

CHFD 6100 Theories and Issues in Human Development

Fall 2006

Mondays 8:00am -11:00am Dawson 206

Instructor: Hui-Chin Hsu

Office: Family Science 1, 2nd Floor

Office Hours: By appointment

Phone: 542-2636

e-mail: hchin@fcs.uga.edu

CHFD6100 is a graduate survey course on selected issues in human development. My goal for this course is to undertake a broad perspective providing students with an overview of current literature on human development, with an emphasis on theoretical perspectives, empirical research, and applied implications.

Course Objectives:

1. Acquire basic knowledge about theories and issues in human development;
2. Develop abilities in critical thinking through reading and group discussions in class;
3. Develop oral presentation skills through class participation and leading class discussions.

Class Format:

Each class will be a combination of discussion and lecture. You are expected to participate actively in the class discussion. Mini-lectures will be given as needed to clarify the reading material and to expand on topics of discussion. Therefore, you should read all the assigned readings before coming to class. However, you are not required to memorize everything included in the reading materials. The main goal is for you to understand, compare, and synthesize the key concepts and approaches introduced in different articles and to discover their relevance to current theoretical and applied issues. You are also not expected to understand everything covered in the readings. Try to identify concepts or passages that you do not understand and bring these questions to class. However, you need to articulate what you are confused by and why it confuses you. In other words, failure to understand is acceptable only if you read the material and have intelligent questions about it.

Required Readings:

Copies of required readings are available online at <http://gil.uga.edu>. Click on Course Reserves, select CHFD6100, and find the article (password: *stylistic*).

Course Requirements:

Your grade will be assigned based on performance in the following three areas: (1) weekly class participation and discussion, (2) Topic Master (student led discussion), and (3) research review paper.

- (1) Weekly class participation and discussion (20 points). You are expected to attend class and participate in class discussion. For each class period, you will bring at least two discussion questions to class. These questions can be points of confusion, critiques to theory, suggestions for research, and ideas for application etc. Your grade will be based on how well you contribute to class discussion. The quality of discussion participation is not decided on how much you say, but on whether what you say indicates that you have read, thought about, and tried to integrate the assigned readings, or have information from other sources (e.g., outside readings and current social events) that will benefit class members.

Guidelines for evaluating your participation and discussion:

- (a) *Frequency*: You are expected to contribute to discussion and asks question frequently.
- (b) *Careful reading*: Comments, questions, and answers show you have read all assigned readings carefully and thoroughly. You are expected to be able to summarize key points in articles and capable of generating and responding to questions.
- (c) *Relevance*: Your comments, answers, and questions are directly related and important to the theoretical, empirical, or applied issue under consideration. That is, comments and questions advance understanding, clarify or raise important issues about the topic.

(d) *Integration/Synthesis*: Comments and questions show you have thought deeply about readings and have integrated and synthesized the information (i.e., integrating readings assigned on previous weeks).

- (2) Topic Master -- Student led discussion (30 points). Each student in class will take turns to lead a class discussion on the topic issue for the week.

Topic Masters are students who become **experts** on weekly topic issues. Each Topic Master will organize a presentation to the class, which draws on material from the assigned empirical article (noted with a '*' on the reading list). The Topic Master is responsible to prepare an abstract (1 to 2 pages of handouts) that summarizes the key concepts in the article, highlights particularly interesting or controversial points, identifies information that has implications for future research or social policy, and develops discussion questions.

Topic Masters should exhibit a thorough knowledge of the assigned reading by generating questions that stimulate thinking and discussion. Topic Masters should take responsibility for leading and redirecting discussion. Assignments for topic issues will be made during the first class meeting. A copy of the evaluation form is attached to the syllabus.

- (3) Research Review Paper (50 points). A research review paper is due on the last day of the semester for class. This should be a typed, double-spaced, 15 to 20 pages (not including title page and reference list) paper in APA format, with 1" margins and 12-point font. Good organization in the presentation of the materials is a plus; for example, they are presented in a logical order with appropriate headings. This paper is a critical review of empirical research on a chosen topic. A minimum of two issues needs to be identified in your paper - one of them must be the issue covered in the class and the other could be an issue (or issues) related to the topic of your interest. Ten or more original empirical articles (i.e., not review papers) are required to be included in your review.

A good review paper should focus on one specific aspect of human development. Try to define your topic as clear and precise as possible. For example, instead of writing a review on "Gender differences across the life-span", it may be easier for you to choose a topic such as 'Gender differences in preschoolers' conflict behavior'. If your question is too broad, you will not be able to address it adequately. The review paper should describe the significance of each chosen issue, provide a coherent statement of what the paper will cover, explain what the controversies are, and then elaborate on how you would address them. Thorough review of relevant studies, with a clear understanding of not only what was done but also why it was done, is important. Identification of gaps in the literature and critiques of the theoretical framework and/or research methods are essential. You should also include a final summary and synthesis with implications and suggestions for future research, prevention/intervention programs, and/or social policies.

Tasks

1. Identification of a topic and issues (2 points)

Due Date

(a) prepare a topic, (b) list two or more issues to be reviewed, and (c) make a bullet-point outline, (d) write a narrative description (1-2 page) sketch out your ideas for the paper; **due 10/9**

2. Reading related papers (10 points)

(a) read at least 10 empirical articles, (b) write an integrative summary of what you have learned from these articles (2-3 pages), and (c) prepare a reference list in APA style; **due 11/20**

3. Oral presentation (8 points)

(a) prepare and pass out a handout to class (1-2 pages), (b) give a Power Point presentation (8-10 slides, 5 minutes), and (c) lead class discussion (10 minutes); **due 11/20, 11/27, or 12/4**

4. Written report (30 points)

described above; **due 12/11 before 5pm**

Final Grade: Your grade will be assigned based on the total points earned in class. The following is the criterion that will be used in assigning the final letter grade.

97 - 100 = A+	87 - 89 = B ⁺	77 - 79 points = C ⁺	67 - 69 points = D ⁺
94 - 96 = A	84 - 86 = B	74 - 76 points = C	64 - 66 points = D
90 - 93 = A-	80 - 83 = B ⁻	70 - 73 points = C ⁻	60 - 63 points = D ⁻
			<60 points = F

Academic Honesty:

This class will adhere to the UGA Academic Honesty policy (<http://www.uga.edu/honesty>). All academic work must meet the standards contained in “A Culture of Honesty.” The University's policy defines academic honesty as – “the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed.” All students are expected to abide by the UGA Academic Honesty Policy, which can be viewed at <http://www.uga.edu/ovpi/honesty.htm>. Your minimum penalty for being found guilty of academic dishonesty in this course (including cheating and plagiarism) will be a grade of “F” in the course; further penalties may be assigned which include a note on your transcript or expulsion from the university.

Class Schedule and Required Readings

(The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.)

Week 1 (8/21): Introduction

1. Horowitz, F. D. (2000). Child development and the PITS: Simple questions, complex answers, and developmental theory. *Child Development, 71*, 1-10.

Week 2 (8/28): Philosophical Issues – Models and Word Views

1. Lewis, M. (2002). Models of development. In D. Cervone & W. Mischel (Eds), *Advances in personality science* (pp. 153-176). New York: Guilford.
2. Altman, I., & Rogoff, B. (1987). Word views in psychology: Trait, interactional, organismic, and transactional perspectives. In D. Stokols, & I. Altman (Eds.), *Handbook of environmental psychology* (pp. 7-40). New York: John Wiley. [skip sections on environmental psychology]
- *3. Super, C. M., & Harkness, S. (2003). The metaphors of development. *Human Development, 46*, 3-23.

Week 3 (9/4): Labor Day

Week 4 (9/11): Issues of Evolutionary Perspective

1. Geary, D. C., & Flinn, M. V. (2001). Evolution of human parental behavior and the human family. *Parenting: Science and Practice, 1*, 5-61.
2. Bjorklund, D. F., & Pellegrini, A. D. (2000). Child development and evolutionary psychology. *Child Development, 71*, 1687-1708.
- *3. Ellis, B. J., Bates, J. E., Dodge, K. A., Fergusson, D. M., Horwood, L. J., Pettit, G. S., & Woodward, L. (2003) Does father absence place daughters at special risk for early sexual activity and teenage pregnancy? *Child Development, 74*, 801–821.
- *4. Kenrick, D. T., Keefe, R. C., Gabrielidis, C., & Comelius, J. S. (1996). Adolescents' age preferences for dating partners: Support for an evolutionary model of life-history strategies. *Child Development, 67*, 1499-1511.

Week 5 (9/18): Old Nature-Nurture Controversy, and New Issues

1. Reiss, D., & Neiderhiser, J. M. (2000). The interplay of genetic influences and social processes in development. Specific mechanisms are coming into view. *Development and Psychopathology, 12*, 357-374.
2. Gottlieb, G. (1991). Experiential canalization of behavioral development: Theory. *Developmental Psychology, 27*, 4-13.
3. Johnston, T. D., & Edward, L. (2002). Genes, interactions, and the development of behavior. *Psychological Review, 109*, 26-34.
- *4. Caspi, A., Moffitt, T. E., Morgan, J., Rutter, M., Taylor, A., Arseneault, L., Tully, L., Jacobs, C., Kim-Cohen, J., & Polo-Tomas, M. (2004). Maternal expressed emotion predicts children's antisocial behavior problems: Using monozygotic-twin differences to identify environmental effects on behavioral development. *Developmental Psychology, 40*, 149-161.

Week 6 (9/25): Issues of Sensitive Period and Early Experience

1. O'Connor, T. G. (2003). Natural experiments to study the effects of early experience: Progress and limitations. *Development and Psychopathology, 15*, 837-852.
2. Schaffer H. R. (2000). The early experience assumption: Past, present, and future. *International Journal of Behavioral Development, 24*, 5-14.
3. Thompson, R. A. (2001). Sensitive periods in attachment? In D. B. Bailey, Jr., J. T. Bruer, F. J. Symons, & J. L. Lichtman (Eds.), *Critical thinking about critical periods* (pp. 83-106). Baltimore, Maryland: Paul H. Brookes.
- *4. Beckett, C., Maughan, B., O'Connor, T. G., Rutter, M., Castle, J., Colvert, E., Groothues, C., Kreppner, J., Stevens, S., & Sonuga-Barke, E. J., S. (2006). Do the effects of early severe deprivation on cognition

persist into early adolescence? Findings from the English and Romanian Adoptees Study. *Child Development, 77*, 696-711.

Week 7 (10/2): Issues of Socialization

1. von Salisch, M. (2001). Children's emotional development: Challenges in their relationships to parents, peers, and friends. *International Journal of Behavioral Development, 25*, 310-319.
2. Kuczynski, L., & Grusec, J. E. (1997). Future directions for theory of parental socialization. In J. E. Grusec & L. Kuczynski (Eds), *Parenting and children's internalization of values: A handbook of contemporary theory* (pp. 399-414).
3. Harris, J. R. (1995). Where is the child's environment? A group socialization theory of development. *Psychological Review, 102*, 458-489.
- *4. Denham, S., Mason, T., Caverly, S., Schmidt, M., Hackney, R., Caswell, C., & DeMulder, E. (2001). Preschoolers at play: Co-socialisers of emotional and social competence. *International Journal of Behavioral Development, 25*, 290-301.
- *5. Kliewer, W., Parrish, K. A., Taylor, K. W., Jackson, K., Walker, J. M., & Shivy, V. A. (2006). Socialization of coping with community violence: Influences of caregiver coaching, modeling, and family context. *Child Development, 77*, 605 – 623

Week 8 (10/9): Issues of Life Course

1. Baltes, P. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist, 52*, 366-380.
2. Elder, G. H. (1998). The life course as developmental theory. *Child Development, 69*, 1-12.
3. Piquart, M., & Silbereisen, R. K. (2004). Human development in times of social change: Theoretical considerations and research needs. *International Journal of Behavioral Development, 28*, 289-298.
- *4. Elder, G. H., King, V., & Conger, R. D. (1996). Intergenerational continuity and change in rural lives: Historical and developmental insights. *International Journal of Behavioral Development, 19*, 433-455.

Week 9 (10/16): Issues of Developmental Continuity and Turning Points

1. Caspi, A., & Roberts, B. W. (2001). Personality development across the life course: The argument for change and continuity. *Psychological Inquiry, 12*, 49-66.
2. Wheaton, B., & Gotlib, I. H. (1997). Trajectories and turning points over the life course: Concepts and themes. In I. H. Gotlib & B. Wheaton (Eds.), *Trajectories and turning points over the life course: Concepts and themes* (pp. 1-25). Cambridge, UK: Cambridge University Press.
3. Garber, J. A. & Brooks-Gunn, J. (1996). Transitions and turning points: Navigating the passage from childhood through adolescence. *Developmental Psychology, 32*, 768-776.
- *4. Ge, X., Kim, I. J., Brody, H. G., Conger, D. R., Simons, R. L., Gibbons, F. X., & Curtrona, C. E. (2003). It's about timing and change: Pubertal transition effects on symptoms of major depression among African American youths. *Developmental Psychology, 39*, 430-439.

Week 10 (10/23): Issues of Developmental Contexts

1. Bronfenbrenner, U. (1986). Ecology of the family as context for human development: Research perspectives. *Developmental Psychology, 22*, 723-742.
2. Burton, L. M., & Price-Spratlen, T. (1999). Through the eyes of children: An ethnographic perspective on neighborhoods and child development (pp. 77-96). In A. S. Masten (Ed), *Cultural processes in child development*. The Minnesota symposia on child psychology, Vol. 29.
3. Melton, G. B. (1999). Parents and children: Legal reform to facilitate children's participation. *American Psychologist, 54*, 935-944.
- *4. Walker, L. J., Hennig, K. H., & Krettenauer, T. (2000). Parent and peer contexts for children's moral reasoning development. *Child Development, 71*, 1033-1048.

Week 11 (10/30): Issues of Risk and Resilience

1. Werner, E. E. (1993). Risk, resilience, and recover: Perspectives from the Kauai Longitudinal study. *Development & Psychopathology, 5*, 503-515.
2. Masten, A., & Reed, M. J. (2002). Resilience in development. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 74-88). New York: Oxford University Press.
3. Bonanno, G. A. (2004). Loss, trauma, and human resilience: How we underestimate the human capacity to thrive after extreme aversive events? *American Psychologist, 59*, 20-28.
- *4. Aber, J. L., Gershoff, E. T., Ware, A., & Kotler, J. (2004). Estimating the effects of September 11th and other forms of violence on the mental health and social development of New York City's youth: A matter of context. *Applied Developmental Science, 8*, 111-129.
- *5. Costa, F. M., Jessor, R., Turbin, M. S., Dong, Q., Zhang, H., & Wang, C. (2005). The role of social contexts in adolescence: Context protection and context risk in the United States and China. *Applied Developmental Science, 9*, 67-85.

Week 12 (11/6): Issues of Gender Differences

1. Liben, L. S. , & Bigler, R. S. (2002). The developmental course of gender differentiation: Conceptualizing, measuring, and evaluating constructs and pathways. *Monographs of the Society for Research in Child Development, 67* (2, Serial No. 269) (pp. vii-xx & 1 –21 only).
2. Archer, J. (1996). Sex differences in social behavior: Are the social role and evolutionary explanations compatible? *American Psychologist, 51*, 909-917.
3. Trautner, H. M., & Eckes, T. (2000). Putting gender development into context: Problems and prospects. In T. Eckes, & H. M. Trautner (Eds.), *The developmental social psychology of gender* (pp. 419-435). Mahwah, NJ: Lawrence Erlbaum.
- *4. Leaper, C. (2000). Gender, affiliation, assertion, and the interactive context of parent-child play. *Developmental Psychology, 36*, 381-393.

Week 13 (11/13): Issues of Cultural Differences and Globalization

1. Wang, Q. (2003). Infantile amnesia reconsidered: A cross-cultural analysis. *Memory, 11*, 65-80.
2. Rothbaum, F., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2000). Attachment and culture: Security in the United States and Japan. *American Psychologist, 55*, 1093-1104.
3. Arnett, J. J. (2002). The psychology of globalization. *American Psychologist, 57*, 774-783.
- *4. Harwood, R. L. (1992). The influence of culturally derived values on Anglo and Puerto Rican mothers' perceptions of attachment behavior. *Child Development, 63*, 822-839.
- *5. Wang, Q. (2001). Culture effects on adults' earliest childhood recollection and self-description: Implications for the relation between memory and the self. *Journal of Personality and Social Psychology, 81*, 220-233.

Week 14 (11/20): Synthesis

1. Li, S. (2003). Biocultural orchestration of developmental plasticity across levels: The interplay of biology and culture in shaping the mind and behavior across the life span. *Psychological Bulletin, 129*, 171-194.
2. **Student Presentations - 1**

Week 15 (11/27): Student Presentations – 2

Week 16 (12/4): Student Presentations - 3

Note. *= Presentation materials for Topic Masters.

Topic Master -- Student Led Discussion Evaluation Form

(total 30 points)

Student Presenter: _____

Topic of Presentation: _____

- () 1. Understanding of the issue(s) and accuracy in interpretation
- () 2. Comprehensiveness in coverage of information
- () 3. Synthesis and Integration with other readings
- () 4. Clarity and organization of presentation
- () 5. Insightfulness of discussion question(s) and skillfulness in facilitating discussion
- () 6. Creativity in approach

Total: _____

Comments: