HDE 291: Theory and Research in Human Development
Fall 2019, Wednesdays 9 am-1 pm
Wellman Hall 5

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Office Hours: By appointment (please e-mail me to schedule)

Course goals: This class is designed to provide graduate students with an opportunity to read and discuss literature on theories and research in 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 and the faculty in the Human Development Graduate Group (HDGG). We will read a book (Sroufe, Egeland, Carlson, & Collins, 2009) 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 course will be conducted as a seminar. By this, I mean that 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, contributions to class discussions, and overall attendance. Each student will be expected to lead the discussion for one week of class. It is expected that students will complete all reading and writing assignments in a timely manner. No late papers please.

Learning objectives: The goals of this course are to:

- Develop a background in theories and topics of human development and an introduction to methodological issues in human development
- Become comfortable with engaging in and facilitating graduate-level discussion
- Learn about current research being conducted at UC Davis and faculty research interests
- Write a paper that will allow you to explore a topic of interest in depth
- Develop expertise in reading, analyzing, and critiquing research articles
- Learn about skills to promote success in graduate school

Course website: Canvas will be used frequently throughout the course for announcements, submission of assignments, and sharing of resources (e.g., PDFs of assigned readings). You are responsible for regularly checking materials posted on Canvas and emails from the instructor. Please make sure you are set to receive e-mail alerts when announcements are posted on Canvas.
Grading and assignments:
Grading for this course will be based on seven factors outlined below:

- Participation and weekly discussion questions (15% of grade) 30 points
- Discussion leader (10% of grade) 20 points
- Weekly annotated bibliographies (25% of grade) 50 points
- Writing Assignment #1 (10% of grade) 20 points
- Writing Assignment #2 (10% of grade) 20 points
- Writing Assignment #3 (20% of grade) 40 points
- Final presentation (10% of grade) 20 points

Total points 200 points

Participation and weekly discussion questions (15%): Participation involves actively listening, sharing your thoughts, and showing respect for others’ ideas. To facilitate discussion, write out at least 2 questions about the set of assigned readings (either addressing one article or multiple) and post them on Canvas under “Discussions.” These discussion questions will be due Mondays at 5 pm before the seminar to allow the discussion leader for the week time to read and incorporate these questions into discussion by Wednesday morning’s class. Be prepared to share and develop your ideas in class. Engaging in unrelated activities during seminar (e.g., internet browsing, emailing, texting) will reduce your participation grade. Please submit your discussion questions under the Discussions tab in Canvas.

On-time attendance is required each week. If you arrive to seminar unreasonably late, you will be counted absent unless your tardiness is cleared with the instructor. Only ONE unexcused absence is permitted, but provide advance notice of an absence if possible.

**Please note:** You are not required to submit discussion questions for the first day of class (September 25), but please come to the seminar having done the readings and ready to participate in discussion.

Discussion leader (10%): At the beginning of the term, each student will select a week in which she or he will lead discussion. Responsibilities of discussion leaders include facilitating discussion (e.g., eliciting participation from classmates, preparing open-ended questions about themes or issues from the readings), incorporating discussion questions posted by students on Canvas, developing in-class activities, and providing an outline for the seminar. The discussion leader’s goal is not to review readings or dominate discussion but to stimulate an equitable dialogue by generating interesting questions and topics of conversation. Ideally, topics will go beyond just that week’s readings and broadly address previous readings and themes from the course. Discussion leaders are welcome to supplement course readings with news articles, handouts, and media fitting that week’s topic.

Discussion leaders will meet with the instructor no later than a week before their selected class for approval of their outline. As a participant, you should also come to class prepared to discuss the readings. Do not rely on the discussion leader to carry the discussion. Ideally, you will come up with your own ideas about the readings and should feel free to present them during the course
of the discussion. It is expected that all students participate in discussion in a respectful manner.

**Weekly annotated bibliographies (25%):** There will be approximately 4-5 readings per week. You will be assigned to write an annotated bibliography for one of these readings each week. Please submit your weekly annotated bibliographies via Canvas under “Assignments” no later than **the Monday before seminar at 5 pm.** No late bibliographies will be accepted. Acceptable formats are WORD (.doc or .docx) or PDF documents. Bibliographies will be shared with the rest of the class.

Each annotated bibliography should be no more than 1 page long (12-point font if possible, 1-inch margins) and should include the following:

1. APA-style citation
2. Psycinfo abstract, if available (can reduce font to 9 points)
3. Your own key words associated with the paper
4. Summary of theory/background
5. Very brief summary of the paper in your own words, including more detailed information about study method, results, and conclusions, or in the case of a theory paper, more detailed information about the major components/arguments of the theory
6. Critique of method and/or hypotheses and conclusions (elaborate on your answer)
   - What is missing from the current study/theory and what are the limitations?
   - How does this study relate to prior readings? Additional comments?

These last 3 components are weighted most heavily. See the “Files” page on Canvas for examples of Annotated Bibliographies. Please submit your Annotated Bibliographies as an attachment under the Discussions tab in Canvas, along with your discussion questions.

**Writing Assignment #1 (10%):** Write a draft introductory paragraph for your final research paper (see Writing Assignment #3 for further details). The introductory paragraph should convey why the topic is important or interesting (in other words, why should the reader continue reading your paper?) and clearly state your research topic/question. The requirements for the research topic are that it should span at least two stages of the lifespan (i.e., infancy, middle childhood/adolescence, adulthood, aging) and clearly relate to human development. This is optional, but I strongly recommend aligning your research topic for this paper with a research project you’ll be working on during your first year, so that the lit review you are writing for this course can set you up to write the introduction for a research paper on that project.

In addition to writing the draft introductory paragraph, find 5 peer-reviewed articles that you will cite for the paper. For each article, write a 3-5 sentence summary that paraphrases in your own words the purpose, major methods, major findings, and conclusion from that study. Include an APA-style reference page at the end. This assignment should be written in 12 point Times New Roman font, 1 inch margins, double-spaced, using APA 6th edition as a style guide for in-text citations and the reference page. This paper will be due **October 11 by 5 pm.**

**Writing Assignment #2 (10%):** Select two empirical articles that are focused on your developmental topic (these can be two of the articles from your first assignment or new articles), and write up a short critique of each article using principles identified in this class. Address these
questions: Did the authors clearly identify the 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? Did their results section make sense? 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?

Paper should be written in 12 point Times New Roman font, 1 inch margins, using APA 6th edition as style guide. Each critique should be about 1-2 pages, double-spaced. This will be due October 31 by 5 pm.

Writing Assignment #3 (20%): Using the topic you identified in your previous writing assignments, this paper should be a thoughtful narrative literature review that synthesizes and integrates research on a focused topic related to human development. As described above, the paper should span at least two stages of the lifespan (i.e., infancy, middle childhood/adolescence, adulthood, aging). It should also identify 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 and 2. This paper should also integrate at least 4 readings from the course. 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 what you see as the future directions on this topic of research. The paper should not exceed 10 pages of text (not including references), 12 point font, double-spaced, APA 6th edition as style guide. This paper will be due November 26 by 5 pm.

Final presentation (10%): On the last day of class, you will give a 5-10 minute presentation on the main takeaways from your writing assignment. This presentation should include:

1) A description of your research topic
2) A brief review of salient theoretical perspectives and major findings from empirical research
3) A discussion of how this topic integrates with readings from the course
4) A discussion of strengths/limitations of current research and directions for future research
5) Discuss how this paper influenced your own research interests and briefly outline some interests you hope to pursue in future research

PowerPoint is recommended for the presentation. Keep it simple, clear, and integrated. The slides should visually illustrate what you are saying, rather than contain identical text to what you are saying (i.e., you should not be merely reading from the slides). To achieve this, present ideas in figures and single words or short phrases when possible (no complete sentences). Text should be large and easily readable. A good rule of thumb is no smaller than 30 pt. font. Generally, no more than 2 different fonts should be used and animation in the slides should be consistent.

The presentation should be 15 min. maximum (10 min. for presenting, 5 min. for questions). You will need to practice the timing to ensure you stay within the time limit. A copy of your presentation will be due via Canvas in either PowerPoint or PDF format the day you present. All presentations will take place on December 4.
Class Policies and Other Resources

**Code of Conduct:** I expect students to uphold the UC Davis Code of Academic Conduct as outlined online ([http://sja.ucdavis.edu/cac.html](http://sja.ucdavis.edu/cac.html)).

**Laptops:** Laptops are allowed during seminar, but please restrict your use of laptops to course-related activities such as pulling up your notes on articles. Please do not use laptops or cell phones for unrelated activities during class (for example, checking e-mail).

**Special circumstances:** Students requiring special accommodations (e.g., religious holidays, medical) should inform the instructor by **Tuesday, October 1** so arrangements can be made.

**Helpful resources:** *UC Davis Student Health and Counseling Services (SHCS):* General information at (530) 752-2300 ([shcs.ucdavis.edu](http://shcs.ucdavis.edu)); SHCS Counseling Services located at 219 North Hall ([shcs.ucdavis.edu/services/counseling.html](http://shcs.ucdavis.edu/services/counseling.html)); For urgent needs you can call (530) 752-2349 or walk in to speak with an advice/triage nurse. For confidential Advice Nurse services when SHCS is closed, students can call the Student Health Advice Nurse at (530) 752-2349. The nurse will discuss your concerns and help you make informed decisions about your health.

*The Purdue University Online Writing Lab:* For assistance with APA Style 6th Edition, see [https://owl.english.purdue.edu/owl/resource/560/01](https://owl.english.purdue.edu/owl/resource/560/01).
**Reading List**

All mandatory readings other than the textbook will be posted on Canvas. Recommended readings are not required but include readings assigned by other instructors of this course or readings that are recommended if you are interested in learning further about the topic.


**Week 1 – September 25 - Introduction to Course, Overview, and Foundation; Grad school skill: Reading articles and writing discussion questions**

**Required readings:**


**Week 2 – October 2 – Life Stages: Infancy and Toddlerhood; Concept: Prosocial development and emotion regulation; Grad school skill: Finding research articles and reference management software; Guest speaker: Zhe Chen 10 am**

**Required readings:**
Sroufe et al. (2009). Chapter 5-6 (Chapter 3 is recommended, but optional)


**Guest speaker reading:**
Recommended Readings:


Week 3 – October 9 – Life stages: Middle childhood and adolescence; Concept: The brain and development; Grad school skill: Goal setting, planning, and time management; Guest speaker: Amanda Guver, 12-1 pm

Required readings:
Sroufe et al. (2009). Chapters 8-9


Guest speaker reading:


Recommended readings:


**October 11 – Writing Assignment #1 due on Canvas by 5 pm**

**Week 4 – October 16 – Life stages: Transition to adulthood, adulthood, and aging;**

**Concept:** Stress, adaptation and resilience across the lifespan; Grad school skill: Working with mentors; Guest speaker: Lisa Miller, 9:30 am

**Required readings:**


**Guest speaker readings:** TBD (will be posted on Canvas in advance of seminar)

**Recommended readings:**


Week 5 – October 23 – Theories: Transactional models and lifespan theories; Concept: Parenting; Grad school skill: Publishing a peer-reviewed article (the publication process); Guest speaker: Kali Trzesniewski, 9:30 am

Required readings:


Guest speaker reading:


Recommended readings:


Week 6 – October 30 – Theory: Family systems theory; Concept: Sibling relationships across the lifespan; Grad school skill: Presenting a poster at a research conference and networking at conferences; Guest speaker: Jennifer Falbe, 11 am

Required readings:


Guest speaker reading:

Recommended readings:


**October 31 – Writing Assignment #2 due on Canvas by 5 pm**

**Week 7 – November 6 – Theory: Bioecological theory; Topic: Racial and ethnic diversity; Grad school skill: Giving an academic talk; Guest speaker: Maciel Hernandez**

**Required readings:**


**Guest speaker reading:**

**Recommended readings:**


**Week 8 – November 13 – Theory: Dynamic systems theory; Concept: Family across the lifespan; Grad school skill: Creating your CV; Guest speaker: Siwei Liu**

Required readings:


Guest speaker readings: TBD (will be posted on Canvas in advance of seminar)

Recommended Readings:


Week 9 – November 20 – Theory: Developmental psychopathology; Concept: Mental health and psychopathology; Grad school skill: Self-care, mental health, and work-life balance; Guest speaker: Daniel Choe

Required readings:


Guest speaker reading:


Recommended readings:


November 26 – Writing Assignment #3 due on Canvas by 5 pm

Week 10 – November 27 – Theory: Gene-environment interactions; Concept: Interactions across multiple levels of analysis (genes, brain, behavior, context); Guest speaker: Meng Huo, 9:30 am

Required readings:


Guest speaker reading:

Recommended readings:

Week 11 – December 4 – Final Presentations