Rutgers University, Graduate School of Applied and Professional Psychology
Fall 2014
PSY 101 Wednesdays, 10:00—12:30 p.m.

Lyra Stein, Ph.D.
Office: Tillett 313
Email: Lyra@rci.rutgers.edu
Phone: 973-714-8611
Office Hours: Monday/Wednesday 3:30-4:30, Tuesday 2:30-3:30 and by appointment

Course Objectives
This course is designed to provide students with an integrated overview of the social and developmental foundations of human behavior. It is difficult to understand any human behavior -- either typical or atypical -- without employing a developmental perspective. Likewise, human behavior is largely influenced by social factors and processes. These influences on human behavior wane and wax over a period of time, with time defined variously (i.e., historically, chronologically, biologically, and/or other experience-related time scales). Furthermore, these influences are not uniform across subgroups and across different contexts. To pull together these various issues, a lifespan systems perspective will be utilized to examine contemporary, as well as classic, issues in social and developmental psychology.

More specifically, students will be exposed to motivational factors that underlie social and health-related behaviors, interpersonal social relationships, intergroup processes such as stereotyping and prejudice, and social norms and factors. In addition, students will learn about the developmental stages and processes implicated in cognitive, emotional, and social experience across the life span. These learning objectives will be discussed in the context of how psychological studies (experimental and non-experimental) have been conducted in the past to answer these questions, and how new advances in research design, methodology, and technology have helped expand our understanding.

Throughout the course, students will gain important insights into the complexities of human behavior, and develop critical thinking skills when reviewing and discussing the literature. Both competent and compromised adaptations across the lifespan will be discussed in connection with the topics discussed in the class. Finally, one of the objectives of this class is to nurture students’ professional presentation and writing skills. It is expected that students become proficient in writing reports following the publication guidelines of the American Psychological Association (6th Ed.). To promote understanding and class discussions, a number of short multimedia materials (see Weekly Course Outline) will be shown in class.

Required Readings
Students are required to read assigned chapters and articles every week. These readings are indicated in the Weekly Course Outline. Some of the assigned articles are brief and many others are not. To actively participate in class discussion, students need to read all assigned readings and come to class prepared for discussion.
Required Supplemental Text


Course Requirements

- **Class attendance and participation (50 points):** Students are required to attend and actively participate in all classes. Any students who miss a class for ANY REASON are required to submit a short paper that discusses the assigned reading materials within 2 weeks following his/her absence. Any absence without this paper will mean a deduction of 5 points. When a student does not contribute to class discussion at all during class or is found to engage in activities that are not related to this course, five points will be deducted for each incident.

- **Discussion Leaders: (50 points)** After my presentation for the class, a group of 2-3 students will be responsible for leading the class discussion with the articles assigned for the class. Presentations must cover (1) study background, (2) study methods and results, and (3) the implications of the study. The students should carefully review the methods to determine if they are valid to draw the conclusions presented in the paper. In addition, applications of the findings to clinical practice should be discussed. You should also come up with questions to present to the class to stimulate discussion.

- **Presentations (50 points total):** Present your final paper for 15 minutes. Presentation files should be uploaded to the presenter’s “DROP BOX” in Sakai at least 24 hours prior to the scheduled presentation. A failure to adhere to this deadline will mean a deduction of five points. The aim of this presentation is to prepare students for the presentation of scholarly work at the conference level. As such, students should expect to be questioned by their peers for 5 minutes after the presentation.

- **Two papers (150 points total (75 pts. each):** These two papers are aimed at developing expertise in the area of students’ interest and becoming proficient in writing a scientific paper. For the best paper, a bonus of 15 points can be added. Thus, if a student earns the top spot for both mid-term and final-term papers, the total maximum points can be 180.

Mid-term Paper

- Select five to seven empirical papers of the same topic published in peer-reviewed journals since 2000. The aim of this paper is to reinforce students’ ability to write a scholarly paper, which logically and coherently discusses a central proposal. The exact nature of this proposal may be decided by the student, and may take the form of (1) a study proposal, (2) a theoretical paper, or (3) a review/reconceptualization of prior work.

- The mid-term paper should not exceed 10 pages (minimum 8 pages), excluding references, title page and abstract. Double-space the paper, use one-inch margin all around, 12 pt. font size. Follow the guidelines of the APA publication manual (6th Ed.).

- The paper needs to be placed in your own “DROP BOX” in Sakai by no later than 10/15/2014.
Final Paper
- Add five more empirical papers of the same topic to the mid-term paper, and write an in-depth paper extending the findings of the midterm paper.
- The final paper should not exceed 12 pages (minimum 10 pages), excluding references, title page and abstract. Again, double-space the paper, use one-inch margin all around, and adopt a 12pt. font size. Follow the guidelines of the APA publication manual (6th Ed.).
- The paper needs to be placed in your own “DROP BOX” in Sakai by no later than 12/3/2014.

Course Grade
- A: 270 – 300 points
- B+: 255 – 269 points
- B: 240-255 points

University Policy on Academic Integrity
Students are expected to abide by the University Policy on Academic Integrity. A failure to adhere to this policy will result in serious negative consequences, including, but not limited to, a failure to pass the course. For more information, visit: http://academicintegrity.rutgers.edu/policy-on-academic-integrity.
Weekly Course Outline

Week 1 (9/3) – Introduction and Overview
- Presentation on Academic Integrity and evaluating evidence

Week 2 (9/10) – Dynamic Principles of Development
- DISCOVERY HEALTH (2004). The Baby Human: To Walk, 2004 (45 min) [DVD]
- PBS (2007). NOVA Epigenetics (12 min)
  [http://www.pbs.org/wgbh/nova/body/epigenetics.html](http://www.pbs.org/wgbh/nova/body/epigenetics.html)

Week 3 (9/17) – Cognitive and Intellectual Development
- DISCOVERY HEALTH (2004). The Baby Human: To Think, 2004 (45 min) [DVD]

Week 4 (9/24) – Intergroup Processes: Stereotypes and Prejudice


Andrew Meltzoff, 2012 Seattle Brain Salon Lecture
http://www.youtube.com/watch?v=AlY8DndJubo


Milgram Experiment [MP] [http://v.youku.com/v_show/id_XMTQzMzQ2MjI0.html](http://v.youku.com/v_show/id_XMTQzMzQ2MjI0.html)

Robert Cialdini (5 min) [http://www.youtube.com/watch?v=mQp0mT0yrSU](http://www.youtube.com/watch?v=mQp0mT0yrSU)

### Week 7 (10/15) – Attachment


Mother Love, 1960 (25 min) [VHS] IRIS D-85

Mary Ainsworth: Attachment and the Growth of Love, 2005 (35 min) [DVD] IRIS 10-669

### Week 8 (10/22) – Parenting and Parent-Adolescent Communication


### Week 9 (10/29) – Peer Relationships


**Week 10 (11/5) – Transitions and Adjustment in Adolescence**

- **PBS (2001). NOVA Secret Life of the Brain – the Teenage Brain (40 min) [DVD]**

**Week 11 (11/12) – Life Events, Transitions, and Adaptation**

- **PBS (2001). NOVA Secret Life of the Brain – Adulthood (40 min) [DVD]**

**Week 12 (11/19) – Intro to Health Psychology and an Application to Gender Differences in Stress**


**Week 13 (11/26) – Emotion, Stress, and Coping (Depending on the Guest Lecture Schedule)**


• PBS (2010). NOVA – This Emotional Life: Episode 1 [DVD] or


**Week 14 (12/3) – Cognitive Development in Adulthood and Old Age**


• PBS (2001). NOVA Secret Life of the Brain – Aging (40 min) [DVD]

**Week 15 (12/10) – Social and Emotional Experience in Adulthood and Old Age**


• Healthy Old Age (12 min) [MP] [http://www.pbs.org/wgbh/nova/body/aging.html](http://www.pbs.org/wgbh/nova/body/aging.html)