

YORK UNIVERSITY
PSYCHOLOGY DEPARTMENT
ADULT DEVELOPMENT AND AGING: 3490/ M, 3.0
2013-2014: Winter

Prerequisite: Psych 1010 with a minimum grade C

Day, time and location: Monday, 7:00pm, CLH E

Course Director: Dr. Ehud E. Avitzur

Office hours: Monday 3:00-3:50pm, 256 BSB.

Phone Messages: 416- 736-2100 X 66115

Teaching assistants: Dilys Haner, Jennifer Hunter.

E-mail: dilyshaner@gmail.com; jahunter@yorku.ca

Office hours:

Jennifer Hunter: Mondays 2:30-3:30pm; Location: 066 BSB.

Dilys Haner: Tuesdays from 5:30-6:30pm; Location: 072K BSB

The best way to contact your TA is by E-mailing. Please make sure to note “**3490 M**” in the subject heading when you e-mail your TA or the course director.

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

Required Text:

Cavanaugh J., C., Blanchard-Fields F., & Norris J. E (2008). *Adult Development and Aging*, (First Canadian Edition), Ontario: Nelson.

Course Description and Objectives:

This course may be a natural continuation of courses such as, Infancy, Child Development, and Development in Adolescence. The course focuses on adult development. Compared with the “grand theories” of infancy and childhood, adulthood seems somewhat lacking in theoretical conceptualizations. However, this is the largest phase in the human life cycle, which involves interesting topics such as young adulthood, romantic love and adult attachment, family building and parenting, work and career, midlife crisis, aging, retirement, loss and bereavement, death and dying.

In Canada in general and in the GTA in particular, cultural diversity and cultural impact on adult life deserve a special attention. An explicit effort will be devoted to the study of these differences, especially in presentations.

The 3-hour class period will encompass some combination of lecture, activities, presentation, discussions and films. There will be a 15 minutes break around the middle of the class period. Films, presentations and discussions will usually take place in the last hour. In spite of a large class size, students are strongly encouraged to actively participate and to establish studying discussions.

The TA will give a tutorial the week before each midterm exam and during the final class. The objective is to provide an overview of key ideas and terminology from the textbook readings in order to guide exam preparation and to address students' questions on material from the textbook. In order to gain the most benefit from the tutorials, the assigned chapters should be read in advance.

Class attendance is important. Each session is intended to be interesting, challenging, and (hopefully) enjoyable for you. Material presented in class -from lectures, presentations, discussions and films- will be included in the exams. The TA will be able to explain or clarify specific concepts presented in the text or in class. However, she is not responsible for giving you an individual lecture if you miss a class. It is your own responsibility to find out what you missed. Thus, it is to your benefit to come to every class and to borrow notes from a fellow student should you miss a class.

Course Evaluation:

Your final grade will be based on exams. Some students may earn a bonus mark for presenting a topic in class.

There will be a total of three EXAMS: The first two will be delivered during the semester and the third during the exam period. The 2nd and 3rd exams will require integration of previously gained knowledge. The structure of the exams will be a combination of multiple-choice (60%) and short-answer questions (40%). Approximately 60% of each exam will be based on the textbook, and 40% will be based on material presented in class (lectures, films, presentations and discussions).

A project: *Adult development: A cultural perspective*. Every student will explore a certain aspect of adult development within a specific culture. This project will result in a presentation outline, paper, and for some students: a presentation (details follow).

Your total grade will be determined by the following weights: Exam 1 (25%), Exam 2 (25%), Exam 3 (25%), Adult development: A cultural perspective (25%). A presentation bonus mark may add up to 6 points to your final grade. Other than presenting in class, there are no extra credit opportunities for any reason.

A+ 90-100; A 80-89;

B+ 75-79; B 70-74;

C+ 65-69; C 60-64;

D+ 55-59; D 50-54;

E 40-49; F 0-39. * Note: E and F are both failing grades.

A project: Adult development: A cultural perspective

Prepare a proposal: a tentative outline for an in-class presentation, about 15 minutes long. Outlines are due by class number 4. The best among excellent proposals will be granted with the opportunity to be presented in class. The TA will guide the student whose proposal will have chosen towards the presentation. Presenting in class may be an enriching academic experience for some students. It may also add up to 6% to the presenter's final grade. **Proposal's length:** two double-spaced pages excluding annotated bibliography. Minimum three references.

Every student will write a paper based on that tentative outline, which is due by class 12.

In your project you may address an interesting cultural perspective on adult development and aging. The outline may include a suggestion to bring an interesting guest speaker, parts of videos etc.

Presentations' contents will be part of the exams. Presenting students will write suggestions for 2 SA and 3 MC questions. (They are not allowed to share these ideas with other students in class).

Contents of the presentation Here are the themes and examples of related questions you may address in your presentation/paper. You may choose one or combine some of these themes, or you may relate to other themes based on your own interests and the kind of information you can get.

Adulthood: What does it mean in a particular culture to become an adult? **Higher education:** How does a particular culture evaluate education? **Career:** How does a particular culture evaluate individual career? Motivators in adulthood: Money, power, social recognition, sense of community? Preferred or prestige occupations? **Retirement:** What are the options for retiring people in a particular culture? **Recreation/leisure:** How are these defined and how legitimate are they in a particular culture? **Dating** and premarital sexual activities. **Marriage. Divorce** (and impact on children) and remarriage. **Women's rights**, equality between the sexes and feminism in a particular culture. **Families:** What are the prevalent family patterns in a particular culture? The attitude toward different patterns: such as **single parent** families, **same sex families.** **Friends:** Compare friendships with family relationships. **Parenting:** What are the main considerations in having and raising children? Who is involved in raising them? How do parents typically interact with adolescents and young adults? Cultural attitude towards young people leaving home. **Cross-cultural** dating, marriage and families. **Middle age:** What is the transition from youth to middle age like in a particular culture? Is middle age crisis prevalent in a particular culture? In what ways may it appear? **Old age:** Characterize old age in a particular culture. How are elderly people treated by family and community? **Grandparenting:** What roles do grandparents play? What are the typical relationships that grandparents have with their sons, daughters, and their grandkids? **Illness and caregiving:** What happens when an elderly person becomes seriously ill? **Widowhood:** What happens when someone's husband or wife dies? How do they typically cope? How do others expect them to behave?

Considerations: Cross-generational bonds and tensions, rituals, rights and responsibilities, gains and losses, ageism (i.e., prejudice based on age, old or young), other "isms", gender differences, and reality vs. myths or ideal standards. Think about how adults' lives (e.g., their feelings, attitudes, life decisions, sense of well-being) are affected by culture.

Important: Although the presentation touches the field of Anthropology, its main focus is PSYCHOLOGY: that is, the focus is on the INDIVIDUAL within the cultural context.

Length of paper: 5-10 pages double space. Minimum five references. **Due:** March 31, 2013 (last day of class).

Presentation Evaluation: Presentations will be graded on the basis of quality. We will look at how skillfully the contents have been arranged and connected, how well the chosen topics have been covered, and the amount of thought given to your conclusions and important considerations (i.e., those noted above that apply to your information). In other words, we will be looking at how well you organize and **integrate** all the pieces together: your informants' thoughts and experiences, your own thoughts and experiences, your readings and your gained knowledge from this class as well as other classes. By "integration" we mean the combination of and relations among these pieces, and your ability to describe a "bigger picture" of a specific cultural impact on community members in adulthood. Course director and the TA

will evaluate the presentations according to the following criteria: Overall seriousness and depth; Effective use of time; Appropriate integration of psychological theory and research; Correct usage of concepts; Complex and non-stereotypical view of the culture; Openness to diverse viewpoints/perspectives; Originality; Overall integration of material.

Missed Exams:

According to University Policy, the only legitimate excuse for missing an exam is a medical problem. A make-up exam will be offered ONLY for a personal medical problem or a serious personal/family problem (e.g., death in the first family circle). If you must miss an exam, notify my secretary, Mrs. Judy Manners (416-736 2100 X 66115) and the TA within 48 hours after the exam. Notification received after that time will result in a score of 0 for that exam. You must bring a note from your physician to the make-up exam at the time specified by the TA. Make-up exams will NOT be provided for someone who completes an exam and then says he or she was not feeling well at the time.

Cheating:

DON'T DO IT!! The University does not look favorably on cheating of any kind, and the penalties are very harsh for doing so. Become familiar with the rules and regulations regarding cheating/ plagiarism. These are published in the Undergraduate Calendar. A copy of the Senate Policy on Academic dishonesty is attached in the calendar. This information is also available online at: <http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>.

Important dates:

Winter Semester begins January 6, 2013; ends April 4, 2013.

Last date to drop the course without receiving a grade: February 14, 2013.

No class on:

Family Day and Reading Week: February 17-21, 2013.

Adult Development and Aging 3490 3.0, Section M

2013-2014: Winter

Professor: Ehud E. Avitzur

Teaching Assistants: Dilys Haner, Jennifer Hunter

Tentative Course Outline:

| Lesson | Topic | Suggested studying schedule |
|-------------|--|--|
| January 6 | General issues 1 | Chapters 1, 2 |
| January 13 | General issues 2 | Chapter 3 |
| January 20 | Young Adulthood 1 | Chapter 4 |
| January 27 | Young adulthood 2 + TA Tutorial: Prep for exam 1 | Go through the chapters and your class notes. Reflect! Proposal is due |
| February 3 | Exam 1 (Classes, Chapters 1-4) | Chapter 5 |
| February 10 | Midlife 1 | Chapter 6 |
| February 24 | Midlife 2 | Chapters 7 |
| March 3 | Midlife 3+ Tutorial | Chapter 8 Go through the chapters and your class notes. Focus on midlife. Reflect! |
| March 10 | Exam 2 (Classes, Chapters 5-8): Focus on midlife. | Chapter 9 |
| March 17 | Aging 1 | Chapter 10 |
| March 24 | Aging 2 | Chapter 11 |
| March 31 | Death and bereavement + Tutorial | Chapter 12 Go through the chapters and your class notes. Focus on old age and life-span integration. Reflect! |
| Exam period | Exam 3 (Classes, Chapters 9-12): Focus on old age and life-span integration. | |

Good luck in your exams!

Happy spring and summer!