Social and Developmental Foundations of Human Behavior
18:820:506 Spring 2020

Instructor: Anton Shcherbakov, Psy.D., BCBA

Time/Place: Tuesdays, 9:00am – 11:45am, Psychology Building A340

Contact Info: anton.shcherbakov@rutgers.edu

Office/Hours: Tuesdays, 12:00PM-1:00 PM (Extra times by appointment)

Course Description: We will review selected theory and research in the areas of social and developmental psychology. The course format will be a mixture of lectures to contextualize weekly readings, class discussion, presentations, and various other learning activities.

Course Objectives: Develop familiarity with major theories and current research in social and developmental psychology. Learn how to read, interpret, and critically evaluate research in social and developmental psychology. Be able to identify and discuss developmental stages throughout the human lifespan. 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. Integrate research findings from social and developmental psychology to clinical psychology practice. Appreciate how diversity plays a role in social and developmental understanding of individuals.

Readings: All required readings are listed on the schedule below and 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.

Attendance Policy: Attendance is required. If you are unable to attend a lecture, you must notify the professor in advance. One excused absence is allowed due to extenuating circumstances but any further absences will require a plan for remediation.

Late Assignments: Late assignments are marked down one letter grade or 10% of the points allotted to the assignment. Extensions may be requested and granted at least 3 days in advance of the assignment due date.

Grading:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Discussion Board Posts</td>
<td>20%</td>
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<tr>
<td>Class Reading Presentation</td>
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<td>Case Presentation</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
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<td><strong>Total</strong></td>
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Assignments: Discussion Board Posts
Each week, you will be asked to make a post on the online discussion board topic for the class with a brief reaction (3-5 sentences) to one or more of the readings that week. These reactions should include elements of the readings that were interesting or thought provoking. Reactions can also include constructive criticism, questions, or agreement with ideas presented. Posts are due by 10PM on the Monday night before the class so we can use these to facilitate class discussion.

One quarter of the discussion board grade (5% of total class grade) will be derived from participation during the online class scheduled for Week 11. Additional information about the requirements for the online class will be provided separately.

Class Reading Presentation
Each student will be asked to present one of the articles from the assigned readings in class. This presentation will cover in depth a research study conducted in the field of social or developmental psychology. Signups will take place during the first day of class. You can use PowerPoint to structure your presentation. Please limit it to no more than 6 slides and 30 minutes for the presentation. The goal is an overview of the key points of the paper, study limitations, and implications for clinical practice.

Case Presentation
During the second half of the class, each student will give a case presentation that integrates major theories from social and developmental psychology to better understand an individual's psychological difficulties. The goal of this presentation is to help you apply what we learn in class about human development and social psychological processes to your clinical work. You may consider topics discussed in the first half of class (e.g., cognitive development, parenting, and social norms) and/or integrate topics from the second half of class (social perception, prejudice, development in adulthood). Your presentation should be supported by at least 5 peer-reviewed references. A detailed rubric will be provided. This presentation will also serve as the draft for your final paper (described below). Please limit the presentation to no more than 30 minutes.

Final paper
You will be asked to write a 7-10 page social/developmental case study paper that expands on the case presentation. The goal of the case study is to help you conceptualize an individual's psychological functioning in the context of insights gained from social and developmental research. For example, you may consider the role of early attachment experiences, the developmental transitions during adolescence, resistance to conformity, or prejudice as factors in your case study. You are expected to integrate findings from both the fields of social and developmental psychology in order to develop a comprehensive case study. At least 10 empirical papers should be cited. A detailed rubric will be provided.
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](https://ods.rutgers.edu/students/documentation-guidelines).

If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form ([https://webapps.rutgers.edu/student-ods/forms/registration](https://webapps.rutgers.edu/student-ods/forms/registration)).

NOTE: This syllabus is subject to change.

### Weekly Schedule

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<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1/21</td>
<td>1</td>
<td>Introduction to Social and Developmental Theories</td>
<td><strong>Required</strong>&lt;br&gt;• Lerner (2015)&lt;br&gt;• Ross et al. (2010)</td>
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<td>1/28</td>
<td>2</td>
<td>Dynamic Principles of Development</td>
<td><strong>Required</strong>&lt;br&gt;• Adolph &amp; Berger (2005)&lt;br&gt;• Kleim &amp; Jones (2008)&lt;br&gt;<strong>Supplemental:</strong>&lt;br&gt;• Erickson et al. (2011)&lt;br&gt;• Winters and Arria (2011)</td>
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<td>2/4</td>
<td>3</td>
<td>Cognitive and Intellectual Development</td>
<td><strong>Required</strong>&lt;br&gt;• Birney et al. (2005)&lt;br&gt;• Duncan et al. (2007)&lt;br&gt;• Dweck &amp; Molden (2005)&lt;br&gt;<strong>Supplemental:</strong>&lt;br&gt;• Solomon et al. (2018)</td>
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<td>2/11</td>
<td>4</td>
<td>Attachment</td>
<td><strong>Required</strong>&lt;br&gt;• Wallin (2007)&lt;br&gt;• Mikulincer &amp; Shaver (2005)&lt;br&gt;• Peloquin et al. (2011)&lt;br&gt;<strong>Supplemental:</strong>&lt;br&gt;• Pepping &amp; MacDonald (2019)</td>
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<td>2/18</td>
<td>5</td>
<td>Parenting and Parent-Child Communication</td>
<td>• Stattin &amp; Kerr (2000)</td>
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<td>• Fletcher et al. (2004)</td>
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<td>• Reimuller et al. (2011)</td>
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<td>• Perkins et al. (2011)</td>
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<td>• Parks-Stamm et al. (2008)</td>
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<td>• Schmidt &amp; Tomasello (2012)</td>
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<td>3/3</td>
<td>7</td>
<td>Transitions and Adjustment in Adolescence</td>
<td>• Spear (2000)</td>
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<td>• Steinberg et al. (2009)</td>
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<td>• Ross &amp; Nisbett (1991)</td>
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<td>• Strati et al. (2018)</td>
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<td>3/17</td>
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<td>NO CLASS! SPRING BREAK</td>
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<td>3/24</td>
<td>9</td>
<td>Peer Relationships</td>
<td>• Dishion et al. (1999)</td>
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<td>• Gifford-Smith et al. (2005)</td>
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<td>• Park et al. (2009)</td>
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| 4/7   | 11   | Emotion, Stress, and Coping *ONLINE CLASS* NO IN-PERSON LECTURE | • Isaacowitz (2012)  
• Lyubomirsky et al. (2005)  
• Taylor et al. (2000) | • Eriksen (2006) |
| 4/14  | 12   | Intergroup Processes: Stereotypes, Prejudice, and Conflict Resolution | • Correll et al. (2007)  
• Rudman & Ashmore (2007)  
• Stone et al. (1999) | |
| 4/21  | 13   | Conformity, Obedience, and Compliance                      | • Brief et al. (2000)  
• Cialdini & Goldstein (2004)  
| 4/28  | 14   | Intro to Health Psychology                                | • Sarafino (2005)  
• McEwen (2001)  
• Klein & Corwin (2002) | |
| 5/5   | 15   | Development in Adulthood and Old Age                      | • Carstensen et al. (1999)  
• Salthouse (2012)  
• Scheibe & Carstensen (2010)  
• Wampold (2011) | |

**Full Bibliography for Required and Supplementary Readings**

**Week 1 (1/21) – Introduction to Social and Developmental Theories**

**Week 2 (1/28) – Dynamic Principles of Development.**


**Supplemental:**

**Week 3 (2/4) – Cognitive and Intellectual Development**


**Supplemental:**

**Week 4 (2/11) – Attachment**


**Supplemental:**
**Week 5 (2/18) – Parenting and Parent-Child Communication**


**Supplemental:**

**Week 6 (2/25) – Social Factors in Adjustment: Social Norms and Comparison**


**Week 7 (3/3) - Transitions and Adjustment in Adolescence**


**Supplemental:**
Week 8 (3/10) – Social Perception & Motivation


**Supplemental:**

- Shernoff, D.J., *Optimal learning environments to promote student engagement* New York: Springer. pp. 151-158 (from Ch. 7: “Connecting to ‘the who’: The primacy of supportive relationships), pp. 248-258 on Murray High School and pp. 260-261 on ‘Mango High School’ (Ch. 11), and pp. 338-341 (Ch. 15).

Week 9 (3/24) – Peer Relationships


Week 10 (3/31) – Life Events, Transitions, and Adaptation


Week 11 (4/7) – *ONLINE CLASS* - NO IN-PERSON LECTURE - Emotion, Stress, and Coping


Supplemental:

**Week 12 (4/14) Intergroup Processes: Stereotypes, Prejudice, and Conflict Resolution**


**Week 13 (4/21) – Conformity, Obedience, and Compliance**


Supplemental:

**Week 14 (4/28) – Intro to Health Psychology**

Week 15 (5/5) –Development in Adulthood and Old Age


*Final Paper Due*