

**FSHD 447 -ADVANCED HUMAN DEVELOPMENT**  
**Spring 2005**  
**TTh 11:00-12:15, Harvill 305**

**Instructor:** Dr. Angela Taylor

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**Office Hours:** W, 1-3pm

**Course Description**

**Overview.** This course provides an in-depth examination of special topics in human development with an emphasis on aspects of social development and socialization in childhood and adolescence. The course emphasizes the application of developmental theory and research to analysis of development in family and non-family contexts as well as current social issues affecting children, youth, and families (e.g., child care, poverty). A central theme of the course is the role of culture in human development.

**Course Objectives:**

1. To gain knowledge and understanding of contemporary conceptual/theoretical perspectives and issues in the study of human development.
2. To gain knowledge of major research findings and issues related to socialization and development, with a particular focus on the role of social context in shaping development.
3. To think critically about theory, research, and issues in human development and express this thinking effectively in writing.
4. To integrate and apply relevant conceptual/theoretical perspectives and research findings in the analysis and interpretation of normative behavior and development.
5. To integrate and apply relevant conceptual/theoretical perspectives and research findings in the analysis of social issues/problems affecting children, youth, and families.

**Required Readings**

A set of readings, consisting of recent book chapters and journal articles (see attached reading list), is available through the main library's Electronic Reserve System (ERes) at <http://eres.library.arizona.edu/coursepage.asp?cid=2883>. To access the course homepage and reserve readings, type in the password 'advhd' (all lowercase), then click on the "Accept" button. Two copies of the course readings will also be available (for room use) in FCS 217. Students may check out individual articles for copying (2 hour limit) during instructor/TA office hours. *During the semester, students should consult the course website regularly for special announcements, class assignments, updated lecture outlines/notes, and other course materials.*

### **Course Requirements**

For the most part, the course will follow a lecture/discussion format. Some class sessions will include “active learning” opportunities consisting of short written activities and/or small-group discussions (See “In-Class Assignments” below). These class activities are designed to enhance learning and retention of course content and to encourage students to think more deeply and critically about the subject matter. Students are expected to attend class regularly, keep up with required readings, and participate fully in class discussions and activities.

**In-Class Assignments.** In-class written/discussion assignments (worth 5 points each) will be collected 6 times during the semester. Students must be present for 5 assignments to receive full credit of 25 points. *There will be no make-up opportunities for in-class assignments, and all assignments must be completed and turned in before the end of the class session, unless otherwise indicated.*

**Examinations.** There will be three, equally-weighted unit exams worth 100 points each and an optional final exam worth 100 points. Exams will consist of short answer and essay questions that require the student to explain, analyze, synthesize, and/or apply material from readings, lectures, and class discussions.

*Students will be allowed to miss one of the four exams without penalty.* Students who elect to take all four exams will be allowed to drop the lowest test score. The final grade will be based on three of four exams. Exam dates are indicated on the attached class schedule. (Also see the section on Course Policies" below for information on make-up exams.)

**Article Review Papers.** Students will be required to complete two two papers (worth 50 points each) in which they review and critique articles on course-related topics. Detailed instructions for the paper will be distributed at the beginning of the semester.

**Participation/bonus credit.** At various times during the semester, in-class assignments (worth one-point each) will be collected and used as a record of student class participation and/or for extra credit opportunities. These points will be considered primarily in the case of a borderline grade.

### **Grading**

3 (of 4) exams (100 points each):	300 points
2 research review papers (50 pts. each):	100
5 (of 6) in-class assignments (5 points each):	<u>25</u>
Total points possible:	425 points

Final letter grades will be assigned using the point distribution indicated below. A more lenient distribution may be applied, if circumstances warrant.

- A = 383-425 (90-100%)
- B = 340-382 (80-89%)
- C = 298-339 (70-79%)
- D = 255-297 (60-69%)
- E = 254 and below (<60%)

Additionally, the following are the definitions of each of these grades.

- A = Achievement that is **outstanding** relative to the level necessary to meet course requirements.
- B = Achievement that is **significantly above the level** necessary to meet course requirements.
- C = Achievement that **meets** the course requirements in every respect.
- D = Achievement that is worthy of credit even though it **fails to fully meet** course requirements.
- E = Represents failure (no credit) and signifies that the work was **not worthy** of credit or was not completed.

### Course Policies

This course operates under the University of Arizona's policy on workload and credit requirements. To view the credit definitions and requirements for credit go to <http://catalog.arizona.edu/2004-05/policies/enrpol.htm> on the web.

**Exam Policy.** As noted above, students are allowed to miss one exam without penalty. Therefore *students will not be allowed to make-up the first missed exam*. Make-up opportunities for a second missed exam will be given only on rare occasions for students with extremely justifiable, extenuating circumstances. If such a circumstance should occur, the student must contact the professor at least *one hour prior* to the scheduled time of the exam or as soon as that student is aware of the problem. *Failure to contact the professor means that you forfeit the opportunity to make-up the exam*. Whether or not a make-up exam will be permitted is subject to written documentation (e.g. doctor's note) of the reason for missing the exam and instructor's approval. *Students without proper written documentation will not be allowed to make-up an exam*. Under no circumstances will a student be allowed to make-up an exam for non-academic/medical reasons (e.g. family vacation).

The final exam schedule for this and all University courses is currently available online at <http://www.registrar.arizona.edu/schedules/finals.htm>. Consistent with U of A policy all students must take the final exam at the scheduled time unless they have made other arrangements with the DRC. **PLAN AHEAD!** If you are unable to make it at the scheduled time it is recommended that you drop this class and take it at another time. *No exceptions will be made.*

Exam Grades. If a student would like to appeal a grade from any exam or assignment, that student should do so *in writing* within seven days from the date it is returned. *Any appeal that does not come in writing or within seven days will not be considered.*

***\*\*All written documentation pertaining to absences, exams, or course grades should be submitted to the professor of the class, not the TA.***

**Late/Missed Written Assignments.** *Research papers submitted after the due date will be*

*subject to a late penalty of 5% per day* (including weekends) and will not be accepted more than 5 working days beyond the due date. Exceptions to this policy will be made only in the case of serious illness, medical emergency, or some other serious or unusual circumstances. Students should inform the instructor of such circumstances *at least one week prior to the assignment due date* to the extent possible; written verification of the circumstances may be required.

***There will be no make-up opportunities for in-class written assignments, and all assignments must be completed and turned in before the end of the class session unless otherwise indicated.***

**Incomplete Grades and Withdrawals.** Students wishing to withdraw from this course must notify the instructor prior to non-attendance in classes and execute the proper drop or withdrawal procedures in accordance with the University of Arizona General Catalog. An incomplete grade will be considered only under limited circumstances and in accordance with the University of Arizona's incomplete policy <http://grad.admin.arizona.edu/current/incomplete.php>. If an incomplete grade is awarded, a written contract between the student and the instructor that specifies the work to be completed and an exact timeline for completion must be verified prior to the final exam.

**Attendance.** Students should make all efforts to arrive on time and stay until class is finished. If you must leave early, you must let the instructor know *prior* to the beginning of class and do so with minimal disruption. If a student does miss a class, it is their responsibility to get the materials that they missed. ***Under no circumstances will the TA(s) for this class supply students with their notes.***

**Classroom Courtesy.** This course should be treated with professionalism. This includes conventions of courtesy during class lectures and discussions. Cellular telephone use will not be permitted at any time. All cellular phones should be turned completely off (**not on vibrate**) and stored in purses or backpacks. Reading newspapers, side conversations, and other disruptive behaviors will not be tolerated. All disruptive behavior will be handled with the University's policy, which can be viewed online <http://info-center.ccit.arizona.edu/~policy/disrupt.shtml>.

**Academic Integrity.** Students are encouraged to share intellectual views and freely discuss the principles and application of course materials. However, all graded requirements (exams, papers, assignments) must be executed independently unless otherwise specified by the instructor. This course operates under the University of Arizona academic code as described in the General Academic Manual. ***Students are highly encouraged to read the code of academic integrity as it appears at*** <http://info-center.ccit.arizona.edu/~studpubs/policies/cacaint.htm>.

**Special needs.** Students needing special accommodations or special services should contact the SALT (Strategic Alternatives Learning Techniques) Center for Learning Disabilities (SALT Center, 117 Old Main, 621-1242, <http://www.salt.arizona.edu/>) and/or the Disability Resources Center (DRC, 1540 E. 2<sup>nd</sup> Street, 621-3268, <http://drc.arizona.edu/>). The needs for specialized services must be documented and verified by these UA units. If you qualify for services through DRC, present your letter of accommodations to the instructor before the end of the second week of class. We will do everything we can to enhance your learning experience.

**CLASS SCHEDULE**

<b><u>Day</u></b>	<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Reading</u></b>
Th	1/13	Introduction & Course Overview	Syllabus; Schaffer, pp. 16-30 (skim)
<b><i>I. Theoretical Perspectives, Issues, &amp; Foundations</i></b>			
T	1/18	Ecological Perspectives	Bronfenbrenner (Rdg. 1)
Th	1/20	Lifespan Perspective	Smith & Baltes, pp. 47-51 (Rdg. 2)
T	1/25	Sociocultural Perspective	Rogoff (Rdg. 3, pp. 3-24)
Th	1/27	Sociocultural Perspective (Cont.)	Rogoff. (Rdg. 3, pp. 24-36)
T	2/1	Behavioral Genetic Perspective & Non-shared Environment	Schaffer (Rdg. 4, pp. 63-75)
Th	2/3	Behavioral Genetic Perspective & Gene-Environment Correlation	Schaffer (Rdg. 4, pp. 75-78, skim) Scarr (Rdg. 5)
T	2/8	Contemporary View of Parenting	Schaffer (Rdg. 4, pp. 79-89, skim) Collins et al. (Rdg. 6)
Th	2/10	<i>Wrap-up/Exam Review</i>	
T	2/15	<b>EXAM 1</b>	
<b><i>II. Development in the Context of Family &amp; Peers</i></b>			
Th	2/17	Cultural Variation in Parenting Style	Chao (Rdg. 7)
T	2/22	Parental Discipline	Lansford et al. (Rdg. 8)
Th	2/24	Father Involvement	Cabrera et al. (Rdg. 9)
T	3/1	Sibling Relationships	Brody. (Rdg. 10)
Th	3/3	Peer Relations: Friendships <b>First Paper Due</b>	Hartup (Rdg. 11)
T	3/8	Problems in Peer Relations	Bierman (Rdg. 12)
Th	3/10	Family-Peer Influences	Parke et al. (Rdg. 13)
<b><u>Day</u></b>	<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Reading</u></b>

TTh 3/15 & 3/17 SPRING BREAK

T 3/22 *Wrap-up/Exam Review*

Th 3/24 **EXAM 2**

***III. Development in the Context of Schools, Communities, & Society***

T 3/29 Early School Adjustment Entwisle (Rdg. 14)

Th 3/31 Transition to the Middle Grades Eccles et al. (Rdg. 15)

T 4/5 Impact of Economic Hardship Conger et al. (Rdg. 16)

Th 4/7 Neighborhood Poverty Jarrett (Rdg. 17)

T 4/12 Early Intervention Programs Brooks-Gunn (Rdg. 18)  
**Second Paper Due**

Th 4/14 Early Child Care: Policy & Practice Phillips & Adams (Rdg. 19)

T 4/19 After-School Care Vandell & Shumow (Rdg. 20)

Th 4/21 *Wrap-up/Exam Review*

T 4/26 **EXAM 3**

Th 4/28 Media Influences on Development Anderson et al. (Rdg. 21)

T 5/3 *Final Exam Review*

T 5/12 **[OPTIONAL] FINAL EXAM (11am-1pm)**

***Instructor's Note:*** In order to allow you to plan ahead for your semester activities, we will make every effort to stay on schedule. However, the above class schedule as well as the course requirements and procedures are subject to change in the case of unforeseen events.

**COURSE READING LIST**

[Optional Background Reading] Schaffer, H. R. (1996). *Social development* [Chapter 1: The Study of Social Development, pp. 16-30]. Cambridge, MA: Blackwell Publishers.

1. Bronfenbrenner, U. (1994). Ecological models of human development. *International Encyclopedia of Education*, 3, 1643-1647.
2. Smith, J., & Baltes, P. B. (1999). Life-span perspectives on development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental psychology: An advanced textbook* (4<sup>th</sup> ed., pp. 47-51). Mahwah, NJ: Erlbaum.
3. Rogoff, B. (2003). *The cultural nature of human development* [Chapter 1: Orienting Concepts and Ways of Understanding the Cultural nature of Human Development]. New York: Oxford University Press.
4. Schaffer, H. R. (1996). *Social development* [Chapter 2: Biological Foundations, pp. 63-89]. Cambridge, MA: Blackwell Publishers.
5. Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63, 1-19.
6. Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., & Bornstein, M. H. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, 55, 218-232.
7. Chao, R. K. (1994). Beyond parental control and authoritarian parenting style: Understanding Chinese parenting through the cultural notion of training. *Child Development*, 65, 1111-1119.
8. Lansford, J. E., Deater-Deckard, K., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004). Ethnic differences in the link between physical discipline and later adolescent externalizing behaviors. *Journal of Child Psychology and Psychiatry*, 45, 801-812.
9. Cabrera, N. J., Tamis-LeMonda, C. S., Bradley, R. H., Hofferth, S., & Lamb, M. E. (2000). Fatherhood in the twenty-first century. *Child Development*, 71, 127-136.
10. Brody, G. H. (1998). Sibling relationship quality: Its causes and consequences. *Annual Review of Psychology*, 49, 1-24.
11. Hartup, W. W. (1999). Peer experience and its developmental significance. In M. Bennett (Ed.), *Developmental psychology: Achievements and prospects* (pp. 106-125). Philadelphia, PA: Psychology Press.
12. Bierman, K. L. (2004). *Peer rejection: Developmental processes and intervention strategies* (Chapter 1: The developmental significance of peer relations, pp. 3-16). New York: The Guildford Press.
13. Parke, R. D., Simpkins, S. D., McDowell, D. J., Kim, M., Killian, C., Dennis, J., Flyr, M. L., Wild, M., & Rah, Y. (2002). Relative contributions of families and peers to children's social

- development. In P. K. Smith & C. H. Hart (Eds.), *Blackwell handbook of childhood social development* (pp. 156-177). Malden, MA: Blackwell Publishers.
14. Entwisle, D. R. (1995). The role of schools in sustaining early childhood program benefits. *The Future of Children: Long-term Outcomes of Early Childhood Programs*, 5, 133-144.
  15. Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & MacIver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48, 90-101.
  16. Conger, K. J., Rueter, M. A., & Conger, R. D. (2000). The role of economic pressure in the lives of parents and their adolescents: The family stress model. In L. J. Crockett & R. J. Silbereisen (Eds.), *Negotiating adolescence in times of social change* (pp. 201-223). Cambridge, England: Cambridge University Press.
  17. Jarrett, R. L. (1999). Successful parenting in high-risk neighborhoods. *The Future of Children: When School is Out*, 9, 45-50.
  18. Brooks-Gunn, J. (2003). Do you believe in magic? What we can expect from early childhood intervention programs. *Social Policy Report*, 17, 1-14.
  19. Phillips, D., & Adams, G. (2001). Child care and our youngest children. *The Future of Children*, 11, 35-51.
  20. Vandell, D. L., & Shumow, L. (1999). After-school child care programs. *The Future of Children*, 9, 64-80
  21. Anderson, D. R., Huston, A.C., Schmitt, K. L., Linebarger, D. L., & Wright, J. C. (2001). Early childhood television viewing and adolescent behavior. [Chapter 1: Introduction, pp. 1-9; Chapter 10: Summary and Conclusions, pp. 119-134] *Monographs of the Society for Research in Child Development*, 66 (1, Serial No. 264).

Please remove this last page, read and sign below, and return to the Instructor/TA by Aug 26, 2004.

**Statement of Student Awareness and Responsibility**

Your signature below indicates that you:

- 1) have read this syllabus in its entirety,
- 2) are aware of course requirements, policies, and
- 3) agree to follow the policies outlined.

Printed name: \_\_\_\_\_

ID number: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

University guidelines prohibit posting grades through the use of the student's Social Security Number, or Cat Card Number. Please pick a four-digit number that is meaningful to you and that you can remember so that your grades can be posted. Failure to pick a posting number indicates that you do not want your grades for this course posted.

Grade posting number:     \_\_\_ \_\_\_ \_\_\_ \_\_\_

And just to help us identify and remember you, tell us two words that you would use to describe yourself!

\_\_\_\_\_