This course will examine how diverse disciplines in the social sciences – anthropology, sociology, and psychology -- have analyzed developmental and social processes as well as cultural practices among groups of peers. The peer groups to be investigated will include humans of various ages (from preschool through early adulthood), social class and ethnic backgrounds, as well as nonhuman primates. Topics we will discuss entail the formation of social hierarchies and local “conventions” among primates, the construction of friendship relations and social difference (at work in interaction on the playground as well as via electronic communication), group functions of bullying in early adolescence, risky behavior among adolescents, and neural mechanisms involved in the reading of social cues.

**Reader on Website**
Click on Links and then Class Links

**Week 1**
Jan. 8  
**Introduction:** History of Research on Peers in Psychology, Anthropology, and Sociology

**Week 2**
Jan. 15  
**Peer Relationships among Primates**  
**Guest speaker:** Susan Perry, Dept. of Anthropology, UCLA
Readings: *Manipulative Monkeys* (chapters readable but not downloadable on line)

**Week 3**
**Jan. 22**

**Peer Relationships of Preschoolers**

**Guest speaker:** Carollie Howes, Dept. of Education, UCLA

**Readings:** “Children at Play: The Role of Peers in Understanding the Effects of Child Care”
“Young Children's Play Qualities in Same-, Other-, and Mixed-sex Peer Groups”
“Peer Relationships in Early Childhood: Friendship”
“Migrating from Mexico and Sharing Pretend with Peers in the United States”

**Week 4**
**Jan. 29**

**Cultural and Social Approaches to Peer Interactions**

**Guest speaker:** Barrie Thorne, Dept. of Sociology, Gender and Women’s Studies, UCB

**Readings:** *Gender Play*, chapters 4-6
“‘The Chinese Girls” and “The Pokemon Kids”’

**Week 5**
**Feb. 5**

**Language Practices for the Construction of Alliances and Exclusion in Peer Interaction**

M. Goodwin, Dept. of Anthropology, UCLA

**Readings:** *The Hidden Life of Girls*, chapters 1-2
“Tactical Uses of Stories: Participation Frameworks within Girls’ and Boys’ Disputes”
“Exclusion in Girls’ Peer Groups”

**Week 6**
**Feb. 12**

**Context & Group Functions of Bullying**

Jaana Juvonen, Dept. of Psychology, UCLA

**Readings:** “Daily Reports of Witnessing and Experiencing Peer Harassment in Middle School”
“Beyond the Individual: The Impact of Ethnic Context and Classroom Behavioral Norms on Victims’ Adjustment”
“Ethnic Diversity and Perceptions of Safety in Urban Middle Schools”
“Peer Influence in Involuntary Social Groups: Lessons from Research on Bullying”
Week 7
Feb. 19

Online Communication among Adolescents

Guest speaker: Elisheva Gross, Dept of Psychology, UCLA

Readings: “Social Space, the Final Frontier: Adolescents on the Internet”
“Logging on, Bouncing Back: An Experimental Investigation of Online Communication Following Social Exclusion”
“Adolescent Internet use: What we expect, what teens report”
Week 8  
Feb. 26  
Developmental Trajectories of Social Cue Interpretation and Associated Neural Mechanisms  
**Guest speaker:** Nim Tottenham, Sackler Institute for Developmental Psychobiology, Weill Medical College of Cornell University  
**Readings:** “Effects of Early Experience on Children's Recognition of Facial Displays of Emotion”  
Amygdala Response to Facial Expressions in Children and Adults  
**Suggested reading:** “Social Competence in Children”

Week 9  
Mar. 4  
Neural Correlates of Risky Behavior in Adolescents  
**Guest Speaker:** Adriana Galvan, Dept of Psychology, UCLA  
**Reading:** “Risk-taking in Adolescence: New Perspectives from Brain and Behavioral Science”  
“Risk-taking and the Adolescent Brain: Who is at Risk?”  
“Peer Influence on Risk-Taking, Risk Preference, and Risky Decision Making in Adolescence and Adulthood: An Experimental Study”

Week 10  
Mar. 11  
Summary and an Ethnographer’s Perspective on Peer Relations in a Tzotzil Mayan Community  
**Guest speaker:** Lourdes de León, Center for Higher Studies in Social Anthropology-Mexico City

**Course Responsibilities**

Each week students will be required to write one paragraph summarizing points of interest to you and 2-3 questions based on the reading. Please send your summary paragraph and questions by noon on the Monday before class by email to Jaana and Candy.

Students should come to class prepared to discuss central ideas of the readings and propose innovative applications based on the readings.

Students who are currently involved in research projects and would like to present a report of some of their work in class should contact Jaana and Candy as soon as possible and we will schedule a (15 minute) presentation slot.
Final Paper

The final paper can take various forms. It can be a research proposal of approximately 10 pages, an integrative essay linking topics across the culture, brain, and development studies presented in class, or a proposal for an applied project (e.g., used for intervention). In each format, provide a short review of the literature so that your project is grounded in the course materials.

Final Grade

Here is a rough breakdown on how your grade will be determined:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Reaction papers</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>50%</td>
</tr>
</tbody>
</table>
References


Howes, Carollee, Alison G. Wishard Guerra, Eleanor Zucker
In press Migrating from Mexico and sharing pretend with peers in the United States. Merrill Palmer Quarterly.

Howes, Carolee. Peer Relationship in Early Childhood: Friendship

Fabes, Richard A., Laura D. Hanish, and Carol Lynn Martin.

Fabes, Richard A., Carol L. Martin and Laura D. Hanish

Thorne, Barrie


Bellmore, Amy D., Melissa R. Witkow, Sandra Graham, and Jaana Juvonen


