

PSY 259

LifeSpan Development

Monday evenings, 6:00 to 10:30

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Required Text: Kail, R., Cavanaugh, J. (2004) Human Development, A Life-Span View, Seventh Edition (2015). Thomson/Wadsworth Learning. ISBN-13; 9781305116641
The Road To Freedom: Letting Go Of Your Personal Baggage, Peter Allman, ISBN 978-1-4759-4223-1, Copyright @2012 by iUniverse

Description: A study of human development through birth, infancy, early and later childhood, adolescence, young and middle adulthood, later adulthood, and death.

Objectives: The aim of this course is to introduce the student to major theories and the research concerning **normal** development through the life span of a person. The objectives of the course will include:

- (1) Understanding the evolution of the beliefs that Western society holds about development through the life span,
- 2) Examining children's and adult's development within the context of the family, school, society, and culture,
- (3) Continuing development of critical thinking skills,
- (4) Enhancement of writing skills.

Course requirements and evaluation:

Students are expected to attend class and to have completed assigned readings, be prepared for class presentations and discussion. Students with incomplete or late assignments or more than one absence will receive a lower grade than the work would otherwise merit. Classes will consist of lecture, class discussion, students' presentations, and videotapes.

Evaluations will be based on four activities:

- (1) Student presentations of assigned text book subjects, (10%),
- (2) Project: Erikson, The Adult Years, (30%). One of Erikson's significant contributions is his broadening developmental issues to the adult years. He is known for his recognizing the importance of the adult years in personality development. (a) Interview one senior citizen (60+) and ask them to relate Erikson's developmental tasks they faced during their adults years. In particular, seek out information regarding the *emotional dualities* and *strengths* that Erikson suggests emerge during the adult years and make a conclusion if they fell into ego integrity or ego despair. This should be 2 to 3 pages. (b) Draw 8 continuums and label the two ends of each of the 8 psychosocial stages. Then draw a ½ inch to ¾ inch oval on each continuum that represents where you feel you are on each stage. Write one or two paragraphs about the evidence in your life that led you to draw the oval at that specific place on each of the continuums. Include at least two

sentences/thoughts from *The Road To Freedom* which will further defend your conclusions. When you reach the psychosocial stages that are beyond your current age, draw an oval on the continuums(s) and write one or two paragraphs on how you see your life unfolding which led you to that place on the continuum(s), and sentences/thoughts from the book. This is due the 4th session. If you have already done this assignment, then please do this alternative assignment:

- b) Interview/observe a child in an attempt to assess the child's current level of development. The student will then compare and contrast the data they have collected to what our text book says is typical for a child that age. All subjects must be volunteers and should be at least six years old. This is due the 4th week.
- (3) Interview an adult (40+) and assess his/her career and occupational development (30%). Compare his/her career journey with the theorists from our text book. Four to five pages in length. This is due the 8th session.
- (4) Weekly typed paper on "Think About It," questions from our text book (30%). This is due every week. One to two pages in length.

Week 1: Introductions, class syllabus, *Think About It* class room discussion: Describe the bio, psycho, social dynamics that have related the person that you are today.
Chapter 1

Week 2: Text presentations of chapters 3 and 4. Lecture on Erikson (pages 13, and 160-161). Hand in *Think About It* assignment on page 14 of text.

Week 3: Text presentations of chapters 5 and 6. Hand in *Think About It* question: "How do you teach abstract concepts like God and democracy to concrete thinkers?"

Week 4: Text presentations of chapters 7 and 8. Two articles on divorce. Hand in *Think About It* questions: "Why do the two researchers' findings differ so much? Which one do you more believe in?" Erikson's The Adult Years paper is due.

Week 5: Text presentations of chapters 9 and 10. Hand in *Think About It* assignment on page 324 of text or 335 of text.

Week 6: Text presentations of chapters 11 and 12. Hand in *Think About It* assignment: What biopsychosocial and life-cycle forces influence the progression of one's career?

Week 7: Text presentations of chapters 13 and 14. Hand in *Think About It* assignment: How is being a grandparent related to generativity?

Week 8: Text presentations of chapters 15 and 16. Hand in *Think About It* assignment on page 523 (and add "and for all adults in later life," to the text's questions.) Adult career development paper is due.