PSYC 210: Developmental Psychology

Section 1: Fall 2020 Monday & Thursdays 11am – 12:30pm, Online
Section 2: Fall 2020 Monday & Thursdays 1 pm – 2:30 pm, Online

Instructor: Dr. Ryan Lei, Ph.D (he/him/his)
Email: rlei1@haveford.edu
Student Hours: Wednesday morning, 9am-10am on Zoom
              Wednesday afternoon, 3:30pm-4:30pm on Zoom

USE THIS LINK FOR ALL MEETINGS
https://haverford.zoom.us/my/ryanlei

COURSE DESCRIPTION AND OBJECTIVES

If you have ever wondered, "How did we become who we are?", then you are in the right course. Developmental Psychology is the scientific study of how and why individuals change over the course of their life. The goal of this course is to introduce students to the major theories, methods, and findings in the field of developmental psychology, and to provide a broad overview of biological, cognitive, social, and emotional development from the prenatal period through early adulthood, with a particular focus on infancy and childhood and the role of experiential factors. This course is intended to serve as a foundation for future courses in Developmental Psychology and no one topic will be covered exhaustively.

My goal for this class is that you will: (1) learn the major themes and questions in developmental psychology, (2) engage critically and thoughtfully with scientific literature and the scientific community, and (3) develop their ability to synthesize developmental science and communicate it effectively. You will be assessed on your knowledge of course material, and your ability to synthesize and communicate scientific information in an accurate and engaging manner.

COURSE READINGS

Textbook: Siegler, R. S., Saffran, J.R., Eisenberg, N., DeLoache, J., Gershoff, E., & Leaper, C. (2017). *How children develop (Fifth Edition)*. New York, NY: Worth Publishers.

A note: You can purchase or rent this textbook (current Amazon pricing is ~$20 for rental, and ~$40 for a used copy), or access it via the Science Library, where it is on reserve.

Additional required readings will be made available via Moodle.

CORE COURSE POLICIES

The fact that we are making changes to the way we take courses should be a constant reminder that we are still in a pandemic and that this is not exactly normal. So, here are the principles we will abide by in order to maximize our

capacity for learning:

- **I will always try to opt for the most humane option in my decisions.** That includes working to support each other as humans, making things as simple as possible, and prioritizing sharing resources and communicating clearly

- **I will opt to be as flexible as possible.** Many of you are back on campus, but many of you are at home. Some of you may have caregiving duties for parents or younger siblings. There will be disruptions. If you happen to get sick from this disease, then it will be an even larger disruption to your learning.

  There are a few ways that I envision trying to be as flexible as possible.

- Content lectures will be delivered asynchronously. I am aiming to have lectures up by noon the day before a synchronous meeting. So, basically, I'm aiming to have lectures posted Sunday at noon and Wednesday at noon.
- Synchronous meetings will occur for about 45 min ~ an hour during the scheduled meeting time. For those of you who are unable to attend synchronous meetings because of time zone or other issues, you can opt to post thoughtful discussion questions on Moodle instead.
- Unforeseen events will happen. Please be in communication with me about significant events as they happen. You don't have to tell me what happened exactly, but I can't help if I don't know that something's up.

- **I trust you. Please don't abuse that trust.** You know that you are required to abide by Haverford College's Honor Code and academic integrity policies, which can be found online at http://honorcouncil.haverford.edu/the-code/. This is part of what makes Haverford special, and especially so during a pandemic. Of course, if you are inclined to cheat on an exam (e.g., copying others' answers, providing information to others, using a cheat sheet) or plagiarize a paper (e.g., taking material from readings without citation, copying another student's paper), it is harder than ever to "stop" you. But this time during college is to prepare you to be the kind of person that you will be when you graduate. I hope that your goal is to be a person who lives by principles of honesty and integrity.

OTHER COURSE POLICIES

Students with disabilities. I encourage students with disabilities, including non-visible disabilities like chronic diseases or learning disabilities, to meet with me early in the semester to discuss accommodations. You should also contact Access and Disability Services as soon as possible to verify eligibility for academic accommodations.

Policy on email responses: I will answer emails as soon as possible between the hours of 9 am and 5pm Monday through Friday. Emails outside of those bounds will be answered as soon as possible, typically within 48 hours.

GRADE DISTRIBUTION & EXPECTATIONS

Readings & Participation (10 % of total grade): Make sure you do your readings so we can still have discussions during "in- class" time, and you'll be good.

Assignments (10% of total grade): There will be two assignments to develop (no pun intended) your scientific literacy. The first assignment will take the form of analyzing a primary source journal article using the QALMRI framework. There are 15 articles in total that you can choose from. The second assignment will be for you to present one of the 15 articles provided to the class with a partner. The goal for these assignments is to increase your comfort reading scientific articles and analyzing the evidence presented, as well as your comfort in presenting scientific information.

Assessments (40%): There will be a series of quizzes (instead of tests) in order to keep the content load manageable. Quizzes will be anywhere from 10-20 multiple choice questions, and then a "medium length" answer which will assess your ability to integrate information and think scientifically. Usually this will take the form of developing a hypothesis and designing an experiment to test it. Quizzes will be timed, but you can use your notes (but, **not** the textbook). Quizzes are to be taken individually. They will be made available to you on the day posted, to be due no later the next day (Friday) at midnight. You are still free to take them whenever want during that window—just make sure to only take the amount of time allotted.

For short answer portions, especially ones where I might ask for a graph/predicted results, I would suggest drawing them out on a piece of paper and then taking a picture of it with Genius Scan (I believe it's available in both the Apple Store and on Android). Please make sure it's readable and legible.

Policy Brief (40% of grade): Developmental psychology has so much to offer with respect to informing policy decisions. One of the goals for this class is for you to see how the research on developmental psychology can be applied to a number of real-world issues and concerns. To this end, you will define and research a topic that is of interest to you. You will then synthesize the literature into a policy brief

Sample topics include (but are not limited to):
The effect of the COVID-19 pandemic on child mental health and socioemotional development
The effect of single-sex schooling on gender development or gender stereotyping
How child separation policies at the border impact child development
The effect of tech usage on academic achievement
Whether video games influence aggressive tendencies

There are a total of 5 assignments for this policy brief:

- Picking a topic – 5%
- Generating an annotated bibliography – 20%
- Generating a rough draft – 25%
- Providing peer feedback on the rough draft of the policy brief – 25%
- Turning in your final draft – 35%

COURSE SCHEDULE
On the following page(s), you will see our tentative course schedule. This is roughly broken down by theme. Depending on the pace of our class, I reserve the right to make changes to the course schedule. Updates will be made

to the syllabus if changes are made and reflected on Moodle.

In general, the course is structured thematically.

Weeks 1-3 cover foundational principles. How do children develop physically, learn to interact with the world around them, and how do we study these processes?

Weeks 4-6 are focused on children's cognitive development. How do we learn to think, reason, and represent the world around us?

Weeks 7-11 are focused on how children learn to navigate the *social* world. What are the influences of families, parents, peers, and other social agents? Weeks 10 & 11 are focused on race and gender in particular, and how these become both important identities, as well as social categories that children use.

Finally, **Weeks 13-14** are focused on applied and "abnormal" development: developmental psychopathology and academic achievement.

Week	Date	Topics	Readings	Assignment Due
Week 1	Sept. 7	**Labor Day**		
	Sept. 10	Syllabus, Overview, Big Questions	Chp 1 (1-24)	
Week 2	Sept. 14	Methods & Ethics	Chp. 1 (p. 25-41)	
	Sept. 17	Biological foundations	Chp 2 (pp. 43-54); Chp 3 (pp. 113-126) + Box 3.4 (p. 135)	
Week 3	Sept. 21	Sensation & Perception	Chp. 5 (190 – 208)	
	Sept. 24	Motor Development	Chp. 5 (208 – 218)	**Quiz 1 due Sun. the 27th**
Week 4	Sept. 28	Learning & Thinking	Chp. 5 (pp. 218-234) & Chp. 9 (pp. 379 - 384)	**Policy brief topic due**
	Oct. 1	Theories of Cognitive Development 1	Chp. 4 (pp. 141 – 172)	
Week 5	Oct. 5	Theories of Cognitive Development 2	Chp. 4 (pp. 172-183)	
	Oct. 8	Language	Chp 6 (pp. 239 – 279)	
Week 6	Oct. 12	Conceptual Development	Chp 7	
	Oct. 15	How to write an annotated bibliography	**Quiz 2 due Sun. the 18th**	
Week 7	Oct. 19	Theories of social development	Chp. 9	
	Oct. 22	Emotion	Chp. 10	
Week 8	Oct. 26	Attachment	Chp. 11(pp. 465 – 480)	**Annotated bibliographies for policy brief due**
			Chp. 12 (pp. 509 – 532) &	

	Oct. 29	Family & Peers	Chp. 12 (pp. 509 – 532) & Chp. 13 (pp. 548 – 572)	
Week 9	Nov. 2	Moral Development	Chp. 14 (pp. 589-604)	**Quiz 3 due Fri. the 6th**
	Nov. 5	Self & Personal Identity	Chp. 11 (pp. 481-504)	
Week 10	Nov. 9	Gender Identity Development	Chp. 15	
	Nov. 12	Racial Identity Development		
Week 11	Nov. 16	Social Cognition 1 – Gender		
	Nov. 19	Social Cognition 2 – Race		**1. Quiz 4 due Sun. the 22nd** **2. Rough draft to peer partner due Fri. the 20th**
Week 12	**Thanksgiving Break**			
Week 13	Nov. 30	Developmental psychopathology	Chp. 11 (pp. 613-627)	
	Dec. 3	Tentative guest lecture		
Week 14	Dec. 7	Academic Achievement	Chp 8	**Quiz 5**
	Dec. 10	Emerging adulthood & Course Wrap up/Reflection	Destin et al., 2017 + Syed & Azmitia, 2008	**Peer review returned to partner**

---**Policy brief due during finals period**---

Articles for QALMRI & Presentation Assignments

- Week 2 (Thurs). Noble, K. G., Norman, M. F., & Farah, M. J. (2005). Neurocognitive correlates of socioeconomic status in kindergarten children. *Developmental science*, *8*(1), 74-87.

- Week 3 (Mon). Turati, C., Valenza, E., Leo, I., & Simion, F. (2005). Three-month-olds' visual preference for faces and its underlying visual processing mechanisms. *Journal of Experimental Child Psychology*, *90*(3), 255-273.

- Week 3 (Thurs). Kretch, K. S., Franchak, J. M., & Adolph, K. E. (2014). Crawling and walking infants see the world differently. *Child development*, *85*(4), 1503-1518.

- Week 5 (Thurs). Hoff, E., Core, C., Place, S., Rumiche, R., Señor, M., & Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of child language*, *39*(1), 1.

- Week 6 (Mon). Ferry, A. L., Hespos, S. J., & Waxman, S. R. (2013). Nonhuman primate vocalizations support categorization in very young human infants. *Proceedings of the National Academy of Sciences*, *110*(38), 15231-15235.

- Week 7 (Thurs). Wainryb, C., Pasupathi, M., Bourne, S., & Oldroyd, K. (2018). Stories for all ages: Narrating anger reduces distress across childhood and adolescence. *Developmental psychology*, *54*(6), 1072.

- Week 8 (Mon). Dumont, C., & Paquette, D. (2013). What about the child's tie to the father? A new insight into fathering, father–child attachment, children's socio-emotional development and the activation relationship theory. *Early Child Development and Care*, *183*(3-4), 430-446.

- Week 8 (Thurs). Prinstein, M. J., Boergers, J., & Spirito, A. (2001). Adolescents' and their friends' health-risk behavior: Factors that alter or add to peer influence. *Journal of pediatric psychology*, *26*(5), 287-298.

- Week 9 (Mon). Rhodes, M., & Chalik, L. (2013). Social categories as markers of intrinsic interpersonal obligations. *Psychological science*, *24*(6), 999-1006.

- Week 9 (Thurs). Rotenberg, K. J., & Cranwell, F. R. (1989). Self-concept in American Indian and white children: A cross-cultural comparison. *Journal of Cross-Cultural Psychology*, *20*(1), 39-53.

- Week 10 (Mon): Fast, A. A., & Olson, K. R. (2018). Gender development in transgender preschool children. *Child development*, *89*(2), 620-637

- Week 10 (Thurs): Rogers, L. O., Scott, M. A., & Way, N. (2015). Racial and gender identity among Black adolescent males: An intersectionality perspective. *Child Development*, *86*(2), 407-424.

- Week 11 (Mon). Lei, R. F., Leshin, R. A., & Rhodes, M. (2020). The development of intersectional social prototypes. *Psychological Science*, 0956797620920360.

- Week 11 (Thurs). Roberts, S. O., & Gelman, S. A. (2015). Do children see in Black and White? Children's and adults' categorizations of multiracial individuals. *Child Development*, *86*(6), 1830-1847.

- Week 14: Jacobs, J. E., Lanza, S., Osgood, D. W., Eccles, J. S., & Wigfield, A. (2002). Changes in children's self−competence and values: Gender and domain differences across grades one through twelve. *Child development*, *73*(2), 509-527.