RUTGERS
Graduate School of Education

Fall 2021
Human Development through the Lifespan
15:295:504:90
3 Credits
Online

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Office Hours: By arrangement via phone or Zoom

Course prerequisites: One course in psychology or permission of instructor

Learning goals - Students will understand:

- Major accomplishments in human psychological functioning across the life span, from birth through death. These include social, emotional, cognitive and physical domains of development during infancy, early childhood, middle childhood, adolescence, early adulthood, middle age, and old age.

- Some changes in psychological functioning seem to follow stages or patterns while others vary across individuals.

- Development is a life-long process. Each period of the life course presents distinctive opportunities and challenges.

- The direction of change can vary by the types or categories of behavior. And, during the same developmental period, some behavior systems show increases while others might show a decrease in level of functioning.

- There is a great deal of "plasticity" (within-person variability) evident in development. For example, do younger and older adults have the same capacity to learn new things? Or, are there age differences in the capacity to cope with unexpected life events? Plasticity refers to the range in age-associated changes and constraints.

- Developmental change can be approached from a "contextual" perspective. Any particular course of individual development can be understood as the outcome of interactions among normative age-graded, normative history-graded, and non-normative idiosyncratic changes. The influence of each of these can vary over time. (Interactions here are dialectical processes--not necessarily statistical)

- While we label distinctive periods of development, such segmentation is somewhat arbitrary and is influenced by the social, cultural, and historical contexts.

- Cognitive, linguistic, social, and emotional processes function together in inter-related ways, and all are influenced by emerging neurological factors.

- Learning and development occur together and are influenced by social, emotional and cultural factors.

- Knowledge of lifespan human development is a useful tool for practitioners in education and related helping professions (e.g., counseling, social work, childcare, nursing)

Course description: This is an examination of life span human development through the lens education and developmental science. Contemporary approaches to life span human development, drawn from developmental, cultural, cognitive, and educational psychology will be used to examine major accomplishments in psychological functioning as well as the individual and contextual factors influencing developmental outcomes. Throughout, we will discuss the implications of this work for education and other applied practice.

Readings
Erford, B. T. (2017). *An Advanced Lifespan Odyssey for Counseling Professionals*. Cengage Learning.
Note: This textbook is required. It is available to rent or buy in several formats (print, e-book) and can be ordered through the Rutgers Bookstore in New Brunswick.

Additional readings will be available on Canvas course page.

Assignments/Grade Weighting: Details and due dates available on Canvas.
10% - Article annotations
15% - Brief reflective reaction papers
15% - Online discussions
10% - Critique of research article
10% - Analysis of biographical material
40% - Term paper

Grading policy
All written assignments are submitted via Canvas and have specific due dates. Work submitted after the due date/time will incur a late penalty. Participation in weekly reading annotations and periodic online discussion is required and graded.

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TENTATIVE COURSE SCHEDULE
(Weeks run from Wednesday through the following Tuesday)

Week	Topic and Reading Assignment
Week 1 Sept 1-7	Introduction Bronfenbrenner (1994) Thompson (2000)
Week 2 Sept 8-14	Foundations for lifespan developmental psychology Rogoff & Morelli (1989) Sheldon & Kasser (2001) Vygotsky (1978)
Week 3 Sept 15-21	Theories and key research frameworks Erikson E. (1960) Miller (2001) – Chapters 1 & 3
Week 4 Sept 22-28	Infancy & Toddlerhood: Trust and Autonomy Erford text - Ch 6 Kochanska & Kim (2013)

Week 5 Sept 29-Oct 5	Early Childhood: Social & Emotional Development Erford text - Ch 8 Coyne et al. (2016)
Week 6 Oct 6-12	Middle Childhood: Social & Emotional Development Erford text - Ch 10 Apfelbaum et al. (2008)
Week 7 Oct 13-19	Adolescence: Physical & Cognitive Development Erford text - Ch 11 Crocetti (2017)
Week 8 Oct 20-26	Adolescence: Social & Emotional Development Erford text - Ch 12 Schwartz et al. (2017) Werner (1995)
Week 9 Oct 27 - Nov2	Young Adulthood: Physical & Cognitive Development Erford text - Ch 13 Barry & Nelson (2008)
Week 10 Nov 3-9	Young Adulthood: Social & Emotional Development Erford text - Ch 14 Steele et al. (2014)
Week 11 Nov 10-16	Middle Adulthood: Physical & Cognitive Development Erford text – Ch 15 Borelia et al. (2014)
Week 12 Nov 17 – 23	Middle Adulthood: Social & Emotional Development Erford text - Ch 16 Fuller-Iglesias et al. (2015) Luthar (2003)
	Thanksgiving Break

Week	Topic and Reading Assignment
Week 13 Dec 1-7	Older Adulthood: Physical & Cognitive Development Erford text - Ch 17 Lachman et al. (1998)
Week 14 Dec 8-14	Older Adulthood: Social & Emotional Development Erford text - Ch 18 Roberts et al. (2015) Fingerman & Charles (2010)
Week 15 Dec 15-21	Conclusions