Social and Developmental Foundations of Human Behavior 1.19.23
18:820:506 Spring 2023

Instructor: Jamie Walkup, Ph.D
Time/Place: Tuesday mornings, 9:00-11:45.
Contact Info: walkup@gsapp.rutgers.edu or 212-518-3091 (call or text).

Course Assistant: Grace Ecton, ge112@gsapp.rutgers.edu or (631) 413-5280

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. This course covers Discipline-Specific Knowledge (DSK) and Advanced Integrative Knowledge of Basic Discipline-Specific Content areas in developmental aspects of behavior and social aspects of behavior.

Readings and course materials.

Readings will be made available through the canvas site for the course. All required readings are clearly indicated. 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, except in exceptional circumstances. If you are unable to attend you should notify me in advance. If you miss class due to observance of a religious holiday, notify me by email in advance and arrange to get material/assignments 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 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.

Going online for any reason unrelated to class during class lecture or discussion should be avoided.

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

Requirements

Grade. Your grade will be based on class participation, which includes break out room participation (10%), your individual written and in-class summaries for readings (10%), "stop and think" discussions (20%), quizzes (5%), mid-term 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, messages, and notices will be counted in this grade. Worth 10%

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 <1 page. You can use bullet points if these can be followed. (You can request more length for longer readings. The goal is a concise overview of the key points of the paper, any implications for clinical practice 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 summary for the Collins chapter next week is posted, but yours need not be as detailed).

You will also present the article summary in class, with a presentation of ~5 minutes (no more than 10 minutes).. You should report the content of the article but where appropriate it is fine to characterize it, rather than walk through details. Provide 'bottom line' or summary conclusions, and think of at least one illustrative example of a situation, event, etc. that communicates the relevance of the content. (Worth 10%).

"Stop and think" class exercises/discussions. In advance of class you will be assigned topics/questions for discussions. These topics/questions may relate readings, lecture, or the topic more generally. Some will be more informal, asking you to reflect with others on your observations about yourself, your family and friends, values, what is happening in the world. You will talk about the experiences in pairs or groups of 3. Before the next class meeting you will submit a short reflection on the discussion (1-3 paragraphs) that describes what you talked about and what you felt you learned. (Note: You are never being asked to share personal or private information you would prefer to keep to yourself. The key element is to provide a

personal perspective. If you feel an assignment impinges on personal information, you can arrange with me to use a fictional character or story.)

Occasional quizzes, discussion board assignments and reflections. There will be a few multiple choice quizzes. These are "low stakes" assessments, allowing you to try twice to get correct answers. In one case, the quiz will be a group activity that will allow you to discuss with peers the correct answers. (Worth 5%)

Options on assignments. By class vote, you will decide between a paper (5 pages, double-spaced) due class 6, or an in class midterm exam with a mixture of objective and discussion questions. *(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

Final Project. Working as a group, you will prepare and present a final project for the class. See the detailed guidelines regarding work process and products, as well as a detailed grading rubric on canvas site. The slide deck posted there gives examples of how to think through integrative strategies to draw on social and developmental literatures to analyze and present a perspective on a practical issue or problem of your choosing. Examples of suitable topics include giving a talk to parents about social media use of teens, developing a program for incoming college students that addresses weight concerns and healthy eating, how to manage student learning during lockdown for covid.   Your reading will provide a foundation, and the instructor and class aide will work with groups to identify relevant findings from the literature. Relevant additional data might include first person accounts, fact-based reporting in the media, organizational policies and practices.

Writing Assistance:

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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

If you have an accommodation, please email me, attaching the Letter of Accommodation. We will work together to find solutions that effectively level the playing field for you.

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/

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. Let me know what is the appropriate pronoun for you. 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	Date		Presentation Readings – sign up	
1	1/17	Introduction		
2	1/24	Frameworks & beginnings	Antonucci, T. C., Ajrouch, K. J., Webster, N. J., & Zahodne, L. B. (2019). Social relations across the life span: Scientific advances, emerging issues, and future challenges. Annual Review of Developmental Psychology, 1, 313-336.	Gopnik, A. (2016). *The gardener and the carpenter: What the new science of child development tells us about the relationship between parents and children*. Macmillan. (Intro, chap 1 and 2). Smith, P. K., & Hart, C. H. (Eds.). (2022). *The Wiley-Blackwell handbook of childhood social development*. John Wiley & Sons. (skim chap 1) Adolph, K. E. ef Berger, S. E.(2005). Physical and motor development. (In Bornstein)
3	1/31	Development and early cognition	Mandalaywala, T. M. (2020). Does essentialism lead to racial prejudice? It is not so Black and White. *Advances in child development and behavior*, *59*, 195-245. Gelman, S. A. (2004). Psychological essentialism in children. *Trends in cognitive sciences*, *8*(9), 404-409.	Talbot, M. (2006). The baby lab: How Elizabeth Spelke peers into the infant mind. *New Yorker :*90-101.
4	2/7	Attachment, TOM, relationships	Arriaga, X. B., & Kumashiro, M. (2019). Walking a security tightrope: Relationship-	O'Connor, T. G., & Croft, C. M. (2001). A twin study of attachment in

			induced changes in attachment security. Current opinion in psychology, 25, 121-126

O'Connor, T. G., & Croft, C. M. (2001). A twin study of attachment in preschool children. *Child development*, *72*(5), 1501-1511.

Fonagy, P., Steele, M., Moran, G., Steele, H., & Higgitt, A. (1993). Measuring the ghost in the nursery: An empirical study of the relation between parents' mental representations of childhood experiences and their infants' security of attachment. *Journal of the American Psychoanalytic Association*, *41*(4), 957-989 | preschool children. *Child development*, *72*(5), 1501-1511. |
| 5 | 2/14 | Developmental Perspectives on Autism

Guest Lecture | | Taylor, J. L., Henninger, N. A., & Mailick, M. R. (2015). Longitudinal patterns of employment and postsecondary education for adults with autism and average-range IQ. *Autism*, *19*(7), 785-793.

Bal, V. H., Fok, M., Lord, C., Smith, I. M., Mirenda, P., Szatmari, P., ... & Zaidman-Zait, A. (2020). Predictors of longer-term development of expressive language in two independent longitudinal cohorts of language-delayed |

				preschoolers with Autism Spectrum Disorder. *Journal of Child Psychology and Psychiatry*, *61*(7), 826-835.
6	2/21	Peers, friendships	Bahns, A. J., Lee, J., & Crandall, C. S. (2019). Culture and mobility determine the importance of similarity in friendship. *Journal of cross-cultural psychology*, *50*(6), 731-750. Barbir, L. A., Vandevender, A. W., & Cohn, T. J. (2017). Friendship, attitudes, and behavioral intentions of cisgender heterosexuals toward transgender individuals. *Journal of Gay & Lesbian Mental Health*, *21*(2), 154-170.	Prinstein, M. J. (2017). *Popular: The power of likability in a status-obsessed world*. Penguin. Chap 2 & 3) Massing-Schaffer, M., Nesi, J., Telzer, E. H., Lindquist, K. A., & Prinstein, M. J. (2022). Adolescent peer experiences and prospective suicidal ideation: The protective role of online-only friendships. *Journal of Clinical Child & Adolescent Psychology*, *51*(1), 49-60.
7	2/28	Identity formation	Hughes, D. L., Watford, J. A., & Del Toro, J. (2016). A transactional/ecological perspective on ethnic–racial identity, socialization, and discrimination. *Advances in child development and behavior*, *51*, 1-41.	Anthony, A. (2018). The Lies that Bind. *Rethinking Identity: Creed, Country, Color, Class, Culture. Norton.* (chap 1 and 2). *Hughes, D. L., Watford, J. A., & Del Toro, J. (2016). A transactional/ecological perspective on ethnic–racial identity, socialization, and discrimination. Advances in child development and behavior, 51, 1-41.*

8	3 / 7	Adolescence & Agency	Steinberg, L. (2009). Should the science of adolescent brain development inform public policy? *American Psychologist*, *64*(8), 739. Collins, W. A., Welsh, D. P., & Furman, W. (2009). Adolescent romantic relationships. Annual review of psychology, 60, 631-652	Haidt, J., & Twenge, J. M. (2021). This is our chance to pull teenagers out of the smartphone trap. *New York Times*.
	Spring break 3/11-3/19			
9	3/21	Coupling and Uncoupling	Fisher, H. E., Aron, A., Mashek, D., Li, H., & Brown, L. L. (2002). Defining the brain systems of lust, romantic attraction, and attachment. *Archives of sexual behavior*, *31*(5), 413-419. Fisher, H. E. (2015). BROKEN HEARTS. *Romance and Sex in Adolescence and Emerging Adulthood: Risks and Opportunities*, 3-28	Carswell, K. L., & Impett, E. A. (2021). What fuels passion? An integrative review of competing theories of romantic passion. *Social and Personality Psychology Compass*, *15*(8), e12629. Vaughan, D. (1986). *Uncoupling: Turning points in intimate relationships*. New York: Oxford University Press. (Intro and chap 1)
10	3/28	Morality	Graham, J., Haidt, J., Koleva, S., Motyl, M., Iyer, R., Wojcik, S. P., & Ditto, P. H. (2013). Moral foundations theory: The pragmatic validity of moral pluralism. In Advances in experimental social psychology (Vol. 47, pp. 55-130). Academic Press.	Bloom, P. (2011). Family, community, trolley problems, and the crisis in moral psychology. *The Yale Review*, *99*(2), 26-43. Haidt, J. (2012). *The righteous mind: Why good people are divided by politics and religion*. Vintage. (chap 1).

11	4/4	Living together in groups	Bedrov, A., Gable, S., & Liberman, Z. (2021). It takes two (or more): The social nature of secrets. *Wiley Interdisciplinary Reviews: Cognitive Science*, *12*(6), e1576. Bahns, A. J., Lee, J., & Crandall, C. S. (2019). Culture and mobility determine the importance of similarity in friendship. *Journal of cross-cultural psychology*, *50*(6), 731-750	
12	4/11	Stigma, prejudice, dehumanization	Haslam, N., & Murphy, S. C. (2020). Hate, dehumanization, and "hate". In R. J. Sternberg (Ed.), *Perspectives on hate: How it originates, develops, manifests, and spreads* (pp. 27–41). American Psychological Association Press Lang, J. (2020). The limited importance of dehumanization in collective violence. Current opinion in psychology, 35, 17-20. Ginges, J. (2019). The moral logic of political violence. *Trends in Cognitive Sciences*, *23*(1), 1-3.	
13	4/18	Religious belief and practice	Baumard, N., & Boyer, P. (2013). Religious beliefs as reflective elaborations on intuitions: A modified dual-process model. Current Directions in Psychological Science, 22(4), 295-300. Luhrmann, T. M. (2018). The faith frame: Or, belief	Wixwat, M., & Saucier, G. (2021). Being spiritual but not religious. *Current Opinion in Psychology*, *40*, 121-125.

			is easy, faith is hard. *contemporary pragmatism*, *15*(3), 302-318.	
14	4/25	Death & Dying	Carr, D. (2012). Death and dying in the contemporary United States: What are the psychological implications of anticipated death?. *Social and Personality Psychology Compass*, *6*(2), 184-195	Nichols, S., Strohminger, N., Rai, A., & Garfield, J. (2018). Death and the self. *Cognitive science*, *42*, 314-332. Carr, D., & Luth, E. A. (2019). Well-being at the end of life. *Annual Review of Sociology*, *45*, 515-534. Wink, P., & Scott, J. (2005). Does religiousness buffer against the fear of death and dying in late adulthood? Findings from a longitudinal study. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, *60*(4), P207-P214.
15	5/2	Presentations		