

Human Development and Societal Institutions

EDHD 230

University of Maryland, College Park, Fall 2016

Tuesdays and Thursdays

Section 0101: 12:30pm - 1:45pm, EDU2121

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Office: 3238 Benjamin Building

Office Hours: Thursdays 3:30 – 4:30 by appointment

Course Description:

EDHD 230 examines the development of the individual in the context of relationships within both formal and informal societal institutions. This course has been approved for credit under *Behavioral and Social Science Core* and *Diversity Core* and *General Education: Distributive Studies, History and Social Science; and Diversity, Understanding Plural Societies*. 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:

This course is built on two central ideas. 1) Human development is significantly influenced by the societal institutions in the environment; it is critical to consider the context of individuals' surroundings in order to understand their development. 2) The relationship between individuals and their surroundings is reciprocal; it is important to appreciate how differences among individuals will influence how they interact with their surroundings.

Based on these ideas, the goals for the semester are for students to develop and demonstrate:

1. Understanding of important theoretical and conceptual frameworks in the social sciences for analyzing processes of human development relating to societal institutions.
2. The ability to think critically about the theories, research, and societal practices presented throughout the course, and express ideas clearly through discussion and writing.
3. Understanding of the reciprocal interactions between human development and societal institutions within different cultural frameworks and how this interaction is studied by social scientists.
4. Recognition and understanding of 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, films, and brief assignments (e.g., reflection papers) to be turned in during class. Students are expected to complete the assigned reading *prior* to class so that they are familiar with the topics to be addressed and are able to participate in class discussions and 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.

Readings

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 Readings: These are books that are **not required**, but suggested as additional resources to supplement the lectures. Much of the course (i.e. lecture) is derived from research, perspectives, and theories presented in these two texts. Since it will be covered in class, I will not require you to read the information to prepare for class.

Berns, R. M. (2012). *Child, family, school, community: Socialization and support*. 9th Edition.

This text is recommended if you prefer to familiarize yourself with content before class or prefer to have an additional reference to help you understand the material.

Theories of Human Development: A Comparative Approach. (Green & Piel, 2010)

Chapter 1 of *Theories of Human Development* is required reading and will be available electronically through the Libraries/Course Reserves Module. Other chapters are not required but are suggested as an additional resource should you want supplemental information regarding theories covered in class. To access these chapters, you may borrow a hard copy of the text from McKeldin Library.

COURSE REQUIREMENTS:

Exams (Major graded events). There will be **three** exams, consisting of multiple choice, short answer, and essay questions. The first exam will cover the theoretical perspectives discussed during the initial weeks of the course. The second and third exams will emphasize material covered during that section of the course but will also relate back to the theoretical foundations presented in the beginning of the semester. In other words, they are cumulative in the sense that you will be expected to be able to apply concepts from earlier in the course to new material, but you will not be tested on specific details from previous sections of the semester. The third exam is the final in the course and will be administered on the date provided by the university.

Class Participation and Assignments. Students are expected to be active participants in class. Class assignment grades will be based on several elements:

Theory table: During the first section of the course, students will complete a table summarizing the theories discussed. Time will be given in class to work in groups on completing the table, but **each** student must submit their own completed copy in order to receive credit. Completed tables will be due on **Tuesday, September 27** and submitted prior to the exam. The theory table is worth 40 points.

In-class assignments*: Students will be asked to complete six brief assignments in class. Some assignments will require students to prepare before class; in these circumstances, the assignment will be announced prior to the class. However, all in-class assignments are outlined in the syllabus. Each in class assignment is worth 10 points. They will consist predominantly of reflections on the material and working on material in a group.

Quizzes: Three quizzes (multiple choice or short answer) will be administered during the semester. The purpose of the quizzes is to help students review their understanding of assigned and required readings prior

to a major graded event. Students will have 10 - 15 minutes at the beginning of class to complete the quiz. Students who arrive late will not be permitted to spend extra time on the quiz. Each quiz is worth 10 points.

Self-graded participation: At 2 unannounced times during the semester, students will be asked to grade their own in-class participation for that time period. Students who do not submit a participation grade for that period will receive a 0. Each participation grade is worth 10 points, for a total of 20 points.

*Students will only be permitted to make up in-class assignments for absences that adhere to the University policies (see Class Policies below); it is expected that students will make an effort to inform the instructor of their absence *prior* to the missed class.

Written Assignments (Major graded events). There will be one paper due over the course of the semester. Students will be able to choose one of two options, both of which will require a small amount of research. They will ask students to summarize and reflect on the implications of class concepts for practice and policy in different contexts. Detailed descriptions, directions, and grading rubrics will be posted on ELMS and discussed further in class.

Group Presentation (Major graded event). 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 and posted on ELMS.

Grading Cutoffs:

A+ = 97.00 to 100%	B+ = 87.00 to 89.99%	C+ = 77.00 to 79.99%	D+ = 67.00 to 69.99%
A = 93.00 to 96.99%	B = 83.00 to 86.99%	C = 73.00 to 76.99%	D = 63.00 to 66.99%
A- = 90.00 to 92.99%	B- = 80.00 to 82.99%	C- = 70.00 to 72.99%	D- = 60.00 to 62.99%
			F = below 60%

Grading System: *Please note that grades will be posted on ELMS so that you may track your progress in the course. Any questions about a grade on a particular assignment or exam must be directed to the instructor within two weeks after the grade for that assignment is posted.*

	Possible Points	Your Points
Exams (Major graded events)		
Exam 1	60	
Exam 2	80	
Final Exam 3 (to be administered on the date provided by the university)	80	
Class Participation and Assignments		
Theory Table	40	
In-Class Assignments (10 points each)	60	
Quizzes (10 points each)	30	
Self-Graded Participation (10 points each)	20	
Written Assignment (Major graded event)	70	
Group Presentation (Major graded event)	60	
Total Points	500	

CLASS POLICIES

Class Policy: Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>."

Late assignments: All assignments must be submitted at **the beginning** of class, on the day they are due, in hard copy. *Electronic versions will not be accepted.* Papers may be turned in to the instructor's mailbox in Benjamin 3304, but must get time stamped by the person at the front desk (before 4pm). One letter grade will be deducted for each day the assignment is late.

Make-up work and extra credit: All assignments contributing towards final course grades are outlined in the syllabus. With the exceptions of extraordinary excusable absences outlined in the University's policies, students will not be given the opportunity to make up work. *Any work that is permitted to be made up must be submitted within two weeks of the original due date.* If there are opportunities for extra credit, they will be announced as those opportunities arise.

Communications with instructor: Students are strongly encouraged to contact the instructor with any questions or concerns. Emails to dhobbs@umd.edu are the best way to contact the instructor outside of class. Every effort will be made to respond as soon as possible; however, please note that if you submit a question the evening before (after 4 pm) an assignment is due or an exam is scheduled, I may not be able to respond in time.

Canvas (ELMS) will be used to post supplemental readings and assignments. **Please check ELMS regularly**, as I will use this as the primary way of making announcements for the class as well as posting grades.

Classroom etiquette: I will come to class on time and prepared to discuss the day's material; I expect the same of students. In class, I will be respectful of students' views and opinions, and I expect students to do the same for their classmates.

Please turn off or silence cell phones before the beginning of class and refrain from using them during class (including texting). Use of computers is not permitted but if necessary must be limited to taking notes for class. During group discussions you are expected to be an active participant; therefore, I ask that you refrain from using any technology during discussions with classmates.

Persistent use of laptops or phones in class that is found to be disruptive to the instructor and/or other students (chatting, texting, email, visiting social networking sites, etc.) will result in the student being asked to leave for the remainder of that class period.

Schedule of Classes and Assignments

- Tues. Aug. 30** **Syllabus Review**
Introduction: Aims, Agents, and Outcomes of Socialization
- Thur. Sep. 1** *Introduction to Developmental Theories*
Reading: Green & Piel, Chapter 1 "Theories as Windows for Looking to See" (pages 3-15 only)
Assignment due: Complete, sign, and turn in last page of syllabus
SIGN UP for class presentations (first come first served)
- Tues. Sep. 6** *Bronfenbrenner & the Ecological Systems Model*
Reading: Gardiner & Kosmitzki, Chapter 2 "Theories & Methodology" (pages 21-35 and 42-51 only)
Prepare for class: Bring any questions on the Theory Table and be prepared to add to it
- Thur. Sep. 8** *Ainsworth's Attachment Theory*
Reading: Karen (1990) *Becoming Attached*
Scheduled In-class assignment
- Tues. Sep. 13** *Skinner & Operant Conditioning*
Bandura's Social Cognitive Theory
Readings: Huesmann (2007) *The Impact of Electronic Media Violence*
Quiz 1: Quiz on the readings and lectures through September 8
- Thur. Sep. 15** *Piaget's Theory of Cognitive Development*
Scheduled In-class assignment
- Tues. Sep. 20** *Vygotsky's Sociocultural Theory*
Readings:
Gauvain, Beebe, & Zhao (2011) *Applying the Cultural Approach to Cognitive Development*
Assignment due: Submit presentation proposals (Oct 8th presenters only)
- Thur. Sep. 22** *Families as a Socializing Agent*
Readings: Eckstein (2012) *The Role of Birth Order in Personality*
Review for Exam 1
- Tues. Sep. 27** **Exam 1***
Assignment due: Turn in Theory Table at the beginning of class
- Thur. Sep. 29** *Parents as a Socializing Agent*
Reading: Hart and Risley (1992), Brownell et al. (2013)
Scheduled In-class assignment
Assignment due: Submit presentation proposals (Oct 18th presenters)
- Tues. Oct. 4** *Parents as a Socializing Agent, Part 2*
Reading: Valiente et al. (2007)

- Thur. Oct. 8** *Presentations: Families and Parents**
In-class activity: You are expected to attend and provide feedback to all groups presenting; this counts towards your presentation grade
- Tues. Oct. 11** *Schools and teachers as a Socializing Agent*
Reading: Hanze & Berger (2007) Cooperative Learning
Scheduled In-class assignment
- Thur. Oct. 13** *Peers as a Socializing Agent*
Reading: Ostrosky & Meaden (2010) Helping Children Play and Learn Together,
- Tues. Oct. 18** *Presentations: Schools and Peers**
In-class activity: You are expected to attend and provide feedback to all groups presenting; this counts towards your presentation grade
Quiz 2: Quiz on the readings and lectures from Sep 29th – Oct 13th
- Thur. Oct. 20** *Play and Toys as Socializing Agents*
Reading: Nicolopoulou (2010) The Disappearance of Play
Prepare for class: Gather data for Play & Learning activity
Scheduled In-class assignment: Play and Learning activity
- Tues. Oct. 25** **Exam 2***
- Thur. Oct. 27** *Media as a Socializing Agent*
Scheduled In-class assignment
- Tues. Nov. 1** *Culture and Socialization*
Reading: Gardiner & Kosmitzki, Chapter 9
- Thur. Nov. 3** *Community as a Socializing Agent*
Assignment due: Submit presentation proposals (All November presenters)
- Tues. Nov. 8** *Poverty and Socialization, Part 1*
Reading: Velasquez-Manoff (2013) Status and Stress
- Thur. Nov. 10** *Poverty and Socialization, Part 2*
Assignment due: Submit Paper at the beginning of class*
Quiz 3
- Tues. Nov. 15** *Presentations: Media, Poverty, & Healthcare**
In-class activity: You are expected to attend and provide feedback to all groups presenting; this counts towards your presentation grade
- Thur. Nov. 17** *Presentations: Media, Poverty, & Healthcare**
In-class activity: You are expected to attend and provide feedback to all groups presenting; this counts towards your presentation grade

Tues. Nov. 22	Online extra credit Assignment – will be available on ELMS
Thur. Nov. 24	THANKSGIVING – No Class
Tues. Nov. 29	<i>Socialization Outcomes Part 1</i>
Thur. Dec. 1	<i>Socialization Outcomes Part 2</i>
Tues. Dec. 6	<i>Final Exam Review & Revision exercise</i>
Thur. Dec. 8	NO CLASS
Tues. Dec. 13	READING DAY (Instructor will be available)
Mon. Dec. 19	<i>Final Exam* - 1:30pm – 3:30pm</i>

***Indicates a Major scheduled grading event**

**EDHD 230, Section 101, Fall 2016
Student Information Form**

Name: _____

Email: _____

Hometown,
state, or
country: _____

Interesting Fact: _____

Hobby: _____

Major/Minor: _____

Previous Courses in Psychology, Development, or something else you think is relevant:

List something you like or enjoy that is relevant for inclusion in this course:

List two goals you have for yourself for this course:

1. _____

2. _____

List two expectations you have of this course/instructor:

1. _____

2. _____

Please sign here to demonstrate that you have received and read a copy of the course outline for EDHD 230 and understand all aspects of this course.

Signature: _____

Date: _____