EDHD 690 FALL 2019

**UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION INSTITUTE FOR CHILD STUDY
DEPARTMENT OF HUMAN DEVELOPMENTAND QUANTITATIVE
METHODOLOGY**

EDHD 690 Theoretical Foundations of Human Development

Tuesdays 9:30- 12:15 pm Room EDU 1107
Fall 2019

COURSE SYLLABUS

Instructor: Natasha Cabrera
Room: Benjamin #3304
Office hours: Tuesday 1230-1:30 or by appointment

COURSE DESCRIPTION
Human development is the scientific study of how development unfolds; that is, how individuals acquire a developmental repertoire (cognitive, social, and linguistic abilities) that enables them to learn, grow, and develop. The emphasis of the course will be on learning about how different theories (e.g., developmental systems theories life-span, cognitive theories, etc) provide causal, structural, and biological explanations of development and help us to understand phenomena such as how early behavior and experiences influence later behaviors, the dynamic between continuity and discontinuity in development, and how do biological programming and environmental factors account for change in behavior over time. We will discuss these issues in our analysis of the theoretical and research foundations and current literature. The course is designed as a survey course hence it will emphasize breadth and scope of the field of human development.

Course Objectives. To help students:
- Gain knowledge about theory and research in human development.
- Understand the scientific method and acquire the ability to formulate research questions.
- Develop critical reading, writing, and presentational skills through reading assignments, writing assignments, group discussions of theoretical material, and class presentations of current research findings.

Course Goals and Organization. This course is comprised of lectures, students' presentations, discussions, and invited speakers. Students will be required to give oral presentations, turn in two typed discussion questions weekly, write an 8-page critique due

EDHD 690 FALL 2019

at the mid-term, and write a 15-page theoretical term paper which will be summarized and presented to the class at the end of the semester (using Power Point).

Course Structure and Readings. The first half of each class meeting will be devoted to a discussion of theoretical material on specific topics. The second half of each class meeting will be spent discussing a class presentation (an oral report on an article related to the topic), field exercises, and term paper projects. All of the books are listed below. You can find them at the UM Book store or online.

Please see the University's website for graduate course-related policies at https://gradschool.umd.edu/course-related-policies.

Class Attendance. Students should attend each class session, except in the case of illness and/or extenuating circumstances. Please inform the instructor of missed absences with an explanation.

Religious observance. It is the policy of the University that students not be penalized for religious observances. Students will be allowed, whenever possible, to make up academic assignments that are missed due to such absences. It is the student's responsibility to contact the instructor at least one week before the absence, at which time arrangements will be made for make-up work or examinations.

Academic Conduct. It is assumed that all students understand the consequences of academic dishonesty at the University of Maryland. If you do not, please consult the graduate catalog or course registration booklet to become familiar with how cheating, fabrication, facilitation of academic dishonesty, and plagiarism are defined by the University.

Late Assignments. Late papers or assignments will automatically be marked down one letter grade for each class day that they are handed in late.

Students with Disabilities. If you are a student with a documented physical or learning disability, please contact me by the first week of class so that we can make arrangements for the necessary accommodations.

Course Evaluation. Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between in early December. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

EDHD 690 FALL 2019

Readings:
- *Journal Articles – see list below*
- *S Freud Civilization and its discontents (Norton)*
- *S. Freud Ego and the Id (Norton)*
- *J. Bowlby Attachment by (Perseus Books)*
- *J. Piaget Child's conception of the world (Roman Littlefield)*
- *B. F. Skinner About behaviorism (Random House)*
- *E. Durkheim Moral Education (Dover Pub)*
- *L VygotksyThought and language (MIT Press)*
- *E Erikson Childhood and Society*

Grading will be as follows:
- *Oral weekly questions (25 points)(25%)*   *Due: Weekly*
- *Short mid-term paper (25 points) (25%)*   *Due: Oct 16*
- *Final research paper (50 points) (50%)*   *Due: Dec 12*

Final Grade Cutoffs								
+	97.00%	+	87.00%	+	77.00%	+	67.00%	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F <60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	

COURSE REQUIREMENTS AND ASSIGNMENTS

- **Class/oral presentations/thought questions (25%):**
    - Students are responsible for all required readings and for participating in class discussion of these readings (see outline below). Students (maximum 2 per class) will be assigned one reading for a particular day to present to the class and lead discussion (25 minute presentation). **In addition to the article assigned for class, students should choose another empirical article related to the topic of the week.**
    - Students will be required to bring to class weekly two typed discussion questions and post them in CANVAS by Monday COB. These questions should address key concepts, inconsistencies, or contradictions in the readings rather than clarifications or facts. An example of a good thought question might be "Does developmental systems theory account for cultural differences in parenting behaviors?" An example of a poor thought question might be "What is developmental systems theory?" Students will be encouraged to ask their questions at appropriate times during class discussion.

1. **Paper #1: Short paper on a human development theory (6-8 pages, 25%).
   DUE OCT 15**
    - This is an analysis of the strengths and limitations of a particular *foundational theory* for explaining a topic in human development that reflects current research. Examples of theories include Piaget's theory for

cognitive development or moral judgment, Bowlby's attachment theory, Skinner's theory for discipline techniques in childhood. (References are not included in the 8 page limit).
- o Revisions of this paper based on my feedback can be used for part of #2 in the term paper, see below.

2. **Paper #2: Final Research paper (15 pages – 50%): DUE DEC 10**
   - o In a final research paper, students should select a topic of **research in social, cognitive, or linguistic child development,** analyze the theoretical foundation of the research, and show how the **current research** supports or disconfirms the theoretical hypotheses. For example, how does current research support and/or challenge a theory (e.g., Piaget's) we have covered during the course. This involves describing the theory, presenting an analysis of current research and discussing new avenues for research (new questions not addressed by current research).
   - o The paper should cover the following:
     - ▪ **statement of purpose-topic ***(1 page) – why is this topic important, why did you choose it;
     - ▪ **theoretical framework** (3 pages) **–** this could be a short version of your mid-term theory paper;
     - ▪ **presentation of current research topic and findings** (3 pages) – what do we know about the topic you've selected
     - ▪ **critical review of the literature** (6 pages) that includes an analyses of the supporting and challenging evidence for theory (you need 12-15 empirical articles),
     - ▪ **new avenues for research** (1 page)
     - ▪ **implications of research for policy and programs** (1 page)
     - ▪ **references** (2 pages) (not included in your 15 page limit)
   - o Students are required to submit a one-paragraph topic statement with three references for approval **by November 5th.**
   - o This is a research paper hence it needs to be properly researched and referenced.
   - o Specific guidelines for this assignment will be handed out in class.
   - o Sources for your literature review include: PsycINFO, PsycACCESS, ERIC (www.lib.umd.edu/UMCP/ETC/database.html). You can also use current issues of peer review journals.
   - o Students will prepare a 10 min power point presentation. Depending on class size, these presentations will take place during the last class.
   - o *page lengths are only suggested not mandatory

Papers should be written in American Psychological Association (APA) format (see APA Manual, 6th. edition, available at the bookstore). Please use standard 12-point font and double-space all text with 1" margins.

EDHD 690 FALL 2019

COURSE SCHEDULE EDHD 690
FALL 2018

August 27   Introduction - Review of course objectives

Sept 3   The Origins of Psychology: Sigmund Freud
                   Psychodynamic processes
                   Research: Social or aggression origins of human nature
                   S Freud, *Civilization and its discontents*: read <u>entire book</u>

                   Garcia Coll, C. (2004). The interpretation of culture and biology.
                   In Eccles, J. (Editor). *Contextual Influences On Life Span/Life
                   Course: A Special Issue Of Research In Human Development* (pp.
                   145-160). NY: LEA.

          Presenters: Angelica and Jenna

Sept 10   Psychoanalytic Approaches to Development
                   Internal – Causal theories
                   Research: Shame, guilt, and conscience in the child
                   Freud, *Ego and the Id*: read <u>pages 3-30</u>
                   Erikson, *Childhood and Society*: pages 247-285

                   Presenters: Carol and Matthew

Sept 17   The Origins of Social Development 1
                   Interactional – Experience and biology
                   Research: Early attachment, parent-child bonding
                   J. Bowlby, *Attachment*
                   <u>Part I, Part II pages 37-84</u>

                   Presenters: Rachel, Josh, and Svetha

Sept 24   The Origins of Knowledge
                   Constructivism and Structural Development
                   Research: Cognitive development, Social-cognitive development
                   J Piaget *The Child's Conception of the World*
                   <u>Introduction, Chapter I, II, II, IV.</u>
                   Hadegaard, M. (2005). A cultural-historical perspective on
                   children's cognitive development. *ISSBD Newsletter*, 1, 47, 12-15.

Presenters: Angelica and Jenna

Oct 1   Stages and Domains: Interactional Theories of Development
Constructivism and Structural Development
Research: Theory of mind, moral judgment, categorization
J. Piaget *The Child's Conception of the World*
Chapters V, VI, VII, XI
Correa-Chavez, M. & Rogoff, B. (2005). Cultural research has transformed our ideas of cognitive development. *ISSBD Newsletter*, 1, 47, 7-10.

Presenters: Carol and Matthew

Oct 8   Cognition, Language, and Culture
Interactionism and Scaffolding
Research: Child language, cognition and thinking
L. Vygotsky, *Thought and Language*
Chapter 1, 2, 3, 4; pages 1-67

Presenters: Rachel, Josh, and Svetha

Oct 15   The Origins of Behaviorism and Learning Approaches to Development
External Causal Theories
Research: Behavior modification
B.F., Skinner, *About Behaviorism*, Intro, Chapters 1, 2, 3
 and , 6, 7, 14

Presenters: Angelica and Jenna

PAPER #1 DUE

Oct 22   Psychology, Education, and Societal Institutions
Constructivism and Socialization
Research: Group norms, identification, motivation
E Durkheim -*Moral education*
Introduction, Part I, Chapters 1-6, pages 1- 95

Presenters: Carol and Matthew

EDHD 690 FALL 2019

Oct 29	**Social Contexts of Development: Ecological Models**

- Bronfenbrenner, U. (1979). *The ecology of human development*, chapters 1-3. Cambridge, MA: Harvard University Press. Chap 1
- Elder, G. H., Jr. (1998). The life course as developmental theory. *Child Development*, 69, 1-12.

Presenters: Rachel, Josh, and Svetha

Nov 5   NO CLASS ---TOPIC STATEMENT FOR PAPER#2 DUE

Nov 12   **Social Contexts of Development: Ecological Models**

- Cox, M. J., & Paley, B. (1997). Families as systems. *Annual Review of Psychology*, 48, 243-267.
- Howe & & Lewis (2005) The importance of dynamic systems approaches for understanding development. *Developmental Rview*
- Weisner, T (2002). Ecocultural understanding of children's developmental pathways. *Human Development*

Presenters: Angelica. Jenna, and Carol

Nov 19   **Biopsychosocial and Longitudinal Models**

- Calkins, S., Propper, C., & Mills-Koonce, W. (2013). A biopsychosocial perspective on parenting and developmental psychopathology. Development and Psychopathology, 25(4pt2), 1399-1414. doi:10.1017/S0954579413000680
- Fraley, R. C., Roisman, G. I., & Haltigan, J. D. (2013). The legacy of early experiences in development: Formalizing alternative models of how early experiences are carried forward over time. *Developmental Psychology*, *49*(1), 109
- Sameroff, A. (2010). A unified theory of child development. *Child Development.*
- Schneidman & Woodward (2015). Are child-directed interactions the cradle of social learning. *Psychological Bulletin*.

Presenters: Matthew, Rachel, Josh, and Svetha

Nov 26   **THANKSGIVING**

Dec 3   CLASS PRESENTATIONS

EDHD 690 FALL 2019

TERM PAPER IS DUE WED DECEMBER 10 by 5:00 PM.