Course Description: This course is intended for advance graduate students. The course covers selected theoretical and empirical contributions to the study of human development throughout the lifespan. The course considers the nature of psychological development in childhood and adolescence and pays attention to developmental implications for adulthood and old age. There is a careful analysis of developmental theories, with an emphasis on research findings and methods as reported in the current literature.

Course Objectives: Students will gain an understanding of primary theories in human development and select empirical findings on which these theories are based. The overarching goal of the course is to provide students with a general understanding of the current state of knowledge in various areas of psychological development and to frame this knowledge within a developmental systems or organizational approach, referred to as developmental science. Developmental science emphasizes the ways in which psychological development is not only a property of the individual but both shapes and is shaped by the social, ecological, and historical context in which the individual resides. Students will gain understanding of the general principles of developmental science through the presentation of specific empirical examples and programs of research. Numerous aspects of psychological development from infancy through late adulthood will be examined.

Teaching-Learning Activities: Prior to each class session, students are expected to read in full each of the assigned readings for that class session. The primary format for class sessions will be lecture followed by discussion. Questions for discussion will be developed by the students and the instructor.

Assessment of Teaching-Learning Activities: There will be midterm and end of term exams. The exams will be essay and short answer and will cover information presented in the readings and during class lecture and discussion. The midterm exam will cover class content during the first half of the semester and the end of term exam will cover class content during the second half of the semester. Each exam will count for 40% of the final grade. The remaining 20% of the grade will be based on class participation and participation in class discussions.

Attendance: Students are expected to attend all classes. Students who miss class should contact the professor, in advance if possible. Students are responsible for any material that was missed. Students are expected to arrive at class on time and to not leave early. Students who miss an exam must have a valid excuse and obtain the permission of the instructor in order to complete a makeup exam.
**Academic Integrity:** All students are strongly encouraged to read the NYU Steinhardt Statement on Academic Integrity. A copy is available by email from the instructor or at http://steinhardt.nyu.edu/policies/academic_integrity

**Course Content and Assigned Readings:**

All readings are online at the course website with the exception of Week 2. Readings for Week 2 in Developmental Science are on reserve at the Elmer Holmes Bobst Library.

**A. DEVELOPMENTAL THEORY**

**Week 1, September 10: Introduction**

**Week 2, September 17: Developmental Systems**


**B. EARLY EXPERIENCE**

**Week 3, September 24: Perception and Attention**


**Week 4, October 1: Language and Parenting**


**Week 5, October 8: Social-Emotional Development and Temperament**


**Week 6, October 15: Temperament and Self-Regulation**


**Week 7, October 29: MIDTERM EXAM**

**LIFE COURSE / LIFESPAN DEVELOPMENT**

**Week 8, November 5: Lifespan development**

Week 9, November 12: Personality


Week 10, November 19: Intelligence


Week 11, December 3: Learning


Week 12, December 10: Self-Regulation


WEEK 13, TUESDAY DECEMBER 15: REVIEW

FINAL EXAM DURING THE EXAM PERIOD