

**Psychology 229****Developmental Psychology: Infancy and Childhood**

<b>Professor:</b>	<b>Dr. Marsha Walton</b>	121 Clough	
<b>Office hours:</b>	Wednesdays and Fridays	3:00-4:00	drop-in (no appointments)
	Tuesdays and Thursdays		by appointment
<b>Class Meetings:</b>	Mondays, Wednesdays, Fridays		2:00 – 2:50
	Clough 302		
<b>Service Learning Fellow:</b>	<b>Katherine Stewart</b>		

**Course Objectives**

**Knowledge Objectives:** You will be expected to become familiar with current theoretical issues and with research data concerning the development of infants and children. These will be applied to practical problems of child welfare. We will critically examine the potential for scientific theory and research to contribute to our efforts to create social and physical environments that facilitate human development. Basic knowledge about the concepts and vocabulary used in this discipline will be tested.

**Personal Values/Commitment/Application Objectives:** It is my hope that this course will make us all more aware of the needs of children. I want you to leave the course with a recognition that we must all take responsibility for the welfare of the next generation, and with a sense of hopefulness and a belief that your efforts can make an important contribution. This course objective will be met as students apply course material to critical problem solving in areas of concern for the world's children. Experiences in psychology 229 should help you examine your personal commitment to contributing to the developmental opportunities and wellbeing of children.

**Student Skills Objectives:** The assignments and the use of class time in this course focus on exercising and improving a set of skills used by professionals in developmental psychology and in many other related fields. Most notably, these will include:

- ◆ observation skills: the ability to use the vocabulary and conceptual frameworks of the discipline to describe child behavior and the contexts in which children interact.
- ◆ application skills: the ability to evaluate empirical evidence and assess its relevance to theoretical and applied problems.
- ◆ professional communication and collaboration skills:
  - the ability to collaborate with others to synthesize and evaluate research findings and to communicate those in clear and engaging presentations.
  - the ability to contribute to conversations (in-person, and on-line) that encourage the thoughtful expression of different points of view and that deepen our mutual understanding of the material we cover.

**Course Focus**

Although we always cover a standard body of research and theory about child development in psychology 229, each semester we select a different problem or issue pertaining to the welfare of children as a special course focus. This semester, we will focus our attention on children's development in the face of crisis situations.

Most students in this class will have had the experience as young teens of watching younger siblings, cousins, and friends respond to the 2001 terrorist attacks on the U.S. Some of us will have had very poignant personal experience with children whose lives were disrupted by hurricanes last year. All of us watched on the news, and some of us may have had first-hand experience with children who survived a tsunami in the Indian Ocean, or a massive earthquake in Pakistan. Many children on our planet grow up facing disastrous situations: an AIDS epidemic, famine, warfare, displacement to refugee camps, neighborhood violence – and there is a depressing 'et cetera' to follow this list.

For each area of child development research we study this semester, we will consider how it might help us understand the impact of these disasters on development, and how it might inform our efforts to respond to children's needs in the face of natural and human-caused devastation.

### **Required and Recommended Texts**

Bruner, J. (1983). *Child's talk: Learning to use language*. New York: W.W. Norton. (Chapter assigned will be on reserve.)

Cole, M., Cole, S. R. & Lightfoot, C. (2005). *The development of children, 5<sup>th</sup> Edition*. New York: Worth. (Abbreviated CCL in schedule of assignments, REQUIRED)

Engel, S. (1995). *The stories children tell: Making sense of the narratives of childhood*. New York: W. H. Freeman & Company. (Abbreviated E in schedule of assignments, REQUIRED)

Hanson, L. A. (1997). Breastfeeding stimulates the infant immune system, *Science & Medicine*, 12, 12-21.

La Grecca, A. M., Silverman, W.K., Vernberg, E. M., & Roberts, M. C. (2002). Children and disasters : Future directions for research and public policy. In, A. M. LaGreca,, W. K. Silverman, E. M. Vernberg,. & M. C. Roberts, (Eds.), *Helping children cope with disasters and terrorism*. Washington, D. C.: American Psychological Association. (Chapter available on reserve.)

Maestriperi, D. (2001). Biological bases of maternal attachment. *Current Directions in Psychological Science*, 10 (3), 79 – 83. (Available full-text at: <http://web.ebscohost.com/ehost/pdf?vid=7&hid=117&sid=08e7abbd-ac41-4ea5-9821-3111e70c1696%40sessionmgr7>)

McLoyd, V. C. & Enchautegui-de-Jesus, N. (2005). Work and African American family life. In V. C. McLoyd, N. E. Hill, & K. A. Dodge (Eds.), *African American family life: Ecological and cultural diversity*. New York: Guilford Press. (Chapter available on reserve.)

Rosnow, R. L., & Rosnow, M. (2001). *Writing papers in Psychology, 5<sup>th</sup> Edition*. Belmont, Ca.: Wadsworth. (RECOMMENDED for psychology majors.)

Silverman, W. K. & La Greca, A. M. (2002). Children experiencing disasters : Definitions, reactions, and predictors of outcomes. In, A. M. LaGreca,, W. K. Silverman, E. M. Vernberg,. & M. C. Roberts, (Eds.), *Helping children cope with disasters and terrorism*. Washington, D. C.: American Psychological Association. (Chapter available on reserve.)

Stevenson, H. C., Winn, D-M., Walker-Barnes, C., & Coard, S. I. (2005). Style matters: Toward a culturally relevant framework for intervention with African American Families. In V. C. McLoyd, N. E. Hill, & K. A. Dodge (Eds.), *African American family life: Ecological and cultural diversity*. New York: Guilford Press. (Chapter available on reserve.)

Thorne, B. (1993). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press. (Abbreviated T in schedule of assignments. REQUIRED/)

### **Course Requirements**

#### **Service Engagement and Connections Essays (25 % of final grade)**

You will be required to spend a minimum of 10 hours during the semester doing volunteer work with children - - at least an hour a week for ten weeks of the semester. Most students will participate in a variety of health-promoting programs in the Child Life area of the Hope and Healing Center. Hope and Healing is a facility that provides health

care in Memphis to working families whose employment provides no medical coverage. The facility focuses on prevention, on identifying strengths and resources, and on holistic approaches to wellness.<sup>1</sup>

You are encouraged to work with our service learning fellow, Katherine Stewart, to find a way to match your own talents and interests with the programs at Hope and Healing. She will also help coordinate scheduling and transportation needs. Katherine will check in with you and will be in regular communication with the staff at Hope and Healing over the course of the semester. If problems arise for you, she will be available to advise you and to help in seeking solutions. Please talk to her often. She is willing to discuss your essays with you and to make suggestions that may help you get more out of our service learning experience.

You should keep a log of your service site visits in which you will enter the arrival and departure times, the area or program where you worked (e.g., the infant/toddler room, the cooking class, the 'movin' and groovin' class, KidsTalk, etc.), and the names of the Hope and Healing staff members, other volunteers, and any classmates who were working with you. I may request that the logs be turned in at any time, so keep them always up-to-date. If you are unable to go to Hope and Healing at your assigned time, it is your responsibility to get in touch with the Child Life staff so that they can make arrangements to have enough adults present. You will not be able to work with children when you are ill or when you have reason to believe you are contagious, so the Hope and Healing staff will work with you to re-schedule sessions missed for illness if they are given reasonable advance notice. Any time you fail to show up without giving notice, the service component of your grade will lose a full letter grade.

For five of your ten weeks, you will write "Connections Essays" (about 500 words) that describe how some aspect of the course reading relates to your service experience. Your essay may describe and discuss a specific incident that either supports or refutes the findings of a research study we have read for class. You may use a theoretical construct to explain and interpret what you have observed on site. You may discuss an issue or problem that arises at the service site, considering how the theory and/or research we are reading might be used to address the issue. It will be important to use the vocabulary you are learning and to make appropriate use of course concepts.

Connections Essays will be posted on our class website (Moodle). All class members and staff members in the Child Life Area at Hope and Healing will be encouraged to respond to these essays. This will allow us to extend a conversation beyond the classroom that helps us understand how the research and theory we are studying gets put into practice (or not) 'on the ground' in a community agency.

No more than one service essay can be posted in a week, and each posting should pertain to a separate site visit. At least two essays must be completed before midterm (5:00 p.m., October 13).

### **Children in Crisis Project (30% of final grade)**

We will divide up our study of children in crisis situations into 6 or 7 different types of disasters that children may face. Students will work in groups of three or four to review the relevant research. Each group will either produce a webpage or will make an oral presentation that summarizes the results of their work. Possible groups include:

- ◇ children in war zones
- ◇ child soldiers
- ◇ children in refugee camps
- ◇ children and terrorism
- ◇ children and racism/ethnic hatred
- ◇ children in migrant worker families
- ◇ effects of the AIDS pandemic on children
- ◇ famine, drought, and extreme poverty
- ◇ traumatic natural disasters (flood, earthquake, tsunami, hurricane)
- ◇ community violence: high-crime, violent neighborhoods

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<sup>1</sup> Students who are already involved in a service commitment that serves infants or children (pre-adolescent) in Memphis, may be able to use this work to fill the 10-hour service commitment. Please let me know right away if you think your current site could count.

Although it is quite easy to find sources that lead us to the conclusion that all of these situations are horrible, and very bad for children's development, I will ask you to address three questions, which may not be directly considered in the articles you read. In order to answer these questions, you will have to think about the theory and research you have read in the other course assignments, and apply what you have learned there to your analysis of the material you find on the disasters.

1. How does the experience of this crisis differ, depending on the age or developmental level of the affected child? How should our response and our efforts to help differ, depending on the age or developmental level of the child?
2. How does your analysis of developmental impact differ, depending on which theoretical stance you take? Evaluate the research you find and consider appropriate responses from each of the four perspectives: biological-maturation, environmental-learning, constructivist, and cultural-contextual.
3. What are the gaps in our knowledge and understanding of the situation you have studied? What research needs to be done to help us know how to respond effectively to the problems faced by children in this crisis situation?

The students in a group will work together to gather and review available research. Each student in the group will turn in an annotated bibliography which will include a brief description (about 250 words) of each of the sources that student read for the project, and an evaluation of the usefulness of the source for the project. This will count as 10% of your course grade.

The final project that the group produces will be presented to the class, either orally, or as a webpage. All class members will evaluate each project for clarity and style. Members of each project group will turn in a self-evaluation and an evaluation of the quality of collaboration achieved in the group. My evaluation will be based on the adequacy of the research, on the quality of the thinking and analysis. Your classmates' evaluation, your teammates' evaluation, and mine will be averaged and will make up 20% of your course grade.

#### **Exams (30% of final grade)**

Two objective, short-answer exams will cover material from the course readings and lectures. These will each count 10% of the course grade. A comprehensive final exam, counting 10% will be optional. Students who take the final exam may overwrite their score on one of the in-class exams if their score on that part of the final is better. For students who chose not to take the final exam, I will enter the average of the two in-class exams for the final exam grade.

#### **Contributions to Class Discussions (15% of final grade)**

About a third of the class sessions in Psychology 229 are discussion classes, and many of the lecture sessions will include discussion. Your participation in these discussions will be important to the success of the class. My assessment of your participation in discussion classes will be based not only on how clearly you express your own ideas, but also on how well you elicit the ideas of your classmates. Be attentive to opportunities to ask follow-up questions, and to respond to or elaborate on the ideas expressed by others in class. Needless to say, good class participation will always require that you have done the assigned reading for the course thoughtfully.

We will often be discussing controversial issues of considerable importance to us all. Please remember that a good discussion is not necessarily an argument. We certainly will have arguments in class, but our overriding goal is to increase our mutual understanding of the issues, not to prove one another right or wrong.

Sometimes you will find that you are unable to express your ideas on a topic during a class discussion. The course of the discussion may move on before you have had enough time to formulate your thoughts, or you may be especially interested in discussing an aspect of the reading that we never get to in class. Sometimes you just need to contemplate your reactions and to explore your own ideas on the topic after the class session has ended. When this happens, you are encouraged to contribute your remarks to the 'Afterthoughts' forum on our Moodle site. In this medium, class members can respond to one another, continuing and expanding discussions beyond the classroom. Afterthought contributions will be considered equally with in-class comments as part of the class participation grade. All students are required to read all Afterthoughts and are encouraged to respond to them either in class or in subsequent afterthoughts.

You are required to read all of the Moodle contributions made by your classmates, including the Connections Essays.

Each failure to read a classmate's contribution will effectively 'cancel out' one of your own contributions, so that you could end up in the hole for your class participation grade if you don't 'listen' at least as much as you 'speak'.

For most class sessions, I will post discussion questions which I will want you to think about as you do the reading. Sometimes we will have time to address these questions in class, but often we will not. You are encouraged to extend these discussions beyond the classroom by contributing your thoughts to the Moodle forum.

For some class sessions, I will post Moodle Assignments. These will be questions about which I especially want to get input from every class member. Failure to complete one of these assignments by the due date (9 a.m. of the day it will be discussed in class) will result in a one-half letter reduction in the class participation grade.

### **Class Attendance**

If you must be absent from a class session for any reason (including illness or other excused absence), you are required to contribute your thoughts on the discussion questions that were posted for the class you missed. These may be submitted after the class session if you are ill, before if you miss class for athletic travel or other reasons. Discussion responses that are make-ups for missed classes must be posted to the 'missed class' forum and must be labeled with the date of the missed class in the heading. When missed classes are not made up in this way, (or are not appropriately labeled so they can be credited), the class participation grade will be lowered by a half-letter grade. All members of the class will read (and certify that they have read) each missed-class essay, so that we will not miss out on the input of students who are unable to attend.

### **Honor Code**

All work in this course should be pledged. You are encouraged to collaborate and to help each other as much as possible on all assignments, excepting the in-class exams. Sources used should be cited in accordance with APA style. Use a footnote to acknowledge people who help you edit your essays or who discuss the material with you and influence your thinking. In this course, we replace the standard college pledge (that I have neither given nor received help) with the following:

I pledge that this work reflects my own thinking and my current understanding of this material.

For the group project, each student will also be asked to sign the following:

I pledge that I have contributed my fair share to this project.

If you should feel unable to sign either of these pledges, please provide an explanation in writing.

### **Schedule of Lecture and Discussion Topics, Reading and Assignment Due Dates**

<b>Date</b>	<b>Reading</b>	<b>Topic</b>	<b>Assignment Due</b>
8.23w		Introductions/Orientation	
		<b>Big Questions, Developmental Principles, The Theory that Grounds our Service Engagement</b>	
8.25f	CCL1,	The big questions and how to answer them.	Service Engagement Info to KS
8.28m	<a href="http://www.srcd.org/ethicalstandards.html">http://www.srcd.org/ethicalstandards.html</a> and <a href="http://www.churchhealthcenter.org/page6.html">http://www.churchhealthcenter.org/page6.html</a>	Introduction to our Service Site Ethics of Developmental Research and Intervention, Ethics of Service Learning	Crisis Project Preference Info
8.30w	Stevenson, et al., 2005* or McLoyd et al., 2005*	African-American families (and the well-meaning white folks who want to help)	
9.1f	Silverman & LaGreca, 2002)*	Planning the Crisis Projects	
<b>Labor Day Recess</b>			

<b>Date</b>	<b>Reading</b>	<b>Topic</b>	<b>Assignment Due</b>
9.6w	E1-3	Thinking in Stories/ Narrative as Moral Discourse	
9.8f	E4-5	Authoring a Self	
9.11m	E6-9	“This is about a fight.” Narrative Intervention with Inner-city children.	
		<b>Pre-natal Development and Gene-Environment Interaction</b>	
9.13w	CCL2: 51-61 ,65-68	Epigenesis: How (and how not) to think about genes.	
9.15f	Maestriperi, 2001**	Birthing and Bonding (from baby’s perspective – from mom’s perspective)	
9.18m	Hanson, 1997*	Breastfeeding and Infant Health	
9.19t 7:00p.m.	Gilliland Symposium: Bill McKibben, BCLC	The End of Nature Human Hands in ‘Natural’ Disasters	
9.20w		Breastfeeding and Infant (and mother) Psychological Development	
9.22f		The culture and biology of mothering	
		<b>Infancy and a Reprise of the Big Questions</b>	
9.25m	CCL4 to p. 145	Temperament and the epigenetic landscape	
9.27w	CCL4	Parenting babies – folk theory and developmental theory	Crisis Projects Preliminary Bibliographies
9.29f		Service Learning Discussion/ Project group check-ups	
10.2m	CCL5	First Love and the Psychodynamic Self	
10.4w	CCL6	Infant Emotion	
10.6f		Catch-up - - discussion	
10.9m	CCL7	The primacy (or not) of early experience. How much does infancy matter?	Project teams: preliminary reports
<b>10..11w</b>	<b>EXAM 1</b>		<b>EXAM 1</b>
10.13f		What do babies need? Minimally. Optimally.	Moodle Assignment Moodle Absence Make-ups
<b>Fall Break</b>			
		<b>Linguistic Genius and the Philosopher Child</b>	
10.18w	CCL8	Sounds and Sense LADs and LASSes	
10.20f	Bruner, 1983*	Nature: It’s Magic Nuture: It’s Impossible	
10.23m	CCL9	Piaaget and the philosopher child.	.
10.25w	CCL12	How to destroy a child’s curiosity	
10.27f		Service Learning Discussion: Sharing observations of children’s reasoning/problem solving.	
10.30m	CCL13	Intelligent (or not) ways to think about intelligence	
11.1w		What would a really good school be like? What works? What might work better?	Moodle Assignment
		<b>Taking On Culture: Re-Creating the Social World</b>	
11.3f	Thorne 1-2	Theories of Gender Identity	

11.6m	CCL10	Child Discipline – Parental Violence	
11.8w	CCL11	Protecting children from racism	Moodle Assignment
<b>Date</b>	<b>Reading</b>	<b>Topic</b>	<b>Assignment Due</b>
11.10f	T3-5	Doing gender at school -- Doing gender at H & H: Service Learning Observations	
11.13m	CCL14	XYZ:PDQ! Social Breaches in Middle Childhood	
11.15w	T6-9	The Gender Act/What to do about gender? Service Learning observations.	
11.17f		“Say it’s a lie or I’ll punch you.” Service Learning observations of peer conflict and moral development	Crisis Projects Annotated Bibliographies
<b>11.20</b>	<b>EXAM2</b>		<b>EXAM2</b>
<b>Thanks-giving Recess</b>			
		<b>Resilience and Vulnerability: Children in Disastrous Situations</b>	
11.27m	LaGreca, et al. (2002)*	Crisis Project Group Presentations	
11.29w		Crisis Project Group Presentations	
12.1f		Crisis Project Group Presentations	
12.4m		What do children REALLY need? How can we know?	Moodle Assignment
12.6w		Jumprope Rhymes, Ghoulish Tales and Becoming Blood Brothers (Fingers Crossed): Preserving a Culture of Childhood	Any Missed Class Discussions Due by 5 p.m.
<b>12.9s</b>		<b>Final Exam, 8:30 a.m.</b>	

CCL indicates readings in the Cole, Cole, & Lightfoot text

LSVR indicates readings in the LaGreca et. al book.

T indicates readings in the Thorne book.

E indicates readings in the Engel book.

\* indicates research articles that will be on reserve or accessible from our Moodle site

\*\* indicates research articles available full-text through the Barret Library