

Identification	Subject	Human Development, PSYC 211, 3 KU (6 AKTS)
	Department	Psychology
	Program (Undergraduate, Graduate)	Bachelors
	Term	Fall, 2026–2027
	Instructor	Nilufar Alizada
	Email:	nalizada@khazar.org
	Phone	-
	Classroom/hours	Friday via Teams
	Consulting hours	With an appointment
Prerequisites	-	
Language	English	
Compulsory/Elective	Mandatory	
Textbooks and course materials	Essential Reading 1. Bee, H., & Boyd, D. (2015). <i>Lifespan development</i> (Global ed.). Pearson. Further Readings 1. Craig, W. (2000). <i>Childhood social development</i>. Blackwell. 2. Feldman, R. S. (2017). <i>Development across the life span</i> (Global ed.). Pearson. 3. Hewstone, M., Manstead, A. S. R., & Stroebe, W. (1997). <i>Blackwell reader in social psychology</i>. Blackwell.	
Course description	Human Development provides a comprehensive examination of human development across the lifespan, from conception through late adulthood. The course explores the dynamic and multidimensional processes of physical, cognitive, emotional, social, and personality development and examines how biological, psychological, social, cultural, and environmental factors interact to shape individual development. Key developmental theories and contemporary research findings are introduced and critically examined, including perspectives on attachment, cognitive development, language, identity, moral development, social relationships, and personality. Particular attention is given to major developmental transitions and challenges during infancy, childhood, adolescence, adulthood, and aging. The course emphasizes the interaction between nature and nurture and considers both normative developmental patterns and individual differences. Students are encouraged to apply developmental concepts and empirical evidence to understand human behavior and psychological functioning across different stages of the lifespan.	
Course objectives	The course aims to provide students with a comprehensive understanding of human development across the lifespan and to examine the complex interaction of biological, cognitive, emotional, social, cultural, and environmental factors that influence developmental processes. It aims to familiarize students with major theories, concepts, and contemporary research in developmental psychology and to develop an understanding of patterns of continuity and change from conception through late adulthood. The course also seeks to examine key developmental processes, including physical and brain development, cognitive and language development, emotional regulation, attachment, social relationships, identity, personality, and moral development. Particular emphasis is placed on understanding individual differences, developmental transitions, and the interaction between nature and nurture. The course further aims to develop students' ability to critically evaluate empirical evidence, apply	

	developmental theories to real-life contexts, and use scientific knowledge of human development to understand behavior and psychological functioning across the lifespan.		
Learning Outcomes	• Description of the stages of human development and behavior. • The role of social psychology, developmental psychology, and individual diversity in human development. • Reflecting on human normal development based on theories and approaches. • Desired outcomes for students at the end of the course: • The ability to explain human development from physical, social, and psychological aspects. • Understanding the role of developmental psychology and social psychology in human development. • Proficiency in understanding human development in stages, including age-specific characteristics, stages of cognitive development, biological changes in the body, acquired abilities, learned emotions, and feelings. • Deep comprehension and adoption of various theories and approaches such as Behaviorism, Nativism, Constructivism, Social Constructivism, Erikson's psychosocial development model, the similarity-attraction effect (Newcomb), Sternberg's "love theory," Social Exchange Theory (Thibaut & Kelley, 1959), the Theory of Equivalence (Balance), psychoanalytic approach, humanistic approach, and other theories and approaches covered during the course. • Understanding the individual's social role in society, family, love, and kinship relationships, and the concept of group dynamics. • The ability to distinguish an individual's personal characteristics and identify the social, biological, and psychological factors influencing these characteristics. • Through assigned tasks such as essays, posters, articles, students should develop their research skills, critically analyze topics related to human development through social and developmental psychology, and reflect on the knowledge and skills acquired during the course.		
Teaching methods	Lecture		+
	Group discussions		+
	Activities		+
	Analysis of activities		+
Evaluation Criteria	Methods	Date/deadlines	Percentage (%)
	Mid Term exam	Week 8	30
	Activity		10
	Attendance		10
	Presentation/Group discussion		10
	Final exam	Week 16	40
	Total		100
Class Policy	Presentation: Information: detailed, accurate, relevant; key points highlighted; Structure: rigorously argued, logical, easy to follow; Analysis and Interpretation: extensive evidence of independent thought and critical analysis; Use of relevant and accurate Evidence: key points supported with highly relevant and accurate evidence, critically evaluated;		

	Presentation Skills: clear, lively, imaginative; good use of visual aids (where appropriate); Time Management: perfectly timed, well organised; Group Skills: engages well with group; encourages discussion and responds well to questions. Work which is late without permission will be penalised by 3 marks per day Overall Expectations for a Full Grade A student aiming for the highest overall grade should consistently: ➤ Attend and actively participate in every class. ➤ Complete all assigned work on time and to a high academic standard. ➤ Read the assigned textbook materials before or after each relevant lecture. ➤ Review lecture materials regularly rather than studying only before examinations. ➤ Understand theories and concepts rather than relying only on memorization. ➤ Be able to explain concepts in their own words. ➤ Connect theories to real-life developmental situations and examples. ➤ Compare and critically evaluate different theoretical perspectives. ➤ Use reliable academic evidence when completing presentations and assignments. ➤ Demonstrate independent thinking and meaningful participation in discussions. ➤ Work effectively and responsibly with classmates. ➤ Follow academic integrity and course policies. ➤ Respect deadlines and submit work on time. Late work without permission is subject to a penalty of 3 marks per day. ➤ Use AI tools only within the limits specified in the syllabus and properly document permitted AI use. Use of AI: AI tools (e.g., ChatGPT) are permitted in this course for brainstorming and checking grammar and style. Your use of AI tools must be properly documented. AI tools are not permitted in this course for completing the assignments, writing entire sentences and paragraphs, and competing in online quizzes. Any assignment that is found to have used generative AI tools in unauthorized ways will result in zero (0) points on the given assignment.
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Tentative Schedule

Week	Date/Day (tentative)	Topics	Textbook/Assignments
1	16/09/2026	Overview of Human Development, its history and theories. Introduction to developmental psychology.	Bee, H., & Boyd, D. (2015). Lifespan development (Global ed.). Pearson. pp. 23–33
2	23/09/2026	Research Methods in Developmental Psychology	Bee, H., & Boyd, D. (2015). Lifespan development (Global ed.). Pearson. pp. 33–45

3	30/09/2026	The Psychoanalytic Viewpoint, Biological Approach, Behavioural Approach, Cognitive Approach, Integrative Approach	Bee, H., & Boyd, D. (2015). Lifespan development (Global ed.). Pearson. pp. 45–66
4	07/10/2026	Theories of Language Development	Bee, H., & Boyd, D. (2015). Lifespan development (Global ed.). Pearson. pp. 136–144
5	14/10/2026	Theories of Cognitive Development	Bee, H., & Boyd, D. (2015). Lifespan development (Global ed.). Pearson. pp. 127–136
6	21/10/2026	Theories on Learning, Memory and Intelligence	The material will be presented with power point presentation
7	28/10/2026	Socio-Emotional Development, Psychoanalytical Approach	Bee, H., & Boyd, D. (2015). Lifespan development (Global ed.). Pearson. pp. 202–205
8	04/11/2026	Midterm exam	
9	11/11/2026	Parenting Styles, Theory of Mind, Attachment	Bee, H., & Boyd, D. (2015). Lifespan development (Global ed.). Pearson. pp. 150–164
10	18/11/2026	Moral Development, Theories of Bullying and Interventions	The material will be presented seperately
11	25/11/2026	Development of Self-Concept and Gender Identity	Bee, H., & Boyd, D. (2015). Lifespan development (Global ed.). Pearson. pp. 208–268
12	02/12/2026	Cultural Development	Bee, H., & Boyd, D. (2015). Lifespan development (Global ed.). Pearson. pp. 397–421
13	09/12/2026	The Impact of Play for Development and Learning	The material will be presented seperately
14	16/12//2026	Impact of Culture, Gender and Socio-economic status on play	Bee, H., & Boyd, D. (2015). Lifespan development (Global ed.). Pearson. pp. 464–484
15	23/12/2026	Death, Dying & Bereavement/ Real-World Dilemmas and Careers related to Developmental Psychology	Bee, H., & Boyd, D. (2015). Lifespan development (Global ed.). Pearson. pp. 488–520
16	30/12/2026	Final exam	