Overview
This course addresses several theoretical issues of particular relevance to life-span developmental psychology and a variety of theoretical frameworks for understanding development. We will discuss a number of issues in life-span development such as conceptualizations of development, innateness, evolutionary psychology, and culture. 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, and we will review some contemporary frameworks of development (dynamic systems theory, ecological systems theory, enactivism). We will also examine societal influences on developmental and psychological theorizing. The goals of the course are to put you in a position to understand and evaluate different approaches to life-span development and various basic developmental issues, and to reflect critically on the assumptions underlying psychological research.

Requirements: Students are expected to give two in-class presentations, submit seven shorter (500 words) papers responding to questions posed by the instructor, and submit two longer (1500 words) response papers OR submit a book review. For the book review, students can select one of the following books (all are available as e-books through the library):

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. Note: not all readings listed under each topic are required, but you will have to do at least one reading to answer the questions posed by the instructor.

GRADING
The course grade will be based on in class participation (20%), presentation (20%), short response papers (35%), and book review/long response papers (25%). 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

W Jan 3  Introduction 

M Jan 8  The Concept of Development 
 Readings: Werner, H. (1957). The concept of development from a comparative and organismic point of view. In D. B. Harris (Ed.), The concept of development: An issue in the study of human behavior (pp. 125-148). Minneapolis: University of
Minnesota Press.

W Jan 10 The Concept of Development (cont’d)
Readings:

M Jan 15 Meta-Theoretical Models in Life-Span Development
Reading

W Jan 17 Meta-Theoretical Models in Life-Span Development (cont’d)
Readings:

M Jan 22 Freud’s Theory
Readings:

W Jan 24 Erikson’s Theory
Readings:

M Jan 29 Piaget’s Theory
Reading:

W Jan 31 Vygotsky’s Theory
Reading:

FEBRUARY
M Feb 5 Ecological Theory & Cultural Psychology
Readings:


W Feb 7 Dynamic Systems, Enactivism, and Embodiment
Readings:

M Feb 12 Reading Break
W Feb 14 Reading Break

M Feb 19 Genes and Environment
Readings:

W Feb 21 Genes and Environment (cont’d)
Reading:

M Feb 26 Innateness
Readings:

W Feb 28 Innateness (cont’d)
Readings:

MARCH
M Mar 5 Epigenetics
Reading:

W Mar 7 Evolution and Development
Readings:


**M Mar 12**

Evolution and Development (cont’d)

Readings:

**W Mar 14**

Sociohistorical Approaches to Development

Reading:

**M Mar 19**

Western, Educated, Industrialized, Rich, and Democratic (WEIRD)

Reading:

**W Mar 21**

Racism in Psychology

Readings:

**M Mar 26**

What is Normal?

Readings:

**W Mar 28**

Critical Psychology(ies)

Readings:


**APRIL**

**W Apr 4**

Positive Psychology – a Neoliberal Ideology?

**Readings:**


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.

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 [link](https://web.uvic.ca/calendar2018-01/grad/academic-regulations/academic-integrity.html), p.37–40 UVic Calendar January 2018). 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 offenses 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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **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.

4. **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.

5. **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.

6. **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. 38 in January 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 37-40 in January 2018) [https://web.uvic.ca/calendar2018-01/grad/academic-regulations/academic-integrity.html](https://web.uvic.ca/calendar2018-01/grad/academic-regulations/academic-integrity.html)

Other useful resources on Plagiarism and Cheating include:
1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf](http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf)