

WI: PSY 221
Lifespan Development
Spring 2005

Instructor: Dr. Michelle Haney
Meeting times/days: MWF 10-10:50
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Office Hours: MWF 11-12, 1-3; TTH 11-12, or by appointment

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Course Description:

This course will investigate the process of human growth and development and the conditions necessary for normal (optimal) development. We will also consider extraordinary social, cultural, and developmental circumstances that may influence the course of development.

Purpose of Course:

The primary purpose of this course is to provide an overview of human development across the lifespan. Students will be introduced to theories of development prominent in the research (birth to late adulthood), ethical debates, and research including physical, cognitive, emotional, and social/cultural development across the life span.

Goals/Objectives of Course:

1. To develop a broad understanding of how the interplay of biology, physiology, and environment shapes development.
2. To understand the major theories in the field of human development.
3. To explore the range of individual differences within the realm of typical development.
4. To consider some of the research in human development from prenatal to late adulthood, and ethical issues surrounding this research.
5. To appreciate the continuity of development throughout the lifespan.
6. To allow students to gain experience demonstrating their learning through a variety of mediums including traditional multiple choice tests, creative essays, reflection papers, collaborative group work, oral presentations, and class discussions.
7. To further develop writing skills as a means of thinking critically and deeply about subject material in this course.
8. To consider and reflect upon historical and modern-day cultural institutions that promote social climates that negatively impact human development, such as racism, anti-Semitism, and misogyny.

Expected Outcomes:

The student's mastery of the course goals will be determined by a variety of performance measures including exams, formal presentations, class activities, and an applied project.

Instructional Method:

The instructional method will primarily include class discussions, individual writing and group assignments, lectures, field trips, and audiovisual presentations.

Required Texts:

Bee, H., & Boyd, D. (2002). *Lifespan Development: Third Edition*. Boston, MA: Allyn & Bacon

Cohen, E. (2003). *The House on Beartown Road. A Memoir of Learning and Forgetting*. NY: Random House

Sattler, D. N., Kramer, G. P., Shabatay, V., & Bernstein, D. A. (2000). *Lifespan Development in Context. Voices and Perspectives*. Boston, MA: Houghton Mifflin Company

Students with Disabilities:

It is the responsibility of the student to notify the college of special needs. If you have a diagnosed disability that may require some accommodations for success in this class, please set up an appointment to discuss this with this professor. In addition, it is important that you contact the Academic Support Center (Krannert 326, extension 4080) as soon as possible to ensure that any accommodations needed are implemented in a timely manner. Reasonable accommodations will be made.

Extra Help for any student:

Students who believe they may need tutoring in this class are encouraged to contact the instructor as soon as possible so that arrangements can be made with the Academic Support Center to provide a tutor in a timely manner. In addition, the Writing Center is an excellent resource for this class. Students concerned about their performance in a writing intensive class are strongly encouraged to initiate contact with the Writing Center early in the semester!

Academic Support Center is located in Krannert 339 (Ext. 4080).

Academic Support Center website

http://www2.berry.edu/academics/services/Academic_Support_Center/index.asp

Assignments	Points	Percentage of Total Grade
Individual Life span in Context Projects (4 sections, 100 points each)	400	(40%)
3 Multiple Choice/Short Answer Quizzes (100 points each)	300	(30%)
Group Presentations	100	(10%)
Take Home Final Exam	200	(20%)
Total Possible Points	1000	(100%)

Grading Scale:

A	930-1000
A-	900-929
B+	880-899
B	830-879
B-	800-829
C+	780-799
C	730-779
C-	700-729
D+	680-699
D	600-679
F	<600

Details of Course Assignments

1. Three Exams- (100 points each = total 300 points)

Multiple-choice and short-essay exams addressing class lectures and assigned readings.

2. Life Span in Context Project (400 points)

This portion of the course requires that you read the Sattler (Psychology in Context) and the Cohen (The House on Bearton Road) books.

Students will complete a lifespan development project that applies material from this course to events in their own lives and and/or those friends/family members. Assigned readings and questions from Sattler's *Lifespan Development in Context* correspond with each section of the project. Additional questions to address for each section are listed below. All written material should be typed. Your responses to these thought questions should be approximately 1-2 typed pages for each of the nine developmental stages (described below).

Students are encouraged to be as creative as they wish, while demonstrating an understanding of the research presented in this course. For this information, you may interview friends and family, consult baby books, pictures, and videos, and rely on your own memories. You may estimate dates and other data if you need

to. If you choose to use pictures, please try to use copies of original pictures. The pictures documenting your family and life history are precious and I do not want to risk losing or damaging original copies in any way.

Four sections will be due at separate times, corresponding with material covered in class.

Section I-The Beginning, Infancy, Early Childhood

Section II- Middle Childhood, Adolescence, Early Adulthood

Section III- Middle Adulthood, Senior Adulthood, and End of Life Issues

Section IV- Environmental, social, political, and/or other cultural factors that have influenced my development.

For the Life-span in context project

Section I

A. The Beginning

- Read Sattler, p. 11, *Birth Ceremonies of the Quiche Community*, respond to questions 1 and 2 (on p. 15)
- Interview your parents as to how your mother felt when she was pregnant. How did she prepare for your birth? How did your father (and older siblings if you have them) prepare for your birth? If you were adopted, describe how your parents prepared for your arrival. Ask family members the types of supports they received from their community (i.e., friends and coworkers, other family members, neighbors, etc.).
- Did you arrive early, late, or on time? What was your condition at birth, weight, height?

B. Infancy

- Read Sattler's *Madeleine's First Months of Life (p. 3) and Perpetual Motion, A Curious Baby (p. 25)*. Answer question #4 on Pg. 10. Ask your parents how they approached toilet training. Do you believe this early training influences later emotional development? Answer #2 on pg. 28 (you may refer back to your text book)
- At what ages did you reach developmental milestones? How did you compare to your siblings, if you have any?

C. Early Childhood

- Choose one of the readings in section 2 of *Sattler*- Respond to the first two questions of whichever reading you choose. Tie in your response to your own childhood experiences and/or theories of child development we discussed in class whenever possible.
- Were you the first child, second child, etc.? How did you relate to siblings and other children? If you have siblings, consider how your environment growing up was different from those of your siblings, even though you were raised in the same household. What were your early dislikes and likes? Did you have a certain toy or object that comforted you? What were your early experiences and feelings about school?

Section II.**A. Middle Childhood**

- Choose one of the readings in section 3 of *Sattler*- Respond to the first two questions of whichever reading you choose. Tie in your response to your own childhood experiences and/or theories of child development we discussed in class whenever possible.
- Did you have a favorite pet? Describe your relationship between yourself and your siblings (if you had any). Describe memories of important family events. Do you recall an experience that happened during this time that made a real impact on you (happy or sad)?

B. Adolescence

- Choose one of the readings in section 4 of *Sattler*- Respond to the first two questions of whichever reading you choose. Tie in your response to your own childhood experiences and/or theories of development we discussed in class whenever possible.
- Did you like school, why or why not? Did you have a best friend, describe him or her. Describe your relationship with your parents. Did you have a mentor or an older adult you looked up to. What do you think you felt was most important in your life at this time?

C. Early Adulthood

- Choose one of the readings in section 5 of *Sattler*- Respond to the first two questions of whichever reading you choose. Tie in your response to your own experiences and/or theories of development we discussed in class whenever possible.
- What are your interests and activities after school and on the weekends.? How do you think your values or interests have changed since adolescence (if they have). Have your relationships changed between yourself and your friends? What are your plans for your future? What is most important in your life right now?

Section III.**A. Middle Adulthood**

- Choose one of the readings in section 6 of *Sattler*- Respond to the first two questions of whichever reading you choose. Tie in your response to your own experiences and/or theories of development we discussed in class whenever possible.
- How do you anticipate your life will be different at this stage of your life? Describe how you anticipate your family life, career/work, and how you will spend your free time? What life changes may you anticipate during this time?

B. Late Adulthood

- Choose one of the readings in section 7 of *Sattler*- Respond to the first two questions of whichever reading you choose. Tie in your response to your own experiences and/or theories of development we discussed in class whenever possible.
- Interview a senior adult (such as grandparents). Ask how life is different for them as compared to when they were in their 40's and 50's. Have their interests changed, relationships with family members, daily activities? Describe where they appear to be according to Erikson's stages of adult development.

C. End of Life Issues

- Choose one of the readings in section 8 of *Sattler*- Respond to the first two questions of whichever reading you choose. Tie in your response to your own experiences and/or theories of development we discussed in class whenever possible.
- Have you ever lost a loved one? If so, how did you and your family deal with this loss (i.e., mourning rituals, ceremonies, grieving, celebrating special memories, carrying on traditions). Was the death sudden and unexpected or a terminal illness? Do your family members talk openly about end of life issues, or is this a kind of "taboo" subject?

Section IV**Environmental, Social, political, and/or other cultural factors that have influenced my development.**

Refer to *The House on Beartown Rd*, relevant field trips, and personal experiences when responding to the following questions.

A. House on Beartown Road

Elizabeth Cohen (the author of *The House on Beartown Rd.*) is in the *sandwich generation*, caring for both an infant and her aging father. How has Elizabeth's adult development been impacted by caring for her father? Consider how she has tried to come to terms with "trading places", in that now she is in the caregiver role. To what extent do you feel this has negatively impacted her life, as well as enriched her life?

-Elizabeth writes (pg. 195) “I can’t help but notice that they are the same, almost identical, Ava and Daddy’s brains. Maybe that is why I feel so alone here, left out of their club”. What do you think Elizabeth means by this? In what ways does this “meeting at the crossroads” contribute to the development of both Ava and her grandfather? How are they different developmentally?

B. Choose one of the field trips or guest speakers

Reflect on one of the field trips you attended or guest speakers that came to class. To what extent has life situations (changes in family, health, social-political climate, governmental policy) impacted their lives. To what extent have the people you met through these other experiences represented the typical life development patterns discussed in class and in the readings?

C. Consider your own life.

Describe some aspect of your culture (may relate to religion, family traditions, local customs, racial identity, language, etc.), family-social experiences, political climate, etc. that has impacted your development. How has your culture and environment contributed to the decisions you have made, and ultimately who you are today?

Evaluation Criteria for Lifespan in Context Project (100 possible points x 4= 400 total)

- _____ 1. **25 points-Comprehensiveness**- Extent to which all assigned questions were addressed (both those in the Sattler book and the additional questions listed in the syllabi)
- _____ 2. **25 points- Reflection**-Extent to which student integrates personal experiences, observations, and/or insights into responses
- _____ 3. **25 points- Application of knowledge**- Extent to which student integrates developmental research or theories discussed in class or in the text book into responses
- _____ 4. **25 points- Quality of writing**-Grammar, spelling, responses presented in a clear and thoughtful manner. Proofing and editing these projects are encouraged.

3. Group Presentations: (200 points)

During the first few weeks of class, students will sign up for a topic and will be placed in a small working group according to topic of interest. Presentations should be approximately 10-15 minutes in length. Students will work together (approximately 3-5 people per group) to do the following:

- ❖ **Review the research in the chosen area. Each student is responsible for reviewing a research article. A copy of each article should be given to the professor prior to the presentation.**
 - ❖ **Read the sections in the text book that correspond with the given topic**
 - ❖ **Presentation (A or B below) approximately 15 minutes.**
- (all groups responsible for two points above)**

-AND EITHER-

A.

- ❖ Present an overview of these issues on assigned class day. May use power point, VCR, overheads, poster, etc.
- ❖ Prepare a handout or power point for the class outlining significant issues in this topic

-OR-

B.

- ❖ Review a movie in popular culture genre that addresses your topic. Must be approved by professor at least 2 weeks prior to presentation.
- ❖ Prepare a handout comparing/contrasting issues presented in the movie in comparison to the current research. Discuss how effectively does the media portray this issue in adult development?
- ❖ Cue the video in advance, and present a 3-5 minute segment of the chosen video highlighting one of the issues you would like to discuss.
- ❖ After showing the video clip, discuss the comparison between the media's presentation of this topic on the video and the research you have read.

Evaluation Criteria Group Presentations (100 possible points)

- ___ **1. 20 points –Outline or Other Prepared Handout-** A handout (may be in outline form or a power point) is prepared outlining key points of the presentation. Graded on extent to which it is well organized and follows the presentation.
- ___ **2. 50 points- Quality of Presentation-** The presentation should be organized, guided by the outline, and clearly associated with the topic assigned. The presentation should not merely summarize information we have already learned in class. This presentation should contribute something new to what we have learned as a class about a particular topic.
- ___ **3. 30 points- Works Reviewed-**Each student should review one current research (peer reviewed journal article) in area. Key points of the research should be integrated into the presentation. A copy of each journal article reviewed should be given to the professor prior to the presentation. This part of the presentation will be individually written (rather than group effort).

Attendance Policy:

Class attendance and participation is strongly encouraged. A portion of your grade involves in-class activities and informal writing assignments. With the exception of emergency situations, you must inform the instructor ahead of time if you are to be absent on a test day or a day an assignment is due. It is the student's responsibility to find out about changes in class readings or assignments, and to get any notes or reading that were distributed in class.

Optional Readings Related to This Course:

- Albom, M. (1997). *Tuesdays with Morrie*. NY: DoubleDay.
- Arnett, J.J. (2000). Emerging Adulthood: A Theory of Development From the Late Teens Through the Twenties. *American Psychologist*, 55, 469-480.
- Barnett, R. C., & Hyde, J.S. (2001). Women, Men, Work, and Family. An Expansionist Theory. *American Psychologist*, 56, 781-796.
- Frank, A. (1995) *Anne Frank: The Diary of a Young Girl-The Definitive Edition*. NY: Random House.
- Fitzpatrick, J. (1996). Caring for Aging Loved Ones. *St. Raphael's Better Health*, March/April, 20-28.
- Gardner, Howard. (1993). *Multiple Intelligences: The Theory in Practice*. New York, NY: Basic Books.
- Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York, NY: Bantam Books.
- Levinson, D. J. (1986). A Conception of Adult Development. *American Psychologist*, 41, 3-13.
- Kubler-Ross, E. (1997). *On Children and Death*. NY: Simon & Shuster.
- Kubler-Ross, E. (1969). *On death and dying*. NY: Macmillan.
- Napier, A.Y. & Whitaker, C.W. (1978). *The Family Crucible*. NY: Harper and Row.
- O'Brien, T. *The Things They Carried*.
- Orenstein, P. (1994). *School Girls: Young Women, Self-Esteem, and the Confidence Gap*. NY: Doubleday.
- Padgett, D.K. (Ed.) *Handbook on ethnicity, aging, and mental health*. Westport, CT: Greenwood Press.

Tentative Schedule:

Please note, dates subject to change. Field trips are currently being scheduled. Students will be given dates in class ASAP.

Topics Discussed in Class	Assignments/Chapters from Bee and Boyd for scheduled class day
1/10 -Intro to class, Theories of developmental psychology-	1, 2
1/12-Theories of developmental psychology-	1, 2
1/14 Beginning of life	3
1/17 Beginning of life	3
1/19 Beginning of Life	3
1/21 Infancy	
1/24 Infancy	
1/26 Infancy	Sign up for Group Projects
1/28- Infancy Lab Activity	
1/31 Quiz #1	
2/2 Early Childhood	Receive information about group presentation, briefly meet with group members to exchange contact information
2/4 Field Trip to Child Development Center	
2/7 Early Childhood	
2/9 Middle Childhood	
2/11 Field Trip-Berry Elementary School-middle childhood	
2/14 Middle Childhood	
2/16 Adolescence	
2/18 Adolescence	
2/21 Adolescence	
2/23 Adolescence	
2/25 Quiz #2	
2/28 Young Adulthood	
3/2 Young Adulthood	
3/4 Middle Adulthood	
3/7 Middle Adulthood	
3/9 Senior Adulthood	
3/11 Senior Adulthood	
3/21 Meet with Groups to get ready for presentations (don't wait for this day-must be meeting before now)	
3/23 Senior Adulthood	
3/25 Good Friday	

3/28 End of Life Issues	
3/30 –TBA	
4/1 -TBA	
4/4 group presentations	
4/6 group presentations	
4/8 -----	
4/11 group presentations	
4/13 group presentations	
4/15 group presentations	
4/18 Last day of class	course evaluations, Receive take home quiz #3
Final exam	Turn in Final Exam, finish group presentations if necessary

