



Korea University International Summer Campus (KU ISC) 2023

Embark on a unique summer

June 27, 2023 ~ August 3, 2023

ISC366A (Period 3) (1:10-2:50 pm KST)
Lifespan Developmental Psychology/Human Development
Room TBA Woodang Hall


Syllabus:

<https://bit.ly/kuisc366>

I . Instructor

Professor	:	Eric Youngstrom, Ph.D.
E-mail	:	eay@unc.edu (please use this and not my Gmail – I rarely check it)
Home Institution	:	University of North Carolina at Chapel Hill
Office	:	TBA
Office Hours	:	TBA
Meeting Times	:	Period42

II . Textbook

Required Textbook	<p>Rathus, Spencer (2010). <i>HDEV</i>, 1st edition. Belmont, CA: Wadsworth/Cengage.</p> <p>Book website: Cengage</p> <p>Amazon: http://www.amazon.com/HDEV-Spencer-Rathus/dp/0495601527</p> <p>BOOK IS REQUIRED AND ESSENTIAL READING TO PASS COURSE.</p> <p>First edition is preferred. (Later editions are very similar, so they could be used if necessary). You may order the book well ahead of time, or a copy will be available in the course library. Scans of the chapters may be available for download (assuming technology supports this as it did last summer).</p>	
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III . Course Description and Objectives

I have been teaching for more than 20 years, and this is one of my favorite classes. This will be the 12th year that I have taught it in Korea, and the class touches on so many aspects of our lives – literally from before we are born, through growing up, dating (or not!), going to college (or not!), getting married (or not!), having kids (...), getting old, and dying (which is the only topic guaranteed to be universal! Yet even that has fascinating differences). How do our brains and bodies grow and change throughout our lives? What parts of how we think and feel are universal and true of humans anywhere? What things change depending on the environment and culture?

This course provides an introduction to the psychological development of human beings, moving from birth through late life. This is a “life span” course, rather than a “child development” course. We will talk some about physical development and biology, because these processes are tightly connected to psychological development. We will also cover cognitive, emotional, social and cultural factors. By organizing the course this way, you will be exposed to the “biopsychosocial” model of psychological functioning, which is the prevailing way of thinking about the field of psychology in most universities.

Because we have only 6 weeks to cover the entire field of developmental psychology, our consideration of most topics must be selective and brief. After this course, you should be familiar with crucial basic principles and concepts, preparing you for further study in more advanced psychology courses. I also hope that this course will increase your curiosity and your interest in the field of psychology. In order to make this a stimulating course, you need to contribute your time, effort, attention, and your genuine curiosity. I want your active involvement.

This semester will also provide an opportunity to learn and discuss how aspects of human development are different in Asian countries, such as Korea, compared to the Western countries that provided much of the research information for the first century of modern scientific study of human psychological development. We use some in-class projects and exercises to explore similarities and differences between Korea, the USA, and other countries.

IV. Grading

Exams	:	<ul style="list-style-type: none"> <i>Exams.</i> Four exams, each covering a different portion of the course materials (i.e., non-cumulative). Tests will be multiple choice and will be based on material from the book and class. There will be an emphasis on questions that test your understanding of the material and your ability to apply it to new situations, rather than your ability to simply memorize facts and figures. <i>**Make-up exams will not be given.</i> Please read the chapters for class prior to the lecture on the topic. This will allow class to serve as a review, and you'll be in a better position to ask questions and converse about the topics.
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Extra credit doing survey (OPTIONAL)		<p>If you complete the survey (web link provided on the schedule, below) by the due date on the schedule and include KU student ID, you will earn 3 extra credit bonus points counted towards an exam.</p> <p>The topics included in the survey are personality, creativity, sleep, and attitudes towards mental health. Your specific responses will be anonymous to me, and all I will know is whether your ID has completed the survey.</p>																		
Additional Notes		<ul style="list-style-type: none">I will drop your lowest exam grade. Your final grade in this course will be based on your average score across your three highest exam grades. Example: If you score a 97, 85, 88, and 62, I will drop the 62, and your final average will be a 90. If you need to miss an exam for any reason, you may use the 0 on this exam as your lowest grade to drop, and your final grade will be based on the three tests you completed. Make up exams will not be given.Each exam will be given during the lecture period specified on the last page of this syllabus.Grades will be posted by student ID. Exams will not be returned to keep. I will leave some time to allow students to review the Exam Key and ask questions on the class day after the exam and review their exam answers. Further review of exams may be done during office hours or by appointment. <p>Grading scale:</p> <table><tr><td>100 to 95</td><td>A+</td></tr><tr><td>94.9 to 90</td><td>A</td></tr><tr><td>89.9 to 85</td><td>B+</td></tr><tr><td>84.9 to 80</td><td>B</td></tr><tr><td>79.9 to 75</td><td>C+</td></tr><tr><td>74.9 to 70</td><td>C</td></tr><tr><td>69.9 to 65</td><td>D+</td></tr><tr><td>64.9 to 60</td><td>D</td></tr><tr><td>59.9 to 0</td><td>F</td></tr></table>	100 to 95	A+	94.9 to 90	A	89.9 to 85	B+	84.9 to 80	B	79.9 to 75	C+	74.9 to 70	C	69.9 to 65	D+	64.9 to 60	D	59.9 to 0	F
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64.9 to 60	D																			
59.9 to 0	F																			

V . Class Outline Please read the chapters for class **prior** to the lecture on the topic. This will allow class to serve as a review, and you'll be in a better position to ask questions and discuss. Our Q&A scratchpad is [here](#).

Date (Korea) <i>(USA)</i>	Topic	Remarks
June 27 (Tues)	Orientation Day (No class)	

June 28 (Wed)	Course overview, History, Theories, and Methods; (Ch. 1)	Slides YouTube recording (backup) <input type="checkbox"/> Meet & Greet form ← Make sure to do!
June 29 (Thur)	Heredity and Prenatal Development? (Ch. 2)	slides YouTube recording (backup)
June 30 (Fri)	Birth and the Newborn Baby (Ch.3) Infancy: Physical Development (Ch. 4)	slides YouTube recording Bonus track! (recorded after class) thought questions
July 3 (Mon)	Infancy: Cognitive Development (Ch. 5)	slides YouTube recording Extra Credit Survey
July 4 (Tues)	Infancy: Social and Emotional Development (Ch. 6)	slides YouTube recording Spare recording (same as above)
July 5 (Wed)	Exam 1 (Covers Ch. 1, 2, 3, 4, 5 & 6, plus lecture)	EXAM 1
July 6 (Thurs)	Early Childhood: Physical and Cognitive Development (Ch. 7)	slides YouTube recording
July 10 (Mon)	Early Childhood: Social and Emotional Development (Ch. 8)	slides YouTube recording
July 11 (Tues)	Middle Childhood: Physical and Cognitive Development (Ch. 9)	slides YouTube recording <- works now!
<i>July XX (Tues evening)</i>	<i>Extra Credit: PSCORE Defector Talk</i>	Details TBA
July 12 (Wed)	Middle Childhood: Social and Emotional Development (Ch. 10); Intelligence (Ch. 9) ***Class Survey Due by end of July 15	slides YouTube recording (of Zoom) (now working at 23:17 pm Eastern!)
July 13 (Thurs)	Exam 2 (Covers Chapters 7, 8, 9, & 10, plus lecture)	EXAM 2
July 17 (Mon)	Adolescence: Physical and Cognitive Development (Ch. 11)	slides YouTube recording
July 18 (Tues)	Adolescence: Social and Emotional Development (Ch. 12)	slides YouTube recording
July 19 (Wed)	Early Adulthood: Physical and Cognitive Development (Ch. 13)	slides YouTube recording
July 20 (Thurs)	Early Adulthood: Social and Emotional Development (Ch. 14)	slides YouTube recording

July 24 (Mon)	Exam 3 (Covers Chapters 11, 12, 13 & 14, plus lecture) Extra credit slides due (slides)	EXAM 3
July 25 (Tues)	Middle Adulthood: Physical and Cognitive Development (Ch. 15), Middle Adulthood: Social and Emotional Development (Ch. 16)	slides (15) slides (16) YouTube recording
July 26 (Wed)	Late Adulthood: Physical and Cognitive Development (Ch. 17)	slides YouTube recording
	Wiki Editing meets Squid Game!	
July 27 (Thurs)	Late Adulthood: Social and Emotional Development (Ch 18); Life's Final Chapter (Ch 19)	slides (18 & 19) YouTube recording
July 31 (Mon)	Wrap Up & Discussion	Anthology of Slides from Survey
Aug 1 (Tues)	Final Exam (not cumulative) (Covers Ch. 15, 16, 17, 18, & 19, plus lecture) Optional: Office hours during class time/LAST chance to look at tests & discuss grades;	FINAL EXAM
Aug 2 (Wed)		
Aug 3 (Thu)	Optional: Contact professor if you would like to meet Graduation Day (Available both Online/ Offline)	

Academic Integrity Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses and the university policies will be followed if breaches do occur. *For example, you may not bring class notes to exams, copy from classmates or attempt to, or share exam material with others. You may not use your phone during class to text, talk, play games, or anything else. If you must bring your phone to class, please have it off. If you are using your laptop, you should be looking at class slides, not surfing the internet or emailing. To do so is distracting and disrespectful to your classmates and to the Professor.*