Psychology 480
Seminar in Child Development
Spring 2014 ~ Mondays 2:30 –4:20 pm (Severance 301)

Instructor:	**Travis Wilson**
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Office hours:	Tuesday 2:30-4:00 pm, Thursday 2:30-4:00 pm, or by appointment
Required text:	Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood*. New York: Guilford.

COURSE OVERVIEW

In this seminar course, we will examine continuity and change in relationships, emotion, and mind from early childhood to middle childhood. Through an investigation of research and theory from the fields of developmental psychology, neuroscience, evolutionary psychology, and educational psychology, this course explores psychological processes that illuminate some of the life stressors children face and the competencies they develop in navigating them. At times throughout the semester, you will engage with children and their primary caregivers in the "real world" and reflect on these experiences vis-à-vis course readings. The course is organized into four modules:

Module 1: Foundations for thinking about child development

Module 2: Adaptation in the preschool period

Module 3: Adaptation in middle childhood

Module 4: Implications for policy, practice, and the future

COURSE REQUIREMENTS

1. *Attendance and regular participation* are expected of everyone. Read all assignments prior to class each week and be prepared with comments and questions for discussion. Included in your participation grade will be in-class writing assignments, usually the last thing we do each week.

2. *Weekly response papers.* Each week I will provide a writing prompt to serve as a tool for you to synthesize course readings. You may respond to the prompt or write some other kind of response to the readings. These are <u>due to me by email at 3:00 pm every Sunday</u> in advance of class. You should also bring a hard copy of your paper to class. The purpose of response

papers is for you to make connections between readings, to discuss implications for policy and practice, or to share questions you have about developmental science as a field. Response papers are graded on a 4-point scale: a score of 4 is uncommon and designates a truly excellent response; a score of 3 is more typical and is given when you show that you have done the readings and have been thoughtful about them; scores of 2 and 1 are reserved for papers that fall short (or very short) of the standard.

3. *Childcare center participation and observation.* You will observe and participate in activities at the Oberlin Early Childhood Center <u>1 hour per week for four weeks</u>. You will interact with children ages 3 to 5 years in their natural preschool environment as they participate in reading activities, small play groups, or large-group learning activities. For these four weeks, you will document briefly what you did/observed at OECC and then write a <u>brief</u> reflection on these experiences. *These are in addition to your weekly response papers to course readings.* More on this later. [Note. If for some reason you are unable or unwilling to observe at OECC, we can make appropriate accommodations to substitute something else for this course requirement.]

4. *Course paper.* You will write a 15 – 18 page paper analyzing and discussing a key issue relating to emotional self-regulation, the importance of children's play, the transition to kindergarten, or another topic of your choosing (approved by me). This paper will be written and submitted in three phases (a) a description of the issue/phenomenon you wish to study and its developmental significance, (b) a rough draft that includes thoughtful analysis and integration of course readings as they relate to your topic, and (c) a final draft that extends upon your first draft and that integrates an interview conducted with a parent or childcare professional. More on this later.

   <u>Final course grades will be determined as follows</u>:
   Class participation & in-class writing…………………………………...……10%
   Weekly responses…………………………………………………………...…….25%
   Childcare center observations………...……………………...………………..15%
   Paper proposal……...……………………………………..…….…...…………5%
   Draft of course paper (including peer review of another paper)……………15%
   Caregiver interview and presentation…...…………………………...……..10%
   Final course paper…………………………………...…………….……20%

Course policies
- Late work. Late weekly response papers will not be accepted. All other work will be graded down 10% for each day late. You may have <u>one</u> 48-hour extension for an assignment other than a weekly response paper and the caregiver interview presentation.

- I am happy to meet with you during office hours to discuss your writing—reflection papers, child observations, or the course paper. Sometimes receiving feedback in person is more meaningful because we can go back and forth about a number of concerns you may have.

- Besides the one required text, all course readings can be accessed electronically via Blackboard or the College library. Please try to access readings early in the week so that you have plenty of time to read.

Module 1: Foundations for thinking about child development

Week 1: Introduction

Mintz, S. (2004). *Huck's raft: A history of American childhood* (Preface and Prologue: pp. vii -5, 185-199). Cambridge, MA: Belknap Press.

Lewis, C. S. (1945). *Meditation in a toolshed* (pp. 1-3).

Week 2: Conceptual foundations

Bjorklund, D. F., & Green, B. L. (1992). The adaptive nature of cognitive immaturity. *American Psychologist, 47*, 46-54.

Mintz, S. (2004). *Huck's raft: A history of American childhood* (Preface and Prologue: pp. vii -5, 185-199).

Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood* (Chapters 1 & 2, pp. 3-45). New York: Guilford.

Module 2: Adaptation in the preschool period

Week 3: Language, play, and imagination

Background on U.S. parents' perspectives on play-based preschool programs:
http://healthland.time.com/2011/03/23/playing-at-preschool-mom-says-no-way/

Farver, J. M., & Howes, C. (1993). Cultural differences in American and Mexican Mother-child pretend play. *Merrill-Palmer Quarterly, 39*, 344-358.

Pellegrini, A. D., Dupuis, D., Smith, P. K. (2007). Play in evolution and development. *Developmental Review, 27*, 261-276.

Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood* (pp. 106-113, 119-120, 121-147). New York: Guilford.

Week 4: Social-emotional competence in early childhood

Herrmann, E., Call, J., Hernández-Lloreda, M. V., Hare, B., & Tomasello, M. (2007). Humans have evolved specialized skills of social cognition: The cultural intelligence hypothesis. *Science, 317*, 1360-1366.

Rose-Krasnor, L., & Denham, S. (2009). Social-emotional competence in early childhood. In K. H. Rubin, W. M. Bukowski, & B. Laursen (Eds.), Handbook of peer interactions, relationships, and groups (pp. 162-179). New York: The Guilford Press.

Spinrad, T. L., Eisenberg, N., Cumberland, A., Fabes, R. A., Valiente, C., Shepard, S. A., et al. (2006). Relation of emotion-related regulation to children's social competence: A longitudinal study. *Emotion, 6*, 498-510.

Vinden, P. G. (2002). Understanding minds and evidence for belief: A study of Mofu children in Cameroon. *International Journal of Behavioral Development, 26*, 445-452.

[Review] Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood* (pp. 121-147). New York: Guilford.

Week 5: Supporting emergent literacy

Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child Development, 69*, 848-872.

Bus, A. G., van IJzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research, 65*, 1-21.

Deckner, D. F., Adamson, L. B., Bakeman, R. (2006). Child and maternal contributions to shared reading: Effects on language and literacy development. *Journal of Applied Developmental Psychology, 27*, 31-41.

Week 6: Sesame Street by the Numbers: The Science Behind a Cultural Icon

Explore the Sesame Workshop website: < http://www.sesameworkshop.org/>

Watch this full-length episode online: *Sesame Street: Sesame Street gets through a storm.*

Borzekowski, D. L. G., & Henry, H. K. (2010). The impact of Jalan Sesama on the educational and healthy development of Indonesian preschool children: An experimental study. *International Journal of Behavioral Development, 35,* 169-179.

Mares, M-L., & Pan, Z. (2013). Effects of Sesame Street: A meta-analysis of children's learning in 15 countries. *Journal of Applied Developmental Psychology, 34*, 140-151.

Mintz, S. (2004). *Huck's raft: A history of American childhood* (pp. 310-334). Cambridge, MA: Belknap Press.

Module 3: Adaptation in middle childhood

Week 7: The 5-to-7 shift and the transition to schooling

Konner, M. (2010). *The evolution of childhood: Relationships, emotion, mind* (Chapter 11, pp. 277-295). Cambridge, MA: Belknap Press.

Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood* (Chapter 8, pp. 148-174). New York: Guilford.

Empirical study TBD.

Week 8: Thinking about things, thinking about people, and thinking about our own thoughts

Noble, K. G., Norman, M. F., & Farah, M. J. (2005). Neurocognitive correlates of socioeconomic status in kindergarten children. *Developmental Science, 8*, 74-87.

Banaji, M. R., Baron, A. S., Dunham, Y., & Olson, K. (2008). The development of intergroup social cognition. In S. R. Levy & M. Killen (Eds.), *Intergroup attitudes and relations in childhood through adulthood* (pp. 87-102). New York: Oxford.

Empirical study TBD.

Week 9: On the importance of having a chum.

Bigelow, B. J. (1977). Children's friendship expectations: A cognitive developmental study. *Child Development, 48*, 246-253.

Bukowski, W. M., & Adams, R. (2005). Peer relations and psychopathology: Markers, mechanisms, mediators, moderators, and meanings. *Journal of Clinical Child and Adolescent Psychology, 34*, 3-10.

Hartup, W. W., & Stevens, N. (1997). Friendships and adaptation in the life course. *Psychological Bulletin, 121*, 355-370.

Howes, C. (1990). Social status and friendship from kindergarten to third grade. *Journal of Applied Developmental Psychology, 11,* 321-330.

Kyratzis, A. (2004). Talk and interaction among children and the co-construction of peer groups and peer culture. *Annual Review of Anthropology, 33*, 625-649.

Week 10: Children diagnosed with attention deficit hyperactivity disorder

Barkley, R. A. (1997). Behavioral inhibition, sustained attention, and executive functions: Constructing a unifying theory of ADHD. *Psychological Bulletin, 121*, 65-94.

Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood* (Chapter 12, pp. 239-264). New York: Guilford.

Sonuga-Barke, E. J. S., Daley, D., Thompson, M., Laver-Bradbury, C., & Weeks, A. (2001). Parent-based therapies for preschool Attention-Deficit/Hyperactivity Disorder: A randomized, controlled trial with a community sample. *Journal of the American Academy of Child & Adolescent Psychiatry, 40*, 402-408.

Sroufe, L. A. (2012). Ritalin gone wrong. *New York Times* (January 28, 2012).

Module 4: Implications for policy and practice

Week 11: School-based interventions

  Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. B., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405–432.

  Other readings TBD.

Week 12: Future directions

  Mintz, S. (2004). *Huck's raft: A history of American childhood* (pp. 372-384).

  Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood* (Chapter 8, pp. 287-304). New York: Guilford.

Recommended Readings

Transition to early childhood

Bodrova, E., & D. Leong. (1998). Development of dramatic play in young children and its effects on self-regulation: The Vygotskian approach. *Journal of Early Childhood Teacher Education, 19*, 115–124.

Fine, G. A., & Mechling, J. Minor difficulties: Changing children in the late twentieth century. In A. Wolfe (Ed.), *America at century's end* (pp. 58-78).

† Hirschfeld, L. A. (2008). Children's developing conceptions of race. In S. M. Quintana & C. McKown (Eds.), *Handbook of race, racism, and the developing* child (pp. 37-54).

Miller, P. J., Wiley, A. R., Fung, H., & Liang, C-H. (1997). Personal storytelling as a medium of socialization in Chinese and American families. *Child Development, 68*, 557-568.

Reese, E., & Cox, A. (1999). Quality of adult book reading affects children's emergent literacy. *Developmental Psychology, 35*, 20-28.

Transition to middle childhood

Eaton, W. O., McKeen, N. A., & Campbell, D. W. (2001). The waxing and waning of movement: Implications for psychological development. *Developmental Review, 21*, 205-223.

Gaskins, S. (2006). The cultural organization of Yucatec Mayan children's social interactions. In X. Chen, D. C. French & B. H. Schneider (Eds.), *Peer relationships in cultural context* (pp. 283-309). New York: Cambridge University Press.

Hartup, W. W. (1996). The company they keep and avoid: Friendships and their developmental significance. *Child Development, 67*, 1-13.