

Course ID:	Course Title:	Fall 2022
PS354/ICS354	Culture & Human Development	Prerequisite: PS121 or ICS 205
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	James Cresswell, Ph.D.	First Day of Class:	Sept 13
Days:	Tuesday	Email:	Jim.cresswell@ambrose.edu	Last Day to Add/Drop:	Sept 18
Time:	6:15-9:15	Phone:	403-410-2000 ex 6904	Last Day to Withdraw:	Nov 21
Room:	A2133	Office:	L2057	Last Day to Apply for Coursework Extension:	Nov 23
Lab/Tutorial:	N/A	Office Hours:	Wed & Fri 2:15-3:45pm Tuesday 4:30-6pm	Last Day of Class:	Dec 12
Final Exam:	N/a		Students can come in person or make a Zoom appointment via www.calendly.com/jim-cresswell		

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

Explores how basic human phenomena that are often taken as personal (e.g., emotion, values, morality, perception, cognition, and consciousness) can result from culture. Attention will be directed to the way that children are shaped to perform such phenomena in culturally constituted ways.

Prerequisite: PS 121 or ICS 205 Note: This course is cross-listed as ICS 354.

Extended Description

This is a general survey course that addresses developmental psychology interfaces with sociocultural experience. “Develop” has its roots in the Old French *desveloper* or *desvoluper*, which means to unwrap or expose. While the notion of development as unwrapping or exposing may not be the first thing that comes to mind for many people, the notion is still there. We often take the notion of development to mean that something is caused to grow or something is made visible (e.g. develop a written paper from intangible ideas). In developmental psychology, we try to make visible what is happening psychologically as people grow. That is,

we try to expose the psychological processes that are at play as people grow. We are going to survey classic studies that have tried to expose the psychological processes that are at play when people grow and these studies pay particular attention to the role of culture. This discussion will often reflect on the development religious belief and the Christian tradition in particular. After all, how do we know what aspects of religious faith, for example, are developmental epiphenomena as opposed to authentic spiritual experience? As the course develops, we will address how this answering this question is more complicated than it would seem. What causes problems is that some developmental theorists make the claim that psychological processes are best understood as properties located within individual minds while others say that it is not so. These others point out how psychological processes are, in fact, rooted in culture and not in the mind. As such, we will be talking about human development is a discipline that is in tension over whether or not developmental psychology is a science of the mind or an aspect of cultural studies.

Expected Learning Outcomes

Course Learning Outcome	Behavioural Science Program Learning Outcomes	Psychology Program Learning Outcomes	
	Outcome #	Outcome #	Assessment Point
Display the ability to write and defend one's position in written format.	4	3, 5	position paper
Display an understanding of background information related to culture and human development	1, 5	2, 4	reading questions
Display the ability to communicate about current research in culture & human development in verbal and written formats	2	5	Position paper, seminar
Display the ability to apply theory to 'real world' problems	3	1, 6	Seminar, reading questions

Behavioural Science Program Outcomes: (1) have a sound understanding of individual and group human behaviour, which will assist students in dealing with people in many helping professions and in their personal lives; (2) be able to integrate the knowledge of the psychological processes and social processes that bear upon human behaviour; (3) perceive human needs with empathy and develop socially responsible attitudes toward social problems and, in particular, special needs populations in society; (4) have a facility with current technology in the field of behavioural science (e.g., electronic databases, computer analysis software such as SPSS); (5) develop a Christian view of sociological and psychological processes in conjunction with scientific study.

Psychology Program Outcomes: (1) Demonstrate critical self-reflexivity of one's vocation; (2) Demonstrate an appropriate knowledge base in the discipline of psychology. This outcome includes demonstration of sufficient knowledge in the following content areas: sociocultural and diversity issues, human development, learning and information processing, and biological bases of behavior; (3) Demonstrate the capacity to engage in scientific inquiry and critical thinking; (4) Demonstrate understanding of ethical and socially responsible behaviour in a pluralistic society; (5) Demonstrate effective communication skills. (6) Demonstrate professional development skills for the workplace.

Textbooks

Readings available on Moodle. See details below.

Course Schedule

Date	Topic	Reading
T Sept 13	Introduction	N/A
Foundations		
T Sept 20	Maturation & Development	Piaget, J. (2008). Development & Learning. In M. Gauvain & M. Cole. <i>Readings on the Development of Children</i> (8th Ed.) (pp. 33-41). New York: Worth.
T Sept 27	Learning & Development	Vygotsky, L. (2008). Interaction between Learning & Development. In M. Gauvain & M. Cole. <i>Readings on the Development of Children</i> (8th Ed.) (pp. 42-50). New York: Worth.

Seminars Begin		
T Oct 4	Bonding	DeCasper, A. J., and W. P. Fifer. "Of Human Bonding: Newborns Prefer Their Mothers' Voices." <i>Science (American Association for the Advancement of Science)</i> , vol. 208, no. 4448, 1980, pp. 1174–76, https://doi.org/10.1126/science.7375928 .
T Oct 11	Caregiving Styles	Hewlett, Barry S., et al. "Culture and Early Infancy Among Central African Foragers and Farmers." <i>Developmental Psychology</i> , vol. 34, no. 4, 1998, pp. 653–61, https://doi.org/10.1037/0012-1649.34.4.653 .
T Oct 18	Deprivation	Rutter, Michael L., et al. "Specificity and Heterogeneity in Children's Responses to Profound Institutional Privation." <i>British Journal of Psychiatry</i> , vol. 179, no. 2, 2001, pp. 97–103, https://doi.org/10.1192/bjp.179.2.97 .
T Oct 25	Evolution	Herrmann, Esther, et al. "Humans Have Evolved Specialized Skills of Social Cognition: The Cultural Intelligence Hypothesis." <i>Science (American Association for the Advancement of Science)</i> , vol. 317, no. 5843, 2007, pp. 1360–66, https://doi.org/10.1126/science.1146282 .
T Nov 1	Language	Werker, Janet F. "Becoming a Native Listener." <i>American Scientist</i> , vol. 77, no. 1, 1989, pp. 54–59.
T Nov 8	N/A	N/A
T Nov 15	Attachment	Meins, Elizabeth, et al. "Rethinking Maternal Sensitivity: Mothers' Comments on Infants' Mental Processes Predict Security of Attachment at 12 Months." <i>Journal of Child Psychology and Psychiatry</i> , vol. 42, no. 5, 2001, pp. 637–48, https://doi.org/10.1017/S0021963001007302 .
T Nov 22	Play	Farver, J. M., and C. Howes. "Cultural Differences in American and Mexican Mother-Child Pretend Play." <i>Merrill-Palmer Quarterly</i> , vol. 39, no. 3, 1993, pp. 344–58.
T Nov 29	Gender	Maccoby, Eleanor E. "Gender and Group Process: A Developmental Perspective." <i>Current Directions in Psychological Science : a Journal of the American Psychological Society</i> , vol. 11, no. 2, 2002, pp. 54–58, https://doi.org/10.1111/1467-8721.00167 .
T Dec 6	School	Juvonen, Jaana, et al. "Research Article: Ethnic Diversity and Perceptions of Safety in Urban Middle Schools." <i>Psychological Science</i> , vol. 17, no. 5, 2006, pp. 393–400, https://doi.org/10.1111/j.1467-9280.2006.01718.x .

Requirements:

Evaluation	Weight	Due Date
Reading Questions	40%	Fridays before class starting September 30
Seminar Facilitation	20%	As per student sign up
Seminar Topic Position Paper	30%	Monday Dec 12
Participation	10%	Cumulative
Total	100%	

Reading Questions: Prior to class discussion on a topic, students are responsible to complete readings. Moodle contains several questions for each reading and students are responsible to choose **two** of these questions to answer. Note that each set of reading questions contains one question about the development of religious belief and students are encouraged to consider the development of their own beliefs, however they understand religion and spirituality. The responses to each question should be no more than one paragraph long and written in formal APA style. The entire submission for both questions should not exceed 1000 words.

Students will be graded on evidence that they have read and understood (i.e. link the material to technical terms and concepts in the chapter) the article, the ability to apply the material to a real life content, and logistics like style and grammar.

Submissions are due on Moodle at midnight on Fridays prior to Tuesday classes. The first reading question is due September 30 for the lecture on Bonding. Late submissions receive a 0.

Seminar Facilitation: Starting on October 4 “Bonding”, the class will switch to a format with the first half of the class will be lecture and the second half of the class will be a student lead seminar. The seminars will be on the topic discussed so that, for example, on October 4 there will be a lecture on the topic of “Bonding” and the second half of the class will involve a student lead seminar on a topic linked to “Bonding”. The specifics of the topic are up to the students as long as the seminar links to the topic and culture.

There are not enough topics for every person to cover their own topic and so students may have to form groups. There is a sign-up for topics on a Google Doc: [click here](#). All of the presentation slots must be filled before students can begin to form groups.

The seminars will involve a 20-30 minute presentation on current research on a topic and a 30-minute discussion. The materials that students should be prepared to distribute to the class at the beginning of the seminar include:

- PowerPoint that summarizes presentation of research linked to the topic and the implications for the development of children. Collect at least five recent research articles linked to the topic, synthesize the main themes, and prepare a presentation for the class.
- 5 Discussion Questions for the seminar. The purpose of these questions is to create generative discussion.

Each student or group must hand in the following one week after the class in ONE document:

- Summary of the research (2-3 paragraphs), a potential thesis statement for the position paper, and an outline for the final position paper (about 2-3 paragraphs; see below).
- Summary of the seminar discussion (point form is fine – think of these as meeting minutes).
- A short paragraph describing the roles of the group members in preparing the seminar if there is a group presenting. This paragraph is not required if one is not presenting with anyone.

Students will be graded on their ability to construct a good presentation, accurately summarize research, apply the research to implications for the development of children, and clearly organize the material. They will also be graded on the accuracy and thoroughness of their notes on the seminar discussion. The submission should be formatted according to proper APA formatted in a clear manner. The relative contribution as described in the articulation of group members’ role can be used to adjust individual grades in the case of a group. Expectations will not be as high for those that lead the presentation alone.

Submissions are due on Moodle one week after presenting. Late submissions receive a 0.

Seminar Topic Position Paper: Students will write a position paper where they present and defend an argument inspired by the course material on the topic they discuss in the seminar. As such, the specifics of the topic are up to the students so long as it falls within the domain of the seminar they facilitated. The paper must draw on peer-reviewed literature in addition to course content.

It is expected that this paper be about 5 pages long (excluding title and reference pages) if it is done by an individual. It is expected that a group paper should be about 10 pages long (excluding title and reference pages).

This assignment will be treated as a formal paper and students will be graded on grammar, logic, and clarity in addition to the accuracy of the content and the ability to draw implications for the development of children. I recommend that each student or group make an appointment with the instructor to meet and discuss the paper. The paper must adhere to APA guidelines, contain a thesis statement, and develop an argument (i.e. bring pieces together to make a point).

Submissions are due on Moodle as per the schedule above. Late submissions receive a 0.

Participation: Students are expected to actively engage in the class. There are two factors that contribute to this assessment. First, attendance matters and students will be penalized if they miss class or are late for class. Second, participation in class matters and students will be penalized if they are ‘present in body but not in mind’. The sorts of behaviors that will cause students to be penalized would be sleeping in class, never contributing to the conversation, and so on. In particular, students will be graded on:

- Listening: Actively & respectfully listens to peers and instructor.
- Preparation: Arriving fully prepared with all assignments complete, notes on reading, observations, and prepared questions.
- Quality of contributions: Comments are relevant and show creative/critical engagement that reflects understanding of: assigned readings, previous remarks of other students, & insights about assigned materials.
- Impact on class: Comments frequently help move seminar conversation forward.
- Frequency of participation: Actively participates at appropriate times.

Attendance:

See participation above.

Grade Summary:

Grade	Grade Point	Description	Percentage
A+	4.0	Excellent	96% +
A	4.0		91–95%
A-	3.7		86-90%
B+	3.3	Good	82-85%
B	3.0		75-81%
B-	2.7		72-74%
C+	2.3	Satisfactory	68-71%
C	2.0		63-67%
C-	1.7		60-62%
D+	1.3	Minimal Pass	56-59%
D	1.0		50-55%
F	0	Fail	49%-

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 **TF** 800-461-1222
 info@ambrose.edu
ambrose.edu

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.