

HUMAN DEVELOPMENT AND SOCIETAL INSTITUTIONS
EDHD 230—Fall 2018
University of Maryland

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COURSE DESCRIPTION

EDHD 230 examines the development of the individual in the context of relationships within both formal and informal societal institutions. Special attention has been given to these aspects by stressing theories and concepts in the social sciences and by including readings and films relating to individuals and institutions in diverse contexts.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

1. Understand important theoretical and conceptual frameworks in the social sciences for analyzing processes of human development relating to societal institutions
2. Think critically about the theories, research, and societal practices presented throughout the course, and express ideas clearly through discussion and writing
3. Understand the reciprocal interactions between human development and societal institutions within different cultural frameworks and how this interaction is studied by social scientists
4. Recognize and understand different perspectives on current issues of practice and policy relating to children, youth, and families

COURSE FORMAT, PREPARATION, AND ATTENDANCE

Time spent in class may include lectures, group discussions, student presentations, videos, and brief assignments to be turned in during class. Students are expected to complete the assigned readings *prior* to class so that they are familiar with the topics to be addressed and are able to participate in class discussions, activities and answer questions on the material. As explained below, some class assignments may also require brief research or preparation prior to class.

If you are absent from class, it is **your responsibility** to communicate with a classmate about what you have missed. In order to make up work due to a University-approved absence, the student must make every effort to contact the instructor *prior* to missing class.

REQUIRED READINGS

All assigned readings will be posted and available through ELMS. Always check the reading assignment instructions on ELMS, as I may provide you with discussion questions to prepare prior to class, or assign a brief reflection about the reading.

RECOMMENDED TEXTS

Berns, R.M. (2012). Child, family, school, community: Socialization and support (9th ed.). Belmont, CA: Wadsworth.
ISBN: 9781111830960

COURSE REQUIREMENTS

• **Exams* (200 pts)**

There will be **3** exams. The first two exams will each be worth 75 points. The third exam (final) will be worth 50 points and take place online. The format of the exams will consist of multiple choice, true/false, and short response questions covering course materials from readings, lectures, class videos, and discussions.

• **Online Assignments (75 pts)**

There will be 3 online assignments that will require students to formulate responses to assigned videos related to a current issue impacted by societal institutions. These assignments are intended to help students make connections between course topics and real world issues related to developmental outcomes. Each assignment is worth 25 points. More details will be posted on ELMS.

- **In-Class Assignments (60 pts)**
There will be 7 in-class assignments that will take place during class time over the course of the semester. Some assignments will require students to prepare before class; in these circumstances, the assignment will be announced prior to the class. Each in class assignment is worth 10 points. They will consist predominantly of reflections on the material and working on material in a group. Lowest in-class grade will be dropped.
- **Group Presentation* (60 pts)**
Students will work in groups of 3-4 people to create a 15-minute presentation to extend our understanding of the contributions of societal institutions to development. Guidelines and grading rubrics will be discussed in class.
- **Article Review Paper* (50 pts)**
Students will write one 5-page paper worth 50 points. This writing assignment requires a review and reflection of a contemporary article related to development, culture and/or society and is connected to your presentation topic. More details to be discussed in class.
- **Quizzes (30 pts)**
A total of 3 quizzes, each worth 10 points, will be given during the first 10-15 minutes of class. (Students who come to class late will not be given additional time to complete the quiz.) Quizzes will consist of multiple choice, true/false or short answer questions. The purpose of the quizzes is to help students review their understanding of assigned and required readings prior to a major graded event.
- **Theory Comparison Paper (25 pts)**
Students will write a brief 2-3 page paper comparing two theories covered in the first part of the course. More details to be discussed in class.
- **Extra Credit (up to 10 pts)**
Opportunities for extra credit points will be provided through quizzes and exams. Students may earn up to a total of 10 points, which will go towards their final grade point accumulation.

COURSE GRADES

Grades will be based on the following:

Exams	200 points
Theory Comparison Paper	25 points
Article Review Paper	50 points
Online Assignments	75 points
Group Presentation	60 points
Quizzes	30 points
<u>In-Class Assignments</u>	<u>60 points</u>
Total	500 points

Final course grades will be calculated based on the total number of points earned for all assessments in the course. Unless a calculation error has been made, final grades will not be changed. There are no exceptions to this policy. Letter grades will be assigned based on the following total point accumulation:

A+ = 487.5–500	A = 462.5–487	A- = 447.5–462
B+ = 437.5–447	B = 412.5–437	B- = 397.5–412
C+ = 387.5–397	C = 362.5–387	C- = 347.5–362
D+ = 337.5–347	D = 312.5–337	D- = 297.5–312
<297.5 = F		

COURSE POLICIES

Please see the university's website for all undergraduate course-related policies at <http://www.ugst.umd.edu/courselatedpolicies.html>. BELOW ARE HIGHLIGHTED POLICIES.

- **CLASS ATTENDANCE, CLIMATE & ELECTRONICS POLICY**
Students are expected to attend and actively participate in each class except in the case of illness or an extenuating circumstance. If missing class, students are responsible for obtaining additional notes from a classmate.

Once class begins, students are expected to conduct themselves professionally. *Cell phones must be turned off and put away during class unless there is an extenuating circumstance. Laptops and tablets are permitted during class but should only be used for accomplishing class objectives such as taking notes or for discussion activities. Laptops will not be permitted on Presentation Dates. Students who disregard this policy will be asked to put away their devices and leave the class immediately resulting in an automatic zero for the in-class assignment for that day.* If this becomes a persistent issue in the class, then a no-technology policy will be instituted.

- **ACADEMIC INTEGRITY**

The University of Maryland, College Park has a student-administered Honor Code & Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported immediately to the appropriate University officials.

To avoid any misunderstanding, all written papers and exams should include the student honor pledge statement handwritten or typed and signed by the student: *"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."* Please note that not including the honor pledge does not excuse a student the consequences of violations of the code of academic integrity. Students are required to abide by the honor pledge in every assignment and test they are given.

- **STUDENTS WITH DISABILITIES**

If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services (301.314.7682, or 301.405.7683 TTD) as soon as possible. **You must provide official documentation.**

- **RELIGIOUS OBSERVANCES**

The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observations. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, *students must contact the instructor well in advance **before** the absence with a written notification of the projected absence* and documentation (when available), before arrangements will be made for make-up work or exams.

- **LATE ASSIGNMENT AND MAKE-UP EXAM POLICY**

All assignments are due on the assigned date and **DUE AT THE BEGINNING OF CLASS OR AS INDICATED ON ELMS FOR ONLINE SUBMISSIONS.** Emailed assignments will not be accepted. Late assignments will automatically drop **1** full letter grade, or 10% for each **day** the paper is turned in late. Students submitting late written assignments must submit a hard copy to my mailbox, located in 3304 Benjamin Bldg (EDHD). You must ask the receptionist for a date/time stamp for your paper to document when you submitted your paper, before placement in my mailbox. Please **do not** submit papers to my office. Likewise, students are expected to take *exams* on the assigned dates and times of the exam. Missed exams will result in zero credit for the exam.

Late Assignments and Make-up exams **will be considered** if students give **prior notice of absence** and **provide required documentation for excused absences** as outlined in the undergraduate catalog. Please see below for specific guidelines for missed classes and grading events. Students claiming an excused absence must notify me as soon as possible via email and furnish proper documentation supporting their absence. *Make-up exams must be taken within 1 week of the original exam date.*

1. Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the

illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

2. Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus with an asterisk. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

3. Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

4. Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

- **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 & learning at the University as well as to the tenure and promotion process. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for the current semester. Please go 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 of thousands of courses online at Testudo for which 70% or more students submitted their evaluations.

- **COPYRIGHT NOTICE**

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. Copyright violations may result in referrals to the Office of Student Conduct and/or civil penalties under State and Federal law (www.copyright.gov/title17).

COURSE COMMUNICATION

- **COURSE EMAIL**

Emails (via canvas) will be sent out to the class in the event of possible class cancellations and/or important announcements relating to the class. Please check for emails prior to our class meeting time, particularly during inclement weather. Email is the best way to contact the instructor. Students are encouraged to email any questions related to the course.

- **CANVAS (MYELMS.UMD.EDU)**

Important announcements, abbreviated lecture outlines (pdf format), class handouts, and grades will be accessible to students via Canvas. **It is the student's responsibility to check regularly for updates.**

SYLLABUS DISCLAIMER

As the instructor, I reserve the right to alter, modify, amend, or otherwise change this syllabus; however, I will try my best not to do so. If changes must be made, you will be notified of the changes in advance if possible.

COURSE SCHEDULE & ASSIGNMENTS

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS for current deadlines. In the event of a university closing or cancelled class, adjustments to the course schedule, deadlines, and assignments may be made.

DATE	TOPIC/AGENDA	READING ASSIGNMENTS <i>Italicized are optional</i>	DUE TODAY
TUES 8/28	Course Introduction	Syllabus	
PART 1: Theoretical Perspectives			
THURS 8/30	Intro to Developmental Theories	Reading #1: Green & Piel (pp. 3-15 only)	
TUES 9/4	Bronfenbrenner	Reading #2: Gardiner & Kosmitzki (pp. 21-35; 42-51 only) <i>Berns Chapter 1</i>	Presentations Sign-up Begins (DUE by 9/11)
THURS 9/6	Ainsworth	Reading #3: Karen	
TUES 9/11	Bandura	Reading #4: Huesmann	
THURS 9/13	Piaget	Reading #5: Hewett	QUIZ #1 (9/4-9/13)
TUES 9/18	Vygotsky	Reading #6: Gauvain et al.	
THURS 9/20	Online Assignment #1: Early Childhood		Due by 11:59pm on ELMS
PART 2: Socializing Agents			
TUES 9/25	Families	Reading #7: Eckstein <i>Berns Chapter 3</i>	Theory Comparison DUE
THURS 9/27	EXAM #1 (8/30-9/20)		
TUES 10/2	Parents, Part I	Reading #8: Hart & Risley Reading #9: Brownell et al. <i>Berns Chapter 4</i>	Presentation Proposals DUE for 10/9 presenters
THURS 10/4	Parents, Part II	Reading #10: Valiente et al. <i>Berns Chapter 4</i>	
TUES 10/9	Presentations: Families & Parents		Article Review Paper DUE for Presenters
THURS 10/11	Online Assignment #2: Families		Due by 11:59pm on ELMS
TUES 10/16	Schools, Part I	Reading #11: Hanze & Berger <i>Berns Chapters 6 & 7</i>	
THURS 10/18	Schools, Part II	Reading #12: Rudd Reading #13: Jacoby-Senghor et al.	
TUES 10/23	Peers, Part I	Reading #14: Derlan <i>Berns Chapter 8</i>	Presentation Proposals DUE for 10/30 presenters
THURS 10/25	Peers, Part II	Reading #15: Radliff & Joseph <i>Berns Chapter 8</i>	QUIZ #2 (10/2-10/25)
TUES 10/30	Presentations: Schools & Peers		Article Review Paper Due for Presenters
THURS 11/1	EXAM #2 (9/25-10/30)		

*INDICATES MAJOR SCHEDULED GRADING EVENT (MSGE)

PART 3: Socialization Forces and Outcomes			
TUES 11/6	Media	Reading #16: Davis Reading #17: Padilla Walker et al. <i>Berns Chapter 9</i>	
THURS 11/8	Community	Reading #18: Weisner <i>Berns Chapter 10</i>	Presentation Proposals DUE for 11/15 Presenters
TUES 11/13	Culture	Reading #19: Gardiner & Kosmitzki	
THURS 11/15	Presentations: Media, Community & Culture		Article Review Paper Due for Presenters
TUES 11/20	Online Assignment #3: Poverty		Due by 11:59pm on ELMS
THURS 11/22	NO CLASS	HAPPY THANKSGIVING!	
TUES 11/27	Poverty, Part I	Reading #20: Velasquez-Manoff Reading #21: Mathewson	Presentation Proposals DUE for 12/4 presenters
THURS 11/29	Poverty, Part II	Reading #22: Henninger & Luze Reading #23: Willingham	QUIZ #3 (11/6-11/29)
TUES 12/4	Presentations: Poverty Final Exam Info		Article Review Paper Due for Presenters
THURS 12/6	Course Wrap-up Inclement Weather Make-up		
EXAM #3* (ONLINE Final Exam): Monday, December 17th, 1:30-3:30pm (tentative)			