

CHFD 6110 Issues in Human Development
Spring 2003
Wednesdays 10:10 -1:10

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CHFD6110 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 empirical research, theoretical applications, and applied implications.

Course Objectives:

1. Acquire basic knowledge about 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.
4. Develop skills of understanding one's own development.

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 and to expand on the reading material or topic 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 social 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:

A list of research articles that will be used to supplement the textbook is attached. Copies of these articles are available online at <http://gil.uga.edu>. Click on Course Reserves, select CHFD6110, and find the article (password: stylistic).

Course Requirements:

Your grade will be assigned based on performance in the following four 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 discussions. 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 evaluation of student participation and discussion:

- (a) *Frequency*: Student contributes to discussion and asks question frequently.

- (b) *Careful reading*: Comments, questions, and answers show student has read all assigned readings carefully and thoroughly. Student can summarize articles and can generate and respond to questions.
 - (c) *Relevance*: Student's 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 student has thought deeply about readings and has integrated and synthesized the information (including readings assigned on previous weeks).
- (2) Topic Master -- Student led discussion (30 points). Each of the students 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 '*'). The Topic Master is responsible to prepare an abstract (1 to 2 pages of handouts or transparencies) that summarizes the key concepts in the articles, 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 syllabus.

- (3) Research Review Paper (50 points). A research review paper is due on the last day of the semester for classes. This should be a 20-page paper in APA format - typed, 2-spaced, not including title page and reference list. The 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 others could an issue 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 life-span', it may be easier for you to choose a topic such as 'Gender differences in preschoolers' conflict behaviors'. If your question is too broad, you will not be able to address it adequately. The review paper should discuss at least two issues addressed in this course, describe the significance of each 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, 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. Good organization in the presentation of the materials is a plus; for example, they are presented in a logical order with appropriate headings.

| <u>Tasks</u> | <u>Due</u> |
|--|---|
| 1. Identification of a topic and issues (5 points) | (a) prepare a topic, (b) list two or more issues to be reviewed, and (c) write an outline (1 page) about some ideas for the paper; due 3/26 |
| 2. Reading related papers (5 points) | (a) prepare a reference list with at least 5 articles, and (b) write a summary of the listed references (2 pages); due 4/9 |
| 3. Oral presentation (10 points) | (a) prepare and pass out a handout to class (1-2 pages), (b) give a Power Point presentation (15 minutes), and (c) lead class discussion (15-20 minutes); due 4/23 or 4/30 . |
| 4. Written report (30 points) | described above; due 5/2 before 5pm |

Class Schedule and Required Readings

Week 1 (1/15): 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 (1/22): Philosophical Issues -- Word Views

1. Widdershoven, G. (1997). Models of human development. In W. van Haaften, M. Korthals, & T. Wren (Eds.), Philosophy of development (pp.31-41). The Netherlands: Kluwer.
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). NY: John Wiley. [*skip sections on environmental psychology*]

Week 3 (1/29): Issues of Evolutionary Perspective

1. Buss, D. M., Haselton, M. G., Shackelford, T. K., Bleske, A. L., & Wakefield, J. C. (1998). Adaptations, exaptations, and spandrels. American Psychologist, 53, 533-548.
2. Bjorklund, D. F., & Pellegrini, A. D. (2000). Child development and evolutionary psychology. Child Development, 71, 1687-1708.
3. Baltes, P. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. American Psychologist, 52, 366-380.
- *4. Ellis, B. J., & Garber, J. (2000). Psychosocial antecedents of variation in girls' pubertal timing: Maternal depression, stepfather presence, and marital and family stress. Child Development, 71, 485-501.

Week 4 (2/5): Old Nature-Nurture Controversy, and New Issues

1. Gottlieb, G. (1991). Experiential canalization of behavioral development: Theory. Developmental Psychology, 27, 4-13.
2. Wachs, T. D. (1996). Known and potential processes underlying developmental trajectories in childhood and adolescence. Developmental Psychology, 32, 796-801.
3. Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., & Bornstein, M. H. (2000). Contemporary research on parenting: The case for nature and nurture. American Psychologist, 55, 218-232.
- *4. Ge, X., Conger, R. D., Cadoret, R. J., Neiderhiser, J. M., Yates, W., Troughton, E., & Stewart, M. A. (1996). The development of interface between nature and nurture: A mutual influence model of child antisocial behavior and parent behaviors. Developmental Psychology, 32, 574-589.

Week 5 (2/12): Issues of Sensitive Period & Early Experience

1. Wachs, T. D. (1992). Operation of the environment across time. In The nature of nurture (pp. 60- 75). CA: Sage.
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. (2000). The legacy of early attachment. Child Development, 71, 145-152.
- *4. O'Connor, T. G., Rutter, M., Beckett, C. Keaveney, L., Kreppner, J. M., & the English and Romanian Adoptees Study Team (2000). The effects of global severe privation on cognitive competence: Extension and longitudinal follow-up. Child Development, 71, 376-390.

Week 6 (2/19): Issues of Intra- and Inter-Individual differences

1. Wach, T. D. (2000). Necessary but not sufficient: The problem of variability in individual outcomes. In Necessary but not sufficient: The respective roles of single and multiple influences on individual development (pp. 1-11). Washington, D.C.: APA.
2. Siegler, R. S. (2002). Variability and infant development. Infant Behavior and Development, 161, 1-7.
3. Horowitz, F. D. (1990). Developmental models of individual differences. In J. Colombo, & J. Fagen (Eds.), Individual differences in infancy: Reliability, stability, and prediction (pp3-18). Hillsdale, NJ: Lawrence Erlbaum.
- *4. de Weerth, C., van Geert, P., & Hoijtink, H. (1999). Intraindividual variability in infant behavior. Developmental Psychology, 35, 1102-1112.

Week 7 (2/26): Issues of Socialization

1. Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. Psychological Bulletin, 113, 487-496.
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. Isley, S. L., O'Neil, R., Claffelter, D., & Parke, R. D. (1999). Parent and child expressed affect and children's social competence: Modeling direct and indirect pathways. Developmental Psychology, 35, 547-560.

Week 8 (3/5): Issues of Life Course

1. Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. Developmental Psychology, 23, 611-627.
2. Elder, G. H. (1998). The life course as developmental theory. Child Development, 69, 1-12.
3. Modell, M., & Elder, G. H. (2002). Children develop in history: So what's new? In Child psychology in retrospect and prospect: In celebration of the 75th anniversary of the Institute of Child Development. The Minnesota Symposia on Child Psychology, Vol. 32. Mahwah, NJ: Lawrence Erlbaum.
- *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 (3/12): Issues of Developmental Continuity & Turning Points

1. Hinde, R. A., & Bateson, P. (1984). Discontinuities versus continuities in behavioural development and the neglect of process. International Journal of Behavioral Development, 7, 129-143.
2. Garber, J. A. & Brooks-Gunn, J. (1996). Transitions and turning points: Navigating the passage from childhood through adolescence. Developmental Psychology, 32, 768-776.
3. 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.
- *4. Ge, X., Conger, R. D., & Elder, G. H. (1996). Coming of age too early: Pubertal influences on girls' vulnerability to psychological distress. Child Development, 67, 3386-3400.

Week 10 (3/19): SPRING BREAK

Week 11 (3/26): Issues of Contexts

1. Bronfenbrenner, U. (1986). Ecology of the family as context for human development: Research perspectives. Developmental Psychology, *22*, 723-742.
2. Steinberg, L., & Avenevoli, S. (2000). The role of context in the development of psychopathology: A conceptual framework and some speculative propositions. Child Development, *71*, 66-74.
3. 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.
- *4. Cook, W. (2001). Interpersonal influence in family systems: A social relations model analysis. Child Development, *72*, 1179-1197.

Week 12 (4/2): Issues of Issues of Risk & Resiliency

1. Werner, E. E. (1993). Risk, resilience, and recover: Perspectives from the Kauai Longitudinal study. Development & Psychopathology, *5*, 503-515.
2. Masten, A. (2002). Resilience in development. In C. R. Snyder, & S. J. Lopez (Eds.), Handbook of positive psychology (pp. 74-88). NY: Oxford University Press.
3. Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. Child Development, *71*, 543-562.
- *4. Wyman, P. A., Cowen, E. L., Work, W. C., Hoyt-Meyers, L., Magnus, K. B., & Gagen, D. B. (1999). Caregiving and developmental factors differentiating young at-risk urban children showing resilient versus stress-affected outcomes: A replication and extension. Child Development, *1999*, *70*, 645-659.

Week 13 (4/9): Issues of Cultural Differences and Globalization

1. Segall, M. H., Lonner, W. J., & Berry, J. W. (1998). Cross-cultural psychology as a scholarly discipline: On the flowering of culture in behavioral research. American Psychologist, *53*, 1101-1110.
2. Rofoff, B. (2002). Investigating the coordinated functioning of multifaceted cultural practices in human development. Human Development, *45*, 211-225.
3. Arnett, J. J. (2002). The psychology of globalization. American Psychologist, *57*, 774-783.
- *4. 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.

Week 14 (4/16): Gender Differences

1. Maccoby, E. E. (2000). Perspective on gender development. International Journal of Behavioral Development, *24*, 398-406.
2. Barnett, R. C., & Hyde, J S. (2001). Women, men, work, and family: An expansionist theory. American Psychologist, *56*, 781-796.
3. Archer, J. (1996). Sex differences in social behavior: Are the social role and evolutionary explanations compatible? American Psychologist, *51*, 909-917.
- *4. Tenebum, H. R., & Leaper, C. (2003). Parent-child conversation about science: The socialization of gender inequities? Developmental Psychology, *39*, 34-47.

Week 15 (4/23): Student Presentations - 1

Week 16 (4/30): Student Presentations - 2

Note. * Presentation materials for Topic Masters.