



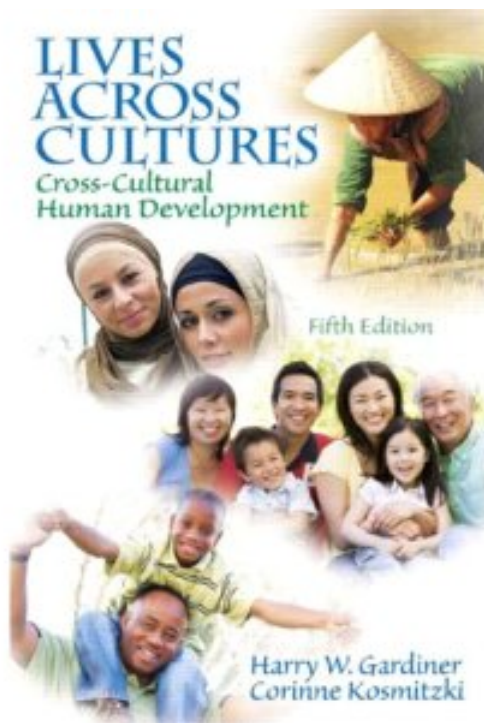
KIIS SPAIN MAY, Summer 2018

PSY 220 Introduction to Developmental Psychology

Professor: Dr. Robin Antepara

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Syllabus subject to change



Gardiner, H. & Kosmitzki, C. (2011). *Lives Across Cultures: Cross-Cultural Human Development*, 5th Edition. Allyn & Bacon: Boston. ISBN 13: 978-0-205-84174-5

Additional required readings will be available from the instructor prior to our departure. Be sure to email me as soon as possible to request a copy.

The textbook is a little reader that looks at developmental psychology with a cultural lens.

You should make every effort to read (or at least get started on) our readings prior to the start of the class. You will have a short assignment based on readings due for each class meeting, including upon arrival. There will be short and fun class entry quizzes on each class's assigned reading as soon as we arrive in class each morning. Getting an early start, if you choose to do so, will help you feel less pressured to do the reading during our trip.

Course Description and Objectives

INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY. (3) A general course in developmental psychology covering the entire life span. Included are a description of growth stages, theories of development, and research methods of development.

This course is designed to introduce students to theories of human development throughout the lifespan. Since we will be learning in Spain, we will have a particularly strong cultural foundation for our study of development. Upon successful completion of the course, students will be able to do the following (*Method of Evaluation of Objectives in italics*):

1. Demonstrate knowledge and comprehend major theoretical perspectives on human development (*Class Entry Quizzes; Chapter Study Questions*).
2. Demonstrate knowledge about research methods and findings related to development throughout the lifespan (*Class Entry Quizzes; Chapter Study Questions*).
3. Identify and integrate major concepts and themes crossing the various topics of development (*Chapter Study Questions, Final Exam*).
4. Analyze and apply developmental principles and theories to their own lives and experiences and to their chosen fields of study and work (*Class Discussion, Field Journals/Field Assignments*).
5. Demonstrate understanding of variability across cultural, individual, and temporal contexts regarding development over the lifespan (*Class discussion, Class Entry Quizzes, Final Exam, Chapter Study Questions*).
6. Read and critically analyze original research across 6 growth stages of development (*Reaction Papers*). **Instructional Activities** In addition to lectures and readings, the course will involve the following activities:

- Field Trips and Observation assignments organized for our entire travel group
 - Class Exercises
 - Class Discussions
 - Final Exam (to be completed during the last day of class—it will consist of selected chapter Study questions...one for each chapter covered during class). **Field Excursions/Travel Days** When we take a travel day, you will be exploring developmental psychology in the context of Segovia's surrounding areas. To help structure this learning, when we travel, take a notebook (either paper or computer!) and answer the following questions as your field journal. We'll share and comment on our observations during the next class meeting. Structure for Field Journals
1. What ages/points in the lifespan do you see represented in the different times of day and locations that we visit? Examples?

2. What are people in these lifespan stages doing?
3. What are your observations related to developmental and other information we have been learning in class?
4. What is your attitude toward different life stages as you see them in today's location(s)? What forms these attitudes?
5. What interested or surprised you most during this travel?

Specific Possibilities for Applying Course Concepts to Field Journals

1. Early childhood is a time of rapidly developing motor skills. Preschool bodies become more streamlined, and children have an improved ability to balance. Running, jumping, hopping, and skipping become common activities. Coordination improves and children can throw and catch balls, ride and steer tricycles, and play on playground equipment. For this journal option, visit a playground at a neighborhood park, preschool, or just a community area and select several children between 2 and 10 years of age for observations. Take notes of descriptions of activities and movements, paying special attention to differences between younger and older children. How does *place, culture* seem to be impacting what you see? Write up your observations.
2. Observe a child between ages birth-24 months for at least 15-20 minutes. Discuss what you observe about the child's behavior in terms of their substage of Piaget's sensorimotor stage of cognitive development. Please also note the most appealing and the most difficult behavior that you saw the infant/toddler display. Do you see any unique or similar aspects of the cultural concepts for this infant/toddler in comparison to infant/toddlers you have observed in your home culture?
3. While visiting an art museum, take photographs (if allowed) or take notes about 3 specific works of art that relate to the developmental stages we have been studying. What is the age and stage of the person portrayed? What stage was the artist in while doing this work (research and find out)? How do you imagine our class concepts (cultural, developmental) might apply to the subject of the art or to the artist portraying them?

Grading

Course grades will be based on the total number of points earned on each of the following activities: Chapter Study Questions..answer 2 questions for each assigned chapter (7 sets at 15 points each) Reaction Papers for Article Readings (6 at 10 points each)

Class Entry Quizzes/Activities (7 at 5 points each) Travel Day Field Journal Entries (2 at 5 points each) Final Exam (35 points) *Total points possible: 245*

Letter grades for the course will be assigned as follows:

90-100% of the total points available = A 80-89% of the total points available = B 70-79% of the total points available = C 60-69% of the total points available = D 0-59% of the total points available = F

Attendance

You are required to attend all class meetings and excursions. One unexcused absence may result in failure of the course.

Additional Materials

In addition to your book and article readings, you should have some mechanism for recording your reaction papers, field journals, and possibly entry quiz responses (depending on whether we have printing capacity for me to print quizzes). This could be a spiral notebook, a composition notebook (this would be nice for keeping after class has finished), or could be documents on your laptop or tablet.

Course Outline (subject to adjustment)

Tuesday, May 15 -- Class 1

Introduction to Human Development/Pregnancy

Read Chapter 1 and answer 2 Chapter Study Questions; Create 1 question for us to answer as a class. Read and react to:

RESEARCH ON **PREGNANCY** IN SPAIN: Garcia-Subirats, I., Perez, G., Rodriguez-Sanz, M., Munoz, D. & Salvador, J. (2011). Neighborhood inequalities in adverse pregnancy outcomes in an urban setting in Spain: A multilevel approach. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 89(3), 447-463.

Wednesday, May 16 -- Travel day. Salamanca/Avila! Field journal. Look for infants and beginning families for this field journal.

Thursday, May 17 -- Class 2

Theories and Methodology/ Infancy

Read Chapter 2 and answer 2 Chapter Study Questions; Create 1 question for us to answer as a class. Read and react to:

RESEARCH ON **INFANCY** IN SPAIN: Reher, D.S., Gonzalez-Quinones, F. (2003). Do parents really matter? Child health and development in Spain during the demographic transition. *Population Studies*, 57, 63-75.

Friday, May 18 – Class 3

Culture and Socialization/Young Children

Read Chapter 3 and answer 2 Chapter Study Questions; Create 1 question for us to answer as a class. Read and react to:

RESEARCH ON PARENTING **YOUNG CHILDREN** IN SPAIN: Molinuevo, B, et al. (2010). Participation in extracurricular activities and emotional and behavioral adjustment in middle childhood. *Journal of Community Psychology*, 38, 842-857.

Saturday and Sunday 5/20-5/21 Independent Travel days

Monday, May 21 -- Class 4

The Family/ Adolescence

Read Chapter 4 and answer 2 Chapter Study Questions; Create 1 question.

RESEARCH ON **ADOLESCENCE and YOUNG ADULTHOOD** in SPAIN: Arias, D. F. & Hernandez, A. M. (2007). Emerging adulthood in Mexican and Spanish youth: Theories and realities. *Journal of Adolescent Research*, 22, 476-503.

Tuesday, May 22 -- Class 5

Culture, Language, and Cognition/Middle Adulthood

Read Chapter 5 and answer 2 Chapter Study Questions; Create 1 question.

RESEARCH on **MIDDLE ADULTHOOD** IN SPAIN: Heiman, J., Long, J., Smith, S., Fisher, W., Sand, M., & Rosen, R. (2011). Sexual satisfaction and relationship happiness in midlife and older couples in five countries. *Archives of Sexual Behavior*, 40, 741-753

Wednesday, May 23 -- Travel day! Field journal. Look for young, middle, and late adulthood people for this field journal.

Thursday, May 24 -- Class 6

Culture, Self, and Personality/Late Adulthood

Read Chapter 6 and answer 2 Chapter Study Questions; Create 1 question.

Read and react to: RESEARCH ON **LATE ADULTHOOD** IN SPAIN: Godoy-Izquierdo, D., Moreno, R. L., Perez, M.L. V., Serrano, F., and Garcia, J. (2013). Correlates of Happiness Among Older Spanish Institutionalized and Non-Institutionalized Adults. *Journal of Happiness Studies*, 14, 389-414.

Friday, May 25 -- Class 7

Social Behavior; Future Trends and Applications. Read Chapter 7 and 10 and answer 2 Chapter Study Questions for each (4 study questions in all); Create 1 question. No article reading for this day!

Saturday, May 26 -- Exams/Projects

Sunday, May 27 -- Departure

Reaction Paper Guidelines

The little reaction papers are your chance to ask questions about each class article, provide your thoughts, critiques, reactions about the article, and show me that you have thought

about the article carefully. Writing the reaction paper will also help you highlight questions you have or points you want to make in class discussion.

Please do not turn in outlines of the readings as your reaction papers. I have read the readings and do not need a review. But I would love to read writings that show evidence of insight and

reflection. What you write in these reaction papers will often contribute to our class discussions. I also would like you to apply each reading to an experience you have had in Spain in some way. Consider bringing a composition notebook for your reaction papers so you'll have them all together in a form you can keep if you want.

You can organize your reaction papers around answering the following questions:

What **stage** in the lifespan is studied by this article? **How** did the researchers collect their data? What is the most **important** finding of the research in your opinion? What is the one thing you found most **interesting** about the article? How can you relate this research study to an experience or observation you have had during our time in **Spain**? If you had to create an interesting **bumper sticker** to capture a theme found in this day's chapter or research article, what would it be? Be brief and be catchy.

The reaction papers should be 1/2 to 3/4 full page, typed, double spaced or 1 full page if you hand write.

Activities/Structure of our Class Time Together

1. *Entry quiz*. This activity will include 3 more factual/course material type questions and 1-2 active learning questions (e.g., activities, role play, interaction).
2. *Field Journal Sharing*. After travel days.
3. *Chapter Study questions*. We'll take turns reading and discussing our answers to these questions as well as presenting our created thought questions for the class to answer and discuss.
4. *Article Introduction*: Students will take turns introducing the article of the day...super quick summary, highlight concepts that seemed most interesting or important, ask a discussion-starter question to get us started. Bring on the bumper stickers!
5. *Audio Pieces*: We'll view videos/listen to audio pieces to help us learn about and apply main course concepts of the day.
6. *Dr. Bundy* will review major developmental concepts for our developmental stage of the day to promote basic content knowledge. Depending on the day and weather, we will complete some of these activities in the classroom and some outside.

Final Exam

The final will ask you to spend time reconsidering and writing answers to some of the chapter thought questions you have answered throughout our class. Selections from the questions you created during class will be included!

When You Come to Class, Bring:

1. Your book and article of the day.
2. Any note-taking device you may want to use. (e.g., notebook, piece of paper, laptop, etc.)
3. Your article reaction paper for the day.
4. Your created chapter question and answers to book study questions.
5. Field journal if applicable.
5. Good energy for thinking, talking, learning!