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Thursdays, 1:00 to 3:45pm, 1108 Benjamin Building

History and Systems in Human Development EDHD 690, Section 0101 Course Syllabus

Human development is the scientific study of how individuals acquire cognitive, social, and linguistic abilities which enable them to learn, grow, and develop. This course covers the theoretical foundations of current research in human development. We will read original works by Freud, Erikson, Bowlby, Darwin, Piaget, Skinner, and Vygotsky, and discuss the theoretical frameworks stemming from these “great works” that have guided current research. We will study theories which provide causal, structural, and biological explanations of development, and focus on developmental questions such as the origins, emergence, and development of human capacities. We will discuss these issues in our analysis of the theoretical foundations for the current research literature.

Course Goals and Organization. Students will be required to conduct a field exercise, give oral presentations, turn in two typed discussion questions weekly, write a 8-10 page critique due at the mid-term, and write a theoretical term paper which will be summarized and presented to the class at the end of the semester (using Power Point). The research paper is on current literature in the student’s research field with connections to a foundation work. Grading will be as follows: 30% for oral presentations, weekly questions, and empirical work (100 points for full credit), 20% for the mid-term paper, and 50% for the 16-page term paper (letter grade).

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 at the UM Book store, and listed below.

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.

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, 2017 (specific dates to be announced). You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. 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.

Readings. We will read original "great" works in this course. The books to purchase or borrow are:

1. *Civilization and its discontents* by Sigmund Freud (Norton)
2. *The descent of man* by Charles Darwin (Penguin)
3. *Attachment* by John Bowlby (Perseus Books)
4. *Moral judgment of the child* by Jean Piaget (Free Press)
5. *Psychology of intelligence* by Jean Piaget (Taylor)
6. *About behaviorism* by B.F. Skinner (Random House)
7. *Thought and language* by Lev Vygotsky (MIT Press)

All of the books will be at the UM Bookstore. These are classic books so you can find them used and available online as well and in the library. As you will see, most of the books are very short treatises. For the longer books, we will concentrate on selected sections.

Aug 31 **Introduction to the Course**

Sept 7 **The Development and Origins of Psychology
Psychodynamic processes**

Research: Social or aggression origins of human nature; the development of conscience
Civilization and its Discontents by Sigmund Freud: read entire book

Sept 14

Psychology, Cooperation and Peer Relationships

Research: Origins of cooperation, group rules, judgment/action
Moral Judgment of the Child by Jean Piaget
 Research: Children's peer interactions, groups, and relationships
Chap 1, pages 13-108

Presenters: _____

Sept 21

**Developmental Social Cognition
 Autonomy, Fairness, and Equality**

Moral Judgment of the Child by Jean Piaget
 Research: Social cognition, origins of fairness, theory of mind
Chap 3, 197-327.

Presenters: _____

Sept 28

**The Origins of Social Development
 Interactional – Experience and biology**

Research: Early attachment, parent-child bonding
Attachment by John Bowlby
Part I, Part II pages 37-84

Presenters: _____

Oct 5

The Origins of Social Development II

Research: Early attachment, early sociality
Attachment by John Bowlby
Chap 11, 12, 13: Pages 177-262

Presenters: _____

Methodology: Center for Young Children (CYC) Observation and paper assignment: Call Jennifer Haislip at the CYC, 301.405.3168 to confirm your date and hours (9 -11 am is preferred for observations). Oct 6-11th. <http://www.education.umd.edu/CYC/>

Oct 12

CYC assignment and field observation (no class)

Oct 19

Biological Basis for Social Development

Research: Evolutionary and comparative psychology
The Descent of Man by Charles Darwin
Chap 4: The moral sense and Chap 5: On the development of the intellectual and moral faculties

Presenter: _____

Oct 26 Library research for Paper #1

Nov 2 **Cognition, Language, and Culture I
Interactionism and Scaffolding**
Research: Child language, cognition and thinking
Thought and Language by Lev Vygotsky
Chapter 1, 2, 3, 4; pages 1-67

Presenters: _____

Paper #1 due on Nov 2 in class

Nov 9 **Cognition, Language, and Culture II
Interactionism, Social Relationships, and Culture**
Research: Peer tutoring, mediation, cultural tools
Thought and Language by Lev Vygotsky
Chapters, 5, 6, 7

Presenters: _____

Term Paper Topic due (one paragraph)

Nov 16 **Interactional Theories of Development
Constructivism and Structural Development**
Research: Theory of mind, social categorization, causal thinking
The Psychology of Intelligence by Jean Piaget
Chapters I, III, V, VI

Presenters: _____

Nov 23 Thanksgiving

Nov 30 **Behaviorism and Learning Approaches to Development
External Causal Theories**
Research: Behavior modification
About Behaviorism by B.F. Skinner
Intro, Chapters 1, 2, 3, 6, 7, 14

Presenters: _____

Dec 7 **Final class presentations:** _____

TERM PAPER IS DUE Monday, DECEMBER 11, 2017 by 4:00 PM. Submit papers to Prof. Killen's HDQM mail box in 3304 Benjamin Building.