

EDP 600: LIFE SPAN HUMAN DEVELOPMENT AND BEHAVIOR
FALL 2000

Dr. Fred Danner
Office: 243 Dickey Hall
Phone: 257-7878
Email: Fdanner@pop.uky.edu
Office Hours: By Appointment

Readings: 1) Human Development by James Vander Zanden (7th Ed.)
2) Set of Articles (Available at Johnny Print)

Course Outline

<u>Date</u>	<u>Topics</u>	<u>Readings</u>
Aug. 24	Organizational Meeting	
Aug. 29	Computer Lit Searching Demonstration Dickey Hall Computer Lab (Room 63 in Basement)	
Aug. 31	The Study of Human Development	Ch.1,2, Wiggins

Infancy and Early Experience

Sept. 5	Nature-Nurture Effects of Early Experience	Ch.3,4,5,6 Gallagher; Begley Sameroff; Bruer; Zigler et al
*Sept. 7	Effects of Early Experience	Kagan; Begley
Sept. 12	Basic Learning Processes	

Language and Cognitive Development

Sept. 14	Language Development	Ch.5, Cowley Hart/Risley
*Sept. 19	Piaget's Theory	Danner; Flavell Ch.5, pp. 139-145 Ch.7, pp. 204-215 Ch.9, pp. 267-273 Ch.11, pp. 348-354
Sept. 21	Piaget's Theory	
*Sept. 26	Educational Implications	Kamii; Duckworth
*Sept. 28	Educational Implications	

Oct. 3	Atypical Development	Feldman; Iano
<u>Social Development</u>		
Oct. 5	Erikson's Theory	Ch.2, pp. 42-46 Ch.8, pp. 251-258
Oct. 10	Erikson's Theory	
*Oct. 12	Sex-Role Development	Block; Matteson Thompson; Worell Basow; Gerson
Oct. 17	Child-Rearing	Bettelheim; Honig(2) Ch.8, pp. 223-246
Oct. 19	Moral Development	Ch.9, pp. 287-293 Ch.11, pp. 354-356 Kohlberg
Oct. 24	Moral Development	Liebert; Nucci
*Oct. 26	Moral Education	Wynne; Likona; Lockwood

Adolescence

Oct. 31	Adolescence	Ch.11,12 Dryfoos Petersen; Resnick
*Nov. 2	Cognitive Changes	Kagan; Kegan; Mitchell Danner; Elkind
Nov. 7	ELECTION DAY: NO CLASSES	
Nov. 9	Education of Adolescents	Gibbons

Adulthood

Nov. 14	Adulthood	Ch. 13,14,15,16
Nov. 16	Adulthood	Neugarten; Danner Kitchener/Brenner
*Nov. 21	Aging	Ch. 17,18,19
Nov. 28	Aging	Skinner; Meer; Aging Kotulak; Meacham
Nov. 30	Presentations	
Dec. 5	Presentations	
Dec. 7	Presentations	

Assignments and Grading

You will be graded on 7 brief papers and 1 larger paper, project, or exam. Points will be assigned as follows:

Brief Papers (5 points each X 7)	=	35
Paper, Project, or Exam (15 points)	=	15
		50 Points

Brief Papers

Seven written assignments will be due over the course of the semester. Each of these assignments will be based upon the readings for the week and will consist of one question on a topic which we will discuss in class. You are to write out answers to the questions (approximately 3-4 pages per question) and bring them to class. These assignments will be accepted up to one week late, but it will be much more useful for class discussion if everyone completes them on time. There will be a one-point penalty for assignments handed in late. The general topics from which the questions will be drawn and the due dates are as follows:

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|---------------------------------------|----------|
| 1. Effects of Early Experience | Sept. 7 |
| 2. Intrinsic Motivation | Sept. 19 |
| 3. Educational Implications of Piaget | Sept. 26 |
| 4. Sex Role Development | Oct. 12 |
| 5. Moral Development and Education | Oct. 26 |
| 6. Cognitive Changes in Adolescence | Nov. 2 |
| 7. Successful Aging | Nov. 21 |

Paper, Project or Exam

You can choose any one of three options:

1. Write a research paper of approximately 15 pages on any topic of human development which is of particular interest to you and which you clear in advance with me.
2. Plan and execute a project or experiment in human development.
3. Take a 5-question essay exam on Dec. 12 at 1:00 PM.

NOTE: If you choose either option 1 or 2, please prepare a brief outline of your paper or project and list of sources you will use. The semester passes very quickly and I may be able to help you focus your efforts.

Grade Sheet

<u>Brief Papers</u>	<u>Total Points</u>	<u>Your Score</u>
1. Effects of Early Experience	5	_____
2. Intrinsic Motivation	5	_____
3. Educational Implications of Piaget	5	_____
4. Sex Role Development	5	_____
5. Moral Development	5	_____
6. Adolescence	5	_____
7. Successful Aging	5	_____
Paper, Project, or Exam	15	_____
	—	
	Total	50

<u>Points Earned</u>	<u>Grade</u>
44-50	A
38-43	B
32-37	C
26-31	D
< 26	E

Brief Papers

1. Effects of Early Experience -- Sept. 7

Argue either for or against the idea that early experiences determine later development.

2. Intrinsic Motivation -- Sept. 19

It is much easier to describe cognitive changes with age than it is to explain how and why they occur. Flavell claims that much of cognitive development is intrinsically motivated.

- a. What does he mean by intrinsic motivation:
- b. Does his argument make sense to you? Why or why not?

3. Educational Implications of Piaget's Theory -- Sept. 26

The educational implications of Piaget's theory are directed almost exclusively to teachers of young children. Consider the educational principles discussed by Kamii and by Duckworth. Do you think that these same principles are applicable to adolescents and adults. Why or why not?

4. Sex-Role Development -- Oct. 12

The readings for this week indicate that socialization practices have a strong influence on sex-role development and adult personality. Assume we have moved toward a less clear differentiation between male and female roles.

- a. What impact did Block and Matteson think this change would have on adults?
- b. What do you think the effects have been?

5. Moral Education -- Oct. 26

Wynne says that schools should indoctrinate students i.e., should teach them correct moral values. Describe his argument and argue either for or against it.

6. Adolescence -- Nov. 2

How well does Gibbons' Walkabout proposal meet the criticisms of educational practices raised by Kagan?

OR

Dryfoos and Petersen seem to disagree in their estimates of the proportion of adolescents who are likely to have serious trouble. Why do they come up with different estimates and whose data do you believe?

7. Aging -- Nov. 21

As the readings suggest, there are many different adaptations to aging. How would you define successful aging for yourself, that is, what are the components of a good adaptation to advanced age and what steps, if any, can you take now to help improve your life when you are old?

List of Readings

1. Wiggins, G. (1989). The futility of trying to teach everything of importance. Educational Leadership, 47, 44-59.
2. Gallagher, W. (1994). How we become what we are. The Atlantic Monthly, September, 39-55.
3. Begley, S. (1996). Your child's brain. Newsweek, February 19, 55-61.
4. Sameroff, A. (1975). Early influences on development: Fact or fantasy? Merrill-Palmer Quarterly, 21, 267-294.
5. Bruer, J. (1999). Through the prism of the first three years. In The myth of the first three years: A new understanding of early brain development and lifelong learning (pp. 1-27). New York: Free Press.
6. Zigler, E., Taussig, C., & Black, K. (1992). Early childhood intervention: A promising preventative for juvenile delinquency. American Psychologist, 47, 997-1006.
7. Kagan, J. (1986). The power and limitations of parents. Publication of the Hogg Foundation for Mental Health, University of Texas, Austin, Texas.
8. Begley, S. (1997). How to build a baby's brain. Newsweek, Spring/Summer special edition, 28-32.
9. Cowley, G. (1997). The language explosion. Newsweek, Spring/Summer special edition, 16-22.
10. Hart, B. & Risley, T. (1995). The importance of the first 3 years of family experience. In Meaningful differences in the everyday experience of young American children (pp. 175-189). Baltimore, MA: Brookes Publishing.
11. Danner, F. (Unpublished). A developmental approach to learning.
12. Flavell, J. (1985). Cognitive development, (3rd edition). Englewood Cliffs, NJ: Prentice-Hall, pp. 1-9 and 46-49.
13. Kamii, C. (1973). Pedagogical principles derived from Piaget's theory: Relevance for educational practice. In M. Schwebel & J. Raph (Eds.), Piaget in the classroom. New York: Basic Books.
14. Duckworth, E. (1973). The having of wonderful ideas. In M. Schwebel & J. Raph (Eds.), Piaget in the classroom. New York: Basic Books.
15. Feldman, D. (1982). A developmental framework for research with gifted children. In D. Feldman (Ed.), New Directions for Child Development: Developmental Approaches to Giftedness and Creativity, No. 17.
16. Iano, R. (1971). Learning deficiency versus developmental conceptions of mental retardation. Exceptional Children, 38, 301-311.

17. Block, J. (1973). Conceptions of sex-roles: Some cross-cultural and longitudinal perspectives. American Psychologist, 28, 512-525. 17.
18. Matteson, D. (1975). A consequence of sex-role learning in America: The desecration of the feminine. In D. Matteson, Adolescence today: Sex roles and the search for identity. Homewood, IL: Dorsey Press. Pp. 75-87.
19. Thompson, D. (1985). A new view of masculinity. Educational Leadership, 43, 53-56.
20. Worell, J. (1989). Sex roles in transition. In J. Worell & F. Danner (Eds.), The adolescent as decision-maker: Applications to development and education. San Diego: Academic Press. Pp. 245-280.
21. Basow, S. (1986). Gender stereotypes: Traditions and alternatives. Pacific Grove, CA: Brooks/Cole. Pp. 3-14.
22. Gerson, K. (1987). What do women want from men? In M. Kimmel (Ed.), Changing men. Newberry Park, CA: Sage. Pp. 115-130.
23. Bettelheim, B. (1985). Punishment versus discipline. The Atlantic, November, pp.51-59.
24. Honig, A. (1980). The importance of fathering. Dimensions, October, pp. 33-38.
25. Honig, A. (1985). Compliance, control, and discipline. Young Children, 90, 50-58.
26. Kohlberg, L. (1975). The cognitive-developmental approach to moral education. Phi Delta Kappan, 46, 670-677.
27. Liebert, R. (1984). What develops in moral development? In W. Kurtines & J. Gewirtz (Eds.), Morality, moral behavior, and moral development. New York: Wiley.
28. Nucci, L. (1987). Synthesis of research on moral development. Educational Leadership, 44, 86-92.
29. Wynne, E. (1986). The great tradition in education: Transmitting moral values. Educational Leadership, 43, 4-14.
30. Likona, T. (1988). Four strategies for fostering character development in children. Phi Delta Kappan, February, pp. 419-423.
31. Lockwood, A. (1993). A letter to character educators. Educational Leadership, 51, pp. 72-75.
32. Dryfoos, J. (1987). Youth at risk: One in four in jeopardy. Study commissioned by Carnegie Corporation, New York City.
33. Peterson, A. (1987). Those gangly years. Psychology Today, September, pp. 28-34.
34. Resnick, M., Bearman, P., Blum, R., Bauman, K., Harris, K., Jones, J., Tabor, J., Beuhring, T., Sieving, R., Shew, M., Ireland, M., Bearinger, L., & Udry, R. (1997). Protecting

adolescents from harm: Findings from the National Longitudinal Study of Adolescent Health. Journal of the American Medical Association, 278, 823-832.

35. Kagan, J. (1971). A conception of early adolescence. Daedalus, Journal of the American Academy of Arts and Sciences. Fall, pp. 997-1012.
36. Kegan, R. (1994). The hidden curriculum of youth: "Whaddaya want from me?". In In over our heads: The mental demands of modern life (pp. 15-36). Cambridge, MA: Harvard University Press.
37. Mitchell, J. (1975). Adolescent hypocrisy. Journal of Moral Education, 5, 19-23.
38. Danner, F. (1989). Cognitive development in adolescence. In J. Worell & F. Danner (Eds.), The adolescent as decision-maker: Applications to development and education. San Diego: Academic Press. Pp. 51-81.
39. Elkind, D. (1967). Egocentrism in adolescence. Child Development, 38, 1025-1034.
40. Gibbons, M. (1974). Walkabout: Searching for the right passage from childhood and school. Phi Delta Kappan, 55, 596-602.
41. Neugarten, B. (1980). Must everything be a midlife crisis? Prime Time, February.
42. Danner, F. (1981). Adult egocentrism. Paper presented at annual meeting of the American Educational Research Association.
43. Kitchener, K., & Brenner, H. (1990). Wisdom and reflective judgment: Knowing in the face of uncertainty. In R. Sternberg, (Ed.), Wisdom: Its nature, origins, and development. New York: Cambridge University Press, Pp. 212-229.
44. Skinner, B. (1978??). Intellectual self-management in old age. Address to American Psychological Association.
45. Meer, J. (1986). The reason of age. Psychology Today, June, pp. 60-64.
46. ????????? (1986). Aging: What happens to the body as we grow older? Bostonia Magazine, February/March, pp. 17-20.
47. Kotulak, R. (1996). Keeping the brain sharp as we age. Saturday Evening Post, 268, 50-53.
48. Meacham, J. (1990). The loss of wisdom. In R. Sternberg, (Ed.), Wisdom: Its nature, origins, and development. New York: Cambridge University Press, Pp. 181-211.