

HUMAN DEVELOPMENT IN TIMES OF SOCIAL CHANGE

Seminar Summer Term 2006
Forschungsorientierte Vertiefung

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Start: April 18, 2006

Outline:

In broad terms, social change can be defined as change in typical characteristics of a society, such as norms, values, cultural products and symbols (Calhoun, 1992; Endruweit, 1989). Social change may occur gradually, as with the growing proportion of elderly in many Western societies, or may be spurred by sudden, dramatic transformation of economic, political, and social institutions, as was the case with the breakdown of the communist system in Eastern Europe and the Soviet Union. Whereas social change has been a prominent research focus in sociology over the last century, it only became a topic of interest to developmental psychology in recent decades. Because changing relations between the developing person and his or her changing context are the basic process involved in human development, psychological research on social change offers new insights into developmental processes. As social change characterizes change at the societal level or at the level of the macrosystem, developmental psychologists have to relate change at the level of society to change (development) at the individual level. For example, the effects of change at the level of the macrosystem on the lives of individuals may be mediated by changes in the immediate social systems, such as the family, the workplace and in the interplay between these systems. In addition, effects of social change on the lives of individuals may vary due to resources and coping processes and even by biological/genetic factors.

In the seminar, we intend to focus on rapid changes like the impact of the breakdown of the communist system on human adaptation and the development in Germany and Eastern Europe, but also on broader phenomena of social change that can be observed across the world, such as globalization of life paths. We will discuss theoretical models on the effect of social change on human development, effective research designs on studying social change, main lessons learned from the available studies on individual development in times of social change and future research needs.

Teaching Methods:

- **Oral presentation:** Students will work in pairs or alone on different conceptual, methodological and empirical papers and prepare an overview over the papers (Power-Point-Presentation). They will then meet with the course leaders to discuss questions

that still remain open. In addition to summarizing the key points, the presenters are expected to present the strengths and weaknesses of the studies. Thereafter there will be room for further discussion on how the results could be applied to other societal contexts and emerging trends.

- **Research Workshop:** We plan to have a one day workshop on recent research in social change done in the SFB (Sonderforschungsbereich 580: Sozialer Wandel) in Jena. There will be a presentation about the work of the SFB. In small working groups the students will discuss further directions that could be expected from the results of the SFB-research and prepare a poster (handwritten with the key points) with further hypotheses and proposals for testing these hypotheses. The posters will be presented to the audience and discussed. The intention behind this workshop is to introduce students to the research conducted at the Department of Developmental Psychology at the University of Jena in Jena and to create ideas how and find ways to go about an own research project on social change.
- Furthermore, students are expected to participate in midterm exams as well as in a written test with a few open questions at the end of the term.

Target Group:

Advanced MA and PhD-students interested in human development and in interdisciplinary research in particular. Students from the FSU and PSU will intensively work together: As far as possible each preparatory group will consist of German and American students. Course language will be English.

Introductory references:

- Piquart, M. & Silbereisen, R. K. (2004). Human development in times of social change: Theoretical considerations and research needs. *International Journal of Behavioral Development, 28*, 289-298.
- Crockett, L. J. & Silbereisen, R. K. (2000) (Ed.). *Negotiating adolescence in times of social change*. New York: Cambridge University Press.
- Silbereisen, R.K. & Youniss, J. (Ed.). (2001). Families and development in childhood and adolescence: Germany before and after reunification (Special issue). *American Behavioral Scientist, 44* (11), 1781-1971.

Syllabus

I. Introduction

Tue, April 18 Introduction of the topic, outline of the semester goals, distribution of tasks in form of presentations
German students

II: Concept of Human Development

Learning goals: getting to know a framework about the interplay of biological and cultural factors for the explanation of human development over the life span.

Tue, April 25 • Li, S.-C. (2003). Biocultural orchestration of developmental plasticity across levels: The interplay of biology and culture in shaping the mind and behavior across the life span. *Psychological Bulletin*, 129, 171-194.
German students • Li, S.-C., & Freund, A.M. (2005). Advances in Lifespan Psychology: A Focus on Biocultural and Personal Influences. *Research in Human Development*, 2, 1-23.

III. Types and modes of Social Change

Learning goals: Concept of social change, differentiation in rapid and continuous social change

Tue, May 9 Concept and differentiation of social change
German students • Calhoun, C. (1992). Social change. In E.F. Borgatta & M.L. Borgatta (Ed.). *Encyclopedia of sociology*. Vol. 4. New York: Macmillan, 1807-1812.

Example for research on rapid social change

- Botcheva, L. (1998). The gains and losses of Bulgarian Youths during the transition from socialism to democracy. In: J.-E. Nurmi (Ed.). *Adolescents, cultures, and conflicts. Growing up in contemporary Europe*. New York: Garland, 109-128.
- Drapela, V.J. (1992). Czechoslovakia: From revolution to reconstruction. *International Journal for the Advancement of Counselling*, 15, 79-89.

Examples for research on continuous social change

- Mortimer, J. T. & Larson, R. W. (2002). Macrostructural trends and reshaping of adolescence. In J. T. Mortimer & R. W. Larson (Eds.). *Changing adolescent experience: Societal trends and the transition to adulthood*. New York: Cambridge University Press, 1-17.
- Blossfeld, H.-P. & Heather, H. (2005). Life Courses on the Globalization Process. Final Report 1 September 1999 – 28 February 2005. URL: <http://web.uni-bamberg.de/sowi/soziologie-i/globalife/finalreport/index.html> (March 8, 2006) (35 p.)

Date

(e.g. Mon, May 15)

American students & some German students

Welcoming & Introduction for the PSU-students

- Introduction into the topic
- Composition of pairs of American and German students: the Germans explain the topics of the last course sessions to their partners.
- In the plenum there will be room for discussion and questions
- Outlook to the rest of the course, assignment of the PSU-students to the working groups

IV. Mechanisms

Learning goals: Introduction of two general concepts that deal with the question of how social change influences individual development and how individuals react to the changed demands and personal resources

- Tue, May 16
- German & American students
- Elder, G. & Caspi, A. (1990). Studying lives in a changing society: Sociological and personological explorations. In: R.A. Zucker, A.I. Rabin, J. Aronoff & S.J. Frank (Ed.). *Personality structure in the life course*. New York: Springer, 276-322.
 - Elder, G.H., Shanahan, M.J. & Clipp, E.C. (1994). When war comes to men's lives: Life-course patterns in family, work, and health. *Psychology and Aging*, 9, 5-16.
 - Pinquart, M. & Silbereisen, R. K. (2004). Human development in times of social change: Theoretical considerations and research needs. *International Journal of Behavioral Development*, 28, 289-298.

V. Research

Learning goals: Recent research about human development in times of social change: mediators, resources and outcomes; methods in the research of social change, research on social change conducted by the SFB 580 in Jena

Workshop on research methods and research in Jena (SFB 580)

- Sat, May 20
- 1. Focus on methods**
Students' presentation & discussion
- Trommsdorff, G. (1999). Social change and individual development in East Germany: A methodological critique. In R. K. Silbereisen & A. von Eye (Eds.). *Growing up in times of social change*. Berlin: de Gruyter, 171-199.
 - Alwin, D. F. & McCammon, R. J. (2003). Generations, cohorts, and social change. In J. T. Mortimer & M. J. Shanahan (Ed.). *Handbook of the life course*. New York: Kluwer Academic/Plenum Publishers, 23-49.
 - Heath, A. C., Berg, K., Eaves, L. J., Solaas, M. H., Corey, L. A., Sundet, J., Magnus, P., & Nance, W. E. (1985). Education policy and the heritability of educational attainment, *Nature*, 314, 734-736.
- 2. Current themes of research conducted in Jena**
presentation of a member of the SFB (e.g., Martin Tomasik), discussion
- http://www.sfb580.uni-halle.de/index_engl.html (17.3.06) (the homepage presents an outline over the whole project and all working groups and their specializations.)
 - Silbereisen, R.K. Pinquart, M., Reitzle, M., Tomasik, M.J., Fabel, K. & Grümer, S. (2005). *Psychosocial resources and coping with social change*. Paper presented at the workshop "Agency and Human Development under Conditions of Social Change" in Jena. (70 p.)
- 3. Work in small groups**
discussing further directions in the research of social change, thinking about attempts to find possible modes of implementations (research designs,...), preparation of a poster
- 4. Presentation of the poster and discussion**

V a. Research: Focus on mediators of social change: microcontexts

Learning goals: As microcontexts are one mediator of social changes of the macrocontext, we will come to know different microcontexts of the individuum and the way they are tangent by social changes.

- Tue, May 23
- Sampson, R. J. (2000). A neighbourhood-level perspective on social change and the social control of adolescent delinquency. In L. J. Crockett & R. K. Silbereisen (Eds.),

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- German & American students
- Negotiating adolescence in times of social change.* New York: Cambridge University Press, 178-190.
- Noack, P. (2000). Adolescent peer relations in times of social change. In L. J. Crockett & R. K. Silbereisen (Eds.), *Negotiating adolescence in times of social change.* New York: Cambridge University Press, 137-156.
 - Trommsdorff, G., Kim, U. & Nauck, B. (2005) Factors influencing value of children and intergenerational relations in times of social change: Analyses from psychological and socio-cultural perspectives, in: *Applied Psychology: An International Review*, 54, 313-316.
 - Nauck, B. & Schwenk, O.G. (2001). Did societal transformation destroy the societal networks of families in East Germany? *American Behavioral Scientist*, 44, 1864-1877.
 - Teasdale, T.W. & Owen, D.R. (2005) A long-term rise and recent decline in intelligence test performance: The Flynn Effect in reverse. *Personality and Individual Differences*, 39, 837-843.

V b. Research: Focus on personal resources

Learning goals: overview over personal resources that help the individual to deal with changed demands that occur by changes in the society.

- Tue, May 30
- German & American students
- Agency and other resources**
- Hitlin, S., & Elder, Jr., G. H. (2005). *Agency: An Empirical Model of an Abstract Concept.* Presented at the American Sociological Association, Philadelphia, PA..
 - Shanahan, M. J. & Hood, K. E. (2000). Adolescents in changing social structures: Bounded agency in life course perspective. In: Crockett, L. J. & Silbereisen, R. K. (Ed.). *Negotiating adolescence in times of social change.* New York: Cambridge University Press, 123-134.
 - Titma, M. & Tuma, N.B. (2005). Human agency in the transition from communism: Perspectives on the life course and aging. In: K.W. Schaie & G. Elder (Ed.). *Historical influences on lives & aging.* New York: Springer, 108-143.
 - Pinquart, M., Silbereisen, R.K. & Juang, L.A. (2004). Changes in psychological distress among East German adolescents facing German unification: The role of commitment to the old system and of self-efficacy beliefs. *Youth & Society*, 36, 77-101
 - Evans, K. (2002). Taking control of their lives? Agency in young adult transitions in England and the new Germany. *Journal of Youth Studies*, 5(3), 245-268.
 - Wiczorkowsky, G. & Burnstein, E. (2001). Monitoring adaptation to social change: Research at the institute for social studies. In: Bargh, J. A & Apsley, D. K. (Ed.) *Unraveling the complexities of social life: A festschrift in honor of Robert B. Zajonc.* Washington: American Psychological Association, 155-172.

V c. Research: Focus on outcomes

Learning goals: short-term and long-term consequences of social change for the personal development

- Tue, June 13
- German & American students
- Mental health**
- Huston, A.C. & Mistry, R.S., Bos, J.M. & Shim, M.-S. (2005). Well-being of low-income adults in a period of historical changes in welfare and employment policies. In: K.W. Schaie & G. Elder (Ed.). *Historical influences on lives & aging.* New York: Springer, 252-285.
 - Ihle, W., Esser, G. & Schmidt, M.H. (2001). Prevalence, course, and risk factors for mental disorders in young adults and their parents in East and West Germany. *American Behavioral Scientist*, 44, 1918-1936.
 - Sydow, H., Wagner, C., Jülich, B.R. & Kauf, H. (1999). Future oriented control and subjective well-being of students in East- and West-Berlin. In R.K. Silbereisen & A. von Eye (Eds.). *Growing up in times of social change.* Berlin: de Gruyter, 107-130.
 - Twenge, J.M. & Campbell, W.K. (2001). Age and birth cohort differences in self-esteem: a cross-temporal meta-analysis. *Personality and social psychology review*, 5, 321-344.

Tue, June 20

German & American students

Timing of biographical transitions

- Brooks-Gunn, J., Schley, S. & Hardy, J. (2000). Marriage and the baby carriage: Historical change and intergenerational continuity in early parenthood. In: Crockett, L.J. & Silbereisen, R.K. (Ed.). *Negotiating adolescence in times of social change*. Cambridge: University Press, 36-57.
- Vondracek, F.W., Reitzle, M. & Silbereisen, R.K. (1999). The influence of changing contexts and historical time on the timing of initial vocational choices. In: R.K. Silbereisen & von Eye, A. (Ed.). *Growing up in times of social change*. Berlin: De Gruyter, 151-170.
- Silbereisen, R.K. & Schwarz, B. (1998). Timing of first romantic involvement. Commonalities and differences in the former Germanies. In: J.-E. Nurmi (Ed.). *Adolescents, cultures, and conflicts. Growing up in contemporary Europe*. New York: Garland, 129-148.
- Silbereisen, R. K. (2000). German unification and adolescents' developmental timetables: Continuities and discontinuities. In: Crockett, L.J. & Silbereisen, R.K. (Ed.). *Negotiating adolescence in times of social change*. Cambridge: University Press, 104-123.

Tue, June 27

German & American students

Career success and economic hardship

- Pals, H. & Tuma, N.B. (2004). Entrepreneurial activities in post-soviet societies. Impacts of social psychological societies. *International Journal of Sociology*, 34, 11-38.
- Gerber, T.P. (2001). Paths to success. Individual and regional determinants of self-employment entry in post-communist Russia. *International Journal of Sociology*, 31, 3-37.
- Schwarzer, R., Jerusalem, M. & Hahn, A. (1994). Unemployment, social support and health complaints: A longitudinal study of stress in East German refugees. *Journal of Community & Applied Social Psychology*, 4, 31-45.
- Forkel, I. & Silbereisen, R.K. (2001). Family economic hardship and depressed mood among young adolescents from former east and West Germany. *American Behavioral Scientist*, 44, 1955-1971.
- Diewald, M. (in press). Spirals of success and failure? The interplay of control beliefs and working lives in the transition from planned to market economy. *International Journal of Psychology*. (16 p.)

VI. Public policy and intervention

Learning goals: Implication of research on the impact of social change on human development for public policy and intervention methods

Research and Practise

Tue, July 11

German & American students

- Huston, A.C. (2005). Connecting the science of child development to public policy. *Social Policy Report*, 19, 3-19.
- Shonkoff, J. P. (2000). Science, policy, and practice: Three cultures in search of a shared mission. *Child Development*, 71, 181-187.

Intervention program

- www.pc4youth.ch
On this homepage links to publications and papers presented at different conferences can be found, furthermore a general description of the program and material.
- Grob, A. (2005). *Pc4youth*. Paper presented at the Workshop "Self-Regulation in the Context of Social Changes", sponsored by the International Society for the Study of Behavioral Development Moscow, Russia.

Tue, July 18 **Test**
