

**PSY422/522 SYLLABUS
SOCIAL DEVELOPMENT**

COURSE NAME:	Social Development			
COURSE NUMBER:	PSY 422/522			
TEACHING PERIOD:	Fall 2021, ONLINE, ZOOM LINK: https://sabanciuniv.zoom.us/j/95230621257			
INSTRUCTOR	Name	Office	Phone	E-mail
	Nebi Sümer	FASS 1023	Int.: 9320	nebisumer@sabanciuniv.edu
ASSISTANT	Selen Esmer Koçali selenesmer@sabanciuniv.edu			
COURSE SCHEDULE	Tuesday 16:40 -17:30 – Thursday - 10:40-12:30 online synchronous			
TEXTBOOK	A collection of articles and book chapters given below will be used. Several chapters will be assigned from the following handbook Smith & C. Hart. (2011). Childhood social development (2nd ed.). West Sussex, UK: Blackwell Publishing, briefly labeled as CSD			

COURSE DESCRIPTION

This course focuses on socio-emotional development in childhood and adolescence from a cultural perspective. We will cover several contemporary perspectives in developmental and social psychology relevant to social development as well as the recent empirical research in the related areas. A specific emphasis will be given to socialization process from infancy through young adulthood and discuss parenting behaviors and attitudes in different cultural contexts. We'll also focus on emotion socialization and adjustment problems experienced in process of social development.

Course Format

This is a double-coded capstone course in which both senior undergraduate and graduate students can take together. However, as seen below, requirements for undergrad and grad students slightly differ. Each week you will read review chapters

from the edited books and/or research articles and we will discuss together. Material on the exams will come from both the readings and lectures. Lectures will not repeat but indeed complement the assigned readings. This is why reading the assigned material is very imperative. I highly recommend that you attend all classes and prepare the class in advance by reading weekly assignments. You will present a research article in the assigned week and prepare a brief review article that will be presented at the end of the semester.

COURSE REQUIREMENTS & ASSESSMENT

ATTENDANCE, CLASS PARTICIPATION AND BONUS	<p>This course will be a seminar style class and attendance is essential for success. Therefore, failure to maintain a regular attendance record and to participate in all class discussions may seriously undermine a your ability to satisfactorily complete the given unit. <i>Those who attend 80% of classes (excluding exams) will get 2 bonus points added to their course grade.</i></p> <p>Reading the assigned materials is very imperative to this course to be able to follow what is covered in a given day and to get more out of the lecture. Therefore, I'd like every student to attend all classes and to read the assigned chapters and/or articles, and to prepare critical questions relevant to the covered topics prior to the lectures. I also would like you to participate in the class discussions and raise questions as much as possible. We'll have Q&A session every week and your contribution to this session with thoughtful questions and answers will specifically be the bases for the evaluation of your participation. Considering that active participation in discussion is critical, this will count 5 points.</p>
RESEARCH PROPOSAL FOR GRAD STUDENTS	<p>An important goal of the course for grad students is to develop an original research proposal based on their own interests. I must approve the topic you choose no later than December 7th. I will try to help you refine your ideas and suggest appropriate references. The proposal must be limited to 8 pages (double spaced with the APA style) including references. The proposal should include a relevant (brief and streamlined) literature review in the introduction by narrowing the topic to the questions and hypotheses/expectations at hand, explain the importance of the question to be addressed and describe the methodology that you think is the best, and briefly discuss the implications of predicted/potential findings. The proposals will be briefly presented (max. 15 min.) at the end of the semester.</p>
PRESENTING ARTICLE	<p>You will be asked to present an empirical article related to topic of the given week in 15 minutes. You should also discuss and criticize the article considering its limitations and make your own conclusions. The list of articles will be given at the end of the second week. You will select an article on a first-come (email)-first served basis. Select your article after add-drop period and send via email to TA (Selen Esmer Koçali). Your presentation will be evaluated and graded collectively with the audience using the Zoom</p>

	pool. I'll share an evaluation guideline before the presentations start. 10 points	
REFLECTION PAPERS	<p>To help you better understand the course material and apply to real-world daily experiences, you will write brief reflection paper (2 pages max, double-spaced and typed) for 6 weeks. I will consider 5 of them with highest scores. This assignment is very open-ended and you are expected to highlight the important issues and bring good questions with an analytical and critical mind. That is, you should give some thoughts on what you read and come up with good ideas, critics, or testable hypotheses based on the week's readings.</p> <p>The primary goal is to make sure that you come to class not only with the readings read, but also after putting some degree of thought into the implications of the readings. You should upload the reaction papers to SUCOUSE assignment on the assigned time. Each reaction paper will count 5 points.</p> <p>The reaction papers will be graded for their contribution to the topic, originality, clarity, and thoughtfulness (insightfulness) on a 5-point scale below.</p> <p>1 = There is no relation to the reading in your paper 2 = you sort of understood the reading with no reflections 3 = You understood the reading, with limited reflection and interpretation! 4 = You understood the reading and explain the original reflections you have. 5 = You understood the reading with good reflections and contributed a new idea.</p>	
EXAMS	You will have a midterm and final . Both of the exams will be in the essay format. I'll ask several questions and you will answer any five of them.	
RESEARCH PARTICIPATION AS BONUS	This involves participating research projects as participants via the SONA system. Each one will worth 0.5 point and you can have max 3 points (bonus) for research participation.	
ACADEMIC RULES AND INTEGRITY	Please familiarize yourself with the Sabancı University's rules and regulations. Read the documents on the following web pages: https://www.sabanciuniv.edu/en/academic-integrity-statement <i>I have a zero-tolerance policy for cheating and all ethical violations will result in failure for the course in addition to other substantial penalties. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.</i>	
Summary of Grading:	Undergraduates 1. Presenting article 10	Graduate Students 1. Research proposal and presentation 20

2. Reflection Papers	25	2. Presenting article	10
3. Midterm	30	2. Reflection papers	25
4. Final	30	3. Midterm	20
5. Participation Q&A	5	4. Final	20
6. Attendance	2	5. Participation Q &A	5
7. Research participation	3	6. Attendance	2
TOTAL	105 % (see	7. Research participation	3
the grading scale below)		TOTAL	105 % (see
Note: "Course content, requirements and policies are subject to change at the discretion of the instructor"		the grading scale below)	
		Note: "Course content, requirements and policies are subject to change at the discretion of the instructor"	

WEEK	SCHEDULE & READINGS
Week 01 28-30.09.2021	Greetings & Presentation of syllabus. Introduction to Social Development: Basic Concepts and History a. Collins, W. A. (2011) Historical Perspectives on Contemporary Research in Social Development. In P. Smith & C. Hart (Eds.), <i>Childhood social development</i> (2nd ed.). West Sussex, UK: Blackwell Publishing. b. Barbot, B., Hein, S., Trentacosta, C., Beckmann, J. F., Bick, J., Crocetti, E., ... van IJzendoorn, M. H. (2020). Manifesto for new directions in developmental science. <i>New Directions for Child and Adolescent Development</i> , 2020, 135–149.
Week 02 5-7.10.2021	Reflection paper 1 Integrating cultural and developmental psychology: New direction in social development a. Amir, D., & McAuliffe, K. (2020). Cross-cultural, developmental psychology: Integrating approaches and key insights. <i>Evolution and Human Behavior</i> , 41, 430–444. b. Greenfield, M. P. (2016). Social change, cultural evolution, and human development. <i>Current Opinion in Psychology</i> , 8, 84-92,
Week 03 12-14.10.2021	REVIEW: Thompson, R. A. (2001). Development in the first years of life. <i>Future Child</i> . 2001 Spring-Summer; 11(1):20-33.

	<p>Perspectives in Social Development I: Biological Foundation</p> <ul style="list-style-type: none"> a. Gregory, A. et al., (2011) <i>CSD Behavioral Genetics</i> Chapter pp. 27-44. b. Bjorklund, D. F. et al. (2020). Human child-rearing and family from an evolutionary perspective. <i>Cross-Cultural Family Research and Practice</i>.
<p>Week 04 19-21.10.2021</p>	<p>Reflection Paper-2</p> <p>Perspectives in Social Development II: Early foundation: Attachment and life history</p> <ul style="list-style-type: none"> a. Simpson, J. A., & Jones, R. E. (2019). <i>Attachment and social development within a life-history perspective</i>. In D. P. McAdams, R. L. Shiner, & J. L. Tackett (Eds.), <i>Handbook of personality development</i> (p. 257–275). The Guilford Press. b. Belsky, J., & Fearon, R. M. P. (2008). <i>Precursors of attachment security</i>. In J. Cassidy & P. R. Shaver (Eds.), <i>Handbook of attachment: Theory, research, and clinical applications</i> (p. 295–316). The Guilford Press. c. Keller, H. (2018). Universality claim of attachment theory: Children’s socioemotional development across cultures. <i>Proceedings of the National Academy of Sciences</i>, 115, 11414 - 11419.
<p>Week 05 26.10.2021 28.10.2021 Holiday “Cumhuriyet Bayramı”</p>	<p>Perspectives in Social Development III: Temperament</p> <ul style="list-style-type: none"> a. Sanson, A. (2011). <i>CSD. Temperament and Social Development</i> Chapter 12, pp. 227-246. b. Messinger, D. S. (2002). <i>Positive and Negative: Infant Facial Expressions and Emotions. Current Directions in Psychological Science</i>, 11(1), 1–6. (Article presentation) c. Groh, Ashley & Narayan, Angela & Bakermans-Kranenburg, Marian & Roisman, Glenn & Vaughn, Brian & Fearon, Richard & van IJzendoorn, Marinus. (2016). <i>Attachment and Temperament in the Early Life Course: A Meta-Analytic Review. Child development</i>. 88.(article presentation)
<p>Week 06 2-4.11.2021</p>	<p>Reflection Paper -3</p> <p>Perspectives in Social Development IV: Cultural and Social Foundation 1</p> <ul style="list-style-type: none"> a. Fung, H. (2011). <i>CSD Cultural Psychological Perspectives on Social Development in Childhood</i>, Chapter 6, pp 100-118. b. Harkness, S., & Super, C. M. (2020). Culture and human development: Where did it go? And where is it going? <i>New Directions for Child and Adolescent Development</i>, 2020, 101–119.

	<p>c. Maccoby, E. E. (2015). Historical overview of socialization research and theory. In J. E. Grusec & P. D. Hastings (Eds.), <i>Handbook of socialization: Theory and research</i> (pp. 3-32). New York, NY, US: Guilford Press.</p>
<p>Week 07 9-11.11.2021</p>	<p>Reflection Paper -4</p> <p>Perspectives in Social Development V: Cultural and Social Foundation - 2</p> <p>a. Belsky, J. (2007). Social-contextual determinants of parenting. In: R. E. Tremblay, M. Boivin, & RDeV Peters. (Eds). Encyclopedia on early childhood development.</p> <p>b. Sara Harkness & Charles M. Super (2021) Why understanding culture is essential for supporting children and families, <i>Applied Developmental Science</i>, 25:1, 14-25.</p> <p>c. Keller, H., Lamm, B., Abels, M., Yovsi, R., Borke, J., Jensen, H., Papaligoura, Z., Holub, C., Lo, W., Tomiyama, A. J., Su, Y., Wang, Y., & Chaudhary, N. (2006). Cultural Models, Socialization Goals, and Parenting Ethnotheories: A Multicultural Analysis. <i>Journal of Cross-Cultural Psychology</i>, 37(2), 155–172.</p>
<p>Week 08 16-18.11.2021</p>	<p>Midterm (16.11.2021)</p> <p>Perspectives in Social Development VI: Cultural and Social Foundation - 3</p> <p>a. Bornstein M. H. (2012). Cultural Approaches to Parenting. <i>Parenting, science and practice</i>, 12(2-3), 212–221. https://doi.org/10.1080/15295192.2012.683359</p> <p>b. Kağıtçıbaşı, Ç. (2005). Autonomy and relatedness in cultural context: Implications for self and family. <i>Journal of Cross-Cultural Psychology</i>, 36, 403-422.</p> <p>c. Rothbaum & Trommsdorff (2007). Do roots and wings complement or oppose one another? The socialization of relatedness and autonomy in cultural context, in G & H.</p>
<p>Week 09 23-25.11.2011</p>	<p>Approval of Proposal Topic</p> <p>Reflection Paper -5</p> <p>Perspectives in Social Development VII: Cultural and Social Foundation - 4</p> <p>a. Sorkhabi (2005). Applicability of Baumrind’s parenting typology to collective cultures: Analysis of cultural explanations of parent socialization efforts. <i>International Journal of Behavioral Development</i>, 29, 552 - 563.</p> <p>b. Pomerantz, Eva & Wang, Qian. (2009). The Role of Parental Control in Children's Development in Western and East Asian Countries. <i>Current Directions in Psychological Science</i>, 18. 285-289.</p>

Week 10 30.11- 2.12.2021	<p>Socio Emotional Development</p> <ol style="list-style-type: none"> a. Yang, Y., & Wang, Q. (2019). Culture in emotional development. In V. LoBue, K. Perez-Edgar, & K. Buss (Eds.), <i>The handbook of emotional development</i> (pp. 569–594). New York: Springer. b. Friedlmeier, W., Corapci, F., & Cole, P. M. (2011). Emotion socialization in cross-cultural perspective. <i>Social and Personality Psychology Compass</i>, 5(7), 410–427. c. Keller, H. (2018). Parenting and socioemotional development in infancy and early childhood. <i>Developmental Review</i>, 50, 31-41
Week 11 7-9.12.2021	<p>Reflection Paper -6</p> <p>Parenting from the Self-Determination Theory Perspective</p> <ol style="list-style-type: none"> a. Soenens, B., & Vansteenkiste, M. (2010). A theoretical upgrade of the concept of parental psychological control: Proposing new insights on the basis of self-determination theory. <i>Developmental Review</i>, 30, 74-99. b. Soenens, B., Vansteenkiste, M., & Van Petegem, S. (2015). Let us not throw out the baby with the bathwater: Applying the principle of universalism without uniformity to autonomy-supportive and controlling parenting. <i>Child Development Perspectives</i>, 9, 44-49. c. Scharf, M., & Goldner, L. (2018). “If you really love me, you will do/be ... ”: Parental psychological control and its implications for children’s adjustment. <i>Developmental Review</i>, 49, 16–30. doi: 10.1016/j. dr.2018.07.002.
Week 12 14-16.12.2021	<p>Parenting Influence and Consequences</p> <ol style="list-style-type: none"> a. Russell, A. (2011). CSD Parent–Child Relationships and Influences, Chapter 18, pp. 337-352. b. Davies, P. T., & Woitach, M. J. (2008). Children's Emotional Security in the Interparental Relationship. <i>Current Directions in Psychological Science</i>, 17, 269-274.
Week 13 21-23.12.2021	ARTICLE PRESENTATIONS
Week 14 28-30.12.2021	PRESENTATIONS OF PROPSALS

A	90-100
A-	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	50-54.99
D	45-49.99
F	0-44.99