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:


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
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]:**


**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

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


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.


Feb 23 - Long-term consequences of attachment across the lifespan
   Chapter 4 pp 135-140.


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.
   
   

April 5 - Collaboration, Cooperation and Reciprocity

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

April 7 - Aggression and Social Dominance
   Chapter 12 pp 394-426.

April 12 - Social Competence


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


April 26 - Translating Research into Policy
Chapter13 pp 428-459.

April 28 - Review Class
Chapter14 pp 461-469.

Final Exam