

EDP 600: LIFE SPAN HUMAN DEVELOPMENT AND BEHAVIOR
INTERSESSION 1999

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- Readings: 1) Human Development by James Vander Zanden (6th Edition)
2) Set of Articles (Education Library)

Course Outline

<u>Date</u>	<u>Topics</u>	<u>Readings</u>
May 11	Organizational Meeting The Study of Human Development	Ch. 1,2, Wiggins
May 12	Nature-Nurture Effects of Early Experience	Ch. 3,4,5,6 Gallagher; Begley Sameroff; Zigler Begley; Kagan Erickson
*May 13	Language Development	Ch. 5, Cowley Schaffer Hart/Risley
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May 17	Piaget's Theory	Danner; Flavell Kamii, Duckworth Ch. 5, pp. 129-136 Ch. 7, pp. 191-201 Ch. 9, pp. 260-266 Ch. 11, pp. 338-349
May 18	Piaget's Theory	
May 19	Erikson's Theory	Ch. 2, pp. 36-37 Ch. 8, pp. 238-254 Erikson
*May 20	Sex-Role Development	Block; Matteson Thompson; Worell Basow; Gerson
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May 24	Child-Rearing	Bettelheim; Honig (2) Ch. 8, pp. 221-238
May 25	Moral Development	Ch. 9, pp. 272-285 Ch. 11, pp. 344-346 Kohlberg
May 26	Moral Development	Liebert; Nucci; Damon; Wynne; Likona; Lockwood
May 27	Adolescence	Ch. 11, 12 Dryfoos Petersen
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May 31	MEMORIAL DAY: NO CLASS!	
*June 1	Adolescent Cognitive Changes	Kagan; Kegan Mitchell; Danner Elkind; Gibbons
June 2	Adulthood	Ch. 13, 14, 15, 16
June 3	Adulthood	Neugarten; Danner Kitchener/Brenner
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*June 7	Aging	Ch. 17, 18 Skinner; Meer; Aging Kotulak, Meacham

Assignments and Grading

You will be graded on 4 written assignments. Each of these papers will be worth 5 points. The assignments are based on the readings and consist of one question we will discuss in class. You are to write out answers to these questions (approximately 3-5 pages per question) and bring them to class. These assignments will be accepted up to two days 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 | May 13 |
| 2. Sex-Role Development | May 20 |
| 3. Adolescence | June 1 |
| 4. Aging | June 7 |

<u>Points Earned</u>	<u>Grade</u>
18-20	A
15-17	B
12-14	C

Paper Questions

1. Effects of Early Experience: May 13

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

2. Sex-Role Development: May 20

The readings on this topic indicate that socialization practices have a strong influence on sex-role development and adult personality. Assume that we have move 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?

3. Adolescence: June 1

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

OR

Dryfoos and Peterson 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, whose data do you believe, and why?

4. Aging: June 7

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 circumstances 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. Zigler, E., Tausig, C., & Black, K. (1992). Early childhood intervention: A promising preventative for juvenile delinquency. American Psychologist, 47, 997-1006.
6. Begley, S. (1997). How to build a baby's brain. Newsweek, Spring/Summer special edition, 28-32.
7. Kagan, J. (1986). The power and limitations of parents. Publication of the Hogg Foundation for Mental Health, University of Texas, Austin, Texas.
8. Erickson, M., & Egeland, B. (1987). A developmental view of the psychological consequences of maltreatment. School Psychology Review, 16, 156-168.
9. Cowley, G. (1997). The language explosion. Newsweek, Spring/Summer special edition, 16-22.
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11. 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, MD: Paul H. Brooks.
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14. 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.
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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.
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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.

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