

SYRACUSE UNIVERSITY
SWK/WGS 326: PERSONS IN SOCIAL CONTEXTS

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Course Description:

SWK 326 uses biological, psychological, and sociocultural content to analyze human behavior and development and the functioning of social systems. Theoretical conceptualization is within a developmental socio-ecological perspective giving emphasis to the reciprocal relationship of persons and social contexts. The course is designed to sharpen students' capacity to understand and systematically explain human behavior and social events they will face in human service positions, and to consider the pragmatic, political, and ethical dimensions of these explanations.

Prerequisite / Co-requisite: None | **Audience:** Undergraduate students | **Credits:** 3 credit hours

Learning Objectives

As a product of their learning in this course, students are expected to be able to: (*Objectives revised: see footnotes for rationale.*)¹

Learning Objective	Essential Question
Apply developmental and socio-ecological frameworks to explain human behavior across the life course, identifying how environmental systems (family, community, society) shape individual development. (CSWE: 1,2,3,4,6,7,8)	LO 1: How do the systems surrounding a person shape who they become?
Distinguish between predictable behavioral patterns and the limits of those predictions, articulating how human complexity, systems dynamics, and contextual factors require a critical, humble stance in social work assessment. (CSWE: 2,3,4,7)	LO 2: When does a theory explain behavior and when does it fail to?
Apply an intersectional lens to analyze how dimensions of diversity (including race, ethnicity, gender, age, social class, sexual orientation, and level of ability) interact to shape lived experience and influence social work practice. (CSWE: 2,3) ²	LO 3: Whose experience has been centered in theory, and whose has been left out?

¹Learning objectives completely redesigned for Fall 2026. The Fall 2026 version replaces adds a two-column table pairing each objective with a student-facing Essential Question, and rewrites all seven objectives using active, measurable verbs (Apply, Distinguish, Explain, Analyze, Evaluate, Assess). CSWE competency numbers are now embedded within each objective row rather than listed separately.

²LO 3 language revised: Fall 2025 used "conditions called disabilities"; Fall 2026 uses "level of ability", a person-first, strengths-oriented framing consistent with current NASW and CSWE language.

Learning Objective	Essential Question
Explain selected theoretical frameworks and research findings related to human development in social contexts, demonstrating accurate use of key concepts in both written and oral communication. (CSWE: 4,6)	LO 4: What does a theory help us see? What does it hide?
Analyze specific behaviors or events by drawing on peer-reviewed and professional literature to formulate and communicate accounts grounded theoretically in writing and in practice simulations. (CSWE: 4,7)	LO 5: How would I explain this person's situation to a supervisor, a team, or a court?
Evaluate the empirical validity of theoretical frameworks by locating and critiquing relevant research evidence, identifying strengths, limitations, and gaps in current knowledge. (CSWE: 4)	LO 6: How do I know if this research supports the theory it claims to?
Assess the ethical, political, and pragmatic implications of applying specific theories to social work practice, using the NASW Code of Ethics and CSWE standards as an evaluative framework and articulating their influence on practice decisions. (CSWE: 1,2,5,9)	LO 7: What are the ethical stakes of applying these theories to people or communities?

CSWE Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 5: Engage in Policy Practice	

Course Goals:³

³Course Expectations section renamed and completely rewritten in a student-centered, first-person "warm" register for Fall 2026. Fall 2025 used directive, policy-oriented language (e.g., "Cell phones...may NOT be used"). Fall 2026 reframes the same policies as shared commitments: "I ask that cell phones be put away" vs. "Cell phones...may NOT be used." Four

Technology in Our Classroom

To make the most of our time together, I ask that cell phones, communication devices, and laptops be put away during class. Being fully present with one another is how we build the kind of learning community where everyone feels heard and valued. All course materials are available on Blackboard so you can access them anytime.

Our Shared Commitment to Respect

This course invites us into meaningful, sometimes challenging conversations. I hope we can approach every discussion with curiosity and care for one another. We will not always agree, and I ask that we disagree without becoming disagreeable. Language that demeans or marginalizes others undermines the learning environment we are building together, and I will ask anyone using such language to step back from the conversation.

A Note on Difficult Material

Because of the nature of the topics we explore together, some readings and discussions may stir both intellectual and emotional discomfort. This is a natural and important part of growth. I want you to know that your emotional responses matter to me. If at any point the material becomes overwhelming, please reach out so we can connect you with support.

Course Materials

The materials created for this course, including handouts, assignments, and recordings, represent my intellectual work, and I share them with you in the spirit of our learning together. I ask that you keep them within our class community and not distribute them to outside parties, websites, or social media. This protects both my work and the integrity of our course.

University Shared Competencies: SWK 326 fosters one of the [Shared Competencies](#), Syracuse University's university-wide learning goals for undergraduate students:

Shared Competency	Framing Language	Learning Outcomes
Critical and Creative Thinking	Exploration and synthesis of ideas, artifacts, issues, and events to inform and evaluate arguments, develop new insights, and produce creative work. Reflection on, and application of divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation.	1. Describe a potential focus (idea, artifact, issue, event) for analysis. 2. Question the origin in which the idea/artifact, issue/event was produced and the context in which it has since existed. 3. Analyze, interpret, synthesize the idea, artifact, issue, or event's component parts and/or attributes. 4. Reflect on the ways in which the relevance of the idea, artifact, issue, or event can contribute to the critical thinking and creative processes. 5. Develop creative work (idea, artifact, issue, or event) through a process of iteration. 6. Disseminate a revised version of the creative work for an audience to evaluate reactions to it and reflect upon the creative process.

distinct policy blocks are renamed and reworded: Technology: "Technology in Our Classroom"; Diversity/Respect: "Our Shared Commitment to Respect"; Trigger Warning: "A Note on Difficult Material"; Materials: "Course Materials."

Required Texts / Supplies / Grading:

Hutchison, E. D., & Charlesworth, L. W. (2025). *Dimensions of human behavior: The changing life course* (7th ed.). SAGE Publications. (Text available via First Access)

Additional Readings will be available via Blackboard. (Reference list at end of the syllabus)

Grading and Late Work: Your success is important to me and timely submission of work is an important part of that. Written assignments submitted after the due date are eligible for up to 95% of original points per day late. Assignments submitted more than seven days after the due date unfortunately cannot be accepted. Staying on track sets you up for the grade you can earn, please reach out early if you anticipate any challenges.⁴

Incomplete Grades: Life happens, and I understand that sometimes circumstances make it difficult to complete coursework on time. If you find yourself in this situation, I encourage you to contact me as soon as possible. Incomplete grades are considered on a case-by-case basis when a formal request is made, and we reach an agreement before the last class session using the University's Request for Incomplete Form. Please note that course requirements must be completed within six weeks, after which the grade will be adjusted accordingly.⁵

Grading Scale *Grades of D and D- may not be assigned to graduate students.*⁶

Grades*	% Range	Definitions of grade levels	Grades*	% Range	Definitions of grade levels
A	95–100	Exceptional work. Demonstrates near-complete mastery and a deep, confident engagement with all course material and concepts.	C+	76–78	Developing work. Shows foundational knowledge and continues to build confidence in applying material and concepts at the expected level.
A-	90–94		C	72–75	
B+	86–89	Strong work. Reflects solid understanding and consistent, capable engagement with course material and concepts.	C-	69–71	Emerging work. Demonstrates that key concepts need further attention and practice before this level of mastery is achieved.
B	82–85		D	60–68	
B-	79–81		F	<59	

Final grades in SWK 326 are based on the following:⁷

⁴Late work policy revised for Fall 2026. Fall 2025: "A grade cannot be earned unless all written assignments are submitted on the due date. Papers will receive a 5% deduction per day for being late." Fall 2026: "Written assignments submitted after the due date are eligible for up to 95% of original points per day late" replaces punitive framing with opportunity-preserving framing. The 7-day cutoff is retained.

⁵Incomplete grade policy reworded in Fall 2026 with a student-centered tone. Fall 2025: formal policy language emphasizing conditions not being met. Fall 2026: "Life happens, and I understand that sometimes circumstances make it difficult..." while retaining the same procedural requirements (formal request, instructor agreement, Request for Incomplete Form, 6-week completion window).

⁶Grade descriptor language revised for all levels in Fall 2026. Fall 2025 used evaluative/punitive descriptors ("Superior work — Near perfect"; "Deficient work — The level of understanding of concepts is unacceptable"). Fall 2026 replaces these with growth-oriented descriptors: A = "Exceptional work. Demonstrates near-complete mastery and a deep, confident engagement"; D = "Emerging work. Demonstrates that key concepts need further attention and practice."

⁷All assignments redesigned for Fall 2026. Fall 2025 assignments: Participation (10%), Exam 1 (15%), Exam 2 (15%), Short Essay 1 (10%), Short Essay 2 (10%), Analytic Autobiography (25%), Group Presentation (15%). Fall 2026 replaces all of these with: Theory Application Quiz × 4 (15%), Small-Group Case Analysis × 3 (10%), Case Simulation & Debrief (5%), Discussion Reflection Cards × 5 (10%), Life Course Portrait (15%), Community & Policy Inquiry (20%), Analytic Autobiography (25%). Key changes: both exams removed; Short Essays replaced by Life Course Portrait and Community & Policy Inquiry; Group

Assignment	Description	%	Due Date	Course LOs	CCT L/O
In-Class: Theory Application Quiz × 4	15–20 min quiz at start of class: concept matching, case vignette application, essential question reflection.	15%	Weeks 4,7, 11, 15	LO 1,2,4,6	1,4
In-Class: Small-Group Case Analysis × 3⁸	25–30 min group analysis of Hutchison case study	10%	Weeks 3,5,13	LO 1,2,3,5,7	1,4
In-Class: Case Simulation & Debrief⁹	Immersive young adulthood case simulation (S16) followed by structured theory-to-practice debrief (S17).	5%	Week 9	LO 1–7	1,4
In-Class: Discussion Reflections × 5¹⁰	5-min 3-2-1 card at end of designated sessions	10%	Weeks 4,5,9,12,14	LO 1–7	3
Life Course Portrait¹¹	Theoretical analysis of one person using Hutchison Ch. 1–6. Includes genogram, developmental narrative, intersectional context, and theory critique.	15%	Week 6	LO 1,3,4,5,6	1, 2
Community & Policy Inquiry¹²	Population and structural issue analysis: ecological/life course framework, intersectional analysis, ethical/political analysis.	20%	Week 10	LO 1,2,3,6,7	1, 2
Analytic Autobiography¹³	Life course map, developmental analysis across 3+ stages, intersectional self-analysis, empirical grounding with critique and ethical reflection.	25%	Week 13	LO 1–7	1, 2
TOTAL		100%		All 7 LOs	

Presentation replaced by Community & Policy Inquiry; Participation as a standalone grade removed and redistributed into structured in-class formats; new Case Simulation added.

⁸Small-Group Case Analysis × 3 sessions in Fall 2026 with weight of 10%.

⁹New assessment added for Fall 2026: In-Class Case Simulation & Debrief (S16–S17, 5%). Not present in Fall 2025. An immersive young adulthood case simulation followed by a structured theory-to-practice debrief and Reflection Card.

¹⁰Discussion Reflection Cards added with weight of 10% reflecting the removal of standalone Participation grade and a weight increase of 5% to 10%.

¹¹Life Course Portrait is a new major assignment in Fall 2026 (15%), replacing Short Essay 1 (neighborhood ethnography, 10%). Expanded scope: includes genogram, developmental narrative, intersectional context, theory critique.

¹²Community & Policy Inquiry is a new major assignment in Fall 2026 (20%), replacing both Short Essay 2 (65+ interview, 10%) and Group Presentation (15%).

¹³Analytic Autobiography retained as the signature assignment (unchanged in Fall 2026). Description expanded and now explicitly lists life course map, 3+ life stage analysis, intersectional self-analysis, empirical grounding, ethical reflection.

Class Attendance and Participation¹⁴

Being present, both physically and intellectually, is one of the most important ways you can invest in your own learning and in our community. I will take attendance each class session, and I ask that you arrive on time so we can make the most of our time together. If you arrive more than 10 minutes late, three such arrivals will count as one absence. I hope you will come ready to ask questions, share your perspectives, and engage actively with our weekly readings and with each other — your voice matters in this space.

Weekly Readings and Discussion

To get the most out of our time together, I encourage you to come prepared having engaged with all assigned materials, including the text, lecture content, and Blackboard readings. The readings are designed to ground our conversations and give you a foundation to build on each week.

Written Assignments¹⁵

All written assignments should be submitted in 12-point Times New Roman font, double-spaced, single-sided format and meet the page length indicated for each assignment. Please include a cover/title page with your name, assignment title, due date, and SWK 326. I want to set you up for success, so please reach out if you have any questions about formatting expectations before the due date.

Communicating with Me¹⁶

I invite you to reach out whenever you have questions, concerns, or just want to talk through something from class. I will respond to emails within 24–48 hours on weekdays; emails received over the weekend will be replied to on Monday. When you write, I ask that you use professional email conventions (a greeting, a clear and concise message, and a closing with your name). This is not just a course expectation; it is also experiential practice for the professional communication you will use throughout your social work career.

How We Will Learn Together¹⁷

This course is designed with you in mind. We will use a variety of approaches: lectures, videos, case studies, experiential activities, in-depth discussions, and simulations because I want to meet you where you are and make the material come alive in multiple ways. My goal is to support your ability to think critically about complex issues, to sit with ambiguity, and to distinguish between the objective and the subjective skills that are at the heart of social work practice.

¹⁴Class Attendance and Participation section rewritten in student-centered first-person voice for Fall 2026. Substance unchanged (3 late arrivals = 1 absence; active participation expected). Standalone "Participation" grade removed from grading table, participation credit is now distributed across structured in-class formats (quizzes, case analyses, reflection cards).

¹⁵Written Assignments section now integrated into the body of course policies rather than as a standalone bolded heading. Language largely unchanged. Late penalty now consistent with revised grading policy (up to 95% per day late).

¹⁶"Communicating with Me" (Fall 2026) replaces "Communication with Professor" (Fall 2025). Rewritten in first-person warm register. Substance unchanged: 24–48 hr. email response, professional conventions, SU email required. Added framing: "This is not just a course expectation; it is also experiential practice for the professional communication you will use throughout your social work career."

¹⁷"How We Will Learn Together" (Fall 2026) replaces "Teaching Methods" (Fall 2025). Same methods listed (lectures, videos, case studies, experiential activities, discussions). Reframed with relational language: "designed with you in mind," "I want to meet you where you are."

A Note on Artificial Intelligence¹⁸

We are all navigating the evolving landscape of AI together, and I want to be transparent about how we will approach it in this course. For this course, the use of generative AI tools: including ChatGPT, Perplexity, Claude, Grammarly, and similar platforms is permitted as a tool, with full disclosure and citation. Please be aware that AI detection software is used in this course. I also want us to engage with AI critically: these tools do not always account for gender bias, racial bias, discrimination, and oppressive frameworks, and part of our work together is learning to interrogate those limitations. **Your personal reflections should always be your own thinking and voice.**

If you use AI in an assignment, please include an appendix that summarizes how you used it and provides a link to the conversation. See the APA Resources module on Blackboard for citation guidance.

Syracuse University Policies

Syracuse University has a variety of other policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students.

[University Attendance Policy on Non-Attendance](#)

Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class be reported at the time of determination by the faculty. Faculty should use "ESPR" and "MSPR" in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. A grade of NA is posted if this flag is raised by faculty.

[Religious Observances Policy — Hendricks Chapel](#) provides steps to follow to request accommodations for the observance of religious holidays.

[Orange SUccess](#) provides tools to access a variety of SU resources, including ways to communicate with advisors and faculty members.

Disability-Related Accommodations

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

CDR is responsible for coordinating disability-related academic accommodation and will work with the students to develop an access plan. Since academic accommodation may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

¹⁸"A Note on Artificial Intelligence" (Fall 2026) replaces "Artificial Intelligence Policy" (Fall 2025). Same core policy: AI tools permitted with disclosure and citation; AI detection software used; personal reflections must be your own. Rewritten in conversational first-person register. Added: "We are all navigating the evolving landscape of AI together" framing and explicit invitation to ask questions.

If you would like to discuss disability accommodation or register with CDR, please visit Center for Disability Resources. Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information.

Academic Integrity Policy

"Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all the work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors."

University Resources

[Wellness Leadership Institute](#)

Mental health and overall well-being are significant predictors of academic success. As such it is essential that during your college experience you develop the skills and resources to effectively deal with stress, anxiety, depression, and any other mental health concerns. The Barnes Center provides an array of resources including support for mental health concerns.

Course Schedule:

Week	Date	Session	Topic & In-Class Assessments	Readings	Assignment Due
1	Aug. 24	S1	Introduction to course content, assignments, and student expectations	<i>No reading</i>	—
	Aug. 26	S2	Introduction: Bio-Psycho-Social Development; ecological-systems approach ¹⁹	<i>Hutchison Ch. 1</i>	—
2	Sep. 1	S3	Infancy & Childhood: Biological Development	<i>Hutchison Ch. 2 Hutchison Ch. 3 Hutchison Ch. 4; Wang et al. (2019) Wang (2021)</i>	—
	Sep. 3	S4	Infancy & Childhood: Psychological Dev. I: Freud; cognitive development		Discussion Reflection 1 (in class)
3	Sep. 8	S5	Infancy & Childhood: Psychological Dev. II: self-theories; emotional development		—
	Sep. 10	S6	Infancy & Childhood: Social Dev. I: family systems; learning theories		Smal Group Case Analysis 1 (in class)
4	Sep. 15	S7	Infancy & Childhood: Social Dev. II attachment theory; trauma Film: <i>Wrestling Ghosts</i>		

¹⁹Primary textbook reference updated in schedule: Fall 2025 listed "Zastrow and Kirst-Ashman" chapters throughout. Fall 2026 uses Hutchison, E. D., & Charlesworth, L. W. (2025), *Dimensions of Human Behavior: The Changing Life Course* (7th ed.)

Week	Date	Session	Topic & In-Class Assessments	Readings	Assignment Due
	Sep. 17	S8	Film Debrief /Quiz1		Theory Application Quiz 1 (in class)
5	Sep. 22	S9	Adolescence: Biological Development	<i>Hutchison Ch. 5</i> <i>Colich et al. (2020)</i> <i>Hutchison Ch. 6</i> <i>White et al. (1990)</i> <i>Brechwald & Prinstein (2011)</i> <i>Eiden et al. (2016);</i> <i>Haynie et al. (2014)</i>	Small Group Case Analysis 2 (in class)
	Sep. 24	S10	Adolescence: Psychological Dev. I		Discussion Reflection 2 (in class)
6	Sep. 29	S11	Adolescence: Psychological Dev. II		
	Oct. 1	S12	Adolescence: Social Dev. I: peer influence		Life Course Portrait due
7	Oct. 6	S13	Adolescence: Social Dev. II: gender; substance use; behavior networks		
	Oct. 8	S14	Quiz 2	No new reading	Theory Application Quiz 2
8	Oct. 12–13		NO CLASS — Fall Break		
	Oct. 15	S15	Community & Policy Inquiry workshop & peer feedback	No reading	Draft discussion: Community & Policy Inquiry
9	Oct. 19	S16	Young Adulthood: Theoretical Overview (Arnett, Erikson, Levinson) Social Role Transitions & Identity	<i>Hutchison Ch. 7</i> <i>Hutchison Ch. 8</i> <i>Borg et al. (2015)</i>	In-Class Case Simulation ²⁰
	Oct. 21	S17	Young Adulthood: Simulation Debrief		Simulation Debrief Reflection 3
10	Oct. 26	S18	Young Adulthood: Relationships, intimacy, and emerging adult social networks		—
	Oct. 28	S19	Young & Middle Adulthood: Biological Aspects		Community & Policy Inquiry due
11	Nov. 2	S20	Young & Middle Adulthood: Psychological Aspects		
	Nov. 4	S21	Quiz 3		Theory Application Quiz 3
12	Nov. 9	S22	Young & Middle Adulthood: Social Aspects		Discussion Reflection 4

²⁰Young adulthood unit substantially restructured for Fall 2026. Fall 2025 devoted Oct. 16–28 (4 sessions) to group project presentations with no new content. Fall 2026 replaces all group project presentation sessions with three new content sessions on young adulthood (S16–S18: Arnett/Erikson/Levinson theoretical overview; simulation debrief; relationships/intimacy), plus a new in-class Case Simulation (S16).

Week	Date	Session	Topic & In-Class Assessments	Readings	Assignment Due
	Nov. 11	S23	Reading day: Autobiography writing workshop		Autobiography draft work
13	Nov. 16	S24	Early-onset Alzheimer's; caregiver burden	Schumann et al. (2019) Hutchison Ch. 9	Analytic Autobiography due
	Nov. 18	S25	Later Adulthood: Biological Aspects ²¹		Case Analysis 3 (in class)
Nov. 22–29 NO CLASS — Thanksgiving Break					
14	Dec. 1	S26	Later Adulthood: Psychological Aspects	von Soest et al. (2020) Hutchison Ch. 10 Hayslip et al. (2020) No reading	
	Dec. 3	S27	Later Adulthood: Social Aspects; 65+ interview		Discussion Reflection 5 (Interview Debrief-in class)
15	Dec. 8	S28	Course synthesis		

Course Reading Reference List²²

Textbook

Hutchison, E. D. (2019). *Dimensions of human behavior: The changing life course* (7th ed.). SAGE Publications.

Journal Articles

Borg, M. B., Brenner, G. H., & Berry, D. (2015). Irrelationship: How we use dysfunctional relationships to hide from intimacy. Central Recovery Press.

Brechwald, W. A., & Prinstein, M. J. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence*, 21(1), 166–179. <https://doi.org/10.1111/j.1532-7795.2010.00721.x>

Colich, N. L., Platt, J. M., Keyes, K. M., Sumner, J. A., Allen, N. B., & McLaughlin, K. A. (2020). Earlier age at menarche as a transdiagnostic mechanism linking childhood trauma with multiple forms of psychopathology in adolescent girls. *Psychological Medicine*, 50(7), 1090–1098.

Eiden, R. D., Lessard, J., Colder, C. R., Livingston, J., Casey, M., & Leonard, K. E. (2016). Developmental cascade model for adolescent substance use from infancy to late adolescence. *Developmental Psychology*, 52(10), 1619–1633.

Haynie, D. L., & Soller, B. (2014). Peer networks and delinquency. In *Oxford bibliographies in criminology*. Oxford University Press.

²¹Later adulthood unit restructured. Fall 2025 had Sessions 24–27 covering biological, psychological, and social aspects, with Essay 2 due Dec. 4 and Exam 2 on Dec. 9. Fall 2026 splits into Session 25 (Biological Aspects + CA 4), Session 26 (Psychological Aspects + Quiz 4), Session 27 (Social Aspects + debrief), Exam 2 is removed entirely. The 65+ interview is retained as an experiential element but embedded in a debrief format rather than a standalone essay due date.

²²Reference list added at end of Fall 2026 syllabus — not present in Fall 2025. Provides full APA citations for all journal article readings referenced in the course schedule. Includes 10 articles: Borg et al. (2015), Brechwald & Prinstein (2011), Colich et al. (2020), Eiden et al. (2016), Haynie & Soller (2014), Hayslip et al. (2020), Raitasalo et al. (2018), Schumann et al. (2019), von Soest et al. (2020), White et al. (1990), Wang (2021).

- Hayslip, B., Knight, R. P., Page, K. S., & Phillips, C. (2020). Thematic dimensions of grandparent caregiving: A focus group approach. *GrandFamilies: The Contemporary Journal of Research, Practice and Policy*, 6(1).
- Raitasalo, K., Holmila, M., Jääskeläinen, M., & Santalahti, P. (2018). The effect of the severity of parental alcohol abuse on mental and behavioural disorders in children. *European Child & Adolescent Psychiatry*, 28, 813–822.
- Schumann, C., Alexopoulos, P., & Perneczky, R. (2019). Determinants of self- and carer-rated quality of life and caregiver burden in Alzheimer disease. *International Journal of Geriatric Psychiatry*, 34(10), 1378–1385.
- von Soest, T., Luhmann, M., Hansen, T., & Gerstorf, D. (2020). Development of loneliness in midlife and old age: Its nature and correlates. *Journal of Personality and Social Psychology*, 118(2), 388–406.
- White, J. L., Moffitt, T. E., Earls, F., Robins, L. N., & Silva, P. A. (1990). How early can we tell? Predictors of childhood conduct disorder and adolescent delinquency. *Criminology*, 28(4), 507–533.
- Wang, X. (2021). Caregiver influences on resilience development among children with maltreatment experience: Practitioner perspectives. *Child and Adolescent Social Work Journal*, 38, 295–308.