

SYLLABUS

Individual Through the Life Cycle (EDP 382F)

Fall 2017 - Unique #10735 - SZB 435

Instructor: Dr. Marie-Anne Suizzo; **Email:** msuizzo@austin.utexas.edu

Office & hours: SZB 506A, Tuesdays, 12:30 – 2:30 and by appointment

COURSE GOALS

This course has three main goals.

- 1) **to become familiar with 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.
- 2) **to understand 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.
- 3) **to build skills in co-constructing and communicating understanding** through class discussions, oral presentations, analytical writing, and other learning activities.

CLASS	DATE	TOPIC
1	8/30	Introduction to Course: The Lifespan Developmental Perspective
2	9/6	Contexts and Sources of Development: Culture, SES, and Socialization
3	9/13	Infancy and Early Childhood: Attachment and Temperament
4	9/20	Early Childhood: Theory of Mind and Language Development
5	9/27	Childhood: Cognitive Development, Piaget and Vygotsky
6	10/4	Childhood: Emotional Development and Moral Development
7	10/11	Adolescence: Peer Relations and Friendship Development
8	10/18	Adolescence and Adulthood: Continuity and Change over the Lifecycle
9	10/25	Adolescence and Emerging Adulthood: Gender and Sexuality
10	11/1	Adolescence and Emerging Adulthood: Self and Identity Development
11	11/8	Adulthood: Partnering and Parenthood
12	11/15	Middle Adulthood: Work and Play
13	11/22	Thanksgiving
14	11/29	Late Adulthood: Aging and Meaning Making
15	12/6	End of Life: Dependence and Departures

Assignments

Readings

For each topic covered in class, 3 to 4 readings will be provided on CANVAS. You will be expected to read these required readings each week, and be prepared to discuss them in class. Optional supplemental readings will be provided on some topics.

Class Presentation

Each student will select one of the topics covered in class, and with a classmate, prepare and present a 20-minute presentation on this topic. The presentation will include discussion of 2 empirical studies on the topic with a focus on a real-world issue or problem faced by practitioners. Guidelines for this presentation are available on CANVAS.

Narrative Essays

During most class meetings, 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. You will be asked to upload 10 of the total essays on CANVAS.

Mid-Term Take-Home Exam

You will write a 3-page essay responding to a prompt provided one week before the exam due date. The goal of this exam is to apply one or more developmental theories to a personal life experience or to a real world problem. **The exam is due on October 18 at 1 pm.**

Final Paper

In this 6- to 8-page paper, you will utilize theoretical concepts presented in this class to analyze either a selection of your weekly narratives, or an interview you conduct with an elderly adult. This paper will provide an opportunity to integrate an individual's real life experiences, identify themes across those experiences, and assess the utility of various theories and concepts for deepening your understanding. More details on this assignment will be provided on CANVAS. **This final paper is due by midnight on December 13.**

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, I 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. You are expected to check your email on a daily basis to ensure that you receive time-sensitive information and inquiries from me. Please respond to all email inquiries within 24 hours.

Please do not hesitate to visit Dr. Suizzo during 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.

Weekly Readings

September 6: 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.

September 13: Infancy and Early Development: Attachment and Temperament

- Bowlby, J. (1969). The child's tie to his mother: Attachment behavior. Attachment and loss, Volume 1, Attachment. NY: Basic Books.
- 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.
- 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.

September 20: 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.
- 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.

September 27: Childhood: Cognitive Development, Piaget, and Vygotsky

- Siegler, R. S. (1986) Chapter 2: Piaget's theory of development. In R. S. Siegler, *Children's thinking*. (pp 17 -57). Englewood Cliffs, NJ: Prentice-Hall.
- Vygotsky, L. S. (1978). Interaction between learning and development. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.) *Mind in society: The development of higher psychological processes* (pp. 79-91). Cambridge, MA: Harvard University Press.
- 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.
- 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.

October 4: Childhood: Emotional Development and Moral Development

- Kohlberg, L. (1984). Chapter 2: Moral stages and moralization: The cognitive-developmental approach. In L. Kohlberg *Essays on moral development, Volume II: The psychology of moral development: The nature and validity of moral stages* (pp. 170-205). San Francisco, CA.: Harper & Row, Publishers.
- 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.

October 11: Adolescence: Peer Relations and Friendship Development

- 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.

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.

October 18: Continuity and Change over the Lifecycle

McAdams, D. P., & Olson, B. D. (2008). Personality development: Continuity and change over the life course. *Annual Review of Psychology*, 61, 517-542.

October 25: Early Adolescence: Gender Identity and Sexuality

Selman, R. L., Levitt, M. Z., & Schultz, L. H. (1997). The friendship framework: Tools for the assessment of psychosocial development. In R. Selman, C. L. Watts, & L.H. Schultz, (Eds.), *Fostering friendship: Pair therapy for treatment and prevention* (pp. 31-52). New York: Aldine de Gruyter.

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.

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.

November 1: Emerging Adulthood: Self and Identity Development

Muuss, R. E. (1996). Chapter 3: Erik Erikson's theory of identity development and Chapter 4: Theoretical expansion and empirical support for Erikson's theory. In R. E. Muuss, *Theories of adolescence* (pp. 42-75). New York, N.Y.: McGraw-Hill.

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.

Reese, E., Fivush, R., Merrill, N., Wang, Q., & McAnally, 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.

November 8: 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.

November 15: 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.

November 29: 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.
- 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.

December 6: 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.