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
***Assignment #1 due at end of break***
Week 2 (3 days): Saturday, January 18 through Monday, January 20
Reading Period (1 day): Tuesday, January 21
Final Exam (1 day): Wednesday, January 22

Week One:
Tuesday 1/7 – What is Developmental Science? Questions, Methods, & Theories
Wednesday 1/8 – Prenatal and Brain Development
Thursday 1/9 – Motor and Physical Development
Friday 1/10 – Cognitive and Language Development
Saturday 1/11 – Social & Emotional Development: Attachment, Temperament, Self-Regulation
[Friday 1/17 – Diversity in Development assignment due]

Week 2:
Saturday 1/18 – Identity Development: Race, Gender, Culture, Groups
Sunday 1/19 --Resilience and Threat: Challenges to Healthy Development
Monday 1/20 –Morning: Child Observation //
               Afternoon: Systems and Development – Families, Schools, Communities
[Saturday 1/21 – Child Observation assignment due]
Saturday 1/21 - Reading period
Sunday 1/22 - Final Exam
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 intellectually 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.

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.

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.

READINGS
Before the first day of class, students should:
   (1) read ONE of the books on the pre-course reading list, and
   (2) watch the PBS 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.

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 available on the course Moodle.
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

Before the course - Complete pre-reading and assignment
Read the two books and watch the movie listed below. Enrolled students will receive instructions for a brief written assignment to complete before the first day.


c. Movie: PBS The Human Spark, Part 2: So Human, So Chimp (55 minutes; available online)

Tuesday 1/7 – What is Developmental Science? Questions, Methods, & Theories

Wednesday 1/8 – Prenatal and Brain Development

Thursday 1/9 – Motor and Physical Development
3. https://www.sciencenews.org/article/culture-helps-shape-when-babies-learn-walk

Friday 1/10 – Cognitive and Language Development

Saturday 1/11 – Social & Emotional Development: Attachment, Temperament, Self-Regulation

BREAK Sunday 1/12 to Friday 1/17
Friday 1/17 – Writing assignment #1 Due: Diversity in Development
Assignment instructions and articles will be provided in class.

Saturday 1/18 – Identity Development: Race, Gender, Culture, Groups
evaluations from ages 6 and 10 and adulthood. *Psychological science, 17*(1), 53-58.
*Child development, 89*(2), 620-637.

Sunday 1/19 – Resilience and Threat: Challenges to Healthy Development

Monday 1/20 – Child Observation // Afternoon: Systems and Development – Families,
Schools, Communities
infants' sleeping arrangements: Questions of independence. Developmental Psychology, 28(4),
604.

Tuesday 1/21 - Writing Assignment #2 due: Child Observation
Tuesday 1/21 - Reading Period

Wednesday 1/22 - Final Exam
READING LIST

PRE-COURSE
Movie: PBS The Human Spark, Part 2: So Human, So Chimp (55 minutes; available online)

DURING COURSE
3. (for 1/9) https://www.sciencenews.org/article/culture-helps-shape-when-babies-learn-walk