

**PSYC 230z – DEVELOPMENTAL PSYCHOLOGY
WINTER SESSION 2020**

INSTRUCTOR

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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 8 days, 5 hours a day, split over AM and PM sessions.

Classes meeting times: 9:30am-12pm and 1pm-3:30pm

*****Please note the unusual meeting schedule and plan accordingly!*****

Week 1 (5 days):	Tuesday, January 7 through Saturday, January 11
Break (6 days):	Sunday, January 12 through Friday, January 17
	<i>***Assignment #1 due at end of break***</i>
Week 2 (3 days):	Saturday, January 18 through Monday, January 20
	<i>***Assignment #2 due at end of reading period***</i>
Reading Period (1 day):	Tuesday, January 21
Final Exam (1 day):	Wednesday, January 22

COURSE GOALS

1. To gain knowledge about and appreciation for children and child development.
2. To understand how human development is studied using contemporary scientific methods, and to engage intellectual with research in human development through interpreting, evaluating, and critiquing primary studies.
3. To become educated citizens with regard to contemporary political issues including child welfare, education, and families.

READINGS

Before the first day of class, students should read & watch the assigned book & movie. A brief assignment to be turned in the week prior to the course will help students review and synthesize the material.

While the course is in session, approximately 15-20 pages of reading 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 posted on Moodle.

ASSIGNMENTS

For the pre-course assignment, you will read a book, watch a movie, and write a response paper based on broad questions provided by the professor.

For the first paper, you will read three assigned articles in which the researchers focused on populations other than typically developing middle-class children in the US. Your job will be to consider what is learned from looking at these populations, what would be missed if we had not looked at them, and what challenges these articles present for the methodology or interpretation of cross-population studies.

For the second paper, you will have an opportunity to observe children who come as guests to our class. Your assignment will require you to synthesize what you have learned about typical development in order to guess our guests' ages and justify your guesses.

The final exam is cumulative and includes a mix of multiple choice and short essay questions.

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 – 25%

Assignment #2 – 20%

Final exam – 25%

Grades will follow the standard Wesleyan format for assigning letter grades to scores.

DETAILED SCHEDULE

1: Tuesday 1/7	What is Developmental Science? Questions, Methods, & Theories	<u>Movie</u> : PBS The Human Spark, Part 2: So Human, So Chimp (55 minutes; available online) <u>Book</u> : Tough, P. (2012). <i>How children succeed: Grit, curiosity, and the hidden power of character</i> . Houghton Mifflin Harcourt. <i>Pre-class assignment on Moodle</i>
2: Wednesday 1/8	Prenatal and Brain Development	Werner, E. E. (1989). Children of the garden island. <i>Scientific American</i> , 260(4), 106-111.
3: Thursday 1/9	Motor and Physical Development	Gibson, E. J., & Walk, R. D. (1960). The "visual cliff". <i>Scientific American</i> , 202(4), 64-71. https://www.sciencenews.org/article/culture-helps-shape-when-babies-learn-walk
4: Friday 1/10	Cognitive and Language Development	Vosniadou, S. & Brewer, W. F. (1992). Mental models of the earth: A study of conceptual change in childhood. <i>Cognitive psychology</i> , 24(4), 535-585. Werker, J. F. (1989). Becoming a native listener. <i>American Scientist</i> , 77(1), 54-59.
5: Saturday 1/11	Social & Emotional Development: Attachment, Temperament, Self-Regulation	Johnson, S. C., Dweck, C. S., & Chen, F. S. (2007). Evidence for infants' internal working models of attachment. <i>Psychological Science</i> , 18(6), 501-502. Leonard, J., Lee, Y. & Schulz, L. (2017). Infants make more attempts to achieve a goal when they see adults persist. <i>Science</i> .
<i>Sunday 1/12 to Friday 1/17</i>	<i>Break: No class</i>	
<i>Friday 1/17</i>	<i>Assignment #1 due: Diversity in Development</i>	
6: Saturday 1/18	Identity Development: Race, Gender, Culture, Groups	Baron, A. S., & Banaji, M. R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6 and 10 and adulthood. <i>Psychological science</i> , 17(1), 53-58. Fast, A. A., & Olson, K. R. (2018). Gender development in transgender preschool children. <i>Child development</i> , 89(2), 620-637.
7: Sunday 1/19	Resilience and Threat: Challenges to Healthy Development	Noble, K. G., Norman, M. F., & Farah, M. J. (2005). Neurocognitive correlates of socioeconomic status in kindergarten children. <i>Developmental Science</i> , 8(1), 74-87. Kim Noble TED talk: https://www.ted.com/talks/kimberly_noble_how_does_income_affect_childhood_brain_development?language=en
8: Monday 1/20	Morning: Child Observation Afternoon: Systems and Development – Families, Schools, Communities	<i>Prepare observation worksheet.</i> Morelli, G. A., Rogoff, B., Oppenheim, D., & Goldsmith, D. (1992). Cultural variation in infants' sleeping arrangements: Questions of independence. <i>Dev Psychology</i> , 28(4), 604. Borman, G. D., Rozek, C. S., Pyne, J., & Hanselman, P. (2019). Reappraising academic and social adversity improves middle school students' academic achievement, behavior, and well-being. <i>Proceedings of the National Academy of Sciences</i> , 116(33), 16286-16291.
<i>Saturday 1/21</i>	<i>Assignment #2 due: Child Observation</i> <i>Reading Period</i>	
<i>Sunday 1/22</i>	<i>Final Exam</i>	