

**PSY422/522 SYLLABUS
SOCIAL DEVELOPMENT**

COURSE NAME:	Social Development			
COURSE NUMBER:	PSY 422/522			
TEACHING PERIOD:	Fall 2022, IN-CLASS			
INSTRUCTOR	Name	Office	Phone	E-mail
	Nebi Sümer	FASS 1023	Int.: 9320	nebisumer@sabanciuniv.edu
ASSISTANT	Ali Can Özen aliozen@sabanciuniv.edu			
COURSE SCHEDULE	Tuesday 15:40 -17:30 (FASS-1102); Wednesday – 16:40-17:30 (FASS-1011)			
TEXTBOOK	You will read a collection of articles and book chapters given below. Several chapters will be assigned from the following handbook by 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 and the recent empirical research in the related areas. Specific emphasis will be given to the socialization (parenting) process from infancy through young adulthood and discuss parenting behaviors and attitudes in different cultural contexts. We will also focus on emotion socialization and adjustment problems experienced in social development.

Course Format

This is a double-coded capstone course that 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 them together. Material for 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 strongly encourage you to 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 REQRIMENTS & ASSESSMENT	
ATTENDANCE, CLASS PARTICIPATION AND BONUS	<p>This course will be a seminar-style class; attendance is essential for success. Therefore, failure to maintain a regular attendance record and to participate in all class discussions may seriously undermine your ability to complete the given unit satisfactorily.</p> <p>Reading the assigned materials is imperative to this course to follow what is covered on a given day and get more out of the lecture. Therefore, I would like every student to attend all classes, read the assigned chapters and/or articles, and prepare critical questions relevant to the covered topics before the lectures. I also would like you to participate in the class discussions and raise questions as much as possible. We will have a Q&A session every week, and your contribution to this session with thoughtful questions and answers will be the basis for evaluating your participation. Considering that active participation in discussion is critical, this will count for 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 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</p>

	<p>hypotheses/expectations at hand, explaining the importance of the question to be addressed, and describing the methodology that you think is the best, and finally, 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 the topic of the given week in 15 minutes. You should also discuss and criticize the article's 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 the add-drop period and email it to TA (Ali Can Özen). Your presentation will be evaluated and graded collectively with the audience using the Zoom pool. I will share an evaluation guideline before the presentations start. 10 points</p>
REFLECTION PAPERS	<p>To help you better understand the course material and apply it to real-world daily experiences, you will write a brief reflection paper (2 pages max, double-spaced and typed) for six weeks. I will consider 5 of them with the 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. You should give some thoughts on what you read and develop good ideas, critics, or testable hypotheses based on the week's readings.</p> <p>The primary goal is to ensure 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 the SUCOUSE assignment at the assigned time. Each reaction paper will count for 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 explained the original reflections you have. 5 = You understood the reading with good reflections and contributed a new idea.</p>
EXAMS	<p>You will have a midterm and final. Both of the exams will be in essay format. I'll ask several questions, and you will answer any five of them.</p>

RESEARCH PARTICIPATION AS BONUS	This involves participating in research projects as participants via the SONA system. Each one will be worth 0.5 points, and you can have max of 3 points (bonus) for research participation.																															
ACADEMIC RULES AND INTEGRITY	<p>Please familiarize yourself with Sabancı University’s rules and regulations. Read the documents on the following web pages: https://www.sabanciuniv.edu/en/academic-integrity-statement</p> <p><i>I have a zero-tolerance policy for cheating, and all ethical violations will result in failure of 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></p>																															
Summary of Grading:	<p>Undergraduates</p> <table border="0"> <tr><td>1. Presenting article</td><td>10</td></tr> <tr><td>2. Reflection Papers</td><td>25</td></tr> <tr><td>3. Midterm</td><td>30</td></tr> <tr><td>4. Final</td><td>30</td></tr> <tr><td>5. Participation Q&A</td><td>5</td></tr> <tr><td>6. Research participation</td><td>3</td></tr> <tr><td>TOTAL</td><td>103 % (see the grading scale below)</td></tr> </table> <p>Note: “Course content, requirements and policies are subject to change at the discretion of the instructor”</p>	1. Presenting article	10	2. Reflection Papers	25	3. Midterm	30	4. Final	30	5. Participation Q&A	5	6. Research participation	3	TOTAL	103 % (see the grading scale below)	<p>Graduate Students</p> <table border="0"> <tr><td>1. Research proposal and presentation</td><td>20</td></tr> <tr><td>2. Presenting article</td><td>10</td></tr> <tr><td>2. Reflection papers</td><td>25</td></tr> <tr><td>3. Midterm</td><td>20</td></tr> <tr><td>4. Final</td><td>20</td></tr> <tr><td>5. Participation Q &A</td><td>5</td></tr> <tr><td>6. Research participation</td><td>3</td></tr> <tr><td>TOTAL</td><td>102 % (see the grading scale below)</td></tr> </table> <p>Note: “Course content, requirements and policies are subject to change at the discretion of the instructor”</p>	1. Research proposal and presentation	20	2. Presenting article	10	2. Reflection papers	25	3. Midterm	20	4. Final	20	5. Participation Q &A	5	6. Research participation	3	TOTAL	102 % (see the grading scale below)
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WEEK	SCHEDULE & READINGS																															
Week 01 4-5.10.2022	<p>Greetings & Presentation of syllabus.</p> <p>Introduction to Social Development: Basic Concepts and History</p> <ol style="list-style-type: none"> Collins, W. A. (2011) Historical Perspectives on Contemporary Research in Social Development. In P. Smith & C. Hart (Eds.), Childhood social development (2nd ed.). West Sussex, UK: Blackwell Publishing. 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, 2020</i>, 135–149. (DISCUSSION) 																															

<p>Week 02 11-12.10.2022</p>	<p>Integrating cultural and developmental psychology: New direction in social development</p> <ul style="list-style-type: none"> a. Greenfield, M. P. (2016). Social change, cultural evolution, and human development. <i>Current Opinion in Psychology</i>, 8, 84-92, b. Amir, D., & McAuliffe, K. (2020). Cross-cultural, developmental psychology: Integrating approaches and key insights. <i>Evolution and Human Behavior</i>, 41, 430–444.
<p>Week 03 18-19.10.2022</p>	<p>Reflection paper 1</p> <p>Perspectives in Social Development I: Biological Foundation</p> <ul style="list-style-type: none"> a. Gregory, A. et al., (2011) CSD Behavioral Genetics 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 25-26.10.2022</p>	<p>Perspectives in Social Development II: Temperament</p> <ul style="list-style-type: none"> a. Rothbart ,M.K. (2019). Early Temperament and Psychosocial Development. In: Tremblay RE, Boivin M, Peters RDeV, eds. Rothbart MK, topic ed. <i>Encyclopedia on Early Childhood Development</i> [online]. https://www.child-encyclopedia.com/temperament/according-experts/early-temperament-and-psychosocial-development. b. Sanson, A. (2011). CSD. Temperament and Social Development Chapter 12, pp. 227-246. c. Groh, Ashley & Narayan, Angela & Bakermans-Kranenburg, Marian & Roisman, Glenn & Vaughn, Brian & Fearon, Richard & van IJzendoorn, Marinus. (2016). Attachment and Temperament in the Early Life Course: A Meta-Analytic Review. <i>Child development</i>. 88.
<p>Week 05 1-2.11.2022</p>	<p>Reflection Paper-2</p> <p>Perspectives in Social Development III: 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.

<p>Week 06 8-9.11.2022</p>	<p>Perspectives in Social Development IV: Parenting and its effects</p> <ul style="list-style-type: none"> a. 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. b. Taraban, L., & Shaw, D. S. (2018). Parenting in context: Revisiting Belsky's classic process of parenting model in early childhood. <i>Developmental Review, 48</i>, 55-81.
<p>Week 07 15-16.11.2022</p>	<p>Reflection Paper -3</p> <p>Cultural and Social Foundation 1: Parenting and its effects I</p> <ul style="list-style-type: none"> a. Fung, H. (2011). CSD Cultural Psychological Perspectives on Social Development in Childhood, Chapter 6, pp 100-118. b. Chen, Y., Haines, J., Charlton, B. M., & VanderWeele, T. J. (2019). Positive parenting improves multiple aspects of health and well-being in young adulthood. <i>Nature human behaviour, 3</i>(7), 684-691.
<p>Week 08 22-23.11.2022</p>	<p>Midterm (23.11.2022)</p> <p>Perspectives in Social Development VI: Cultural and Social Foundation - 3</p> <ul style="list-style-type: none"> a. 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, 37</i>(2), 155–172. b. Kağıtçıbaşı, Ç. (2005). Autonomy and relatedness in cultural context: Implications for self and family. <i>Journal of Cross-Cultural Psychology, 36</i>, 403-422.
<p>Week 09 29-30.11.2022</p>	<p>Reflection Paper -4</p> <p>Approval of Proposal Topic</p> <p>Perspectives in Social Development VII: Cultural and Social Foundation - 4</p> <ul style="list-style-type: none"> a. Sorkhabi (2005). Applicability of Baumrind's parenting typology to collective cultures:

	<p>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> <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 10 6-7.12.2022</p>	<p>Socio Emotional Development</p> <p>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.</p> <p>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.</p> <p>c. Keller, H. (2018). Parenting and socioemotional development in infancy and early childhood. <i>Developmental Review</i>, 50, 31-41</p>
<p>Week 11 13-14.12.2022</p>	<p>Reflection Paper -5</p> <p>Parenting from the Self-Determination Theory Perspective</p> <p>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.</p> <p>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.</p>
<p>Week 12 20-21.12.2022</p>	<p>Parenting Influence and Consequences I</p> <p>a. Russell, A. (2011). CSD Parent–Child Relationships and Influences, Chapter 18, pp. 337-352.</p> <p>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.</p>
<p>Week 13 27-28.12.2022</p>	<p>Reflection Paper -6</p> <p>Parenting Influence and Consequences II</p> <p>a. Scharf, M., & Goldner, L. (2018). “If you really love me, you will do/be ... ”: Parental</p>

	<p>psychological control and its implications for children’s adjustment. <i>Developmental Review</i>, 49, 16–30. doi: 10.1016/j. dr.2018.07.002.</p> <p>b. Dost-Gözkan, A. (2022). Adolescent–parent relationships and youth well-being in Turkey. <i>Child Development Perspectives</i>.</p> <p>c. Lee, K., & Zhang, L. (2022). Cumulative Effects of Poverty on Children’s Social-Emotional Development: Absolute Poverty and Relative Poverty. <i>Community Mental Health Journal</i>, 58(5), 930-94</p>
Week 14 2-3.01.2023	ARTICLE and PROPOSAL PRESENTATIONS

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