

**Course Syllabus
Individual through the Lifecycle
Spring 2013**

Unique number: 10510

Instructor: Kristin Neff

Room: SZB 422

Time: Monday 1:00 - 4:00 (Five minutes leeway at beginning, 10 minutes leeway at the end)

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Office hours: By appt. only

Course Objectives:

The goal of this course is to give you a broad sampling of the various cognitive and social changes that occur throughout the lifecycle. Part of the course will focus on particular age periods of development, such as infancy, childhood, adolescence, adulthood, and old age. We will also examine different aspects of development, such as attachment relationships, peer development, identity, and emotional maturity. The overarching theme of the course will be an exploration into how people make meaning in their lives, including how the meaning-making process changes through the life-cycle and what it means to be a human in society. You will be expected to take responsibility for your own learning process, which means taking an active part in making sense of the readings and participating in class discussions.

Class Format: In general, we will have about 1 and 15 minutes of hour of lecture, 30 minutes of small group discussion, a 15 minute break, then 45 minutes of whole class discussion.

Discussion questions: Students will be responsible for writing two discussion questions about the class topic, to be posted on Blackboard the night before class. The questions should focus on how the class topic is related to the learning and meaning-making process in general. Try to avoid questions that are mainly focused on clarification of the materials, as they can be asked during lecture. The questions will be collated by me into 5-6 major themes, which students will discuss in both the small group and whole class discussion period. Discussion will also come back to the core theme of the course, how people make meaning in their lives throughout the lifecycle.

Required texts:

Course reader – available at IT Copies on Martin Luther King Blvd.

Grading System: 5% for class participation; 5% for turning in discussion questions; 25% for the midterm and final exam comprehensive exams (each) and 35% for the final paper and 5% for the in-class interview presentation.

Jan. 14 – Introduction

Jan. 21 – No class day

Jan. 28 Development in Infancy

Flavell, J. H., Miller, P. H., Miller, S. (1993). *Cognitive Development*. Englewood Cliffs, NJ: Prentice-Hall. Chap. 2 (pp. 22 – 45)

Bremner, J. (2001). Cognitive development: Knowledge of the physical world. In G. Bremner, A. Fogel (Eds.) , *Blackwell handbook of infant development* (pp. 99-138). Malden: Blackwell Publishing.

Feb. 04 Development in Childhood

Wadsworth, B. J. (2004). *Piaget's theory of cognitive and affective development*. San Francisco: Pearson. Chap. 4 pp. 57 – 77.

Wellman, H. M. (2011). Developing a theory of mind. In U. Goswami (Ed.) , *The Wiley-Blackwell handbook of childhood cognitive development* (2nd ed.) (pp. 258-284). Wiley-Blackwell.

Feb. 11 Development in Adolescence

Kuhn, D. (2009). Adolescent thinking. In R. M. Lerner & L. Steinberg (Eds.) *Handbook of Adolescent Psychology, 3rd Edition*. (pp. 152-186). New Jersey: Wiley.

Wadsworth, B. J. (2004). *Piaget's theory of cognitive and affective development*. San Francisco: Pearson. Chap. 6 pp. 111 – 117.

Feb. 18 Development in Middle and Old Age (no discussion questions)

Cohen, G. D. (2005). *The mature mind*. New York: Basic Books. Ch. 3 & 4, pp. 51-92.

Park, D. C. (2000). The basic mechanisms accounting for age-related change in cognitive function. In D. C. Park & N. Schwarz (Eds.) *Cognitive Aging* (pp. 3-21). Philadelphia, PA: Taylor & Francis.

Film – 49 up

Feb. 25 Parenting and Attachment

Bretherton, I. (1992). Attachment and bonding. In V. B. Van Hasselt & M. Herson (Eds.) *Handbook of social development: A lifespan perspective* (pp. 133-155). New York: Plenum Press.

Parke, R. D. et al. (2006). Parent-child relationships: Contemporary perspectives. In P. Noller & J. A. Feeney (Eds.) *Close relationships: Functions, forms, and processes* (pp. 89-110). New York, NY: Psychology Press.

March 04 Gender and peer development

Gifford-Smith, M. E. & Brownell, C. A. (2003). Childhood peer relationships: Social acceptance, friendships, and peer networks. *Journal of School Psychology, 41*, 235-284.

Galambos, N. L. (2004). Gender and gender role development in adolescence. In R. M. Lerner & L. Steinbergs (Eds.), *Handbook of adolescent psychology* (233-262). Hoboken, NJ: John Wiley.

**** Take-home mid-term exam given March 04 at 4 pm, due by March 06 by 10am (please e-mail the exam to instructor).***

March 11 – SPRING BREAK

March 18 Identity development

Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton. Ch 3 (pp. 104- 141).

Muuss, R. E. (1996). *Theories of adolescence*. New York: McGraw-Hill. Ch 3 &4 (pp. 42-75).

March 25 Self-concept development

Harter, S. (2003). The development of self-representations during childhood and adolescence. In M. R. Leary & J. P. Tangney (Eds.) *Handbook of self and identity* (pp. 610-642). New York, NY: Guilford Press.

McAdams, D. P. (2004). The redemptive self: Narrative identity in America today. In D. R. Beike, J. M. Lampinen & D. A. Behrend (Eds.) *The self and memory* (pp. 95-115) New York, NY, US: Psychology Press.

April 01 The development of emotional intelligence

Ciarrochi, J. & Godsell, C. (2005). Mindfulness-based emotional intelligence: A theory and review of the literature. In R. Schulze & R. D. Roberts (Eds.), *Emotional Intelligence: An International Handbook* (pp. 69 – 90).

Neff, K. D. (2012). The science of self-compassion. In C. Germer & R. Siegel (Eds.), *Compassion and Wisdom in Psychotherapy*, 79-92. New York: Guilford Press.

April 08 Atypical Development - The autism spectrum

Bowler, D. (2007). Autism spectrum disorders. New Jersey: Wiley. Chapter 1&2 pp. 1- 50

April 15

Film - The Horse Boy
Presentation on Horse Boy Learning methods

April 22 Wisdom and Self-Actualization

Maslow, A. H. (1954). *Motivation and personality*. New York: Harper. Ch 12 (pp. 199-234).

Ardelt, M. (2000). Intellectual versus wisdom-related knowledge: The case for a different kind of learning in the later years of life. *Educational Gerontology*, 26, 771-789.

**** Cumulative take-home exam given April 26 at 10am, due by April 28 at 10am (please e-mail the exam to instructor). (TIME MAY BE CHANGED, TO BE DECIDED)***

April 29 – In-class presentation of interviews

*** May 06 – Final paper due by midnight (to be sent by e-mail)**