

PSYC W2670 Social Development

Spring 2016 TR 10:10 – 11:25 AM

614 Schermerhorn Hall

Instructor: Prof James P. Curley

Office: 317 Schermerhorn Hall

Office hours: Mondays 9 - 11 AM or by appointment

Email: jc3181@columbia.edu

Website: <http://curleylab.psych.columbia.edu/>

- I. Bulletin description
- II. More complete course description
- III. Rationale for giving the course
- IV. Course requirements and grading
- V. Weekly outline of topics and readings

I. Bulletin description

Prerequisites: PSYC W1001 or W1010 or the equivalent

This lecture course introduces students to the study of typical human social development with a particular focus on genetic, familial and peer influences on the development of social behaviors during early childhood.

II. More complete course description

This course aims to answer questions as to how humans develop to become fully socialized beings in adulthood. We will explore various theoretical and empirical approaches to the study of social development; learn how prenatal, genetic and temperamental factors interact to shape our social behavior; discover the critical importance of parenting and early attachment relationships for socialization; and understand the role of play, peer interactions and friendships for children's social development. We will look at the development of certain behaviors in detail, in particular the socialization of emotions and language, aggression, prosociality,

cooperation and social competence. Finally, we will discuss the similarities and differences in social development between sexes, cultures and different family contexts.

III. Rationale for giving the course:

PSYC W2670 is a lecture course, designed particularly for undergraduates who are majoring or concentrating in Psychology and for students participating in the Psychology Postbac Certificate Program. The course will introduce students to theory and research in social development and prepare them for advanced coursework in related areas of study. The course is sufficiently distinct from PSYC W2680 Social and Personality Development that students who have taken W2680 should be allowed to earn credit for W2670. The department does not expect to offer W2680 in the near future because the instructor for that course will no longer be available.

PSYC W2670 will fulfill the following degree requirements:

- For the Psychology major or concentration in the College and in the School of General Studies, for the Psychology minor in Engineering, and for the Psychology Postbac certificate, it will meet the Group III (Social, Personality, and Abnormal) distribution requirement.
- It will meet one term of the social science requirement of the School of General Studies.

IV. Course requirements and grading [subject to revision]:

Course Evaluation & Grading:

- | | | |
|----------------|-----|----------------------------|
| • Midterm exam | 30% | Tues. March 11, in class |
| • Final exam | 40% | Thurs. May 15, 9 AM - Noon |
| • Term paper | 30% | Due May 2 by 11:59 PM |

Required text:

Parke RD & Clarke-Stewart A., 2013, *Social Development* (2nd edition), John Wiley & Sons.

Material assigned in the textbook and material covered in lecture will overlap considerably, however, there will be some weeks where additional material will be included in lecture. This additional material will be based on journal papers, book chapters and published policy reports that will be available to download as PDF files from the “Class Files” section of Courseworks.

Lectures: In order to do well in the course you will have to attend the lectures. Exams will be based upon material presented in the lectures. Lectures will include material both in the textbook as well as additional material from recently published journal studies. Class participation is encouraged and I welcome questions being asked during the lectures. If you have further questions you may also visit me during office hours or arrange time to meet with the TA.

Term Papers: Each student will write one paper during this course (approx 10-12 pages long). The paper should be based upon recently published (since January 2013) related journal research articles of your choice. In the paper, you should detail the background and theoretical approach to the studies and critically evaluate their findings. You should also discuss whether the conclusions are appropriate and justified and describe why and in what ways did this paper attain wider scientific and public interest. Finally, you should detail the significance of this study for future scientific inquiry or indeed public policy.

I will supply a list of approximately 20 possible original research studies published in journals that by the end of January that you may wish to use for their paper. You are also welcome to pick a different research study of their own choosing, but this must be approved by the TA or myself first. Research articles need to be picked by students and confirmed to the TA by Spring Break.

Extension Policy: Final papers are due May 2nd. You are allowed 48 hours of extension time for your papers but please notify your TA at least 24 hours before doing so. Papers handed in after the extension will be penalized one third of a letter grade for every additional 48 hours. Initial outlines or drafts of the final paper should be completed by April 2nd.

Exams: There will be a midterm exam and a final exam. Each exam will consist of short answer questions (4-5 sentences per answer). The midterm will take place in class. The final will take place during finals week.

Note regarding Email: You are strongly encouraged to come in person to speak with their TA or myself during office hours. Email is discouraged as a form of discussing issues or questions related to the course but I will respond to them during my virtual office hours.

Note regarding Academic Integrity: "The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. . . . In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be

scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent."

From the Faculty Statement on Academic Integrity -

www.college.columbia.edu/academics/integrity-statement. Students are expected to do their own work on all tests and assignments for this class and act in accordance with the Faculty Statement on Academic Integrity and Honor Code established by the students of Columbia College and the School of General Studies. Because any academic integrity violation undermines our intellectual community, students found to have cheated, plagiarized, or committed any other act of academic dishonesty can expect to receive a zero for the work in question and may fail the class. Students will also be referred to the Dean's Disciplinary Process, described here: www.college.columbia.edu/academics/disciplinaryprocess

It is students' responsibility to ensure their work maintains expected standards. Should you have any questions or concerns regarding these expectations, please:

- Talk with your TA
- Ask the instructor
- Refer to the Columbia University Undergraduate Guide to Academic Integrity: www.college.columbia.edu/academics/academicintegrity

Program goals for student learning

Written responses to midterm and final exam questions and the essay term paper required for this course will help develop critical thinking skills, communication skills and the knowledge base of students. The final term paper will also require students to undertake critical analyses and evaluation of empirical research as well as how it is communicated to the general public. By taking this course students will also improve their understanding and appreciation of the values and application of psychology particularly as it relates to how research into child social development can actively inform public policy and help improve children's lives.

V. Weekly outline of topics and readings [subject to revision]:

Chapters refer to the course textbook: Parke RD & Clarke-Stewart A., 2013, *Social Development* (2nd edition), John Wiley & Sons. Other readings will be available as pdf files on CourseWorks.

Jan 19 - Course overview and class introduction

Jan 21 - Theories of Social Development

Chapter 1 pp 1-35.

Jan 26 - Research methods

Chapter 2 pp 37-71.

Jan 28 - Evolutionary perspectives on Social Development

Bjorklund DF & Pellegrini AD, 2011, Evolutionary Perspectives on Social Development, In. Smith PK & Hart CH (eds.) The Wiley-Blackwell Handbook of Childhood Social Development: Blackwell, 2nd ed. pp 64-81.

Feb 2 - Prenatal influences

Chapter 3 pp 74-85.

Feb 4 - Genetic influences

Chapter 3 pp 85-98.

Feb 9 - Temperament

Chapter 3 pp 98-107

Sanson et al., 2011, Temperament and Social Development, In. Smith PK & Hart CH (eds.) The Wiley-Blackwell Handbook of Childhood Social Development: Blackwell, 2nd ed. pp 227-245.

Feb 11 - Theories of Parental Bonding and Attachment

Chapter 4 pp 110-118.

Feb 16 - The nature and quality of attachment relationships

Chapter 4 pp 118-131.

Feb 18 - Stability of Attachment

Chapter 4 pp 131-135.

Brumariu LE & Kerns KA, 2011, Parent-Child Attachment in Early and Middle Childhood, In. Smith PK & Hart CH (eds.) The Wiley-Blackwell Handbook of Childhood Social Development: Blackwell, 2nd ed. pp 319-336.

Feb 23 - Long-term consequences of attachment across the lifespan

Chapter 4 pp 135-140.

Sroufe LA et al., 2010, Conceptualizing the role of early experience: lessons from the Minnesota Longitudinal Study, Dev Rev 30:36-51.

Feb 25 - Socio-emotional development

Chapter 5 pp 142-161.

March 1 - Socialization of emotion

Chapter 5 pp 162-173.

March 3 - REVIEW CLASS

March 8 - Midterm in Class

March 10 - Development of Self and Knowledge about Others

Chapter 6 pp 177-201.

March 15 & 17 - NO CLASS -Spring Break

March 22 - Socialization of Language

Chapter 6 pp 201-207.

March 24 - Developmental Patterns of Play and Peer Interaction

Chapter 8 pp 250-274.

March 29 - Development of Friendships and Interaction in Groups

Chapter 8 pp 274-287.

March 31 - Prosocial and Altruistic Behavior

Chapter 11 pp 382-390.

Grusec JE et al., 2011, Prosocial Behavior, In. Smith PK & Hart CH (eds.) The Wiley-Blackwell Handbook of Childhood Social Development: Blackwell, 2nd ed. pp 549-566.

Warneken F, 2013, Young children proactively remedy unnoticed accidents, Cognition 126:101-108.

April 5 - Collaboration, Cooperation and Reciprocity

Hamann et al. 2011, Collaboration encourages equal sharing in children but not in chimpanzees, Nature 476: 328-331.

Hamann et al. 2012, Children's developing commitments to joint goals, Child Development 83:137-145.

Warneken F & Tomasello M, 2013, The emergence of contingent reciprocity in young children, J. Exp Child Psych 116:338-350.

April 7 - Aggression and Social Dominance

Chapter 12 pp 394-426.

April 12 - Social Competence

Pellegrini AD, 1988, Elementary-school children's rough-and-tumble play and social competence, Dev Psych 24:802-806.

Cillessen AHN & Bellmore AD, 2011, Social Skills and Social Competence in Interactions with Peers, In. Smith PK & Hart CH (eds.) The Wiley-Blackwell Handbook of Childhood Social Development: Blackwell, 2nd ed.. pp 393-412.

April 14 - Sex and Gender Similarities and Differences

Chapter 10 pp 323-356.

April 19 - Family influences

Chapter 7 pp 210-248.

April 21 - Cultural influences

Chen et al. , 2011, Culture & Social Development, In. Smith PK & Hart CH (eds.) The Wiley-Blackwell Handbook of Childhood Social Development: Blackwell., 2nd ed. pp 141-160.

Rubin KH & Menzer M, 2010, Culture & Social Development, Encyclopedia on Early Childhood Development. (9 pages).

Maschinot B, The Changing Face of the United States: The influence of Culture on Early Child Development, National Center for Infants, Toddlers & Families. pp 1-15.

April 26 - Translating Research into Policy

Chapter13 pp 428-459.

April 28 - Review Class

Chapter14 pp 461-469.

Final Exam