YORK UNIVERSITY

PSYCHOLOGY DEPARTMENT

SEMINAR IN DEVELOPMENTAL PSYCHOLOGY 4010 6.0 A

FALL/WINTER 2012-13

Thursday 7:00 PM, LSB 101
Course Director: Dr. Ehud E. Avitzur
Webpage: www.psych.yorku.ca/eavitzur
Office: 256 BSB
Office Hours: Monday 3:00 PM-4:00 PM, or by appointment.
Phone Messages: (416) 736-2100 X 66115
E-mail address: eavitzur@yorku.ca use it for urgent and important matters only.
PLEASE WRITE “4010 /section#” in the subject line. E-mail without such a subject line would be considered “a spam” and will be deleted.

Secretary: Mrs. Judy Manners, Office 280 BSB, Tel. (416) 736-2100 X 66115

Prerequisites: Prerequisites: PSYC 1010 6.0 with a minimum grade of C
PSYC 2110 3.0, PSYC 2030 3.0, PSYC 2020 6.0, PSYC 2021. Students must be in an Honours Program in Psychology and have completed 14 university courses or 84 credits (excluding education courses).

Course Description and Objectives
This course aims to deepen the knowledge and understanding of developmental processes. It will focus mainly on the emotional and social aspects of the mental development, and will require intellectual and emotional involvement of the participants.

The course will examine the field of developmental psychology, as a developmental process in itself. The writings of giants - including Freud, Klein, Mahler, and Bowlby - will enable us to evaluate this process. The personal and professional growth of the students is an aim of itself. Active involvement of students in both reading and in class discussions is of major importance.

The structure of the course:
During the fall semester we will discuss the various theories regarding emotional and social development. The last two classes will be devoted to the mandatory workshop in interviewing.
The winter semester will be devoted to
1. Guiding the students on their task (without evaluation).
2. Presentation of a semi-final paper in class.
3. Writing of the final paper, enriched by the discussions in class.
Required Reading:

Course kit (first semester) will be available in the bookstore.

Course Evaluation

Your final grade will be calculated based on:

Handing in description of the interviewee on time (2%); A quiz (15%); Presentation of integrative project (24%); Paper on the integrative project (29%); Positive contribution in class first semester (15%) second semester (15%).

Your grade for the course will be based on the following scale:

A+ 90-100; A 80-89; B+ 75-79; B 70-74; C+ 65-69; C 60-64; D+ 55-59; D 50-54;

Senate approved the following grading schemes for the Faculties of Administrative Studies, Arts, Atkinson College, Education, Fine Arts, Science and Glendon College:

A+. 9. Exceptional Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
A. 8. Excellent Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.
B+. 7. Very Good Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
B. 6. Good Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
C+. 5. Competent Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
C. 4. Fairly Competent Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.
D+. 3. Passing Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.
D. 2. Barely Passing Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.
E. 1. Marginally Failing
F. 0. Failing.

Integrative Project

The main thesis in developmental psychology is that childhood influences adulthood. Our goal is to examine this thesis in real life.

Equipped with theoretical knowledge accumulated throughout years of studying psychology, students will interview a well-adjusted adult (40+) individual. This individual cannot be someone who belongs or potentially belongs to the student’s social or familiar circle. Based on the interview as well as on theoretical knowledge, students will draw developmental lines connecting past with present and to check the validity of the thesis above in this specific life story.

To be eligible to perform an interview, you are required:
1. To participate in a short in-class workshop (in the last couple of weeks in the fall session).
2. To write a brief description of the interview’s candidate and have it approved by the course director. This description includes: Age, occupation, and family status;
How did you find that person? Add details given to you by the “matchmaker”. Hand in two copies of the description by class #7. An approval of the candidate will be returned to you; the second copy will be filed in record.

Rarely a student may be eligible to base their paper on a published biography/autobiography, or on a documentary/fiction movie. In these cases the person may have a significant psychopathology. This option will require a special approval and guidance by the course director.

In every case, it will be helpful for you to focus on a specific developmental issue, which may be of particular relevance to the interviewee’s life (e.g. divorce of parents, immigration, norms and values in South Korea). This issue may enrich your developmental knowledge and expose you and your listeners to further relevant knowledge. This will also allow you to demonstrate your capacity for independent research.

Teamwork on the project:
The final project (presentation and writing the paper) may be performed individually or as a joint effort of 2 or 3 students. If you prefer to work in a team, be aware that the workload should not be divided: Students will work together and will be responsible for all parts of the presentation and paper. A mandatory description of the individual contribution of each of the team members will be attached to the final paper.

Presentation:
The presentation follows the same structure of the paper (see below). The difference is that the presentation is semi-formal, discussion is encouraged and the presenters may gain much from it. These insights may be incorporated in the final paper.

Criteria of presentation evaluation: Organization of time; ability to describe the subject as a real “round”, multi-faceted, person; correct usage of theoretical concepts; demonstrating ability to integrate wide knowledge in developmental psychology; sufficient addressing of methodological issues; ability to relate to developmental lines; critical thinking; depth; demonstration of constructive approach to relevant questions, criticism and contributions of class members.

Final Paper:
The paper will require to integrate minimum 2 theoretical perspectives learnt in class and at least one psychological or sociological issue independently studied, and to apply them to the life of the interviewee.

The final paper will be written in accordance with the APA instructions. The recommended length of the paper is 8 double spaced pages (not including bibliography). Maximum length is 10 pages (not including bibliography). For some interviewees a longer paper is preapproved. Appendix at any length is accepted.

Criteria of paper evaluation: APA style title; abstract; introduction; method (subject, procedure); results (subject’s life story and the interaction with the subject in vivo, ability to describe the subject as a real “round”, multi-faceted, person); discussion (integration of facts and developmental theories; correct usage of theoretical concepts; ability to relate to developmental lines; demonstrating
integration of wide knowledge in developmental psychology including methodological issues; depth; reference; ethics. **Penalties:** referring to a textbook or a website. *Papers are to be handed in by the due date. Students handing in the paper in a delay will be penalized (3% per day). Students presenting their work during the last two weeks of classes will be automatically granted with a seven-day extension.*

**Academic Honesty:**

The Department of Psychology, Faculty of Health, operates according to the Senate Policy on Academic Honesty, which is available electronically through the followihttp://www.yorku.ca/secretariat/policies/document.php?document=69

**Important dates:**

Fall Semester begins September 5, 2012; ends December 3, 2012.
Last date to enroll without permission of course instructor: September 19, 2012
Last date to drop the course without receiving a grade: February 15, 2013 (Make sure you have enough feedback on your performance prior to this date).
Final paper due date: April 8, 2013.

**No class on:**
Fall Cocurricular Days October 31- November 2, 2012
Winter Reading week February 16-22, 2013
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<th>Topic</th>
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<td><strong>Fall Term</strong></td>
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<tr>
<td>1</td>
<td>Introduction to the seminar Main issues in developmental psychology, Nature/nurture, Temperamental basis of life</td>
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| 2 | 1. S. Freud: *Psychosexual Development*  
2. S. Freud and A. Freud: *Anxiety and Defence* | 1. Your old developmental and personality textbook on Freud  
2. Infantile sexuality: The original text | A debate |
| 3 | 1. M. Klein: *Objects Relations theory*  
2. M. Mahler: *Psychological Birth of the Human Infant* | Mahler’s papers | A debate |
| 4 | Application | Read again all the previous readings and **reflect** | |
| 5 | **Teamwork? How to find an interviewee?** | | |
| 6 | E. Erikson | Mitchell and Black on Erikson | |
| 7 | Sexual biases in developmental psychology research; Sex; Gender; Sexual orientation. | Gilligan: Woman’s place in man’s life cycle. | **Hand in two copies of a description of a candidate for your interview.**  
A debate |
| 8 | A. Adler | Beneath the Mask on Adler | A debate |
| 9 | H. Kohut | Mitchell and Black on Kohut | A debate |
| 10 | 1. Attachment  
2. Preparing second semester | Bowlby  
Hazan and Shaver | |
| 11 | Quiz  
Interview workshop 1 | | |
| 12 (last class) | Interview workshop 2 | **Mandatory attendance** | |
## Winter term

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**Last class**

*Have a good summer!*