



## FYC 6234: THEORETICAL APPROACHES TO YOUTH DEVELOPMENT

FALL 2017

KATE FOGARTY READ, PH.D.

**3 Credit Hours**

**Section:** 104H

**Meets:** Thursdays 12:50-3:50 p.m.

Rogers Hall, Room 106

### COURSE DESCRIPTION

<b>Email:</b> <a href="mailto:kfogarty@ufl.edu">kfogarty@ufl.edu</a>	<b>Office Location:</b> 3014 McCarty Hall D
<b>Phone:</b> (352) 273-3527	<b>Office Hours:</b> Tuesdays 1:30-2:30 pm

- For personal or grade questions, please e-mail me (*on Canvas or regular webmail*) or make an appointment by e-mail or by phone.
- If you need to meet in person or by other method (e.g., phone, Skype or BigBlueButton on Canvas), please make an appointment via email.

COURSE WEBSITE: Canvas at <http://elearning.ufl.edu/>

### COURSE DESCRIPTION:

An in-depth examination and synthesis of classical (macro) and contemporary (micro) theories of youth development, spanning from infancy through emerging adulthood.

#### Course Objectives:

Upon completion of this course, you will have gained the ability to:

- Use developmental theory to organize thought
- Describe and understand the underlying assumptions (axioms) of various developmental theories
- Predict and explain youth development and behavior by applying developmental theories (research inquiry)
- Analyze research as it is guided by developmental theory
- Evaluate developmental theory according to theory criteria and applicability to research
- Synthesize two or more developmental theories to explain a phenomena, generate a research question, or create a hybrid theory

#### Course Skill Outcomes:

Upon completion of this course, you will have gained the ability to:

- Demonstrate the ability to think critically
- Apply these theories to an understanding of your area(s) of specialization
- Develop writing skills applicable to scholarly and research settings
- Gain understanding of quantitative (and some qualitative) research methodologies
- Develop skills in oral expression through class discussion and presentation

1. Crain, William. (2011). *Theories of Development: Concepts and Applications*. (6<sup>th</sup> Ed.- or 5<sup>th</sup> Ed.) Upper Saddle River, NJ: Prentice Hall.
2. Thomas, R.M. (2005). *Comparing Theories of Child Development*. Belmont, CA: Wadsworth.
3. \*Thomas, R. M. (2001). *Recent Theories of Human Development*. Thousand Oaks, CA: Sage. (Supplemental)

NOTE: Additional readings are all available on e-learning Canvas course site.

## Reading List

- Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives*, 1(2), 68-73.
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469-480.
- Belsky, D. W., Moffitt, T. E., Corcoran, D. L., Domingue, B., Harrington, H. L., Hogan, S., ... & Caspi, A. (2016). The genetics of success: How single-nucleotide polymorphisms associated with educational attainment relate to life-course development. *Psychological Science*, 27(7), 957-972. doi:10.1177/0956797616643070
- Bem, D.J. (2001). Exotic becomes erotic. Pp. 52-68 in D'Augelli, Anthony R. (Ed.); Patterson, Charlotte J. (Ed.) *Lesbian, gay, and bisexual identities and youth: Psychological perspectives*. New York: Oxford University Press.
- Benson, P.I., Scales, P.C., Hamilton, S.F., & Sesma, A.J. (2006). Positive youth development: Theory, research and applications. Pp. 894-941 in R.M. Lerner & W. Damon (Eds.), *Handbook of Child Psychology Volume 1: Theoretical Models of Human Dev.* (6<sup>th</sup> Edition). Hoboken, NJ: Wiley.
- Blair, C., & Raver, C. C. (2012). Individual development and evolution: Experiential canalization of self-regulation. *Developmental Psychology*, 48(3), 647-657. doi:10.1037/a0026472
- Brendtro, L.K., & Longhurst, J.E. (2005). The resilient brain. *Reclaiming Children & Youth*, 14, 52-60.
- Brody, G.H., Beach, S.R.H., Philibert, R.A., Chen Y.F., & McBride Murry, V. (2009). Prevention effects moderate the association of 5-HTTLPR and youth risk behaviors initiation: Gene X environment hypothesis tests via a randomized prevention design. *Child Development*, 80, 645-661.
- Brody, G. H., Chen, Y. F., & Kogan, S. M. (2010). A cascade model connecting life stress to risk behavior among rural African American emerging adults. *Development and Psychopathology*, 22, 667-678. doi:10.1017/S0954579410000350
- Bronfenbrenner, U., & Morris, P.A. (2006). The bioecological model of human development. Pp. 793-828 in R.M. Lerner & W. Damon (Eds.), *Handbook of Child Psychology: Volume 1: Theoretical models of human development* (6<sup>th</sup> Edition). Hoboken, NJ: Wiley.
- Carbonneau, R., Vitaro, F., Brendgen, M., & Tremblay, R. E. (2015). Variety of gambling activities from adolescence to age 30 and association with gambling problems: A 15-year longitudinal study of a general population sample. *Addiction*, 110(12), 1985-1993. doi:10.1111/add.13083
- Duncan, G.J., Ziol-Guest, K.M., & Kalil, A. (2010). Early-childhood poverty and adult attainment, behavior and health. *Child Development*, 81, 306-325.
- Elder, G.H. & Shanahan, M.J. (2006). The life course and human development. Pp. 665-715 in R.M. Lerner & W. Damon (Eds.), *Handbook of Child Psychology: Volume 1: Theoretical models of human development* (6<sup>th</sup> Edition). Hoboken, NJ: Wiley.
- Ellis, B. J., Boyce, W. T., Belsky, J., Bakermans-Kranenburg, M. J., & van IJzendoorn, M. H. (2011). Differential susceptibility to the environment: An evolutionary-neurodevelopmental theory. *Development and Psychopathology*, 23(1), 7-28. doi:10.1017/S0954579410000611
- Farr, R. H., Diamond, L. M., & Boker, S.M. (2014). Female same-sex sexuality from a dynamical systems perspective: Sexual desire, motivation, and behavior. *Archives of Sexual Behavior*, 43, 1477-1490. doi:10.1007/s10508-014-0378-z
- Fine, A., Mahler, A., Simmons, C., Chen, C., Moyzis, R., & Cauffman, E. (2016). Relations between three dopaminergic system genes, school attachment, and adolescent delinquency. *Developmental Psychology*, 52(11), 1893-1903. doi:10.1037/dev0000166
- Garber, J. & Cole, D. A. (2010). Intergenerational transmission of depression: A launch and grow model of change across adolescence. *Development and Psychopathology*, 22, 819-830. doi:10.1017/S0954579410000489
- Garcia, C., Rivera, N., & Greenfield, P.M. (2015). The decline of cooperation, the rise of competition: Developmental effects of long-term social change in Mexico. *International Journal of Psychology*, 50(1), 6-11. doi:10.1002/ijop.12120
- Gottlieb, G., & Halpern, C. T. (2002). A relational view of causality in normal and abnormal development. *Development and Psychopathology*, 14, 421-435. doi: 10.1017.S0954579402003024
- Granic, I., & Patterson, G. R. (2006). Toward a comprehensive model of antisocial development: A dynamic systems approach. *Psychological Review*, 113(1), 101-131. doi:10.1037/0033-295X.113.1.101
- Greenfield, P. M. (2009). Linking social change and developmental change: Shifting pathways of human development. *Developmental Psychology*, 45, 401-418. doi:10.1037/a0014726
- Hendry, L. B., & Kloep, M. (2010). How universal is emerging adulthood? An empirical example. *Journal of Youth Studies*, 13, 169-179.
- Huesmann, L. R., Dubow, E. F., & Boxer, P. (2009). Continuity of aggression from childhood to early adulthood as a predictor of life outcomes: Implications for the adolescent-limited and life-course-persistent models. *Aggressive Behavior*, 35, 136-149. doi:10.1002/ab.20300
- Hurtado, A. Multiple lenses: Multicultural feminist theory. Pp. 29-54 in H. Landrine & N. F. Russo (Eds.), *Handbook of diversity in feminist psychology*. New York: Springer
- Kitayama, S., Conway, L. G., Pietromonaco, P. R., Park, H. & Plaut, V. C. (2010). Ethos of independence across regions in the United States: The production-adoption model of cultural change. *American Psychologist*, 65(6), 559-574.
- Kuczynski, L., & Parkin, C. M. (2009). Pursuing a dialectical perspective on transaction: A social relational theory of micro family processes. In A. Sameroff (Ed.), *The transactional model of development: How children and contexts shape each other* (pp. 247-268). Washington, D. C.: American Psychological Association.
- Kunnen, S., & van Geert, P. (2012). General characteristics of a dynamic systems approach. In S. Kunnen (Ed.), *A dynamic systems approach to adolescent development* (pp. 15-34). New York: Psychology Press.
- Lichtwarck-Aschoff, A., Kunnen, S. E., & van Geert, P. (2009). Here we go again: A dynamic systems perspective on emotional rigidity across parent-adolescent conflicts. *Developmental Psychology*, 45(5), 1364-1375. doi:10.1037/a0016713
- Loeber, R., & Burke, J. D. (2011). Developmental pathways in juvenile externalizing and internalizing problems. *Journal of Research on Adolescence*, 21(1), 34-46. DOI: 10.1111/j.1532-7795.2010.00713.x
- Masarik, A. S., Conger, R. D., Donnellan, M. B., Stallings, M. C., Martin, M. J., Schofield, T. J. ...Widaman, K. F. (2014). For better and for worse: Genes and parenting interact to predict future behavior in romantic relationships. *Journal of Family Psychology*, 28(3), 357-367. <http://dx.doi.org/10.1037/a0036818>
- Masten, A. S., & Cicchetti, D. (2010). Developmental cascades. *Development and Psychopathology*, 22, 491-495. DOI: 10.1037/a0023912
- Mills-Koonce, R. W., Gariepy, J. L., Sutton, K. & Cox, M. J. (2008). Changes in maternal sensitivity across the first three years: Are mothers from different attachment dyads differentially influenced by depressive symptomatology? *Attachment & Human Development*, 10(3), 299-317. doi:10.1080/14616730802113612
- Mitchell, L. L., & Syed, M. (2015). Does college matter for emerging adulthood? Comparing developmental trajectories of educational groups. *Journal of Youth and Adolescence*, 44(11), 2012-2027.
- Mizrahi, M., Hirschberger, G., Mikulincer, M., Szepeswol, O. & Birnbaum, G. E. (2016). Reassuring sex: Can sexual desire and intimacy reduce relationship specific attachment insecurities? *European Journal of Social Psychology*, 46, 467-480. doi.org/10.1002/ejsp.2184

## Reading List Continued

- Munakata, Y., Casey, B.J., & Diamond, A. (2004). Developmental cognitive neuroscience: Progress and potential. *Trends in Cognitive Science*, 8, 122-128.
- Nelson, L.J., Willoughby, B.J., Rogers, A.A., & Padilla-Walker, L.M. (2015). What a View! Associations between young people's views of the late teens and twenties and indices of adjustment and maladjustment. *Journal of Adult Development*, 22, 125-137.
- Nicholson, J. S., Deboeck, P. R., Farris, J. R., Boker, S. M., & Borkowski, J. G. (2011). Maternal depressive symptomatology and child behavior: Transactional relationship with simultaneous bidirectional coupling. *Developmental Psychology*, 47(5), 1312-1323. doi:10.1037/a0023912
- Niwa, E. Y., Boxer, P., DuBow, E. F., Huesmann, L. R., Landau, S., Shikaki, K., & Gvirsman, S. D. (2014). Negative stereotypes of ethnic outgroups: A longitudinal examination among Palestinian, Israeli Jewish, and Israeli Arab youth. *Journal of Research on Adolescence*, 26(1), 166-179. DOI: 10.1111/jora.12180
- Odgers, C. L., Donley, S., Caspi, A., Bates, C. L., & Moffitt, T. E. (2015). Living alongside more affluent neighbors predicts greater involvement in antisocial behavior among low-income boys. *Journal of Child Psychology and Psychiatry*, 56(10), 1055-1064. doi:10.1111/jcpp.12380
- Peres, J.F.P., Moreira-Almeida, A., Nasello, A.G., & Koenig, H.G. (2007). Spirituality and resilience in trauma victims. *J. Relig. Health*, 46, 343-350.
- Qu, Y., Fuligni, A.J., Galvan, A., Lieberman, M.D., & Telzer, E.H. (2016). Links between parental depression and longitudinal changes in youths' neural sensitivity to rewards. *Social Cognitive & Affective Neuroscience*, 2016, 1262-1271.
- Sameroff, A. (2009). The transactional model. In A. Sameroff (Ed.), *The transactional model of development: How children and contexts shape each other* (pp. 3-21). Washington, D. C.: American Psychological Association.
- Schneider, W., Waldfogel, J., & Brooks-Gunn, J. (2015). The Great Recession and behavior problems in 9-year old children. *Developmental Psychology*, 51, 1615-1629.
- Schofield, T. J., Martin, M. J., Conger, K. J., Donnellan, M. B., Neppel, T. M. & Conger, R. D. (2011). Intergenerational transmission of adaptive functioning: A test of the interactionist model of SES and human development. *Child Development*, 82(1), 33-47.
- Small, S. & Memmo, M. (2004). Contemporary models of youth development and problem prevention: Toward an integration of terms, concepts, and models. *Family Relations*, 53, 3-11.
- Staff, J., Schulenberg, J. E., Maslowsky, J., Bachman, J. G., O'Malley, P. M., Maggs, J. L., & Johnston, L. D. (2010). Substance use changes and social role transitions: Proximal developmental effects on ongoing trajectories from late adolescence through early adulthood. *Development and Psychopathology*, 22, 917-932. doi:10.1017/S0954579410000544
- Ungar, M., Ghazinour, M., & Richter, J. (2013). What is resilience within the social ecology of human development? *Journal of Child Psychology and Psychiatry*, 54(4), 348-366. doi:10.1111/jcpp.12025
- Urban, J. B., Osgood, N. D., & Mabry, P. L. (2011). Developmental systems science: Exploring the application of systems science methods to developmental science questions. *Research in Human Development*, 8(1), 1-25. doi:10.1080/15427609.2011.549686

## CLASS FORMAT

Each class meeting will combine discussion and lecture. Course participation requires active contribution to the class discussion. **You must read assigned chapters and articles before coming to class.** There are exceptions for articles marked as supplemental (\*) or selected for student led discussion/presentations (📌). Reading articles does not involve memorizing material; rather, it is about understanding, comparing and synthesizing key concepts and approaches in the set of readings for a given topic. Although you are not expected to understand every concept or idea discussed in the readings, you need to be prepared to articulate what in the material appears confusing to you and justify why that idea, concept or part of the text is confusing. Identify concepts or paragraphs in the texts that you do not understand and prepare quality questions that will help you to understand these concepts better to bring to class. Failing to understand is only acceptable if you have read the material and have prepared thoughtful questions before class to add to the discussion.

### BASIC RULES FOR CLASS DISCUSSION

As this course covers a diversity of experiences with students from a variety of backgrounds and experiences, I expect a class atmosphere of tolerance and respect for every individual and her/his views. If anyone feels harmed or misrepresented in class (by instructor or anyone else in the class) during an interaction, I encourage you to contact instructor (call or e-mail me) immediately so the problem can be addressed in the course (and/or referred to an appropriate campus resource, e.g., mediation). Otherwise, your participation grade could suffer and, ultimately the class (and me as an instructor) misses out on your contribution.

**Expectations for Confidentiality:** Respect for confidentiality of personal information shared by your classmates is a necessity. Likewise, if you choose to share personal information or use a friend or family member as a case example, please refrain from use of names and/or additional identifying information. Also, if you are leading the class discussion or first to participate in class discussion, remember that you are setting the tone and encouraging others' participation and interaction from what you share. Your contribution to discussion is graded on content and quality.

## ASSIGNMENTS

**Weekly Discussion Participation** (20 points x 10 days = 200 points). Expectations are for students to attend class and participate in class discussions on a topic. Class discussions start on week 2 of the class and end on week 13. In the event you cannot attend a given class due to a university approved excused absence, you will be able to make up this assignment. However, instructor must be notified in advance of this absence. For each class period (except for the day you present on a given class reading and the last meeting of class on November 30), you are expected to generate discussion questions (rubric will be provided). The questions you come up with can be created to help clear up points of confusion, critique a given theory, suggest new directions for research and ideas for theoretical application. Your grade will be based on how well you contribute to class discussion (e.g., demonstrating you have read the material, reflected on the concepts presented and worked to see the connection among assigned readings for a given week – and/or integrated information from other outside readings

from periodicals, media and current events etc.). The class discussion is not based on how much you say but the quality of what is said based on the grading rubric criteria (to be distributed in class) as well as how it generates further discussion among many in the classroom.

**Student Led Discussion** (50 points – 1 time in semester). In the first class meeting students will be asked to select one reading (marked as **I** on the reading list and course schedule outline and starts on week 4 and ends on week 13) to become a topic leader on for that day. Topic leaders are considered the expert on that particular topic discussed that week. Topic leaders should demonstrate a thorough knowledge of the assigned reading by generating questions that stimulate thinking and discussion. When you lead a topic you are required to prepare a 25-30 minute presentation (PowerPoint or Prezi) based on the assigned article and should take responsibility for facilitating class discussions. The objectives of the presentation are to summarize key ideas and concepts in the article, highlight interesting, controversial etc. points, identify information that has implications for future research or policy, and lead the class discussion on the topic. Note that on three class days there are two possible articles to present on, allowing for two topic leaders. This was done to accommodate class size so that most would have the opportunity to select an article that interests them. An evaluation rubric will be provided on the first class day for topic leader presentations and everyone will be signed up to present on an article within the first week of class.

**Theoretical Paper & Presentation** (100 points for paper (35 draft, 65 final), 50 points for presentation). This paper is a review of empirical research on a selected developmental issue that highlights human or youth development systemically (i.e., having multiple influences at multiple levels such as individual-biological and social and context-exosystem and macrosystem). First, you are asked to identify a developmental phenomenon, justify why this topic is important, and analyze the phenomenon on the basis of one or several theoretical perspectives covered in class. You are expected to demonstrate thorough *comprehension* of the theoretical framework and the literature on the topic issue. Further, you are expected to demonstrate *analytic* and *application* skills in linking the theoretical perspective to the topic issue (e.g., by analyzing the research and/or evaluation research). Competence in appropriately applying the theory and *critically appraising* the literature is expected. Finally, you are expected to develop an integrative model (remember a model is not the same as a theory), which summarizes and organizes the presented information, and represents your critical, analytical thinking about the topic issue.

This review should be a typed, double-spaced, 12-15-page (not including title page and reference list) paper in APA format, with 1” margins and 12-point font. An abstract is *not* required for this theoretical paper. A minimum of 10 recent peer reviewed references are required. This main paper (both draft and final, not outline) must be submitted electronically on the e-learning Canvas FYC 6234 site be screened using Turnitin. Evaluation rubrics will be provided. Your paper will be evaluated overall on the following 4 criteria:

- (a) *Significance* of topic and degree to which it addresses an issue of current concern for the study of human development: A good review paper should focus on one specific aspect of human development. Try to define your topic clearly and precisely as possible. For example, instead of writing a review on ‘the development of sexual orientation across the life-span,’ it is easier to choose a topic such as ‘sexual identity development among LGBTQA+ adolescent females.’ If your topic is too broad, you will not be able to address it adequately.
- (b) *Quality of theoretical conceptualization*: Competence in appropriately applying the theory and *critically appraising* the literature is expected. Further, you are expected to demonstrate *analytic* and *application* skills in linking the theoretical perspective to the topic issue.
- (c) *Quality of literature review*: The literature review is current, comprehensive, and linked to main argument: A thorough review of relevant studies involves a clear understanding of not only what was done, but also why it was done. Identification of gaps in the literature and critiques of the theoretical framework and/or research methods are essential.
- (d) *Quality of writing*: You are expected to organize and present information in a well-integrated manner (clarity, proofing, APA (6<sup>th</sup> Edition format etc.). You should also include a final summary and synthesis with implications and suggestions for future research, prevention/intervention programs, and/or social policies. Good organization in the presentation of the materials is a plus; for example, they presenting sources and ideas in a logical order with appropriate headings. Below is a summary of required task ‘milestones’.

## GRADING SCALE & PERCENTAGE POINTS

Weekly Discussion (10 in class discussions @ 20 points each)	200 points	Grade	Percentage	Total Points
Topic Leader Discussion (50 points)	50 points	A	92.5 +	370+
Theoretical Paper (100 points paper and 50 points presentation)	150 points	A-	89.5-92.4	358-369.5
<b>Total</b>	<b>400 Points</b>	B+	87.5-89.4	350-357.5
		B	81.5-87.4	326-349.5
		B-	79.5-81.4	318-325.5
		C+	77.5-79.4	310-317.5
		C	71.5-77.4	286-309.5
		C- and below	≤ 71.4	≤285.5

## SPECIAL NEEDS

**Religious Observance:** Please check your calendars against the course schedule. Any student having a conflict in the exam schedule, or feeling that they will be disadvantaged by missing a lesson or course requirement due to religious observance, should contact me as soon as possible so that we can make necessary arrangements.

**Disabilities:** The Americans with Disabilities Act requires that all qualified persons have equal opportunity and access to education regardless of a disabling condition. Students with disabilities needing academic accommodations should (1) register with and provide documentation to the Disability Resource Center and (2) bring a letter to the instructor indicating your need academic accommodations **within weeks 1-2** of class. Please let me know as soon as possible if accommodations are needed to create alternate conditions for the course and/or for the evaluation process.

## ACADEMIC HONESTY

**IMPORTANT** Please be aware: During this course students are permitted to use their book and notes during activities and discussions. However, students should not work with other students in order to complete assignments noted as individual ones.

Academic dishonesty is a violation of the **honor code and may result in disciplinary action up to and including expulsion from the University.**

When you enroll at the University of Florida, you commit yourself to the high standards of honesty and integrity regarded by the Honor Code. On student work submitted for credit, the following pledge is either required or implied. **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."** Failure to comply with this commitment may result in disciplinary action. Your instructor fully expects you to adhere to the academic honesty guidelines you agreed to when you were admitted to and registered for classes. The instructor will vigorously uphold this policy at all times. Information on procedures is located in the Student Guide at [www.dso.ufl.edu/stg/](http://www.dso.ufl.edu/stg/) and is set forth in Florida.

## UF POLICIES

**UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

**UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

**SOFTWARE USE:** All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

**ATTENDANCE REQUIREMENTS AND MAKE-UP WORK:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**COURSE EVALUATIONS:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**NETIQUETTE: COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

## GETTING HELP

For issues with technical difficulties for e-Learning in Canvas, please contact the UF Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

## FYC 6234 General Course Schedule by Weeks/Units

CLASS/DAY	TOPIC	READINGS/WORK DUE * <i>Supplement</i> † <i>Presentations</i>
<b>Week 1 – 8/24</b>		
Thursday, Aug. 24 <sup>th</sup>	Introduction: Developmental Theory	Urban et al. (2011); Horowitz (2000); <u>Thomas</u> (2005)* Ch. 1
<b>Week 2 – 1/14</b>		
Thursday, Aug. 31 <sup>st</sup>	Psychoanalytic Theory: Freud & Erikson Learning Theory & Social Learning Theory	<u>Crain</u> : Chapters 11 & 12; 8 & 9 <u>Thomas</u> (2005)*: Chapters 3, 4, & 6; <b>First (1<sup>st</sup>) Questions &amp; Thoughts Form Due on e-learning</b>
<b>Week 3 – 9/7</b>		
Thursday Sept. 7 <sup>th</sup> –	Cognitive / Moral Development: Piaget & Vygotsky / Kohlberg & Gilligan	<u>Crain</u> : Chapters 6, 7, 10; <u>Thomas</u> (2005): Chapter 15 <u>Thomas</u> (2005)* Chapter 14
<b>Week 4 – 9/14</b>		
Thursday Sept. 14 <sup>th</sup>	Ethology & Sociobiology (Attachment)	<u>Crain</u> : Chapter 3; <u>Thomas</u> (2001) Ch 2; <u>Blasi &amp; Bjorklund '03 Mills-Koonce</u> et al. (2008); <u>Blair &amp; Raver</u> (2012) † <u>Mizrahi</u> et al. (2016) †; <u>Thomas</u> (2005)* Chapter 12
<b>Week 5 – 9/21</b>		
Thursday Sept. 21 <sup>st</sup>	Developmental Cognitive Neuroscience / Brain Development Research	Munakata et al. (2004); Brendtro & Longhurst (2005) Peres et al. (2007); <u>Qu</u> et al. (2016) †
<b>Week 6 – 9/28</b>		
Thursday Sept. 28 <sup>th</sup>	Transactions in Development & Nature/Nurture (Interactionism)	Gottlieb & Halpern (2002); Schofield et al. (2011) Brody et al. (2009); <u>Fine</u> et al. (2016) †; <u>Masarik</u> et al.(2014) †
<b>Week 7 – 10/5</b>		
Thursday Oct. 5 <sup>th</sup> –	Environmental/(Bio)Ecological Model & Cascades in Development	<u>Bronfenbrenner &amp; Morris</u> (2006); <u>Masten &amp; Cicchetti</u> (2010) <u>Garber &amp; Cole</u> (2010) †; <u>Brody</u> et al. (2010) † <u>Thomas</u> (2005)* Chapter 12 <b>Theoretical Paper Outline Due</b>
<b>Week 8 – 10/12</b>		
Thursday Oct. 12 <sup>th</sup>	Development & Problem Behaviors	<u>Moffitt &amp; Caspi</u> (2005); <u>Loeber &amp; Burke</u> (2011); <u>Granic &amp; Patterson</u> (2006); <u>Carbonneau</u> et al (2015) †
<b>Week 9 – 10/19</b>		
Thursday Oct. 19 <sup>th</sup>	Lifespan Development / Continuity & Transitions	<u>Elder &amp; Shanahan</u> (2006); <u>Staff</u> et al. (2010); <u>Huesmann, DuBow &amp; Boxer</u> (2009); <u>Lichtwarck-Aschoff</u> et al. (2009) <u>Belsky</u> et al. (2016) †
<b>Week 10 – 10/26</b>		
Thursday Oct. 26 <sup>th</sup> (Dr. F. at UNM)	Development in Emerging Adulthood (Guest)	<u>Arnett</u> (2000; 2007); <u>Nelson</u> et al. (2015); <u>Hendry &amp; Kloep</u> (2010); <u>Mitchell &amp; Syed</u> (2015) †
<b>Week 11 – 11/2</b>		
Thursday, Nov. 2 <sup>nd</sup>	Feminist Perspectives & Sexual Orientation	<u>Thomas</u> (2001): Chapters 11 & 12; <u>Hurtado</u> (2010); <u>Bem('01 Farr</u> et al. (2014) † <b>Theoretical Paper Draft &amp; Model Due</b>
<b>Week 12 – 11/9</b>		
Thursday, Nov. 9 <sup>th</sup>	Cultural Contexts for Development	<u>Greenfield</u> (2009); <u>Kitayama</u> et al. (2010); <u>Schneider</u> et al. (2015); <u>Garcia</u> et al. (2015) †; <u>Niwa</u> et al. (2016) †
<b>Week 13 – 11/16</b>		
Thursday, Nov. 16 <sup>th</sup> (Dr. F. at NCFR)	Development & the Context of Poverty	<u>Thomas</u> (2001): Chapter 9; <u>Duncan</u> et al. (2010); <u>Duncan</u> et al. (2011); <u>Odgers</u> et al. (2015) † <b>Last Questions &amp; Thoughts Form Due on e-learning</b>
<b>Week 14 – 11/23 Thanksgiving Week</b>		
<b>No Class Meeting Thanksgiving Holiday</b>		
<b>Week 15 – 11/30</b>		
Thursday Nov. 30 <sup>th</sup>	Positive Youth Development & Resilience Course Wrap-up/Presentations	<u>Small &amp; Memmo</u> (2004); <u>Benson</u> et al. (2006) <u>Ungar</u> et al. (2013) † <b>Theoretical Paper Presentations</b>
<b>Week 16</b>		
Monday Dec. 4 <sup>th</sup> - Wednesday, Dec. 6 <sup>th</sup>	No Class Meetings this Week Complete Theoretical Paper Assignment	<b>Theoretical Paper (Final Version) Due</b>

\* Copies of readings provided on Canvas /elearning at <http://elearning.ufl.edu/> .