PSYCHOLOGY 315:
CHILDHOOD & ADOLESCENCE

Winter 2025
Section 004: Mondays, Wednesdays, & Fridays, 11-11:50am
Section 005: Mondays, Wednesdays, & Fridays, 12-12:50am
BRCS 1030

WELCOME TO PSYC315!

Are you fascinated by the silly things kids say? Do you look back on your teenage years and wonder, '*what was I thinking*?' Are you interested in how our genes, our families, and our environments shape development?

If so, excellent! Those are just some of the questions we will discuss throughout this course. We will also talk about the development of identity, friendships, our understanding of right and wrong, and our conceptions of race and gender—plus so much more.

In official terms: this course will provide an introduction to the major theories and current research on human development, focusing on development between 3-17 years of age.

LEARNING GOALS

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

1. Discuss and contrast major theories of development, such as those by Piaget, Freud, Erikson, & Bronfenbrenner.
2. Identify and describe important trajectories and milestones in cognitive, social cognitive, social, gender, and moral development between 3 and 17 years of age.
3. Appreciate the impact of family, peers, culture, and context on development.
4. Apply developmental psychology concepts and research to real-world situations.
5. Consider how our/others' positionalities influence perceptions of developmental psychology, and how our own experiences of development impact positionality.
6. Read and analyze empirical research in developmental psychology.

We acknowledge that this course (located at the Point Grey campus of UBC) takes place on the traditional, ancestral, and unsurrendered land of the xʷməθkʷəy̓əm (Musqueam) people.

The xʷməθkʷəy̓əm people have used this land as a site of learning for generations before us. In this class, we aim to honour this history. We also acknowledge the harms inflicted through the colonialization of Indigenous lands.

OUR INSTRUCTIONAL TEAM

INSTRUCTOR

Dr. Lillian May
- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: lamay@psych.ubc.ca
- Office: Kenny 2037
- Drop-in Student Hours:
  - In-person: Mondays, 3:15-4:15pm
  - Zoom: Tuesdays, 1-2pm
- Appointments (either in-person or via Zoom): Book via calendly.com/lamay

Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach several classes all about development. I also have 3 kids at home—6 year-old Remy and 3 year-old twins Gus and Poppy!

TEACHING ASSISTANTS

Felysia Mulia
- Please call me: Fely (pronouns: she/her)
- fmulia@student.ubc.ca
- Student hours by appointment
- *I'm a fourth-year psychology major, also enrolled in the Masters in Management program. I have a keen interest in developmental psychology and non-profit work—I'm part of a non-profit organization focused on providing access to clean water in rural areas. Feel free to reach out if you'd like to chat about psychology or anything else! PSYC 315 was one of my favorite courses, and I'm super excited to be part of the team and help support you on your journey"*

Neslihan Oguz
- Please call me Nesli (pronouns: she/her)
- noguz@psych.ubc.ca
- Student house by appointment
- *I am in my second year of grad school here at UBC, working toward my Masters in developmental psychology. With Dr. Kiley Hamlin in UBC's Centre for Infant Cognition (https://cic.psych.ubc.ca), I study what infants think about our complex social world. Currently, my work focuses on what babies understand about social interactions, when they develop a sense of "good" and "bad", and how they learn to be prosocial individuals.*

ABOUT THIS COURSE

Our class is planned to be almost fully **in-person**: lectures will be held in the classroom on Mondays, Wednesdays, and Fridays.

It is generally expected that you try to attend class— a lot of learning happens as we discuss course content *together*. However, **lecture recordings *will* be available** to anyone who is unable to attend class (for illness, family circumstances, etc.).

You can find the room recordings via the link on our Canvas homepage, following each class session.

Do note that recordings will likely (definitely) experience technical difficulties, and will not be perfect! You probably will want to get to know some classmates from whom you can get notes on days you are unable to attend.

Class time will be a mix of lecture, discussion, and activities. We aim to make class interactive—please feel free to ask any questions, make comments, discuss with your classmates!

In this class, we may discuss potentially sensitive topics, including (but not limited to): social identity, race and racism, eugenics, gender development, and transgender youth. If you are concerned about any of these topics, please consider checking in with any of our instructional team!

DIVERSITY & INCLUSION

I hope we all come to this class as *our whole selves*. I come to this class as a settler to these lands, as a developmental psychologist, a white straight cisgender woman, a mom, a person with an anxiety disorder… it is impossible for me to separate my teaching from these identities. **I welcome you to bring your identities to our learning, in whatever way you feel safe and able. You—all of you—belong here.**

This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability/disability, health, mental health, body size, and age (this is not an exhaustive list!). I strive to build a classroom environment that reflects this aim.

Students, instructors, and readings may sometimes raise controversial and/or sensitive issues. Respectful discussion is encouraged: our goal is not to always agree, but rather to explore different perspectives without being threatening or alienating. Statements or behaviours likely to offend others or make others feel excluded in any way should not be shared in class-- but can be shared with me after class or in office hours.

I am always working to learn more and do better supporting diverse experiences and identities. If you ever feel as though the class is struggling to live up to an inclusive environment, *please* let me or a TA know.

COURSE MATERIALS

COURSE READINGS

We have no course textbook! Instead, for most topics, 1-2 readings are assigned. These readings are a range of materials—some are textbook chapters, some review articles, some research articles, etc. In particular, the research articles are selected to highlight new and exciting research within the field.

All non-textbook readings are available for no cost on Canvas.

COURSE WEBSITE

Find everything for our class on www.canvas.ubc.ca, and check the site often!

Course material will be posted under the Modules tab, and Assignment information under the Assignments tab.

The Modules tab is also where you can find lecture slides. The night before class, you can find a "draft" version posted—this version will be incomplete (discussions and "surprises" left out, and changes may be made just before class!), but will give you an outline on which you can take notes. Following class, a "final" version will be posted.

Make sure your Canvas settings are such that you see course announcements when they are released—they will be used frequently to convey important information (go to Account → Notifications→ Announcements → select Notify me right away)

TOPHAT

TopHat is an online classroom response system that allows you to answer questions and engage in discussions during class. We will use it for in-class activities, and for your Engagement mark.
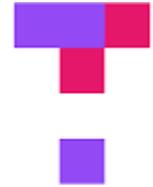
Sign up at tophat.com:

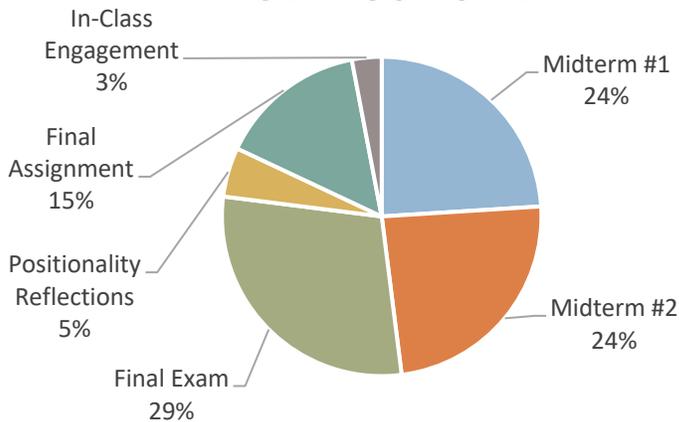**Section 004 (11am): Course Join Code → 353083**
Section 005 (12pm): Course Join Code → 765449

Top Hat can be accessed through your internet browser, or through Apple/Android apps. During sign-up, make sure you enter your UBC Student ID correctly so your Top Hat responses are counted towards your grades!
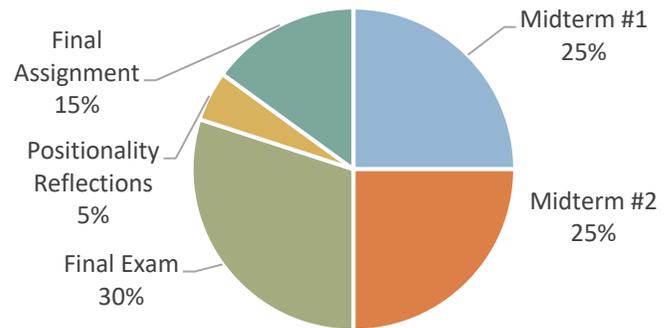
TopHat is a US-based program and is hosted on US-based servers: if you wish to use a false/alternate name for privacy reasons, please just email us to tell us your chosen name!

COURSE ASSESSMENTS & GRADING

GRADING OPTION #1

- In-Class Engagement 3%
- Midterm #1 24%
- Midterm #2 24%
- Final Exam 29%
- Positionality Reflections 5%
- Final Assignment 15%

GRADING OPTION #2

- Midterm #1 25%
- Midterm #2 25%
- Final Exam 30%
- Positionality Reflections 5%
- Final Assignment 15%

There are **two different grading options for this course**: Option #1 includes marks for in-class engagement, while Option #2 has no marks for in-class engagement but slightly higher exam weights.

You can select which grading option you wish to use in this class. You must indicate your choice for one of the two options by Monday, January 20, via Canvas. If you do not submit a choice, you will automatically be assigned to Option #1.

EXAMS (77 or 80%)

MIDTERMS (48 or 50%)

We will have two non-cumulative in-term exams. Under Grading Option #1, each midterm will be worth 24%. Under Grading Option #2, each midterm will be worth 25%.

- **Midterm #1: February 7**
- **Midterm #2: March 14**

Midterm exams will consist of multiple choice and short-answer questions.

FINAL EXAM (29 or 30%)

The final exam will be scheduled during the University exam period (April 16-27).

Cumulative final exam, covering material from across the course. The final exam will consist of multiple choice and short answer questions, and will have a time limit of 2 hours, 30 minutes.

Under Grading Option #1, the final exam is worth 29%. Under Grading Option #2, the final exam is worth 30%.

Notes on Exams:
- Midterms are not cumulative; the final is cumulative.
- Exams will cover content from lecture and assigned readings. Basically, anything covered throughout the course is possible to show up on exams!
- Exams tend to rely heavily on application: i.e., you need to do more than just memorize terms and facts, but be able to *apply* this knowledge to new examples and situations.

ASSIGNMENTS (20%)

POSITIONALITY REFLECTIONS (5%)

Increasingly in the social sciences, we (as researchers, learners, members of the academic community) are asked to reflect on our own positions within society and how this influences our relationship to the theory and research we learn about, create, discuss, etc. In other words, we are

asked to "locate the self" with respect to where and what work we are doing.

In this series of reflections, you will be writing on your own positionality and how it connects to our learning of developmental psychology.

Positionality Reflection #1 (2%): In a 1-page paper, you will provide a positionality statement that situates who you are (as a person, as a student of developmental psychology, as a member of the Psychology community more broadly). Then, discuss how aspects of your positionality have influenced your interest in studying child and adolescent development.
Due January 27 @11:59pm

Positionality Reflection #2 (3%): In a 1-page paper, you will discuss both how aspects of your positionality have influenced how you understand and relate to developmental psychology, as well as also how your own development influences our positionalities.
Due March 31 @11:59pm

You are the expert on your own positionality and how it connects to this course content: we as instructors and TAs are not. As such, we will be asking *you* to evaluate your work on these reflections. Along with submitting your assignment, you will assess your positionality reflections and provide a grade for your assignment.

A full guide to the positionality reflections will be posted on Canvas.

FINAL PROJECT: MYTH OF NORMATIVE DEVELOPMENT (15%)

1% of your final project grade will be for participation in our in-class final project sharing day (April 4). 14% of your final project grade will be based on evaluation of your assignment submitted on Canvas.

Most of developmental psychology research tends to focus on "normative" development, in

describing what "most" children think and do at different ages. But as we will discuss this term, there is no such thing as "normal" in development: for everyone, development is influenced by our individual biologies, neurodivergence, physical and social contexts, cultures, and more.

In this assignment, you will have the opportunity to learn in depth on one case of developmental variation— ie, a developmental exceptionality, disability, cultural difference, family context, or more. You will look at how this variation impacts and interacts within one specific area of development that we discuss in class this term. For example, you could consider the interaction between deafness and theory of mind, between giftedness and peer relationships, between culture and moral development, etc.

You will prepare a one-page (front and back, if wanted) handout or infographic aimed at teaching your fellow classmates about the developmental variation. In doing so, you must summarize one recent (<10 years old) research study you have found and read on the topic.

We will share your projects in class on Friday, April 4. You'll have the opportunity to learn from each other, as well as gain feedback from classmates! You can then use this feedback into the final version of your project you will submit to Canvas.

For the final assignment, you can work in groups of up to 3 classmates (including both sections). You will all receive the same mark on your project.

Due April 7 @ 11:59pm PST
A full guide to the final project, including a rubric, will be posted on Canvas.

IN-CLASS ENGAGEMENT (3 or 0%)

Attending and engaging with our class is often incredibly beneficial for our learning—and in helping to build our classroom community. However, as students have different life circumstances and approaches to learning, <u>you can</u>

choose whether your in-class engagement will be part of your course mark.

If you select Grading Option 1, 3% of your course grade will come from in-class engagement. We will assess this via TopHat: during most classes, there will be TopHat questions for you to answer. Some will help you test your knowledge, some will help spark discussion, and some will be just for fun. None of the TopHat questions will be graded for accuracy—they are all just marked for participation. Under Grading Option 1, your In-Class Engagement mark will be determined in the following manner:

If you respond to in-class TopHat questions…	You will receive…
>80% of the time	3%
>60% of the time	2%
>40% of the time	1%
<40% of the time	0%

If you select Grading Option #2, there is no course mark given for in-class engagement.

EXTRA CREDIT (UP TO 3%)

You may earn up to 3% extra credit to your final course grade through participating in research studies (or by completing library assignments).

More information can be found at https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/

GRADING POLICIES

MISSED EXAMS

I understand that life happens, and can sometimes interfere with coursework. If you are unable to take a midterm exam (for any reason—we don't need to know the details!), you can be excused from that exam and have the weight moved to the cumulative final. Just let us know in advance of the exam: we cannot reweigh marks from already-completed exams.

If you are unable to take the final exam, you must contact your faculty's advising office as soon as possible to apply for Academic Concession.

LATE ASSIGNMENTS

If you are unable to submit an assignment on time, a 3-day grace period is automatically granted. As long as you submit your assignment within 3 days of the due date, there is no penalty—and you do not need to let us know! This is already built in to Canvas.

If you need more than 3 days past the due date, please check in with Lily. We may ask that you apply for formal in-term concession with your faculty's advising office. While we may be able to accommodate a later submission, this does often mean that there will be a delay in receiving marks/feedback.

For UBC policies regarding in-term academic concessions, visit: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0.

PSYCHOLOGY DEPARTMENT GRADING POLICY

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

The Psychology department employs department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%), in Introductory 100-level and 200-level courses; **B (72-75%), in Intermediate**

300-level courses; B+ (76-79%), for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365).

Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation).

If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	B+	76-79%	C+	64-67%	D	50-54%
A	85-89%	B	72-75%	C	60-63%	F	0-49%
A-	80-84%	B-	68-71%	C-	55-59%		

POLICIES

EMAIL & COMMUNICATION

Please feel free to email your course instructor or TA for any reason. Using email—not Canvas inbox—is the best method of contant.

Our policy is to aim for emails replies within 48 hours, excluding weekends and holidays. If you haven't heard back from us in 48 hours, do follow up. We're not ignoring you—emails just can get lost in the pile!

ACADEMIC INTEGRITY

We are all—students, teachers, TAs—members of the academic community. In this community, there are ethical standards for how we share and produce knowledge. These standards of academic integrity hold that we produce our own contributions (ie, we don't copy or buy papers, we don't cheat on exams) and we don't take credit for someone else's work (ie, we include citations and references).

Students are expected to comply with all university regulations regarding academic integrity; including plagiarism, cheating, and submitting your own work more than once. Policy guidelines can be found at: http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/.

CITING VS. PLAGIARISM
Plagiarism is defined as "where an individual submits or presents the oral or written work of another person as his or her own." In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the source of that information and how best to cite.

In Psychology, we use APA citation style to indicate our sources. A good guide to APA style can be found at:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. In writing within Psychology, direct quotations from sources are discouraged. Instead, you should try to paraphrase ideas into your own words, while citing the original source of those ideas.

If you have citing or what may constitute plagiarism, please discuss with Lily/TAs *before* any assessment is begun.

AI/CHAT GPT

Recent developments in AI have been an exciting field! As such, AI is now a potentially useful—and potentially harmful—tool for your learning and performance in this class.

AI (Chat GPT and other related resources) can be helpful in testing your own knowledge, and providing new ideas for projects. However, AI is not perfect—it commonly makes mistakes, and is heavily biased.

In this class, you can use AI at your own risk. My advice is to *not* use it for any *final* version of a project—it can be great for getting initial inspiration (or for exam review), but the potential errors can be very damaging for final projects. To me, use of AI on final projects also seems to undermine the *learning* we aim to emphasize in projects within this class. But that is your decision to make.

If you do use AI in your projects, you must cite it appropriately (ie, https://apastyle.apa.org/blog/how-to-cite-chatgpt) —as with other academic standards of integrity, it is important to provide credit for where your work/information comes from. In this class, there is no penalty or negative connotation associated with using AI *if cited*.

If it is suspected that you used AI without citation, we will invite you to a meeting to discuss further. This may constitute a violation of academic integrity, and subject to associated penalties.

PSYCHOLOGY DEPARTMENT'S POSITION ON ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (http://students.ubc.ca/calendar) and read the University's Policy 69 (available at http:/www.universitycounsel.ubc.ca/policies/policy69.html).

UBC VALUES STATEMENT

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policiesresources-support-student-success).

SUPPORT FOR STUDENTS

Your well-being is more important than anything going on is this course. I fully understand that you may have other priorities—your self-care, your families, your work, etc. If you find that you are struggling to balance these priorities with the demands of this class, do reach out. I will try to provide resources and discuss options.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action— along with likely having you discuss with your faculty's advising office.

RESOURCES

We participate in the **Early Alert program**, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit: https://facultystaff.students.ubc.ca/systems-tools/early-alert

ACADEMIC RESOURCES

- **UBC Academic Regulations:** http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,0,0,0 Information on UBC regulations, including academic concession and accommodation.
- **UBC Learning Commons:** http://learningcommons.ubc.ca/ Offers a variety of learning and research sources for students, including tutoring, writing support, and many other links to academic resources.
- **Centre for Accessibility:** http://students.ubc.ca/about/access or 604-822-5844. Provides accommodations for students living with physical, mental, and/or learning disabilities.

WELLNESS RESOURCES

- **Campus Lightbox:** campuslightbox.ca A student-created website noting many of the mental health support resources available to UBC students.
- **The Kaleidoscope:** http://the-kaleidoscope.com/ A confidential peer-run mental health support group.
- **UBC Counselling Services:** https://students.ubc.ca/health/counselling-services or 604-822-3811. Offers a variety of resources to help you maintain your mental health while in school, including individual and group counselling.
- **AMS Peer Support:** https://www.ams.ubc.ca/student-services/peer-support/ Provides free, confidential, one-on-one peer support for UBC students and staff facing a wide variety of challenges.
- **Student Health Services:** https://students.ubc.ca/health/student-health-service or 604-822-7011. Provides students with a variety of healthcare related services to help you maintain your health. Access to doctors and registered nurses.
- **Mental Health Awareness Club:** http://blogs.ubc.ca/ubcmhac/ A club that offers opportunities to speak about mental health, and strives to promote mental health awareness throughout the UBC community.
- **AMS Food Bank:** https://www.ams.ubc.ca/support-services/student-services/food-bank/ If you are in a financial emergency, the AMS food bank can provide you with a food bag. You are able to use the service for up to 16 times per term.
- **BC Crisis Center:** **http://www.crisiscentre.bc.ca/** or 604-872-3311**.** Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
- **Distress Line:** 1-800-Suicide (784-2433)**.** If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day.

ACKNOWLEDGEMENTS

COURSE SCHEDULE

Date	Topic	Assigned Readings	Important Dates
January 6	**Class Introduction**		
January 8	**Introduction & Methods in Developmental Psychology**		
January 10	**Introduction & Methods in Developmental Psychology**		
January 13	**Introduction & Methods in Developmental Psychology**		
January 15	**Introduction & Methods in Developmental Psychology**	Forbes, Aneja, & Guest (2024). The myth of normative development.	
January 17	**Cognitive Development: Introduction & Theories**	Siegler et al. (2020). Theories of Cognitive Development → read sections on Piaget's theory	Add/drop deadline
January 20	**Cognitive Development: Introduction & Theories**	Siegler et al. (2020). Theories of Cognitive Development → read sections on Vygotsky's theory	Grading Option Choice Due
January 22	**Social Cognition**		
January 24	**Social Cognition**	Ding et al. (2015). Theory-of-Mind Training Causes Honest Young Children to Lie.	
January 27	**Social Cognition**	Gonzalez, A.M.., Steele, J.R., & Baron, A.S. (2017). Reducing children's implicit racial bias through exposure to positive out-group exemplars.	Positionality Reflection #1 Due
January 29	**Language & Communication**	Becker Bryant (2017). Language in Social Contexts: Development of Communicative Competence.	
January 31	**Language & Communication**		
February 3	**Language & Communication**	Novack et al. (2014). From action to abstraction: Using the hands to learn math.	
February 5	**Wrap-Up & Exam Review**		
February 7		**MIDTERM #1**	
February 10	**Intelligence**		
February 12	**Intelligence**	Picho & Schmader (2018). When do gender stereotypes impair math performance? A study of stereotype threat among Ugandan adolescents	
February 14	**Intelligence & Academic Achievement**	Sun et al. (2021). Growth mindset and academic outcomes: a comparison of US and Chinese students	
February 17-21		**READING BREAK**	
February 24	**Social Development: Introduction & Theories**	Siegler et al. (2020). Theories of Social Development → read sections on Freud's theory, Erikson's theory, and Bronfenbrenner's theory	
February 26	**The Self**	Steinberg (2019). Identity.	
February 28	**The Self**		

Date	Topic	Reading	Assignment
March 3	**The Self**	Sladek et al., (2022). "So, like, it's all a mix of one": Intersecting contexts of adolescents' ethnic-racial socialization.	
March 5	**Gender Development**		
March 7	**Gender Development**		
March 10	**Gender Development**	Gülgöz et al. (2019). Similarity in transgender and cisgender children's gender development.	
March 12	**Wrap-Up & Exam Review**		
March 14	**MIDTERM #2**		
March 17	**Family**	Lansford (2022). Annual research review: Cross-cultural similarities and differences in parenting.	
March 19	**Family**		
March 21	**Peers**		
March 24	**Peers**	Zhang et al. (2018). Characteristics of likeability, perceived popularity, and admiration in the adolescent peer system in the United States and China.	
March 26	**Peers**	Mikami et al. (2019). Online social interactions predict academic and emotional adjustment in the transition to university.	
March 28	**Moral Development**		
March 31	**Moral Development**		Positionality Reflection #2 Due
April 2	**Moral Development**	Zhao et al. (2018). Young children are more likely to cheat after overhearing that a classmate is smart.	
April 4	**Project Sharing Day!**		
April 12	**Wrap-up & review**		Final Project Due