Human Development and Family Studies

Overview | Critical Thinking | Annotated Sample Paper| Bronfenbrenner | APA Style Citation

**General Overview**

**Introduction to Human Development and Family Studies (HDFS):**

Human Development and Family Studies focuses on the study of individual development throughout the lifespan. This is in pursuit of learning how people develop in many domains, such as:

- **Biological**—how the body physically develops
- **Psychological**—how the mind develops
- **Cognitive**—how the thinking processes develop
- **Social**—how interactions with others develop

The field of Human Development and Family Studies examines development through an ecological perspective. This perspective considers the individual and how his/her developmental experience is shaped by his/her environment and all the factors within it. It considers the complex interactions that occur within these settings, and how these interactions impact development.

**Common Expectations for Writing in Human Development and Family Studies:**

In many courses in the Human Development and Family Studies discipline, there are similar general expectations. These begin in the introductory level classes, and continue onward into the upper level courses as well.

- **Critical Thinking:** Critical thinking involves the mental process of observation, analysis, and evaluation. Critical thinking typically involves an objective observation, followed by an analysis of the event, which ties in class material and scholarly sources to these observations. Critical thinking is a huge component in many writing and in-class assignments in the HDFS discipline.

- **Using Scholarly Sources/Primary Sources:** Scholarly sources are distinguishable from other popular sources because the publications are peer reviewed. Primary sources are a source that comes directly from the author, such as a blog post or journal entry. Many classes in the HDFS discipline require Scholarly and/or Primary sources, and have an expectation that the student can explain why a certain source is considered scholarly or primary. For more information on deciding how to classify a source, see: [http://library.uvm.edu/guide_on_the_side/tutorial/sources-of-information](http://library.uvm.edu/guide_on_the_side/tutorial/sources-of-information)
A Well-Constructed Argument: Writing in the HDFS discipline often involves utilizing critical thinking to construct an argument on an assigned topic. It is essential for the writer to display critical thinking, as well as the ability to tie in class material and outside scholarly (or primary) sources to the piece. HDFS professors also look for the opposing argument to be discussed, and why this argument could be both valid and wrong. Professors are looking for evidence that the student understands the material, is able to reflect upon it in a way that demonstrates this understanding, and is able to create an argument supporting a thesis.

“College Level Writing”: College level writing is often listed in the “expectations” section of assignments in the HDFS discipline. This means that the professor is expecting the writer to be able to:

- Use correct punctuation
- Use proper grammar
- Address the appropriate audience for the assignment
- Write in an appropriate voice (Ask yourself: Is the “I” voice okay for the assignment? Should it be geared towards a more formal audience?)

APA Citation: HDFS is considered a social science, and therefore follows the guidelines set by the American Psychological Association on citation. For more information, see the APA citation page or visit http://library.uvm.edu/guides/cite/.

Integrating Theory: Writing in the HDFS discipline typically includes discussing theory, and how certain theories may be applied and viewed in differing situations. One theorist that is emphasized in the HDFS field is Urie Bronfenbrenner.

Critical Thinking

Critical thinking is a large component of HDFS, in the sense that it is a main theme throughout many of the classes in the discipline. What professors are looking for with critical thinking is the student’s ability to reflect on an event or topic at a deeper level. This means going beyond just basic observations and reactions, and exploring it in a more meaningful and expanded way.

Critical thinking is often used to show the real-life application of material learned in class. Professors will be looking for the student to demonstrate critical thinking, and then tie it back to class material or textbooks. There are no “correct” answers in critical thinking; rather, professors are evaluating the student’s reflections to make sure there is an understanding of the information, and an ability to demonstrate this understanding through critical thinking. Often there is a personal component to critical thinking, where the student ties in their personal feelings and reflections.
Questions professors may use to guide these evaluations include:

- Did the student raise vital questions and concerns about the topic/event?
- Did the student collect and evaluate relevant information?
- Did the student present a well justified solution (if applicable)?

It is not expected that the student will be able to master critical thinking within one course or semester. Rather, developing critical thinking is a long-term goal, and professors want to see progress toward that goal.

**Annotated Sample Paper**

**Annotated Sample Critical Thinking Paper:**

This assignment was for HDFS 141, a class that guides you to explore your own identity and how that identity is cultivated. The assignment is called “The Race Game,” a game in which students would use the term “white” to refer to one of their friends who identified as white. The purpose was to observe reactions to and then later critically reflect on them. This section of the paper is the reflections. I received an “A” on this paper. So that we do not facilitate plagiarism, segments of this paper have been cut out. In this example, good reflective writing in the HDFS discipline entails tying together the class material with personal meaning making, and the ability to come up with hypothetical solutions based on the reflections.

**The Race Game: Section B “Reflections”**

Playing the Race Game was one of the most eye opening experiences I have ever had. Until this, I had never really questioned my own race. I had never really examined what it meant to identify as white. I had never been openly faced with my race. Just in one week of playing the Race Game, I feel like I developed from different stages of the models.¹ When I began playing the Race Game, I would have been in the category of “Acceptance,” under Hardiman’s model. I would place myself here because of my unconscious identification with whiteness; I had never been faced with it or thought about what it means to be white. I wouldn’t necessarily accept stereotypes about any racial group, but I wouldn’t do anything to argue them either. After

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¹ After beginning to reflect on the experience, I begin to tie it into a model we discussed in class. This falls under “evaluating” information.
playing the race game for a week, I would place myself in Helms’ model under “Immersion” because playing the Race Game literally made me face my own whiteness, and search for reasons behind white privilege and for personal meanings of racism.

I think that the biggest thing I have learned about the developmental models such as those of Helms, Hardiman, and Terry is that there is no consistent pattern of moving forward. It isn’t like each person starts at the first stage and then steadily progresses forward. I think there are people who start in a more advanced stage and then move forward from there. I would also say that there are people who don’t move forward. I think the interaction with my Black roommate opened my eyes to her point of view. I would place her in Terry’s model under “New Whites.” I know she is black, but she stated that racism is a white problem and that it would be eliminated if white people just stopped making such a big deal of it. This allowed me to believe that these models can apply to any race.

Thendeka asks the player to “endure” and to face what they feel. The task that Thendeka asks the player to endure is to be faced with their own race—their own whiteness. Her examples lead the player to realize that while many people have been faced with their race, whites typically haven’t been. She asks the player to face their whiteness, and to explore what they feel about it. In all honesty, at first I felt bad about it. I felt awkward and like it was something taboo that shouldn’t be pointed out. I think that emotion definitely played a role in this experience because I didn’t have the option of backing out. I had to push through my feelings of awkwardness and persevere.3

2 Here I am demonstrating personal growth from the experience after examining it through the models and theories discussed in class. This is showing I “collected” relevant information.
3 Here I begin to address the “well-justified solution”. This is key because I am demonstrating my understanding and active construction of knowledge through coming up with a potential solution. It demonstrates my
I think emotion especially played a role when I received negative responses, because I felt ashamed of what I was doing. I felt like it wasn’t fair for me to be playing with race when I had never been faced with it before. As the week went on and my experiences playing and having to explain the game to people who asked why I kept referring to people as “white” continued, I felt more comfortable and less awkward. Instead of stuttering and dreading every time I had to talk about one of my white friends, I began to see it as an opportunity to make my friends and family think about their race and how most of them had never been faced with it before. Playing the Race Game challenged my own opinions, beliefs and ideas about white identity and whiteness. Although I have always identified as white, I have never had to fight for any rights that come along with that. Being white had always just been an aspect of my identity. Playing the Race Game made me realize that for some people their race plays a huge role in their identity, and for some people it is their overall identity. I realized that I needed to be more aware of that. Until playing the Race Game, I had always thought race was just a small part of who someone was....

understanding of the material to a high enough extent that I am able to see the hypothetical with it. Although it is not the most complex solution, I reflect on why I thought it was a good one and this is justifying it.

4 Again, I am making a “well-justified solution” out of a situation, and this demonstrates critical reflection in the form of growth—taking an awkward experience and growing from it.
Bronfenbrenner

Urie Bronfenbrenner’s Develocological Terms and Concepts

Bronfenbrenner’s ecological model is discussed in many HDFS courses, but is imperative in courses taught by Professor Larry Shelton. There are specific terms and concepts which are used in these courses and assignments that require the use of the vocabulary to support your arguments. Here is a selection of basic terms and concepts that will help a writer understand Bronfenbrenner’s work more effectively:

- Bronfenbrenner defines **develecology** as:
  “The study of the processes of development of organisms and their relations with their environments, employing a combination of systemic and longitudinal perspectives that include the mutual and reciprocal analysis is change in both the context and the organism.”

  A key word here is “change”. Writing in HDFS revolves around the gradual transformations we undergo as a result of our interactions with other people and our environment.

- **Molar Activity** is one that is “an ongoing behavior possessing a momentum of its own and perceived as having meaning or intent by the participants in the setting.”
  
  **Example:** Learning is a molar activity only if it is ongoing, has personal meaning for the student, and grows increasingly more complex in nature.

- **A dyad** is formed when “two or more persons pay attention to or participate in one another’s activities.” There are three main types of dyads:
  - **Observational**-At least one person is observing another’s activities.
  - **Joint activity**-Two people participate in an activity together.
  - **Primary**-The relationship (i.e. Dyad) continues to exist for both people, even when they are not together.

  **Example:** An observational dyad would occur while a student observes another student taking part in an intermural sport. A joint activity dyad would occur if both students are playing the intermural sport together. A primary dyad would occur when both students who play the sport together think about each other when they are in different settings and with different people.

There are three main components that exist in a dyad, and determine the nature of the relation. These are:

- **Affect**-The feelings and emotional tone. It is typically referred to as either a positive or negative affect.
o **Power**—The strength each person holds in the relation, in regard to each other. It is typically referred to as balanced or unbalanced.

o **Reciprocity**—The mutual influence of each person on the other person, activities, and interactions. It is typically referred to as equal or unequal.

The developing person’s world consists of different **systems**, where each one contributes to the individual’s development and interacts with other systems.

- **Microsystem**—“A pattern of activities, roles, and interpersonal relations in a given setting with particular physical and material characteristics.”
  
  *Example:* Your English classroom.

- **Mesosystem**—“the linkages and processes taking place between two or more settings containing the developing person”
  
  *In other words:* All your settings and the connections that exist between them.

- **Exosystem**—“one or more settings that do not involve the developing person as an active participant but in which events occur that affect, or are affected by, what happens in the setting containing the developing person.”
  
  *Example:* Your parent’s workplace.

Other terms that may be used to discuss the elements above, but are not just referred to in regard to Bronfenbrenner: **role, setting, environment, transaction, relation, links.**

### APA Style Citation

**APA Paper Formatting and In-text Citation**

All forms below have been created by the Writing Center Administration and are available as handouts from the Writing Center.

This sheet summarizes American Psychological Association (APA) style for paper formatting and in-text citation, as published in the sixth edition of the *Publication Manual of the American Psychological Association*. APA is only one of a number of popular styles for formatting, which are generally used according to discipline, but you should always use the methods and variations preferred by your professor.

For more complete style information, refer to sixth edition of the Publication Manual of the APA or visit the OWL at Purdue at [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/) and refer to the *APA 2009 Formatting and Style Guide.*

**Paper Formatting**
An APA-formatted paper should be:

- Typed and printed on 8.5”x11” white paper.
- Double-spaced between lines (including the first page heading), with a single space between sentences
- In a standard 12 pt. font (e.g. Times New Roman, Helvetica, Arial)
- Set to 1” margins
- Indented ½” at the beginning of each paragraph
- Labeled with a header that includes the paper title on the left and page number on the right
- Include in-text parenthetical citation with a Reference List page at the end of your paper.

Starting your paper:

- Full APA-style papers contain four sections: title page, abstract, body, and references. Unless your professor requests this format, type your full name, instructor’s name, course, date, etc. as specified by your professor.
- Double-space after your heading and type your title (centered) using Title Case (do not add any underlining, quotes, or italics except to denote the title of another work, as you would in your text).

**In-text Citation**

APA requires the use of parenthetical citation to indicate the use of ideas or direct quotes from others.

- Insert a parenthetical citation that includes the author’s last name and the year of publication at the end of the relevant sentence (or clause), inside the end punctuation (Daniels, 2007).
- If the author’s name appears in the sentence, you need to cite the year, in parenthesis, next to the name (Daniels (2007) has argued that…) unless the year is also included in the sentence (In 2007, Daniels argued that…). In this situation, you do not need a citation at the end of the sentence. Note: APA style requires using the past or past-perfect tense to refer to past research.
- If the author is not known, use a short version of the title (three to four words) according to how the source is alphabetized in your Reference List (i.e. do not include the words “a,” “an,” or “the” at the beginning of the title). Put book titles in italics, but articles or book chapters in quotations.
- When citing a specific section of a work (page, chapter, etc.) place it at the end of the parenthetical citation, abbreviating “page” but not “chapter” (Daniels, 2007, p. 12) vs. (Daniels, 2007, Chapter 3)
- Citations with one or two authors should contain both names each time with an “&” in between. Citations with three or more authors should contain the first name followed by et al.
• If the authors of different publications, or the authors of one publication, share the same surname, include their initials in the citations (Light, I., 2006) (Light, M. A., Light, I. H., 2008)

Author(s)
Early onset results in a more persistent and severe course (Kessler, 2003, p.5).

No Author
Socialized care ultimately proves to provide cheaper and more effective treatment ("Study Finds," 2009).

APA Works Cited

This sheet summarizes American Psychological Association (APA) style for Reference List citations, as published in the sixth edition of the Publication Manual of the American Psychological Association. APA is only one of a number of popular styles for formatting, which are generally used according to discipline, but you should always use the methods and variations preferred by your professor.

For more complete style information, refer to sixth edition of the Publication Manual of the APA or visit the OWL at Purdue at http://owl.english.purdue.edu/ and refer to the APA 2009 Formatting and Style Guide.

Reference List Formatting

In-text citations in APA documents refer to full source citations in Reference List, an alphabetical list of sources that appears on a separate page at the end of a paper.

• All sources should be alphabetized by author last name followed by the author’s initials (e.g. Villafuerte, S.A.). If the author is not known, alphabetize by article title. If the author is an institution or association, alphabetize by name using the first significant word (i.e. not "a," "an," or "the"—e.g. University of Michigan, Department of Psychology).
• If you have more than one article by the same author or group of authors, named in the same order, the references are listed in order by the year of publication, starting with the earliest.
• Capitalize all major words in journal titles.
• For any work that is NOT a journal title, such as a book, article, or Web page, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. (e.g. The pathogenesis of some impulsions. Journal of Abnormal Psychology)
• Italicize titles of longer works such as books and journals.
• Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.
• Do not cite your personal communications (phone calls, emails, letters, etc) in the Reference List.
Entries should be double-spaced, with all lines after the first in each entry indented by five spaces (1/2”). In the interest of space, the examples below are not double-spaced.

**Periodicals – Journals, Magazines, Newspapers**

- Give volume number, italicized, after periodical title
- Include journal issue number (if available) in parentheses immediately after the volume number if the page numbers restart from 1 with each issue
- Give the page numbers of the specific article

**Journal Article**


- No retrieval date is needed for online journal articles, but the reference must include the full URL of the journal homepage

**Magazine Article**


**Newspaper Article**


- Precede page numbers with p. or pp. and list all pages on which the article appears (if the pages are discontinuous, separate them with a comma, e.g. pp. B1, B3, B5-B7).
- If retrieved online, include "Retrieved from" and homepage URL at the end of the reference.

**Books**

- Place information about editions, volume numbers, and page numbers in parenthesis following the title: *title* (2nd ed., Vol. 3, pp. 3-5).
- For books or chapters available only online, replace the publisher information with "Retrieved from" and the exact URL.
- If author and publisher are the same, use the word “Author” in place of publisher name.

**Entire Book**

**Book Chapter**


**Reference Book**


**Serial Volumes of Multivolume Work**


**Non-English reference book, title translated into English**


**Entry in Online Reference Work**


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