Course Code	HP4233
Course Title	Social Cognition in Childhood
Pre-requisites	HP1000 Introduction to Psychology
	HP1100 Fundamentals of Social Science Research
	either HP2300 Developmental Psychology
	or HP2500 Personality and Individual Differences
	or HP2600 Cognitive Psychology
No of AUs	4

Course Aims

The broad aim of this course is to give you broad knowledge about the study of social cognition in children – topics include biases, social identity, and intergroup relations.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) should be able to:

1) Identify the social cognitive processes which create bias and stereotypes, focusing on the role of categorization and implicit associations
2) Demonstrate a critical analysis of generalizations made from research
3) Synthesize information and extend knowledge learned to real world situations such as examining one's own behavior and the behavior of others

Course Content

All readings for this course are rooted in basic psychological research on intergroup relations, with a focus on developmental studies and those with implications for our society. Our class discussions will aim to 1) discuss, critique and evaluate the scientific merit of this research, 2) apply this research to real world social problems and possible interventions.

Assessment

Component	ILO Tested	Related LO	Weight	Team/ Individual
1. Seminar Participation	1, 2, 3	Competence, Critical Thinking, Creativity, Oral Communication	20%	Individual
2. Discussion Leadership	1, 2, 3	Competence, Critical Thinking, Creativity, Teamwork, Oral and Written Communication	15%	Team
3. Thought papers	1, 2, 3	Competence, Critical Thinking, Creativity, Written Communication	20%	Individual
4. Initial Proposal	1, 2, 3	Competence, Critical Thinking, Creativity, Written Communication	5%	Pair
5. Proposal Presentation	1, 2, 3	Competence, Critical Thinking, Creativity, Oral Communication	10%	Pair
6. Final Proposal	1, 2, 3	Competence, Critical Thinking, Creativity, Written Communication	30%	Pair

Total	100%	

Formative feedback

Feedback is central to this course. You will receive verbal feedback from me for discussion performance, proposal presentation and receive consultation on research proposal throughout the semester. You will receive written feedback for Initial Proposal, Short Papers, and Final Research Proposal, as I will return each proposal individually.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Instructional Activities	Instructional activities consist of lectures, discussions, readings, homework, written assignments, etc. (LO 1, 2, 3)
Project Discovery	"Project Discovery" approach focuses on proactive individual and collaborative learning. The research project provides you with a lot of discretion in topic, research question, approach, suggested analysis, and discussion. There will be a class presentation presenting your research to the class so you can receive feedback to refine the final proposal. (LO 1, 2, 3)

Reading and References

Reading: Readings for each class should be completed before class. Discussion in class will be based on the assumption that you have read the materials. All readings are available in electronic form on Blackboard. Please refer to list of assigned readings in "Reading List" at the end of this document.

Course Policies and Student Responsibilities

(1) General
You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually, participate in all seminar discussions and activities, and take and submit scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements for seminar sessions you have missed. Constructive contributions derive from coming to class well-prepared, with questions and suggestions based on the readings.

(2) Late work
Grades for the assigned work will be reduced by ten percent, with an additional ten percent taken off for each additional day late (a day late is considered within 24 hours after the due date/ time, not midnight the following day). *Extensions must be requested before work is due, and will be granted only on the grounds of serious problems on a case-by-case basis.* Requests for extensions based on unexpected circumstances (e.g., health problems) must be substantiated in writing (e.g., a note from Student Health Services that verifies the need for an extension). The principle here is about fairness to other students.

(3) Absenteeism
Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a seminar, you must inform the course instructor via email prior to the start of the class.

(4) Schedule for the Semester

Although I do not anticipate any major deviations from the schedule, all information is subject to change. There will also likely be a few additional readings and small homework exercises. I will give you plenty of notice when there are changes or additions to the schedule.

Academic Integrity

<u>Cheating and Plagiarism:</u> Cheating and plagiarism are defined as including: 1) submitted work that is not your own for papers, assignment; 2) copying ideas, words, or graphics from a published or unpublished source without appropriate citation; 3) submitting or using falsified data; and 4) submitting the same work for credit in two courses without prior consent of both instructors. Any student who is found cheating or plagiarizing on any work for this course will receive a failing grade for that work. Disciplinary actions against academic dishonesty range from receiving zero marks for the affected submission, failing a course to expulsion.

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Date	Topic	Readings	ILO	Due
1		Stereotypes, prejudice, discrimination: Theory and Research <Homework: IAT assignment>	Dunham, Baron, & Banaji, 2008; Marx & Ko, 2012	1, 2, 3	
2		Categorization <Discussion Leadership>	Gelman & Markman, 1986; Gelman & Roberts, 2017; Setoh et al., 2019	1, 2, 3	
3		Categorization: Language and Race <Discussion Leadership>	Peery & Bodenhausen, 2008; Kinzler & Dautel, 2012; Kinzler, Shutts, DeJesus, & Spelke, 2009	1, 2, 3	
4		Categorization: Multiracial Individuals <Discussion Leadership>	Roberts & Gelman, 2015; Roberts, Williams, & Gelman, 2017	1, 2, 3	**Initial Proposal**
5		The Implicit Association Test (IAT) <Discussion Leadership>	Cvencek, Greenwald, & Meltzoff, 2011; Kurdi et al., 2019; Vuletich & Payne, 2019	1, 2, 3	
6		Reliability of IATs <Discussion Leadership> <Proposal Presentation Session 1>	Rae & Olson, 2017; Williams & Steele, 2016	1, 2, 3	**Short Paper #1**
7		IAT and Its Critics <Discussion Leadership> <Proposal Presentation Session 2>	Charlesworth & Banaji, 2019; Gawronski, 2019; Jost, 2018	1, 2, 3	
8		Gender Biases	Bian, Leslie, & Cimpian, 2017; Chestnut & Markman, 2018;	1, 2, 3	

		<Discussion Leadership> <Proposal Presentation Session 3>	Leslie, Cimpian, Meyer, & Freeland, 2015		
9		Sources of Bias – Parents and Environment <Discussion Leadership>	Degner & Dalege, 2013; McGlothlin, Heidi; Killen, 2010; Sinclair, Dunn, & Lowery, 2005	1, 2, 3	
10		Reducing Bias I – Individuation <Discussion Leadership>	Qian, Heyman, Quinn, Fu, & Lee, 2017; Qian, Quinn, et al., 2017	1, 2, 3	
11		Reducing Bias II – Comparing 17 Interventions <Discussion Leadership>	Lai et al., 2014; Lai et al., 2016	1, 2, 3	**Final Proposal**
12		Reducing Bias II – Contact Hypothesis <Discussion Leadership>	Pettigrew & Tropp, 2006; Tropp & Barlow, 2018	1, 2, 3	
13		Reducing Bias IV – Contact Hypothesis Revisited <Discussion Leadership>	Paluck, 2016; Paluck, Green, & Green, 2018	1, 2, 3	**Short Paper #2**