

The Pennsylvania State University
College of Health and Human Development
Department of Human Development and Family Studies

HDFS 412.001 - ADULT-CHILD RELATIONSHIPS

Spring 2005

Monday, Wednesday, Friday

1:25 - 2:15

108 Henderson Bldg.

<u>INSTRUCTOR:</u> Robert L. Burgess, Ph.D. S-272 Henderson Building 865-2640 email: RLB8@PSU.EDU	<u>OFFICE HOURS:</u> T & Th 10:30 - 11:30 or by appointment
<u>Graduate Assistant:</u> Kristen Lavallee KLLavallee@psu.edu	<u>Undergraduate Assistants:</u> Erin Clayton erc141@psu.edu Amanda Harmon agh5009@psu.edu Amy Pearson amp299@psu.edu Mary Beth Rykaceski mpr167@psu.edu

COURSE DESCRIPTION:

This course focuses on research and theory dealing with human development, families, parent-child, and sibling relationships. The course is designed for upper-level undergraduates and graduate students and is multi-disciplinary, drawing upon research and theory from anthropology, behavioral biology, psychology, and the social sciences.

REQUIRED READINGS:

Cohen, D. B. (1999). *Stranger in the nest*. New York: John Wiley & Sons, Inc.

Sulloway, F. J. (1996). *Born to rebel*. New York: Pantheon Books.

Website Readings:

To access these readings, go to Course Reserve through the library link.

Burgess, R. L., & MacDonald, K. (2004). *Evolutionary perspectives on human development*. Chs. 1, 6, 11, 12, 13

Lindholm, C. (1982). *Generosity and jealousy: The swat pukhtun population of Northern Pakistan*, Ch. 5

Ridley, M. (2004). *Nature via Nurture*, Prologue

Small, M. (2001). *Kids: How biology and culture shape the way we raise our children*, Chs. 1, 8

COURSE EXPECTATIONS:

To accomplish a high level of learning and scholarly activity requires the following:

- (1) Maintaining an atmosphere of academic integrity, respect and civility. Academic integrity must be accepted as a way of life. Respect for your instructors and fellow students and civility in voice and word is necessary.
- (2) You must have a strong work ethic. Quality learning requires a strong desire to learn, to relearn and to progress. A university education requires hard work and a major time commitment (typically 46 - 48 hours per week for a 16 credit load). High quality effort is expected.
- (3) You must manage your time wisely. Quality learning requires sufficient time to study, analyze, absorb and synthesize knowledge into understanding. Careful organization and use of time are therefore essential, including beginning and completing assignments in a timely manner and allowing sufficient time to assimilate knowledge during exam preparation to maximize learning.
- (4) You should participate actively in class. While class attendance is assumed, a strong learner is an active participant in class, mentally and verbally and students should come to class prepared to clarify understanding from out-of-class readings, assignments and previous lectures.
- (5) You are ultimately responsible for your own personal learning process and must respond responsibly to your instructor's guidelines. To learn well, it is necessary that assigned readings be studied before class and it is essential that material from previous courses be relearned when needed. Furthermore, the necessity of quality written and oral communications cannot be overemphasized for learning and for your future professional career. You should seek help from your instructor and teaching assistants when needed and you should take advantage of university - wide resources for learning if necessary.
- (6) You should recognize that learning is not memorization of facts, but rather the development of understanding and the integration of knowledge. You must, therefore, assimilate new information with material from previous courses and must relearn material as necessary. It is useful to interact with colleagues in the assimilation and clarification of knowledge.
- (7) Finally, it is important to engage in self-assessment. You should regularly evaluate your strengths and weaknesses, the effectiveness of your study habits, the level of your responsibility in learning, and your progress toward your educational goals. Effort should be continually directed to improve weaknesses and to strengthen your oral and written communication and group interaction skills.

COURSE REQUIREMENTS:

A general educational goal of this class, beyond its particular content, is developing students' skills in critical thinking and writing. For this reason, classes will include discussions as well as lectures, and students will be required to participate in the discussion of course material. At random intervals, students will write responses to brief "attendance assignment" questions designed to encourage and reward attending class, studying, and mastering reading assignments and lectures. Other requirements include three group discussion assignments, three essay examinations, and one short term-paper. Each of these is described briefly below.

Λ Attendance Assignments

At ten random times during the semester, you will be asked to write a one-page commentary to a question about topics covered within the previous week. These commentaries are each worth up to five points and can be done only at the time they are assigned. There will be no makeups, although two points will be given for a justified absence. A full five points will be given for a very well-written and thoughtful essay indicating mastery of class lectures and reading assignments. A "good" essay will be worth four points and an "average" essay, three points. Two points will be given to students who are in attendance but who have nothing to write or whose answer is incorrect. We will drop your two lowest scores. These commentaries are worth a maximum of 40 points.

Λ Discussions

There will be six discussion meetings throughout the semester. Three of these are called "General Class Discussions." They are led by your instructor and involve the class as a whole. Their purpose is to give students the opportunity to address fundamental issues related to course content. There are also three "Group Discussions." Their purpose is to encourage thoughtful discussions of issues related to course material. You will be assigned to a discussion group by your instructor. The discussion question will be provided to you one class meeting prior to the discussion meeting. On the day of the discussion, you will hand in your independently prepared answers to the question. Upon turning in your individual answers, you will then discuss the question in a "brainstorming" session. Each group will select a recorder who will summarize the group's discussion. There will be no makeups, although for a justified absence, it will be possible to turn in an individual answer to this question. Your attendance, group participation, and written responses are worth up to 20 points (10 points for your individual answer and 10 points for the group answer) for a total of 60 points.

Λ Examinations

There will be three essay examinations of equal weight. Study questions will be provided in class one week prior to the exam. Your instructor will select which of these questions you will be required to answer on the day of the exam. Your answer will be evaluated according to the following criteria: comprehensiveness, organization, originality, and persuasiveness of your argument. Each exam will be worth up to 50 points.

Λ **Term Papers**

There will be a short term paper required at two points during the semester. The first draft of this paper is due on April 8. Your first draft will be returned one week later. Final draft is due on April 22. No paper longer than ten double spaced pages will be accepted. The paper will be worth a maximum of 50 points.

<i>Grades</i>		<u>Points</u>		
X8 attendance assignments		40	A	= 92% +
X3 discussion assignments		60	A-	= 88-91%
X3 essay examinations of equal weight		150	B+	= 84-87%
XTerm paper		<u>50</u>	B	= 80-83%
	Total	300	B-	= 74-79%
			C+	= 68-73%
			C	= 60-67%
			D	= 48-59%
			F	= < 47%

Course Outline

Date	Topic	Assignment
PART I: KIDS: BIOLOGY AND CULTURE		
January 10	Introduction to the course	
12	Biology meets culture	Ridley, Prologue (Angel); Cohen, Introduction
14	Continued	Sulloway, Ch. 1
17	The nature of human nature	Burgess, Ch. 1 (Course Reserve)
19	Continued	
21	On why it takes a village	Hrdy, Ch. 6 (Course Reserve)
24	Kids' worlds	Small, Ch. 1 (Course Reserve)
26	The Pukhtun of Swat: from child to adult	Lindholm, Ch. 5 (Course Reserve)
28	The dark side of childhood	Small, Ch. 8 (Course Reserve)

Date	Topic	Assignment
	31 Continued	Burgess & Drais-Parrillo, Ch. 11 (Course Reserve)
February	2 Adolescence	Weisfeld & Coleman, Ch. 12 (Course Reserve)
	4 Group Discussion I	
	7 Amish & Gypsy children	Charlesworth, Ch. 13 (Course Reserve)
	9 General Class Discussion	
	11 EXAM I	

PART II: STRANGER IN THE NEST

	14 Development & individual differences	Review Burgess, Ch. 1, pp. 7-17 (Course Reserve)
	16 Continued	
	18 Within the nest & making connections	Cohen, Chs. 1 & 2; Sulloway, pp. 371-375
	21 Blaming parents	Cohen, Ch. 3
	23 Forging a world	Cohen, Ch. 4
	25 A mind of one's own	Cohen, Chs. 5 & 6
	28 Intelligence	Cohen, Ch. 7, pp. 99-109
March	2 Personality	Cohen, Ch. 7, pp. 109-116
	4 Continued	
	7-11 SPRING BREAK	
	14 Conduct and character	Cohen, Ch. 9
	16 Continued	
	18 The single gene	Cohen, Ch. 10
	21 A non-linear prenatal world	Cohen, Ch. 11

Date	Topic	Assignment
	23 Out of the blue & beyond the nest	Cohen, Chs. 13 & 14
	25 Group Discussion II	
	28 Love is not enough	
	30 General Class Discussion II	
April	1 EXAM II	

PART III: BORN TO REBEL

April	4 Birth order and scientific revolutions	Sulloyay, Introduction & Ch. 2
	6 Personality	Sulloyay, Ch. 3
	8 Family niches	Sulloyay, Ch. 4

PAPER DRAFT DUE

	11 Developmental glitches	Sulloyay, Ch. 5
	13 Gender	Sulloyay, Ch. 6
	15 Temperament	Sulloyay, Ch. 7

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	18 Exceptions to the rule	Sulloyay, Ch. 8
	20 Group Discussion III	
	22 Social and intellectual context	Sulloyay, Chs. 14 & 15

PAPER DUE

	25 Recapitulation	
	27 General Class Discussion III	
	29 EXAM III	