Human Development and Societal Institutions
EDHD 230
University of Maryland, College Park, Spring 2015
Monday and Wednesday
Section 0101 11:00-12:15, EDU 1121
Section 0201 2:00-3:15, EDU 1107

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Email: chattan@umd.edu*
Office Hours: Wednesdays 12:15-1:15 and by appointment
*Email is the preferred means of communication

Course Description:
EDHD 230 examines the development of the individual in the context of relationships within both formal and informal societal institutions. This course has been approved for credit under both Behavioral and Social Science Core and Diversity Core. Special attention has been given to these aspects by stressing theories and concepts in the social sciences and by including readings and films relating to individuals and institutions in diverse contexts.

Course Objectives:
This course is built on two central ideas. 1) Human development is significantly influenced by the societal institutions surrounding us; it is critical to consider the context of individuals’ surroundings in order to understand their development. 2) The relationship between individuals and their surroundings is reciprocal; it is important to appreciate how differences among individuals will influence how they interact with their surroundings.

Based on these ideas, the goals for the semester are for students to develop and demonstrate:

1. Understanding of important theoretical and conceptual frameworks in the social sciences for analyzing processes of human development relating to societal institutions.
2. Recognition and understanding of different perspectives on current issues of practice and policy relating to children, youth, and families.
3. Understanding of the reciprocal interactions of human development and societal institutions within different cultural frameworks and how this interaction is studied by social scientists.
4. The ability to think critically about the theories, research, and societal practices presented throughout the course, and express ideas clearly through discussion and writing.

Course Format, Preparation, and Attendance
Time spent in class may include lectures, group discussions, student presentations, films, and brief assignments (e.g., reflection papers) to be turned in during class. Students are expected to complete the assigned reading prior to class so that they are familiar with the topics to be addressed and are able to participate in class discussions and activities. As explained below, some class assignments may also require brief research or preparation prior to class.

If you are absent from class, it is your responsibility to communicate with a classmate about what you have missed. In order to make up work due to a University-approved absence, the student must make every effort to contact the instructor prior to missing class.
Readings

*Required Readings:* All assigned readings will be posted and available through ELMS. Always check the reading assignment instructions on ELMS, as I may provide you with discussion questions to prepare prior to class, or assign a brief reflection about the reading.

*Recommended Readings:* These are books that are not required, but suggested as additional resources to supplement the lectures. Much of the course (i.e. lecture) is derived from research, perspectives, and theories presented in these two texts. Since it will be covered in class, I will not require you to read the information to prepare for class.


This text is recommended if you prefer to familiarize yourself with content before class or prefer to have an additional reference to help you understand the material.


Chapter 1 of *Theories of Human Development* is required reading and will be available electronically through the Libraries/Course Reserves Module. Other chapters are not required but are suggested as an additional resource should you want supplemental information regarding theories covered in class. To access these chapters, you may borrow a hard copy of the text from McKeldin Library.

COURSE REQUIREMENTS:

*Exams (Major graded events).* There will be three exams, consisting of multiple choice, short answer, and essay questions. The first exam will cover the theoretical perspectives discussed during the first four weeks of the course. The second and third exams will emphasize material covered during that section of the course but will also relate back to the theoretical foundations presented in the beginning of the semester. In other words, they are cumulative in the sense that you will be expected to be able to apply concepts from earlier in the course to new material, but you will not be tested on specific details from previous sections of the semester. The third exam is the final in the course and will be administered on the date provided by the university.

*Class Participation and Assignments.* Students are expected to be active participants in class. Class assignment grades will be based on several elements:

**Theory table:** During the first section of the course, students will complete a table summarizing the theories discussed. Time will be given in class to work in groups on completing the table, but each student must submit their own completed copy in order to receive credit. Completed tables will be due on Monday, February 23 and submitted prior to the exam. The theory table is worth 20 points.

**In-class assignments***: Students will be asked to complete six brief assignments in class. Some assignments will require students to prepare before class; in these circumstances, the assignment will be announced during the prior class period. However, all in-class assignments are outlined in the syllabus. Each in class assignment is worth 10 points.

**Quizzes:** Three quizzes (multiple choice or short answer) will be administered during the semester. The purpose of the quizzes is to help students check their understanding of assigned and required readings prior to a major graded event. Students will have 10 minutes at the beginning of class to complete the quiz. Students who arrive late will not be permitted to spend extra time on the quiz. Each quiz is worth 10 points.

**Self-graded participation:** At five unannounced times during the semester, students will be asked to grade their own in-class participation for that time period. Students who do not submit a participation grade for that period will receive a 0. Each participation grade is worth 5 points, for a total of 25 points.
*Students will only be permitted to make up in-class assignments for absences that adhere to the University policies (see Class Policies below); it is expected that students will make an effort to inform the instructor of their absence prior to the missed class.

**Written Assignments (Major graded events).** There will be one paper due over the course of the semester. Students will be able to choose one of two options, both of which will require a small amount of research. They will ask students to summarize and reflect on the implications of class concepts for practice and policy in different contexts. Detailed descriptions, directions, and grading rubrics will be posted on ELMS and discussed further in class.

**Group Presentation (Major graded event).** Students will work in groups of 3-4 people to create a 15 minute presentation to extend our understanding of the contributions of societal institutions to development. Guidelines and grading rubrics will be discussed in class and posted on ELMS.

**Grading Cutoffs:**

- **A+ = 97.00 to 100%**
- **B+ = 87.00 to 89.99%**
- **C+ = 77.00 to 79.99%**
- **D+ = 67.00 to 69.99%**
- **A = 93.00 to 96.99%**
- **B = 83.00 to 86.99%**
- **C = 73.00 to 76.99%**
- **D = 63.00 to 66.99%**
- **A- = 90.00 to 92.99%**
- **B- = 80.00 to 82.99%**
- **C- = 70.00 to 72.99%**
- **D- = 60.00 to 62.99%**
- **F = below 60%**

**Grading System:** Please note that grades will be posted on ELMS so that you may track your progress in the course. Any questions about a grade on a particular assignment or exam must be directed to the instructor within two weeks after the grade for that assignment is posted.

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<tr>
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<th>Possible Points</th>
<th>Your Points</th>
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<tbody>
<tr>
<td><strong>Exams (Major graded events)</strong></td>
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<tr>
<td>Exam 1</td>
<td>60</td>
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<td>Exam 2</td>
<td>80</td>
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<td>Final Exam 3 (to be administered on the date provided by the university)</td>
<td>80</td>
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<tr>
<td><strong>Class Participation and Assignments</strong></td>
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<tr>
<td>Theory Table</td>
<td>20</td>
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<tr>
<td>In-Class Assignments (10 points each)</td>
<td>60</td>
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<td>Quizzes (10 points each)</td>
<td>30</td>
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<tr>
<td>Self-Graded Participation (5 points each)</td>
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<tr>
<td><strong>Written Assignment (Major graded event)</strong></td>
<td>70</td>
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<td><strong>Group Presentation (Major graded event)</strong></td>
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<td><strong>Total Points</strong></td>
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CLASS POLICIES

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else’s work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise).

Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials. In addition, the assignment or exam in question will receive a grade of 0.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, they must contact the instructor before the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for spring semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Missed single class due to illness: Once during a semester, a student’s self-authored note will be accepted as an excuse for missing an in-class assignment or quiz if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to inform the instructor of the illness prior to the date of the missed class. Please note that a scheduled doctor’s appointment does not count as a valid reason to make up an assignment. Please be sure to schedule appointments outside of class time.

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student’s absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed
assignments or assessments will not be provided. Scheduled or unscheduled travel plans do not qualify as a university approved excuse.

**Non-consecutive, medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

**Non-medical excused absences:** According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

**Late assignments:** All assignments must be submitted at the beginning of class, on the day they are due, in hard copy. *Electronic versions will not be accepted.* Late papers may be turned in to the instructor’s mailbox in Benjamin 3304, but must get time stamped by the person at the front desk. One letter grade will be deducted for each day the assignment is late.

**Make-up work and extra credit:** All assignments contributing towards final course grades are outlined in the syllabus. With the exceptions of excusable absences outlined above, students will not be given the opportunity to make up work. *Any work that is permitted to be made up must be submitted within two weeks of the original due date.* If there are opportunities for extra credit, they will be announced as those opportunities arise.

**Communications with instructor:** Students are strongly encouraged to contact the instructor with any questions or concerns. Email is the best way to contact the instructor outside of class. Every effort will be made to respond as soon as possible; however, please note that if you submit a question the night before (as in after 6 pm) an assignment is due or an exam is scheduled, I may not be able to respond in time.

Canvas (ELMS) will be used to post supplemental readings and assignments. Please check Canvas regularly, as I will use this as the primary way of making announcements for the class.

**Classroom etiquette:** I will come to class on time and prepared to discuss the day’s material; I expect the same of students. In class, I will be respectful of students’ views and opinions, and I expect students to do the same for their classmates.

Please turn off or silence cell phones before the beginning of class and refrain from using them during class (including texting). Use of computers must be limited to taking notes for class. During group discussions you are expected to be an active participant; therefore, I ask that you close laptops during discussions with classmates.

Persistent use of laptops or phones in class that is found to be disruptive to the instructor and/or other students (chatting, texting, email, visiting social networking sites, etc.) will result in the student being asked to leave for the remainder of that class period.
### Schedule of Classes and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Mon. Jan. 26</td>
<td>Introduction: Aims, Agents, and Outcomes of Socialization</td>
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<td>Wed. Jan. 28</td>
<td>Bronfenbrenner &amp; the Ecological Systems Model</td>
<td>Gardiner &amp; Kosmitzki, Chapter 2 “Theories &amp; Methodology” (pages 21-35 and 42-51 only)</td>
<td>Complete, sign, and turn in last page of syllabus</td>
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<tr>
<td>Mon. Feb. 2</td>
<td>Introduction to Developmental Theories</td>
<td>Green &amp; Piel, Chapter 1 “Theories as Windows for Looking to See” (pages 3-15 only)</td>
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<tr>
<td>Wed. Feb. 4</td>
<td>Ainsworth’s Attachment Theory</td>
<td>Karen (1990) Becoming Attached</td>
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<td>Scheduled In-class assignment</td>
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<td>Piaget’s Theory of Cognitive Development</td>
<td>Crain (2007) Homework and the Freedom to Think</td>
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<td>Scheduled In-class assignment</td>
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<tr>
<td>Wed. Feb. 11</td>
<td>Piaget’s Theory of Cognitive Development</td>
<td>Gardiner &amp; Kosmitzki, Chapter 2 “Theories &amp; Methodology” (pages 35-38 only)</td>
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<td>Vygotsky’s Sociocultural Theory</td>
<td>Hauvain, Beebe, &amp; Zhao (2011) Applying the Cultural Approach to Cognitive Development</td>
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<tr>
<td>Mon. Feb. 16</td>
<td>Vygotsky’s Sociocultural Theory</td>
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<td>Scheduled In-class assignment</td>
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<td>Wed. Feb. 18</td>
<td>Catch up/ Review for Exam 1</td>
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<td>Mon. Feb. 23</td>
<td>Exam 1*</td>
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<td>Assignment due: Submit presentation proposals (3/4 presenters only)</td>
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<td>Scheduled In-class assignment</td>
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<td>Wed. March 4</td>
<td>Presentations: Families and Parents*</td>
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<td>In-class activity: You are expected to attend and provide feedback to all groups presenting; this counts towards your presentation grade</td>
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Mon. March 9  
*Schools as a Socializing Agent, Part 1*

**Reading:** Hanze & Berger (2007) Cooperative Learning

**Assignment due:** Submit presentation proposals

**Quiz 2:** Quiz on the readings and lectures from Feb. 25 through March 11

Wed. March 11  
*Schools as a Socializing Agent, Part 2*

**Reading:** TBD

**Assignment due:** Submit presentation proposals (3/30 presenters only)

**Scheduled In-class assignment**

**SPRING BREAK**

Mon. March 23  
*Teachers as a Socializing Agent*

**Reading:** Ripley (2012) Why Kids Should Grade Teachers

Wed. March 25  
*Peers as a Socializing Agent*


Mon. March 30  
*Presentations: Schools and Peers*

**In-class activity:** You are expected to attend and provide feedback to all groups presenting; this counts towards your presentation grade

Wed. April 1  
*Play and Toys as Socializing Agents*

**Reading:** Nicolopoulou (2010) The Disappearance of Play

**Prepare for class:** Gather data for Play & Learning activity

**Scheduled In-class assignment:** Play and Learning activity

Mon. April 6  
*Exam 2*

Wed. April 8  
*Media as a Socializing Agent*

**Prepare for class:** Be prepared to discuss an influential media item

**Scheduled In-class assignment**

Mon. April 13  
*Media as a Socializing Agent*

**Reading:** Padilla-Walker (2012) Getting a High Speed Family Connection: Family Media Use and Family Connection

Wed. April 15  
*Community as a Socializing Agent*

**Reading:** Committee on Environmental Health (2009) The Built Environment: Designing Communities to Promote Physical Activity in Children

**Assignment due:** Submit presentation proposals (4/29 presenters only)

Mon. April 20  
*No Class – American Educational Research Association Conference*

Wed. April 22  
*Healthcare and Socialization*

**Reading:** Gardiner & Kosmitzki, Chapter 9: Culture, Health, and Illness
Mon. April 27  
*Poverty and Socialization*

**Readings:** Weisner (2008) Understanding New Hope  
Velasquez-Manoff (2013) Status and Stress

**Assignment due:** Submit Paper at the beginning of class*

Wed. April 29  
*Presentations: Media, Poverty, & Healthcare*

**In-class activity:** You are expected to attend and provide feedback to all groups presenting; this counts towards your presentation grade

Mon. May 4  
*Socialization Outcomes Part 1*

**Reading:** Murnen (2003) Thin, Sexy Women and Strong, Muscular Men: Grade-School Children’s Responses to Objectified Images of Women and Men

Wed. May 6  
*Socialization Outcomes Part 2*

**Reading:** TBD

Mon. May 11  
*Final Exam Review*

TBD  
*Final Exam*

*Indicates a Major scheduled grading event
Name: ____________________________________________________________

Email: ____________________________________________________________

Hometown, state, or country: __________________________________________

Interesting Fact: ____________________________________________________

Major/Minor: ________________________________________________________

Previous Courses in Psychology, Development, or something else you think is relevant:

______________________________________________________________

List two goals you have for yourself for this course:

1. _________________________________________________________________

2. _________________________________________________________________

List two expectations you have of this course/instructor:

1. _________________________________________________________________

2. _________________________________________________________________

I have received and read a copy of the course outline for EDHD 230 and understand all aspects of this course.

Signature: ____________________________ Date: _________________________