COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed Course Syllabus Cover Sheet to course syllabus.

Course Name	**Lifespan Development**
Course Number	**CPSY 506**
Term	**Fall 2010**
Department	
Textbooks/Materials	**Crain, W. (2005). Theories of Development: Concepts and Applications, Fifth Edition, Prentice Hall, NJ.** **Kegan, R. (1982). The Evolving Self: Problems and Process in Human Development. Cambridge, Mass., Harvard Univ. Press.** **Readings: On Reserve**

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Catalogue Description *(copy from current catalogue)***:** In this course we examine social, cultural, biological, and learning developmental theories throughout an individual's lifespan, as well as research methods in lifespan development. This course includes the application of theory and research in lifespan development to clinical and other applied situations.

Course Description: In this course we will examine a variety of theoretical perspectives as they apply to various issues that occur across the lifespan. Examples of these issues are the nature-nurture controversy, attachment theory and the impact of early experience, parenting styles, the development of cognition and morality, the development of personality and social relationships, the development of intimate relationships, family processes and the impact of divorce, and developmental changes in adulthood. Clinical implications of the issues covered within the course will also be examined.

Course Goals and Objectives:

Students will demonstrate knowledge of the following subject areas, as well as the awareness of how to apply this knowledge in relevant settings (i.e., schools, communities, families, workplace):

1. Human developmental processes, psychopathology, and associated biological, cultural and social influences on behavior
2. Theories of learning, personality, and identity development (class, sexuality, ethnicity)

3. Socialization and the influences of families, peers, teachers, and others on development
4. Development of behavioral, affective, adaptive and social skills; developmental milestones
5. Life cycle of families
6. Developmental crises, situational and environmental factors that affect both normal and abnormal behavior
7. Strategies for facilitating optimal development over the life-span
8. Multicultural and pluralistic trends affecting development, including characteristics and concerns between and within diverse groups nationally and internationally
9. Ethical and legal considerations about working with clients/students and about research procedure and application.

Date	**Topic**	**Readings**
Sept 8	Introduction to theories of development	Crain CH 1,2,5; Kegan Prologue
Sept 15	Social and emotional development	Crain CH 3,11,13; Tyson & Tyson 295-309; Magai & McFadden; Takahashi
Sept 22	Cognitive Development	Crain CH 6; Kegan Ch 1
Sept 29	Development of morality and self concept	Crain CH 7; Kegan CH 2,3 Gilligan & Attanucci; Tyson & Tyson 309-313
Oct 6	Exam 1, Parenting	Kegan CH 5
Oct 13	Cultural Context	Crain CH 10, Kagan, Ogbu
Oct 20	Development of gender roles	Crain CH 8, 9, Chodorow; Pinker; Bussey & Bandura
Oct 27	Adolescence	Arnett; Kegan CH 6 Tyson & Tyson 313-319
Nov 3	Adolescence & Early adulthood	Crain CH 12, Erikson French et al
Nov 10	Exam 2, Early Adulthood continued	Arnett; Kegan CH 7

Nov 17	Early Adulthood/Middle Adulthood	Grunebaum & Pittman Fletcher, Kegan CH 8
Nov 24	Thanksgiving Break	
Dec 1	Middle Adulthood	Crain CH 16, Levinson Stewart & Ostrov
Dec 8	Late Adulthood	Crain CH 18
Dec 15	Exam 3, and Concluding Themes	Kegan CH 9

Course Requirements:

1. Class attendance and participation is vital. As each class meeting is equivalent to one week, it is important that you not miss classes. You may miss one class without penalty to your grade. Missing a second class will result in decrease of course grade by one step (e.g. B+ to B). Missing three classes will likely mean you will not pass the class.

2. Weekly discussion question/commentary on assigned readings to be typed and turned in (beginning Sept 15th). Each commentary should open with a question that may be posed for general class discussion. The commentary itself should demonstrate your thoughtful consideration of an issue raised within the readings. Commentaries should be no longer than one page (double spaced) in length. The commentaries will account for 10% of your final grade. Late commentaries will not be accepted. Missing commentaries will reduce final grade total by 2% per commentary.

3. There will be three film commentaries due across the term. Each commentary should demonstrate your ability to interpret aspects of the film in light of the developmental issues and theories covered in the course. The commentaries must be typed and no longer than three pages (single spaced) in length. The film commentaries will count for 45% of your final grade (15% each). Late commentaries will not be accepted.

4. Exams 1, 2 & 3 will each count towards 15% of the final grade (15% each).

Evaluation and Assessment: In grading your written work I will be looking for your ability to critically evaluate and integrate the information that we have been covering in the course. This requires you to go beyond the information given and to reflect on how different perspectives presented within the course relate, to consider the implications and applications of these perspectives, and to make informed decisions about the strengths and weaknesses of these perspectives.

Grades will be assigned as follows:
A level work: Exceptional
B level work: Competent and sound
C level work: Minimal competence
D level work: Insufficient evidence of minimum mastery
F level work: Failure to demonstrate learning

Authorization Levels: This course covers material form the following authorization levels: Early Childhood (age 3 – 4th grade), Elementary (3rd – 8th grades), Middle Level (5th – 9th grades), and High School (7th – 12th grades).