you may or may not need to supplement the required readings with other sources in order to fully participate in class discussion. The reference sections of the papers may be helpful in figuring out where to look for further information. Wikipedia is a great resource for definitions and situating concepts in broader context.

## Course Requirements and Grading Scheme

		<u>Objectives</u>
In-class test	10%	1
Reaction papers (5 best)	10%	1, 2
Participation	15%	2
Discussion facilitation	15%	1, 2, 3
Presentation	20%	1, 3
Research proposal paper	30%	2, 3

Discussion facilitation (15%). About half of the course meetings will be in the form of a discussion. The goal of these meetings will be to clarify the methodologies, questions, and controversies in a particular area of research.

You will be responsible for facilitating one of the seminar’s discussions with a group of your classmates. More information on the format of the discussion hours is available in the enclosed handout. The grade will be largely determined by your self-evaluation and your classmates’ evaluation of how the discussion went. Please email me any materials you use for my records (e.g., handouts, slides).

Reaction papers (10%). To prepare for discussion, everybody except the discussion facilitators has to post a short, two to five paragraphs long, “*reaction paper*” on the course’s Discussion Board. The deadline for posting those is noon on the day before the class discussion meeting. Discussion meeting days are shaded in the syllabus. In your reaction papers you may discuss 1) applications of the findings in the readings to the real world, 2) whether the questions posed by the researchers are answered to your satisfaction, 3) connections with other research you know about, 4) any ideas you have for extending the research presented in the paper, etc. Reaction papers will be graded 0 – 2 points (so disregard letter grades or % that may appear on onQ). The *five* best papers will count toward your grade. (You don’t have to submit a reaction paper when you are a discussion facilitator and you can miss one more.)

### Participation

(7.5%) Your participation grade will reflect the quantity and quality of your contribution to class discussions. As evaluation is an integral part of learning, you will be also asked to evaluate every class meeting (discussions and presentations alike, see below). In these evaluations, you have to provide constructive feedback those of your classmates who presented a paper or facilitated the discussion. You can miss two evaluations (i.e., two classes) with no penalty. One (1) point will be deducted for each additional missed class. Beyond that, your grade will be based on the consistency of your participation, your ability to extend the discussion by offering critical analysis and bridges to other knowledge, and your adherence to the Ground Rules for discussion.

#### Use of Mobile Technology in the Classroom

You may use electronic devices in this class to consult online readings or to take notes. However, any other use of these devices is strictly prohibited. Place your phone on mute before you come to class. Violating this policy will negatively impact your participation grade.

Using your laptop or tablet to take notes often leads to checking email and social media or browsing the internet. This hinders your learning and has also been shown to distract those around you.

(7.5%) Finally, your participation grade will also reflect your participation *on-line*. On presentation days, non-presenters will be randomly assigned to provide 1) an extension or 2) a critique of one of the papers. These comments/questions have to be posted online by the beginning of class. I expect that some of these will be preempted or answered by the presentations and we will not have time to get to others. I expect that after class (best right after but ok *within a week*) you will review the posts and comment or respond to the one or two that pique your interest (your own is ok!). My goal is both to foster a sense of community in the class and for you to help each other with the development of research proposal ideas. Individual posts and responses will not be graded. Rather, I expect at a minimum 8 original posts and 8 responses (that do not have to be the same weeks; there are 10 presentation days). Your grade will reflect the level of close, critical reading of the papers and your classmates' posts and the clarity/quality of your writing.

I also invite you to participate in an anonymous voting system for both the reaction papers and posts. This is an excellent way to single out good or promising ideas and contributions that can be developed into research proposals. In addition to rewarding the best contributions, the voting system singles out examples that others may want to emulate.

Presentation (20%). The rest of our course meetings will involve student presentations. The goal of these meetings will be to gain fuller and more in-depth understanding of a particular research area. As a presenter, they are an opportunity for you to develop your skills and confidence in analyzing primary articles and in presenting the material concisely but without losing sight of the important nuances of the research. They are also an opportunity for you to pose questions of interest to you and lead your classmates in a discussion.

You will be responsible for presenting one paper. Your presentation should be **less than 15 minutes long** so that there are at least 5-10 minutes for discussion. Your classmates' evaluations will largely determine your presentation grade. It will also reflect the thoughtfulness of your self-evaluation. Please email me any materials you use for my records (e.g., handouts, slides).

In-class test (10%). This test is meant as an incentive for you to review, organize, and integrate the material discussed in the course. It will be a closed book, 45 min exam focusing on discussion material only. It will include short answer questions and/or MCQ. The best way to prepare for this exam is to keep notes on the key theories and concepts introduced in the readings.

Research proposal paper (30%). This paper is an opportunity for you to develop an original research idea related to the topic of the seminar. The paper should present evidence for critical analysis and synthesis of the literature and identify a point of controversy. The paper should be **up to ten (10) pages** long, excluding the title, abstract, and reference pages. Please follow APA style. The paper is due on **Tuesday, December 5<sup>th</sup>, 2017, at noon** in my mailbox.

Collaborative work is a great vehicle for creative projects. So you can develop and write the proposal individually or with fellow classmates. Confidential reports on group members' contributions will be required for group submissions. To forestall academic integrity questions, please include an Acknowledgement section if relevant.

For this paper you have to be able to research the primary literature on a particular topic. Our library session will be tailored to the needs of the class with respect to using psychology databases, narrowing and expanding literature searches, etc. I will be available to discuss your paper outline/draft around November 17<sup>th</sup> (date will be settled once course enrolment is finalized). You are welcome to talk to me about your paper ideas earlier – the earlier you start working on it the better. I can provide feedback on your outline/draft if you turn it in 24 hours before your appointment.

### Grading method

Unless otherwise stated, course components will be graded using numerical percentage marks. Your course average will be converted to a final letter grade according to Queen's Official Grade Conversion Scale:  
Queen's Official Grade Conversion Scale:

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72

C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Late policy. As students can choose when to do reaction papers, original paper posts and responses, late submissions are *not* allowed. Consider building a reserve as school work tends to pile up in the middle and the end of the term.

### Accommodation

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Students who may require accommodation on assignments should contact me as soon as possible even if not registered yet with SWS.

### Academic Considerations for Students in Extenuating Circumstances

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science is developing a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which will be posted on the Faculty of Arts and Science website in Fall, 2017.

### Academic Integrity

**Academic integrity both on my part and yours is essential to the success of this course.**

Know your rights and responsibilities: <http://www.queensu.ca/artsci/academics/academic-integrity>

Integrity is constituted by the six core fundamental values of honesty, trust, fairness, Respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

### Turnitin

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

### Communication

1. You **must** activate notifications for the **News** forum on the course's onQ page. I will use it to distribute important information and updates about the course. "Important information" means information that you are responsible for, e.g., deadlines, details about assignments, etc. To ensure that you do not miss any important communications, here is how you should set up email/SMS notifications:
  1. Log into onQ.
  2. Click on the drop-down arrow, next to your name, in the top right corner of your screen.
  3. Select **Notifications**.
  4. Under **Contact Methods** enter your mobile number, if you would like to receive texts.
  5. Under **Instant Notifications** check the boxes to choose which notifications will be sent by email/SMS. You have to select the two **News** items; the rest are optional.
  6. Select the **Save** button to confirm changes.
2. onQ: 1) Participation in the electronic Discussion Board is strongly encouraged: post questions, read and respond to your fellow classmates. 2) The Board is intended to be used **ONLY** as a forum for discussion of topics relating to Psychology 452. 3) I prefer that you use regular email to contact me regarding course-related issues. **Please use "Psyc 480:" in the subject line.**
3. The best way to contact me is via email. **Please use "Psyc 452:" in the subject line.** I aim to respond to student email within *two business* days.
4. Do come to office hours if I can help you with anything (including grad school/career questions) or just want to chat about the course! You do not need to check if it's ok to come or give me a heads up unless you would like me to check or review something before the meeting.

## Schedule of readings and activities (TENTATIVE)

Date	Topic	Readings/Activities
Sept 13	Introduction	Syllabus
Sept 15		The Ws - Child in Society
Sept 20	Social adaptation	<p>Hirschfeld, L. (2013). The myth of mentalizing and primacy of folk sociology. In M. R. Banaji &amp; S. A. Gelman (eds.) <i>Navigating the Social World: What infants, children, and other species can teach us.</i> (pp. 101-106.) Oxford: Oxford University Press.</p> <p>Boyd, R., Richerson, P. J., &amp; Henrich, J. (2011). The cultural niche: Why social learning is essential for human adaptation. <i>Proceedings of the National Academy of Sciences</i>, 108(Supplement 2), 10918–10925.  <a href="https://doi.org/10.1073/pnas.1100290108">https://doi.org/10.1073/pnas.1100290108</a></p>
Sept 22	Social categorization	Mahalingam, R. (2007). Essentialism, power, and the representation of social categories: a folk sociology perspective. <i>Human Development</i> , 50(6), 300–319.
Sept 27		<p>Rhodes, M., Leslie, S.-J., Bianchi, L., &amp; Chalik, L. (2017). The role of generic language in the early development of social categorization. <i>Child Development</i>, n/a-n/a.  <a href="https://doi.org/10.1111/cdev.12714">https://doi.org/10.1111/cdev.12714</a></p> <p>Weisman, K., Johnson, M.V., &amp; Shutts, K. (2015). Young children's automatic encoding of social categories. <i>Developmental Science</i>, 18, 1036-1043.</p> <p>*Baron, A.S., Dunham, Y., Banaji, M.R., &amp; Carey, S. (2014). Constraints on the acquisition of social category concepts. <i>Journal of Cognition and Development</i>, 15(2), 238-268. DOI: 10.1080/15248372.2012.742902</p> <p>*Diesendruck, G., &amp; Deblinger-Tangi, R. (2014). The linguistic construction of social categories in toddlers. <i>Child Development</i>, 85(1), 114–123.  <a href="https://doi.org/10.1111/cdev.12130">https://doi.org/10.1111/cdev.12130</a></p>
Sept 29	Us vs. Them	<p>Dunham, Y., Chen, E., and Banaji, M.R. (2013). Two signatures of implicit intergroup attitudes: Developmental invariance and early enculturation. <i>Psychological Science</i>, 24(6), 860-868.</p> <p>Bennett, M. (2011). Children's social identities. <i>Infant and Child Development</i>, 20(4), 353–363. <a href="https://doi.org/10.1002/icd.741">https://doi.org/10.1002/icd.741</a></p>
Oct 4		<p>Horwitz, S.R., Shutts, K., &amp; Olson, K.R. (2014). Social class differences produce social group preferences. <i>Developmental Science</i>, 17, 991-1002.</p> <p>Vezzali, L., Stathi, S., Giovannini, D., Capozza, D., &amp; Trifiletti, E. (2015). The greatest magic of Harry Potter: Reducing prejudice. <i>Journal of Applied Social Psychology</i>, 45(2), 105–121. <a href="https://doi.org/10.1111/jasp.12279">https://doi.org/10.1111/jasp.12279</a></p> <p>Wen, N. J., Herrmann, P. A., &amp; Legare, C. H. (2016). Ritual increases children's affiliation with in-group members. <i>Evolution and Human Behavior</i>, 37(1), 54–60.  <a href="https://doi.org/10.1016/j.evolhumbehav.2015.08.002">https://doi.org/10.1016/j.evolhumbehav.2015.08.002</a></p> <p>*Dunham, Y., Baron, A.S., &amp; Carey, S. (2011). Consequences of "minimal" group affiliations in children. <i>Child Development</i>, 82(3), 793-811.</p>
Oct 6	<b>NO CLASS</b>	<p>Explore agent-based modeling with NetLogo or Matlab</p> <p>Gray, K., Rand, D. G., Ert, E., Lewis, K., Hershman, S., &amp; Norton, M. I. (2014). The emergence of "us and them" in 80 lines of code: modeling group genesis in homogeneous populations. <i>Psychological Science</i>, 25(4), 982–990.</p>

		<p><a href="https://doi.org/10.1177/0956797614521816">https://doi.org/10.1177/0956797614521816</a></p> <p>Jackson, J. C., Rand, D., Lewis, K., Norton, M. I., &amp; Gray, K. (2017). Agent-based modeling: a guide for social psychologists. <i>Social Psychological and Personality Science</i>, 8(4), 387–395. <a href="https://doi.org/10.1177/1948550617691100">https://doi.org/10.1177/1948550617691100</a></p>
Oct 11		<p>Benozio, A., &amp; Diesendruck, G. (2017). Parochial compliance: young children's biased consideration of authorities' preferences regarding intergroup interactions. <i>Child Development</i>, 88(5), 1527–1535. <a href="https://doi.org/10.1111/cdev.12654">https://doi.org/10.1111/cdev.12654</a></p> <p>Rhodes, M., Leslie, S.-J., Saunders, K., Dunham, Y., &amp; Cimpian, A. (2017). How does social essentialism affect the development of inter-group relations? <i>Developmental Science</i>, n/a-n/a. <a href="https://doi.org/10.1111/desc.12509">https://doi.org/10.1111/desc.12509</a></p> <p>*Rhodes, M. (2012). Naïve theories of social groups. <i>Child Development</i>, 83(6), 1900–1916. DOI:10.1111/j.1467-8624.2012.01835.x</p>
Oct 13		<b>Library workshop</b>
Oct 18	Interpersonal relations	<p>Fiske, A., Ehrenhalt, A. (n.d.) Basic Relationships. <a href="http://www.rmt.ucla.edu">http://www.rmt.ucla.edu</a> - click on first link</p> <p>Plötner, M., Over, H., Carpenter, M., &amp; Tomasello, M. (2016). What is a group? Young children's perceptions of different types of groups and group entitativity. <i>PloS One</i>, 11(3), e0152001. <a href="https://doi.org/10.1371/journal.pone.0152001">https://doi.org/10.1371/journal.pone.0152001</a></p>
Oct 20		<p>Brey, E.L., &amp; Shutts, K. (2015). Children use nonverbal cues to make inferences about social power. <i>Child Development</i>, 86, 276-286.</p> <p>Spokes, A. C., &amp; Spelke, E. S. (2017). The cradle of social knowledge: Infants' reasoning about caregiving and affiliation. <i>Cognition</i>, 159, 102-116.</p> <p>Magid, R. &amp; Schulz, L.E. (in press). Moral alchemy: How love changes norms. <i>Cognition</i>.</p> <p>*Pun, A., Birch, S., &amp; Baron, A.S. (2016). Infants use relative numerical group size to infer social dominance. <i>Proceedings of the National Academy of Sciences</i>, 113(9), 2376-2381. <a href="http://www.pnas.org/cgi/doi/10.1073/pnas.1514879113">www.pnas.org/cgi/doi/10.1073/pnas.1514879113</a>(pdf)</p>
Oct 25	Cooperation	<p>Olson, K. R., &amp; Spelke, E. S. (2008). Foundations of cooperation in preschool children. <i>Cognition</i>, 108, 222-231.</p> <p>Rand, D. G., &amp; Nowak, M. A. (2013). Human cooperation. <i>Trends in Cognitive Sciences</i>, 17(8), 413–425. <a href="https://doi.org/10.1016/j.tics.2013.06.003">https://doi.org/10.1016/j.tics.2013.06.003</a></p>
Oct 27		<p>Bauer, M., Cassar, A., Chytilová, J., &amp; Henrich, J. (2014). War's enduring effects on the development of egalitarian motivations and in-group biases. <i>Psychological Science</i>, 25(1), 47–57. <a href="https://doi.org/10.1177/0956797613493444">https://doi.org/10.1177/0956797613493444</a></p> <p>House, B. R., Silk, J. B., Henrich, J., Barrett, H. C., Scelza, B. A., Boyette, A. H., ... Laurence, S. (2013). Ontogeny of prosocial behavior across diverse societies. <i>Proceedings of the National Academy of Sciences</i>, 110(36), 14586–14591. <a href="https://doi.org/10.1073/pnas.1221217110">https://doi.org/10.1073/pnas.1221217110</a></p> <p>Zeidler, H., Herrmann, E., B. M. Haun, D., &amp; Tomasello, M. (2016). Taking turns or not? Children's approach to limited resource problems in three different cultures. <i>Child Development</i>, 87(3), 677–688. <a href="https://doi.org/10.1111/cdev.12505">https://doi.org/10.1111/cdev.12505</a></p>

Nov 1		<p>Fu, G., Heyman, G. D., Cameron, C. A., &amp; Lee, K. (2016). Learning to be unsung heroes: development of reputation management in two cultures. <i>Child Development</i>, 87(3), 689–699. <a href="https://doi.org/10.1111/cdev.12494">https://doi.org/10.1111/cdev.12494</a></p> <p>Ingram, G. P. D., &amp; Bering, J. M. (2010). Children's tattling: The reporting of everyday norm violations in preschool settings. <i>Child Development</i>, 81(3), 945–957. <a href="https://doi.org/10.1111/j.1467-8624.2010.01444.x">https://doi.org/10.1111/j.1467-8624.2010.01444.x</a></p> <p>Tasimi, A., &amp; Wynn, K. (2016). Costly rejection of wrongdoers by infants and children. <i>Cognition</i>, 151, 76–79. <a href="https://doi.org/10.1016/j.cognition.2016.03.004">https://doi.org/10.1016/j.cognition.2016.03.004</a></p> <p>*Engelmann, J. M., Over, H., Herrmann, E., &amp; Tomasello, M. (2013). Young children care more about their reputation with ingroup members and potential reciprocators. <i>Developmental Science</i>, 16(6), 952–958. DOI:10.1111/desc.12086</p>
Nov 3	Evolution and Socialization	<p>Delton, A. W., &amp; Sell, A. (2014). The co-evolution of concepts and motivation. <i>Current Directions in Psychological Science</i>, 23(2), 115–120. <a href="https://doi.org/10.1177/0963721414521631">https://doi.org/10.1177/0963721414521631</a></p> <p>Grusec, J. E., Chaparro, M. P., Johnston, M., &amp; Sherman, A. (2014). The development of moral behavior from a socialization perspective. <i>Handbook of moral development (2nd ed.)</i>. (pp. 113-134) Psychology Press, New York, NY.</p>
Nov 8		<p>Kärtner, J., Crafa, D., Chaudhary, N., &amp; Keller, H. (2016). Reactions to receiving a gift—maternal scaffolding and cultural learning in Berlin and Delhi. <i>Child Development</i>, 87(3), 712–722. <a href="https://doi.org/10.1111/cdev.12525">https://doi.org/10.1111/cdev.12525</a></p> <p>Pietraszewski, D., &amp; German, T. C. (2013). Coalitional psychology on the playground: reasoning about indirect social consequences in preschoolers and adults. <i>Cognition</i>, 126(3), 352–363. <a href="https://doi.org/10.1016/j.cognition.2012.10.009">https://doi.org/10.1016/j.cognition.2012.10.009</a></p> <p>Tsai, K. M., Telzer, E. H., Gonzales, N. A., &amp; Fuligni, A. J. (2015). Parental cultural socialization of Mexican-American adolescents' family obligation values and behaviors. <i>Child Development</i>, 86(4), 1241–1252. <a href="https://doi.org/10.1111/cdev.12358">https://doi.org/10.1111/cdev.12358</a></p>
Nov 10		<p>Gopnik, A., O'Grady, S., Lucas, C. G., Griffiths, T. L., Wente, A., Bridgers, S., ... Dahl, R. E. (2017). Changes in cognitive flexibility and hypothesis search across human life history from childhood to adolescence to adulthood. <i>Proceedings of the National Academy of Sciences</i>, 114(30), 7892–7899. <a href="https://doi.org/10.1073/pnas.1700811114">https://doi.org/10.1073/pnas.1700811114</a></p> <p>Carr, K., Kendal, R.L. &amp; Flynn, E.G. (2015). Imitate or innovate? Children's innovation is influenced by the efficacy of observed behaviour. <i>Cognition</i> 142: 322-332.</p>
Nov 15	Social institutions	<p>Henrich, J. (2015). Culture and social behavior. <i>Current Opinion in Behavioral Sciences</i>, 3: 84-89.</p> <p>Webley, P. (2005). Children's understanding of economics. In M. Barrett &amp; E. Buchanan-Barrow (Eds.), <i>Children's understanding of society</i> (pp. 43–67). Hove: Psychology Press.</p>
Nov 17		<p>Shutts, K., Brey, E.L., Dornbusch, L.A., Slywotzky, N., &amp; Olson, K.R. (2016). Children use wealth cues to evaluate others. <i>PLOS ONE</i> 11(3): e0149360.</p> <p>Huh, M., &amp; Friedman, O. (2017). Young children's understanding of the limits and</p>

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benefits of group ownership. *Developmental Psychology*, 53(4), 686–697.

Rossano, F., Rakoczy, H., & Tomasello, M. (2011). Young children's understanding of violations of property rights. *Cognition*, 121(2), 219–227.  
<https://doi.org/10.1016/j.cognition.2011.06.007>

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Nov 22

Echelbarger, M., & Gelman, S. A. (2017). The value of variety and scarcity across development. *Journal of Experimental Child Psychology*, 156, 43–61.  
<https://doi.org/10.1016/j.jecp.2016.11.010>

Gelman, S. A., Frazier, B. N., Noles, N. S., Manczak, E. M., & Stilwell, S. M. (2015). How much are Harry Potter's glasses worth? Children's monetary evaluation of authentic objects. *Journal of Cognition and Development*, 16(1), 97–117.  
<https://doi.org/10.1080/15248372.2013.815623>

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Nov 24    **No class**                    **Research proposals discussion**

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Nov 29                                    **In-class exam**

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Dec 1       Conclusion            H. C. Andersen. The Emperor's New Clothes  
[http://www.andersen.sdu.dk/vaerk/hersholt/TheEmperorsNewClothes\\_e.html](http://www.andersen.sdu.dk/vaerk/hersholt/TheEmperorsNewClothes_e.html)

G. Orwell. (1949) 1984. – any edition – Chapter 2

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\* optional



## Discussion Guidelines

### Facilitators

A group of two or three students will act as facilitators of each discussion. The role of the team is not as much to serve as an “expert” but as a “guide” of the discussion. As discussion facilitators, you don’t have give a lecture, or to make a presentation. Rather your task is to lead a discussion of the material so that as many students of the class as possible participate. You may find it necessary to summarize some of the information. However, this should be done with the goal of directing the discussion rather than as a goal in itself.

Your team should read the assigned material and then get together to decide what major points you will focus on, and what techniques and strategies you will use to stimulate and guide the discussion. Make sure that all members of the team are involved in this process, and in the class session itself.

To make sure a discussion and not a presentation takes place: 1) if using PowerPoint, your team should have no more than 6 slides with text, and 2) the team should not hold the floor for more than 15 minutes altogether.

Other suggestions:

- Read the postings of your classmates. They will provide you with information about what to focus on and what might need to be explained in class.
- You may want to split your group and prepare to lead your classmates in a debate over the position(s) expressed in your reading.
- Be creative. Demonstrations are fun (but make sure they work!).
- Your goal should be first, to get to “the big picture” and second, to critically examine methodological issues.

I’ll be glad to discuss your plans with the entire team, or its representatives in my office hours or if there is another mutually convenient time. You will find a lot of useful tips about leading a discussion on the Web as well.

### Ground Rules for Class Discussion

- Come prepared.
- Listen openly to what is said, rather than who says it. Try to understand the others as much as you hope they try to understand you.
- The person who is speaking should not be interrupted.
- If you disagree with someone, disagree with their ideas but don't attack the person.
- Do not monopolize discussion.

### Electronic Discussion Boards - Good Practice

- *Sign your posts.* This shows respect for the time and thought readers puts in and makes it more likely for them to reply. *Address your posts too.* (The exception is original reaction papers. They only need a subject line/title.)
- If you are introducing a new topic choose a new subject line that makes the subject of your message clear to all.
- Be thoughtful and generous in your response to other people's posts – try to consider what might be useful in what they are trying to say even if you disagree with it.
- Never be rude or dismissive about someone's posts. If you have any complaints about other people's behaviour take it up with the instructor.





## Presentation Guidelines

### Content

The papers we are going to discuss vary widely in topics and methods used to address these topics. As such, I expect that the content of each presentation may have different emphasis. For instance, some papers may have a more pronounced theoretical importance, whereas others might represent significant methodological advances. Nonetheless, many of the following content guidelines may prove useful in developing your presentation.

1. Provide a clear, concise statement of the research question being investigated (What did they do?)
2. Provide a clear description of the theoretical background. (Why did they do what they did?)
- 3.\* Include a brief but meaningful summary of the research methods. Your reporting of methods should be tailored to include just the most important aspects that relate to the research question.
- 4.\*A clear summary of what they found.
5. A conclusion stating what the authors think it all means.
6. Points for discussion. You may discuss anything you want, but make sure that it is something that you want to discuss! You will be expected to get the ball rolling.

\* Visual illustration of methods and results is very helpful. Consider including demonstrations and interactive elements.

### Length

Your presentation should not be more than 15 minutes long so that there is enough time left over for discussion.

### Materials

Presenters may use whatever materials they have access to. PowerPoint will be available on the PC laptop in the room or you can bring your own computer.

### PowerPoint tips and hints.

In an educational setting, PowerPoint can be used to effectively and succinctly present visual material that helps the audience understand the main point of the presentation. There are many aspects of PowerPoint that can actually get in the way of your doing this. Here are some examples:

- too much information/text on a slide
- too many slides
- a long series of slides that all have the same title (e.g., "introduction")
- a long series of slides that all have the same format (e.g., title & bullets).
- unnecessary use of animations (e.g., things sliding in from the side...)
- unnecessary use of clip art
- sloppy use of scanned graphics direct from research papers
- inclusion of data tables scanned from research papers
- bad color schemes and busy backgrounds
- "cute" fonts that are hard to read
- reading from slides (using slides the way you might use index cards).

Search the Web for information about putting together strong and effective PowerPoint presentations.

