

Course Syllabus
Individual through the Lifecycle
Spring 2018

EDP 382F Unique number: 10255

Instructor: Kristin Neff

Room: SZB 268

Time: Tuesday 1:00 - 3:30 (Five minutes leeway at beginning)

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Office hours: By appt.

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, peer development, 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 10 minute break, 30 minutes for presentation of one or two journal articles and 30 minutes of small group discussion.

Required texts: Articles are either in pdf format (in Canvas) or are part of a Course reader – available through Deep Eddy Media. Contact Jerome Kubala: jerome.kubala@gmail.com.

Discussion questions: Students will be responsible for writing two general discussion questions about readings for the next day's class topic, to be posted on Canvas by midnight on the Monday night before class. The questions will then be collated into several major themes for small group discussion.

Observation Papers: These will be a series of four short papers (2-3 pages double spaced) that ask you to discuss personal experiences relevant to a particular class topic. There are no right or wrong answers to these questions, they are designed to get you to think deeply about your own experiences and how the legacy of these experiences are operating in your lives today. Please see observation paper assignment sheet and sample paper on Canvas. Please post papers to Canvas by midnight on their due date.

Final paper: This paper will write up the results of an interview you will conduct with an older person. The interview will ask a series of questions of the interviewee related to class topics (i.e. parenting, identity, self-concept, etc.) One of the main tasks of the paper is to be able to discuss and integrate the person's real life experiences with reference to the various theories we have covered in the course. The final paper should be 8-10 pages long (double spaced, not including references or title page) and written in APA style with references. See assignment sheet and sample paper on Canvas. Please post on Canvas by midnight 05/08. Note that you will also be discussing your interview with classmates on 05/01.

Class Notes: Class notes will be posted shortly after each class on Canvas.

Electronics Policy: Because I have reduced the pressure to take notes in class by providing access to the notes from the PowerPoint presentations, I ask that you do not use electronic devices during class in order to fully focus on class discussions and exercises.

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 for the final exam and 30 pts for the final paper.

Jan. 16 – Introduction

Jan. 23 Cognitive, Social and Emotional Development in Infancy

Siegler, R. S. (1986). *Children's thinking*. Englewood Cliffs, NJ: Prentice-Hall. Chap. 2 (pp 17 - 30).

Reschke, P. J., Walle, E. A., & Dukes, D. (2017). Interpersonal development in infancy: The interconnectedness of emotion understanding and social cognition. *Child Development Perspectives*.

Jan. 30 Cognitive, Social and Emotional Development in Childhood

Wadsworth, B. J. (2004). *Piaget's theory of cognitive and affective development*. San Francisco: Pearson. Chap. 4 and 5.

Apperly, I. A. (2012). What is "theory of mind"? Concepts, cognitive processes and individual differences. *The Quarterly Journal of Experimental Psychology*, 65(5), 825-839.

Feb. 06 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.

Elkind, D. (1967). Egocentrism in adolescence. *Child development*, 1025-1034.

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.

Feb. 11 Thought Paper #1 due (please submit on Canvas by midnight)

Feb. 13 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.

Feb. 20 - 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.

Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational psychology review*, 17(2), 125-146.

Feb. 25 Thought paper #2 due (please submit on Canvas by midnight)

Feb. 27 Gender and Peer Development

Gifford-Smith, M. E. & Brownell, C. A. (2003). Childhood peer relationships: Social acceptance, friendships, and peer networks. *Journal of School Psychology*, 41, 235-284.

Martin, C. L., & Ruble, D. N. (2010). Patterns of gender development. *Annual review of psychology*, 61, 353-381.

March 01 Take-home mid-term exam given at 10 am, due by March 02 by midnight (please submit on Canvas)

March 06 The development of psychological, emotional, and moral autonomy

Deci, E. L., & Ryan, R. M. (2014). Autonomy and need satisfaction in close relationships: Relationships motivation theory. In *Human motivation and interpersonal relationships*(pp. 53-73). Springer Netherlands.

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.

March 13 – Spring Break

March 20 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., & McLean, K. C. (2013). Narrative identity. *Current Directions in Psychological Science*, 22(3), 233-238.

March 25 Thought paper #3 due (please submit on Canvas by midnight)

March 27 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.

April 03 – No class day

April 10 The development of emotional intelligence

Keng, S. L., Smoski, M. J., & Robins, C. J. (2011). Effects of mindfulness on psychological health: A review of empirical studies. *Clinical psychology review*, 31(6), 1041-1056.

Neff, K. D. & Germer, C. (2017). Self-Compassion and Psychological Wellbeing. In J. Doty (Ed.) *Oxford Handbook of Compassion Science*, Ch. 27. Oxford University Press.

April 15 Thought paper #4 due (please submit on Canvas by midnight)

April 17 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.

April 24 Atypical Development - The autism spectrum

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

**** Cumulative take-home exam given April 27 at 10am, due by April 28 at midnight (please submit on Canvas)***

May 01 – In-class presentation of interviews

May 08 – Final paper due by midnight (please submit on Canvas)