

Course Syllabus
Individual through the Lifecycle
Spring 2014

EDP 385

Unique number: **11230**

Instructor: Kristin Neff

Room: SZB 432

Time: Monday 1:00 - 4:00 (Five minutes leeway at beginning)

e-mail: kristin.neff@mail.utexas.edu

Office: George Sanchez Bldg. Room #506D

Office hours: By appt. only

TA: Allie Hersh

alliehersh@gmail.com

Office: SZB 242B, by appointment

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 lecture, a 15 minute break, and an hour of small group activities, projects and/or discussion.

Required texts:

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

Grading System:

5% for class participation

20% (5 points each) for four thought papers

20% for the midterm

20% for the final comprehensive exam

5% for the in-class interview presentation

30% for the final paper

Jan. 13 – Introduction

Jan. 20 – No class day (Martin Luther King Jr. holiday)

Jan. 27 Development in Infancy

Birney, D. & Sternberg, R. (2011). The development of cognitive abilities. In Bornstein, M. & Lamb, M. (Eds.), *Cognitive development: An advanced textbook*. (pp. 269-277).

Bornstein, M. & Tamis-LaMonda, C. (2007). Mother infant interaction. In Brener, G. (Ed.), *Blackwell handbook of infant development*. (pp.269-277). John Wiley and Sons.

Bremner, J. (2007). Cognitive development: Knowledge of the physical world. In G. Bremner, A. Fogel (Eds.), *Blackwell handbook of infant development* (pp. 99-138). John Wiley and Sons.

Feb. 03 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. 10 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. 17 – 49 UP (film day)

No reading required.

Thought paper #1 on adolescence due (please send to Allie by midnight)

Feb. 24 Development in Middle and Old Age

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.

March 03 Parenting and Attachment

Shaver, P. R., & Mikulincer, M. (2012). Attachment theory. In P. M. Van Lange, A. W. Kruglanski, E. Higgins (Eds.), *Handbook of theories of social psychology (Vol 2)* (pp. 160-179). Thousand Oaks, CA: Sage Publications Ltd.

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 10 – Spring Break

March 17 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.

*** Thought paper #2 on attachment/parenting due (please send to Allie by midnight)**

Take-home mid-term exam given March 17 at 4 pm, due by March 19 by 10am (please e-mail the exam to Allie).

March 24 Identity development

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

Kroger, Jane. (2007). *Identity development in adolescence*. In Berzonsky, M. & Adams, G. (Eds.) *Handbook of adolescent psychology* (205-227). Hoboken, NJ: John Wiley.

March 31 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.

*** Thought paper #3 on identity development due (please send to Allie by midnight)**

April 07 The development of emotional intelligence

Smalley, S. L., & Winston, D. (2010). *Fully Present: The Science, Art, and Practice of Mindfulness*. Da Capo Press. (pp. 1-20).

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 14 Atypical Development - The autism spectrum

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

Watch *The Horse Boy* before class if possible.

*** Thought paper #4 on emotional intelligence due (please send to Allie by midnight)**

April 21 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 21 at 4pm, due by April 23 at 10am (please send to Allie).**

April 28 – In-class presentation of interviews

May 05 – Final paper due by midnight (send to Allie by midnight)