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**York University**  
**Faculty of Health**  
**Department of Psychology**  
**2017-2018**  
**Seminar in Developmental Psychology**  
**PSYC 4010 Section C**

**Thursday 11:30AM, VH 1158**

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**Instructor:** Dr. Ehud E. Avitzur  
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**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2110 3.00 (Developmental Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

**Course website:** [Moodle](#)

### **Course Description and Objectives**

This course aims at deepening the knowledge and understanding of developmental processes in an experiential way. 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 a workshop in interviewing.

**Winter semester:**

- 1 Developmental workshops: Guiding the students on their task.
2. Presentation of a semi-final paper in class.
3. Writing the final paper, enriched by the discussions in class.

**Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in developmental psychology.
2. Critically evaluate, synthesize and resolve conflicting results in developmental psychology.
3. Articulate trends in developmental psychology.
4. Locate research articles and show critical thinking about research findings in developmental psychology.
5. Express knowledge of developmental psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

**Required Text**

Course kit (first semester): some readings are required, some are recommended.

**High Impact Journals (A partial list for your convenience):**

Trends in Cognitive Sciences  
Psychological Science  
Psychological Bulletin  
Clinical Psychology Review  
Journal of Clinical Psychology  
Journal of Personality and Social Psychology  
Journal of Child Psychology and Psychiatry  
Journal of Applied Psychology  
Annual Review of Psychology  
Child Development  
American Psychologist  
Current Directions in Psychological Science  
Journal of Consulting and Clinical Psychology  
Archives of General Psychiatry

## Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
A personal contribution on reading		8%
Quizzes		16%
Fails to submit a description of interviewee on time	Class #7	-4%
Preparedness for a developmental workshop		16%
Presentation		20%
Paper		20%
Positive contribution in class		20%
<b>Total</b>		<b>100%</b>

## Description of Assignments

### Quizzes on reading

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

### Further on the Integrative Project: Interview and developmental insight

A 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 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 interviewing workshop.

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 is an elaboration on the reading, based on research articles that will demonstrate critical thinking, capacity to contrast information with another reading in psychology, personal "sense" about the reading.

### **Preparedness for the developmental workshop:**

During the first classes in the winter term, teams will participate in a "developmental workshop". First, before that workshop, each team will decide on which of the interviews, performed by the team members, to focus. For that workshop 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 and the paper will have the same basic structure (see below). Length: Up to 45 minutes. A discussion will 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 (one letter grade per day). Students presenting their work during the last two weeks of classes will be automatically granted with a seven-day extension.***

## **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

## **Late Work/Missed Tests or Exams**

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Penalty for nonauthorized late submission of work: One letter grade decrease every late day (e.g., A becomes B+).

There is no makeup for a missed quiz. You are allowed to miss a quiz without any effect on your grade.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2017-18 - Important Dates](#)

	<b>FALL (F)</b>	<b>YEAR (Y)</b>	<b>WINTER (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	March 10 - Apr. 6

*\*Note: You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

### Ground rules:

- Be on time.
- If you have to leave class before it ends, let us know.

### Electronic Device Policy

Laptop computer is permitted in class for class related work. No cellphones or tablets. Empirical research shows that multi-tasking impairs performance.

### Attendance Policy

Attendance is required for optimal active, experiential learning.

### Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

### Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

### **Electronic Devices During a Test/Examination:**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

### **Academic Accommodation for Students with Disabilities:**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

### **Course Materials Copyright Information:**

These course materials are designed for use as part of the PSYC 4010 6.0A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

**Course Schedule:**

<b>FALL TERM</b>			
<b>Lesson #</b>	<b>Topic</b>	<b>Reading Assignment</b>	<b>Assignment/presentations</b>
1 Sep. 7	Introduction to the seminar Main issues in developmental psychology, Nature/nurture, Temperamental basis of life, Ecological systems theory.		
2 Sep. 14	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)	<b>A personal contribution</b> Be prepared for a quiz
3 Sep. 21	Rosh-Hashana: No Class.		



Lesson #	Topic	Reading Assignment	Assignment/presentations
4 Sep. 28	M. Mahler: <i>Psychological Birth of the Human Infant</i>	Mahler's papers (Course kit)	<b>A personal contribution</b> Be prepared for a quiz
5 Oct. 5	1. Teamwork: Pros and Cons 2. How to find an interviewee? 3. What should be included in the interviewee's description?		
6 Oct. 12	E. Erikson A video (Everyone Rides the Carousel) [option: An application: Over The Edge]	Mitchell and Black on Erikson (Course kit)	<b>A personal contribution</b> Be prepared for a quiz
7 Oct. 19	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 <b>A personal contribution</b> Be prepared for a quiz
8 Nov. 2	H. Kohut	On Kohut (Course kit)	<b>A personal contribution</b> Be prepared for a quiz



Lesson #	Topic	Reading Assignment	Assignment/presentations
9 Nov. 9	A. Adler	On Adler (Course kit)	<b>TEAM-UP by this date!</b> <b>A personal contribution</b> Be prepared for a quiz
10 Nov. 16	1. Attachment 2. Preparing second semester	On attachment: Bowlby Hazan and Shaver (Course kit)	Logistics: Teams and time slots. <b>A personal contribution</b> Be prepared for a quiz
11 Nov. 23 and 12 Nov. 30	<b>Interview Workshops</b>	<b>Attendance is essential</b>	

<b>WINTER TERM</b>			
Lesson #	Topic	Reading Assignment	Assignment/presentations
1 Jan. 1	Developmental Workshop		
2 Jan. 11	Developmental Workshop		
3 Jan. 18	Developmental Workshop		

Lesson #	Topic	Reading Assignment	Assignment/presentations
4 Jan. 25	Developmental Workshop		
5 Feb. 1	Developmental Workshop		
6 Feb. 8	Developmental Workshop		
7 Feb. 15	Presentations		Contribute to the discussion!
8 Mar. 1	Presentations		Contribute to the discussion!
9 Mar. 8	Presentations		Contribute to the discussion!
10 Mar. 15	Presentations		Contribute to the discussion!

Lesson #	Topic	Reading Assignment	Assignment/presentations
11 Mar. 22	Presentations		Contribute to the discussion!
12 Mar. 29 Last class	Presentations		Contribute to the discussion!

**Have a good spring and summer!**