Course number: HDF 211-01
Course title: Human Development Across the Lifespan, Fall 2018
Credits: 3

Prerequisites: None

For whom planned: This course is required for all HDFS majors. It is also an elective class for all undergraduates, carrying Social and Behavioral Science (SBS) credit.

IMPORTANT: This is a “flipped” class. That is, it is one in which we provide all that you need to read and think about PRIOR to coming to class. Class will primarily be devoted to discussion of the most important issues.

Instructor / TA information

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Catalog description: The study of how development unfolds in diverse contexts and cultures from conception to death and how individual characteristics, relationships, and social settings influence cognitive, social, and psychological development.

Student learning outcomes: You will not be expected to learn about every aspect of development from birth to death; instead you will be helped to understand what a developmental approach entails. Evaluation is key—you will be expected to evaluate key aspects of development, present your arguments and defend them, based on the readings, and critique others’ points of view if their views cannot be supported by the readings. In order to do this, you will learn to compare the developmental trajectories (or pathways through life) of different groups in society, analyzing not only the impact of different social settings (for example, social class, cultural group, or society) as they change over time, but also how individual characteristics and interpersonal relationships influence these trajectories. To help in this process, you will also learn to analyze the similarities and differences in three theories of human development, each of which deals with these three key factors (individual characteristics, interpersonal relationship, and broad social settings). You will be expected to describe the ways in which these three factors influence the course of development, predict likely trajectories for individuals given information about each of these factors, compare two or more groups that differ in terms of social class, culture, or society, and explain, providing supporting evidence, how the three key factors influence developmental trajectories.

Successful completion of this course will allow you to use several theories of human development to analyze the ways in which human development is influenced by broad social contexts as they change over time, relationships among people, and by the individual characteristics of these developing humans. You will also learn how to use empirical information to make sense of and think critically about the interconnections among cultural-historical factors, interpersonal relationships, and individual factors.

Among the sort of questions that we shall address are the following:

- Why is it that some children are born into families that seem so disorganized and chaotic, or who early in life have health problems or who seem to have learning difficulties while other children show no such problems? What are the consequences over time of these different experiences?
Why is it that two children, apparently so similar, can go to the same school, and one be perfectly happy while the other one has a difficult time? What are the likely consequences for these two children? Are they destined for quite different futures, or can other events and other relationships turn things around?

As some people grow up, they are faced with major societal problems (such as a major war, or the Great Depression) or with broad social changes (the Civil Rights movement, or the women's movement), whereas others grow up during periods of relative calm, or at a time in which the economy is shrinking, gas prices are rising, and so on. What are the consequences for the people themselves, and for their children?

What are the effects of stresses of a more individual or family-oriented nature? For example, what are the short- and long-term results of being a "difficult" child and adolescent, and how do these results differ because of the type of environment in which people are situated?

What is the impact of divorce—on the divorcing couple themselves, and on their children? Are these effects different for younger children than for adolescents, and do they have long-term consequences?

What happens to family relationships as people age, and how do individual, interpersonal, and socio-cultural aspects of life enhance or detract from the aging process?

Texts/Readings

- Short articles and chapters, listed below, and available in Canvas.
- The class will also make some use of film, including documentaries (the “Up” series, DVDs that chronicles people’s lives as they develop from age 7 to 56). These videos will be shown during class times, and some test and exam questions will be taken from them.

Requirements

- You need to have read the relevant materials (slides, lecture notes, and chapters from the book or readings on reserve) prior to the class period. The lectures are intended as a guide to the chapters and readings, and not as a substitute for them.
- My strong advice is to read strategically. That means that you should pay particular attention to the Key Issues that will appear at the start of each lecture. Take each of them in turn, find where they’re first mentioned (which usually will be in a PowerPoint slide), and then go to the relevant part of the lecture (or in the reading). Make sure that you understand the Key Issue (to check your understanding, post a question in Canvas). Then move on to the next Key Issue and do the same thing, until you understand each of the Key Issues. Only then read the lecture notes completely, along with the chapter or article that's been assigned.
- You need to bring all relevant materials to class each time.
- Learning styles. I understand that people learn in different ways. Some people feel that they learn best by listening to a professor giving a formal lecture. If this describes you, you are unlikely to find that this class meets your needs, and I strongly suggest that you enroll in a different section in which formal lecture is the primary approach. Some people feel that they learn best by reading the relevant texts and only asking questions when something is not clear. If this describes you, this class could be good for you. Some people feel that they learn best by reading ahead of time and then engaging in discussion with others about what they've read. If this describes you, this class will be great for you, as there'll be a great deal of discussion, both in small groups and with the entire group.
- Class discussion. This is a crucial aspect of this class, and if you are unwilling or unable to share ideas, based on the readings, in either small-group discussion or to the class as a whole, you should find a different section of this class to attend. Small-group discussion is extremely helpful, because this is where you'll have the opportunity to use your understanding of the Key Issues. By putting them into your own words it'll really help you make the ideas your own. And if you’ve misunderstood, that should become obvious during the course of the discussion. Following that period of discussion some of you will be called on, at random, to respond. If you are called on you must signal your presence, but if there are some in your group who are very shy, you need to select (ahead of time) a group member who is willing to speak on behalf of the shy person. If you are not in class when your name is called, or if you fail to answer, you will lose 2 points from your total score.

Following the response from the several people (or groups) called on, we will open the floor for whole-class discussion. The same process will occur fairly often during each class period.
Socrative. We'll use this software most classes. All you need to do is bring a laptop, smartphone, or tablet and connect to https://www.socrative.com/ (free for students) and log on (the class name is “Tudge”). We'll use this for getting rapid feedback from you, totally anonymously.

Class attendance. Obviously, given what you have just read, class attendance is required. Attendance will be taken each class period (you will sign in on a sheet that is passed around). NOTE: it is a violation of the academic integrity policy to sign someone else’s name; if someone appears to have signed in but is not in class when called on they will be considered in breach of that policy. You may miss two classes without penalty so long as you alert me by email PRIOR to class; in that case I will remove your name from the list of those who can randomly be called on. If for some reason you need to leave class early you MUST alert me at the start of class. Those who leave early without having let me know ahead of time will be treated as though they did not attend class that day and will lose 2 points.

Don’t arrive late to class (once the doors have been shut, that means that you’re too late) and don’t leave during class (it’s disruptive to others). If you have some medical issue that requires you to leave frequently, just let me know and I’ll make an exception for you.

Communication
- Office hours. Office hours are listed above. If you have any problems, questions or concerns, please come to see one of us.
- Questions about class organization or about any of the texts. Canvas is available for you to post questions. We will typically respond to your questions there, but if necessary I will also go over the question in class. Do not use email for questions about the class; I want responses to questions to be available to everyone.
- Announcements. ALL important communications (for example, reminders about a forthcoming test or exam, a message that a test or paper has been graded and that the grades have been posted) will be posted in Canvas.

Additional Information
- At the end of each test and exam you may be asked four additional questions, about:
  - how much you like the way in which this class is being taught;
  - your interest in the materials (the text and the readings);
  - the extent to which you are reading the materials; and
  - approximately how many hours you spend studying for the class.
- Your responses to these questions are purely for our information, and do not impact your grade. We will use this information for illustrating the statistical tests that you learn about during the class.

Academic Integrity
It is your responsibility to read the Academic Integrity Policy, available in the UNCG Student Calendar/Handbook, and at the following link: http://academicintegrity.uncg.edu/complete/, and to abide by its requirements on all exams and on each paper. These issues are taken seriously in this class as in all HDFS classes. You are required to read, on each exam, and sign underneath: “I have abided by the academic integrity policy on this assignment.”

Appropriate Classroom Behavior
- Arrival and departure. Class will start promptly at 12:30 and will end at, or before, 1:45. You must be there on time and you may not leave until class is over (I’ll make an exception to this if you talk to me ahead of time and have a valid reason).
- Be respectful to others. Discussion in this class does not mean that anyone can say anything. Discussion is based on your understanding of the material you’ve read for class. Nonetheless, people may have different understandings of what they’ve read. Differences of opinion are very helpful, forcing members of the group to try to understand why those different opinions exist. Be respectful of others’ opinions, and try to understand (a) where they’re coming from and (b) where you are coming from.
- Use of laptops. You are encouraged to bring your laptop or similar device to class; it may help you to be able to follow along with the lecture, or look at one of the required readings while it is being discussed. However, using your laptop for some purpose that is not class-related is not only inappropriate but also distracting to students sitting nearby. If you are seen using your laptop for something unrelated to class you will be asked to close it down, or to not bring it to class again.
Teachers Academy Conceptual Framework Mission Statement:

The mission of professional education at The University of North Carolina at Greensboro is to ensure “Access to Opportunities through Teaching, Learning and Caring.” This requires excellence in all our programs through alignment to state and national standards; explicit connections among research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision-making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Teachers should show evidence of these dispositions in class:

- reflective
- ethical
- inclusive
- engaged in and committed to professional practice
- dedicated to life-long learning
- self-efficacious
- receptive to feedback
- affirming of diversity
- professionally responsible
- collaborative
Grading/Evaluation: *UNCG Undergraduate Grading System*

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<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>Exams</td>
<td>There will be two exams plus a final, each of which will have 50 multiple-choice questions and be worth 50 points. The second exam will concentrate on the material covered since the first exam, but will not be restricted to that material. One thing that I am stressing in this class is that experiences early in the life-course have impact on later experiences. Those aspects of life that we discuss in the first part of the class necessarily have impact on those we discuss later. The same is true of the theoretical perspectives that we talk about. The final exam will be cumulative. <strong>Those students scoring 38 points or more on each of the first two exams</strong> do need not take the final; if you nevertheless choose to take the final, I will drop the score of your lowest exam of the three you take. <strong>Those students scoring less than 38 points</strong> on either of the first exams <strong>must</strong> take the final exam. In this case, your lowest score from the first two exams will be dropped (your score on the final will not be dropped). <strong>Please note:</strong> There will be <strong>NO</strong> make-up exams. If you miss Exam 1 or Exam 2, your final grade will consist of your score from the Final and the exam you took. If you miss the Final exam, you will get an Incomplete in the class and will need to re-take the final the next time I teach the class.</td>
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<td>Tests</td>
<td>Four times over the course of the semester there will be a test (see calendar for the dates), based on the material covered <strong>since the last test or exam</strong>. A correct answer will be worth one point, and a total of 10 questions will be asked on each test. The questions will be taken both from the material presented in lecture and from the most recent required readings. The purpose of these tests is to help you make sure that you understand the important concepts that you have read about, and to help you understand the types of questions that will appear on the exams. <strong>Your lowest test score will be dropped</strong> (i.e., <strong>only your top three scores will count</strong>). This allows you to miss one test without penalty, or take all four and drop your lowest score.</td>
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<td>Papers</td>
<td>Twice during the course of the semester there will be a question raised relating to the issues discussed. You will be expected to write a brief response (half a page to a page will probably be enough) in which you relate the issue to your own life or the life of other people you know. Each paper is worth 6 points, 5 of which are for content, and 1 of which is for grammar, lack of typographical errors, etc. If you are worried about your writing, please go to the Writing Center, 3211 HMRA, where someone will help you. Instructions for both papers are found on the next page, and the submission dates are provided in the calendar.</td>
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**Total** 142

There will also be an opportunity to gain 3 extra-credit points.

Out of a possible 148 points, the scores needed for the various grades are as follows:

- **A-** 118-120  
  **A** 121-142
- **B-** 103-105  
  **B** 106-114  
  **B+** 115-117
- **C-** 88-90  
  **C** 91-99  
  **C+** 100-102
- **D-** 70-75  
  **D** 76-84  
  **D+** 85-87

On each exam, the following scores are equivalent to the following grades. Exams  
- **A:** 43; **B:** 38; **C:** 33; **D:** 28.
- **Tests:**  
  - **A:** 8; **B:** 7; **C:** 6; **D:** 5. For example: Your top two exam scores are 44 + 42, total for exams = 86. Your top three test scores are 9 + 8 + 8, total for tests = 25. You score 6 and 5 on the two papers = 11. 86 + 25 + 11 = 122 (A). Of course, the additional 6 extra-credit points will help you reach the total you want.
Information about the Papers

Paper 1

By the time you need to write this paper, we will have talked, in this class, about individual characteristics, interpersonal relationships, and cultural-historical events and factors. Thinking back over your life so far, what personal characteristics, relationships with others, and cultural-historical factors or events have been very important in your development? In what ways have they helped (or hindered) your development?

You don't have to write about yourself. If you'd prefer to write about someone else, that's fine, but choose a fake name for the person whose development you describe.

Your score will be based on:

- the extent to which you talk about your (or someone else's) development (1 point);
- the extent to which you appropriately talk about individual characteristics, interpersonal relationships, and cultural-historical factors, including showing how they may have helped or hindered your (or someone else's) development (3 points);
- the extent to which you write about each of those three correctly and do so well (1 point);
- and the extent to which the paper is grammatically correct and free from typographical errors (1 point). If you're worried about your writing, please take a draft to the Writing Center, and they'll help you correct it before posting.

Make sure that you identify your points as relating to individual, interpersonal, or cultural-historical factors (using sub-headings or something equally obvious) and show how these factors have helped or hindered your development.

Half a page to a page, single-spaced, is usually sufficient.

IMPORTANT:

Write your paper in Word, and save it somewhere on your computer or on a flash drive. These papers MUST be sent as an email attachment to Marlena at m_preece@uncg.edu with “[your last name, first name], 211 paper1” in the subject line, and the paper titled “[last name, first name], 211 paper 1.docx” (for example, “Doe, Jane, 211 paper1.docx”). The paper is due by midnight on Tuesday, October 16.

Marlena will send you a confirmation message within 24 hours that she has received the message. If you don’t get a confirmation message you’ll know that she has not received your assignment. Keep that confirmation message as proof that you sent the assignment on time.

Paper 2

For this paper you will need to interview someone. You need to choose a person EITHER who is no younger than age 75 (but the older the better) and is from the same cultural group as you are OR someone who is approximately the same age as you but from a different cultural group.

In your interview you need to talk about that person's life up to age 21, and your paper should concentrate primarily on the differences in that person's life (compared to your life) as he or she was growing up. You may also write about any surprising similarities. By specifying “surprising” similarities I want to be sure that you don't write about the fact that this person was born, just like you, had two parents, just like you or any of the thousands of other things that happen to everyone. If you find something that is surprisingly the same about this person's life, why does this surprise you? If it doesn't surprise you, don't write about it; if it does surprise you, tell me why!

What do I mean by "cultural group" in the paragraph above? You may choose to interview someone from a different race/ethnic group than your own, from a different social class than your own, or from a different society than your own. Specify what your cultural group is and what the cultural group is of the person you are interviewing. The more different the cultural group is from your own the more interesting it should be.
Whether you choose to write about someone who is from the same cultural group as you but is much older than you are or about someone who is from a different cultural group but approximately the same age, you should reflect on how your own development and the other person’s development are different (or surprisingly the same) because of either the historical time that person lived in during the first 21 years of life or the different culture that that person grew up in. If you don’t do this, you will not score well on this assignment!

When writing your paper, DO NOT use the person’s real name. You should let the person you’re interviewing know that you will preserve strict anonymity. If you choose to write about someone from a different cultural group than your own, you MUST identify both your own cultural group and that of the other person. If you write about someone who is older than you, you should tell me the person’s age. Do not provide me with the interview itself—you need to write a paper based on the interview that you did, summarizing the differences that you thought were interesting or the surprising similarities.

Grading criteria
There are up to 6 points available for the paper as a whole, of which 5 are for the level of detail and 1 is for your writing.

Details
- You have interviewed EITHER a person of the appropriate age (minimum of 75) from the same cultural group OR someone from a different cultural group who is approximately the same age as you are now (failure to do this means getting 0 points on the assignment).
- Your points will depend on the level of detail and the extent to which you related the similarities and/or differences to either historical time or cultural group and draw connections to your or your interviewee's development. For example:
  a. You mention differences or surprising similarities, but these differences or similarities are only related to how your interviewee developed, with little or no attention paid either to historical time or to cultural group (1 or 2 points, depending on degree of superficiality [mentioning just one or two minor similarities or differences will lose you a point]);
  b. The differences or similarities are related either to historical time or to cultural group but are not discussed in terms of your or your interviewee’s development (2 or 3 points, depending on degree of superficiality);
  c. The differences or similarities are related either to historical time or to cultural group, and are also discussed in terms of your or your interviewee’s development (4 or 5 points, depending on degree of superficiality).

Writing
- The writing has no more than 3 grammatical or typographical errors for each half page (1 point). [Note: Don’t rely on the spell-checker, but read your paper carefully before submitting it, to avoid errors that the spell-checker never catches.]

The paper should be written in Word, given the following name: “last name, first name, 211 paper2.docx” (e.g., Doe, Jane, 211paper2.docx), saved to your computer or a flash drive, and then sent by email to Marlena (m_preece@uncg.edu) by midnight on Tuesday November 13. Please also include, in the subject line of your message, “last name, first name, 211 paper 2”. Marlena will send you a confirmation message within 24 hours that she has received the message. If you don’t get such a confirmation message you’ll know that she has not received your assignment. Keep that confirmation message as proof that you sent the assignment on time.
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<th>Date</th>
<th>Topics</th>
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<tr>
<td>August 14</td>
<td>Introduction to the class</td>
<td>No readings</td>
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<td>August 16</td>
<td>The start of the “Up” series</td>
<td>No readings</td>
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<td>August 21 to 23</td>
<td>The Study of Development</td>
<td>Werner &amp; Smith, pp. 1-37</td>
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<td>August 28 to 30</td>
<td>The Theory of Erik Erikson</td>
<td>Crain, W. &quot;Erikson and the Eight Stages of Life&quot;</td>
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<td>September 11 to 13</td>
<td>The Theory of Lev Vygotsky</td>
<td>Bjorklund, D. &quot;Social Construction of Mind&quot;</td>
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<td>September 18 to 20</td>
<td>Vulnerability and Resilience</td>
<td>Werner &amp; Smith, pp. 56-79</td>
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<td>September 25 to 27</td>
<td>The Impact of School Entry, Labeling, and Tracking (within schools and across schools)</td>
<td>Broussard “Tracking”</td>
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<td>October 2</td>
<td>Review for 1st Exam</td>
<td>Kozol, “Still separate, still unequal”</td>
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<td>October 4</td>
<td>1st Exam. Please note: No-one will be allowed into the exam once the first people have finished the exam and left.</td>
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<td>October 9</td>
<td>Fall Break</td>
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<td>October 11</td>
<td>Completing 35-Up DVD and discussion</td>
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<tr>
<td>October 16 to 18</td>
<td>Paper 1 due October 16, midnight, sent to Marlena (<a href="mailto:m_preece@uncg.edu">m_preece@uncg.edu</a>)</td>
<td>Cherlin A., et al., &quot;Longitudinal Studies of Effects of Divorce…”</td>
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<td>October 23 to 25</td>
<td>The Impact of Divorce and Other Stressors on Children and Adolescents</td>
<td>Cosby, Worden, &amp; Kee, “Understanding Correlations”</td>
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<td>October 23 to 25</td>
<td>Teenage Parenthood</td>
<td>Werner &amp; Smith, pp. 80-101</td>
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<td>Date Range</td>
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<td>October 30 to November 1</td>
<td>Other Problems of Youth</td>
<td>Werner &amp; Smith, pp. 102-131</td>
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<td>November 6 to 8</td>
<td>History: The Impact of War and Economic Ruin 4th in-class test (at end of class), Nov. 8, covering everything from Oct. 30 to Nov. 8</td>
<td>Caspi, Elder, &amp; Bem &quot;Moving Against the World&quot;</td>
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<td>Cosby, Worden, &amp; Kee, “Understanding t-tests and F-tests”</td>
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<td>November 13 to 15</td>
<td>Paper #2 due Nov. 13, midnight, sent to Marlena (<a href="mailto:m_preece@uncg.edu">m_preece@uncg.edu</a>) Aging and Inequality: Gender</td>
<td>Elder &amp; Liker, &quot;Hard Times in Women’s Lives&quot; (Blackboard)</td>
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<td>November 20</td>
<td>Review for 2nd exam and final exam</td>
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<td>November 22</td>
<td>Thanksgiving</td>
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<td>November 27</td>
<td>2nd Exam. This will cover everything from October 16 onwards. Please note: No-one will be allowed into the exam once the first people have finished the exam and left.</td>
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<td>Thursday, December 6, 12:30 to 2:00</td>
<td>Final exam will start promptly at 12:30 pm. Remember that no one will be allowed into the exam once the first people have left.</td>
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