**Social and Developmental Foundations of Human Behavior 1.18.22**
**18:820:506 Spring 2022**

**Instructor:** Jamie Walkup, Ph.D
**Time/Place:** Tuesday mornings, 9:00-11:45.
**Format:** Remote (synchronous) and face to face.
**Contact Info:** walkup@gsapp.rutgers.edu or 212-518-3091 (call or text). Zoom office hour: Mondays, 2pm.

**Course Assistant:** David Siegel (d.siegel@rutgers.edu) 610-291-2961

**Course Description.** We will review selected theory and research in the areas of social and developmental psychology. The course format will be a mix of lectures to contextualize weekly readings, presentations, and discussions based on the reading.

**Course Objectives:**

*Content.* Develop familiarity with major theories and current research in social and developmental psychology. Increase your awareness of the contribution of larger social, economic, and political factors to the definition of topic areas, as well as the contribution of journal practices, professional demands and standards, and funding to development of research areas. Master a wide range of key concepts in social and developmental psychology, and associated disciplines. Consider intersections between social and developmental processes, and how these processes are conditioned by broader contextual factors. Describe common themes in past and present social psychology research. Understand how social psychology research in conformity, discrimination, and intergroup processes informs our understanding of individuals' development and later life functioning. Appreciate how diversity plays a role in social and developmental understanding of individuals.

*Skills.* Learn how to read, interpret, and critically evaluate research in social and developmental psychology. Learn how to summarize data and theory economically, identify essential points, and communicate them effectively. Learn how to structure arguments for and against claims and assertions. Apply theory and research to concrete examples of human behavior you have observed in yourself or others. Learn how to frame arguments for propositions, understand counter-arguments, and identify relevant data to decide between positions.

**Readings and course materials.**

Readings will be made available through the canvas site for the course. Supplemental readings on the Canvas site may be provided to facilitate further exploration of a topic. Some of our classes will reference other online materials and videos.

Needless to say, assignment of a reading or other learning material does not imply endorsement of the content or conclusions – indeed endorsement of everything would be impossible, given that readings may contradict one another. Moreover, an important learning goal is to evaluate claims analytically, in terms of their argument and evidence, rather than just accept them.

**Attendance Policy.**  Attendance is required for both online and face to face classes, except in exceptional circumstances. If you are unable to attend you should notify me in advance. One excused absence is allowed due to extenuating circumstances, but any further absences will require a plan for remediation. Four absences will be considered sufficient grounds to consider whether you must repeat the class.

**Participation.**  You are still expected to participate as a class requirement. Read, and think about, assigned material in advance. If you present class material, make every effort to speak plainly, avoiding technical jargon when it does not add anything, and try to focus on central points and themes. Excellent presentations exhibit an awareness of the difference between minor details and major points.

**Atmosphere.**  Any graduate course in psychology may sometimes touch on subject matter that is difficult to discuss. As individuals, you may sometimes need to anticipate that a module contains upsetting topics (e.g., discussions of dehumanization would be incomplete if they avoided reference to historical acts of great evil). You may need to attend to your own preparation, and draw on support when needed. As a class, we need to cultivate an atmosphere of mutual support, civility, and professionalism. All class participation is expected to be consistent with this atmosphere.

**Groups**.  Much learning in graduate school comes from other graduate students.   A group can organize its own structure and process around tasks, making sure assignments are fair.  I also ask that you help one another with mastering the course content, and provide support and assistance in producing high quality work.  This will count toward your class participation grade. Your groups will work in break-out sessions during class time, but you may sometimes may need to arrange times out of class.

**Late submission of assignments.**  It is an important professional competency to complete work in a timely way and meet deadlines. But life can get complicated when unexpected or untoward events turn up uninvited. Permission to turn in work past a stated deadline should be r*equested in advance*, in writing, and the request **_must_** include a proposed new deadline. The new deadline cannot ordinarily be changed, and if you fail to meet it without a further extension being granted, it is possible that the work may not be accepted.  (I don't especially enjoy all this tough talk; so help me head off problems by attending to deadlines and communicating with me when there are problems.)

**Canvas.**  Updates on class plans will sometimes be posted for various reasons ***and it is your responsibility to check the Canvas site announcements to keep up with any new developments***.  When information has been posted on the site, or sent to an email address linked to the site, "I didn't know" is not a valid excuse.

**Course Feedback:**  I'd like to approach this as a joint undertaking, with a shared goal of effective learning, increased mastery, and intellectual satisfaction.  I will have some structured opportunities for this, and will arrange for you to do.  While not all suggestions can be implemented, I want to work together to make this work.  It's also fine to approach David, who

can offer a sympathetic ear, make suggestions, and convey to me feedback you'd like to go through her.

**Requirements**

**Grade.** Your grade will be based on class participation, which includes break out room participation (10%), your individual summaries for readings (10%), in class idea presentation (20%), your reflection posts and quizzes (5%), mid-term organized discussion or paper (20%), and final group project (35%).

*Participation*. You should contribute actively to discussions, responding to questions and comments of others, yet without dominating or making it hard for others to speak. Timeliness in responding to instructor requests, message, and notices will be counted in this grade.

*Article summary*. Individual students will be asked to take responsibility to provide summaries of assigned readings in class to summarize for the online discussion board. The summary should generally aim to be about 1 page (about 400 words), but may need to be more for longer readings. The goal is a concise overview of the key points of the paper, any implications for clinical practice,3-5 points to remember, and 3 questions to engage with the reading/topic ideas. These questions should not just be a free association. Try to make questions interesting, and liable to promote discussion. Please post your online paper summary no less than two full days (48 hours) before class time (9am Sunday). (An example of a satisfactory summary for the Collins chapter next week is posted. Worth 10%.

*In class topical discussion*. You will be asked to pair up or work in groups of 3. You should engage the class on an interesting idea (issue, event, etc.) related to that week's class topic. The idea can be based on something from the assigned or supplementary reading, your clinical experience, something in the news, or your own reflections on psychology. (One example might be the sort of story you submitted for the first class. If you can't find something I will help you.) You should advise me of your topic no less than 3 days prior to class so that I can approve it. Instructions and more detailed rubric will be posted. (20%)

*Occasional quizzes, discussion board assignments and reflections*. There will be a few multiple choice quizzes and discussions. If you complete these in a timely manner, you will get full credit. For selected classes/assignments, you will be asked to prepare and post regarding an issue related to class discussion, a reading that prompts multiple opinions, or important social, political or cultural topic that repays discussion. . You may include personal opinions, references to events, or objects you think relevant. (Note: You are never being asked to share personal or private information but to provide a personal perspective.) Unless assigned an alternative date, these postings will be due no less than one full day (24 hours) before class time (9am Monday). For all these, everyone who submit on time receives full credit (5%)

***Options on assignments. By class vote, you will decide between a paper (5 pages, double-spaced,) due class 6, or group participation in a debate panel in class 6. (Worth 20%)***

***Here are your options if the class votes for the paper.***

1. *A pre-pre-proposal.* If you have a dissertation idea you're cooking up that involves some significant use of social or developmental theory, you can use this chance to start to work up your lit review. In general, I strongly stress the advantages of small N empirical studies, studies that make use of data that already exists (through a mentor, or public site or archive). The topic needs to be approved by me in advance, based on a one-paragraph specification of your plan. The resulting paper should be able to stand on its own, and include at least 10 *relevant* empirical references.
2. *A policy paper.* You can use one of the policy-related issues discussed in the class, or, if you want to propose another topic, you can request it. The paper should review evidence and advocate for some action in a policy domain. You can conceptualize it as a document that a staffer might present to a mayor, city council member, legislator, or other governmental actor. The resulting paper should be able to stand on its own, and include at least 10 *relevant* empirical references.
3. *A non-clinical case study of an individual.* It can be someone you know about (properly disguised so as to be unrecognizable), a public figure, or even a fictional character. The person can be facing a problem, overcoming (or being defeated by) a challenge or temptation, showing loyalty (or betrayal), conforming (or breaking ranks), or simply changing. The chosen target should give sufficient information for you to conceptualize the individual's psychological situation, feelings, and actions in the context of insights gained from social and developmental research. At least 10 *relevant* empirical papers should be cited.

OR

A **debate/panel discussion** touching on social and developmental questions raised by Covid-19 (to be further defined in class). With your group you will decide on some controversial or problematic aspect of the covid response (locally, nationally, or internationally) that would benefit from consideration of psychological findings regarding attitudes, behavior, cognitive processes, developmental considerations, etc. You will identify the issue, put forth what you think are the main issues, and set the stage for a class discussion. Each group should plan to present for ~20 minutes.

As a resource document, you can use the following, although you are not constrained to do so.

Kitayama, S. (2020). Psychological science in the era of infectious disease. *APS Observer*, *33*(8). https://www.psychologicalscience.org/observer/era-of-infectious-disease

Links to an external site.

Rosenfeld, D. L., Balcetis, E., Bastian, B., Berkman, E. T., Bosson, J. K., Brannon, T. N., Burrow, A. L., Cameron, C. D., Chen, S., Cook, J. E., Crandall, C., Davidai, S., Dhont, K., Eastwick, P. W., Gaither, S. E., Gangestad, S. W., Gilovich, T., Gray, K. J., Haines,
E. L., . . . Tomiyama, A. J. (in press). Psychological science in the wake of COVID-19: Social, methodological, and meta-scientific considerations. Perspectives on Psychological Science.

https://kar.kent.ac.uk/87537/1/Rosenfeld%20et%20al%20Psychological%20Science%20in%20the%20Wake%20of%20COVID-19%20%28in%20press%29.pdf

Links to an external site.


Van Bavel, J. J., Baicker, K., Boggio, P. S., Capraro, V., Cichocka, A., Cikara, M., ... & Willer, R. (2020). Using social and behavioural science to support COVID-19 pandemic response. *Nature human behaviour*, *4*(5), 460-471.

**Final Project.**  Working as a group, you will prepare and present a final project for the class.  See the guidelines and rubric on canvas site.

**Writing Assistance**:

Shawn Taylor, Ed. D. | Director, Assessment and Writing Coaching Learning Centers Office: Academic Building (West) | Rm. 1125  P: 848.932.1662  |  sktaylor@rutgers.edu | rlc.rutgers.edu

**Disability Statement:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, the campus's disability services office will provide you with a Letter of Accommodation, spelling out work adjustments.  The letter will not include, and I will not ask you about, the disorder or impairment that may be associated with the accommodation. Please share the letter as soon as you have it and we will discuss the accommodations with them as early in your courses as possible.  (Occasionally, student entitled to an accommodation delay requesting it until end of term, which can sometimes mean their work during the early part of the term suffers, unnecessarily.  This is not advised.)  To begin this process, you should complete the Registration form (https://webapps.rutgers.edu/student-ods/forms/registration

Links to an external site.).

**Statement on Academic Integrity:**  Please review the University's academic integrity policy, which can be found at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Links to an external site. . You are responsible for conducting yourself in accordance with its dictates.

 **Names, pronouns, emails:**  I am supplied with a class rosters based on registration, which is usually your legal name.  If you use another name, just let me know and I'm glad to use it. If I get your name wrong or inadvertently mispronounce it, please just remind me. Similarly, let me know what is the appropriate pronoun for you.  On all these matters, please tell me early on,

before my memory has gotten into a rut.  (Thinking proactive inhibition from undergrad psych!). Although you must use the university assigned emails, you can set it up to forward to another address of your choosing. Any official information will be sent to the email on record with the university.

Class Topics

1. Introduction
2. Frameworks and Foundations
3. Piaget, Language Acquisition, and Core Knowledge
4. Attachment and Theory of Mind
5. Peers, Friendship
6. Gender, race, identity, and group formation
7. Adolescence, transitions, agency, self-control, relationships
8. Morality
9. Culture, subculture, and population influence
10. Group influences, cooperation/conflict, collective action
11. Stigma, prejudice, dehumanization
12. Religious belief, practice, identity
13. Death and dying
14. Group presentation – 1 and 2
15. Group presentation 3 and 4