Overview
This course addresses several theoretical issues of particular relevance to lifespan development psychology and a variety of theoretical frameworks for understanding development. We will discuss a number of issues in lifespan development such as conceptualizations of development, innateness, evolutionary psychology, and stage theory. We will cover several classical and contemporary theoretical frameworks for understanding development, including Freud’s theory, Erikson’s theory, Piaget’s developmental theory and Vygotsky’s sociocultural theory. The goal of the course is to be able to understand and evaluate different approaches to lifespan development and various basic developmental issues.

Requirements: Undergraduate students will give one in-class presentation, graduate students will give 2 in-class presentations. All students are required to participate in one in-class debate and, on a weekly basis, to submit answers to questions raised by the instructor. Students are also required to write a review of the book:
http://web.a.ebscohost.com/ehost/detail/detail?sid=94b00c79-3ff1-4c32-93e7-0c55f029bbba%40sessionmgr4004&vid=0&hid=4206&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZhY29wZT1zaXRl#db=nlebk&AN=141061

Further detail on the assignments is available on the CourseSpaces website.

Readings: Readings will be made available as electronic files or are available as e-books/chapters on the library website.

GRADING
The course grade will be based on in class participation (25%), presentation (15%), debate (10%), short answers (30%), and book review (20%). Final grades will be determined based on the following distribution:
A+ = 90-100 percent  B+ = 77-79 percent  C+ = 65-69 percent
A  = 85-89 percent   B  = 73-76 percent   C  = 60-64 percent
A- = 80-84 percent  B- = 70-72 percent  D  = 50-59 percent
F  = < 50 percent

TOPICS AND READING SCHEDULE
TOPICS SCHEDULE & READINGS ASSIGNMENT

JANUARY

M Jan 4  Introduction

W Jan 6  Science, Society, and Value
Readings:

M Jan 11 The Concept of Development
Readings:
W Jan 13  The Concept of Development (cont’d)
Readings

M Jan 18 Meta-Theoretical Models in Life-Span Development
Reading:

W Jan 20 Meta-theoretical Models in Life-Span Development (cont’d)
Reading:

M Jan 25 Biological Foundations: Genes and Organisms
Readings:
Dupré, J. (2012). What genes are and why there are no ‘genes for race.’ In J. Dupré, Processes of life (pp. 261-274). New York: Oxford University Press.

W Jan 27 Biological Foundations: Genes and Environment (cont’d)

Debate #2: Behavioral genetics: a useful research program?
Debate Readings:

First Essay Due

M Feb 1 Innateness
Reading:

W Feb 3 Innateness (cont’d)
Reading:
Margolis, E., & Laurence, S. (2013). In defense of nativism. Philosophical
Debate # 3: Innateness – A useful concept?

Readings for the debate:


Debate 4: Evolutionary psychology: Promise and limitations
Readings for the Debate:

W Feb 29
Freud’s Theory
Reading:

MARCH
W Mar 2
Freud’s Theory (cont’d)
Reading:

Debate # 5: Is Freud’s psychoanalytic theory still relevant?
Readings for the debate
Redden, J. (2006). The relevance of Sigmund Freud for the 21st century. Psychoanalytic Psychology, 23, 215-216. (this is the introduction to a special issue on the relevance of Freud; it provides a summary of the papers that appear in the issue)

M Mar 7
Erikson’s Theory
Reading:

W Mar 9
Erikson’s Stage Theory: Are 8 Stages Enough?
Reading:

Debate 6: Is emerging adulthood a legitimate stage?
Readings for the debate:

M Mar 14
Piaget's Theory
Reading:

W Mar 16
Piaget's Theory (cont’d)
Reading:

Debate # 7: Is Piaget’s concept of stages flawed?
Readings for the debate:

M Mar 21
Vygotsky's Sociocultural Theory
Readings:

W Mar 23
Culture and Development
Readings:

W Mar 30
Sociocultural History and Psychology
Readings:
Contemporary Theories: Ecological Theory & Dynamic Systems Theory

Readings


Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 220-222 of the UVic Calendar 2015-16.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2015-16, p. 36)

- **What to do if you miss an exam other than one scheduled during the formal examination period**

  Do **not** apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- **What to do if you miss an exam scheduled during the formal exam period**

  Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
  OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

- **What to do if you require additional time to complete course requirements**

  Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
  OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)
**Policy on Academic Integrity including Plagiarism and Cheating**

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/PoAcI.html, p. 33-35, UVic Calendar 2015-16). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 33-35 in 2015-16).

The definitive source for information on Academic Integrity is the University Calendar (p. 33-35 in 2015-16) (http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/PoAcI.html)

Other useful resources on Plagiarism and Cheating include:

2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. The English Department: http://web.uvic.ca/wguide/Pages/CitPlagiarism.html