

Duquesne University  
Developmental Psychology: Childhood and Adolescence  
23363 PSYC 225W – 02  
Spring 2015  
3:00 – 4:15pm, MW  
Rockwell Hall 307

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“We all begin with the natural equipment to live a thousand kinds of life but end in the end having lived only one.”  
- Clifford Geertz

### Course Overview

Developmental psychology is the study of how we become who we are. Our development is deeply shaped by the kinds of surroundings we grow up in. What we learn about the world from the people, places and things around us makes a big difference in how we feel, think, and behave. There are also remarkable similarities, across time and place, in the kind of lives we live and the kind of people we become. These similarities suggest that all humans bring powerful inborn equipment to some of the most important tasks of childhood: learning language, bonding with caregivers, figuring out that things fall when you drop them, et cetera. That equipment is not the same for everybody; we each bring our own unique set of personality traits and capacities to our surroundings from very early in life. Also, some people see, hear, and interpret the world very differently from those around them, and thus follow different developmental pathways as they grow. Developmental psychology looks at how all these pieces fit together, as we grow from tiny babies into full-fledged adults: learning to speak, to love, and to live in the world around us.

The course is divided up into five units: prenatal development and infancy; toddlerhood; early childhood; middle childhood; and adolescence/emerging adulthood. The goal of this course is to understand these major stages of human development in childhood and adolescence. By the end of this course, you'll have a better understanding of what's going on in the heads, hearts and bodies of the children around you – and perhaps in your own, as well. You'll be able to make more informed decisions about what children need as they grow – decisions that are important in many areas, from parenting to policy-making. As this is a writing-intensive course, you will also have honed your ability to write critically and analytically about these issues, drawing on evidence to make a clear and concise argument.

## Department-Specific Learning Goals

In this course, you will read, discuss and compare accounts of child and adolescent development within multiple social and cultural contexts. This will help you work toward the learning goal of *being critically and socially engaged with the contemporary world, including being appreciative of its many forms of diversity*. You will write five “synthesis papers” (discussed in more detail below) and rewrite one, which will allow you to hone your skills and be evaluated on your ability to *communicate ideas effectively*; we will work towards this goal in our discussions as well. In these papers, you will also compare and contrast multiple approaches to *the fundamental concepts, issues, and interest areas of psychology, both as a human science and a natural science*, a topic which we will also address the first week of class. You will thus gain a clearer understanding of the strengths and limitations of each approach, helping you to *think critically and creatively about human psychology and life as a whole*. Your midterm and final exams will evaluate your familiarity with these fundamental concepts, as well as your ability to communicate these ideas effectively in writing. Familiarity with these skills and concepts will prepare you for *careers and/or graduate study in psychology, social work, and counseling, and in related fields such as education, business, law, health care, and human services*.

## Course Readings

The textbook for this course is

Lightfoot, C., Cole, M., and Cole, S.R. (2013) *The Development of Children (7<sup>th</sup> Edition)*, New York: Worth

which is available through the bookstore. We will also be reading supplementary articles throughout the semester; those will be available through the Blackboard site for this course. If you have difficulty finding or downloading these readings, please let me know ASAP. For the last week of class, you will need to obtain and watch the 2014 film *Boys n the Hood*, which is on reserve at Gumberg and also available for rental/purchase online.

## Course Requirements

### **Attendance/Participation:**

This class will consist of some lecturing by me, and some discussion by all of us. In order to benefit fully from this class, you will need to attend class regularly and participate actively in discussion. **You are expected to make at least one comment in class per week, and your attendance/participation score will be determined in part by whether you have done so.** If you are a quieter student and find this difficult, we can work together to find ways for you to participate in discussion that feel more comfortable for you. Please come on time to class; repeated tardiness will lower your attendance/participation grade.

**Synthesis Papers:**

One of the most important skills you will develop in this course is the ability to bring together different perspectives, recognizing the strengths and limitations of each. To help develop this ability, at the end of each unit, you will write a one-page “synthesis paper” that brings two course readings into conversation with each other. At least one of these readings should be from the current unit. These papers should be about a page long, and accomplish three tasks:

1. Briefly introduce the readings that you will be discussing, by summarizing their main points in one to two sentences each.
2. Relate the two readings to each other in some way. For example, you could write about how a point overlooked in one reading is addressed in another, or about how two different authors write about the same thing, but look at it in two different ways, or about how two different authors rely on different kinds of evidence to make their point.
3. Make an observation or raise a question for discussion *that emerges from this discussion*. Your final point *must* connect to what you wrote about *both* readings and how they relate to each other, rather than being connected to only one of the readings or being something you find interesting for other, unrelated reasons. You will not get full credit unless you have a distinct final observation or question that draws on both readings AND the connection you have made between them. Before you submit your paper, ask yourself whether your final point could have been made using only one of the readings; if so, you should change it to something that relies on both readings.

At any point during the semester, you can rewrite **one** of your synthesis papers based on the feedback you received, and the new grade will replace your old one.

**Midterm Examination and Final Examination:**

This course has a midterm and a final. Both of these will consist of a combination of multiple-choice/short answer questions and longer essays. The multiple choice/short answer questions will assess your knowledge of specific course content; the essay questions will encourage you to think and write about some of the “big questions” that we have discussed throughout the semester.

**Spot Quizzes:**

To encourage all students to come to class prepared, at several points throughout the semester, class will begin with a quiz to assess whether or not you have completed the readings for class that day.

### **Grading for the course**

There are a total of 1000 points to be earned over the course of the semester. Points are assigned as follows:

**Synthesis Papers:** 70 points each, for a total of 350 points (35% of final grade)

**Midterm:** 200 points (20% of final grade)

**Final Exam:** 250 points (25% of final grade)

**Attendance/Participation:** 100 points (10% of final grade). Students who miss two or fewer classes and who speak up in class at least once each week will get the full 100 points; those who do not will get a significantly lower score.

**Spot Quizzes:** 20 points each, for a total of 100 (10% of your final grade).

Grades will be assigned as follows:

930 – 1000:	A	(93 – 100 percent of possible points)
900 – 929:	A-	(90 – 92.9 percent of possible points)
870 – 899:	B+	(87 – 89.9 percent of possible points)
830 – 869:	B	etc.
800 – 829:	B-	
770 – 799:	C+	
700 – 769:	C	
600 – 700:	D	
Less than 600:	F	

**Grading rubrics**, which explain in more detail how your synthesis papers, exam essays, and attendance/participation will be scored, are available under Course Documents.

#### **Note about Blackboard Portfolios**

If you are a psychology major and you have already taken or are currently taking PSYC 102 (Orientation to the Psychology Major) you **must** upload at least one of your five synthesis papers to your Blackboard portfolio. You may do this at any time during the semester, but it must be done by the end of classes. We will be in touch about the final deadline. You cannot receive your grade from this class until you have done this.

## Policies

### **Absences:**

You are allowed **two absences** over the course of the semester. If you miss class more than twice, it will lower your grade for attendance/participation.

My general policy is to not judge whether or not a student has a good-enough reason for missing class. You know your own life best and only you can make that decision. *Therefore, I do not distinguish between "excused" and "unexcused" absences.* The consequences of missing more than two classes for any reason is a lower attendance/participation score. If you are facing extraordinary personal or medical circumstances, however, please come and speak with me about it so we can work together to make your experience of the course as full and fulfilling as it can be.

### **Late Assignments:**

Synthesis papers must be turned in by 5pm on the day they are due. Synthesis papers turned in late will be penalized one letter grade. Synthesis papers will not be accepted more than three days after their due date unless prior arrangement has been made with me. If unusual life circumstances are preventing you from getting your work done on time and you would like to be granted an extension, come speak to me *before* the due date; documentation such as a doctor's note will help you make a stronger case.

### **Makeup Exams:**

Makeup exams will only be offered under very unusual circumstances, and only when a student has documentation of a situation that makes it impossible for them to take the exam on the scheduled day.

### **Academic Integrity:**

Students at Duquesne University are expected to adhere to the highest standards of academic integrity and honesty, and consequences for violating these standards are very serious. The University policy on academic integrity can be found at: [http://www.duq.edu/documents/academic-affairs/\\_pdf/academic-integrity-5-1-12.pdf](http://www.duq.edu/documents/academic-affairs/_pdf/academic-integrity-5-1-12.pdf).

### **Technology:**

Laptop computers and mobile electronic devices can be used in class only to access course readings and other course materials.

### **Disability Support:**

Students with documented disabilities are often entitled to accommodations in the classroom. If you require such accommodations, please contact the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657), and then speak with me, as soon as possible, so that we can get them set up for you in this class. *Regardless of whether you have a documented disability, please come talk to me if you feel that something about the classroom environment is getting in the way of your active participation or learning process.*

**Veterans and active duty military personnel** with special circumstances are welcome and encouraged to communicate these to me, in advance if possible.

**Office Hours:**

I am always happy to meet with students. If you'd like to meet with me outside of class, or if I have suggested that you do so, you can send me an email and we'll set up a time to talk – or you can also set up an appointment with me via Starfish.

Please see me if you are having a problem with some aspect of the course, but also keep in mind that office hours are not only a time to address problems. I'd be happy to talk with you about your areas of special interest, help you find further readings, discuss longer-term goals, et cetera.

**Course Schedule and Assignments:**

Unit 1: Prenatal Development, Birth and Infancy		
Date	Topic	Please come to class having read:
January 12 <sup>th</sup>	Introduction	
January 14 <sup>th</sup>	Introduction	Erik H. Erikson, "Identity: Youth in Crisis", pages 91-107 ("Infancy and the Mutuality of Recognition")
January 21 <sup>st</sup>	Prenatal Development and Birth	Textbook pages 81-94; 104-115
January 26 <sup>th</sup>	Infancy: The Sensorimotor World	Textbook 120 - 148
January 28 <sup>th</sup>	Infancy: Co-ordination with Others	Textbook 148 - 157 AND Excerpt from Eva-Maria Simms, "Milk and Flesh: A Phenomenological Reflection on Infancy and Co-Existence", pages 24-30.
February 2 <sup>nd</sup>	The Social World of the Baby	Excerpt from Elinor Ochs and Bambi Schieffelin, "Language Acquisition and Socialization: Three Developmental Stories and their Implications" 478-498
<b>First Synthesis Paper Due at 5pm on 2/3</b>		
Unit 2: Toddlerhood		
February 4 <sup>th</sup>	Toddlerhood: Physical Development	Textbook pages 161-177
February 9 <sup>th</sup>	Toddlerhood: Cognitive Development	Textbook pages 177-195; 221-229

February 11 <sup>th</sup>	Toddlerhood: Relational Development	Robert Karen, "Becoming Attached". <i>Atlantic Monthly</i> (February, 1990).
February 16 <sup>th</sup>	Attachment Controversies	Robert LeVine and Karin Norman, "The Infant's Acquisition of Culture: Early Attachment Reexamined in Anthropological Perspective"
<b>Second Synthesis Paper Due at 5pm on 2/17</b>		
Unit 3: Early Childhood		
February 18 <sup>th</sup>	Early Childhood Relationships	Textbook pages 232-233 AND Excerpts from Jean Briggs, <i>Never In Anger: Portrait of an Eskimo Family</i> – "Innutiaq's Children". Read <b>Part I</b> (Saraak: Temper and Reason in Child Nature), <b>Part IV</b> (Raigili and Her Family: The Expression of Affection Towards Older Children) and <b>Part VII</b> (Raigili's Troubles: Hostility in Older Children)
February 23 <sup>rd</sup>	Early Childhood: Physical and Cognitive Development	Textbook pages 277-301
<b>February 25<sup>th</sup>: Midterm Exam</b>		
March 2 <sup>nd</sup>	NO CLASS	SPRING BREAK
March 4 <sup>th</sup>	NO CLASS	SPRING BREAK
March 9 <sup>th</sup>	Early Childhood: Language Development	Textbook pages 261 – 267 AND Susan Goldin-Meadow and Carolyn Mylander "Spontaneous Sign Development by Children in Two Cultures"
March 11 <sup>th</sup>	Early Childhood: Social-Emotional Development	Textbook pages 320-339; 347-353
March 16 <sup>th</sup>	Early Childhood in Context	Joseph Tobin, Yeh Hsueh, and Mayumi Karasawa, "Introduction" (from <i>Preschool in Three Cultures Revisited</i> ).
March 18 <sup>th</sup>	Early Childhood in Context	Bambi Chapin, "Socializing Desire: Demanding Toddlers and Self- Restrained Children" (from <i>Childhood in a Sri Lankan Village: Shaping Hierarchy and Desire</i> ).
<b>Third synthesis paper due at 5pm on 3/19</b>		

Unit 4: Middle Childhood		
March 23 <sup>rd</sup>	The Worlds of Middle Childhood	Textbook pages 52 – 56; 386-390 AND Anne Haas Dyson, “The Ninjas, the Ladies, and the X-Men: Text as a Ticket to Play” (from <i>Writing Superheroes: Contemporary Childhood, Popular Culture, and Classroom Literacy</i> ).
March 25 <sup>th</sup>	Middle Childhood: Cognitive Development	Textbook pages 400-418; 454-461
March 30 <sup>th</sup>	Middle Childhood: Moral Development	Textbook pages 472-480 AND Excerpt from Lene Arnett Jensen, “Through two lenses: A cultural–developmental approach to moral psychology” (pages 289 – 297).
April 1 <sup>st</sup>	Middle Childhood: Peer and Family Relationships	Textbook pages 481-501
April 7 <sup>th</sup>	The Cultural Tools of Middle Childhood Development	Sherry Turkle, “Nearest Neighbors”, “Enchantment” and “Growing Up Tethered” (from <i>Alone Together: Why We Expect More from Technology and Less from Each Other</i> )
<b>Fourth synthesis paper due at 5pm on 4/8</b>		
Unit 5: Adolescence and Emerging Adulthood		
April 8 <sup>th</sup>	Adolescence	Erik H. Erikson, “Identity: Youth in Crisis”, pages 128-141 (“Adolescence” and “Beyond Identity”) AND Please watch My So-Called Life: Episode 1 (Pilot), on reserve on DVD at Gumberg Library or available for purchase on iTunes.
April 13 <sup>th</sup>	Adolescence: A Biologically Determined Roller Coaster?	Textbook pages 504-530; 552-557



April 15 <sup>th</sup>	Adolescence: Cognitive and Identity Development	Textbook pages 530 - 539; 570-585
April 20 <sup>th</sup>	Young Adulthood	Jeffrey Arnett – “A Longer Road to Adulthood” (from <i>Emerging Adulthood</i> )
April 22 <sup>nd</sup>	Cultural Contexts of Youth Identity	Excerpts from Marjane Satrapi’s <i>Persepolis I</i> and <i>Persepolis II</i> : <i>Persepolis I</i> : The Shabbat (135 – 142) The Dowry (143 – 153) <i>Persepolis II</i> : The Vegetable (35-43) The Veil (79-91) Skiing (113-121)  Please also bring to class one question about the material we have covered, to help us review together for the final exam.
April 27 <sup>th</sup>	Developmental Psychology Across The Life Course: <i>Boyhood</i> Through Adulthood	<i>Boyhood</i> (2014), film directed by Richard Linklater.  The DVD of this film will be on reserve at Gumberg library, and it is also available for rent or purchase through iTunes and Amazon Instant Video.
<b>Fifth synthesis paper due at 5pm on 4/28</b>		
<b>Synthesis paper rewrite due by 5pm on 4/30</b>		
<b>Final Examination Wednesday, May 6<sup>th</sup> 1:30 – 3:30</b>		