

Honours Seminar in Developmental Psychology
PSYCH 453
The Influence of Parents and Peers on Child Development

Winter 2017
Tuesday/Thursday 8:30am – 9:50pm, ML 349
University of Waterloo
Department of Psychology

Instructor: Heather Henderson, Ph.D.
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Course Description: There is no question that parents play a critical role in supporting physical, cognitive, and social development in early childhood. But what happens in later childhood and adolescence when children's social worlds expand to include close friends and larger peer groups? Do peers take the place of parents as primary socialization agents or do parents and peers play complementary roles in shaping children's development. What normative changes take place in how, why, where and when children and adolescents interact with parents versus peers? How do the quality and quantity of interactions with parents and peers contribute to adaptive versus maladaptive developmental trajectories?

In this class we will be reading and discussing pivotal works on the topic of children's socialization experiences. Each class we will discuss a chapter from *The Nurture Assumption* as well as empirical and/or theoretical papers related to the chapter topics. These papers are selected to reflect cross-disciplinary approaches to studying socialization with papers selected from diverse fields of psychological science including cultural psychology, behavioral neuroscience, educational psychology, social psychology, and developmental psychology.

The class is an honours seminar meaning that students *must* read all of the assigned readings before class and come fully prepared to participate in discussions.

Readings

Book

Harris, J. R. (2009). *The Nurture Assumption*. New York, NY: Free Press.

Additional Readings

Each class, a student facilitator is assigned to guide our discussion. At least a week before your assigned class, the facilitator will select *one additional reading* related to the other readings that week. I will post that reading on LEARN so everyone can read it before class.

Evaluation:

Discussion Facilitation (20% final grade): Students will be assigned to be the discussion facilitator for *one class* over the course of the semester. Students are responsible for selecting an additional reading and for directing/facilitating the discussion during those classes. Students who are completing thought papers for that week (see below) will send their papers to the facilitator and instructor by noon the day before class so that the comments/questions from the thought papers can be incorporated into the discussion. With our focus being on discussion and casual conversation, PowerPoint slides should be used judiciously.

Thought Papers (40% final grade): Over the course of the semester, students will be required to submit **8** short thought papers that summarize their opinions and ideas regarding the chapter and supplemental readings for a given class. Good thought papers pull out integrative themes from the readings, relate the material to prior class discussions, and pose wonderment questions for the class to consider. Thought papers should (a) be a maximum of 2 double-spaced pages and (b) be sent to the instructor and that week's facilitator no later than noon on the day before class (i.e., by 12pm on Monday or Wednesday).

Final Opinion Paper (35% grade): At the end of the semester, students will submit a final opinion paper that should be approximately 10 double-spaced pages in length. The paper will reflect the student's opinion regarding the provocative question of whether parents matter. Assuming we will all conclude that yes indeed parents matter, the focus of the paper will be on *how and why* different socializing agents (parents vs. peers) have their impact on development. Details of the assignment will be discussed in class.

Attendance and Participation (5% grade): This portion of your grade is based on your attendance and the *quality* of your contributions to class discussions. This grade also reflects your timely submission of (a) a supplemental reading one week prior to your facilitator class and (b) your thought papers by noon the day prior to class.

Schedule of Classes

Week 1

Jan 3rd **Introduction to Class; Organizational Meeting**

Jan 5th

Readings:

Chapter: *The Nurture Assumption* Chapter 1

Papers:

1. Harris, J. R. (1995). Where is the child's environment? A group socialization theory of development. *Psychological Review*, 102, 458-489.

Week 2

Jan 10th **Facilitator: Mikyla**

Readings:

Chapter: *The Nurture Assumption* Chapter 2

Papers:

1. Belsky, J. & Pluess, M. (2009). Beyond diathesis stress: Differential susceptibility to environmental influences. *Psychological Bulletin*, 135, 885-908.
2. TBA

Jan 12th Facilitator: Kalyna

Readings:

Chapter: *The Nurture Assumption* Chapter 3

Papers:

1. Plomin, R. (2011). Commentary: Why are children in the same family so different? Non-shared environment three decades later. *International Journal of Epidemiology*, 40, 582-592.
2. Burt, S. A. (2009). Rethinking environmental contributions to child and adolescent psychopathology: A meta-analysis of shared environmental influences. *Psychological Bulletin*, 135, 608-637.

Week 3

Jan 17th Facilitator: Jill

Readings:

Chapter: *The Nurture Assumption* Chapter 3 (cont)

Papers:

1. Roisman, G. I., & Fraley, R. C. (2012). A behavior-genetic study of the legacy of early caregiving experiences: Academic skills, social competence, and externalizing behavior in kindergarten. *Child Development*, 83, 728-742.
2. Daw, J., Guo, G., & Harris, K. M. (2015). Nurture net of nature: Re-evaluating the role of shared environments in academic achievement and verbal intelligence. *Social Science Research*, 52, 422-439.

Jan 19th Facilitator: Michelle (Yoonjee) H.

Readings:

Chapter: *The Nurture Assumption* Chapter 4

Papers:

1. Backer-Grondahl, A., & Naerde, A. (in press). Self-regulation in early childhood: The role of siblings, center care and socioeconomic status. *Social Development*.
2. TBA

Week 4

Jan 24th Facilitator: Meryem

Readings:

Chapter: *The Nurture Assumption* Chapter 5

Papers:

1. Bates, T. C., Lewis, G. J., & Weiss, A. (2013). Childhood socioeconomic status amplifies genetic effects on adult intelligence. *Psychological Science*, 24, 2111-2116.

2. TBA

Jan 26th Facilitator: James

Readings:

Chapter: *The Nurture Assumption* Chapter 6

Papers:

1. Sturge-Apple, M. L., Suor, J. H., Davies, P. T., Cicchetti, D., Skibo, M. A., & Rogosch, F. A. (in press). Vagal tone and children's delay of gratification: Differential sensitivity in resource-poor and resource-rich environments. *Psychological Science*.
2. TBA

Week 5

Jan 31st Facilitator: Meagan K.

Readings:

Chapter: *The Nurture Assumption* Chapter 6 (cont)

Papers:

1. Branchi, I., Curley, J. P., D'Andrea, I., Cirulli, F., Champagne, F. A., & Alleva, E. (2013). Early interactions with mother and peers independently build adult social skills and shape BDNF and oxytocin receptor brain levels. *Psychoneuroendocrinology*, 38, 522-532.
2. TBA

Feb 2nd Facilitator: Katherine

Readings:

Chapter: *The Nurture Assumption* Chapter 7

Papers:

1. Degner, J. & Dalege, J. (2013). The apple does not fall far from the tree, or does it? A meta-analysis of parent-child similarity in intergroup attitudes. *Psychological Bulletin*, 139, 1270-1304.
2. TBA

Week 6

Feb 7th Facilitators: Laiba & Beauty

Readings:

Chapter: *The Nurture Assumption* Chapter 8

Papers:

1. Waldrip, A. M., Malcolm, K. T., & Jensen-Campbell, L. A. (2008). With a little help from your friends: The importance of high-quality friendships on early adolescent adjustment. *Social Development*, 17, 832-852.
2. TBA

Feb 9th Facilitator: Ajmeet

Readings:

Chapter: *The Nurture Assumption* Chapter 8 (cont)

Papers:

1. Waldinger, R. J. & Schulz, M. S. (in press). The long reach of nurturing family environments: Links with midlife emotion-regulatory styles and late-life security in intimate relationships. *Psychological Science*.
2. TBA

Week 7

Feb 14th **Facilitator: Emily L.**

Readings:

Chapter: *The Nurture Assumption* Chapter 9

Papers:

1. Hewlett, B. S., Fouts, H. N., Boyette, A. H., & Hewlett, B. L. (2011). Social learning among Congo Basin hunter-gatherers. *Philosophical Transactions of the Royal Society B*, 366, 1168-1178.
2. TBA

Feb 16th **Facilitator: Tyler**

Readings:

Chapter: *The Nurture Assumption* Chapter 9 (cont)

Papers:

1. Murray, C. M., Lonsdorf, E. V., Stanton, M. A., Wellens, K. R., Miller, J. A., Goodall, J., & Pusey, A. E. (2014). Early social exposure in wild chimpanzees: Mothers with sons are more gregarious than mothers with daughters. *PNAS*, 111, 18189-18194.
2. TBA

Week 8 ***** STUDY BREAK; NO CLASSES Feb 20th-24th *****

Week 9

Feb 28th **Facilitators: Aabi & Rishiga**

Readings:

Chapter: *The Nurture Assumption* Chapter 10

Papers:

1. Kornienko, O., Santos, C. E., Martin, C. L., & Granger, K. L. (2016). Peer influence on gender identity development in adolescence. *Developmental Psychology*, 52, 1578-1592.
2. TBA

Mar 2nd **Facilitator: Amanda**

Readings:

Chapter: *The Nurture Assumption* Chapter 11

Papers:

1. Shin, H., & Ryan, A. M. (2014). Early adolescent friendships and academic adjustment: Examining selection and influence processes with

longitudinal social network analysis. *Developmental Psychology*, 50, 2462-2472.

2. TBA

Week 10

Mar 7th **Facilitator: Yusra**

Readings:

Chapter: *The Nurture Assumption* Chapter 11 (cont)

Papers:

1. Pfeiffer, J. P., Pinquart, M., & Krick, K. (2016). Social relationships, prosocial behaviour, and perceived social support in students from boarding schools. *Canadian Journal of School Psychology*, 31, 279-289.
2. TBA

Mar 9th **Facilitators: Meghna & Tingee**

Readings:

Chapter: *The Nurture Assumption* Chapter 12

Papers:

1. Hostinar, C. E., Johnson, A. E., & Gunnar, M. R. (2015). Parent support is less effective in buffering cortisol stress reactivity for adolescents compared to children. *Developmental Science*, 18, 281-297.
2. TBA

Week 11

Mar 14th **Facilitator: Dorothy**

Readings:

Chapter: *The Nurture Assumption* Chapter 12 (cont)

Papers:

1. Doom, J. R., Doyle, C. M., & Gunnar, M. R. (2017). Social stress buffering by friends in childhood and adolescence: Effects on HPA and oxytocin activity. *Social Neuroscience*, 8-21.
2. TBA

Mar 16th **Facilitators: Andrew**

Readings:

Chapter: *The Nurture Assumption* Chapter 13

Papers:

1. Dishion, T. J., Veronneau, M-H., & Myers, M. W. (2010). Cascading peer dynamics underlying the progression from problem behavior to violence in early to late adolescence. *Development and Psychopathology*, 22, 603-619.
2. TBA

Week 12

Mar 21st **Facilitator: Kristen**

Readings:

Chapter: *The Nurture Assumption* Chapter 13 (cont)

Papers:

1. Beaver, K. M. (2008). Nonshared environmental influences on adolescent delinquent involvement and adult criminal behavior. *Criminology*, 46, 341-369.
2. TBA

Mar 23rd Facilitator: Mike

Readings:

Chapter: *The Nurture Assumption* Chapter 14

Papers:

1. Moreira, J. F. G. & Telzer, E. H. (2016). Mother still knows best: Maternal influence uniquely modulates adolescent reward sensitivity during risk taking. *Developmental Science*, 1-11.
2. TBA

Week 13

Mar 28th Facilitator: Megan S-E

Readings:

Chapter: *The Nurture Assumption* Chapter 15

Papers:

1. Belsky, J. & Pluess, M. (2013). Beyond risk, resilience, and dysregulation: Phenotypic plasticity and human development. *Development and Psychopathology*, 25, 1243-1261.
2. TBA

Mar 30th Conclusions

Course Policies:

Office Hours: If you would like additional assistance in order to achieve the goals of this course, you can schedule a meeting with me or the course TA during our office hours (see top of syllabus). Given the large number of students in this class, neither the TA nor I can accept “drop in” appointments. If you need to meet with one of us outside of our scheduled office hours, please send an email to arrange an appointment. *If you are struggling in this course for any reason, please meet with one of us as early in the semester as possible.*

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties

will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns About a Course Policy or Decision

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See [Policy 70](#) and [72](#) below for further details.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Accommodation for Course Requirements

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - seek medical treatment as soon as possible and obtain a completed uWaterloo [Verification of Illness Form](#)
 - submit that form to the instructor within 48 hours.
 - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:
 - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
 - provide an extension.
- In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.
- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Intellectual Property

Students should be aware that this course contains the intellectual property of their peers, instructor, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Work protected by copyright (e.g., any work authored by peers or the instructor used by peers or the instructor with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask peers and the instructor for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Official Version of the Course Outline

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.