

Developmental Psychology 2.

Aim of the course

Aim of the course:

The course provides an introduction to socialisation across the life span. The topics cover the major classical and modern theories and research approaches, bonding and attachment, self and identity, development of gender roles, social competence, peer relationships, moral development, parenting styles.

The seminar discussions are based on both compulsory and individually selected readings. Practical assignments include work in groups, student presentations.

Learning outcome, competences

knowledge:

- know about approaches to the socialization process
- research methods and results of projects
- the international literature and the latest trends and results

attitude:

- open attitude to socialization strategies and their results

skills:

- be able to analyze personal developmental, criticism and support of methodological innovations by using their knowledge of psychology

Content of the course

Topics of the course

- Socialization process (theoretical approaches to socialization, differences in their implications and methodology)
- Early bond and attachment (Bowlby's theory, features of the evolutionary approach, measurement of attachment styles, cultures and care giving patterns)
- Studies on temperament (Thomas and Chess's and Rothbart's theories, measurement, implications)
- Self-concept, self-description and identity development (cognitive developmental background, measurement, Harter's, Erikson's, Marcia's and Berzonsky's theories, latest trends in identity researches)
- Parenting theories (theories in perspective, characteristics of children and contextual characteristics affect parenting, direct and indirect effects of parenting, culture and parenting)
- The development of social understanding and social competence, changes in social relationships, (development of perspective taking and empathy, the importance of peer interactions in social development)
- The development of morality (the construction of moral judgments through social interactions, the importance of reciprocal social interactions, Piaget's and Kohlberg's theories, methodology, critics)
- Gender identity and gender roles (developmental trends in gender-related constructs and contents, different approaches to gender development)

Learning activities, learning methods

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

requirements

- active participation on interactive lectures
- profound knowledge on the topics of the course

mode of evaluation: ... **exam essay**

criteria of evaluation:

- profound knowledge on the topics of the course

Reading list

Compulsory reading list

- Berdan, L. E. Keane, S. P., Calkins, S. D. (2008). Temperament and externalizing behavior: Social preference and perceived acceptance as protective factors. *Developmental Psychology*, 44(4), 957–968
- Lightfoot, C., Cole, M., Cole, S. R (2013).: *The Development of Children (seventh edition)*. Ch. 6, 9, 10, 13,15, Ch. 1: 1-10 pp, Ch. 2: 31-57 pp, Ch. 3: 115-118 pp, Ch. 4: 148-157
- Ladd, G. W. (2006). Peer rejection, aggressive or withdrawn behavior, and psychological maladjustment from ages 5 to 12: An examination of four predictive models. *Child Development*, 77(4), 822 – 846

Recommended reading list