



FYC 6234: THEORETICAL APPROACHES TO YOUTH DEVELOPMENT

3 Credit Hours

Class Number: 12818 Section: 234A

Meets: Thurs. 12:50 p.m. – 3:50 p.m. (6th – 8th periods) Room 106 Frazier-Rogers

COURSE DESCRIPTION

Email: kfogarty@ufl.edu	Office Location: 3014 McCarty Hall D / Zoom PMID: https://ufl.zoom.us/my/fogarty.kate
Phone: (352) 273-3527	Office Hours: Wednesdays 2:00 – 3:00 pm
Course Website	Canvas at http://elearning.ufl.edu/

- For personal or grade questions, please e-mail (ufl email preferred) to make an appointment.
- If you need to meet live (e.g., phone, Zoom, office), please make an appointment via email.

COURSE DESCRIPTION:

An in-depth examination and synthesis of classical (macro) and contemporary (micro) theories of youth development, spanning from infancy through emerging adulthood (18 to 25 years of age).

Course Objectives:

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

- Describe and define the underlying assumptions (axioms) of developmental theories or approaches used to explain development
- Predict and explain youth development and behavior by applying developmental theories (in practice or research inquiry)
- Analyze research as guided by developmental theory
- Evaluate developmental theory according to criteria and applicability to research within the “real world” of children
- Synthesize 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 about advantages and disadvantages of developmental theories
- Apply theories learned to an understanding/organization of your area(s) of specialization
- Develop writing skills applicable to scholarly and research settings, particularly in developmental science
- Gain basic understanding of quantitative and qualitative research methodologies to assess youth development
- Increase skills in oral and written expression (professional development) through class discussion and presentations

REQUIRED TEXT & ** SUPPLEMENTAL (SEE NEXT PAGE)

1. Thomas, R.M. (2005). *Comparing Theories of Child Development*: Wadsworth. (out of print: chapters available on e-learning)
2. ** (Supplemental) Crain, William. (2014). *Theories of Development: Concepts and Applications*. (6th Ed.) Prentice Hall.
3. **Newman, B. M., & Newman, P. R. (2023). *Theories of Human Development*. (3rd Ed.) Routledge, Taylor & Francis Group.

NOTE: Supplemental Crain (2014), Thomas (2005) & readings (below) are all available on e-learning Canvas course site.

Reading List (In addition to book chapters, Some articles are required, with most optional for Topic Leader presentations)

- Arbeit, M. R., Negrete, A., Berger, N. P., Dufault, A. E., Onuoha, A. C., & Burnham, S. L. F. (2024). Antifascist praxis in developmental science: Possibilities for collective resistance to fascism. *Child Development Perspectives*, 00, 1–9. <https://doi.org/10.1111/cdep.12501>
- 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.
- Arnold, M. E. & Gagnon, R. J. (2020). Positive Youth Development Theory in Practice: An Update on the 4-H Thriving Model. *Journal of Youth Development: bridging research and practice*, 15(6), 1-23. DOI 10.5195/jyd.2020.954
- Baglivio, M. T. & Wolff, K. T. (2021). Positive childhood experiences (PCE): Cumulative resiliency in the face of adverse childhood experiences. *Youth Violence and Juvenile Justice*, 19(2) 139-162. DOI: 10.1177/1541204020972487
- 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
- Bilodeau, B. L. & Renn, K. A. (2005). Analysis of LGBT Identity Development Models and Implications for Practice, *New Directions for Student Services*, 111, 25-39.
- 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 (f)
- Carboneau, 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 (f)
- Collins, P. H. (2015). Intersectionality's definitional dilemmas. *Annual Review of Sociology*, 41, 1-20. doi: 10.1146/annurev-soc-073014-112142
- Duncan, G. J., Ziol-Guest, K. M., & Kalil, A. (2010). Early-childhood poverty and adult attainment, behavior and health. *Child Development*, 81, 306-325.
- 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 (f)
- 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 (f)
- Greenfield, P. M. (2009). Linking social change & developmental change: Shifting pathways of human development. *Dev. Psychology*, 45, 401-418. doi:10.1037/a0014726
- Hurtado, A. (2010) Multiple lenses: Multicultural feminist theory. Pp. 29-54 in H. Landrine & N. F. Russo (Eds.), *Handbook of diversity in feminist psychology*. Springer
- Lee, C. Y. S., Goldstein, S. E., & Dik, B. J. (2018). The relational context of social support in young adults: Links with stress and well-being. *Journal of Adult Development*, 25, 25-36. doi: 10.1007/s10804-017-9271-z (f)
- Lerner, R. M., Von Eye, A., Lerner, J. V., Lewin-Bizan, S., & Bowers, E. P. (2010). Special Issue Introduction: The Meaning and Measurement of Thriving: A View of the Issues. *J Youth Adolescence* (2010) 39:707-719 DOI 10.1007/s10964-010-9531-8 (f)
- 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> (f)
- Masten, A. S., Lucke, C. M., Nelson, K. M., & Stallworthy, I. C. (2021). Resilience in development and psychopathology: Multisystem perspectives. *The Annual Review of Clinical Psychology*, 17(6), 1-29. <https://doi.org/10.1146/annurev-clinpsy-081219-120307>
- Masten, A. S. (2015). *Ordinary Magic: Resilience in Development*. New York, NY: Guilford Press.
- Masten, A. S., & Cicchetti, D. (2010). Developmental cascades. *Development and Psychopathology*, 22, 491-495. DOI: 10.1037/a0023912
- Mitchell, L. L., & Syed, M. (2015). Does college matter for emerging adulthood? Comparing dev. trajectories of educational groups. *Jnl of Youth & Adol*, 44(11), 2012-2027. (f)
- 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 (f)
- 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.
- 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 (f)
- 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 (f)
- 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. (f)
- Schneider, W., Waldfogel, J., & Brooks-Gunn, J. (2015). The Great Recession and behavior problems in 9-year old children. *Developmental Psychology*, 51, 1615-1629. (f)
- Schriber, R. A., Rogers, C. R., Ferrer, E., Conger, R. D., Robins, R. W., Hastings, P. D., & Guyer, A. E. (2018). Do hostile school environments promote social deviance by shaping neural responses to social exclusion? *Journal of Research on Adolescence*, 28, 103-120. DOI: 10.1111/jora.12340
- Small, S., & Memmo, M. (2004). Contemporary models of youth development & problem prevention: Toward an integration of terms, concepts, & models. *Fam. Rel*, 53, 3-11.
- Tirrell, J. M., Geldhof, G. J., King, P. E., Dowling, E. M., Sim, A. T. R., Williams, K., Iraheta, G., Lerner, J. V., & Lerner, R. M. (2018). Measuring spirituality, hope and thriving among Salvadoran youth: Initial findings from the Compassion International study of PYD. *Child & Youth Care Forum*, 47, <https://doi.org/10.1007/s10566-018-9454-1>
- Tudge, J. R. H., Payir, A., Mercon-Vargas, E., Cao, H., Liang, Y., Li, J., & O'Brien, L. (2016). Still misused after all these years? A reevaluation of the uses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 8(December 2016), 427-445. Doi: 10.1111/jftr.12165
- 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
- Zhang, X., Widaman, K., & Belsky, J. (2021). Beyond orchids and dandelions: Susceptibility to environmental influences is not bimodal. *Development & Psychopathology* (2021), 1-13. <https://doi.org/10.1017/S0954579421000821>
- (f) Other (new) readings: Anderson & Bourke (2020); Arnett et al. (2020); Arnold & Gagnon (2019); Bethell et al. (2019); Boyce et al. (2021); Eichas et al. (2019); Fish (2020); Goldsmith et al. (2016); Kitayama et al. (2020); Lansford et al. (2020); Monteoliva et al. (2016); Pink et al. (2020); Taussig et al. (2019); Weber & Kurpius (2011); Yang & Kim (2018) Spencer, M. B., Dupree, D., & Hartmann, T. (1997). A phenomenological variant of ecological systems theory (PVEST): A self-organization perspective in context. *Development & Psychopathology*, 9(4), 817-833. Coll, C. G., Crnic, K., Lamberty, G., Wasik, B. H., Jenkins, R., Garcia, H. V., & McAdoo, H. P. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67(5), 1891-1914. Vélez-Agosto, N. M., Soto-Crespo, J. G., Oppenheimer, M. V., Vega-Molina, S., & Cynthia García Coll. (2017) Bronfenbrenner's bioecological theory revision: Moving culture from the macro into the micro." *Perspectives on Psychological Science* 12(5), 900-910. Saleem, F. T., Anderson, R. E., & Williams, M. (2020). Addressing the "myth" of racial trauma: Developmental and ecological considerations for youth of color. *Clinical child and family psychology review*, 23, 1-14.

CLASS FORMAT

Expectations are for minimal distractions during class time. If your schedule overlaps with class time causing you to be late or needing to leave class early, please let instructor know your plans in advance.

Each class meeting will combine discussion and lecture. Course participation requires active contribution to class discussion.

You must read assigned chapters and articles before coming to class. There are exceptions for articles marked as selected for student led discussion/presentations (f). 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 have full comprehension of every concept or idea introduced in course readings, please be prepared

to articulate what specifically appears confusing to you and justify why that idea, concept, or part of the text needs clarification. Identify concepts or paragraphs in the text that you do not understand and prepare quality questions that will help you to understand these concepts better to bring to class discussion. Challenges with understanding (even an issue for instructors!) are acceptable if you have read the material and have prepared thoughtful questions to add to discussions.

BASIC RULES FOR CLASS DISCUSSION

As this course covers a range of experiences and perspectives in youth development with diverse students, I expect a class atmosphere that promotes respectful dialogue. This does not mean conflict avoidance per se. Instructor and student discernment is necessary to prevent, identify/address, and provide counterpoints within misunderstandings, use of microaggressions, or when harmful misrepresentations of people occur within the class context. The matter is less about intent behind what is stated or shared; rather, resolution and promoting insight are of utmost value. When there is perceived harm, I encourage students to contact me as soon as they feel ready. There are resources available to access, e.g., mindfulness practice, mediation, counseling. Ultimately, it is inequitable that underrepresented groups bear the burden of promoting awareness within a majority mindset (this includes groupthink). I will do my utmost, while acknowledging my privilege (white, cis-gender, heterosexual, in a faculty position) and my mistakes, to support multiple narratives and equity.

Expectations for Confidentiality: Respect for confidentiality of personal information shared by others in class is a necessity. If you choose to share personal information or use a friend or family member as a case example in live or online discussion, 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' thoughtful participation and interaction based on what you share. Your discussion is graded on content, quality and interaction.

ASSIGNMENTS

Weekly Discussion Participation (12 points x 10 = 120 points). Expectations are for students to attend class and participate in class discussions on a topic. Class discussions start with unit/week 1 of the class (both unit/week 1 & 2 due Aug. 29 and end on unit/week 13 (13 total discussions, with 10 required). For each class period (except for days you present on a course or selected reading and the last meeting of class), you are expected to address as well as generate your own 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 many words are used, rather the quality of what is stated 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 (Topic Leader) (50 points x 2 = 100 points). At the first class meeting students will be asked to select readings (marked as **T** on the reading list and course schedule outline and starts on week 4 and ends on week 13) to become a topic leader for that day. You may also select your own article as long as it concerns youth development and is related to the week's theory/ies of discussion. Topic leaders should demonstrate a thorough knowledge of their reading by generating questions that stimulate thinking and discussion. When you lead a topic you are required to prepare a 15-minute presentation (PowerPoint, Canva, Prezi etc.) 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 points, identify information that has implications for future research or policy, and lead the class discussion on the topic. There will be only 2 topic leader presentations taking place on a given class day (with possible exceptions) to accommodate class size and course content. An evaluation rubric for topic leader presentations will be provided and students will sign up to present articles within the first two weeks of class.

Theory Analysis Papers (**2** x 20 points each = 40 points) Between weeks 2 and 9 in the semester, **two** papers will be due, requiring summary and analysis of a theory (12 theories to be covered in class during these weeks). Papers should be two to three (2-3) pages long and double-spaced (10-12 pt. font, 1-inch margins). They are due the evening before your select theory is covered and discussed in class (2-4 theories are discussed on a given class day/unit). It is a good idea to base your selection of theory on one you expect to learn from the most, and/or, best applies to your own work/research. **Note:** these 2 papers must be submitted in this 8-week window.

Theoretical Paper & Presentation [90 points for paper (40 draft, 50 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 based on at least one theoretical perspective covered in class (or outside class with instructor approval). You are expected to demonstrate thorough *comprehension* of the theoretical

framework and related 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 11-12 point font, double-spaced, 10-12 pages (master's level) / 12-15 pages (doctoral level student) paper. The page number expectations do not include title page, figures and reference list) paper in APA format (7th edition), with 1" margins and 12-point font. An abstract is *not* required for this theoretical paper. A minimum of 7 (MS)/10 (PhD) *recent* peer reviewed references are required (older source citations can be additionally included, but not counted in required number of references). This main paper (both draft and final, not outline) must be submitted electronically on the e-learning Canvas FYC 6234 site and will be screened using Turnitin. Evaluation rubrics are on Canvas. 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 lifespan,' 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 linking a 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 7th 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. Organization in the presentation of the materials is a plus; for example, presenting sources and ideas in a logical order with appropriate headings.

GRADING SCALE & PERCENTAGE POINTS		
Weekly Discussion (10 online discussions student completes @ 12 points each)	120 points	Grade
Theory Analysis Brief Papers (20 pts each x 2)	40 points	A 92.5 + 370+
Topic Leader Discussion (50 points x 2)	100 points	A- 89.5-92.4 358-369.5
Theoretical Paper (90 points paper/s and 50 points presentation)	140 points	B+ 87.5-89.4 350-357.5
Total	400 Points	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

UF ACADEMIC POLICIES & RESOURCES

Religious Observance: Any student having a conflict in course schedule, e.g., missing course requirement due to religious observance, should contact instructor as soon as possible to make necessary arrangements.

Visit this website: <https://go.ufl.edu/syllabuspolices> for all needed information on UF policies and resources for students at the University of Florida. Academic policies for this course are consistent with university policies. See <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Campus Health and Wellness Resources Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF. Please contact UMMatterWeCare for additional and immediate support.

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.

FYC 6234 General Course Schedule by Weeks/Units

CLASS/DAY	TOPIC	READINGS/WORK DUE* [†] Presentation Articles
Week/Unit 1		
Thurs., August 21 st	Intro: Developmental Theory & Methods	Thomas (2005) Ch. 1 (Reading Provided) Newman & Newman (2023) Ch. 1 (Provided) Horowitz (2000) Child Development & the PITS
Week/Unit 2 NOTE: ALL DISCUSSIONS (Questions & Thoughts) & Theory Analysis Papers due Wednesdays at 11:55 p.m.		
Thurs., August 28 th	Learning Theory Social Cognitive Theory/Self-Efficacy: Bandura	Thomas (2005) Ch. 5 & 6 (Crain-Supplement: Ch. 8 & 9) Tseng et al. 2023 [†] Yang & Kim (2018) [†] Questions & Thoughts Discussions (#1 & #2) & First Theory Analysis (TA) Paper due Wed. 8/27 11:55 p.m.
Week/Unit 3		
Thurs., Sept. 4 th	Psychoanalytic Theory: Freud & Erikson	Thomas (2005): Chapter 3-4 (Crain: Ch. 11-12) Bui et al. (2024) [†] TA Paper Wk 3 Due & Discussion #3 Due 9/3 11:55 pm
Week/Unit 4		
Thurs., Sept. 11 th	Cognitive & Moral Development: Piaget, Vygotsky, Kohlberg, & Gilligan 1 st week to present as Topic Leader	Thomas (2005): Chapter 7 & 8 (Crain: Chapters 6 & 10) Chapters 14 & 15 (Crain: Ch 7 Kohlberg) Zulfiqar (2023) [†] ; Anderson & Bourke (2020) [†] TA Paper Wk 4 Due & Discussion #4 Due 9/10 11:55 pm
Week/Unit 5		
Thurs., Sept. 18 th	Developmental Cognitive Neuroscience / Applied Neuroscience Research	Munakata et al. (2004); Brendtro & Longhurst ('05), Qu et al. ('16) Bardikoff & Sabbagh (17) [†] ; Pozuelo & Kilford (21) [†] ; Schriber et al (18) [†] TA Paper Wk 5 Due & Discussion #5 Due 9/17 11:55 pm
Week/Unit 6 Dr. Fogarty Out of Town – Remote Lecture Arrangement		
Thurs., Sept. 25 th	Development & Problems (Mental Health, Behavior, Addressing Inequities)	Moffitt & Caspi (2005); Loeber & Burke (2011); Taussig et al. ('19) [†] Lansford et al. ('20) [†] Davis & Goldfield ('25) [†] Saleem et al. (2020) [†] TA Paper Wk 6 Due & Discussion #6 Due 9/24 11:55pm
Week/Unit 7		
Thurs., October 2 nd	Environmental / (Bio)Ecological Models	Thomas (2005) Chap. 11; Tudge et al. (2016); Spencer et al. (1997); O'Keefe (2018) [†] ; Spencer (2021) [†] ; Farr et al. (2014) [†] Kahn & Denov (2022) [†] ; Kim et al. (2018) [†] TA Paper Wk 7 Due & Discussion #7 Due 10/1 11:55pm
Week/Unit 8		
Thurs., October 9 th	Development in Emerging Adulthood	Arnett (2000; 2007); Nelson et al. (2015); Mitchell & Syed (2015) [†] ; Gannon et al. (2025) [†] Arnett et al. (2020) [†] TA Paper Wk 8 Due & Discussion #8 Due 10/8 11:55pm
Week/Unit 9		
Thurs., October 16 th	Ethology & Sociobiology (Attachment) Gene x Environment (Interactionism) Guest Lecture Pending (1 st half of class)	Thomas ('01) Ch 2; Blasi & Bjorklund (2003); Brody et al (2009); Boyce et al. (2021) [†] Madigan et al., (2013) [†] TA Paper Wk 9 Due & Discussion #9 Due 10/15 11:55 pm
	Second half of class	Available to Present Belsky et al. (2016); Monteoliva et al. ('16) [†] ; Goldsmith et al ('16) [†] ; Mizrahi et al ('16); [†] Zhang et al. ('21) [†]
Week/Unit 10		
Thurs., October 23 rd	Cultural Contexts for Developmental Research Guest Lecture Pending (2 nd half of class)	Greenfield (2009); Kitayama et al. (2010); Garcia et al. (2015) [†] ; Niwa et al. (2016) [†] Discussion #10 Due 10/22 11:55 p.m.
Week/Unit 11		
Thurs., October 30 th	Feminist Perspectives / Intersectionality	Thomas (2001): Ch. 11-12; Bilodeau & Renn (2005); Hurtado (2010); Collins (2015); Fish (2020) [†] ; Malone et al. (2023) [†] Discussion #11 Due 10/29 11:55 p.m.
Week/Unit 12		
Thurs., November 6 th	Understanding Fascism Among Youth with Developmental Implications – Participatory Approaches – Guest Lecture (2 nd half class) Final Week Topic Leader Presentation	Nalawi & Yoshikawa (2023); Ozer et al., (2020); Arbeit et al. (2020; 2022) [†] ; Arbeit et al. (2024) [†] Discussion #12 Due 11/5 11:55 p.m. Theoretical Paper Draft Due

Week/Unit 13		
Thurs., November 13 th	Resilience and Positive Youth Development (Kate Fogarty out for meeting) Guest Lecture Pending	Masten et al., 2021; Arnold & Gagnon (2020); Catalano et al ('19) [†] ; Tirrell et al. (2018) [†] ; Worker et al. ('23) [†] ; Taussig et al. (2019) [†] <i>Final Discussion Wk. 13 Due 11/12 at 11:55 p.m.</i> <i>Final Class Day of Topic Leader Presentations</i>
Week/Unit 14 Last Week Class Meets		
Thurs., November 20 th	Presentations of Papers	<i>Paper Presentations (15-25 minutes each)</i>
Week 15 – Nov. 24 – 28 Thanksgiving Week		
Thurs., November 27 th	Thanksgiving Holiday	
Week 16 – Dec. 2 – 4, Dec. 5 – 6 Reading Days		
Thurs., December 4 th	<i>No Class Meeting / Reading Day</i> Complete Theoretical Paper Assignment	<i>Theoretical Paper (Final Version) with Model Due 11:55 p.m.</i>

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