Proseminar in Human Development and Social Policy

HDSP 401-0

Fall Quarter, 2016

Professor: James P. Spillane
Phone: (847) 467-5577
E-mail: j-spillane@northwestern.edu
Office Hours: By Appointment
Meeting Time: Monday 1-4 pm
Room: Annenberg 347

Course Objectives:

This course aims to introduce graduate students in Human Development and Social Policy (HDSP) to core theoretical and empirical work in human development and social policy. It is designed to offer first-year students in the Doctoral Program in Human Development and Social Policy (HDSP) an in-depth overview of the intellectual foundations of the program and introduce students to the programs of research of HDSP faculty. HDSP focuses on lifespan development and the life course from multiple perspectives, emphasizing the influence of historical periods, the timing of events, changing roles, and how individuals shape their own pathways in addition to being influenced by individuals around them, by social institutions, and by public policy. HDSP is a multidisciplinary program bringing to bear anthropology, biology, education, economics, political science, psychobiology, psychology, social epidemiology, sociology, and other disciplines to understand human development and policy. HDSP focuses on those contexts that are essential in shaping life trajectories and opportunities—families, neighborhoods, schools, the workplace, and the realm of local, state, federal, and international policies.

The first part of the course considers three central questions:

- What is human development?
- What is social policy?
- What is human development and social policy?

Students will examine the entailments of taking human development and social policy frameworks to examine social phenomena. They will also consider what makes a human development and social policy framework unique in the study of key social policy issues.

The second part of the course will engage students in a consideration of some of the core disciplinary perspectives that inform research in HDSP. Each week students will consider the entailments of a
particular disciplinary perspective (e.g., economics, sociology, psychology, political science) in framing research in human development and social policy. A central part of this work will involve discussing with core HDSP faculty their research as framed from a particular disciplinary perspective. Our goal in this class is to develop students’ ability to think about pressing social issues (e.g., inequality) from a multidisciplinary perspective that attends both to human development and social policy.

**Course Format:**

The course will use a seminar format with student participation, debate, and critique playing a central role. Each class period will typically consist of two sessions. Session I will involve class discussion, focusing upon assigned readings. Session II will involve discussions with a guest faculty. For each Session II, there will be readings authored and/or chosen by each guest faculty member. The last class in the quarter will focus on student presentations.

**Required Texts**

One required book is available at the Norris Center Book Store:


**Course Requirements:**

There will be four assignments for the course. (Additional details for each assignment will be provided in class during the quarter):

- The first assignment will involve reviewing an article of your choosing from one HDSP alumni; each student will pick one graduate of the HDSP program and review a published paper by this scholar and write a critical review. The review will be posted online by noon on October 9.

- The second assignment will involve writing a 2–3 page analytical memo that summarizes the main ideas and issues from the class discussion for a particular week. Each student will take responsibility for writing an analytical summary of one week’s discussion. These memos should not simply report on who said what but rather distill the main ideas from the discussion reporting them out clearly and concisely. **Due date: TBD in class.**

- The third assignment will be an in class presentation: For the presentation, you will have 15 minutes to present on your review of a HDSP faculty member’s research trajectory to the class. You will then have a 5-minute period for questions and discussion. The quality of the questions and the discussion after each presentation is important. **Power point is required.**

- The fourth assignment is a 12 to 15-page, double-spaced paper, critically reviewing the work of one HDSP faculty member. The purpose of the paper is to learn about the research program of a faculty
member, to see how individual researchers develop research programs, and to explore how scientists move subfields and fields forward. Due date: December 7, electronic copy on line or by email.

Grading:
Grading is a way of providing feedback about the quality of your work. In addition to a letter grade, most assignments will also include written feedback to help you understand your progress in meeting the standards expected of graduate students. Work will be graded and returned in a timely fashion to help you monitor your progress.

First Writing Assignment: 15%
Second Writing Assignment: 15%
Class Presentation: 15%
Final paper: 40%
Class Participation: 15%

The grading scale for this class is:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Excellent &amp; Exceptional</td>
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<tr>
<td>A-</td>
<td>Very good</td>
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<tr>
<td>B+</td>
<td>Good</td>
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<tr>
<td>B</td>
<td>Acceptable</td>
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<tr>
<td>B-</td>
<td>Barely acceptable</td>
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<tr>
<td>C</td>
<td>Poor</td>
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<td>F</td>
<td>Failure (no credit)</td>
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Academic Integrity
As a student at Northwestern University, you are required to adhere to the University Senate’s Principles Regarding Academic Integrity. Under no circumstances will cheating, plagiarism, fabrication or other practices in academic dishonesty be tolerated in this course. As a member of the academic community, you are responsible for familiarizing yourself with the definitions, policies and principles associated with academic integrity: http://www.northwestern.edu/provost/students/integrity/#principles

Course Outline:

**September 26th: What is Human Development? (Class meets 1:30 to 4:30 this week)**


**Session II: Guest faculty, Dan McAdams, Professor, HDSP; Chair, Department of Psychology**


**October 3: What is Social Policy?**


**Session II: Guest faculty, Cynthia Coburn, Professor, HDSP & LS**


**October 10: What is Human Development & Social Policy?**

Visit the following website and consider signing up for the listserv to be informed of monthly phone calls regarding research and careers in child and family policy. HDSP is a member of this consortium. [http://childpolicyuniversityconsortium.com](http://childpolicyuniversityconsortium.com)

Visit the websites of HDSP alumni, choose 1 additional paper to read from 1 of these alumni. Write a review of the paper you read following the template provided on line and post 24 hours before class so
everyone can read your review. Come to class prepared to discuss how this paper does/does not take a human development and social policy perspective.

Amy Claessens, Assistant Professor, Harris School of Public Policy Studies, University of Chicago  [http://harris.uchicago.edu/directory/faculty/amy_claessens](http://harris.uchicago.edu/directory/faculty/amy_claessens)

Leah Doane, Associate Professor, Department of Psychology, Arizona State University  [https://webapp4.asu.edu/directory/person/1623766](https://webapp4.asu.edu/directory/person/1623766)

Corey Drake, Associate Professor, Department of Teacher Education, Michigan State  [https://education.msu.edu/search/Formview.aspx?email=cdrake@msu.edu](https://education.msu.edu/search/Formview.aspx?email=cdrake@msu.edu)

Stefanie Deluca, Associate Professor, Department of Sociology, Johns Hopkins University  [http://soc.jhu.edu/directory/stefanie-a-deluca/](http://soc.jhu.edu/directory/stefanie-a-deluca/)

Lisa Dorner, Associate Professor, Department of Educational Leadership and Policy Analysis, College of Education, University of Missouri  [https://education.missouri.edu/person/lisa-dorner/](https://education.missouri.edu/person/lisa-dorner/)

Rachel Dunifon, Professor and Associate Dean for Research and Outreach, Department of Policy Analysis and Management, College of Human Ecology, Cornell University  [http://www.human.cornell.edu/bio.cfm?netid=red26](http://www.human.cornell.edu/bio.cfm?netid=red26)

Mimi Engel, Assistant Professor of Public Policy and Education, Department of Leadership, Policy and Organizations, Peabody College of Education and Human Development, Vanderbilt University  [http://peabody.vanderbilt.edu/bio/mimi-engel](http://peabody.vanderbilt.edu/bio/mimi-engel)

Holly Hart, Survey Director at University of Chicago Consortium on School Research  [https://consortium.uchicago.edu/about/staff/holly-hart](https://consortium.uchicago.edu/about/staff/holly-hart)

Cassandra Hart, Assistant Professor, UC Davis School of Education  [http://education.ucdavis.edu/faculty-profile/cassandra-md-hart](http://education.ucdavis.edu/faculty-profile/cassandra-md-hart)

Heather Hill, Associate Professor, Evans School of Public Policy and Governance, University of Washington  [http://evans.uw.edu/profile/hill](http://evans.uw.edu/profile/hill)

Lindsay Till Hoyt, Assistant Professor of Psychology, Fordham University  [http://www.fordham.edu/info/21660/faculty_and_staff/5445/lindsay_till_hoyt](http://www.fordham.edu/info/21660/faculty_and_staff/5445/lindsay_till_hoyt)

Christine Li-Grining, Assistant Professor, Developmental Psychology, Loyola University  [http://www.luc.edu/psychology/facultystaff/ligrining_c.shtml](http://www.luc.edu/psychology/facultystaff/ligrining_c.shtml)

Christina LiCalsi, Senior Researcher at American Institutes for Research  [http://www.air.org/person/christina-liclassi](http://www.air.org/person/christina-liclassi)

Tondra Loder, Associate Professor, Educational Foundations, School of Education, University of Alabama at Birmingham  [http://www.uab.edu/education/home/faculty-directory/35-tondra-l-loder-jackson](http://www.uab.edu/education/home/faculty-directory/35-tondra-l-loder-jackson)
Micere Keels, Assistant Professor, Department of Comparative Human Development, University of Chicago https://humdev.uchicago.edu/directory/micere-keels

Katherine Magnusson, Professor, School of Social Work, University of Wisconsin-Madison https://socwork.wisc.edu/katherine-magnuson

Shadd Maruna, Dean and Professor, School of Criminal Justice, Rutgers http://rscj.newark.rutgers.edu/faculty/member/dr-shadd-maruna/

Rick Settersten, Professor of Human Development and Family Sciences, Oregon State University, Endowed Director of Hallie E. Ford Center for Healthy Children & Families http://health.oregonstate.edu/people/settersten-richard

Session II: Guest Alumni: Rachel Dunifon, Professor and Associate Dean for Research and Outreach, Department of Policy Analysis and Management, College of Human Ecology, Cornell University and Micere Keels, Associate Professor, Department of Comparative Human Development, University of Chicago.


October 17: Psychological Perspectives


Session II: Guest faculty, Terri Sabol, Assistant Professor, HDSP and Psychology


**October 24 Psychobiological Perspectives**


**Session II: Guest Faculty, Claudia Hasse, Associate Professor, HDSP**


**October 31: Political Science Perspectives**

https://www.youtube.com/watch?v=jQK0Xbfel-M


Session II: Guest faculty, Quinn Mulroy, Assistant Professor, HDSP


November 7: Economic Perspectives


Session II: Guest faculty, Jonathan Guryan, Associate Professor HDSP and Kirabo Jackson, Associate Professor, HDSP


November 14: Sociological Perspectives (Class meeting at Silverman Hall, 2170 Campus Drive, room 1-510)


Session II: Guest faculty, Simone Ispa-Landa, Assistant Professor, HDSP and Jim Rosenbaum, Professor, HDSP


**November 21: No Class**

**November 28th: Organizational & Institutional Perspectives**


**Session II: Guest faculty, Jeannette Colyvas, Assistant Professor, HDSP**


**December 5: Student Presentations**