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
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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)

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 focusing 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 (Protestan) 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 from nothing; need to be guided through experiences.

Children were viewed as passive mechanistic, development occurred continuously; and parents mould their children’s behaviour through warmth nurturing.

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*
Additional reading:

- Dr. Sharif Kaf Al-Ghazal (August 2004) "Embryology and Human Creation between Quran & Science".
  
  [http://www.islamicmedicine.org/embryoengtext.htm](http://www.islamicmedicine.org/embryoengtext.htm)

Read also: Meaning of life or purpose of life

- Men are 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 dignity; to gain knowledge
- *Qalbu* - to feel, base for character, central core – if it is good, the whole person is good
- 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