PSYC 222: LIFESPAN DEVELOPMENT
T, Th 11:00-12:20
Location: Thomas Hall 271
Term: Fall 2019

Instructor: Heidi Morton, Ph.D.
hmorton@pugetsound.edu
Phone: 879-2696

Office: Howarth 312
Office Hours: T & W, 2-3pm
(and by appointment)

Canvas: https://pugetsound.instructure.com/courses/3231

Required Reading:
The textbook for this course is Arnett’s Human Development: A Cultural Approach (2nd Ed.).
You can get this text in two ways:

1. You can purchase this text at the bookstore:

2. You can rent this text via the pearson.com website:
   a. Navigate to www.pearson.com
   b. Type 9780134012230 in the “Search” box on the upper right (this is the book’s ISBN-13 number)
   c. Select “Buy an eText” under “If You’re a Student”
   d. Click “Add to Cart” on the top right under “Digital”
   e. Select “Proceed to Checkout,” insert payment information, and follow all subsequent instructions to access this eText version

Additional required readings available on Canvas.

Book Grant
The department is committed to promoting access to textbooks for students experiencing financial hardship. Contact Nancy Beers (nbeers@pugetsound.edu) as soon as possible to learn more.

Course Description
This course considers human development from the beginning to the end of life. We will focus on the major biological, cognitive, and social changes that occur at each stage of development. In this course we will examine the central questions, theoretical perspectives, research methods, and scientific findings that guide our current understanding of how it is that we develop. The course also emphasizes the ways in which individual development cannot be clearly understood without examining the social and cultural context in which we, as individuals, are embedded.

This course satisfies a foundational category elective in Psychology. However, if you take PSYC
222, you may not take PSYC 220 or PSYC 221. Similarly, if you have taken either PSYC 220 or PSYC 221, you may not take PSYC 222.

Course Goals and Student Learning Outcomes
- Explore how we ask scientific questions and interpret their answers by:
  - Articulating how the central questions in the field inform what questions are asked,
  - Understanding how theoretical frameworks guide our thinking and inform how we ask questions, and
  - Evaluating developmental research methods and designs to critically assess the validity of these methods in producing knowledge
- Practice integrating reading primary articles and critical thinking to produce logically organized, empirically driven papers and presentations
- Connect findings from developmental psychology with the real world

Class Format and Relation between Classes and Textbook
Classes will consist of lectures, discussion, video clips, and some small group activities. Some material from the textbook will be covered in class, since both the text and your instructor will cover concepts, terms, theories, and research findings that are of central importance in psychology. The amount of overlap will vary depending on the topic; for some topics, the classes and text will overlap quite a bit; for others, they will overlap very little. In general, the classes are not designed simply to repeat or explain the chapters. Rather, lectures will often introduce material that is not in the text, and time will be devoted to discussion and analysis so that you can learn about psychology in ways not possible through the textbook alone. Therefore, you may find that there is a lot of material in the assigned chapters that will not be covered in class and which you will need to learn on your own. If you are seeking a class that does not require a lot of independent reading (i.e., a class where most of the material covered in the textbook also is covered and explained in class) then we recommend that you not take this course. There is a lot of independent reading and that text material WILL be included in the exams. Your instructor has office hours if you want additional assistance learning this material.

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 Exams (150 points each)</td>
<td>300</td>
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<tr>
<td>6 Quizzes (25 points each)</td>
<td>150</td>
</tr>
<tr>
<td>2 Application papers (75 points each)</td>
<td>150</td>
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<tr>
<td>1 Final Paper</td>
<td>150</td>
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<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Participation in 4 research studies</td>
<td>Pass/Fail</td>
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<tr>
<td>TOTAL</td>
<td>800</td>
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Assessment and Evaluation

Exams (300 points): There will be two non-cumulative take-home exams, each worth 150 points. Exams will consist of multiple choice and/or fill-in-the-blank, short answers, and essay questions. More information will be given throughout the semester.
Quizzes (150 points): Six quizzes will be offered throughout the semester (one about every 2-3 weeks). Each quiz is worth 25 points and will be administered via Canvas outside of class, beginning a week before their due dates. Quizzes will only cover the relevant portions of your text, as specified on the course schedule, and will consist of multiple choice/matching/fill-in-the-blank questions as well as short answer questions.

Application papers (150 points): You will be asked to write two 4-6 page application papers each worth 75 points. These papers will allow you to critically think about classroom material and make links to your experiences and the real world. More details will be given later in the semester.

Final Paper (150 points): You will be asked to write a final paper in which you can further apply and refine your thinking about course material. Your final paper can take the form of a policy recommendation or other application to a real-world issue, a research proposal aimed at furthering our understanding of a specific aspect of development, or an evaluation of one of the theoretical models/frameworks covered in this class. Regardless of what form your final paper takes, it must be supported by empirical evidence taken from recent primary source articles. More information will be given later in the semester.

Participation (50 points): Discussion is a fundamental learning tool that affords us the opportunity to investigate and think about a topic in greater depth. Your active participation in class is expected; simply attending every class will not earn you full participation credit.

Participation in 4 Research Studies (Pass/Fail): Empirical research is the cornerstone of psychology. As such, you must participate in research studies outside of class time. 200-level elective courses require four research participation stickers. There will be department research nights later in the semester to make fulfilling the requirement easier. The majority of sign-up sheets for studies appear around midterm on the bulletin board outside of WEY318. You will receive your research participation stickers after completing a study, about one sticker for every 30 minutes the study requires. Stickers must be submitted all at one time one week before the last day of classes (12/10). If you do not wish to participate in research or did not earn enough research participation stickers, you can complete alternative writing assignments. Each writing assignment is worth 4 research participation stickers. Writing assignment instructions can be picked up from Nancy Beers in the Psychology main office (WEY307) and must be returned to her with the completed writing assignment. Alternative writing assignments are also due one week before the last day of classes (12/3) and will be graded on a pass/fail basis. Only passing writing assignments will earn research participation stickers. Failure to meet the research participation requirement of four stickers will result in your final course grade being reduced by one level on the grading scale (e.g., B to B-).

Final grades will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.6-100</td>
<td>A</td>
<td>80-82.5</td>
<td>B-</td>
<td>67.6-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>90-92.5</td>
<td>A-</td>
<td>77.6-79.9</td>
<td>C+</td>
<td>62.6-67.5</td>
<td>D</td>
</tr>
<tr>
<td>87.6-89.9</td>
<td>B+</td>
<td>72.6-77.5</td>
<td>C</td>
<td>62.5-60.0</td>
<td>D-</td>
</tr>
<tr>
<td>82.6-87.5</td>
<td>B</td>
<td>70-72.5</td>
<td>C-</td>
<td>0-59.9</td>
<td>F</td>
</tr>
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Course Information and Policies:

**All written assignments** should be submitted via Canvas before the start of the class on the due date. Please save your assignments as Microsoft Word (.doc or .docx) or text (.txt) files and name them using the format last name first initial assignment name. (Example: MortonH_application_paper)

If you have a physical, psychological, medical or learning disability that may impact your coursework, please contact Peggy Perno, Director of Student Accessibility and Accommodation, 105 Howarth, 253.879.3399. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Psychology Minimum Attendance Policy

For all Psychology courses, regular class attendance is an essential element. In addition to dissemination of information, classes routinely involve discussion in both large and small groups, demonstrations, clarifications, and group-work that cannot be obtained to the same degree nor to the same quality via other formats (e.g., copying another student’s notes, downloading posted Moodle lectures). Each class also develops a type of learning community that is disrupted whenever a student’s attendance is subpar; in turn, this affects the learning of other students. Experience has also repeatedly demonstrated that students who miss class simply perform more poorly, retain less information, are less engaged, and earn lower grades. Although there will be legitimate reasons for missing class on limited occasions (e.g., illness, bereavement leave), the high priority the Department places on attendance translates into the expectation that students will, at the most, miss no more than 10% of regularly scheduled class sessions in a given semester.

The university’s attendance policy likewise recognizes the importance of being physically present in class when it states that “regular class attendance is expected of all students.” Further, the policy notes that “when non-attendance is in the instructor’s judgment excessive, the instructor may levy a grade penalty or may direct the registrar to drop the student from the course.”

In order to provide clarity and uniformity about this statement, the Psychology Department faculty have agreed that missing more than 20% of all university-scheduled, regular class meetings, regardless of the reason, constitutes “excessive” nonattendance; any student missing this amount of class will be dropped from the course (i.e., Across a 15 week semester, this amounts to approximately 3 weeks of class; exact number of class sessions provided by faculty for a given course.) Attendance in lab and lecture classes is counted separately; students who miss 20% of labs or 20% of lectures will be withdrawn from both the lecture and lab. Although individual faculty may employ more rigorous standards for attendance as fitting to the specific features of their courses, this 20% standard constitutes the “lowest bar” to still have the opportunity to achieve the minimum learning goals for a particular course. As such, this 20% standard also applies to students who receive "flexible attendance" accommodations. Although faculty will keep attendance, the department strongly recommends that students likewise monitor their own class attendance.

If a student is dropped from a given course and chooses to petition the department’s implementation of this attendance policy, the student must alert the chair that he or she plans to petition within three business days of the withdrawal notification. The chair will then work with
the student, faculty member, and registrar staff to determine a timeline for the petitioning process as well as a plan for the student’s attendance during the process.

**Student Bereavement Policy:** The University of Puget Sound recognizes that a time of bereavement can be difficult for a student. Therefore, the university provides a Student Bereavement Policy for students facing the loss of a family member. Students are normally eligible for, and faculty members are expected to grant, three consecutive weekdays of excused absences, without penalty, for the death of a family member, including parent, grandparent, sibling, or persons living in the same household. Should the student feel that additional days are necessary, the student must request additional bereavement leave from the Dean of Students or the Dean’s designee. In the event of the death of another family member or friend not explicitly included within this policy, a bereaved student may petition for grief absence through the Dean of Students’ office for approval.

**Names and Pronouns**
I want to call you by your preferred name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

**Academic Dishonesty:** This course is taken under the University of Puget Sound academic honesty policy. Cheating and plagiarism (which includes not only copying material verbatim but also paraphrasing others’ ideas without proper citation) is unacceptable and will *not* be tolerated. Academic dishonesty will result in failure of the assignment, possible failure of the course, and notification of the offense with the Registrar’s Office. An incomplete will only be given in cases conforming to University of Puget Sound policy. Please see the Logger ([https://www.pugetsound.edu/student-life/personal-safety/student-handbook/academic-handbook/](https://www.pugetsound.edu/student-life/personal-safety/student-handbook/academic-handbook/)) for details.

**Laptop and Other Wireless Devices:** Laptops are permitted during class periods but may be used for “classroom business” only (i.e., taking notes or accessing course material). They may NOT be used for web surfing, checking email, accessing social network sites such as Facebook, or any other non-course-related activities; the same is true for all other wireless devices (smartphones, iPads, etc.).

**Copyright and Fair Use:** Course materials are subject to the copyright law of the United States (Title 17 U.S. Code). They are for educational purposes only and limited to students enrolled in the course. Further reproduction or distribution is prohibited.

**Classroom Emergency Response Guidance**

Please review university emergency preparedness, response procedures and a training video posted at [www.pugetsound.edu/emergency/](http://www.pugetsound.edu/emergency/). There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.
If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Policy on Extensions: Please do not ask your instructor for an extension on any assignment or for the postponement of an exam. I will not determine if you deserve an excused extension but will accept your judgment based on the policy outlined below.

A) Excused extensions: There are only three contingencies that are acceptable for an excused extension: serious personal illness, family crisis, or college-sanctioned activity. If any of these contingencies prevent you from satisfying your assignments, you are entitled to an excused extension. If you opt for an excused extension, you must take the following steps:

1) You must notify your instructor that you will not submit your assignment/miss your exam. This notification must be made before the actual class begins.

2) You must contact your instructor within one day of the missed assignment/exam to make arrangements to complete the work.

3) You must complete and submit the assignment/take the exam within one week of the original deadline.

4) With your assignment/exam you must submit a written statement. This statement should be brief and needs only to indicate that 1) you are requesting an excused extension, 2) the reason for the extension is consistent with the criteria described above, and 3) you are acting in accord with the Student Integrity Code. You do not need to specify the reason for the extension, but you must specify that your situation meets the above criteria. (I will assume that any late work submitted without a written statement is unexcused.)

B) Unexcused late work: Any late work or missed exam for which the procedures above are not followed will be considered unexcused late work. Such work will be subject to the following penalties:

1) Papers and quizzes must be completed within five days of the original due date (*Note: this includes weekends and holidays). Your grade on same day late assignments will be reduced by 10%. Your grade for an assignment will continue to be reduced by 10% for each additional day it is late.

2) Exams must be completed within five days of the original exam date. Your exam grade will be reduced by 10% for each day beyond the scheduled exam date. You must contact me to schedule a make-up exam.

This policy on extensions is designed to treat all students fairly, but life happens. If you experience an event that is not directly covered in the syllabus, please see your instructor.
## Course Schedule

### WEEK 1: Foundations of Development
- **9/3** Introduction to course; terminology, theory, and research strategies: Arnett Chapter 1
- **9/5** Genes and environment: Arnett Chapter 2 (Section 1); Blair and Raver (2012)

### WEEK 2: Prenatal Development
- **9/10** Prenatal development: Arnett Chapter 2 (Sections 2 & 3);
- **9/12** Prenatal development: *How Tibetans Cherish Pregnancy*

### WEEK 3: Birth and the Newborn Child
- **9/17** The Business of Being Born (Video)
- **9/19** Birth, context, and the newborn child: Arnett Chapter 3
  - **Quiz 1 due**

### WEEK 4: Infancy
- **9/24** Physical and cognitive development: Arnett Chapter 4 (Sections 1 & 2); Campos, Bertenthal, and Kermoian (1992)
- **9/26** Temperament and attachment: Arnett Chapter 4 (Section 3); Chapter 5 (Section 3); Waters, Weinfeld, and Hamilton (2000)

### WEEK 5: Toddlerhood
- **10/1** Cognitive development: Arnett Chapter 4 (section 2); Arnett Chapter 5 (sections 1 and 2)
- **10/3** Language Development: Arnett Chapter 4 (section 2); Arnett Chapter 5 (section 2); Arnett Chapter 6 (section 2)
  - **Quiz 2 due**

### WEEK 6: Early Childhood Development
- **10/8** Cognitive Development: Arnett Chapter 6 (Sections 1 & 2)
  - **Application Paper 1 due**
- **10/10** Aggression and Gender Socialization: Arnett Chapter 6 (Section 3); Bowie (2007)

### WEEK 7: Middle Childhood Development
- **10/15** Schooling and intelligence: Arnett Chapter 7 (Sections 1 & 2); Maynard & Greenfield (2003)
- **10/17** Moral development and peer relationships: Arnett Chapter 7 (Section 3)
  - **Quiz 3 due**

### WEEK 8: Contexts of Development
- **10/22** Fall Break (no class)
- **10/24** Family systems: Arnett Chapter 7 (Section 3); *How Aka Pygmies are the Best Fathers in the World*
  - **Exam 1 due**
**WEEK 9: Adolescence & Emerging Adulthood: Intro; Physical and Cognitive Development**
10/29 Historical & Modern Controversies: *Arnett article, Benedict*
10/31 Physical & Cognitive Development in Adolescence: *Arnett, Chapter 8 (Sections 1 & 2)*; *Spear*

**WEEK 10: Emotional and Social Development in Adolescence & Emerging Adulthood**
11/5 Identity Development, Individuation, & Relationships with Parents: *Arnett, Chapter 8 (Section 3)*; *Steinberg*
11/7 Sexuality and Romantic Relationships: *Arnett, Chapter 9 (Section 3)*; *Cohler & Hammack*; *Tolman*
Quiz 4 due

**WEEK 11: Development in Young Adulthood**
11/12 Physical and Cognitive Development, Health Issues: *Arnett, Chapter 10 (Sections 1 & 2)*; *Anderson* reading CH 13-14
11/14 Psychosocial Development: *Arnett, Chapter 10 (Section 3)*
Application Paper 2A due (if you choose to focus on Adolescence)

**WEEK 12: Young Adulthood wrap up, Intro to Midlife**
11/19 Love, Marriage, and Intimate Relationships: *Driver et al. (Gottman research)*
11/21 Physical and Cognitive Development in Midlife: *Arnett, Chapter 11 (Sections 1 & 2)*; *Drewnowski & Evans*
Quiz 5 due

**WEEK 13: Midlife (Cont.)**
11/26 Psychosocial Development in Midlife; Midlife Crisis, Empty Nest: *Arnett, Chapter 11 (Section 3)*; *Wethington*
11/28 THANKSGIVING BREAK

**WEEK 14: Late Adulthood**
12/3 Ageism & Views of the Elderly: *Cuddy & Fiske*
12/5 Physical and Cognitive Development in Late Life; Theories of Aging; Research on Life Extension: *Arnett, Chapter 12 (Sections 1 & 2)*; *Canvas readings*
Quiz 6 due

**WEEK 15: Relationships in Late Adulthood; End of Life Issues**
12/10 Relationships and Sexuality in Late Life: *Arnett, Chapter 12 (Section 3)*
12/12 Death & Dying: *Arnett, Chapter 13*; *Canvas readings*
Application Paper 2B due (if you choose to focus on midlife or late adulthood)
Exam 2

**FINAL EXAM PERIOD**
12/17 Final Paper Due