

YORK UNIVERSITY

PSYCHOLOGY DEPARTMENT

SEMINAR IN DEVELOPMENTAL PSYCHOLOGY 4010 6.0 A

FALL/WINTER 2015-16

Thursday 7:00 pm, FC 103

Course Director: Dr. Ehud E. Avitzur

Webpage: www.psych.yorku.ca/eavitzur

Office: 256 BSB

Office Hours: Monday 3:00-3:50 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 /A" 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 2030 3.0 or 2530; one of PSYC 2020 6.0, PSYC 2021 3.0, PSYC 2510 3.0; PSYC 2110 3.0 OR PSYC 3240 3.0; Students must be in an Honours Program in Psychology and have completed 84 credits (excluding education courses).

Course Description and Objectives

This course aims at deepening the knowledge and understanding of developmental processes. It will focus on the emotional and social aspects of the mental development.

The course will examine the field of developmental psychology, as a developmental process in itself. The original writings of Freud, Mahler, Erikson, Gilligan, Bowlby, Ainsworth, and Hazan and Shaver - 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.

A case study: An integrative project: The student will interview a person and strive to understand this person's development using psychological theories.

The structure of the course:

Fall semester:

We will discuss a few important theories regarding emotional and social development. The last two classes will be devoted to the mandatory workshop in interviewing.

Winter semester:

1. A team lesson: Guiding the students on their task.
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): some readings are required, some are recommended.

Course Evaluation:

A personal contribution regarding the reading (8%); Quizzes on reading (12%); Handing in a description of the interviewee on time (4%); Preparedness for the team's lesson (16%); Presentation of an integrative project (20%); Paper on the integrative project (20%); Positive contribution in class: first semester (10%), second semester (10%).

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.

Ground rules:

- No cellphones or tablets: Empirical research shows that multi-tasking impairs performance.
- Be on time.
- If you have to leave class before it ends, let us know.

Quizzes on reading

In order to promote preparedness to the lesson, in five classes during the fall semester, the lesson will start with a short pop-quiz. The best four quizzes will be counted towards the final grade. No make up for missed quizzes will be available.

Further on the Integrative Project: Interview and developmental insight

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 an adult (preferably 40+) individual, who seems to function fairly well in life. Based on the interview, students will draw developmental lines connecting past with present and to check the validity of the thesis above in that specific life story.

To be eligible to perform an interview, you are required:

1. To write a brief description of the interview's candidate and have it approved by the course director. Hand in two copies of the printed description by class #7. An approval of the candidate will be returned to you; the second copy will be filed in record.
2. To participate in a two-lesson workshop (in the last couple of weeks in the fall session).

Rarely a student may be eligible to base her/his integrative project on a published biography/ autobiography, or on a documentary/ fiction movie. In these cases the person on focus 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 the student 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 understanding 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:

Depending on class' size, the final project (presentation and writing the paper) may be performed individually or as a joint effort of 2 or 3 students. If you 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.

A personal contribution in class based on the reading

Each student will present 5-10 minutes personal contribution to a reading. This can be an elaboration on the reading, contrasting it with another reading in psychology, personal "sense" about the reading (an interesting example), etc.

Preparedness for the team's lesson:

During the first classes in the winter term, teams will participate in a "team lesson". First, before the team-lesson, each team will decide on which of the interviewees, performed by the team members, to focus. For the lesson you will have to be well prepared, by mastering the theories learnt in class and by demonstrating an "educated reflection" about the development of the interviewee who was chosen to be the focus of your study. Obviously you will have to master the details of the chosen interview.

Presentation:

The presentation follows the same structure of the paper (see below). The difference is that the presentation is semi-formal. Length: Up to 45 minutes. A discussion will be led by me: Classmates will be encouraged to share their thoughts and suggestions to better your paper. Presenters may gain much from the discussion: Classmates' insights may be incorporated in the final paper.

Criteria of presentation evaluation:

Effective use of the allocated 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 story 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). In some cases a longer paper is preapproved. Appendix at any length is accepted.

Criteria of paper evaluation:

General academic writing standards: Clear paragraphs, connections between the paragraphs, clear and correct language. Specific 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); APA reference; ethical considerations. **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 followi<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Important dates:

Fall Semester begins September 10, 2015; ends December 7, 2015.

Winter semester starts January 3, 2016; ends April 4, 2016.

Last date to enroll without permission of course instructor: September 24, 2015.

Last date to drop the course without receiving a grade: February 8, 2016 (Make sure you have enough feedback on your performance prior to this date).

No class on:

Fall Reading Days: October 29- November 1, 2015;

Winter Reading week: February 13-19, 2016

Final paper due date: Last class.

Tentative Course Outline

Lesson #	Topic	Text	Assignment/presentations
Fall Term			
1 Sep. 10	Introduction to the seminar Main issues in developmental psychology, Nature/nurture, Temperamental basis of life, Ecological systems theory.		
2 Sep. 17	1. S. Freud: <i>Psychosexual Development</i> 2. S. Freud and A. Freud: <i>Anxiety and Defence</i>	1. Your old developmental and personality textbook on Freud 2. Infantile sexuality: The original text (course kit) 3. Marthe Roberts (course kit)	A personal contribution Be prepared for a quiz
3 Sep. 24	M. Mahler: <i>Psychological Birth of the Human Infant</i>	Mahler's papers (course kit)	A personal contribution Be prepared for a quiz
4 Oct. 1	1. Teamwork: Pros and Cons 2. How to find an interviewee? 3. What should be included in the interviewee's description?		
5 Oct. 8	E. Erikson A video	Mitchell and Black on Erikson (course kit)	A personal contribution Be prepared for a quiz
6 Oct. 15	An application	Read again all the previous readings and reflect	
7 Oct. 22	Sexual biases in developmental psychology research; Sex; Gender; Sexual orientation.	Gilligan: Woman's place in man's life cycle (course kit)	<i>Hand in two copies of a description of a candidate for your interview.</i> A debate A personal contribution Be prepared for a quiz
8 Nov. 5	H. Kohut	Mitchell and Black on Kohut (course kit)	A personal contribution Be prepared for a quiz
9 Nov. 12	A. Adler	Beneath the Mask on Adler (course kit)	TEAM-UP by this date! A personal contribution Be prepared for a quiz
10 Nov. 19	1. Attachment 2. Preparing second semester	Bowlby Hazan and Shaver (course kit)	Logistics: Teams and time slots. A personal contribution Be prepared for a quiz
11 Nov. 26 12 Dec. 3	Interview workshop	Attendance is essential	

Winter term

1 Jan. 7	Team lesson		
2 Jan. 14	Team lesson		
3 Jan. 21	Team lesson		
4 Jan. 28	Team lesson		
5 Feb. 4	Team lesson		
6 Feb. 11	Team lesson		
7 Feb. 25	Presentations	Mandatory attendance	Contribute to the discussion!
8 Mar. 3	Presentations	Mandatory attendance	Contribute to the discussion!
9 Mar. 10	Presentations	Mandatory attendance	Contribute to the discussion!
10 Mar. 17	Presentations	Mandatory attendance	Contribute to the discussion!
11 Mar. 24	Presentations	Mandatory attendance	Contribute to the discussion!
12 Mar. 31 Last class	Presentations	Mandatory attendance	Contribute to the discussion!

Have a good spring and summer!