

PSY-214: Developmental Psychology (3 CHs)

Pre-requisite: None

Course Description

This course offers an in-depth study of psychological development across the human lifespan, examined through major thematic domains such as cognition, emotion, social behavior, and moral reasoning. Drawing from key developmental theories including those of Piaget, Vygotsky, Erikson, Bowlby, and Kohlberg, students will explore the dynamic interplay of biological, psychological, and sociocultural influences. Emphasis is placed on critical analysis of developmental processes and patterns from prenatal stages through old age, fostering students' theoretical insight and reflective understanding of their own developmental trajectories.

Course Objectives

This course will facilitate students to:

- Develop a theoretically grounded understanding of human development across the lifespan.
- Analyze how developmental change occurs in cognitive, social, emotional, and moral domains.
- Integrate classical and contemporary developmental theories in interpreting real-world human experiences.
- Build academic skills in reflection, synthesis, and critical thinking related to human development.
- To understand how different factors, contribute in the development of child in Pakistan.

Course Learning Outcomes

After the completion of the course, the students will be able to:

- Identify and explain key developmental theories across multiple domains.
- Analyze developmental milestones and their variations across the lifespan.
- Apply developmental frameworks to understand individual and cultural differences.
- Critically evaluate research and controversies in developmental psychology.
- Application of developmental framework in Pakistan context.

Course Contents

- The Lifespan Perspective: Historical roots of developmental psychology; assumptions of the lifespan approach; multidirectionality, plasticity, historical context, and multidimensionality.
- Research Designs in Developmental Psychology: Cross-sectional, longitudinal, and sequential studies; ethical concerns in lifespan research.
- Biological Foundations and Prenatal Development: Genetic inheritance, gene-environment interaction (epigenetics), prenatal risk factors and teratogens, critical and sensitive periods.

- Attachment Theory and Early Socioemotional Development: Bowlby's ethological model, Ainsworth's Strange Situation, internal working models, stability of attachment across the lifespan.
- Cognitive Development in Childhood: Piaget's stages of development, constructivism, assimilation and accommodation, major critiques and post-Piagetian extensions.
- Sociocultural Theory and the Role of Language: Vygotsky's Zone of Proximal Development, private speech, scaffolding, dynamic assessment, sociocultural learning contexts.
- Information Processing Theory and Executive Function: Attention, memory strategies, metacognition, processing speed, working memory development across age.
- Language Acquisition and Development: Nativist (Chomsky), interactionist, and learning theories; critical periods; bilingualism and cognitive flexibility.
- Erikson's Psychosocial Theory of Identity Development: Trust, autonomy, initiative, industry, and identity vs. role confusion in relation to life stages.
- Moral Development and Reasoning: Kohlberg's stages of moral development, Gilligan's ethics of care critique, moral intuitionism and domain theory perspectives.
- Parenting, Family Systems, and Socialization: Baumrind's parenting styles, transactional models, systemic influences (Bronfenbrenner), sibling and peer dynamics.
- Adolescence and Identity Exploration: Erikson revisited, Marcia's identity statuses, autonomy and individuation, risk-taking and brain development in adolescence.
- Adulthood and Psychosocial Development: Intimacy vs. isolation, generativity vs. stagnation; adult attachment; midlife crisis, career and relationship trajectories.
- Late Adulthood, Aging, and Cognitive Change: Cognitive decline and compensation (Baltes' SOC theory), neuroplasticity in aging, socioemotional selectivity theory.
- Death, Dying, and Bereavement: Kübler-Ross model, dual-process model of grief, cultural rituals and meaning-making at end of life.
- Application of developmental psychology concepts in Pakistan social cultural context.

Textbooks

- Santrock, J. W. (2019). *Life Span Development* (17th ed.). McGraw-Hill Education.
- Boyd, D., & Bee, H. L. (2004). *The Developing Child* (10th ed.). Pearson.
- Lerner, R. M. (2018). *Concepts and theories of human development* (4th ed.). Routledge. <https://doi.org/10.4324/9781315188665>
- Press. <https://doi.org/10.4324/9781003239875>
- Newman, B. M., & Newman, P. R. (2022). *Theories of human development: Contemporary perspectives* (2nd ed.).

Reference Books

- Bornstein, M. H., & Lamb, M. E. (Eds.). (2023). *Developmental science: An advanced textbook* (8th ed.). Psychology
- Routledge. <https://doi.org/10.4324/9781003091725>
- Kail, R. V., & Cavanaugh, J. C. (2018). *Human development: A life-span view* (8th ed.). Cengage Learning.
- Siegler, R. S., Saffran, J. R., Eisenberg, N., DeLoache, J. S., & Gershoff, E. T. (2020). *How children develop* (6th ed.). Worth Publishers.