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 interrelated 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 of 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

*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.
Academic Integrity Policy

Academic integrity policy proscribes any form of cheating, including plagiarism. Plagiarism will be addressed in accordance with the University policy. Please keep in mind that the penalty for plagiarism can include suspension and even permanent expulsion from the university.

Office of Disability Services
Rutgers University welcomes students with disabilities into all the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

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

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

**References:**
- Coyne et al. (2016)
- Apfelbaum et al. (2008)
- Crocetti (2017)
- Schwartz et al. (2017)
- Werner (1995)
- Steele et al. (2014)
- Borelia et al. (2014)
- Fuller-Iglesias et al. (2015)
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<td>Dec 1-7</td>
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<td>Lachman et al. (1998)</td>
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<td>Week 14</td>
<td>Older Adulthood: Social &amp; Emotional Development</td>
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<td>Dec 8-14</td>
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<td>Week 15</td>
<td>Conclusions</td>
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