EDP f382F – THE INDIVIDUAL THRU THE LIFE CYCLE
SUMMER 2016

Class Dates: June 6 – July 7, 2016
                MWTH 1:00 – 4:00 pm, SZB 435
                Unique Number: 74495

Instructor: Paul A. Robbins, Ph.D.   **Office Hours:** By appointment
                                         Email: paul.robbins@austin.utexas.edu

Required Texts:
All readings will be available on Canvas.

Canvas:
Class materials, supplemental readings, grading, assignment due dates, and announcements will be posted on the course Canvas site: http://canvas.utexas.edu/.

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 Description:
This course will cover human development over the life span; optimum patterns of life, and biological and social conditions that influence emotional, cognitive and social development.

Course Objectives:
A goal of this course is 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 checking your email everyday and for knowing about changes whether or not you are present in class at the time of the announcement.**

Grading:

Assignment Category	Grade Percentage
Attendance & Participation	5%
Reading Discussion & Reflection	20%
Midterm Exam	25%
Observation/Interview Paper	25%
Final Exam	25%

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

Attendance & Participation:
Attendance is extremely important since this class is accelerated, so please plan to attend every class. Additionally, each student is expected to participate in class through the reading presentations and class discussions.

Reading Discussion & Reflection:
You will sign up for one reading (on the first day of class) for which you will help facilitate the class discussion. You must upload 2-3 questions to Canvas by 11:59pm the night before you lead the discussion. You will also need to submit a **2- to 3-page double-spaced** reaction paper *on Canvas* for your designated article. The paper will include a *brief* summary (1-2 paragraphs) of the reading and your interpretation, reaction, critique, and/or thoughts about the reading. Feel free to relate the reading to your own background, experiences, and/or research. Please paste your discussion questions at the bottom of your paper. Also, *you must cite at least one additional related scholarly article* (not including assigned readings) in your reading reflection. Student-led discussions will occur at the beginning of class, so make sure that you are in class on time when it is your turn to lead.
Total Points: 25 – 10 Points for the Questions/Discussion & 15 points for the Paper

Midterm & Final Exams:
The Midterm and Final Exams will be administered on June 16th and July 7th, respectively. Additional details about the exams will be provided closer to the test dates.

Observations/Interview Paper:
Students will observe someone who is in a developmental stage that is *different* from their own. The Observation/Interview Paper is a great opportunity to apply developmental theories into real life applications. You will write a **5- to 6-page paper** about this person. Because it is difficult to communicate with infants, you may select someone from one of 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 (and their parent, for minors) know that you would like to spend some time with them (at least 45 minutes) while they engage in normal activities. (Note: observing your interviewee while they watch television or work on a computer is not acceptable.) 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 paper will include 5 sections (feel free to use headings to separate 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 (current) developmental stage, how do the subject's responses compare to your perspectives.
5. A conclusion that states how the observation/interview fits or does not fit into 2 separate developmental theories that we have discussed in class.

DUE: Monday, June 27, 2015

Note on Assignments:
All assignments should be submitted on Canvas **before** 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, so please take the opportunity to ask clarifying questions about assignments prior to their due dates.*

All assignments should be written in Arial or Times New Roman 12-point font, double-spaced, with 1" margins on all sides. Cover sheets are not required, but be sure to include references (when necessary) at the end of your papers. Assignments should meet the stated *minimum or maximum* page limit. *In all written assignments, you should make reference to the readings and theoretical frameworks in this course.* Students should carefully proofread and check the spelling on their 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 should follow APA style guidelines. 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:

Class Date	Topic Readings
Class 1 – June 6	**Introduction, Syllabus Review, Lifespan Intro & Theoretical Frameworks** No readings
Class 2 – June 8	**Theoretical Frameworks of Cognitive, Social & Emotional Development** 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]
Class 3 – June 9	**Theoretical Frameworks of Cognitive, Social & Emotional Development** Bentley-Edwards, K., & Stevenson, H., Jr. (2015). The Multidimensionality of racial/ethnic socialization: Scale construction for the Cultural and Racial Experiences of Socialization (CARES). *Journal of Child and Family Studies*, 1-13. doi: 10.1007/s10826-015-0214-7 Fine, M. (2004). Witnessing Whiteness/Gathering Intelligence. In M. Fine, L. Weis, L. Powell Pruitt & A. Burns (Eds.), *Off White: Readings on Power, Privilege and Resistance* (pp. 245-256). New York: Routledge. 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.
Class 4 – June 13	**Language & Cognitive Development** 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. doi: 10.2307/3588352
Class 5 – June 15	**Physical Development and its Effect on Social & Emotional Processes** 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 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. 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
Class 6 – June 16	**Midterm Exam** Exam available on Canvas

Class 7 – June 20	**Health Issues and its Effect on Social & Emotional Processes** 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.
Class 8 – June 22	**Emotional & Affective Development & Attachment** 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. [Article]. *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. [Article]. *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.
Class 9 – June 23	**Temperament, Personality Development & Self-Esteem** 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. Morelli, G., Rogoff, B., Oppenheim, D., & Goldsmith, D. (1992). Cultural variation in infants' sleeping arrangements: Questions of independence. *Developmental Psychology*, *28*(4), 604-613. Zeigler-Hill, V. (2007). Contingent Self-Esteem and Race: Implications for the Black Self-Esteem Advantage. *Journal of Black Psychology, 33*(1), 51-74.
Class 10 – June 27	**Identity in Various Contexts** Bartoli, E., Bentley-Edwards, K. L., García, A. M., Michael, A., & Ervin, A. (2015). What do White counselors and psychotherapists need to know about race? White racial socialization in counseling and psychotherapy training programs. *Women & Therapy*, *38*(3-4), 246-262. doi:10.1080/02703149.2015.1059206 Luthar, S. S., & Latendresse, S. J. (2005). Children of the Affluent: Challenges to Well-Being. *Current Directions in Psychological Science, 14*(1), 49-53. Radtke, H. L., Young, J., & van Mens-Verhulst, J. (2016). Aging, identity, and women: Constructing the third age. *Women & Therapy*, *39*(1-2), 86-105. doi:10.1080/02703149.2016.1116321 Settles, I. H., Sellers, R. M., & Damas, A. J. (2002). One role or two?: The function of psychological separation in role conflict. *Journal of Applied Psychology*, *87*(3), 574-582. doi:10.1037/0021-9010.87.3.574 **OBSERVATION PAPER DUE** (Submit on Canvas)

Class 11 – June 29	**Gender & Sexual Development** Litzenberger, B., & Buttenheim, 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
Class 12 – June 30	**Social & Behavioral Development** 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.
July 4	**No Class** (University Holiday)
Class 13 – July 6	**Family Dynamics & Emotional Responses to Death & Dying** Christ, G. H., Siegel, K., & Christ, A. E. (2002). Adolescent Grief: 'It Never Really Hit Me...Until It Actually Happened'. [Article]. *JAMA: Journal of the American Medical Association, 288*(10), 1269. Calderwood, K. A. (2011). Adapting the Transtheoretical Model of Change to the Bereavement Process. *Social work, 56*(2), 107-117. Langer, N. (2004). Resiliency and Spirituality: Foundations of Strengths Perspective Counseling with the Elderly. *Educational Gerontology, 30*(7), 611-617.
Class 14 – July 7	**Final exam** Exam available on Canvas