PSYC 230 – DEVELOPMENTAL PSYCHOLOGY
Anna Shusterman

OVERVIEW

In this two-week, full-credit course, students will learn how children develop across different domains – physical, cognitive, language, social-emotional, identity, personality. We will emphasize the primary research literature in developmental science and expose students to the fundamental methods and theories used to study how children develop. In the process, we will learn to appreciate the beauty and detail of human development, as well as the ingenuity of research in the field over the last several decades.

WINTER MEETING SCHEDULE

- The course will be taught over 10 days, 4 hours a day, in two 5-day blocks.
- We will not meet during Martin Luther King, Jr. Birthday holiday.
- We will meet on Saturday, Jan. 20.

Week One:
Monday 1/8 – What is Developmental Science? Questions, Methods, & Theories
Tuesday 1/9 – Physical, Brain, and Motor Development
Wednesday 1/10 – Cognitive Development 1
Thursday 1/11 – Cognitive Development 2
Friday 1/12 – Language Development
[Saturday 1/13 – Diversity in Development assignment due]
[Martin Luther King, Jr. Weekend – 1/13 – 1/15 – No Class]

Week Two:
Tuesday 1/16 – Social Development: Attachment, Temperament, Self-Regulation
Wednesday 1/17 – Identity Development: Race, Gender, Culture, Groups
Thursday 1/18 – Resilience and Threat: Challenges to Healthy Development
Friday 1/19 – Child Observation
Saturday 1/20 – Systems and Development – Families, Schools, Communities
[Saturday 1/21 – Child Observation assignment due]

Reading period: Monday 1/22
Final Exam: Tuesday 1/23

COURSE POLICIES

(1) Attendance and participation are required at all course meetings. (2) No late assignments or exams will be accepted. (3) All written work must be your own.

GRADING

Pre-course assignment – 10%
Attendance, participation,
& in-class assignments – 20%
Assignment 1 – 20%
Assignment 2 – 20%
Final exam – 30%

COURSE READINGS

Prior to the start of the course

Before the first day of class, students should read the following books and watch the movie The Human Spark. A brief assignment to be turned in the week prior to the course will help students review and synthesize the material.

- Galinsky, E. (2010). Mind in the making. *National Association for the Education of Young Children: Washington, DC*.
- Golinkoff, R. M., & Hirsh-Pasek, K. (2016). *Becoming brilliant: What science tells us about raising successful children*. American Psychological Association.
- Gottlieb, A., & DeLoache, J. (2016). *A world of babies: Imagined childcare guides for eight societies*. Cambridge University Press.
- Movie: PBS The Human Spark, Part 2: So Human, So Chimp (55 minutes; available online)

Readings during the course

One paper will be assigned for each day. The papers will be selected from classic and current primary source articles to help students gain facility with reading and interpreting developmental science. All readings will be available on the course Moodle.

1. (for 1/8) Werner, E. E. (1989). Children of the garden island. *Scientific American*, *260*(4), 106-111.
2. (for 1/9) Gibson, E. J., & Walk, R. D. (1960). The" visual cliff". *Scientific American*, *202*(4), 64-71.
3. (for 1/10) Vosniadou, S. & Brewer, W. F. (1992). Mental models of the earth: A study of conceptual change in childhood. Cognitive psychology, 24(4), 535-585.
4. (for 1/11) Werker, J. F. (1989). Becoming a native listener. *American Scientist*, *77*(1), 54-59.
5. (for 1/12) Petitto, L. A., & Marentette, P. F. (1991). Babbling in the manual mode: Evidence for the ontogeny of language. *Science*, *251*(5000), 1493.
6. (for 1/16) Johnson, S. C., Dweck, C. S., & Chen, F. S. (2007). Evidence for infants' internal working models of attachment. *Psychological Science*, *18*(6), 501-502.
7. (for 1/17) Maccoby, E. E. (1988). Gender as a social category. *Developmental psychology*, *24*(6), 755.
8. (for 1/18) Leonard, J., Lee, Y. & Schulz, L. (2017). Infants make more attempts to achieve a goal when they see adults persist. *Science.*
9. (for 1/19) Bazelon, E. (2006). A question of resilience. *New York Times Magazine*, *6*, 54-59.
10. (for 1/20) Morelli, G. A., Rogoff, B., Oppenheim, D., & Goldsmith, D. (1992). Cultural variation in infants' sleeping arrangements: Questions of independence. *Developmental Psychology*, *28*(4), 604.