

## **EDHD 690: History and Systems in Human Development**

Monday 1:00-3:45 PM  
FALL 2016  
Benjamin Building, Room 1315

Instructor: Lucas Butler, Ph.D.  
Office: 3304P Benjamin Building  
Office Phone: 301-314-1815  
Email: lpbutler@umd.edu  
Office Hours: By appointment

### **COURSE DESCRIPTION**

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, Vygotsky, Bronfenbrenner, and Skinner, and discuss the ways in which these “great works” have influenced contemporary theoretical frameworks and empirical research. We will study theories that 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**

The primary goal of this course is to situate our understanding of human development within the broader historical literature out of which contemporary investigations of development have grown. To this end, our course meetings will be heavily discussion-based. Roughly the first half of each class meeting will be a discussion focused on the theoretical material from that week’s reading. Roughly the second half of each meeting will be devoted to student presentations (more below) and continued discussion connecting the classic works and theories to contemporary work in human development.

### **READINGS**

Each week’s readings will be comprised of 2 parts:

- (a) an original foundational work by a key figure in the field – usually a short treatise or a section from a longer book
- (b) a contemporary theoretical (and/or sometimes empirical) account that has grown out of (or in reaction to) this foundational work

The books to purchase are:

1. *Civilization and its discontents* by Sigmund Freud (Norton)
2. *Childhood and society* by Erik Erikson (Norton) (*only one chapter*)
3. *The descent of man* by Charles Darwin (Penguin)
4. *Attachment* by John Bowlby (Perseus Books)

5. *Moral judgment of the child* by Jean Piaget (Free Press)
6. *Child's conception of the world* by Jean Piaget (Taylor)
7. *Mind in society* by Lev Vygotsky (MIT Press)
8. *The ecology of human development* by Urie Bronfenbrenner (Harvard University Press)
9. *About behaviorism* by B.F. Skinner (Random House)

These are classic books so you can find them used and available online as well as 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.

Contemporary works will be distributed the week before we discuss them.

## **COURSE REQUIREMENTS AND GRADING**

### **Leading Discussion**

Each week, one student will present and lead a discussion of a contemporary perspective relating to that week's foundational work. This discussion will take place roughly the second half of each class. I will of course facilitate discussion, as will the rest of the class, but you are expected to develop a set of discussion questions and plan for leading that discussion. Please come and meet with me the week before you present so that we can discuss your approach. This is especially important early in the course.

### **Reflection Papers**

To help get our discussions rolling, and to help you deepen your thinking about the readings, each week I will ask you to type up a short reflection paper (~250 words or one typed page) based on that week's readings. We'll discuss this in more depth, but the basic idea is to respond to one or more aspects of the week's readings and pose at least two critical questions about it. These will be due to me and to that week's discussion leader(s) by email Sunday evening each week.

### **Mid-term Critique Paper**

In this paper, you will provide an in-depth critique of one of the foundational theoretical works, drawing on our contemporary readings and discussions. More information will be forthcoming later in the semester.

### **Final Term Paper**

This paper will be focused on the current literature in the your research field, drawing connections to a foundation work. More information will be forthcoming later in the semester.

Grading will be as follows: 30% for facilitating discussion and reflection papers, 20% for the mid-term paper, and 50% for the final term paper.

## COURSE 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](http://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.

## COURSE SCHEDULE

Aug 29	<b>Introduction to the Course</b>
Sep 5	<b>NO CLASS – LABOR DAY</b>
Sep 14	<b>The Development and Origins of Psychology</b> <b>Psychodynamic processes</b> Research: Social or aggression origins of human nature; the development of conscience  Foundational Reading: <i>Civilization and its Discontents</i> by Sigmund Freud: read <u>entire book</u>

- Sep 19                   **Stages: Psychosocial processes**  
**Life-span stages of development**  
 Research: Concepts of self and identity
- Foundational Reading: *Childhood and Society* by Erik Erikson  
Chapter 7: Eight Ages of Man, pages 247-274.
- Sep 26                   **The Origins of Social Development**  
**Interactional – Experience and biology**  
 Research: Early attachment, parent-child bonding  
 Foundational Reading: *Attachment* by John Bowlby  
Part I, Part II pages 37-84
- Oct 3                    **The Origins of Social Development II**  
 Research: Early attachment, early sociality  
 Foundational Reading: *Attachment* by John Bowlby  
Chap 11, 12, 13: Pages 177-262
- Oct 10                   **Biological Basis for Social Development**  
 Research: Evolutionary and comparative psychology  
*The Descent of Man* by Charles Darwin  
Chap 4: The moral sense; Chap 5: On the development of the intellectual and moral faculties
- Oct 17                   **Psychology, Cooperation and Peer Relationships**  
 Research: Group rules, judgment/ action, fairness  
 Foundational Reading: *Moral Judgment of the Child* by Jean Piaget  
Chap 1, pages 13-108
- Oct 24                   **Developmental Social Cognition**  
**Autonomy, Fairness, and Equality**  
 Research: Peer relationships, cooperation, social cognition  
 Foundational Reading: *Moral judgment of the child* by Jean Piaget  
Chap 3, 197-327.
- \*PAPER #1 DUE\*
- Oct 31                   **The Origins of Knowledge**  
**Constructivism and Structural Development**  
 Research: Cognitive development, social-cognitive development  
 Foundational Reading: *The Child's Conception of the World* by Jean Piaget, Chapters I, II, III, IV
- Nov 7                    **Cognition, Language, and Culture I**  
**Interactionism and Scaffolding**  
 Research: Child language, cognition and thinking  
 Foundational Reading: *Mind in Society* by Lev Vygotsky  
Chapters 1-5 (plus introductory material if you have time)

- Nov 14                    **Cognition, Language, and Culture II**  
**Interactionism and Scaffolding**  
Research: Play, learning, and development in education  
Foundational Reading: *Mind in Society* by Lev Vygotsky  
Chapters 6-8
- \*TERM PAPER TOPIC DUE (ONE PARAGRAPH)\***
- Nov 21                    **Research & Writing Time for Term Paper**
- Nov 28                    **Social Contexts of Development**  
**Ecological models**  
Foundational Reading: *The Ecology of Human Development* by Urie  
Bronfenbrenner  
Intro, Part I, Part II, plus Part III, Chapter 6 if time allows
- Dec 5                      **Behaviorism and Learning Approaches to Development**  
**External Causal Theories**  
Research: Behavior modification  
Foundational Reading: *About Behaviorism* by B.F. Skinner  
Intro, Chapters 1, 2, 3, 6, 7, 14
- Dec 12                    **Final class presentations and wrap-up discussion**

**FINAL TERM PAPER IS DUE Monday, DECEMBER 12 in class**