FEM 3001
(INTRODUCTION TO HUMAN DEVELOPMENT)

THINGS THAT YOU WILL LEARN:

FEM 3001 is a basic course in your entire studies

Your class:

• Is a 3 credit course = (3+0)
• Is instructed by Assoc. Prof Dr Rumaya Juhari (Group 1)
  – Dept. of Human Development & Family Studies
  – rumaya@putra.upm.edu.my

How to score in this class:

• Try your BEST not to miss any class
• When you are in class – behave…be attentive, participate, reflect, etc
• Try to have a Study Group – reflect on class materials; discuss on assignments etc
• Study smart – this is a cumulative-final-exam class (all materials from Week1-14 will be covered in the final exam)

What is Human Development?

Definition:
• Scientific study of processes of change and stability of human beings (from conception till death)
• Systematic changes and continuities in the individual that occur between conception and death, or from “womb to tomb.” (from book Sigelman & Rider, 2009)

OUTLINE

• What is Human Development?
• The Concept of Insan & Human Beings
• Human Development
• The Creation of Human Beings
• The Scientific Approach
• The Religious Perspective

The systematic changes and continuities is fall into three broad domains:
• Physical development: growth of body
• Cognitive development: changes in perception, language, memory, and so on.
• Psychosocial development: motives, personality traits, interpersonal skill and relationship, and so on.

Early days: focus was on child development; “baby biographies” – e.g. by Dietrich Tiedemann on his son’s first 2.5 years of life; Darwin’s on his son’s first 12 months
Basis philosophy and concepts of human development → human as God-created being → INSAN

Human beings and their environments

THE CONCEPT OF INSAN & HUMAN BEINGS

- Human beings == INSAN ??.
- In this course, insan is referred to as universal understandings of human-beings
- Insan in the context of their environments; where interactions & transactions take place; which will in turn influence & will be influencing quality of life & quality of the environment

HUMAN DEVELOPMENT

- Focus on human beings across life cycle
- Ecological perspective – broad "tool" to understand human beings as person-in-environment
- Base: Faith in God; Goals: Quality of life, quality of environment
- Through scientific processes of describing, explaining, predicting & modifying of behaviour

The creation of human beings

- Using developmental approach, studies on human development normally have been focussing on child development
- During the 6th – 15th century, children were assumed as mini adults, preformationism; children are known as persons who need protection

- 16th century: The religious perspective (Protestant) demanded parents to be strict in nurturing their children in order for them to be able to tell right from wrong
- 17th century: John Locke pointed the importance of human dignity; respects; behavioural
- Children, known as tabula rasa (blank slate); originally "pure"; started form nothing; need to be guided through experiences

Jean Jacques Rousseau (1712 – 1778) – a French philosopher; claimed that children are noble savages (have natural tendency/sense of differentiating right from wrong; can grow to become healthy adults
Children have internal senses; cognitive ability & unique emotions that are prone to be abused / corrupted by adults who trained them. Rousseau introduced the stages of development and maturity concepts.

Children are organismic (active designer of their own destiny); development does not occur continuously, but in stages; nature’s role in determining changes in life.

Aristotle indicated: Human beings are the thinking, social, political animal who run various functions in order to live.

THE SCIENTIFIC APPROACH...

- The first scientific investigations of development were undertaken on late 19th century.
- Scholars observe the growth and development of their own children, and publish in the form of baby biographies.
- The most influential baby biographer was Charles Darwin.

Charles Darwin (1809 – 1882), British “naturalist”
- Darwin studied variations in plants and animal species
- No 2 items/individuals/specimens that are 100% the same
- The founder of the evolution theory
- Darwin’s evolutionary perspective and studies of the development of embryos strongly influenced early theories of human development, which emphasized universal, biological based maturational changes.

2 basic principles of the evolution theory: natural selection & survival of the fittest
- Natural selection: some species are naturally selected to survive in certain environment because they have the fit with characteristic ability to adapt
- Others ... died / perished

Those who survived will continue to live for a long time,
- reproduce & continue to generate quality characteristics for their next generations
- Focus: Physical & behavioural adaptations
• Darwin claimed that at the early stage (prenatal) some species are similar
• He concluded that all species including human beings have the same ancestors
• This has created debates and finally proven to be false

Limitation ???
➢ Different baby biographers emphasized on different aspects of children’s behaviour hard to compare
➢ Bias on observation?
➢ Small sample size: observe single child

Normative Era
• G. Stanley Hall (1846 – 1924), American psychologist, fore father of research on child development, first president of the American Psychological Association.
• He collects more objective data on large samples of individuals questionnaire
• Influential book: adolescence (1904)
• Adolescence was a time of emotional ups and downs and rapid changes.
• Substantial changes in brain and in cognitive and social functioning do take place during adolescence.

• With Arnold Gesell (1880 – 1961) – they claimed human development as “genetically determined, develop automatically.. Just like flowers”
• The normative method refers to research on human behaviour based on responses from MANY respondents; often linked with certain age group

Mental/Cognitive Testing Era
• Alfred Binet (1857 – 1911), French Psychologist, applied normative method to test human intelligence
• Stanford-Binet Intelligence Test
• It initiated heated debates over the issue of nature versus nurture

THE RELIGIOUS PERSPECTIVE
• Human beings are not machines (there are mind & spirit); not animals nor angels, and not GOD who creates himself
• In Islam, human beings are created by Allah in the best form of creation, to become khalifah
Surah Al-Hijr (26) yang bermaksud:
“Dan sesungguhnya kami (Allah) telah menciptakan manusia (Adam) dari tanah liat kering, (yang berasal) dari tanah lumpur hitam yang diberi bentuk

Surah At-Tin: (4) yang bermaksud:
“Sesungguhnya telah kami (Allah) ciptakan manusia itu di dalam sebaik-baik cara, kami jadikan sesuatu kelengkapan sesuai dengan keadaannya”

Men were created with certain purpose (amanah) – to function as khalifah who obeys his Creator
The coordination of both mind and spirit forms INSAN
Spiritual = related with 4 elements: spirit, the nafs, mind, and qalb

Roh = it’s God’s business;
Nafsu – bases for the reality of human beings: 3 levels of nafsu that urge or motivate behaviour: Ammarah, Lawwamah, Mutmainnah)
Akal – bases for kemuliaan; mengetahui segala sesuatu
Qalbu (hati)- merasa; asas keperibadian, central core – berasaskan hadith Nabi: seketul daging yang mempengaruhi kehidupan (baik = baik, rosk = rosk)

Men have tendencies for good and bad deeds
Originally pure and clean, given mind to think, able to strive, given the urgency to need & want; and bestowed with energy
The QALB plays a big role in determining personality & behaviour where a person has to be responsible for