

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Counseling & Development**

**EDCD 525.001**  
**ADVANCED HUMAN GROWTH AND DEVELOPMENT**  
Fall, 2004

**Instructor:** Mittie T. Quinn, Ph.D.  
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**Class Location:** Thursday, 7:20 – 10:00 PM Thompson Hall

**Course Description**

There are no prerequisites for this course. However, since this course is entitled “Advanced” Human Growth and Development there is an assumption that students have a knowledge and understanding of basic human growth and development theories and issues. This course approaches human growth and development at an advanced level by examining human development across the lifespan from a cross cultural perspective. The course involves a critique of different theories of culture, human development and lifespan processes and the relationship between the two. The journey will generally follow a sequential approach, looking at key processes and topics in each of life’s stages. Physical, cognitive and psychosocio-emotional aspects of development will be explored in relation to the key issues within the lifespan period and how these issues relate across cultures.

**Course Delivery**

The course will incorporate lectures, cooperative learning groups, on-line discussions, student presentations.

**NOTE:** It is the policy of the Counseling and Development Department that students missing 2 or more classes without acceptable reasons will not receive a passing grade for the course.

**Course Objectives/Student Outcomes**

1. Understand and appreciate the complexities of culture and its influence on human growth and development.
2. Critique and examine the major theories of human growth and development and their applicability across different cultures.
3. Provide a basic framework for understanding the effects of culture on human growth and development throughout the lifespan.
4. Develop the ability to apply human development theories from a cross cultural perspective to practical concerns of counselors and educators.
5. Examine research methodologies used to study human development and assess their validity and reliability. Understand the advantages and limitations of these

methodologies for cross cultural studies.

6. The ability to ask meaningful questions about cross cultural development for future research.
7. Develop an understanding cultural influences and human development that will be applicable to the field of teaching, counseling, parenting, etc.

### **Relationship to Courses and Program Goals and Professional Organizations**

Advanced Human Growth and Development is a critical course and relevant to all counseling courses. This class is a core course in the Counseling and Development Program and addresses the program goals and mission and provides a foundation in understanding individuals, families, communities and society and its relation to counseling. The course provides a bases for all the other courses in the program and facilitates an understanding of human growth and development from cross cultural and multicultural perspectives which is a critical component in all areas of counseling.

EDCD 525 fulfills the requirements of the following professional organizations:

Virginia Department of Education, Virginia Department of Health Professions, Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and American Counseling Association (ACA) Code of Ethics.

### **Textbooks/Readings:**

#### Required:

Craig, G. J., & Baucum, D. (2002). Human Development. (9<sup>th</sup> Ed.). Prentice Hall.

Gardiner, H.W., & Kosmitzki, C. (2002). Lives Across Cultures (2<sup>nd</sup> Ed.). Allyn and Bacon.

American Psychological Association (2001). Publication Manual (5<sup>th</sup> Ed.). American Psychological Association.

#### Choose One:

Tan, A. (1990). *The Joy Luck Club*. New York : Ivy Books.

McCourt, F. (1997). *Angela's ashes : a memoir of a childhood*. London : Flamingo.

Kingsolver, B. (1991). *Animal Dreams*. New York, NY : HarperPerennial.

(Alternatives may be chosen with approval of the instructor)

## **Assignments**

### **Required Products:**

1. (10%): Assignment 1: Group presentations on a human growth and development theory from a cross cultural perspective (presentation topic, requirements of presentation, and date will be assigned in the second class).
2. (20%): Assignment 2: (Developmental Observations): Students will initiate contact and

observe 2 individuals from different life stages (30 minutes each observation). Preferably, one of these should be an infant, toddler, or child younger than 12 years of age. Students should record behaviors observed using objective language and compare behaviors observed to one of the major developmental theorists. Paper should describe consistencies and discrepancies noted. Analysis portion of the paper should be no longer than 6 pages\*. Observation notes should be attached to paper. Paper is due 10/14/04.

3. (20%): Assignment 3: (Socialization Comparison). Students will write a paper identifying similarities and differences in child rearing issues and/or parent and child relationships described in one of the novels (student choice) with their own experiences. The paper should be no longer than 6 pages\*. The paper is due on 11/11/04.
4. (30%): Assignment 4: (Research Paper): Students will write a research paper examining an aspect of human growth and development. Students should select a content area of interest and include critiques and perspectives reflected in recent research. The influence of culture and environment on the topic area must also be discussed. The paper must be no longer than 8 pages (not including title page, abstract and references)\*. The paper should include a review of the literature describing the topic (at least **10 recent journal references** should be cited to demonstrate the thoroughness of your topic review, no websites, book chapters or books). Approximately one-half of the paper should include a critique and personal views of the issue. The paper must be different than the topic that you presented in class. The paper is due on 12/9/04.

Note: Approval of the research topic is required. Therefore an abstract containing a paragraph (no longer than 100 words) of the research project should be submitted no later than 9/23/04.

\* Assignment due dates are strictly observed. All papers must be typewritten in APA (5th ed.) format. Papers that are not in APA format and/or are over the page limit will be penalized and result in a grade reduction. The page limit does not include title page, abstract or references.

5. (20%): Assignment 5: (Class Participation): This grade will be comprised of the following elements:
  - a. Attendance in class (5%): Classroom participation is a vital part of this course. Due to the amount of material to be covered and the limited time frame, class attendance is indispensable and will be recorded weekly. Therefore it is expected that students will attend all classes (which includes arriving on time and staying for the entire class) and participate fully in class discussions and exercises. If students miss more than 1 class without a reasonable excuse absence (e.g., family emergency, illness with a doctor's certificate) it will affect the participation/attendance grade.
  - b. Students are expected prior to the beginning of each class to email 3 questions (5%) and/or comments related to the assigned readings to the instructor. Students should be prepared to discuss these questions/comments.
  - c. Journal (10%): Recognizing and articulating one's own experience is a critical factor in understanding one's own perceptions and potential biases. Therefore it is a requirement that you keep a journal during this course in which you will

be asked to reflect on your own life history. You should make at least one reflection per class. In some cases, a particular topic will be assigned, in others it is up to your discretion. I will collect these journals to review the specific topics assigned on 11/18. You may keep an electronic version if you prefer.

**Evaluation and Grading:**

<u>Assignments</u>	<u>Points</u>	<u>Due</u>
Group Presentation	10	To be arranged
Abstract	-	9/24/02
Assignment 1: (Interviews)	20	10/22/02
Assignment 2: (Socialization)	20	11/5/02
Assignment 3: (Research)	30	11/26/02
Participation/Attendance	10	
Journal	10	Keep current - submit 11/18
	100	

Grading Policy:

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Papers receiving an “A” grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. As noted above points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit.

**Grading Scale**

A=97-100; A-=96-94; B+=93-91; B=90-87; B-=86-84; C=83-80; F=below 70.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**Note:** GMU requested that students turn off their pagers and/or cell-phones before class begins.

**Course Schedule\*\***

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
Class 1 09/2/04	Syllabus Presentation On Line Discussions	
Class 2 09/9/04	Cultural Theories and Worldviews Culture and Human Growth and Development	Craig pp 4-17 & pp 96 - 109
Class 3 09/16/04		Neurological/Biological Method
Class 4 9/23/04		
		<u>Assignment 1</u>
Class 5 9/30/04		
Class 6 10/7/04	Guest Lecturer: Gender Identity Development	
Class 7 10/14/04		<u>Assignment 2 Due</u>
Class 8 10/21/04		
Class 9 10/28/04		
Class 10 11/4/04		Power/Privilege and Human Growth and Gardiner Ch. 8
Class 11 11/11/04		

Class 12  
11/18/04

means to you  
Submit journal

**Thanksgiving Day – No Classes**

Class 13  
11/25/04

Older Adulthood  
Culture and Aging

Craig 17-18  
Handouts

Class 14  
12/02/04

Culture and Health  
Gardiner Ch. 10

Craig Ch. 19

Class 15  
12/9/04

Cultural Issues in Death and Dying

Gardiner Ch. 11  
Journal: What are the rituals for  
death in your cultural  
experience?  
Assignment 4 Due

Finals Week  
12/16/04

unique characteristics of the class and course content.