

Human Lifespan Development Across Cultures (4 credit hours)

Japanese Language & Culture Study Abroad Program – Fall Semester, 2024

The Japan Center for Michigan Universities (JCMU)

Hikone City, Shiga Prefecture, JAPAN

Instructor: Dr. Jacqueline Jackson, PhD

MSU Course Designation: ISS 318, Section 755

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Course Description: Welcome! This course examines cultural aspects of biopsychosocial development across the lifespan in relation to physical development, health and healing, cognition, and language socialization, while also examining sociocultural variations on views of self, gender, family, and social relationships. Additional attention will be given to those national and international issues which might also factor into human development.

Course Overview: *Human Lifespan Development Across Cultures* is a course which provides an impressive overview of Human Development as it occurs in different cultural contexts. Throughout the term we are reintroduced to established biological influences of life processes in relation to the first three years, youth, middle age, and with reference to late adulthood, while consulting the sociocultural factors which also mediate how life phases are experienced. Taken altogether, the theater of development can be seen as a dynamic interplay between involuntary and voluntary processes; and also as a spectrum of sociocultural strategies developed to reconcile the concomitant needs of internal processes and the external lived environment. In terms of the age-old debate of nature versus nurture, this course emphasizes nurture, with an occasional nod to nature, as students explore the myriad ways human beings process their environments and, over time, contribute to a set of group behaviors which result in distinct cultural and societal developments. Therefore, the assumed explanatory framework is both anthropological and, at other times, sociological as appropriate.

Content develops from our textbook as well as from related scholarly articles, with varying theoretical positions and rationales, and from ethnographic accounts drawn from both early and more contemporary sources. Sources collaborate to facilitate insights, presenting a spectrum of sociocultural explanations for developmental impulses, processes, and pivotal life events. A system of student assessments includes homework exercises, quizzes, term and the end-of-term Final Project, all of which are designed to bolster research acumen and interdisciplinary agility.

Four writing assignments, including an ethnographic spreadsheet and three reflective homework exercises, are designed to probe specific topics or to provide a cross cultural organizational schema for each developmental phase and allied processes, with the goal of attuning students as to the many cultural and environmental prompts affecting the experience of everyday life. The purpose of the spreadsheet is to chart a geographical representation of scholarship related to various developmental stages; to document the scholarly resources used in this class as well as additional resources identified for the final project. Students are expected to contribute to and to maintain the spreadsheet throughout the course. The end of term Final Project, in particular, provides students the opportunity to explore a single developmental phase with the goal of examining it from the perspective of four ethnographically documented cultures including: a Japanese case, (an additional) East Asian case, a Southeast Asian case and a Central Asian case.

Curricular Goals of Integrative Social Sciences (ISS)

ISS courses are designed to help students learn to better acquire, analyze, and evaluate information from multiple social science sources; synthesize and apply information within and across the social science disciplines; demonstrate awareness of how diversity emerges within and across cultures; understand the structures of local, national, and global governance systems; and, use a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understanding.

Instructional Objectives

1. To facilitate fluency in several theoretical traditions commonly associated with topics of human development.
2. To facilitate a comprehensive familiarity and understanding of the universe of environmental factors which mediate the developmental course.
3. To introduce several cultural and social systems and the means by which developmental processes and trajectories are influenced.
4. To familiarize students with interdisciplinary resources commonly utilized by practitioners of the social sciences.
5. To host a learning environment which fosters the acquisition of skills instrumental to research and any occupation for which the ability to search for, locate, extract, organize, evaluate, synthesize, and use or present information relevant to a particular topic, is requisite.
6. To purposefully build capacity for studied consumption of scholarly literature.
7. To develop a more studied knowledge of Japan and the surrounding sociocultural milieu.
8. To facilitate inquiry into globalization and its impacts from multiple and diverse cultural, intellectual, and sociological perspectives.

Course Requirements, Assignments and Evaluations

Required Readings: Course text: Papalia, D. and Martorell, G. (2021). *Experience Human Development*, 14e edition.

The required textbook above will be provided by JCMU to all students in the course. In addition to the text, I have assembled several of its cited readings and also selected from impactful papers in the field in order to capture a range of perspectives and to highlight insights on given developmental phases. Some readings, each noted by an asterisk (*), will be fairly extensive and are intended for a “careful, scholarly skim”; others, short, while excerpts from particular readings will help to illuminate interesting issues related to the topics we will be discussing in class.

Punctuality and Attendance: Students are required to attend all lectures, field observations, and other scheduled events programmed for this course. Excessive tardiness to class and class activities may result in the dismissal from the program.

Absence Policy: Your attendance is very important not only to you but also to other classmates. Due to the nature of Study Abroad, no unannounced absences will be permitted. Your tardiness may be counted as 1/2 unexcused absence. Excessive unexcused absences may result in dismissal.

Preparation and Participation: Every student is expected to prepare for class by completing the reading assignments and preparing for selected discussion topics prior to attending class. Participation is a key element to your success in this course. Class discussion and interactivity with the class as a whole is critical to developing an awareness of the content described in lectures and readings. Participation constitutes 10% of your grade.

Class Quizzes: Weekly quizzes are designed as learning aids with intent to train attention to key terms, concepts relevant to a given developmental stage and its associated events, cultural explanations, and to those more prominent theoretical bent often coupled to its interpretations. Preparation for each weekly assessment counts toward class participation and will greatly aid in knowledge acquisition and bolster familiarity with touchstone cross-cultural studies which have forwarded the field of lifespan development. Cumulative gains will also help in preparing for the Final Project.

Class Writing Assignments: Students are required to demonstrate their knowledge of key concepts through a series of written assignments based upon the combined knowledge gained from the course text, assigned supplementary readings or resources, and from insightful points raised during the class discussions. The following assignments are required for the successful completion of this course:

- Four writing assignments based on class content: 3 Homework Assignments; 1 Ethnographic Spreadsheet

Final Project and Presentation: The Final Project is an opportunity for students to treat a selected developmental stage in relation to four ethnographically documented cultural traditions, including a Japanese case, another East Asian case, a Southeast Asian case, and a Central Asian case. The outcomes of this effort will be: 1) an annotated bibliography demonstrating student research into various traditions of socialization. The expected literature review for each case consists of three academic articles, one of which may be selected from the course readings. And 2) an in-class presentation. The

objective in assigning a comparative project of no fewer than four ethnographic cases, is to 1) facilitate a more deeply considered immersion in Japanese society and culture, 2) provide a platform for demonstrating fluency in terminological and theoretical knowledge built up through the weekly quizzes, and 3) while also aiding in the generation of a more studied understanding of the regional sociocultural milieu in which Japan is nested. Further instructions will be provided. **TBA**

Academic Honesty and Classroom Etiquette

Students must value academic honesty in their own work. In addition to other malpractices, plagiarism is considered among the most blatant forms of academic dishonesty. This means that a student will not submit any written work that has been copied from the internet or any other form of published media. Additionally, a student will not submit any work that has been written by another person without citing that source and will never submit another's work as his/her own. This would also include unacknowledged paraphrasing. As specified by university policy, such academic dishonesty may result in a penalty grade for the course. For more information on academic dishonesty policy, please refer to the MSU Ombudsperson's webpage: <https://www.msu.edu/unit/ombud/academic-integrity/plagiarism-policy.html>

Grading Criteria and Grading Scale

Students will be graded on four distinct course elements:

- a) Writing assignments (40%)
- b) Annotated bibliography and Presentation (30%)
- c) Attendance (20%)*
- d) Participation (10%)**

* Attendance makes up 20% of the whole course grade. If a student excessively misses classes without advising the instructor, the student may be terminated from the course.

** Participation means "active" participation. Simply being in the classroom is not the same as participating. Points for participation will be awarded only when students are actively engaging in activities, discussion and other learning activities for this course.

The conversion table between the 4.0 grading scale and point system is as follows:

4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.0
90-100	85-89	80-84	75-79	70-74	65-69	60-64	59 ↓

Class Schedule and Assignments

Please note that the student is expected to have read and studied the assigned reading and prepared for discussions *prior* to each class. Be sure to bring to class the texts under discussion.

Extra Assistance and Tutoring

Each class period begins with a brief demonstration of how to incorporate a "new entry" into the **Ethnographic Spreadsheet** followed by a "walkabout" to make sure that everyone is up to date with weekly entries and clear on maintaining data integrity. Weeks Five and Nine are designated for "RECAP" of content reviewed up to the specified periods, as well as demonstrations of "How To" build an **Annotated Bibliography**. During these periods, key information is reintroduced, and students are encouraged to seek clarification. Week Thirteen is designated as the "**Final Week for Project Planning and Preparation.**" Here, two class sessions are dedicated to hosting questions related to the **Final Project** and to providing in-class time for working toward project completion. Additionally, if you would like extra assistance related to course materials or assignments or have any questions related to your performance in the course, please feel welcome to contact me as soon as possible. This should always be your first step in getting assistance, as most questions and concerns can be best addressed this way.

Tentative Class Schedule and Assignments

Syllabi are instructional guides, and this document approximates the flow of the semester. Necessarily, changes may follow from unforeseen factors and circumstances.

Week 1: Introduction to The Study of Human Development (Chap 1); Theory and Research (Chap 2)

- Overview of how to use several cornerstone databases and data producing agencies: Google Scholar, PubMed, Anthrosource, JSTOR, Anthropological Index Online, Social Science Research Network (SSRN) etc.; TIMMS and PIRLS Data; World Health Organization Reports, United Nations International Children's Emergency Fund (UNICEF) State of The Worlds Children "Disparities" and "Food and Nutrition" Reports; Human Relations Area Files (HRAF) at Yale University.
- Demonstration of an Ethnographic Spreadsheet: Brief presentation on how to build an ethnographic spreadsheet.

Week 2: Forming a New Life (Chap 3); Birth and Development during the First Three Years (Chap 4); Cognitive Development during the First Three Years (Chap 5)

- (Chap 3) Supplementary Reading: The 2019 edition of *The State of the World's Children* (SOWC), Executive Summary.
- (Chap 3) Supplementary Reading: The 2019 edition of *The State of the World's Children* (SOWC), East Asia and the Pacific (EAP).
- (Chap 3) Supplementary Reading: Carpenter, D. O., Chew, F. T., Damstra, T., Lam, L. H., Landrigan, P. J., Makalinao, I., ... & Suk, W. A. (2000). Environmental threats to the health of children: the Asian perspective. *Environmental Health Perspectives*, 108(10), 989-992.
- (Chap 4) Supplementary Reading: Peters, J., Logan, S., & Sneed, K. B. A Cross Cultural Examination of Prenatal Care and Birthing Practices. *Chem Pharm Res.* 2021; 3 (1): 1-7. *Correspondence: Yashwant Pathak, Taneja College of Pharmacy, University of South Florida, Tampa FL, 33612.*
- (Chap 5) Bremner, J. G., Slater, A. M., & Johnson, S. P. (2015). Perception of object persistence: The origins of object permanence in infancy. *Child Development Perspectives*, 9(1), 7-13.
- *(Chap 5) Supplementary Reading: Wagner, A. R. (1979). Habituation and memory. *Mechanisms of learning and motivation: A memorial volume for Jerzy Konorski*, 53-82.
 - Additional DEMO on how to add scholarly entries and commentary into the spreadsheet.
 - Quiz: Chap 4 and 5 Terms and Concepts (cumulative)

Week 3: Psychosocial Development during the First Three Years (Chap 6); Physical and Cognitive Development in Early Childhood (Chap 7)

- (Chap 6) Supplementary Reading: Hareli, S., Kafetsios, K., & Hess, U. (2015). A cross-cultural study on emotion expression and the learning of social norms. *Frontiers in psychology*, 6, 1501.
- (Chap 6) Supplementary Reading: Callaghan, T., & Corbit, J. (2018). Early prosocial development across cultures. *Current opinion in psychology*, 20, 102-106.
- (Chap 6) Supplementary Reading: Ainsworth, M. S. (1979). Infant–mother attachment. *American psychologist*, 34(10), 932.
- (Chap 6) Supplementary Reading: Grossmann, I., Karasawa, M., Kan, C., & Kitayama, S. (2014). A cultural perspective on emotional experiences across the life span. *Emotion*, 14(4), 679.
- (Chap 7) Supplementary Reading: Geuze, R. H., Schaafsma, S. M., Lust, J. M., Bouma, A., Schiefenhövel, W., & Groothuis, T. G. (2012). Plasticity of lateralization: schooling predicts hand preference but not hand skill asymmetry in a non-industrial society. *Neuropsychologia*, 50(5), 612-620.
- *(Chap's 6&7) Supplementary Reading: Mesulam, M. M. (1998). From sensation to cognition. *Brain: a journal of neurology*, 121(6), 1013-1052.
- (Chap 7) Supplementary Reading: Brooks, P. J., Flynn, R. M., & Ober, T. M. (2018). Sustained attention in infancy impacts vocabulary acquisition in low-income toddlers. In *Proceedings of the 42nd Annual Boston University Conference on Language Development* (pp. 86-99). Cascadilla Press.,.
- (Chap 7) Supplementary Reading: Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American educator*, 27(1), 4-9.

- **A Sensory Reflection Exercise into Attachments:** First Impressions...lasting impressions. A journey into firsts, memorable moments, and impactful experiences: We are what we eat, think, hear, see, smell, read and do. Further instructions will be provided. **TBA**
- Additional DEMO on how to add scholarly entries and commentary into the spreadsheet.
- Quiz: Chap 6 and 7 Terms and Concepts (cumulative)

Week 4: Psychosocial Development in Early Childhood (Chap 8); Physical and Cognitive Development in Middle Childhood (Chap 9)

- (Chap 8) Supplementary Reading: Branje, S. J. T., Koper, N., & Bornstein, M. (2018). Psychosocial development.
- (Chap 8) Supplementary Reading: Smith, K. E., & Pollak, S. D. (2020). Early life stress and development: potential mechanisms for adverse outcomes. *Journal of neurodevelopmental disorders*, 12(1), 1-15.
- (Chap 9) Supplementary Reading: Mix, K. S. (2019). Why are spatial skill and mathematics related?. *Child Development Perspectives*, 13(2), 121-126.
 - Additional DEMO on how to add scholarly entries and commentary into the spreadsheet.
 - **DUE: A Sensory Reflection Exercise into Attachments:** First Impressions...lasting impressions.
 - Quiz: Terms and Concepts (cumulative)

Week 5: **RECAP.** Let's review what we've learned so far!

- ❖ Dedicated review of Chapters One Through Nine
- ❖ Begin thinking about choice of countries to be included in Final Project: *Four ethnographically documented cultures including: a Japanese case, (an additional) East Asian case, a Southeast Asian case, and a Central Asian case.*
- ❖ Brief presentation on how to build an Annotated Bibliography for the Final Project

Week 6: Psychosocial Development in Middle Childhood (Chap 10); Physical and Cognitive Development in Adolescence (Chap 11)

- (Chap 10) Supplementary Reading: Graber, J. A., & Brooks-Gunn, J. (1996). Transitions and turning points: Navigating the passage from childhood through adolescence. *Developmental psychology*, 32(4), 768.
- (Chap 10) Supplementary Reading: Olthof, T., Schouten, A., Kuiper, H., Stegge, H., & Jennekens-Schinkel, A. (2000). Shame and guilt in children: Differential situational antecedents and experiential correlates. *British Journal of Developmental Psychology*, 18(1), 51-64.
- *(Chap 10) Supplementary Reading: Yang, Y., & Wang, Q. (2019). Culture in emotional development. *Handbook of emotional development*, 569-593.
- (Chap 11) Supplementary Reading: Steinberg, L., Icenogle, G., Shulman, E. P., Breiner, K., Chein, J., Bacchini, D., ... & Takash, H. M. (2018). Around the world, adolescence is a time of heightened sensation seeking and immature self-regulation. *Developmental science*, 21(2), e12532.
 - Additional DEMO on how to add scholarly entries and commentary into the spreadsheet.
 - **Due date for Final Project Proposal:** *Be prepared to share with the class the reasons for the countries selected.*
 - Quiz: Chap 10 and 11 Terms and Concepts (cumulative)

Field Trip: JCMU Center-wide Field Trip

Week 7: Psychosocial Development in Adolescence (Chap 12); Physical and Cognitive Development in Emerging and Young Adulthood (Chap 13)

- (Chap 12) Supplementary Reading: Branje S, de Moor EL, Spitzer J, Becht AI. Dynamics of Identity Development in Adolescence: A Decade in Review. *J Res Adolesc*. 2021 Dec;31(4):908-927. doi: 10.1111/jora.12678. PMID: 34820948; PMCID: PMC9298910.
- (Chap 12) Supplementary Reading: Verhoeven, M., Poorthuis, A. M., & Volman, M. (2019). The role of school in adolescents' identity development. A literature review. *Educational Psychology Review*, 31, 35-63.

- *(Chap 13) Supplementary Reading: Nucci, L. P., & Gingo, M. (2010). The development of moral reasoning. *The Wiley-Blackwell handbook of childhood cognitive development*, 420-445.
- (Chap 13) Supplementary Reading: Eisenberg, N., Hofer, C., Sulik, M. J., & Liew, J. (2014). The development of prosocial moral reasoning and a prosocial orientation in young adulthood: concurrent and longitudinal correlates. *Developmental psychology*, 50(1), 58.
- (Chap 13) Supplementary Reading: Wilhelm, W. J., & Gunawong, P. (2016). Cultural dimensions and moral reasoning: a comparative study. *International Journal of Sociology and Social Policy*, 36(5/6), 335-357.
 - **Reflection Exercise on Moral Development:** Portrait of Self...or mirror of culture and society? Further instructions will be provided. **TBA**
 - Additional DEMO on how to add scholarly entries and commentary into the spreadsheet.
 - Quiz: Chap 12 and 13 Terms and Concepts (cumulative)

Week 8: Psychosocial Development in Emerging and Young Adulthood (Chap 14); Physical and Cognitive Development in Middle Adulthood (Chap 15)

- (Chap 14) Supplementary Reading: Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American psychologist*, 55(5), 469.
- (Chap 14) Supplemental Reading: Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for?. *Child development perspectives*, 1(2), 68-73.
- (Chap 15) Supplementary Reading: Lynch, K. S., & Lachman, M. E. (2020). The effects of lifetime trauma exposure on cognitive functioning in midlife. *Journal of traumatic stress*, 33(5), 773-782.
- (Chap 15) Supplementary Reading: Sutin, A. R., Costa Jr, P. T., Wethington, E., & Eaton, W. (2010). Turning points and lessons learned: stressful life events and personality trait development across middle adulthood. *Psychology and aging*, 25(3), 524.
 - Additional DEMO on how to add scholarly entries and commentary into the spreadsheet.
 - **DUE: Reflection Exercise on Moral Development:** Portrait of Self...or mirror of culture and society?
 - Quiz: Chap 14 and 15 Terms and Concepts (cumulative)

Week 9: **RECAP.** Let's review what we've learned so far!

- ❖ Dedicated review of Chapters Six Through Fourteen
- ❖ Check on Status of Annotated Bibliographies

Week 10: Psychosocial Development in Middle Adulthood (Chap 16); Physical and Cognitive Development in Late Adulthood (Chap 17)

- (Chap 16) Supplementary Reading: Sokol, J. T. (2009). Identity development throughout the lifetime: An examination of Eriksonian theory. *Graduate journal of counseling psychology*, 1(2), 14.
- *(Chap 16) Supplementary Reading: Chopik, W. J., & Kitayama, S. (2018). Personality change across the life span: Insights from a cross-cultural, longitudinal study. *Journal of personality*, 86(3), 508-521.
- (Chap 16) Supplementary Reading: Cappeliez, P., Beaupré, M., & Robitaille, A. (2008). Characteristics and impact of life turning points for older adults. *Ageing International*, 32, 54-64.
- (Chap 17) Supplementary Reading: Kitayama, S., Berg, M. K., & Chopik, W. J. (2020). Culture and well-being in late adulthood: Theory and evidence. *American Psychologist*, 75(4), 567.
- (Chap 17) Supplementary Reading: Karasawa, M., Curhan, K. B., Markus, H. R., Kitayama, S. S., Love, G. D., Radler, B. T., & Ryff, C. D. (2011). Cultural perspectives on aging and well-being: A comparison of Japan and the United States. *The International Journal of Aging and Human Development*, 73(1), 73-98.
 - **An Exercise in Resilience...**an object lesson in change: Responding to difference, unexpected persons, places, things, circumstances, and ideas. Further instructions will be provided. **TBA**
 - Additional DEMO on how to add scholarly entries and commentary into the spreadsheet.
 - Quiz: Chap 16 and 17 Terms and Concepts (cumulative)

Week 11: Part I - Psychosocial Development in Late Adulthood (Chap 18)

- (Chap 18) Supplementary Reading: Park, D. C., Nisbett, R., & Hedden, T. (1999). Aging, culture, and cognition. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 54(2), P75-P84.
- (Chap 18) Supplementary Reading: Fung, H. H., & Jiang, D. (2016). Cross-cultural psychology of aging. In *Handbook of the psychology of aging* (pp. 323-337). Academic Press.
- *(Chap 18) Supplementary Reading: Torges, C. M., Stewart, A. J., & Duncan, L. E. (2008). Achieving ego integrity: Personality development in late midlife. *Journal of Research in Personality*, 42(4), 1004-1019.
- (Chap 18) Supplementary Reading: Westerhof, G. J., Bohlmeijer, E. T., & McAdams, D. P. (2017). The relation of ego integrity and despair to personality traits and mental health. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 72(3), 400-407.
 - Additional DEMO on how to add scholarly entries and commentary into the spreadsheet.
 - **DUE: An Exercise in Resilience...**an object lesson in change
 - Quiz: Chap 18 Terms and Concepts (cumulative)

Week 12: Part II - Psychosocial Development in Late Adulthood (Chap 18); Dealing with Death and Bereavement (Chap 19)

- *(Chap 18) Supplementary Reading: Aldwin, C. M., Sutton, K. J., & Lachman, M. (1996). The development of coping resources in adulthood. *Journal of personality*, 64(4), 837-871.
- (Chap 18) Supplementary Reading: McCrae, R. R. (1989). Age differences and changes in the use of coping mechanisms. *Journal of Gerontology*, 44(6), P161-P169.
- (Chap 19) Supplementary Reading: Abramovitch, H. (2015). Death, anthropology of. *International Encyclopedia of the Social & Behavioral Sciences*, 5, 870-873.
- (Chap 19) Supplementary Readings: Linebarger, J. S., Sahler, O. J. Z., & Egan, K. A. (2009). Coping with death. *Pediatrics in Review*, 30(9), 350-356.
- (Chap 19) Supplementary Reading: Eisenbruch, M. (1984). Cross-cultural aspects of bereavement. II: Ethnic and cultural variations in the development of bereavement practices. *Culture, Medicine and Psychiatry*, 8(4), 315-347.
- (Chap 19) Supplementary Reading: Stroebe, M., & Schut, H. (1998). Culture and grief. *Bereavement care*, 17(1), 7-11.
 - **Final** DEMO on how to add scholarly entries and commentary into the spreadsheet.
 - Quiz: Chap 18 and 19 Terms and Concepts (cumulative)

Week 13: **Final Week for Project Planning and Preparation**

- **Ethnographic Spreadsheets DUE**

Week 14: **Class Presentations**

We will use Week Thirteen class sessions for final project presentations. Each student will present their project and then we will open the floor for discussion, critique, and comment. Class members will take notes as informed listeners in order to contribute approvals, suggestions for further investigation, or other useful critiques. These discussions are to be regarded as civilized collegial engagements in which everyone can expect to advance their understanding of the subject under consideration.

*Each student must schedule an appointment with me for the week prior to delivering their presentations, at which time I will check the status of their Annotated Bibliographies.

*The FINAL SUBMISSION for the Annotated Bibliography is **5 PM** on the day prior to scheduled presentations.

Presentation Duration: TBA