

## Utah State University

Department of Family, Consumer & Human Development

### **General Information:**

Course Name: **Research and Theory in Human Development**  
Course Number: FCHD 7060  
Text: Course readings available on Canvas.  
Instructor: **Troy E. Beckert Ph.D. (797-1570), troy.beckert@usu.edu**  
Office Hours:  
Monday 10:30-11:30 a.m. or by appointment FL219

Class Times & Location: Spring 2017 Wednesday 2:30-5:00 p.m. Gunshed 101

Prerequisites: Master's level course covering the theories of human development. If you need a review, read the text for FCHD 6060 (Crain's *Theories of Human Development*) prior to the beginning of class.

### **Course Description:**

The purpose of this class is to provide a critical review of the principal theoretical frameworks that guide research in human development. We will also closely examine the implications of these theories on some of the current trends in field of human development.

### **Course Objectives:**

1. To understand developmental theories in relation to current issues and research including cultural values and policy implications.
2. To develop expertise with theoretical arguments and implications.
3. To review emerging research in human development in relation to theory.
4. To polish skills necessary to critically review published and proposed research in human development.

### **Course Structure:**

The class meets once a week. The course format will minimize lecture and maximize discussion time. Students will have additional opportunities for cooperative grouping. In order to contribute to the discussions, *you should complete reading assignments prior to each class. REGULAR CLASS ATTENDANCE IS ESSENTIAL.*

### **Evaluation Methods:**

#### **Class Participation:**

Each student will have an opportunity to lead a discussion in class based on two articles from their own critique/review (see below). I will subjectively evaluate effective discussion leadership, followership, and overall class participation (preparation, engagement, and collegiality). Attendance and punctuality will play a role in this evaluation.

#### **Interview a Human Development Theorist Paper:**

Students are to select a theorist (from the comprehensive exam menu) to “interview” on the basic tenets of his/her theory and its impact on the field of human development. Then “interview” the theorist about three issues of human development (from the comprehensive exam menu). Conclude by reporting his/her perspectives on the future (the next two decades) of the field of human development.

**Interview a Human Development Theorist Paper Presentation:**

Students are asked to prepare a “quasi formal” presentation of the mock interview prepared for the class paper. Presentations should be 7 minutes long with 3 additional minutes for questions.

**Empirical Article Reviews (3):**

You will also be expected to review 3 refereed journal articles as per instructions found on Canvas. Each summary/critique should be 3-5 pages.

**Examinations:**

There will be both a midterm and a final exam. Each exam will be a simulated experience of a human development comprehensive exam. The midterm will be take-home (you will have a week to complete it open book). The final will be on Canvas (closed book and will have a strict two hour time limit).

**Grading:**

Grades for the course are a composite of performance on Tests, Paper, Presentation, Article Reviews, and Class Participation. **Note: Opportunities for “Extra Credit” do not exist.**

**Point Distributions:**

Mid-Term Exam (1 @ 25 points)	25
Participation	5
Interview Paper (1 @ 25 points)*	25
Interview Presentation (1 @ 5 points)	5
Empirical Article Reviews (3 @ 5 points)*	15
Final Exam (1 @ 25 points)	25

**TOTAL****100 pts.**

**\* Late assignments will receive reduced or no credit. Papers turned in after the deadline but within twenty-four hours will receive a 20% deduction in grade. Papers turned in within 48 hours of the deadline will receive a 30% deduction in grade. Papers are to be turned in promptly on Canvas before the beginning of class. Paper delivered in any other fashion, or delivered after the deadlines will not be accepted for credit.**

The total of all scores will be utilized in a grading scale to arrive at the final grade for the course.

The following scale will apply:

93-100%	= A	74-76.99%	= C
90-92.99%	= A-	70-73.99%	= C-
87-89.99%	= B+	67-69.99%	= D+
84-86.99%	= B	60-66.99%	= D
80-83.99%	= B-	below 60%	= F
77-79.99%	= C+		

***Course Policies:******Attendance***

I expect students to attend all classes for the duration. No student will be excused from any assignment. If a student is unable to complete the class attendance requirements according to university policy, it is her/his responsibility to withdraw from the class (Any unusual circumstances will be taken into consideration by the instructor.) I expect students to be available for all examinations at the appointed hour. Make-up exams are not feasible except in the most extreme circumstances. If there are any questions or concerns, please contact prior to the conflict.

***Academic Honesty***

I expect students to maintain the highest standards of academic honesty. I will not tolerate cheating, falsification of information, or plagiarism. Standards of the University concerning academic honesty are described in the Student Policy Handbook, Article V, Section 3, paragraphs a, b, and c. It is particularly important to emphasize that any written work for the course must be original to the student. Plagiarism, using the work of another student/author as your own, or cheating in any way will be grounds for a failing grade in the course. If you have any questions about how much collaborative work is permissible for any part of the class, speak with me in advance.

***Students with Disabilities***

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

***Grievance Process***

Students who feel they have been unfairly treated...may file a grievance through the channels and procedures described in the Student Code:  
[http://studentlife.tsc.usu.edu/stuserve/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserve/pdf/student_code.pdf) (Article VII. Grievances p. 25-30).

## Tentative Schedule

WEEK	TOPIC	READINGS
1/11/2017	Intro; Conceptions of development	
1/18/2017	Overview of theories	SRCD Presidential Addresses 2011, 2013, 2015
1/25/2017	Cohort Effects	Skinner, 1965
2/1/2017	Heredity and Environment Abstract and Outline Due	Piaget, 1963; Piaget, 1977
2/8/2017	Individual Differences and Universals Article Critique Due	Bandura, 1989
2/15/2017	Methodological Implications	der Veer & Valsiner, 1994; Vygotsky, 1929; Vygotsky & Luria, 1934
2/22/2017	Motivation/Mechanisms for Change	
3/1/2017	Mid-Term	
3/8/2017	<b>NO CLASS</b>	
3/15/2017	Qualitative/Quantitative Change Article Critique Due	Plomin & Caspi, 1999; Wachs, 1983
3/22/2017	Sensitive/Critical Periods	Tooby and Cosmides, 1990; Oyama, 1989
3/29/2017	Stability and Plasticity Article Critique Due	Ainsworth & Bowlby, 1991
4/5/2017	<b>NO CLASS</b>	
4/12/2017	Generating research questions; Past and future impact of theories, Combine theories, creating new theory	Erikson, 1963; Erikson, 1968
4/19/2017	Interview Presentations Paper Due	
4/26/2017	Interview Presentations	
5/1/2017	<b>FINAL</b> Due by 3:30 p.m.	

## Required Readings\*

- Ainsworth, M., & Bowlby, J. (1991). An ethological approach to personality development. *American Psychologist*, 46(4), 333-341.
- Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development. Vol. 6. Six theories of child development* (pp. 1-60). Greenwich, CT: JAI Press.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-530.
- Case, R., (1996). The role of central conceptual structures in the development of children's thought. *Monographs of the Society for Research in Child Development*, 61(1), 1-26.
- Case, R., Okamoto, Y., Griffin, S., McKeough, A., Bleiker, C., Henderson, B., Stephenson, K., Siegler, R., & Keating, D. (1996). The role of central conceptual structures in the development of children's thought. *Monographs of the Society for Research in Child Development*, 61(1), 266-295.
- Der Veer, R., & Valsiner, J. (1994). Introduction to *The Vygotsky Reader*, pp 1-9. Oxford, UK: Blackwell.
- Erikson, E.H. (1963). Chapter 7: Eight ages of man. In *Childhood and Society*, pp. 247-274. New York: Norton & Company.
- Erikson, E.H. (1968). *Identity: Youth & Crisis*, pp. 128-188. London, England: Faber.
- Freud, S. (1957). The Ego and the Id (1923). In J. Rickman (Ed.), *A General Selection from the Works of Sigmund Freud*, New York, NY: Liveright Publishing Corporation. pp. 210-235.
- Kohlberg, L., & Hersh, R. (1977). Moral development: A review of the theory. *Theory into Practice*, 16(2), 53-59.
- Oyama, S. (1989). Ontogeny and central dogma: Do we need the concept of genetic programming in order to have an evolutionary perspective? In M.R. Gunner & E. Thelen (Eds.), *The Minnesota Symposia of Child Psychology*, 22, Hillsdale, NJ: Lawrence Erlbaum, pp. 1-34.
- Piaget, J. (1977). Development and learning. In M. Gauvain, & M. Cole (Eds.), *Readings on the Development of Children* (2<sup>nd</sup> ed.), New York, NY: W.H. Freeman and Co. pp. 18-28.
- Plomin, R., & Caspi, A. (1999). Behavioral genetics and personality. In L. Pervin & O. John (Eds.), *Handbook of Personality: Theory and Research* (2<sup>nd</sup> ed.), New York, NY: Guilford Press. pp. 251-276.

Skinner, B.F. (1965). Chapter 5: Operant Behavior. In *Science and Human Behavior*, pp. 59-90. New York, NY: Free Press.

Tooby, J., and Cosmides, L. (1990). On the universality of human nature and the uniqueness of the individual: The role of genetics and adaptation. *Journal of Personality*, 58(1), 17-67.

Vygotsky, L. (1929). The problem of the cultural development of the child. *Journal of Genetic Psychology* 36, 415-432.

Vygotsky, L., & Luria, A. (1934). Tool and symbol in child development. Unpublished Manuscript.

Wachs, T. D. (1983). The use and abuse of environment in behavior-genetic research. *Child Development*, 54, 396-407.

\*See schedule for timing of assigned readings