**IN514 AN INTERNATIONAL ANALYSIS OF LIFESPAN DEVELOPMENT**

**(3 CREDIT HOURS)**

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| **Course Introduction** |

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| **Instructor:** |  |
| **Office and Hours:** |  |
| **Phone:** |  |
| **E-mail:** |  |
| **Course Website:** |  |

**Official Course Description**

This course explores human development from birth to death in the context of social and culturally specific practices, which promote or challenge traditional Western concepts of healthy physical and cognitive growth. Various global theoretical perspectives are presented to examine the role of health disparities across cultures, supported by current research and scholarship. The role of individual and collective diversity practices is significant in understanding the life span continuum, including similarities and differences from current Western specific norms. (3 credits)

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| **Institutional Learning Goals Addressed** |

* **Institutional Learning Goal:**
  1. Professional Practice
* **Program competence:** Interpersonal and Communication Abilities: Develop professional bridges within and across borders to facilitate culturally competent verbal and written communication, scholarship, and shared knowledge.
* **Program Learning Outcome:** Compose professional-quality written papers and reports that are clear, concise, and precise, communicating their ideas in a grammatically correct, structured, and organized manner and congruent with the American Psychological Association (APA) format and style. (B).
* **Course Learning Outcome:** Apply research findings in lifespan development to the field of International Psychology.
* **Course Learning Outcome:** 3. Analyze students’ own lifespan development and its impact with working with diverse populations.
* **Institutional Learning Goal:**
  1. Diversity
* **Program competence:** Effectively evaluate the process of economic and political globalization and its impact in diverse populations, socio-cultural identity construction, systems of power, human rights, provision of assistance to humankind and environmental threats.
* **Program Learning Outcome:** Analyze the social construction of culture, gender, sexual orientation, ethnicity, religion and spirituality, social class, disability, language, race, and immigrant status. **(B).**
* **Course Learning Outcome:** Investigate similarities and differences in diverse cross-cultural settings across the lifespan.
* **Institutional Learning Goal:**
  1. Scholarship
* **Program competence:** Knowledge and Application of Global Psychological Paradigms: Evaluate major Western and Non-Western theories influencing the development of the field of international psychology, life-span development and psychopathologies, supported by empirical findings, including historical and current trends.
* **Program Learning Outcome:** Evaluate major theories that have influenced the development of international psychology and related fields, supported by empirical findings, including historical and current trends (B).
* **Course Learning Outcome:** Examine developmental perspectives within an international context across the lifespan.

* **Program Learning Outcome:** Identify and accurately apply relevant Western, non-Western, and indigenous theories of sociocultural development across the life span using diverse case studies **(B).**
* **Course Learning Outcome:** Compare and contrast cultural differences of an individual/community across the lifespan.

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| **Required and Optional Texts and Electronic Reserves** |

**Required Texts**

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| **Title (APA Format)** | **ISBN** | **Publisher’s Price** |
| 1. Gardiner, H.W. & **Kosmitzki, C. (2011).**  Lives across cultures: Cross-cultural human development (5th ed.). Pearson. | * ISBN-13: 978-0-205-84174-5 | $102.80 |

**Required Readings on eReserve**

eReserve link: [http://csopp.docutek.com/eres/default.aspx (Links to an external site.)](http://csopp.docutek.com/eres/default.aspx)  [password IN514]

Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to be less

American. *American Psychologist*, 63, 602-614.

Brooks, G. R. & Silverstein, L. B. (1995). Understanding the dark side of masculinity: An interactive systems model. In R. Levant & W. Pollock (Eds.), *A New Psychology of Men (*pp. 280-333*).* New York: Basic Books.

Chatters, L. M. (2005). Race and ethnicity in religion and health. In K. W. Schaie, N. Krause, & A. Booth (Eds) *Religious Influences on Health and Well-Being in the Elderly* (pp. 215-237)*.* New York: Springer.

Cohler, B. J. & Hammack, P. L. (2007). The psychological world of the gay teenager: Social change, narrative and “normality.” *Journal of youth adolescence,* 36, 47-59.

Denner, J. & Guzman, B. L. (2006). Introduction: Latina girls transforming cultures, contexts, and selves. In J. Denner & B. Guzman (Eds.), *Latina Girls: Voices of Adolescent Strength in the U. S.* (pp. 1-14). New York: New York University Press.

Gorman, E. M. & Nelson, K. (2004). From a far place: Social and cultural considerations about HIV among midlife and older gay men. In G. Herdt & B. de Vries (Eds) *Gay and Lesbian Aging.* New York: Springer Publishing Company.

Greenberg, J.; Shimel, J.; & Mertens, A. (2004) Ageism: Denying the face of the future. In T. D. Nelson (Ed.) *Ageism: Stereotyping and prejudice against older persons* (pp. 27-48)*.* Cambridge, MA: The MIT Press.

Jackson, P. B. (2005) Health inequalities among minority populations. In S. H. Zarit & L.I Pearlin (Eds), *Health Inequalities Across the Life Course* (pp. 34-38)*.* Washington, D.C:The Gerontological Society of America.

Kertzner, R.; Meyer, I.; & Dolezal, C. (2004). Psychological well-being in midlife and older gay men. In G. Herdt & B. de Vries (Eds) *Gay and Lesbian Aging* (pp. 97-114)*.* New York: Springer Publishing Company.

Lefkowitz, E. S. & Gillen, M. M. (2006). ”Sex is just a normal part of life”: Sexuality in emerging adulthood. In J. J. Arnett & J. L. Tanner (Eds.) *Emerging Adults in America: Coming of Age in the 21st Century* (pp. 235-255). Washington, D.C.: American Psychological Association.

Markides, K. S. & Eschbach, K. (2005). Aging, migration, and mortality: Current status of research on the Hispanic paradox. In S. H. Zarit & L.I Pearlin (Eds), *Health Inequalities Across the Life Course* (pp. 68-75)*.* Washington, D.C:The Gerontological Society of America.

Mezey, M.; Dubler, N. N.; Mitty, E.; & Brody, A. B. (2002). What impact do setting and transitions have on the quality of life at the end of life and the quality of the dying process? . In K. C. Buckwalter (Ed.) *End-of-Life Research: Focus on Older Populations* (pp. 54-67)*.* Washington, D.C.: The Gerontological Society of America.

Pargament, K. & Ano, G. (2005). Empirical advances in the psychology of religion and coping. In K. W.

Schaie, N. Krause, & A. Booth (Eds) *Religious Influences on Health and Well-Being in the Elderly* (pp. 114-140)*.* New York: Springer.

Phinney, J. S. (2006). Ethnic identity exploration in emerging adulthood. In J. J. Arnett & J. L. Tanner (Eds.) *Emerging Adults in America: Coming of Age in the 21st Century* (pp. 117-134). Washington, D.C.: American Psychological Association.

Salazar, C. F. & Abrams, L. P. (2005). Conceptualizing identity development in members of marginalized groups. Journal of professional counseling: Practice, theory and research, 33, 47-59.

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Sulmasy, D. P. (2002). A biopsychosocial-spiritual model for the care of patients at

the end of life. In K. C. Buckwalter (Ed.) *End-of-Life Research: Focus on Older Populations* (pp. 24-33)*.* Washington, D.C.: The Gerontological Society of America.

Van der Kolk, B. (2007). The developmental impact of childhood trauma. In L. J. Kirmayer, R. Lemelson & M. Barad (Eds.) *Understanding trauma: Integrating biological, clinical and cultural perspectives* (pp. 224-241). New York: Cambridge.

Weinstock, J. S. (2004). Lesbian friendships at and beyond midlife: Patterns and possibilities for the 21st century. In G. Herdt & B. de Vries (Eds) *Gay and Lesbian Aging* (pp. 177-208)*.* New York: Springer Publishing Company.

Yee-Melichar, D. (2004). Aging Asian-Americans and health disparities. In K. E. Whitfield (Ed.) *Improving the Health of Minority Elders in the New Millenium* (pp. 42-48)*.* Washington, D.C.: The Gerontological Society of America.

**Required Videos and Websites**

Kim, J. (2013, June). The family I lost in North Korea. And the family I gained. Retrieved from: h[ttp://video.ted.com/talk/podcast/2013G/None/JosephKim\_2013G-480p.mp4 (Links to an external site.)](http://video.ted.com/talk/podcast/2013G/None/JosephKim_2013G-480p.mp4)

The Prey: Silence in the Name of God (2013). (“Browse Documentaries”). Retrieved from: [http://topdocumentaryfilms.com/prey-silence-name-god/ (Links to an external site.)](http://topdocumentaryfilms.com/prey-silence-name-god/)

Luna, T. (2012, July). How a penny made me feel like a millionaire.  [http://video.ted.com/talk/podcast/2012S/None/TaniaLuna\_2012S-480p.mp4.  (Links to an external site.)](http://video.ted.com/talk/podcast/2012S/None/TaniaLuna_2012S-480p.mp4.)

National Geographic. From Sudan to the United States. Retrieved from [http://video.nationalgeographic.com/video/movies/from-sudan-ggtu?source=relatedvideo (Links to an external site.)](http://video.nationalgeographic.com/video/movies/from-sudan-ggtu?source=relatedvideo)

Women on the Front Line (2013) (“Browse Documentaries”). Retrieved from: [http://topdocumentaryfilms.com/women-front-line/ (Links to an external site.)](http://topdocumentaryfilms.com/women-front-line/)

*T*he Fight Against Ebola (2014) (“Browse Documentaries”). Retrieved from: [http://topdocumentaryfilms.com/ (Links to an external site.)](http://topdocumentaryfilms.com/)

New Horizon Special School (2016). Retrieved from: <http://www.newhorizon-school-gh.com/>

**Recommended Texts and Readings (Optional)**

Abelman, R. (2007). Fighting the War on Indecency: Mediating TV, Internet, and

Videogame Usage among Achieving and Underachieving Gifted Children.

*Roeper Review, 29(2),* 100-112.

Erikson, E. (1959). *Identity and the life cycle*. New York: Norton.

Herman, J. L. (1992). *Trauma and recovery*. New York: Basic Books.

Gilligan, C. (1993). *In a Different Voice: Psychological Theory and Women’s Development.* Cambridge, MA: Harvard University Press.

Lynch, M. & Cicchetti, D. (2002). Links between community violence and the family systems: Evidence from children’s feelings of relatedness and perceptions of parent behavior. *Family process*, 3, 519-532

Rothbard, J.C. & Shaver, P.R. (1994). Continuity of attachment across the lifespan. In M.B. Sperling & W. H. Berman (Eds.) *Attachment in Adults: Clinical and Developmental Perspectives.* New York: The Guilford Press.

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| **PLO Course Rubric** |

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| **Learning Outcomes Addressed** | **Performance Level 1**  **(Inexperienced)** | **Performance Level 2**  **(Novice)** | **Performance Level 3**  **(Intermediate)** | **Performance Level 4**  **(Graduate)** |
| Compose professional-quality written papers and reports that are clear, concise, and precise, communicating their ideas in a grammatically correct, structured, and organized manner and congruent with the American Psychological Association (APA) format and style. | Students’ writing papers and/or discussion posts lack professional quality. Ideas are poorly communicated, grammatical errors are present, and transitions between sentences and paragraphs are not smooth. The assignments demonstrate an absence of structural organization, clarity, and objectivity, and limited knowledge of the APA format and style. They are not presented in the correct APA format, and are plagiarized and/or fabricated, with sources and references not being properly cited. Discussions lack coherence, and the information presented is redundant and not to the point. | Students require guidance from instructors (on one or two occasions) on composing writing papers. In general, these are clear, concise, and precise, communicating ideas in a grammatically correct, structured, and organized manner. They are congruent with the APA format and style, with most references being presented in the APA format. Discussions usually demonstrate coherence and are to the point. However, they may evidence minor issues relating to the transition of ideas and discussions, and/or missing running heads. | Students compose professional quality writing papers that are clear, concise and precise, communicating ideas in a grammatically correct, structured, and organized manner. These are congruent with the APA format and style, with references being presented in the APA format. Discussions demonstrate coherence and are to the point, and transitions of ideas are smooth, avoiding abruptness. | Students are well versed in APA professional writing. They compose professional quality writing papers and discussion posts that are exemplary in their clarity, conciseness, and precision. They communicate ideas in a grammatically correct, structured, and organized manner that is congruent with the APA format and style. |
| Analyze the social construction of culture, gender, sexual orientation, ethnicity, religion and spirituality, social class, disability, language, race, and immigrant status. | Students fail to present an analysis of the social construction of culture, gender, sexual orientation, ethnicity, religion/spirituality, social class, disability, language, race, and immigrant status. Students’ statements related to the social construction of culture are based on their personal opinions. They do not consider the perspectives of others and display visible discomfort when working with individuals from a wide variety of backgrounds. This is evidenced in their handling of situations involving interracial, intercultural, social class, gender and sexual orientation, and religion/spirituality dilemmas in an inappropriate manner (i.e. using insulting and disrespectful language). | Students require a moderate level of guidance on analyzing the social construction of culture, gender, sexual orientation, ethnicity, religion/spirituality, social class, disability, language, race, and immigrant status. They may be uncomfortable handling difficult situations involving interracial, intercultural, social class, gender and sexual orientation, and religion/spirituality dilemmas, and require guidance from instructors on one or two occasions. | Students competently analyze the social construction of culture, gender, sexual orientation, ethnicity, religion/spirituality, social class, disability, language, race, and immigrant status. They are able to handle difficult situations involving issues related to interracial, intercultural, social class, gender and sexual orientation, and religion/spirituality dilemmas. They demonstrate the ability to work with individuals from a wide variety of backgrounds as evidenced by the development of respectful alliances. | Students demonstrate an in-depth understanding of the social construction of culture, gender, sexual orientation, ethnicity, religion/spirituality, social class, disability, language, race, and immigrant status. They competently handle difficult situations involving interracial, intercultural, social class, gender and sexual orientation, and religion/spirituality dilemmas. They display respect and admiration toward individuals from diverse backgrounds, as evidenced by the respectful and productive alliances they develop with them. Misunderstandings do not arise in their written and oral communication. |
| Evaluate major theories that have influenced the development of international psychology and related fields, supported by empirical findings, including historical and current trends. | Students demonstrate poor evaluation of major theories that have influenced the development of international psychology and related fields, supported by empirical findings, and including historical and current trends. They are unaware of major Western and non-Western theories—cultural, cross-cultural, indigenous, psychological, and anthropological—that have contributed to the development of the international psychology field. Their statements are based on personal opinion and are not informed by theory or the research literature. | Students have some difficulty understanding major theories that have influenced the development of international psychology and related fields, supported by empirical findings and including historical and current trends. They are aware of one or two Western theories—cultural, cross-cultural, indigenous, psychological, and anthropological—that have contributed to the development of the international psychology field. However, they do not integrate non-Western theories within their discussions or assignments, and their statements are based on limited sources (one or two) and informal research. | Students comprehend major theories influencing the development of the international psychology and related fields, supported by empirical findings and including historical and current trends. They are aware of Western and non-Western theories—cultural, cross-cultural, indigenous, psychological, and anthropological—that have contributed to the development of the international psychology field. Their statements are based on a few sources (three references) informed by the research literature. | Students demonstrate the ability to identify, compare, and contrasts major theories that have influenced the development of the international psychology and related fields, supported by empirical findings and including historical and current trends. Students gather and organize information from multiple sources to compare and contrast Western and non-Western theories—cultural, cross-cultural, indigenous, psychological, and anthropological—and their contribution to the development of the international psychology field. Their statements are based on a comprehensive analysis comparing different valid sources and informed by the research literature. |
| Identify and accurately apply relevant Western, non-Western, and indigenous theories of sociocultural development across the life span using diverse case studies. | Students have difficulty in identifying and accurately applying relevant Western, non-Western, and indigenous theories of sociocultural development across the life span within diverse case studies. They fail to identify Western, non-Western and indigenous theories of sociocultural development across the life span, and/or are unaware of the existence of them. | Students have mild to moderate difficulty in identifying and accurately applying relevant Western, non-Western, and indigenous theories of sociocultural development across the life span within diverse case studies. While they identify one or two theories, they fail to integrate non-Western and indigenous theories of sociocultural development across the life span. In their case studies, they only integrate one or two theories. | Students identify and apply relevant Western, non-Western, and indigenous theories of sociocultural development across the life span within diverse case studies. They simultaneously identify Western, non-Western, and indigenous theories of sociocultural development across the life span. However their articulations of theories within case studies do not completely integrate the theories. | Students accurately identify and apply relevant Western, non-Western, and indigenous theories of sociocultural development across the life span within diverse case studies. They gather multiple valid and relevant sources that introduce Western, non-Western, and indigenous theories of sociocultural development across the life span. Not only do they completely integrate theories but they also articulate cultural impacts on the life span development within case studies. |

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| **Course Schedule, Assignments, and Grading** |

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| **Week/Unit** | **Topic** | **Learning Outcomes** | **Readings and Assignments** | **Points/ Due Date** | **Assessment Method/ Tool** |
| Week 1  Unit 1 | What is Cross-Cultural Human Development? | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 1 (Textbook)  **eReserve Readings**  Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to be less  American. *American Psychologist*, 63, 602-614.  Brooks, G. R. & Silverstein, L. B. (1995). Understanding the dark side of masculinity: An interactive systems model. In R. Levant & W. Pollock (Eds.), *A New Psychology of Men* (pp. 280-333)*.* York: Basic Books.  Sulmasy, D. P. (2002). A biopsychosocial-spiritual model for the care of patients at the end of life. In K. C. Buckwalter (Ed.) *End-of-Life Research: Focus on Older Populations* (pp. 24-33)*.* Washington, D.C.: The Gerontological Society of America.  Van der Kolk, B. (2007). The  developmental impact of childhood trauma. In L. J. Kirmayer, R.  & M. Barad (Eds.) *Understanding trauma: Integrating biological, clinical and cultural perspectives* (pp. 224-241). New York: Cambridge.   * Review Syllabus and Canvas   **Introduce Yourself discussion thread:**  Post a 2-paragraph introduction and describe yourself for our new learning community. Let us know about your professional experiences and your expectations for this course. You must make this post by Wednesday of the first week of this term. Post must be made no later than 11:59 pm CST. |  |  |
| **Week 1**  (Unit 2) | Theories and Methodology | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 2 (Textbook)  **Instructor will assign groups**  **Unit 2 Discussion**  Why should we care about lifespan development internationally? Explain how you might view an individual’s development similarly or differently based on their culture. Please integrate the proposed reading into your response.  **Unit 2 Group Project Discussion**  Meet your group members in assigned Group Forum and start assigning roles to complete Group Power Point Presentation | 20  0 | Discussion Rubric |
| **Week 2**  (Unit 3) |  | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 3 (Textbook)  **eReserve Readings**  Denner, J. & Guzman, B. L. (2006). Introduction: Latina girls transforming  cultures, contexts, and selves. In J. Denner & B. Guzman (Eds.), *Latina Girls: Voices of Adolescent Strength in the U. S.* (pp. 1-14). New York: New York University  Press.  Greenberg, J.; Shimel, J.; & Mertens, A. (2004) Ageism: Denying the face of the future. In T. D. Nelson (Ed.) *Ageism: Stereotyping and prejudice against older persons.* Cambridge, MA: The MIT Press.  **Unit 3 Group Project Discussion**  Start developing an outline for Group Power Point Presentation  **Group Power Point Presentation Guidelines**  In your group discussions, choose one case vignette from Chapters 1-6 to answer the proposed questions following the case study that your group identified from the textbook. Complete a 10-15 slide Power Point Presentation with presenters’ notes (and narration via GoToMeeting) in APA format (with references). You will need to use at least 5-6 scholarly references including the textbook to develop the presentation. Please remember that these slides should be presented as if you were presenting to an audience. This presentation should be around 20 minutes long total.  Provide some background information regarding the case vignette you have chosen.   * Include a “context” for each case based on developmental perspectives that you learned from Chapters 1-6. * What recommendations might you provide for this case in terms of developmental growth? * What challenges might you find as a researcher and/or consultant working with this population?   **Individual Paper Guidelines**  -Please complete a 4-5 page individual paper (each student with submit their own paper) in APA format with the group presentation content above (4 questions with references in APA format). | 0 |  |
| **Week 2**  (Unit 4) | The Family in Cultural Context | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 4 (Textbook)  **Required Videos**  *-The Prey:* *Silence in the Name of God (2013)*  [*www.topdocumentaryfilms.com*](http://www.topdocumentaryfilms.com)  *-Joseph Kim: The Family I lost in North Korea and the Family I gained*  [*www.ted.com*](http://www.ted.com) *(Ted Talks)*  *-New Horizon Special School*  [*http://www.newhorizon-school-gh.com/*](http://www.newhorizon-school-gh.com/)  **Unit 4 Discussion**  What does “family” look like across cultures? Explain how your childhood upbringing and “family” impacted the development of your socio-cultural identities. What impact might this socialization process have on you as an adult? Explain and integrate the proposed reading into your response. | 20 | Discussion Rubric |
| **Week 3**  (Unit 5) | Culture, Language, Cognition | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 5 (Textbook)  **eReserve Readings**  Markides, K. S. & Eschbach, K. (2005). Aging, migration, and mortality: Current status of research on the Hispanic paradox. In S. H. Zarit & L.I Pearlin (Eds), *Health Inequalities Across the Life Course* (pp. 68-75)*.* Washington, D.C:The Gerontological Society of America.  Pargament, K. & Ano, G.  (2005). Empirical advances in the psychology of religion and coping. In K. W. Schaie, N. Krause, & A. Booth (Eds) *Religious Influences on Health*  *and Well-Being in the Elderly* (pp. 114-140)*.* New York: Springer.  **Unit 5 Group Project Discussion**  Create drafts of your group presentation and paper (initial draft/framework of both presentation and paper) | 0 |  |
| **Week 3**  (Unit 6) | Culture, Self, and Personality | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 6 (Textbook)  **Required Videos**  -*Tania Luna: How a Penny made Me feel like a Milllionaire*  [*www.ted.com*](http://www.ted.com) *(Ted Talks)*  *-From Sudan to the United States*  [*www.nationalgeographic.com*](http://www.nationalgeographic.com)  **Unit 6 GoToMeeting Discussion (GTM TBA)**  Class discussion regarding Chapters 5-6. This GTM will give students the opportunity to review with the instructor key concepts, themes, and application during this real-time meeting. There is no expectation to post anything in written format like our other discussions for this course. Please be prepared to participate in this meeting by reading Chapters 5-6 and reviewing New Horizon Special School website. Come with questions and thoughts. We will prepare for our meetings with New Horizon. This GTM will count for discussion points for this unit.  **Midterm Exam**  Chapters 1-5, submitted by Sunday, 11:59 PM CST. This is an essay exam that will cover Chapters 1-5; there will be five questions. Each question is worth 20 points. You will be required to include references from the course materials to support your answers. | 20  100 | Discussion Rubric  Midterm Exam Rubric |
| **Week 4**  (Unit 7) | Culture, Self, and Personality (cont.) | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 6 (Textbook)  **eReserve Readings**  Phinney, J. S. (2006). Ethnic  identity exploration in  emerging adulthood. In J. J.  Arnett & J. L. Tanner (Eds.)  *Emerging Adults in America:*  *Coming of Age in the 21st*  *Century* (pp. 117-134).  Washington, D.C.: American  Psychological Association.  Salazar, C. F. & Abrams, L. P. (2005). Conceptualizing identity development in members of marginalized groups. Journal of  professional counseling: Practice, theory and research, 33, 47-59.  **Group Power Point Presentation Due, Sunday, 11:59 PM CST**  **Individual Paper Due, Sunday, 11:59 PM CST** | 40  20 | Group Power Point Presentation Rubric  Written Assignment Rubric |
| **Week 4**  (Unit 8) | Culture and Social Behavior | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 7 (Textbook)  **Unit 8 Case Study Discussion or Case Study from New Horizon**  Analyze the following case study by identifying at least two developmental core concepts (e.g., theories, definitions, approaches, considerations) you learned from Chapters 6-7 in the textbook to explain this individual’s development.  Case Study: Jocelyn is a 20-year-old female who currently lives with her parents in Northern Accra, Ghana. Both her parents work; her father is employed as a private driver for a family from Europe and her mother is a seamstress. Both her parents finished high school. Jocelyn has two older brothers. Her family jokes around with her about why she doesn’t want to get married yet or have a potential “suitor” as she is becoming too “old.” Jocelyn is enrolled as a second-year student at the University of Ghana, Legon. She thought she wanted to be a medical doctor but her grades were not up to par. One of her professors mentioned that she might change her major to psychology because it is not “as challenging” as the field of medicine.  \*You have a choice of participating in one GTM or both during this time TBA:  -GTM with New Horizon Special School (case consultation/brainstorming session and debriefing session) | 20  50 points | Discussion Rubric  Discussion Rubric |
| **Week 5**  Unit 9) | Culture and Social Behavior (cont.) | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 7 (Textbook)  **eReserve Readings**  -Cohler, B. J. & Hammack, P. L. (2007). The psychological world of the gay teenager: Social change, narrative and “normality.” *Journal of youth adolescence,* 36, 47-59.  -Gorman, E. M. & Nelson, K. (2004). From a far place: Social and cultural considerations about HIV among midlife and older gay men. In G. Herdt & B. de Vries (Eds) *Gay and Lesbian Aging.* New York: Springer Publishing Company.  -Lefkowitz, E. S. & Gillen, M. M. (2006). ”Sex is just a normal part of life”: Sexuality in emerging adulthood. In J. J. Arnett & J. L. Tanner (Eds.)  *Emerging Adults in America:*  *Coming of Age in the 21st*  *Century* (pp. 235-255).  Washington, D.C.: American  Psychological Association.  Weinstock, J. S. (2004).  Lesbian friendships at and  beyond midlife: Patterns and  possibilities for the 21st  century. In G. Herdt & B. de  Vries (Eds) *Gay and Lesbian*  *Aging* (pp. 177-208)*.* New  York: Springer Publishing.  **Unit 9 Discussion**  Find an online article or resource that explores the topics of sexuality and gender in your community/culture. Please include the link to the article/resource in your response to this Discussion thread. Please share with your assigned group your thoughts and feelings about this article and how this information might add to an individual’s developmental growth.  \*You have a choice of participating in one GTM or both during this time TBA:  -GTM with New Horizon Special School (case consultation/brainstorming session and debriefing session) | 20  50 | Discussion Rubric  Discussion Rubric |
| **Week 5**  (Unit 10) | Culture and Issues of Gender and Sexuality | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 8 (Textbook)  **Required Video**  *Women on the Front Lines (2013) (“Browse Documentaries”)*  [*http://topdocumentaryfilms.com/*](http://topdocumentaryfilms.com/)  **Unit 10 Discussion**  Explain at least two different developmental perspectives regarding sexuality and gender. What role does history and societal norms have on these views? | 20 | Discussion Rubric |
| **Week 6**  (Unit 11) | Culture and Issues of Gender and Sexuality (cont.) | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 8 (Textbook)  **eReserve Readings**  **-**Chatters, L. M. (2005). Race and ethnicity in religion and health. In K. W. Schaie, N. Krause, & A. Booth (Eds) *Religious Influences on Health and Well-Being in the Elderly* (pp. 215-237)*.* New York: Springer.  Jackson, P. B. (2005) Health inequalities among minority populations. In S. H. Zarit & L.I Pearlin (Eds), *Health Inequalities Across the Life Course* (pp. 34-38)*.* Washington, D.C:The Gerontological Society of America.  Kertzner, R.; Meyer, I.; & Dolezal, C. (2004). Psychological well-being in midlife and older gay men. In G. Herdt & B. de Vries (Eds) *Gay and Lesbian Aging* (pp. 97-114)*.* New York: Springer Publishing Company.  **Unit 11 Discussion**  Describe some research findings and/or developmental perspectives regarding the development of “self” over time. How might you use this information when working with individuals from diverse backgrounds?  **Unit 11 Group Project Discussion**  Discuss what you have learned regarding your group’s own development when working on the Group Power Point Presentation and Group Paper. What were the strengths of your group? What were the challenges in your group? | 20  0 | Discussion Rubric |
| **Week 6**  (Unit 12) | Culture, Health, and Illness | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 9 (Textbook)  **eReserve Readings**  -Mezey, M.; Dubler, N. N.;Mitty,  E.; & Brody, A. B. (2002) What  impact do setting and  transitions have on the quality  of life at the end of life and the  quality of the dying process? .  In K. C. Buckwalter (Ed.) *End-*  *of-Life Research: Focus on*  *Older Populations* (pp. 54-67)*.*  Washington, D.C.: The Gerontological Society of America.  -Yee-Melichar, D. (2004). Aging Asian-Americans and health disparities. In K. E. Whitfield (Ed.) *Improving the Health of Minority Elders in the New Millenium* (pp. 42-48)*.* Washington, D.C.: The Gerontological Society of America.  **Required Video**  *The Fight Against Ebola (2014) (“Browse Documentaries”)*  [*http://topdocumentaryfilms.com/*](http://topdocumentaryfilms.com/)  **Unit 12 Discussion**  Read the Rooks & Whitfield (2004) article and Jackson (2005) article. Describe an intervention program that might address health inequalities in these populations. | 20 | Discussion Rubric |
| **Week 7**  (Unit 13) | Culture, Health, and Illness (cont.) | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 9 (Textbook)  **Unit 13 Discussion**  What have you learned about your own developmental growth as a result of this course?  How might you apply the information from this course in your personal and professional work? In what ways will this information assist you when working in international contexts? Provide at least three examples with supporting evidence from course materials. | 20 | Discussion Rubric |
| **Week 7**  (Unit 14) | Future Trends and Application | 1. Examine developmental perspectives within an international context across the lifespan.  2. Investigate similarities and differences in diverse cross-cultural settings across the lifespan.  3. Analyze students’ own lifespan development and its impact with working with diverse populations.  4. Apply research findings in lifespan development to the field of International Psychology.  5. Compare and contrast cultural differences of an individual/community across the lifespan. | **Required Readings**  Chapter 10 (Textbook)  **Unit 14 Signature Assignment-Lifespan Paper**  Research a cultural figure (e.g., Nelson Mandela, George Washington, Kerima Polotan-Tuvera) who might be different from your own (e.g., differences based on gender, sexual orientation, race, ethnicity, socio-economic status, health, etc.).  -Written Paper: (6-7 pages double spaced, 12 point font, cover and references not included in page count, APA format). Please use at least 5-6 references to support your thoughts in this assignment. Please respond to the following:  1.Why did you choose this cultural figure? How is this figure different from your own cultural development?  2. Background information of case (e.g., culture/background (sexual orientation, ethnicity, race, physical ability, religious background, SES, age, gender, etc.)  3. Describe development across the lifespan for this figure. Incorporate lifespan concepts and theories/approaches from course readings, course materials, and additional outside culture-based readings relevant to figure’s development.  4. What reactions do you have of this figure? Why? What surprised you the most about the information that you have gathered regarding the figure’s development? | 50 | Signature Assignment Rubric |
| **Week 8**  (Unit 15) | Wrap up |  | Wrap up/End of course |  |  |

**Grading Information and Course Requirements**

**Grading Summary**

|  |  |  |
| --- | --- | --- |
| Assignment | Points for Each Assignment | Total |
|  |  |  |
| Group Presentation Paper (Case Study) | 10 | 10 |
| Group PowerPoint Presentation (Case Study) | 40 | 40 |
| Lifespan Paper | 50 | 50 |
| Discussions and one GTM (@10) | 20 | 200 |
| Midterm Exam | 100 | 100 |
| Meetings and Debriefing sessions with New Horizon | 100 | 100 |
| Total |  | 500 points |

1. **Please refer to “Syllabus Part 2: Policies” for additional Information. Click the link below to access. SYLLABUS PART 2: POLICIES:** [**https://tcsedsystem.instructure.com/courses/6701/pages/syllabus-part-2-policies**](https://tcsedsystem.instructure.com/courses/6701/pages/syllabus-part-2-policies)