

Course Syllabus
Individual through the Lifecycle
Spring 2015

Unique number: 10600

Instructor: Kristin Neff

Room: SZB 432

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

Phone: 471-0382

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

Office: George Sanchez Bldg. Room #506D

Office hours: By appt. only

TA: Marissa Knox

e-mail: mcknox@utexas.edu

Office hours: By appt. only

Course Objectives:

The goal of this course is to give you a broad sampling of the various cognitive, social, and affective 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, identity, and emotional intelligence. 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, a 15 minute break, 20 minutes for presentation of two journal articles and 30 minutes of small group discussion.

Required texts: Course reader – available through Canopy Course notes. Contact Jerome Kubala: jerome.kubala@gmail.com.

Assignments: The thought paper and final interview paper assignments, as well as the empirical articles to choose from for presentation in class, are on Canvas. Discussion questions should also be posted on Canvas the night before class.

Grading System: 5 pts for class participation/discussion questions; 5 pts for presentation of an empirical article, 20 pts for four thought papers (5 pts each), 20 pts for the midterm, 20 pts final exam and 30 pts for the final paper.

Jan. 26 – Introduction

Feb. 2 Cognitive, Social and Emotional 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).

Thompson, R. A., Easterbrooks, M. A., & Padilla-Walker, L. M. (2003). Social and emotional development in infancy. In R. M. Lerner, M. A. Easterbrooks, J. Mistry (Eds.) , *Handbook of psychology: Developmental psychology, Vol. 6* (pp. 91-112). Hoboken, NJ, US: John Wiley & Sons Inc.

Bremner, J. (2001). 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. 09 Cognitive, Social and Emotional Development in Childhood

Wadsworth, B. J. (2004). *Piaget's theory of cognitive and affective development*. San Francisco: Pearson. Chap. 2 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. 16 – 49 UP (film day)

Feb. 23 Cognitive, Social and Emotional Development in Adolescence

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

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

Rosenblum, G. D., & Lewis, M. (2003). Emotional development in adolescence. In G. R. Adams, M. D. Berzonsky (Eds.) , *Blackwell handbook of adolescence* (pp. 269-289). Malden: Blackwell Publishing.

March 02 Cognitive, Social and Emotional Development in Middle and Old Age

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

Palmer, B.W., & Dawes, S.E. (2010). Cognitive Aging: From Basic Skills to Scripts and Schemata. In Depp, C. A., & Jeste, D. V. (2010). *Successful cognitive and emotional aging*. (pp. 37 – 54). Washington, DC: American Psychiatric Pub.

Thought Paper #1 due (please submit on Canvas by midnight)

March 09 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.

*** Take-home mid-term exam given March 10 at 10 am, due by March 11 by midnight (please submit on Canvas)**

March 16 – Spring Break

March 23 The development of psychological, emotional, and moral autonomy

Ryan, R. M., & Deci, E. L. (2006). Self-Regulation and the Problem of Human Autonomy: Does Psychology Need Choice, Self-Determination, and Will? *Journal of personality*, 74(6), 1557-1586.

Smetana, J. G., & Turiel, E. (2003). Moral development during adolescence. In G. R. Adams, M. D. Berzonsky (Eds.) , *Blackwell handbook of adolescence* (pp. 247-268). Malden: Blackwell Publishing.

Thought paper #2 due (please submit on Canvas by midnight)

March 30 Atypical Development - The autism spectrum

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

April 06 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.

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 13 Self-concept and self-esteem

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.

Crocker, J., & Park, L. E. (2004). The costly pursuit of self-esteem. *Psychological Bulletin*, 130, 392-414.

Thought paper #3 due (please submit on Canvas by midnight)

April 20 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 27 Self-Actualization and Wisdom (Cognitive and Affective)

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

Ardelt, M. (2011). Wisdom, age, and well-being. In K. W. Schaie, S. L. Willis (Eds.) , *Handbook of the psychology of aging (7th ed.)* (pp. 279-291). San Diego, CA, US: Elsevier Academic Press.

Thought paper #4 due (please submit on Canvas by midnight)

*** Cumulative take-home exam given April 28 at 10am, due by April 29 at midnight (please submit on Canvas)**

May 04 – In-class presentation of interviews

May 11 – Final paper due by midnight (please submit on Canvas)