

LIFESPAN DEVELOPMENTAL PSYCHOLOGY

Psychology 375

Winter 1998

TuTh 2:00 - 3:20 PM; 110 Fenton

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Office hours: Tues., 3:30 - 4:30, or by appt.

Textbook: Sigelman, C.K. & Shaffer, D.R. (1995). Life-Span Human Development (2nd ed.) Brooks/ Cole Publishing Company

Course packet: A packet of required readings is available for purchase at the UO Bookstore.

COURSE DESCRIPTION:

This course will introduce you to the field of developmental psychology from a lifespan perspective. This means we will study developmental changes throughout the entire human lifespan, from conception through old age. It also means we will consider the larger cultural and historical contexts within which individuals develop.

We will adopt a topical (rather than chronological) approach, which means we will focus on individual domains of psychological development -- such as cognitive, social, and personality -- and trace developmental changes within each domain. Our task will be to critically examine developmental theories and the research literature relevant to each domain.

By the end of the term, you will have gained an understanding of the conceptual and methodological issues pertinent to the study of lifespan development. You will also have acquired knowledge about the gains and losses that occur in the areas of cognitive, social, and personality development as well as the physical changes that directly impact those domains, e.g. brain growth and aging. Most importantly, I hope you will leave this class with a broader vision of human development than you arrived with -- one that can be applied to your everyday life

EXAMS:

There will be three exams: two midterms and a final. All exam questions will be multiple-choice. Questions will cover material from classroom lectures, video clips, textbook and course packet readings. The exams will be non-cumulative; that is, the second midterm will cover only material that is presented after the first midterm, and the final will cover only material that is presented after the second midterm.

Although the lecture topics will be coordinated with the chapters assigned in your text, much of the material in your text will not be covered in class lectures. Rather, the lectures will be selective, expanding and elaborating on material introduced in the text and introducing new related material not covered in your text. So, to do well on the exams, attendance is essential.

MAKE-UP EXAMS:

There will be no make-up exams scheduled. So please make every effort to meet the exam schedule. If you are ill or another emergency arises on an exam date, please contact me as soon as possible.

GRADING

Your final course grade will be based on the total number of points you have accumulated on the three exams. Rather than calculating grades based on the total points possible, the two highest total scores in the class will be averaged and that "average top score" will be the reference point for assigning grades. Your grade will be based on the following scale:

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|---|---|------------------------------------|
| A | = | 90 - 100% of the average top score |
| B | = | 80 - 89% of the average top score |
| C | = | 70 - 79% of the average top score |
| D | = | 60 - 69% of the average top score |
| F | = | 59 % and below |

COURSE OUTLINE (Subject to modification as the class "develops")

| <u>Wk/ Date</u> | <u>Lecture Topic</u> | <u>Readings</u> |
|---|---|--|
| PART I: THEORIES, METHODS, & PHYSICAL ASPECTS OF DEVELOPMENT | | |
| 1 1/6 | Introduction to course Implicit theories of dev. & aging | Chp. 1, 2 (some sections will be read again at later dates)* "Learning to Love(gulp!) Growing Old" |
| 1/8 | The lifespan approach Issues in development | Chp. 1, pp. 2-11 |
| 2 1/13 | Dev. research designs | Chp. 1, pp. 12-25 |
| 1/15 | Gene-environment influences The prenatal environment | Chps. 3 & 4 "Nature's Clones" "When A Pregnant Woman Drinks" |
| 3 1/20 | The developing & aging brain | Chp. 5 Chp. 16, pp. 472-474 "Fertile Minds"; "The Day-Care Dilemma"; "Chips Off the Older Block"; "Experience & the Brain"; "Plundered Memories" |
| 1/22 | cont'd. | |
| 4 1/27 | EXAM #1 | |

PART II: PERCEPTUAL & COGNITIVE DEVELOPMENT

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|---|------|---|--|
| | 1/29 | Perceptual development & aging | Chp. 6; "Do You Hear What I Hear?" |
| 5 | 2/3 | Piaget's theory Infant cognition | Chp. 2, pp. 42-46* Chp. 7, pp. 174-178 "Amazing Minds of Infants" |
| | 2/5 | Child & adolescent cognition (Moral development; social cognition) | Chp. 7 continue Chp. 12, pp. 330-34 Chp. 13, pp. 372-373, 376-377, 380-382, |
| 6 | 2/10 | Adult cognition & aging | Chp. 7; "The Reason of Age" |
| | 2/12 | Memory Across the Lifespan | Chp. 8 |
| 7 | 2/17 | cont'd. | |
| | 2/19 | Intelligence across the lifespan | Chp. 9; "Intelligence"; "The EQ Factor" |
| 8 | 2/24 | EXAM #2 | |

PART III: PERSONALITY & SOCIAL-EMOTIONAL DEVELOPMENT

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|----|------|--------------------------------------|---|
| | 2/26 | Gender role development Sexuality | Chp. 11 "Equitable Treatment of Girls and Boys . ." ; "Guns and Dolls" "Never Too Late" |
| 9 | 3/3 | Personality development | Chp. 2, pp. 31-37 (Freud/ Erikson)* Chp. 10 Chp. 15, pp 438-440 (Daniel Levinson) Chp. 12, 349 - end (achievement motive.) "Born to Be Shy?"; "Does Personality Change After 20?" "Midlife Myths" |
| | 3/5 | cont'd. | |
| 10 | 3/10 | Social & emotional dev. | Chps. 13 & 14 "The Miracle of Resiliency"; "Eating to Extremes"; "Biceps in a Bottle" |
| | 3/12 | cont'd. | |

EXAM #3: WED., MARCH 18 @ 10:15 AM