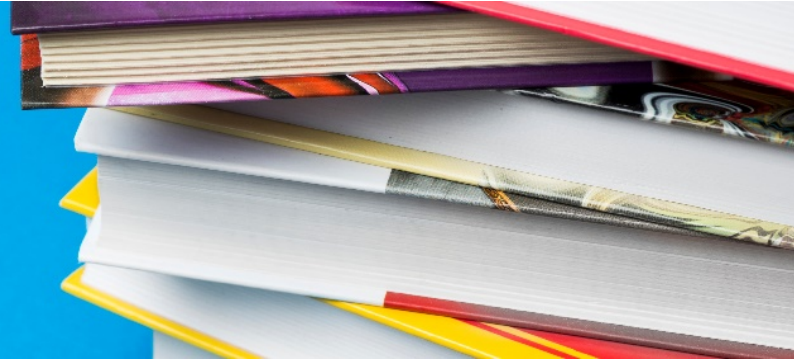




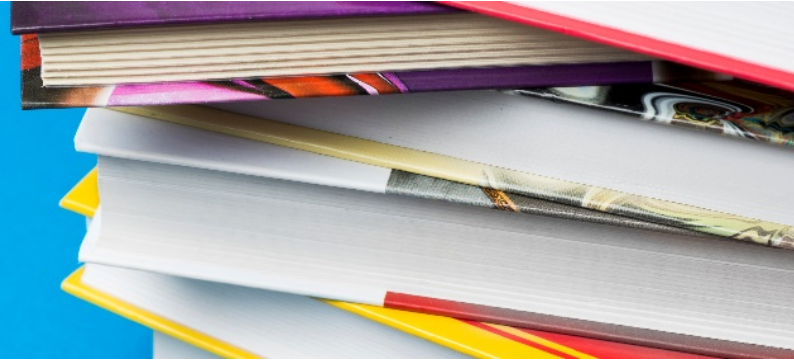
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Course Title	Credits
Developmental Psychology	2
Lecturer	
Naftally Israeli	
Contact Details	
naftally@tauex.tau.ac.il	
Semester	
Fall	
Short Description	
<p>Developmental psychology investigates how the human mind develops throughout the lifespan. This psychology course will examine how babies, children and adults develop the ability to function in the world, how they attach to others and how they communicate and think about their environment.</p> <p>In this course we will learn about the concept of "development" and about various psychological theories of development; we will also learn about the biological foundations of psychological development and about different stages of cognitive, emotional and social human development. In the last part of this course we will learn how various environmental factors (like traumatic events or COVID-19) affect normal development.</p>	
Final grade components	
<p>A short (10 minute) oral presentation is optional in this course (bonus 5%) Short paper (2 pages, double spaced) - mandatory (25%) Take-home exam (5-6 pages, 1250-1500 words, double spaced) - mandatory (70%) Participation (5%)</p>	
Course schedule	
Class no. / Date	Subject and Requirements (assignments, reading materials, tasks, etc.)
1 / 24.10.2023	Basic concepts and principles
2 / 7.11.2023	Emotional development and attachment relationships – I
3 / 14.11.2023	Emotional development and attachment relationships – II
4 / 21.11.2023	The development of self and gender
5 / 28.11.2023	The development of language
6 / 5.12.2023	Play and the beginning of peer relationships
	Psychoanalytic approaches to development – I (Freud, Klein)



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7 / 12.12.2023	
8 / 19.12.2023	Psychoanalytic approaches to development – II (Bion, Fairbairn)
9 / 26.12.2023	Psychoanalytic approaches to development – III (Winnicott, Kohut)
10 / 2.1.2023	The effects of trauma on development
11/ 9.1.2024	COVID-19 and development
12 / 16.1.2024	Critical issues in developmental psychology

This schedule is tentative and may change as the course progresses

Required course reading

Basic concepts and principles

Slater, A. and Bremner, J. Gavin (Eds.). *An Introduction to Developmental Psychology*. Hoboken, NJ: The British Psychological Society and John Wiley & Sons Ltd, 2017, pp. 41-78 (Chapter 2)

Emotional development and attachment relationships

Slater, A. and Bremner, J. Gavin (Eds.). *An Introduction to Developmental Psychology*. Hoboken, NJ: The British Psychological Society and John Wiley & Sons Ltd, 2017, pp. 183-212 (Chapter 6)

The development of self and gender

Slater, A. and Bremner, J. Gavin (Eds.). *An Introduction to Developmental Psychology*. Hoboken, NJ: The British Psychological Society and John Wiley & Sons Ltd, 2017, pp. 259-302 (Chapter 8)

The development of language

Slater, A. and Bremner, J. Gavin (Eds.). *An Introduction to Developmental Psychology*. (2017). Hoboken, NJ: The British Psychological Society and John Wiley & Sons Ltd, pp. 341-380 (Chapter 10)

Play and the beginning of peer relationships

Slater, A. and Bremner, J. Gavin (Eds.). *An Introduction to Developmental Psychology*. (2017). Hoboken, NJ: The British Psychological Society and John Wiley & Sons Ltd, pp. 477-510 (Chapter 14)

Psychoanalytic approaches to development

Watts, J., Cockcroft K., and Duncan, N. (Eds.). *Developmental Psychology*. Claremont, South Africa: Juta & Company Ltd, 2015, pp. 37-87, 88-111, 112-137, 138-152, 183-214 (Chapters 3, 4, 5, 6, 7, 9)

The effects of trauma on development

1. Watts, J., Cockcroft K., and Duncan, N. (Eds.). *Developmental Psychology*. Claremont, South Africa: Juta & Company Ltd, 2015, pp. 539-562 (Chapter 26)
2. Fraiberg, S., Adelson, E., and Shapiro, V. (1975). "Ghosts in the Nursery – A Psychoanalytic Approach to the Problems of Impaired Infant-Mother Relationships". *Journal of the American Academy of Child and Adolescent Psychiatry*, 14(3), pp. 387-421.



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- Lieberman, A. F., and Knorr, K. (2007). "The Impact of Trauma: A Developmental Framework for Infancy and Early Childhood". *Pediatric Annals*, 36(4), pp. 209-215.

Corona and development

To be published.

Critical issues in developmental psychology

Watts, J., Cockcroft K., and Duncan, N. (Eds.). *Developmental Psychology*. Claremont, South Africa: Juta & Company Ltd, 2015, pp. 563-585 (Chapter 27)

Optional course reading

Basic concepts and principles

Watts, J., Cockcroft K., and Duncan, N. (Eds.). *Developmental Psychology*. Claremont, South Africa: Juta & Company Ltd, 2015, pp. 5-20 (Chapter 1)

The development of self and gender

Watts, J., Cockcroft K., and Duncan, N. (Eds.). *Developmental Psychology*. Claremont, South Africa: Juta & Company Ltd, 2015, pp. 600-618 (Chapter 29)

The effects of trauma on development

- Pat-Horenczyk, R. (2005). "Post-traumatic Distress in Israeli Adolescents Exposed to Ongoing Terrorism". *Journal of Aggression, Maltreatment and Trauma*, 9:3-4, 335-347.
- Sagi-Schwartz, A. (2008). "The well being of children living in chronic war zones: The Palestinian-Israeli case". *International Journal of Behavioral Development*, 32(4), 322-336.
- Shaver, P. and Mikulincer, M. (2006). "A Behavioral Approach to Romantic Love Relationships: Attachment, Caregiving, and Sex". In: Kastely, James L.. *The New Psychology of Love*. New Haven: Yale University Press, 2006. <https://doi.org/10.12987/9780300159318>, pp. 35-64.

Academic Conduct

Plagiarism is taken extremely seriously. Any instance of academic misconduct which includes: submitting someone else's work as your own; failure to accurately cite sources; taking words from another source without using quotation marks; submission of work for which you have previously received credit; working in a group for individual assignments; using unauthorized materials in an exam and sharing your work with other students, will result in failure of the assignment and will likely lead to further disciplinary measures.

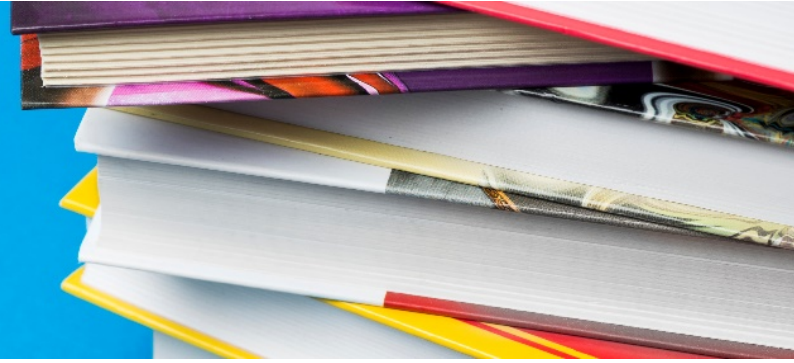
Submitting a written assignment generated by AI in part or in whole without specific permission of the instructor is a form of plagiarism.

Attendance

Attendance is mandatory. The Program understands that there are occasions on which it is not possible for students to attend classes and/or unplanned events such as illness and outside commitments can prevent students from reaching campus. For this reason, *if absolutely necessary*, we allow students to miss up to



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four (4) sessions of each 4-credit course per semester and up to two (2) sessions for each 2-credit course. *These 2 or 4 allowable absences do not need to be authorized by the Liberal Arts office*, but students should inform their instructors as soon as they know they will need to be absent. Note that this allowance *includes* short-term illness, *even with presentation of a doctor's note*. Students who exceed these absences will face a grade penalty, and in extreme cases may not be able to complete the course/submit the final assignment or exam*. Note that individual instructors *are not authorized* to allow any additional absences.

Final assignment

Exam dates and submission deadlines are published on the Liberal Arts website. Courses with a final exam also have a second make-up exam. Late papers will be subject to a point deduction. *See Liberal Arts academic handbook for further details Students requiring an extension for a final paper must submit an Academic Committee Request Form to the Liberal Arts office in advance of the deadline.

Comments

This schedule is tentative and may change as the course progresses.
Please note that if distance learning is required, the assessment procedure, modes of assessment and weightings may be changed.
Short paper (mid-term assignment):
Published 15.12.2023, due 5.1.2024
Take-home exams:
To be published.

*See Liberal Arts academic handbook for further details