

HDF 652: Theories of Human Development

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Fall 2007

Stone 246, Thursdays, 9.00-11.50

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In this class we shall focus on some of the major developmental theories. The readings for this course will consist partly of a text [Goldhaber, D. E. (2000), *Theories of human development: Integrative perspectives*, Mountain View, CA: Mayfield] and original papers by the theorists under discussion. The Goldhaber text is organized around three major worldviews or metatheoretical perspectives (mechanism, organicism, and contextualism), and we will examine each theory in its metatheoretical context. The text is available at the bookstore and the papers are available in Blackboard (<https://blackboard.uncg.edu>). To get onto Blackboard, you should use Internet Explorer as your browser. (If you get onto the net from AOL or some other ISP, shrink its browser and open Explorer. Blackboard and other web-based teaching tools are sometimes unstable on other browsers.) (Don't look under "e-reserves" but go directly to "Course Documents.>"). A copy of this syllabus can be found under "Course Information" in case you lose this one.

You will also need to buy, if you don't already have it, APA (2001), *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: APA.

Course requirements

There are three basic requirements:

- 1. Read, think, and talk!** You are required to read the chapters listed for each week and you are expected to really know the material and be able to talk about it intelligently. You'll be helped in this endeavor by having to write...
- 2. ...paragraphs and questions.** Each week you need to produce one paragraph and one question on each of the readings for that week. The paragraph needs to present what you think is the most important issue about which the author wrote, and why you think it is important. Each paragraph should be no longer than half a page, double spaced. You also need to formulate a question for discussion about each of the papers. The paragraphs and questions need to be sent as an email attachment to jrtudge@uncg.edu by 5 p.m. on Monday (a point will be removed for each hour late). The paragraphs and questions, together, are worth 50% of your final grade.
- 3. Final paper.** A final paper should cover one of the theories of your choice. You should summarize the theory, taking no more than 50% of your paper. The remaining space should be devoted to (a) explaining how it fits into one or other of the major paradigms, (b) empirical support for the theory (i.e., relevant research), and (c) weaknesses of the theory. As with the brief discussion papers, you need to use APA style (see above) and be careful not to plagiarize (see above). The final paper is worth 50% of your final grade.

All written work (paragraphs, questions, and final paper) should be written in APA style (for example, avoid contractions and colloquial expressions, provide appropriate citations and references), should be double-spaced and should not be right justified (leave the right margin ragged). Refer to the APA *Publication manual*, 5th edition (also a required reading for this class), for help on appropriate style if needed.

Be careful not to plagiarize, using someone else's words as your own. Note that slightly modifying the original words (changing a word here or there, leaving out a clause from a sentence, etc.) still constitutes plagiarism. Sometimes this happens by chance if you take fairly extensive notes on some text, and then simply use those words in your own paper—but it is still plagiarism. If you use an author's words you must put them in quotation marks and cite your source (author's name, date, and page number), and if you summarize you must also cite your source (author's name and date only). If you have any doubts at all, take this workshop:

<http://library.uncg.edu/depts/ref/tutorial/integrate/>. **Plagiarism is a serious issue. The minimum penalty, for a first offence, is F on the assignment, and a report filed with the appropriate office on campus.**

Each of the paragraphs and questions will be graded using the following rubric:

	Excellent	Good	Weak	Nonexistent
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Major idea	You chose one of the most important aspects of this reading and wrote about it accurately. (Score 4-5)	What you chose to write about was not particularly important, but you wrote about it accurately. (Score 2-3)	You either chose an unimportant issue to write about, or chose one that was important but did not write about it accurately. (Score 1)	Unimportant, incorrectly understood, nonexistent, or plagiarized. (Score 0)
Question	The question is about an important issue and is likely to lead to an interesting discussion in class. (score 3)	The question might lead to an interesting discussion, but the topic is not particularly important. (Score 2)	Unlikely to lead to an interesting discussion in class, perhaps because the topic is not important. (Score 1)	Irrelevant or nonexistent. (Score 0)
APA and grammar	The writing fully conforms with APA norms and there are no typographical or grammatical errors (score 2)	The writing either partly conforms with APA norms or there are typographical or grammatical errors (score 1)	The writing only partly conforms with APA norms and there are typographical or grammatical errors (score 0)	

Grades for each of the paragraphs (including related questions) will be: A = 8-10; B = 6-7; C = 4-5; D = 0-3.

The rubric for grading the papers is as follows:

	Excellent	Good	Weak	Unmentionable
Summary of the theory (no more than half the paper).	A good, clear, and accurate summary of the major components of the theory. (Score 5-6)	Many, but not all of the major components of the theory, described accurately, or all of the components, with some inaccuracy. (Score 3-4)	Not all of the major components are discussed and those that are described do not seem to be well understood. (Score 1-2)	Not worth considering, or plagiarized. (Score 0)
Fit with paradigm, empirical support, and weaknesses	You have shown why the theory fits the appropriate paradigm, and have described well both support for the theory and its weaknesses. (Score 5-6)	One of these three aspects was not described well, but the other two were. (Score 3-4)	One of these three aspects was described well, but the other two were not. (Score 1-2)	Hmmm, perhaps you ran out of time before you could write this section. (Score 0)
APA and grammar	The writing fully conforms with APA norms and there are no (or almost no) typographical or grammatical errors (score 2)	The writing either partly conforms with APA norms or there are typographical or grammatical errors (score 1)	The writing only partly conforms with APA norms and there are typographical or grammatical errors (score 0)	

Grades for your paper will be: 11-14 A; 8-10 B; 5-7 C; D 0-4

August 22: Introduction to the syllabus. Provide a description of yourself.

August 29: An introduction to paradigms
Goldhaber, Chapter 1

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.

September 5: World views and paradigms

Goldhaber, Chapters 2, 3, and 4

September 12: Paradigms and theories

Tudge, J. R. H., & Winterhoff, P. (1993). Vygotsky, Piaget, Bandura: Perspectives on the relations between the social world and cognitive development. *Human Development*, 36, 61-81.

Tudge, J. R. H. (in press). Chapter 3, Theory, *The everyday lives of young children: Culture, class, and childrearing in diverse societies*. New York: Cambridge University Press.

September 19: Social cognitive theory

Goldhaber, Chapter 6

Bandura, A. (1989b). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development*, Vol. 6 (pp. 1-60). Greenwich, CT: JAI Press.

September 26: Piaget

Goldhaber, Chapter 10

Piaget, J. (1973). *The child and reality: Problems of genetic psychology*. New York: Grossman. Chapter 1: "Time and the intellectual development of the child" (original work published in 1962); Chapter 3: "The stages of intellectual development in the child and adolescent" (original work, 1956).

Piaget, J. (1972). Intellectual evolution from adolescence to adulthood. *Human Development*, 15, 1-12.

October 3: Vygotsky

Goldhaber, Chapter 14

Tudge, J. R. H., & Scrimsher, S. (2003). Lev S. Vygotsky on education: A cultural-historical, interpersonal, and individual approach to development. In B. J. Zimmerman & D. H. Schunk (Eds.), *Educational psychology: A century of contributions* (pp. 207-228). Mahwah, NJ: Lawrence Erlbaum Associates.

October 10: Behavior genetics

Goldhaber, Chapter 8

Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63, 1-19.

October 17: No class**October 24:** Developmental psychobiology

Goldhaber, Chapter 9

Gottlieb, G. (2000). Understanding genetic activity within a holistic framework. In L. R. Bergman, R. B. Cairns, L.-G. Nilsson, & L. Nystedt (Eds.), *Developmental science and the holistic approach* (pp. 179-201). Mahwah, NJ: Lawrence Erlbaum.

October 31: Bronfenbrenner

Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (5th ed., pp. 993-1028). New York: John Wiley.

November 7: Information processing

Goldhaber, Chapter 7

Siegler, R. S., & Crowley, K. (1991). The microgenetic method: A direct means for studying cognitive development. *American Psychologist*, 46, 606-620.

November 14: Neo-Piagetian perspectives

Goldhaber, Chapter 11

Labouvie-Vief, G. (1996). Knowledge and the construction of women's development. In P. B. Baltes & U. M. Staudinger (Eds.), *Interactive minds: Life-span perspectives on the social foundation of cognition* (pp. 109-130). New York: Cambridge University Press.

November 21: Thanksgiving

November 28: The life course

Goldhaber, Chapter 13

Elder, G. H., Jr. (1996). Human lives in changing societies: Life course and developmental insights. In R. B. Cairns, G. H. Elder, Jr., & E. J. Costello (Eds.), *Developmental science* (pp. 31-62). New York: Cambridge University Press.

November 30 (Friday): *Your paper is due by 5 pm on November 30; one grade removed for every day late*

December 5: Summing up