

The Individual Through the Life Cycle Fall 2014
EDP f385-1/WGS 393

Instructor: Dr. Keisha Bentley-Edwards **E-mail:** kbentleyedwards@austin.utexas.edu
Class Dates: Thursdays, 1:00-4:00pm **Office:** SZB-506-J, **Phone:** 471-2755
Office Hours: Thursdays, 11:00am-12:00pm, and/or by appointment
Email is the fastest and most efficient way to contact me!!!

Required Texts:

All readings are on *Canvas*. <https://utexas.instructure.com/courses/>

Course Description:

Life span Development will cover human development over the life span; optimum patterns of life, and biological and social conditions that influence emotional, cognitive and social development.

Accommodations:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Course Objectives:

To foster an in-depth, critical understanding of lifespan development. The course will investigate multiple dimensions of philosophical, historical, theoretical, empirical and application/counseling matters. Several schools of thought, perspectives and developmental theories and research will be addressed. A range of contemporary issues will be actively discussed including socioeconomic status, political climate, social and gender norms, cultural identity, mental health, emotional and affective development, behavior and interpersonal dynamics, academic achievement and social adjustment into a unifying, comprehensive framework. Active student participation is not only encouraged but also expected.

Please read the syllabus carefully. The content of this syllabus is subject to revision at anytime. Students will be given notice of any changes in advance. You are responsible for knowing about changes whether or not you are present in class at the time of the announcement.

Grading Scale:

Grade Percentage:	
5%	Attendance & Participation
20%	Reading Discussions
25%	Mid-Term Exam
25%	Observation/Interview
25%	Final Exam

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93-100% A	90-92% A-	87-89% B+	83-86% B	80-82% B-
77-79% C+	73-76% C	70-72% C-	60-69% D	Below 60% F

Attendance is extremely important since this class meets weekly. As previously stated, each student is expected **participate** in class through the reading presentations and class discussions.

Reading Discussions & Reflections: You will sign up for 2 readings for which you will lead the class discussion. You will upload your 2-3 questions to Canvas by 11:59pm the night before you lead the discussion. You will submit a **2-3 page double-spaced** reaction paper for **1** of your class discussions. The paper will include a **brief** summary (1-2 paragraphs) of the reading, your interpretation or reaction and **2-3 discussion questions**. You must cite a related scholarly article (not included in our readings) for your reading reflections. Student Led discussions will occur at the beginning of class. **Each student will conduct/submit 2 discussions and 1 reaction paper for one of the discussions. 10 Points – Discussion Only; 15 points – Discussion & Paper**

The Mid-Term and Final Exams are cumulative. More details about the exams will be provided within a few weeks before they occur.

Observations/Interviews: Students will observe someone that is in a developmental stage that is different than their own. The Observation/Interview is a great opportunity to apply cognitive, social and emotional developmental theories into real life applications. You will do a **5-6 page paper** for each subject. Because infants are difficult to communicate with, you can select from the following developmental stages:

- Early childhood, 3-6 years
- Adolescence, 12-20 years
- Middle adulthood, 41-60 years
- Middle childhood, 7-11 years
- Early adulthood, 21-40 years
- Late adulthood, 61 + years

Let the person know (and their parent for minors) that you would like to spend some time with them (at least 45 minutes) while they engage in normal activities. Then you will ask them a few questions. Thinking of your subject's developmental stage, pick 3 of these questions and 1 of your own:

- What is the best part about being your age?
- What is most challenging about being your age?
- What is your biggest priority right now?
- When you think about yourself in a few years, what are you looking forward to?
- If you could tell your younger self something, what would it be?
- What surprises you about being your age?
- What is it like being your gender at your age?
- What is it like being your race/ethnicity at your age?
- Are you happy with your life right now? Why or Why not?

This **5-6 page paper** will include 5 sections.

1. A brief introduction of the subject (protect their privacy & do not use their real name)
2. A brief description of your observation. You should explain what you observed, how the individual interacted with the world and how the world reacted to the individual.
3. State the questions you asked along with your subject's responses.
4. Thinking about your own developmental stage, how do the subject's responses compare to your perspectives.
5. **Conclusion, which includes how the observation/interview fits or does not fit into 2 developmental theories.**

DUE NOVEMBER 6, 2014

Note on All Assignments:

All assignments will be collected at the BEGINNING of class. Assignments submitted after the first five minutes of class will be reduced by half a letter grade and those submitted after class will be reduced a full letter grade for each calendar day it is late. *No rewriting of assignments will be allowed*

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since there will be ample time and opportunity to ask questions about each assignment during class time and between weekly classes.

All written assignments should be written in 12-point (Arial or Times New Roman) font, double-spaced, with 1" margins on all sides and page numbers. Cover sheets and reference pages are not included in the page count. Assignments should meet the stated *minimum or maximum* page limit. All written assignments should make reference to the readings and theoretical frameworks in this course. The content of your papers and how you present your written thoughts are important. Therefore, students must carefully proofread and spell-check their written assignments. Writing assistance can be found at the Graduate Student Writing Services;

http://www.utexas.edu/student/utlc/tutoring/grad_writing_services.php.

All papers will be submitted according to APA style. This style is of particular importance for in-text citation and the representation of sources in the reference section. A good resource can be found at <http://owl.english.purdue.edu/owl/resource/560/01>.

Academic Integrity:

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>.

Course Schedule:

August 28

Class Topic: Introduction, Syllabus Review, Lifespan Intro

September 4

Class Topic: Theoretical Frameworks of Cognitive, Social & Emotional Development

Read by today: Bronfenbrenner, U. (1993). The ecology of cognitive development: Research models and fugitive findings. In R.H. Wozniak & K.W. Fischer (Eds.), *Development in context: Acting and thinking in specific environments*. (pp. 3-44). Hillside, NJ: Lawrence Earlbaum & Associates, Inc.

Eun, B. (2010). From learning to development: A sociocultural approach to instruction. *Cambridge Journal of Education*, 40(4), 401-418. doi: 10.1080/0305764x.2010.526593

Muuss, R.E. (1988). Erikson's theory of identity development. In R.E. Muuss' (Ed.), *Theories of adolescence: Fifth edition*. New York: McGraw-Hill. [pp. 52-85]

Wadsworth, B. J. (2004). Intellectual Organization and Adaptation. In B. J. Wadsworth (Ed.), *Piaget's Theory Of Cognitive And Affective Development: Foundations Of Constructivism* (pp. 13-20): Pearson/Allyn & Bacon.

September 11

Class Topic: Theoretical Frameworks of Cognitive, Social & Emotional Development

Read by today: Bentley, K. L., Adams, V. N., & Stevenson, H. C. (2009). Racial Socialization: Roots, Processes & Outcomes. In H. Neville, B. Tynes & S. Utsey (Eds.), *Handbook of African American Psychology*: Sage Publications.

Fine, M. (2004). Witnessing Whiteness/Gathering Intelligence. In M. Fine, L. Weis, L. Powell

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Pruitt & A. Burns (Eds.), *Off White: Readings on Power, Privilege and Resistance* (pp. 245-256). New York: Routledge.

Morelli, G., Rogoff, B., Oppenheim, D., & Goldsmith, D. (1992). Cultural variation in infants' sleeping arrangements: Questions of independence. *Developmental Psychology*, 28(4), 604-613.

Spencer, M. B., Swanson, D. P., & Edwards, M. C. (2010). Sociopolitical contexts of development. In D. P. Swanson, M. C. Edwards & M. B. Spencer (Eds.), *Adolescence: Development During a Global Era* (pp. 1-27). Burlington: Academic Press.

September 18

Class Topic: Physical Development and its Affect on Social & Emotional Processes

Read by today: Mahalik, J. R., Levine Coley, R., McPherran Lombardi, C., Doyle Lynch, A., Markowitz, A. J., & Jaffee, S. R. (2013). Changes in health risk behaviors for males and females from early adolescence through early adulthood. *Health Psychology*, 32(6), 685-694. doi: 10.1037/a0031658

Miech, R., Kumanyika, S., Stettler, N, Link, B., Phelan, J., Chang, V. (2006). Trends in the association of poverty with overweight among US adolescents, 1971-2004. *JAMA-Journal of the American Medical Association*, 295 (20), 2385-2393.

McKinley, N. (2006). The developmental and cultural contexts of objectified body consciousness: A longitudinal analysis of two cohorts of women. *Developmental Psychology*, 42 (4), 679-687.

September 25

Class Topic: Health Issues and its Affect on Social & Emotional Processes

Read by today: Cole, S., & Cole, T. (1993). Sexuality, disability, and reproductive issues through the lifespan. *Sexuality and Disability*, 11(3), 189-205.

Crooks, V., Lubben, J., Petitti, D., Little, D., & Chiu, V. (2008). Social network, cognitive function, and dementia incidence among elderly women. *American Journal of Public Health*, 98(7), 1221-1227.

Kwate, N., Valdimarsdottir, H., Guevarra, J., & Bovbjerg, D. (2003). Experiences of racist events are associated with negative health consequences for African American women. *Journal of the National Medical Association*, 95(6), 450-460.

October 2

Class Topic: Midterm Exam

October 9

Class Topic: Language & Cognition Development

Read by today: Antón, M. (1999). The discourse of a learner-centered classroom: Sociocultural perspectives on teacher-learner interaction in the second-language classroom. *Modern Language Journal*, 83(3), 303-318.

Rodriguez, E. T., & Tamis-LeMonda, C. S. (2011). Trajectories of the home learning environment across the first 5 years: Associations with children's vocabulary and literacy skills at prekindergarten. *Child Development*, 82(4), 1058-1075. doi: 10.1111/j.1467-8624.2011.01614.x

Schmenk, B. (2004). Language Learning: A Feminine Domain? The Role of Stereotyping in Constructing Gendered Learner Identities. *TESOL Quarterly*, 38(3), 514-524.

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October 16

Class Topic: Emotional & Affective Development & Attachment

- Read by today:** Brenes, G. A., Penninx, B. W. J. H., Judd, P. H., Rockwell, E., Sewell, D. D., & Wetherell, J. L. (2008). Anxiety, depression and disability across the lifespan. *Aging & Mental Health*, 12(1), 158-163.
- Lutz, W. J., & Warren, B. J. (2007). The state of nursing science: Cultural and lifespan issues in depression; Part II: Focus on children and adolescents. *Issues in Mental Health Nursing*, 28(7), 749-764.
- Mathes, E. W. (1981). Maslow's Hierarchy of Needs as a Guide for Living. *Journal of Humanistic Psychology*, 21(4), 69.

October 23

Class Topic: Temperament, Personality Development & Self-Esteem

- Read by today:** Kagan, J., Snidman, N., & Arcus, D. (1998). Childhood derivatives of high and low reactivity in infancy. *Child Development*, 69(6), 1483-1493.
- McCrae, R., Costa, P., de Lima, M., Simões, A., Ostendorf, F., Angleitner, A., et al. (1999). Age differences in personality across the adult life span: Parallels in five cultures. *Developmental Psychology*, 35(2), 466-477.
- Myers, L., Speight, S., Highlen, P., & Cox, C. (1991). Identity development and worldview toward an optimal conceptualization. *Journal of Counseling & Development*, 70(1), 54-63.
- Zeigler-Hill, V. (2007). Contingent Self-Esteem and Race: Implications for the Black Self-Esteem Advantage. *Journal of Black Psychology*, 33(1), 51-74.

October 30

Class Topic: Social & Behavioral Development (Challenges & Prosocial Behavior)

- Read by today:** Catalano, R., Kosterman, R., Hawkins, J., & Newcomb, M. (1996). Modeling the etiology of adolescent substance use: A test of the social development model. *Journal of Drug Issues*, 26(2), 429-455.
- Dodge, K. A., Coie, J. D., & Lynam, D. R. (2008). Aggression and antisocial behavior in youth. In W. Damon & R. M. Lerner (Eds.), *Child and Adolescent Development: An Advanced Course* (pp. 437-472). Hoboken, NJ: John Wiley & Sons.
- Hart, D., & Fegley, S. (1995). Prosocial behavior and caring in adolescence: Relations to self-understanding and social judgment. *Child Development*, 66(5), 1346-1359.

November 6

Class Topic: Gender & Sexual Development and its Affect on Social & Emotional Processes – Observation/Interview Paper Due

- Read by today:** Litzenberger, B., & Butenheim, M. (1998). Sexual orientation and family development: Introduction. *American Journal of Orthopsychiatry*, 68(3), 344-351.
- Strough, J., Leszczynski, J. P., Neely, T. L., Flinn, J. A., & Margrett, J. (2007). From Adolescence to Later Adulthood: Femininity, Masculinity, and Androgyny in Six Age Groups. *Sex Roles*, 57(5/6), 385-396. doi: 10.1007/s11199-007-9282-5
- Vaughan, M., & Waehler, C. (2010). Coming Out Growth: Conceptualizing and Measuring Stress-Related Growth Associated with Coming Out to Others as a Sexual Minority. *Journal of Adult Development*, 17(2), 94-109. doi: 10.1007/s10804-009-9084-9

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Vrangalova, Z., & Savin-Williams, R. C. (2011). Adolescent Sexuality and Positive Well-Being: A Group-Norms Approach. *Journal of Youth & Adolescence*, 40(8), 931-944. doi: 10.1007/s10964-011-9629-7

November 13

Class Topic: Resiliency

Read by today: American Psychological Association. (2008). *Resilience in African American children and adolescents: A vision for optimal development*. Washington, DC: American Psychological Association Task Force on Resilience and Strength in Black Children and Adolescents (**Executive Summary & Introduction Only**).

Kenny, M. E., Gallagher, L. A., Alvarez-Salvat, R., & Silsby, J. (2002). Sources of support and psychological distress among academically successful inner-city youth. *Adolescence*, 37(145), 161-182.

Langer, N. (2004). Resiliency and Spirituality: Foundations of Strengths Perspective Counseling with the Elderly. *Educational Gerontology*, 30(7), 611-617.

Luthar, S. S., & Latendresse, S. J. (2005). Children of the Affluent: Challenges to Well-Being. *Current Directions in Psychological Science*, 14(1), 49-53.

November 20

Class Topic: Family Dynamics & Emotional Responses to Death & Dying

Read by today: Calderwood, K. A. (2011). Adapting the Transtheoretical Model of Change to the Bereavement Process. *Social work*, 56(2), 107-117.

Christ, G. H., Siegel, K., & Christ, A. E. (2002). Adolescent Grief: 'It Never Really Hit Me...Until It Actually Happened'. *JAMA: Journal of the American Medical Association*, 288(10), 1269.

Domenech Rodríguez, M., Donovick, M., & Crowley, S. (2009). Parenting styles in a cultural context: Observations of 'protective parenting' in first-generation Latinos. *Family Process*, 48(2), 195-210.

Garcia, M., Shaw, D., Winslow, E., & Yaggi, K. (2000). Destructive sibling conflict and the development of conduct problems in young boys. *Developmental Psychology*, 36(1), 44-53.

Lodi-Smith, J., & Roberts, B. (2007). Social Investment and Personality: A Meta-Analysis of the Relationship of Personality Traits to Investment in Work, Family, Religion, and Volunteerism. *Personality and Social Psychology Review*, 11(1), 1-19.

December 4

Class Topic: Interpersonal Relationships

Read by today: Collins, W. A., & Steinberg, L. (2008). Adolescent development in interpersonal contexts. In W. Damon & R. M. Lerner (Eds.), *Child and Adolescent Development: An Advanced Course* (pp. 551-592). Hoboken, NJ: John Wiley & Sons.

Crosnoe, R. (2000). Friendships in childhood and adolescence: The life course and new directions. *Social Psychology Quarterly Special Issue: The state of sociological social psychology*, 63(4), 377-391.

Graziano, W., Jensen-Campbell, L., & Hair, E. (1996). Perceiving interpersonal conflict and reacting to it: The case for agreeableness. *Journal of Personality and Social Psychology*, 70(4), 820-835.

December 16

Online Final Exam

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