

Sketchy Syllabus
CHFD 6100--Theories of Human Development
Spring 2003

Tour guide: Valerie Havill, Ph.D.
Office: Family Science Center 1
Phone: 542-3296
E-mail: cmsgls@arches.uga.edu
Office hours: By appointment.

Purpose and Objectives

We will ask several questions during this course. 1) Why are we the way we are? 2) How do we differ from each other? 3) What determines the particular content of our lives? It is unlikely that we will find a definitive answer to any of the questions. We will, however, explore a range of developmental theories that address these questions. This course is designed to provide a broad but rigorous graduate level understanding of the nature and construction of theories. The goals are to determine which theoretical issues are critical in developmental psychology and to critically evaluate the nature, quality and implications of theories, which are available to the developmentalist.

Required Textbook

Goldhaber, D.E. (2000). Theories of Human Development: Integrative Perspectives. Mountain View, CA: Mayfield Publishing Company.

Additional Required Readings:

- 1). Empirical journal articles, review chapters and theoretical papers relevant to the theories being presented are listed in the course schedule. These readings may be checked out from Family Science Center 2.
- 2). You will select from the attached list another book to review and to present to the class.

Course Requirements:

1) **Discussion Questions:** I have prepared study/discussion questions for you to answer in writing and be prepared to discuss in class. There will be a total of 6 questions. You will answer them in 3-6 double spaced pages. You may be creative in your answers, but you must address and discuss the major issues and concepts presented in the assigned readings. 90 points.

2) **Book reviews:** To supplement the textbook and to allow for a more in depth coverage of certain areas of developmental theory, each student will select one book from the attached list to read and review. The review (10 pages) should include the major thesis of the book, theoretical assumptions, empirical findings, implications and relevancy to developmental literature. You will also need to present this review to the class. Each student will read a different book. Presentations will be given during the last week of class and during the scheduled final exam. **OR** you may choose a novel or biography that covers the life of a person. Describe their development using relevant theories. Example: Biography of Helen Keller. You could discuss biobehavioral theories, learning theory, life-span developmental theory etc. to explain her life. You must have your book approved by me by March 4. Review = 50 pts; presentation=20.

4) **Empirical research articles:** Each student is required to find 5 empirical research articles that relate to one of the theories presented in class. You should find articles that represent at least 5 different theoretical perspectives. It is best if you take your construct of interest and abstract articles that address the theoretical implications each theory. For example, you could look at the development of aggression from 5 different perspectives (Learning theory, Social-Cognitive Theory, Behavioral Genetic Theory, Life-Span Developmental Theory, Post-Modern Theory. Each submission should include an article published in an APA journal (others with approval of the instructor) and the student needs to discuss the findings and the theoretical perspective used by the author(s). You are, however, encouraged to compare and contrast that perspective with differing viewpoints. A 1-3 page abstract will be given to each student and a copy of the article and abstract will be provided to the instructor. Students should be prepared to present and discuss the articles in class. You may turn these in whenever you have them ready. Three must be turned in for evaluation prior to March 4. The final two are due before the last week of class. 75 pts.

5) **Readings:** The student is expected to do all assigned reading prior to class. It is the student's responsibility to demonstrate to the instructor a thorough intent to understand the material. This may be done through active participation in class discussion, bringing in outside examples of the issues being discussed in class, or outlining the readings. This course will be conducted as a seminar. Hence, comic strips, newspaper clippings, radio or T.V. reports, policy debates, internship events, song lyrics, presentations at professional conferences and behaviors observed at soccer games all provide content for evaluation and discussion. Use these and more to convince me that you are reading, thinking, and integrating the course material. ***Each student is to provide a discussion question to the instructor at the beginning of class. The discussion question should address issues brought up in the assigned readings.*** 35 pts.

6. **Attend two Athens or UGA sponsored events that relate to theory or human development.** Provide me with a one page outline and give a 5-10 minute commentary to the class. Example: Go to the screen of The Independent Lens film "Maggie Growls". Maggie Kuhn was the founder of the Gray Panthers. Or, go to the UGA art exhibit "Visualizing the Blues". Attend E.O. Wilson's address at the Chapel in February. 20 pts.

Scholarly readings are important but so are behavioral observations, interviews, and social policy issues. These will be incorporated in class projects.

Attendance is required. One missed class is one week of missed class. Your active participation is important to the success of this seminar. If you need to miss a class to attend a professional conference, please give me adequate notice. You will be assigned make up work (reporting relevant presentations). You are also responsible for all information and material discussed during the missed class. Be sure to incorporate the readings and discussion in some written assignment so that I am able to evaluate your understanding of the material.

My agreement to you. I will not post grades in public areas. I will not share your written work with others without your permission. This means what you give me is confidential. I will not provide your essays as examples to other students and I will return all graded assignments to you personally. I will, however, keep copies of your assignments for my own files.

Itinerary

Week 1: (Jan 14)

Agree on course requirements.

Lecture 1: The Nature of Theory, Evaluating theory.

Discussion question #1: It has been said that the psychologist holds a mirror rather than a telescope. What does this mean? Due: Jan. 28, at the beginning of class.

Week 2: (Jan 21)

Lecture 2: Introduce Pepper's Metaphorical World View Perspective

Readings: Goldhaber pp. 1-65:

Faber et al., (2000). Criteria for Evaluating the Significance of Developmental Research in the Twenty-First Century: Force and Counterforce. Child Development, 71, 212-221.

Discussion question #2: Pick a topic that interests you (e.g., Aggression, Achievement, Altruism) How would you design a research investigation if you were a mechanist, a contextualist, or a organismic theorist? This means that you will have to describe three different research methodologies. What is your construct? How will you measure it? Who is your sample? How will you interpret your data? Due: Feb. 11.

Week 3 (Jan 28) Mechanistic Theories

Lecture: Learning theory;

Bandura's Social-Cognitive theory

Information Processing, Behavioral Genetics.

Readings: Goldhaber pp. 67-153

Flavell & Miller, (1998). Social Cognition, in The Handbook of Child Development 851-898.

Scarr, S. (1998) American Childcare Today. American Psychologist, 53, 95-108.

Peisner-Feinberg et al, (2001) The Relation of Preschool Child-Care Quality to Children's Cognitive and Social Developmental Trajectories through the Second Grade. Child Development, 72, 1534-1553.

Week 4 (Feb 4)

Finish Mechanistic/ begin Organismic Theory

Lecture: Psychobiological

Readings: Goldharber pp. 153-183;

McCraig, D.M. The dogs that work and play for science. Smithsonian.

Gottlieb, Wahlsten, & Lickliter (1998). The Significance of Biology for Human Development: A Developmental Psychobiological Systems View. 233-273.

Fischmann, J (2000). Why we fall in love. US News and World Reports, 42-48.

Week 5 (Feb 11)

Psychobiological continues

Readings: Geray and Bjorklund (2000). Evolutionary Developmental Psychology. Child Development, 71 57-65.

Bjorklund & Pellegrini (2000). Child Development and Evolutionary Psychology. Child Development, 71. 1687-1708.

Week 6 (Feb 18)

Lecture: Piaget and Neo-Piagetian theory

Readings: Goldharber pp. 184-259;

Week 7 (Feb. 25) Lecture: Psychodynamic theories. Freud, Jung and Erickson.

Readings: Goldharber. 260-294

****one chapter from Anthro society.

Week 8 (Feb. 28) Begin Contextualist Theories.

Readings: Goldhaber pp. 295-324.

Caspi, A, (1998). Personality Development across the Life Course. In The Handbook of Child Development. pp. 311-388.

Smith, J & Baltes, P. Life-Span Perspectives on Development. pp. 47-72.

Week 9: (Mar 4) Elder Panel

Have prepared questions to assess development (ie. Stage theories, information processing, gender role development, socio-historical implications).

Week 10 (Mar. 11) Cross-Cultural theories of Development

Readings: To be assigned

Week 11 (Mar. 18)

Spring break Ahh. Don't forget to take your book with you.

Week 12: (Mar 25) Gender Roles

Readings: Ruble & Martin. Gender Development (1998). Handbook. pp. 933-1016.

Golombok, S. et al., (2003). Children with Lesbian Parents: A Community Study. Developmental Psychology, 20-33.

Week 13 (April 8) Moral Development

Readings: Kochanska, G. (1997). Multiple pathways to conscience for children with different temperaments. Developmental Psychology,

Sunar, D. (2002). The Psychology of Morality. In W.J. Lonner, et al., Online Readings in Psychology and Culture

Week 14: (April 15) The Development of the Person

Csikszentmihalyi & Rathunde, (1998). The Development of the Person: An Experiential Perspective on the Ontogenesis of Psychological Complexity. 635-684.

Week 15 (April 22) Week 16 (April 29) Book presentations.

Final Exam Wednesday May 7, 8:00-11:00 A.M.