

SEMESTER AT SEA SUMMER 2012 PROGRAM

University of Virginia

Discipline:	Psychology
Semester:	Summer 2012
Course Title:	Life Span Human Development: Birth Through Adolescence
Course Number:	PSYC 2500-101
Faculty Name:	Nilufer Medora
Pre-Requisites:	No prerequisites required.

COURSE DESCRIPTION:

This course students will explore the biological, psychological, intellectual, physical, and socio-cultural aspects of growth and development of a child **from birth, through late adolescence**. The course will be divided into distinct stages: infancy and toddler-hood years, preschool years, elementary school years, middle school years, and adolescence. The backbone of this course will be the introduction and explanation of various theoretical frameworks in developmental psychology and child development. Some of the theories that will be addressed are as follows: The Maturational Theories, Psychological Theories, Psycho-Social Theories, Social Learning Theories, Behavioral Theories, Cognitive Developmental Theories, Bronfenbrenner's Theory of Human Ecology, and Humanistic Theories, as they pertain to different topics and concepts that are investigated in the life span human development course. Significant milestones that children achieve at different developmental stages will be emphasized. The influence of culture, religion, parenting practices, cultural norms, superstitions, cultural traditions, rites-of-passage, cultural expectations regarding breast-feeding, potty training, illnesses, loyalty to kinship group, school, work, family, caring for siblings, filial piety for the elderly will be highlighted from a cross-cultural perspective for the different ports visited during the SAS Summer voyage.

COURSE OBJECTIVES:

Upon completion of this course the student will be able to:

1. Explain the different theories of life span human development and child development;
2. Describe the concept of "Child Development" and explain the preschool years, social importance of studying children globally as they develop during early childhood, middle childhood, and adolescence;
3. Discuss different opinions about pregnancy and child birth in different cultures that we visit during the Summer 2012 voyage;
4. Describe the major biological, social, cultural, and familial contexts and their influences on development during childhood and adolescence;
5. Explain the development of children and adolescents in each of the following areas: physical, motor, socio-emotional, cognitive-linguistic, and moral development;

6. Discuss the impact of family, peers, school, media, and technology on the development of children and adolescents;
7. Introduce resources and strategies that can be used to assist children and adolescents in a variety of settings;
8. Understand contemporary issues, and challenges, that children and adolescents encounter in the U.S. and globally.

Required Text Book:

Berger, K. (2009 Edition). **The Developing Person Through Childhood and Adolescence.** New York, New York: Worth Publishers.

Policies and Expectations:

Attendance: The success of your learning experience depends on the active contributions of all the students enrolled in the class. Therefore, your attendance is important and required. If you miss class or are absent due to an illness, you are responsible for the information covered during the missed class meeting.

Academic Honesty: Academic dishonesty encompasses both cheating and plagiarism. You will be tested on all materials covered in the assigned readings, class lectures, and field trips. Exams will **not** be cumulative. I will be giving you a *study guide* before each exam.

CLASS ASSIGNMENTS:

Readings: Assigned readings from the textbook must be read as part of the class.

Examinations: There will be two in-class exams. These exams will include a combination of multiple choice questions, matching questions, and short answer essay questions. Students will be expected to take these exams when they are scheduled on the syllabus.

Quizzes: There will be two quizzes.

Field Lab Reports: You will be provided with the opportunity to write **two short Field Lab Reports**. These reports should be 2-3 pages in length. The goals of these reports are to encourage you to reflect upon experiences that you had during your field trips to the different ports. The questions will focus on the application of theories, paradigms, concepts learned in class and apply these concepts to question life span human development: Birth through adolescence in the Mediterranean region. Your reports should be well written, adequately researched, nicely organized, and well-cited when you use material from journals or the text. Please do not plagiarize information in your papers!

You **MUST** respond to the Field Lab question that you participated in as part of the class.

Field Lab Description:

This Field Lab Program consists of three different components. The first component of this program is to hear a lecture entitled, "*Recreation of the Hymen: Fact or Fiction?*" Historically, chastity and virginity have always been more important for women than it has been for men in all cultures throughout the world. Virginity is especially important for an Islamic woman because it reflects on her honor and reputation. In many conservative Islamic families, a man is

encouraged to divorce his wife if he finds out that she has been sexually involved with another male prior to getting married and is a non-virgin.

In this Field Lab, the students will get the opportunity to hear a lecture delivered by Dr. Ayse Durakbasa - a Professor of Sociology at Marmara University in Istanbul who will share information on how some doctors in some Islamic countries including Turkey are pressured to create artificial hymens for women who may have had premarital sex in an earlier relationship. The lecture will also address some prerequisites and expectations that men and women have about potential partners before they get married.

Another component of this Field Lab Program is to hear another presentation on women's rights and explore some women's rights issues in contemporary Turkey. Historically, women have been fighting for equal rights throughout the world. In many of the middle-eastern countries, women have limited legal rights in all spheres of life, especially in the area of marriage and family life. Turkey is one of the most liberal and tolerant Islamic countries.

In this Field Lab Program, the participants will learn about the status of women and how past and present laws have influenced and affected their lives in Turkey. The Bar Association's Women's Right's Center provides advocacy and legal services for women in need of assistance.

Finally, after the two presentations, the participants will be taken to the **Kapali Karsi Grand Bazaar**, where they will be able to see the "real culture" of the past and present Ottoman Empire. They will see shops laden with carpets, foods, spices, handicrafts, woodwork, bead trinkets, leather; cotton embroidery items, jewelry, and much, much more. This will be a good introduction and meaningful way to immerse the students in the local Turkish culture. Students can see first-hand what the local goods are like, see the ways in which locals shop, and experience what bargaining is. They can see the vendors and the buyers communicate and haggle over goods and if they desire buy few souvenirs to take back home. They can see, and touch different goods made from cloth, wood, clay, metals, wires, and beads, and smell the wonderful aromas from a variety of incense burners, see the vibrant colors and designs displayed in cotton and silk carpets made by local artisans; they can touch the brass bells and drink the local tea and smoke from the "hookas" while they stroll through the bazaar. After experiencing the joys of window shopping in this bazaar, the students can enjoy a quick taste of Turkish fast food, "Doner kakobs" "falafel" or many other delicacies that are typically Turkish.

Field Lab Report #1:

You MUST respond to the following question...

In contemporary times, virginity is an important criterion in the selection of a marital partner in a few cultures that we visited during the SAS Summer 2012 voyage. Do you **agree or disagree** with this marital prerequisite? Please support your answers with justifications or reasons on why you think the way you do. Please feel free, to incorporate any comments or statements that you heard from the lecture given by the speaker during the Field Lab program. Based on the information that you heard from the speaker who spoke on women's rights in Turkey, **identify and explain three areas** in which Turkish women have more freedom and more legal rights compared to women from other Islamic countries Finally, **describe and explain five things** that you observed at the Kapali Karsi Bazaar which were culturally different from what you typically see in an American store or supermarket.

Field Lab Report #2: Pick ANY ONE:

- #1. Erik Erikson, a psycho-social theorist has remarked that adolescents experience the “identity vs. role confusion stage. First, explain and discuss this stage, then explain what some of the characteristics of this stage are and give an example of what an adolescent experiences as they are going through this stage. Second, specify how an adolescent can benefit and grow by participating in the “*Semester at Sea*” program.
- #2. Based on lectures, observations during your excursions and other trips that you have made during the program and interviews with people at the different port cities, write a short essay on your observations explaining three unique **cultural attitudes** about children in two different cultures that you visited during the SAS program.
- #3. Based on the class lectures, information in your textbook, Global Studies class, and your observations at different ports, write a short essay and compare and contrast some of the challenges that adolescents encounter in two different cultures.

You must also write a brief paper on 1 of the following topics/questions, and submit the **first report** on the **Date ----July 9th 2012, Monday. The other field report, (2nd one) has to be turned in on July 30th 2012, Monday.** These reports should be based on your experiences at the different ports, interviews with people from different cultures, lecture information, excursions, information from the textbook, and/or the Global Studies course. Please make sure that you do an analysis of the situation and that you simply do not regurgitate what you have heard or read.

GRADES:

Grades will be given on the basis of **two** multiple-choice exams and short answer questions, 2 quizzes, and 2 short reflection papers that you submit to me as per dates indicated on the course syllabus.

Mid-Term Exam:	100 Points
Final Exam	100 Points
Quiz Number 1	50 Points
Quiz Number 2	50 Points
Field Report 1	50 Points
Field Report 2	50 Points

From a total of 400 possible points:

360 and above	A
320 and above	B
280 and above	C
240 and above	D
Less than 240	F

THIS SCHEDULE IS TENTATIVE

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
June 18 Monday	Student Orientation	
June 19 Tuesday	Class Orientation/ Introduction / Theories in Child Development	Lecture Chapter 1
June 20 Wednesday	Theories in Child Development (contd...)	Lecture Chapter 2
June 21 Thursday	Theories in Child Development (contd...) Methods of Studying Children	Lecture Chapter 2
June 22 Friday	Theories in Child Development (contd...)	Lecture Chapter 4
June 23 Saturday	Pregnancy, Birth, and Birthing Practices	Lecture Chapter 5
June 24 Sunday	Quiz 1 / Physical and Motor Development in Infancy and Toddler-hood	Lecture Chapter 5
June 25 Monday	Physical and Motor Development in Infancy and Toddler-hood	Lecture Chapter 5
June 26 Tuesday	Psychosocial Development in Infancy and Toddler-hood	Lecture only Chapter 7
June 27 Wednesday June 30 Saturday	Arrive in Barcelona Leave Barcelona	
July 1 Sunday	Cognitive Development during Preschool Years	Lecture Chapter 9
July 2 Monday July 7 Saturday	Arrive in Naples/Civitavecchia Depart From Naples/Civitavecchia	
July 8 Sunday	Global Studies ----Italy Day	
July 9 Monday	Cognitive Development during the Preschool Years / Field Report 1 Due	Lecture Chapter 9, 10
July 10 Tuesday July 13 Friday	Arrive in Dubrovnik, Croatia Depart From Dubrovnik, Croatia	
July 14 Saturday	Physical Development in Middle Childhood	Lecture Chapter 11
July 15 Sunday	EXAM I / Physical Development in Middle Childhood	Lecture Chapter 11

THIS SCHEDULE IS TENTATIVE

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
July 16 Monday	Arrive in Piraeus, Greece	
July 19 Thursday	Depart From Piraeus, Greece	
July 20 Friday	Physical Development in Middle Childhood Cognitive Development in Middle Childhood	Lecture Chapter 12
July 21 Saturday	Arrive in Istanbul, Turkey	
July 25 Wednesday	Depart From Istanbul, Turkey	
July 26 Thursday	Global Studies Day Turkish Reflection Day	
July 27 Friday	Quiz II / Physical Development during Adolescence	Lecture Chapter 14
July 28 Saturday	Physical Development during Adolescence	Lecture Chapter 14
July 29 Sunday	Physical Development during Adolescence	Lecture Chapter 14
July 30 Monday	Physical Development during Adolescence / Field Report 2 Due	Lecture Chapter 14
July 31 Tuesday	Socio-Emotional Development during Adolescence	Lecture Chapter 16
August 1 Wednesday	Arrive in Casablanca, Morocco	
August 4 Saturday	Depart from Casablanca, Morocco	
August 5 Sunday	Socio-Emotional Development during Adolescence	Lecture Chapter 16
August 6 Monday	Arrive in Lisbon, Portugal	
August 9 Thursday	Depart From Lisbon, Portugal	
August 10 Friday	Study Day	
August 11 Saturday	Socio-Emotional Development during Adolescence/Adolescence and Sexuality	Lecture Chapter 16
August 12 Sunday	Cognitive Development during Adolescence	Lecture Chapter 15
August 13 Monday	Adolescence and Family Life	Lecture
August 14 Tuesday	Global Studies Exam	

THIS SCHEDULE IS TENTATIVE

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
August 15 Wednesday	Final Exam	
August 16 Thursday	Reflection Day	
August 17 Friday	Packing Day/Convocation	
August 18 Saturday	Arrive in Boston, Massachusetts	

GOOD BYE!!