Human Development 291 (Fall 2017)
Theory and Research in Human Development

Instructor: Jennifer Falbe, ScD, MPH
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Office: 1355 Hart

Class times: Monday & Wednesday, 4:10 – 6 p.m. Location: 109 Olson Hall

Office Hours: 2:30 pm – 4 pm Mon or by appointment (1355 Hart Hall) except Oct 30. Please email me to set up an appointment if your schedule conflicts with my standing OH

Email: Please write “HDE291” in the Subject line. I will do my best to respond within 24 hours. For questions that require more than a paragraph to answer, please come to OH. In-person discussion allows for more thorough and complete responses to better facilitate student and instructor understanding of questions and answers.

This class is designed to provide graduate students with an opportunity to read and discuss literature on theories and research on human development across the lifespan. The seminar will have four goals:

1) Become familiar (or more familiar) with theories of human development,
2) Provide a brief introduction to some basic methods of planning and conducting developmental research,
3) Become comfortable with engaging in and facilitating graduate-level seminar discussions, and
4) Learn about current research being conducted at UCD.

The focus for Fall Quarter of 2017 will be on the development of the person in multiple domains across the lifespan. We will read a book (Sroufe, Egeland, Carlson, & Collins, 2005) throughout the quarter that examines theories and methods of research on development from birth to adulthood, and follows the development and implementation of a long-term longitudinal study. We will read theoretical as well as empirical articles and chapters throughout the quarter related to life-span development.

The first few classes will focus on theory development, and some basics about reading and understanding empirical articles in developmental research. In addition, we will discuss various approaches to reading and ‘remembering’ articles and chapters so you can refer back to this throughout your time in graduate school (and perhaps even your career). In addition, we will hear from faculty doing developmental research at UCD and read a selection of their articles.

The course will be conducted as a seminar. Thus, students are expected to come to each class thoroughly prepared, which includes reading the assigned articles before coming to class and engaging in class discussions. There will be a grade assigned for class.
participation, which will reflect completion of readings, engagement in and contributions to class discussions, and overall on-time attendance as well as any distracting or irrelevant activities during class (e.g., texting, emailing, or internet browsing). Only one unexcused absence will be permitted without a penalty to one’s participation grade. Each student will be expected to lead the discussion for at least one section of the readings (1 “long” or 2 “short”).

It is expected that students will complete all reading and writing assignments in a timely manner. No late papers. However, if a true emergency occurs, please let Dr. Falbe know as soon as possible and provide accompanying documentation (e.g., doctor’s note).

Plagiarism and other forms of academic misconduct / dishonesty on course assignments are unacceptable and will receive a grade of 0. Examples include copying or paraphrasing the work of another person without citing the source, allowing another person to copy your work, or copying assignments from previous years’ students (Code of Academic Conduct: http://sja.ucdavis.edu/cac.html).

Special accommodations: For students requiring special accommodations (e.g., religious holiday, students with a letter of accommodation from the Student Disability Center) let me know by Oct 11 (or ASAP for new, unexpected accommodations needed).

Each of the course requirements will contribute to the grade as follows:
- Writing Assignment #1……………….Oct 20 …………………..10%
- Writing Assignment #2………………Nov 14…………………..20%
- Writing Assignment #3………………. Dec 8 …………………..35%
- Lead discussion………………………………………………20%
- Participation…………………………………………………..15%

Required readings:

With the exception of the book, most readings are available as PDFs on UCDavis Canvas website for this class; a few may come from your own search from Psych Info, JStor, Google Scholar, PubMed and other databases via UCD Shields Library.

Recommended Resource(s):
Publication manual of the American Psychological Association, 6th edition (2010). PDF can be found through online search engines. You will need this for every paper you write in this class and all of your other Human Development and Psychology classes.

SPECIAL NOTE: Readings from guest speakers: To be assigned a week in advance on course website by last name of speaker. The syllabus will be updated periodically to reflect student sign-ups, guest speaker schedules, and any adjustments to the reading list.

UC Davis Campus Resources

- **Student Disability Center (SDC):** [http://sdc.ucdavis.edu](http://sdc.ucdavis.edu). Location: 54 Cowell Building. (530) 752-3184. Determine eligibility for academic accommodations; provide specialized academic support; request accommodations; notetaker services; mobility assistance.

- **Graduate Writing Consultations:** [http://writing.ucdavis.edu/programsservices/graduate-writing-consultations](http://writing.ucdavis.edu/programsservices/graduate-writing-consultations). Location: 109 Voorhies. (530) 752-6283. One-on-one appointments.

- **Counseling Services:** [https://shcs.ucdavis.edu/counseling-services](https://shcs.ucdavis.edu/counseling-services). Location: 219 North Hall. (530) 752-2349. Mental health and psychological services, including individual counseling, group services, community advising network, career counseling, community referrals, eating disorder services.

- **Student Health and Wellness Center:** [https://shcs.ucdavis.edu/medical-services](https://shcs.ucdavis.edu/medical-services). Location: 930 Orchard Road. (530) 752-2349. Medical services, including mental health acute care services on the 1st floor during normal hours of operation.

- **Center for Advocacy, Resources & Education (CARE):** [http://care.ucdavis.edu/](http://care.ucdavis.edu/). Call/email CARE for campus location. (530) 752-3299. ucdcare@ucdavis.edu. On-campus, confidential resource for anyone who has experienced or is concerned for someone who has experienced any form of sexual violence, including sexual assault, sexual harassment, domestic/dating violence, and stalking. Provides 24/7 emergency response, crisis intervention, and support.

- **AB540 and Undocumented Student Center:** [http://undocumented.ucdavis.edu/](http://undocumented.ucdavis.edu/). Location: 1003 Student Community Center. (530) 752-9538. Undocumented student and financial support; grants; legal advice; emotional and academic support; and community outreach.

- **International & Academic English Program:** [http://esl.ucdavis.edu](http://esl.ucdavis.edu). Location: 1350 The Grove (Surge III). (530) 752-6799. Provides language courses and summer intensive programs, coordinating with academic advising, etc.

- **Services for International Students and Scholars (SISS):** [https://siss.ucdavis.edu/](https://siss.ucdavis.edu/). Location: University House. (530) 752-0864. Assists international students and scholars in maintaining their legal status while in the United States. SISS also provides orientation, assistance, information, and referral regarding financial, personal, cultural, and academic concerns.

National Suicide Hotline: 1-800-273-8255, [https://suicidepreventionlifeline.org/](https://suicidepreventionlifeline.org/)
Chat Online: [http://chat.suicidepreventionlifeline.org/GetHelp/LifelineChat.aspx](http://chat.suicidepreventionlifeline.org/GetHelp/LifelineChat.aspx)
National Suicide Hotline in Spanish: 1-888-628-9454
**Suicide Prevention and Crisis Services of Yolo County:** 1-888-233-0288
Become a volunteer: [http://www.dcn.davis.ca.us/~spyc/?page_id=36](http://www.dcn.davis.ca.us/~spyc/?page_id=36)
Texting Hotline: Text "CONNECT" to 741741
Readings & Class Schedule

Sept 27 1. Lifespan Human Development:
Theoretical Perspectives and Central Concepts
Introductions, overview of course, discussion of papers, and discussion of general issues in human development.
Recommended resources will be posted on the course website

Oct 2 2. Development of the Person: Longitudinal Perspectives
Why do we need to study development over time?
How do we study lives over time?
How do we understand & analyze longitudinal data?
Guest speaker: Siwei Liu, HDFS / Human Ecology, 4:10 – 4:30 pm, short intro to structural equation modeling (SEM)

Required Reading:

Oct 4 3. Transactional Models and Systems Theory

Required Reading:

Additional Resources related to family research:

Oct 9 4. Studying development over time: Infancy – Early Childhood
Using longitudinal research to study adaptation
*Guest Speaker*: Leah Hibel, HDFS / Human Ecology, 4:15-4:45 pm

**Required Readings:**
Sroufe et al. (2006). Chapter 3-7

**Recommended Readings:**

**In Class Task:**
*All students*: Sign up to lead one class discussion during the quarter. Leading discussion will involve generating questions related to the readings for that day; you can have questions for each reading or have overall questions that address issues raised by each of the readings. You will use those questions to promote / facilitate discussion among all the class members. One copy of your discussion questions should be turned into Dr. Falbe on paper at the beginning of the class and by email before the end of the day.

**Oct 11** 5. Adaptation in Middle Childhood and Adolescence
*Guest Speaker*: Kevin Gee, School of Education, 4:15 – 5 pm

**Required Readings:**
- Sroufe et al. (2006). Chapter 8-10.

**Recommended Readings:** (**foundational readings – strongly recommended**)

**Planning ahead: Paper #1 -- due October 20**
**Topic**: I want to know more about __________
The first assignment is a short conceptual paper that explores a current topic in developmental research. Discuss this issue in relation to (1) at least one specific theoretical perspective, and (2) two domains of development (e.g., cognitive and social-emotional), and (3) across two stages of the lifespan (e.g., adolescence and young adulthood). Pick a topic that is of interest to you and briefly describe a theoretical approach that would be appropriate for studying this topic. THIS EXPLORATORY PAPER WILL BE THE BASIS / FOUNDATION FOR YOUR FINAL PAPER (Paper #3)!

The second part of this assignment is to present your topic briefly (3-5 min) to the class on Oct. 25. This will provide you with the opportunity to receive feedback from your classmates and even brainstorm about your topic issue. The paper is to be double-spaced, 12pt font and approximately 4 pages in length. This paper will not be graded for grammar, writing style and the like; it is designed to get your ‘informed’ ideas about a topic down on paper; however, it will be graded for content. Feedback, in preparation for subsequent assignments, will be given by Dr. Falbe. It will count 15% toward your overall grade. This paper is due Friday, October 20 by 10 p.m.


**Required Readings:**

**Recommended Readings: (**foundational readings – strongly recommended**)
- Shanahan, M., McHale, S., Osgood, D. & Crouter, A. (2007). Conflict frequency with mothers and fathers from middle childhood to late

Oct 18 7. Factors related to Adaptation: Predicting who does well  
**Guest Speaker:** Marianne Page, Professor, Economics, 4:10 – 5pm  
Discussion Leader (s): ____________

*Required Readings: Stress, Adaptation, and Resilience across the lifespan*

Oct 20 PAPER # 1 DUE 11:59PM. Email to jfalbe@ucdavis.edu

Oct 23 8. Theory and Methods for Studying Lifespan Development

*Required Readings:*
- Will add one other less technical / statistical article here.

*Recommended Readings: (**foundational readings – strongly recommended)**

Discussion Leader (l): ____________
**Required Readings:**

**Recommended Readings: (**foundational readings – strongly recommended**)**

**Discuss paper topics at end of class – 3-5 minutes per person.**

**Oct 30**

**10. Adolescence: Problem Behaviors & Mental Health Issues**

*Guest Speaker: Patricia Roberson, HDFS / Human Ecology, 4:15-6 pm*  
*Discussion Leader (s): ____________ (focus on articles)*

**Required Readings:**

**Recommended Readings: (**foundational readings – strongly recommended**)**
Nov 1 11. Dynamic Systems Theory and Development

Guest Speaker: Lenna Ontai, HDFS / Human Ecology, 4:15-6 pm

Discussion Leader(s): __________

Required Readings:

Recommended Readings: (**foundational readings – strongly recommended)

Nov 6 12. Sibling relationships across the lifespan

Guest Speaker: Kathi Conger, HDFS / Human Ecology, 4:15-6 pm

Required Readings: see Sibling Readings folder on Canvas


Recommended Readings:


Planning ahead: Paper # 2 -- Due November 14

Topic: Comparing Research Findings, Gaps, & Limitations

Select two empirical articles that are focused on your developmental topic (select articles from two different life stages) or a related topic, and write up a short (2 pages max) critique of each article using principles identified in this class. Address these questions: Did the authors clearly identify their aims of their
research, did they state unambiguous hypotheses / research questions, and did
they use appropriate measures to investigate their research questions? Was their
sample appropriate, what methods did they use to identify and obtain their
sample? What statistical techniques did they employ for their analyses? How
appropriate were the methods for achieving the aims of the paper? Did their
results section make sense and justify the conclusions? And did their discussion
section answer any of the questions they posed or identified in their lit review?
Did they identify any directions for future research? This paper will be worth 20% of
your final grade. Paper should not exceed 5-6 pages, 12 point font, use APA
6th edition as style guide.

Nov 8  
13. Development and Psychopathology
Guest Speaker: Daniel Choe, HDFS / Human Ecology, 4:10-5 pm
Discussion Leader (s): ____________

Required Readings:
• 2 readings TBD by guest speaker

Nov 13  
14. Racial Ethnic Minority Children in America
Guest Speaker: TBD
Discussion Leader (s): ____________

Required Reading:
America: Theoretical perspectives, conceptual challenges, and future
directions. In L. Crockett & G. Carlo (Eds.), Rural ethnic minority youth and
families in the United States: Theory, research and applications. Springer.
have the same meaning for European, Chinese, and Filipino American
Crockett, & R. K. Chao (Eds.), Asian American Parenting and Parent-
Adolescent Relationships (pp. 17-35). New York: Springer.
• Marks, A. K., Ejesi, K., & García Coll, C. (2014). Understanding the US
immigrant paradox in childhood and adolescence. Child Development
Perspectives, 8, 59-64.

Recommended Reading:
understanding immigrant child and adolescent developmental competencies.
In E. T. Gershoff, R. S. Mistry, & D. A. Crosby (Eds.), Societal Contexts of
Child Development: Pathways of Influence and Implications for Practice and
Policy (pp. 75-89). New York: Oxford University Press.
• Phinney, J. S. (1989). Stages of ethnic identity development in minority group
adolescents. The Journal of Early Adolescence, 9, 34-49.


Nov 14  PAPER #2 DUE 11:59PM. Email to ifalbe@ucdavis.edu

Nov 15  15. The Brain and Development  
*Guest speaker:* Johnna Swartz, HD / Human Ecology  4:15 – 5 pm

**Required Readings:**

**Recommended Readings: (**foundational readings – strongly recommended especially for students not from a developmental background! **)**

Nov 20  16. Transition to Adulthood  
*Guest speaker:* TBD, 4:15-5 pm  
Discussion Leader (s): 

**Required Readings:**

- Conger, K. J., Conger, R. D., Russell, S. T., & Hollis, N. D. (2013). Parenting during the Transition to Adulthood. In C. Stroud, T. Mainero, & S. Olsen (Rapporteurs); Board on Children, Youth, and Families; Institute of Medicine; National Research Council. *Improving the health, safety, and well-being of*


**Recommended Readings:**


**Planning ahead: Paper #3 -- due Dec 8**

Using the topic you identified in your first writing assignment, this paper should be a thoughtful literature review that identifies the salient theoretical perspective(s) and current findings related to your topic across your two stages of the lifespan. You can use what you started in Paper 1. You should also be able to identify the primary gaps or limitations in the extant research, and what is being or what needs to be done to address the limitations of current research. Discuss future directions on this topic of research. This paper will be worth 30% of your final grade. Paper should not exceed 15 pages of text (not including references), 12 point font, APA 6th edition as style guide.

**Nov 22**  No Class – Happy Thanksgiving!!

**Nov 27**  17. Current research on Adulthood, aging and individual
well-being.
Discussion Leader (l): ___________

**Required Readings:**

**Recommended Reading:**
Nov 29 18. Family Relationships across the life span
Discussion Leader (l): ___________

**Required Readings:**

**Recommended Reading:**

Dec 4 19. Why and how we study development across the lifespan
*Guest speaker: TBD, 4:10 – 5 pm*

**Required Readings:**

Dec 6 20. Special topic: International Research: Adapting developmental assessments and applying developmental theory
*Guest speaker: Elizabeth Prado, Department of Nutrition, 4:15-5 pm*
*Paper presentation: ___________ (30 minutes)*

**Required Reading:**
young children in Ghana, Malawi, and Burkina Faso. *J Child Psychol Psychiatry.* [Epub ahead of print].

Dec 8  **PAPER #3 DUE 11:59PM.** Email to jfalbe@ucdavis.edu

Dec 11-15  **Finals Week. 2.5 hr class meeting, date & time TBD by class**

Class Presentation of Papers & Discussion (30 minutes each ~ 15 minute presentation and 15 minute Q & A). Information from the discussions can be incorporated into your final paper if desired.

**Have a Great Winter Break!**