DEVELOPMENTAL SOCIAL PSYCHOLOGY

1	Course Title:	DEVELOPMENTAL SOCIAL PSYCHOLOGY
2	Course Code:	PSİ3061
3	Type of Course:	Optional
4	Level of Course:	First Cycle
5	Year of Study:	3
6	Semester:	5
7	ECTS Credits Allocated:	6.00
8	Theoretical (hour/week):	3.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	English
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Prof. Dr. M.ERSİN KUŞDİL
15	Course Lecturers:	Prof. Dr. M. Ersin KUŞDİL Doç. Dr. L. Pınar TOSUN
16	Contact information of the Course Coordinator:	Prof. Dr. M. Ersin KUŞDİL Tel: 0 224 2941872 Faks: 0 224 2941897 E-posta: mekusdil@uludag.edu.tr
17	Website:	
18	Objective of the Course:	The goals, methods and theories of the discipline of developmental social psychology; the problems of mainstream theories in studying social behavior and the solutions offered from the area of developmental social psychology.
19	Contribution of the Course to Professional Development:	It contributes to the student's detailed knowledge in different sub-areas of the psychology discipline and helps them to comprehend the theoretical / methodological diversity.
20	Learning Outcomes:	

	1	Describing the deficiencies of social psychological theories in terms of their insensitivity to developmental issues
	2	Explaining the different dimensions for classifying the human relations
	3	Defining the contextual influences on the development of social behaviors
	4	Describing the link between culture and the social development
	5	Understanding what levels of analyses are needed in studying the developmental factors in explaining the social behavior
	6	By selecting a topic, developing an argument linked to objectives of the course
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21	Course Content:	

Course Content:

Week	Theoretical	Practice
1	An overview of the goals and the procedure of the course	
2	Defining the discipline of Developmental Social Psychology and its historical background	
3	The Models of Person-Environment Relationships in Psychology: Mechanistic Model (Radical Behaviorism; Bandura's Social Learning Theory); Organismic Model (Psychoanalytic Theory; Piaget's Cognitive Developmental Theory)	
4	Systemic Model (Bronfenbrenner's Ecological Theory); Contextualistic Model (Vygotsky's Cultural-Historical Theory)	
5	The Concept of Prejudice; The Historical Background of the Research on Prejudice	
6	Methods and Measures in Research on Children's Prejudice	
7	Methods and Measures in Research on Children's Prejudice-Cont.	
8	Midterm	
9	Explanations and the Studies related to the Mechanistic Model (Social Learning Approach: Linguistic Connotation Theorizing; Multicultural Theorizing)	

Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	3.00	42.00
Practicals/Labs	0	0.00	0.00
Self study and preparation	13	6.00	78.00
Homeworks	2	15.00	30.00
Projects	0	0.00	0.00
Field Studies	0	0.00	0.00
Midterms	1	10.00	10.00
Others	0	0.00	0.00
Final Exams	1	20.00	20.00
Total Work Load			190.00
Total work load/ 30 hr			6.00
ECTS Credit of the Course			6.00

| 22 | Textbooks, References and/or Other Materials: | Abrams, D., & Rutland, A. (2008). The development of subjective group dynamics. In S. R. Levy & Killen, M. (Eds.), Intergroup Attitudes and Relations in Childhood through Adulthood (pp. 47-65). Oxford: Oxford University Press.
Bigler, R. S. & Liben, L. S. (2007). Developmental Intergroup Theory: Explaining and Reducing Children's Social Stereotyping and Prejudice. Current Directions in Psychological Science, 16(3), 162 – 166.
Durkin, K. (1995). Developmental Social Psychology. Cambridge: John Wiley & Sons.
 Hurrelmann, K. (1988). Social structure and personality development. Cambridge: Cambridge University Press.
Levy, S. R. & Hughes, J. M. (2009). Development of Racial and Ethnic Prejudice Among Children. In Todd D. Nelson (Ed.), Handbook of Prejudice, Stereotyping, and Discrimination (pp. 23-42). New York: Psychology Press.
Nesdale, D. (2017). Children and Social Groups: A Social Identity Approach. In A. Rutland, C. S. Brown & D. Nesdale (Eds.), The Wiley Handbook of Group Processes in Children and Adolescents (pp. 3-22). Chichester, West Sussex: Wiley Blackwell.
Nesdale, D. Brown, C. S. & Rutland, A. (2017). Researching Children's Social Groups: Methods and Measures. . In A. Rutland, C. S. Brown & D. Nesdale (Eds.), The Wiley Handbook of Group Processes in Children and Adolescents (pp. 67-97). Chichester, West Sussex: Wiley Blackwell.
Kite, M. E. & Whitley, B. E. Jr. (2010). The Psychology of Prejudice and Discrimination (2. Ed.). Wadsworth: Cengage Learning. |

| 23 | Assesment |

TERM LEARNING ACTIVITIES	NUMBER	WEIGHT
Midterm Exam	1	20.00
Quiz	0	0.00
Home work-project	2	20.00
Final Exam	1	60.00
Total	4	100.00
Contribution of Term (Year) Learning Activities to Success Grade	40.00	
Contribution of Final Exam to Success Grade	60.00	
Total	100.00	
Measurement and Evaluation Techniques Used in the Course	The system of relative evaluation is applied	

| 24 | ECTS / WORK LOAD TABLE |

| 25 | CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS |

	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	5	5	5	0	0	0	5	0	0	2	5	2	0	0	0	0
ÖK2	3	5	4	0	0	0	5	0	0	2	1	1	0	0	0	0
ÖK3	5	5	3	0	0	0	5	0	0	2	5	0	0	0	0	0
ÖK4	5	5	5	0	0	0	3	0	0	3	5	1	0	0	0	0

| ÖK5 | 4 | 5 | 5 | 3 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 |
| ÖK6 | 5 | 5 | 5 | 3 | 0 | 5 | 2 | 0 | 5 | 4 | 5 | 1 | 0 | 0 | 0 | 0 |

LO: Learning Objectives   PQ: Program Qualifications

Contribution Level:	1 very low	2 low	3 Medium	4 High	5 Very High