

HDFS 725-THEORY AND ISSUES IN HUMAN DEVELOPMENT

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COURSE DESCRIPTION

This course will cover both classic and contemporary theories, providing students with a firm grounding in the major theoretical perspectives that have shaped and are shaping our understandings of human development across the life-span. We will explore the historical roots of contemporary perspectives and examine the development of theoretical conceptualizations both within and across theoretical perspectives. We will consider a broad age range (from infancy through adulthood), normative changes as well as individual differences, and typical and atypical patterns of development.

SPECIAL NEEDS OR CONCERNS

I wish to fully include persons with special needs in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will maintain confidentiality of the information you share with me.

If observance of a religious holiday conflicts with the required exercises in this class, contact me as early as possible but at least 2 weeks prior to the conflict so that accommodations can be made.

COURSE WEBSITE AND EMAIL

Learn@UW will be used for a variety of purposes over the course of the semester, including announcements, accessing required readings, providing supplementary material and sharing information with classmates. Please familiarize yourself with the site at <https://learnuw.wisc.edu/>

To send a message to the whole class use this email address: theory-7@lists.students.wisc.edu

REQUIRED READINGS :

Required readings will be posted on the course website.

COURSE REQUIREMENTS & EVALUATION

1) Active participation in discussion

This class will be conducted as a seminar designed to foster an intellectual atmosphere of discovery, critical thinking, and reflective sharing. The format will usually be discussion, although there will occasionally be mini-lectures, videos, and class exercises. The vitality of our discussion depends on your active participation, your religious and thorough reading of the assigned material, and your willingness to share your reactions and thoughts in class. Each week you should complete all of the required readings and come prepared to discuss the day's topic.

You will be given a grade based on your participation in classroom discussions. Each week your comments and reflections in class should provide evidence that you are familiar with the material and that you are critically evaluating and grappling with it. It is important that we all recognize that there are large differences

in how comfortable an individual is "jumping in" to the conversation. Please show respect for fellow students and monitor your contributions to class--be careful not to take more than your fair share of the "speaking" space. If you are quick to jump in, hold yourself back at times, waiting for others to jump in--wait a bit longer and if still no one speaks up, go for it!

ALTERNATIVE TO IN CLASS DISCUSSION GRADING OPTION: I recognize the diversity of styles and prior experiences that students bring to class and understand that these background variables may affect a student's proclivity to speak up in class. If you are--for whatever reason--reluctant to participate in class discussion I offer an alternative to a discussion grade based on your contributions to the in-class discussion: you may instead communicate your thoughts and reflections on the reading material to me via email. This written correspondence will serve the same purpose: to allow you to demonstrate your familiarity with the readings and your ability to understand and integrate the course material. (I will not always be able to "interact" with your written comments however). Please talk to me if you would like to consider this option.

2) Shared Notes and Discussion Questions: You will each be assigned articles to summarize/take notes on to share with the class--these should cover the main points of the reading. These should be the kind of notes that are useful to students as they prepare for class and study the material for the exams. These written summaries will be shared with classmates two days prior to class via email. Please attach in ms word or rtf format by 9 a. m Monday morning. This will allow the rest of the class add their own notes and use them as they read in preparation for class. (Students should think of these as augmenting rather than substituting for their own notes!!). These will be useful in your mastery and organization of the material for the class exams. Students will also be asked to prepare discussion questions for the class 2 times over the course of the semester. These should be designed to spark discussion, critical inquiry and integration of material.

3) Integrative Essay: One 2-3 page essay is required that addresses an issue related to course material. You may critique concepts or underlying principles of the theory (or theories), integrate theories across weeks, challenge assumptions, provide a comparison and contrast between theories, discuss the strengths and limitations of a theory, take issue with a particular aspect of the theory, apply a theory to a particular topic, etc. You are not expected to simply summarize a theory, but rather, to demonstrate your understanding of a theoretical approach or issue through critical analysis. Overall, your paper should demonstrate that you are grappling with and thinking about theory and issues in human development. Make sure you defend your reactions. You may determine your own due date but they need to be complete no later than WEEK 13. The instructor may choose papers to share with the class to provoke discussion.

4) Mini- Presentation. The mini-presentation is meant to allow you to explore a topic in depth that may of interest to you. See website for specific instructions and tips for effective presentations. You should consult with the instructor to choose your topic and date.

5) In Class Mid-term and Take Home Final. These exams will help you master and integrate the class material. Both will be open book, open notes. The mid-term will include both short answer and short essay questions, the final will include integrative essay questions and will cover material from the whole semester.

Grading Weights:

Active participation in class discussions 10%

Quality of your shared reading notes and discussion questions (clarity, thoughtfulness, accurate capturing of main points) 10%

Quality of your mini-presentation (clarity, organization, accuracy, scholarship, speaking style, ability to engage audience) 15%

Quality of your short paper 15%

Quality of your mid-term (accuracy, mastery of content, critical and integrative thinking) 25%
 Quality of your final exam (accuracy, mastery of content, organization, clarity, critical and integrative thinking) 25%.

COURSE SCHEDULE AND READINGS * (note, readings are subject to change, please consult website for regular updates)

Week	Date	Topic(s)
1	1/24	Introduction/ Class organization
2	1/31	Fundamental Issues
3	2/7	Psychodynamic Theories
4	2/14	Learning and Social Learning Theory
5	2/21	Ethology and Evolutionary Theories
6	2/28	Attachment Theory
7	3/7	Constructivism and the Social Origins of Mind
8	3/14	Ecological and Contextual Theories
9	3/21	In class mid-term exam
10	3/28	Relationship
11	4/11	Culture
12	4/18	Emotion
13	4/25	Models of Optimal Human Development; Self Determination Theory
14	5/2	Mortal Time: Terror Management Theory, Socio-emotional Selectivity Theory
15	5/9	Wrap-Up

WEEK 1: Course Overview, Introductions

WEEK 2: Introduction to Theories of Human Development

Hinde, R. A. (1992). [Developmental psychology in the context of other behavioral sciences](#). *Developmental Psychology*, 28, 1018-1029.

Lerner, R. (2002). Concepts and Theories of Human Development. 3rd Edition. [Chapter 3. Philosophical models of development](#) Mahwah NJ: Erlbaum.

Kagan, J. (2003). [Biology, context and developmental inquiry](#). *Annual Review of Psychology*, 54, 1-23.

Shonkoff, J. and Phillips, D. (Eds.), (2000). *From neurons to neighborhoods: The science of early childhood development*, National Research Council and Institute of Medicine, National Academy Press, Washington, DC.. [Executive Summary](#). SKIM (this will be re-assigned at the end of the course).

WEEK 3: Psychodynamic Theories: Freud, Erik Erikson

Miller, P. (2002). [Chapter 2: Freud's and Erikson's psychoanalytic theories](#) (pp. 105-163) From *Theories of Developmental Psychology*.

Freud, S. (1940/1964). [Excerpts from "An outline of psychoanalysis."](#) Includes:

- Editor's note (pp. 1-6),
- Chapter I: The Psychological Apparatus (pp. 13-16)
- Chapter II : The Theory of the Instincts (pp. 17-21)
- Chapter IV: Psychological Qualities (pp.28-37)
- Chapter VIII: The Psychological Apparatus and the External World (pp. 81-93)
- Chapter IX: The Internal World (pp. 94-97)

Westen, D. (1998). [The scientific legacy of Sigmund Freud: Toward a psychodynamically informed psychological science.](#) *Psychological Bulletin*, 124, 333-371.

Erikson, E. (1963). *Childhood and Society* (Chapter 7: [The Eight Ages of Man](#)). W.W.Norton & Co.

WEEK 4: Learning Theory and Social Learning Theory

Miller Text, [Chapter 3: Social learning theory](#) (pp. 166-211).

[Psychology as the Behaviorist Views It](#), John Watson, 1913

Horowitz, F. D. (1992). [John B. Watson's legacy: Learning and environment.](#) *Developmental Psychology*, 28(3), 360-367.

Skinner, B. F. (1989). [Recent issues in the analysis of behavior \(chapter 12](#), pp. 121-135). Columbus, OH: Merrill Publishing Co.

Bandura, A. (2001). [Social cognitive theory: An agentic perspective.](#) *Annual review of psychology*, 52, 1-26.

WEEK 5: Evolution and Ethology,

Miller Text, Chapter 5: [Ethological theory](#) (pp. 291-343).

Darwin, C. (1972). [The expression of the emotions in man and animals.](#) In W. Dennis (Ed.), *Historical readings in developmental psychology* (pp. 75-79). New York: Appleton-Century-Crofts.

Darwin, C. (1877). [A Biographical Sketch of an Infant](#), *Mind*.

Harlow, H. (1958) The nature of love <http://psychclassics.yorku.ca/Harlow/love.htm> *American Psychologist*, 13, 573-685.

Cosmides, L. & Tooby, J. (2005). *Evolutionary psychology: A primer.* <http://www.psych.ucsb.edu/research/cep/primer.html>

WEEK 6: Attachment Theory--Bowlby, Ainsworth, Bretherton, Shaver

Karen, R. (1990). [Becoming attached](#). *Atlantic Monthly*, READ THIS FIRST, GOOD INTRO later expanded into a book (1994) with same name—book reads like a novel and is highly recommended.

Bowlby, J. (1980). [Loss, sadness and depression](#) (chapters 3 and 4, pp. 38-74). New York: Basic Books.

Ainsworth, M. D. S. (1983). [Patterns of infant-mother attachment as related to maternal care: Their early history and their contribution to continuity](#). In D. Magnusson and V. L. Allen (Eds.) *Human development: An interactional perspective* (pp. 35-55). Academic Press.

Marvin & Britner (1999). [Normative development: The ontogeny of attachment](#). In J. Cassidy & P. R. Shaver (Eds.), [Handbook of Attachment: Theory, Research, and Clinical Applications](#). New York: Guilford Press.

Bretherton, I. and K. Munholland (1999). [Internal working models in attachment relationships: A construct revisited](#). [Handbook of attachment: Theory, research and clinical applications](#). J. Cassidy and P. Shaver. New York, The Guilford Press: 89-114.

WEEK 7: Constructivism and the Social Origins of Mind –Piaget & Vygotsky

Papert, S. (1999). [Child Psychologist Jean Piaget](#). Time Magazine (a very short helpful intro).

Piaget, J. (1976). [The grasp of consciousness: Action and concept in the young child \(Chapter 1: Walking on all fours\)](#). Cambridge: MA: Harvard University Press.

Beilin, H. (1992). [Piaget's enduring contribution to developmental psychology](#). *Developmental Psychology*, 28, 191-204.

Vygotsky, L. (1978). [Mind in society: The development of the higher mental processes \(Chapter 4: Internalization of higher mental functions; Chapter 5: Problems of method; Chapter 6: Interaction between learning and development, pp. 52-91\)](#). Cambridge, MA: Harvard University Press.

Wertsch and Tulviste (1992).L.S. [Vygotsky and Contemporary Developmental Psychology](#), *Developmental Psychology*, 28(4), 548-557.

Handout: [Vygotsky and the sociocultural origins of mental processes](#) (word document)

Cole, M. & Wertsch, J. V. (1996). [Beyond the individual-social antimony in discussion of Piaget and Vygotsky](#). *Human Development*, 39, pp 250-256.

WEEK 8: Ecological and Contextual Theories

Lerner, R. M. (2005). [Urie Bronfenbrenner: Career contributions of the consummate developmental scientist](#). Forward to: U. Bronfenbrenner, (Ed.) *Making Human Beings Human: Bioecological perspectives on human development*, Thousand Oaks: Sage.

Bronfenbrenner, U. (1998). [The ecology of developmental processes](#). In R. M. Lerner (volume editor), W. Damon (Series Editor), *Handbook of child psychology, vol. I: Theoretical models of human development* (pp. 993-1027). New York: Wiley.

Muss, R.E. (1996). [Chapter 16, "Richard M. Lerner's developmental contextualism"](#) pp. 312-338. In *Theories of Adolescence*. New York: McGraw-Hill.

Trickett, E.J., Barone, C., & Buchanan, R.M. (1996). [Elaborating developmental contextualism in adolescent research: Contributions from community psychology](#). *Journal of Research on Adolescence*, 6(3), 245-270.

WEEK 9: MIDTERM EXAM

WEEK 10: Relationship

Reis, H. T., Collins, W. A. Berscheid, E. (2000). [The relationship context of human behavior and development](#). *Psychological Bulletin*, 126, 844-872.

Rothbaum, F., Pott, M., Azuma, H., Miyake, K., & Weisz, J. (2000). [The development of close relationships in Japan and the United States: Paths of symbiotic harmony and generative tension](#). *Child Development*, 71, 1121-1142.

Bradbury, T. N. & Karney, B. R. (2004). [Understanding and altering the longitudinal course of marriage](#). *Journal of Marriage and Family*, 66, 862-879.

Prager, K. & Roberts, L. J. (2004). [Deep intimate connection: The self and intimacy in couple relationships](#). D. Mashek & A. Aron (Eds.) *The Handbook of Intimacy and Closeness*, pp. 43-60. Mahwah, New Jersey: Lawrence Erlbaum Press.

WEEK 11: Culture

Markus, H., & Kitayama, S. (1991). [Culture and the self: Implications for cognition, emotion, and motivation](#). *Psychological Review*, 98, 224-253.

Fiske, A. P. (2002). [Using individualism and collectivism to compare cultures—A critique of the validity and measurement of the constructs](#): Comments on Oyserman et al. (2002). *Psychological Bulletin*, 128, 78-88.

Shweder, R. A., Goodnow, J. et al. (1998). [The cultural psychology of development: One mind, many mentalities](#). In W. Damon (Ed.), *Handbook of child psychology, 5th Ed., Vol. 1* (pp. 865-937). New York: Wiley.

Fisher, C. B., Jackson, J. F., & Villaruel, F. A.(1998). [The study of African-American and Latin American children and youth](#). In R. M. Lerner (volume editor), W. Damon (Series Editor), *Handbook of child psychology, vol. I: Theoretical models of human development* (pp. 1145-1207). New York: Wiley.

WEEK 12: Emotion

Tbd.

WEEK 13: Models of Optimal Human Development

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). [Positive psychology: An introduction](#). *American Psychologist*, 55, 1, 5-8.

Fredrickson, B. L. (2001). [The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions](#). *American Psychologist*, 56, 218-226.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*, 68-78.

Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self determination of behavior. *Psychological Inquiry*, *11*, 227-268.

WEEK 14: Mortal Time

Carstensen, L.L., Isaacowitz, D.M., & Charles, S.T. (1999). [Taking time seriously: A theory of socioemotional selectivity](#). *American Psychologist*, *54*, 165–181.

Florian V. Mikulincer M. (2004). [Multifaceted Perspective on the Existential Meanings, Manifestations, and Consequences of the Fear of Personal Death](#) *In: Handbook of Experimental Existential Psychology*. Greenberg, Jeff; Koole, Sander L.; Pyszczynski, Tom; pp. 54-70, New York, NY, US: Guilford Press.

Pyszczynski, T., Greenberg, J., & Solomon, S. (2000). Toward a Dialectical Analysis of Growth and Defensive Motives. *Psychological Inquiry*, *11*, 301-305.

Ryan, R. M., & Deci, E. L. (2000). The darker and brighter sides of human existence: Basic psychological needs as a unifying concept. *Psychological Inquiry*, *11*, 319-338.

Mikulincer, M., Florian, V. & Hirschberger, G. (2003). [The existential function of close relationships: Introducing death into the science of love](#). *Personality and Social Psychology Review*, *7*, 20-40.

Week 15: Wrap-Up, Finale

Cairns, Robert B. [The making of developmental psychology](#). In W. Damon (1998) *Handbook of child psychology* (5th edition, Vol 1: Theoretical models of human development, pp. 25-105). New York: Wiley.

Shonkoff, J. and Phillips, D. (Eds.), (2000). *From neurons to neighborhoods: The science of early childhood development*, National Research Council and Institute of Medicine, National Academy Press, Washington, DC.. [Executive Summary.](#)

Final exams due one week after last class.

