

SYLLABUS

Individual Through the Life Cycle (EDP 382)

Summer 2017 - Unique #74302- SZB 435

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Purpose

This course has three main goals. The first is to provide an overview of the current state of empirical knowledge in the field of lifespan development. Students will be introduced to key topics relating to each of the major periods of human growth beginning with infancy. Each week we will focus on a developmental domain (cognitive, social, emotional, moral, etc.) and one or two periods in the life cycle. We will examine development through an ecological/cultural lens and study the whole person in varied contexts. We will further examine challenges to human development and apply theoretical concepts to the construction of policies and programs that address those challenges.

The second goal is to become familiar with the main theoretical frameworks and controversies within which knowledge is constructed in this field. Students will learn not only what these diverse approaches propose, but will gain the skills necessary to be critical evaluators of human development theory and research.

The third goal is to build skills in co-constructing and communicating understanding through class discussions, oral presentations, analytical writing, and other learning activities.

CLASS	DATE	TOPIC
1	6/1	Introduction to Course: The Lifespan Developmental Perspective
2	6/5	Contexts and Sources of Development: Culture, SES, and Socialization
3	6/7	Infancy and Early Childhood: Attachment and Temperament
4	6/8	Early Childhood: Theory of Mind and Language Development
5	6/12	Childhood: Cognitive Development, Piaget and Vygotsky
6	6/14	Childhood: Emotional Development and Moral Development
7	6/15	Early Adolescence: Gender and Sexuality
8	6/19	Adolescence: Peer Relations and Friendship Development
9	6/21	Adolescence and Emerging Adulthood: Self and Identity Development
10	6/22	Adulthood: Partnering and Parenthood
11	6/26	Middle Adulthood: Work and Play
12	6/28	Late Adulthood: Aging and Meaning Making
13	6/29	End of Life: Dependence and Departures

Assignments

Readings

For each topic covered in class, 4 readings will be provided on CANVAS. You will be expected to read the 2 required readings for each topic, and be prepared to discuss them in class. The additional readings will be summarized and presented in class by your classmates.

Class Presentation

Each student will select a topic among the 12 topics covered in class, and will present on one of the articles assigned on that topic. You will prepare a 10-minute presentation on this article using the guidelines on page 4 of the syllabus.

Narrative Essays

During each class meeting, you will be asked to recall a story from either your past or one of your parents' or grandparents' past relating to that class topic. You will write the story in a brief essay form and share your stories with one or two classmates. These narrative essays will form the basis for your final paper. Of the 12 topics/classes, you will be asked to submit 10 on CANVAS.

Mid-Term Take-Home Exam

You will write a 3-page paper on a topic within the course curriculum. The goal of this paper is to apply a theory from class to your personal life experiences, and reflect on the theory's utility in better understanding your own development. **The paper is due on June 19 at 1 pm.**

Final Paper

You will utilize your weekly narratives to analyze and integrate information you have learned in this class with these stories. write a 6 to 8-page paper. In the paper, you will discuss and integrate the your real life experiences with reference to the various theories and concepts covered in the course. More details on this assignment, will be provided on CANVAS. **This final paper is due by midnight on July 6.**

Assignment Point Values

Assignment	Points	Due Date
Class Presentation	20	Once per semester
Mid-Term Take-Home Exam	30	
Narrative Essays	10	10 times per semester
Final Paper	40	
TOTAL	100	

Grading Scale

The following scale will be used to determine grades:

A	92-100
A-	89-91
B+	86-88
B	82-86
B-	79-81

Absences and Communication

You are asked to notify Dr. Suizzo by email or telephone if you are unable to attend class or need to miss a part of the class (arrive late or leave early) for any reason. If you must miss a class, we may ask you to provide documentation to explain your absence. If more than one class is missed with no excuse, 5 points may be deducted from your final grade for each absence.

We expect you to check your email on a daily basis to ensure that you receive time-sensitive information and inquiries from us. Please respond to all email inquiries within 24 hours.

Please do not hesitate to visit Dr. Suizzo or Ms. Nguyen either during our office hours or by making an appointment if you have any concerns or questions about the class.

University Policies and Support

Academic Integrity

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 more information, please visit the Office of the Dean of Students web site at <http://deanofstudents.utexas.edu/conduct/academicintegrity.php>

For information on avoiding plagiarism, visit the UT Libraries website: <http://www.lib.utexas.edu/services/instruction/avoidplagiarism.html>

Students with Disabilities

The University of Texas at Austin provides upon request reasonable academic accommodations for eligible students with disabilities. For more information contact the Division of Diversity and Community Engagement at 512-471-6259, videophone: 512-410-6644 or visit their website: <http://diversity.utexas.edu/disability/>

Writing Center

If you would like extra help with writing, please do not hesitate to utilize the services offered to graduate students by the Sanger Learning Center, Jester Room A332, Open Monday through Friday, 8 am to 5 pm. Call 512-471-3614. or visit <http://ugs.utexas.edu/slc/grad>

Religious Holy Day Observance

If an assignment is due on a day when you are observing a religious holy day, please let us know as soon as possible so that we may work find an alternative time to submit the work.

Safety information

Occupants of buildings on the UT campus are required to evacuate buildings when a fire alarm is activated and to assemble outside. Familiarize yourself with all exit doors of each classroom and building you occupy. The nearest exit door may not be the one you used when entering the building. In the event of an evacuation, follow the instructions of class instructors. Do not re-enter a building unless given instructions by the UT Police Department or Fire Prevention Services Office. ***Students needing assistance in evacuation shall inform their instructor in writing during the first week of class.***

Other Important Emergency Information: <http://www.utexas.edu/safety/preparedness/>
Behavior Concerns Advice Line: 512-232-5050. Use this resource to help fellow UT members about which you have concerns.

Guidelines for Article Presentations

In a powerpoint presentation, please summarize the 6 main points below. Please upload your presentation to CANVAS by 10 am the morning of your presentation.

1. Topic and theoretical perspective: What was the general topic the researchers were examining and what was their basic theoretical perspective?
2. Research questions: What were the authors' main research questions and hypotheses (if they proposed them)?
3. Methods: What approach did the researchers use to investigate their hypotheses? Did they use self-report scales, interviews, observations, laboratory experiments, or interventions? Briefly describe their sample, procedures, and measures.
4. Findings: Without going into statistical detail, what were the main findings of the study?
5. Interpretation and applications/implications: What did the authors state was the meaning of the findings? Did they suggest practical applications or theoretical implications resulting from their study?
6. Analysis: What are your observations of the research in terms of strengths and weaknesses. Did you agree with the conclusions drawn in the paper?

Discussion questions:

1. What did you learn from reading this article that was most interesting or surprising to you? How do you think what you learned might change your thinking even if only in a small way?
2. How do the main points or findings (or one of the main points or findings) relate to your own life and/or development? Does the author's discovery or thesis make sense to you in terms of your own life experiences? Explain.

Weekly Readings

June 5: Contexts of Child Development: Culture & Socio-economic Status

- *Burton, L. M. & Price-Spratlen, T. (1999). Through the eyes of children: An ethnographic perspective on neighborhoods and child development. In Masten, A. S. *Cultural processes in child development - Minnesota symposia on child psychology*, vol. 29, (pp. 77-96). Mahwah, N.J.: Lawrence Erlbaum.
- *NICHD Early Child Care Research Network (2005). Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade. *Child Development*, 76(4), 795-810.
- Suizzo, M.-A., Chen, W.-C., Cheng, C.-C., Liang, A., Contreras, H., Zanger, D., & Robinson, C. R. (2008). Parental beliefs about young children's socialization across U.S. ethnic groups: Coexistence of independence and interdependence. *Early Child Development and Care*, 178(5), 467-486.
- Walker, S. O., & Plomin, R. (2006). Nature, Nurture, and Perceptions of the Classroom Environment as They Relate to Teacher-Assessed Academic Achievement: A twin study of nine-year-olds. *Educational Psychology*, 26(4), 541-561.

June 7: Infancy and Early Development: Attachment and Temperament

- *Cervera, M. D., & Mendez, R. M. (2006). Temperament and ecological context among Yucatee Mayan children. *International Journal of Behavioural Development*, 30(4), 326-337.
- *Simpson, J. A., Collins, W., Tran, S., & Haydon, K. C. (2007). Attachment and the experience and expression of emotions in romantic relationships: A developmental perspective. *Journal of Personality And Social Psychology*, 92(2), 355-367.
- Posada, G., Lu, T., Trumbell, J., Kaloustian, G., Trudel, M., Plata, S. J., & ... Lay, K. (2013). Is the secure base phenomenon evident here, there, and anywhere? A cross-cultural study of child behavior and experts' definitions. *Child Development*, 84(6), 1896-1905.
- Gernhardt, A., Keller, H., & Rübeling, H. (2016). Children's family drawings as expressions of attachment representations across cultures: Possibilities and limitations. *Child Development*, 87(4), 1069-1078.

June 8: Early Childhood: Theory of Mind and Language Development

- *Vinden, P. G. (2002). Understanding minds and evidence for belief: A study of Mofu children in Cameroon. *International Journal of Behavioral Development*, 26(5), 445-452.
- *Pungello, E. P., Iruka, I. U., Dotterer, A. M., Mills-Koonce, R., & Reznick, S. (2009). The effects of socioeconomic status, race, and parenting on language development in early childhood. *Developmental Psychology*, 45(2), 544-577.
- Pennebaker, J. W., & Stone, L. D. (2003). Words of wisdom: Language use over the life span. *Journal of Personality and Social Psychology*, 85(2), 291-301.

Barac, R., & Bialystok, E. (2012). Bilingual effects on cognitive and linguistic development: Role of language, cultural background, and education. *Child Development*, 83(2), 413-422.

June 12: Childhood: Cognitive Development, Piaget, and Vygotsky

*Master, A., Markman, E. M., & Dweck, C. S. (2012). Thinking in categories or along a continuum: Consequences for children's social judgments. *Child Development*, 83(4), 1145-1163.

*Silva, K. G., Correa-Chávez, M., & Rogoff, B. (2010). Mexican-heritage children's attention and learning from interactions directed to others. *Child Development*, 81(3), 898-912.

Okamoto, Y., Curtis, R., Jabaghourian, J. J., & Weckbacher, L. (2006). Mathematical precocity in young children: A neo-Piagetian perspective. *High Ability Studies*, 17(2), 183-202.

Vallotton, C. D., & Ayoub, C. C. (2010). Symbols build communication and thought: The role of gestures and words in the development of engagement skills and social-emotional concepts during toddlerhood. *Social Development*, 19(3), 601-626.

June 14: Childhood: Emotional Development and Moral Development

*Cole, P. M., Tamang, B., & Shrestha, S. (2006). Cultural Variations in the Socialization of Young Children's Anger and Shame. *Child Development*, 77(5), 1237-1251.

*Nelson, J. A., Leerkes, E. M., Perry, N. B., O'Brien, M., Calkins, S. D., & Marcovitch, S. (2013). European-American and African-American mothers' emotion socialization practices relate differently to their children's academic and social-emotional competence. *Social Development*, 22(3), 485-498.

Reese, E., Bird, A., & Tripp, G. (2007). Children's self-esteem and moral self: Links to parent-child conversations. *Social Development*, 16(3), 460-478.

Krettenauer, T., Jia, F., & Mosleh, M. (2011). The role of emotion expectancies in adolescents' moral decision making. *Journal of Experimental Child Psychology*, 108(2), 358-370.

June 15: Early Adolescence: Gender Identity and Sexuality

*Freeman, N. (2007). Preschoolers' perceptions of gender appropriate toys and their parents' beliefs about genderized behaviors: Miscommunication, mixed messages, or hidden truths? *Early Childhood Education Journal*, 34(5), 357-366.

*Raffaelli, M., & Ontai, L. L. (2004). Gender socialization in Latino/a families: Results from two retrospective studies. *Sex Roles*, 50(5-6), 287-299.

Weststrate, N. M., & McLean, K. C. (2010). The rise and fall of gay: A cultural-historical approach to gay identity development. *Memory*, 18(2), 225-240.

Way, N., Cressen, J., Bodian, S., Preston, J., Nelson, J., & Hughes, D. (2014). 'It might be nice to be a girl... Then you wouldn't have to be emotionless': Boys' resistance

to norms of masculinity during adolescence. *Psychology Of Men & Masculinity*, 15(3), 241-252.

June 19: Adolescence: Peer Relations and Friendship Development

- *Plummer, D. L., Stone, R. T., Powell, L., & Allison, J. (2016). Patterns of adult cross-racial friendships: A context for understanding contemporary race relations. *Cultural Diversity and Ethnic Minority Psychology*, 22(4), 479-494.
- *Goldstein, S. E., Davis-Kean, P. E., & Eccles, J. S. (2005). Parents, peers, and problem behavior: A longitudinal investigation of the impact of relationship perceptions and characteristics on the development of adolescent problem behavior. *Developmental Psychology*, 41(2), 401-413.
- Rose, A. J., Smith, R. L., Glick, G. C., & Schwartz-Mette, R. A. (2016). Girls' and boys' problem talk: Implications for emotional closeness in friendships. *Developmental Psychology*, 52(4), 629-639.
- Rueda, H. A., Lindsay, M., & Williams, L. R. (2015). "She posted it on Facebook": Mexican American adolescents' experiences with technology' and romantic relationship conflict. *Journal of Adolescent Research*, 30, 419-445.

June 21: Emerging Adulthood: Self and Identity Development

- *Holleran, L. K., & Waller, M. A. (2003). Sources of Resilience Among Chicano/a Youth: Forging Identities in the Borderlands. *Child & Adolescent Social Work Journal*, 20(5), 335-350.
- *Schwartz, S. J., Beyers, W., Luyckx, K., Soenens, B., Zamboanga, B. L., Forthun, L. F., & ... Waterman, A. S. (2011). Examining the light and dark sides of emerging adults' identity: A study of identity status differences in positive and negative psychosocial functioning. *Journal of Youth and Adolescence*, 40(7), 839-859.
- Reese, E., Fivush, R., Merrill, N., Wang, Q., & McNally, H. (2017). Adolescents' intergenerational narratives across cultures. *Developmental Psychology*, 53(6), 1142-1153.
- Way, N., Hernández, M. G., Rogers, L. O., & Hughes, D. L. (2013). 'I'm not going to become no rapper': Stereotypes as a context of ethnic and racial identity development. *Journal Of Adolescent Research*, 28(4), 407-430.

June 22: Adulthood: Partnering and Parenthood

- *Rochlen, A. B., Suizzo, M., McKelley, R. A., & Scaringi, V. (2008). 'I'm just providing for my family': A qualitative study of stay-at-home fathers. *Psychology of Men & Masculinity*, 9(4), 193-206.
- *Katz-Wise, S. L., Priess, H. A., & Hyde, J. S. (2010). Gender-role attitudes and behavior across the transition to parenthood. *Developmental Psychology*, 46(1), 18-28.

Ogolsky, B. G., Surra, C. A., & Monk, J. K. (2016). Pathways of commitment to wed: The development and dissolution of romantic relationships. *Journal of Marriage And Family*, 78(2), 293-310.

Farr, R. H., Forssell, S. L., & Patterson, C. J. (2010). Parenting and child development in adoptive families: Does parental sexual orientation matter?. *Applied Developmental Science*, 14(3), 164-178.

June 26: Middle Adulthood: Work and Play

*Chow, A., Galambos, N. L., & Krahn, H. J. (2017). Work values during the transition to adulthood and mid-life satisfaction: Cascading effects across 25 years. *International Journal Of Behavioral Development*, 41(1), 105-114.

*Ihle, A., Oris, M., Fagot, D., Baeriswyl, M., Guichard, E., & Kliegel, M. (2015). The association of leisure activities in middle adulthood with cognitive performance in old age: The moderating role of educational level. *Gerontology*, 61(6), 543-550.

Abele, A. E., & Spurk, D. (2011). The dual impact of gender and the influence of timing of parenthood on men's and women's career development: Longitudinal findings. *International Journal Of Behavioral Development*, 35(3), 225-232.

Whiston, S. C., Feldwisch, R. P., Evans, K. M., Blackman, C. S., & Gilman, L. (2015). Older professional women's views on work: A qualitative analysis. *The Career Development Quarterly*, 63(2), 98-112.

June 28: Aging and Meaning Making

*Ardelt, M. (2010). Are Older Adults Wiser Than College Students? A Comparison of Two Age Cohorts. *Journal of Adult Development*, 17, 193-207.

*Ebner, N. C., Freund, A. M., & Baltes, P. B. (2006). Developmental changes in personal goal orientation from young to late adulthood: From striving for gains to maintenance and prevention of losses. *Psychology And Aging*, 21(4), 664-678.

Utz, R. L. (2011). Like mother, (not) like daughter: The social construction of menopause and aging. *Journal of Aging Studies*, 25(2), 143-154.

Reichstadt, J., Sengupta, G., Depp, C. A., Palinkas, L. A., & Jeste, D. V. (2010). Older adults' perspectives on successful aging: Qualitative interviews. *The American Journal Of Geriatric Psychiatry*, 18(7), 567-575.

June 29: End of Life: Dependence and Departures

*Brown, S. L., Neese, R. M., Vinokur, A. D., & Smith, A. D. (2003). Providing social support may be more beneficial than receiving it: Results from a prospective study of mortality. *Psychological Science*, 14, 320-327.

*Keeley, M. P., Generous, M. A., & Baldwin, P. K. (2014). Exploring children/adolescents' final conversations with dying family members. *Journal of Family Communication*, 14(3), 208-229.

- Waterworth, S., & Jorgensen, D. (2010). It s not just about heart failure - Voices of older people in transition to dependence and death. *Health & Social Care In The Community*, 18(2), 199-207.
- Chen, C. K., Waters, H. S., Hartman, M., Zimmerman, S., Miklowitz, D. J., & Waters, E. (2013). The secure base script and the task of caring for elderly parents: Implications for attachment theory and clinical practice. *Attachment & Human Development*, 15(3), 332-348.