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PSYC 340.01: Current Topics in Developmental Psychology - Infant Development

Lynne S. Koester

University of Montana - Missoula

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CURRENT TOPICS IN DEVELOPMENTAL PSYCHOLOGY:

INFANT DEVELOPMENT

PSYCH 340; AUTUMN, 2001

Dr. Lynne Sanford Koester

Class Time: MWF, 9:10-10:00 a.m.

Phone: 243-4521 or 243-4003

Classroom: Chem-Pharm 102

Office: Skaggs Bldg., Room 369

Office Hours: M/F 10:30-11:30 am; W 3:10-4 pm

PREREQUISITES: All students must have completed the *Child and Adolescent Development* course or its equivalent before enrolling in this course.

REQUIRED TEXTS:

- Gopnik, A., Meltzoff, A., & Kuhl, P. (1999). The scientist in the crib: Minds, brains, and how children learn. NY: Wm Morrow.
- Muir, D. & Slater, A. (2000). Infant development: The essential readings. Oxford: Blackwell Publishers.
- DeLoache, J. & Gottlieb, A. (2000). A world of babies: Imagined childcare guides for seven societies. Cambridge: Cambridge University Press.
- Faculty-Packet for Infant Development, Psych 340.

(see Table of Contents at end of Syllabus)

ADDITIONAL RESOURCES (Mansfield Library &/or UC Bookstore):

- American Psychological Association, (2001). Publication Manual. Washington, DC: APA.
- Eliot, L. (1999). What's going on in there? New York: Bantam Books.
- Rochat, P. (2001). The infant's world. Cambridge, MA: Harvard University Press.

IMPORTANT UNIVERSITY POLICIES:

- 1) **Sept. 24, 2001**: last day to DROP/ADD by phone, or to DROP and still receive refund.
- 2) **Oct. 15, 2001**: last day to DROP/ADD using forms (signatures required) -no refund.
- 3) Students with disabilities should indicate this to the instructor at the beginning of the course if they require accommodation, and arrange for such accommodations with **Disability Services for Students** (The Lodge).

COURSE OBJECTIVES AND EXPECTATIONS:

The goal of this course is to familiarize the student with historical views, current research findings, and applications of our knowledge of development during the infancy period (approximately the first 2 years). This will include the various domains of development such as social-emotional, sensorimotor, the developing self, relations with the object world, etc. In addition, there will be an emphasis on appreciating the cultural perspectives that often influence childrearing practices, particularly during these early years.

This course will be taught in a combination seminar and lecture format, with an important component being "hands-on" activities or group projects. **Therefore, student attendance, participation, and involvement in the class, and the demonstrated ability to work cooperatively and productively in small groups will be very important to successful completion of this course.**

GROUP PROJECTS AND WRITTEN ASSIGNMENT:

Students will form small working groups for the Semester Project outlined below; this project will constitute an important part of your grade for the course. At designated times during the semester, each group will briefly (i.e., approx. 10 mins.) present their findings to the rest of the class. In addition, each student will submit a short written product (3-4 typewritten, double-spaced pages, APA style, font size 12; please include references on an additional page). Your own grade for the Project will be determined primarily by this paper (based on clarity, effectiveness of writing style, accuracy, and thoroughness of information presented).

SEMESTER PROJECT: You will be working with two or three other students in class, of your own choosing. Each small group will select one of the topics outlined below. There will be two different dates for submitting the papers, and you will sign up as a group for one of these dates depending on your own semester workloads and schedules.

SUGGESTED PROJECTS:

1. Choose an important research theme (such as attachment, the role of fathers, face-to-face interactions, siblings, etc.) and search the literature for findings regarding infants from other cultures or minority groups; within your group, each individual should select a specific culture to investigate. Remember that groups such as infants or parents with handicapping conditions (e.g., deafness) may be included.
2. Choose a research theme to critique (not necessarily from a cultural perspective) regarding its basic assumptions, methodology, conclusions, and implications. Such research themes might include self-recognition, object permanence, neonatal imitation, and many others from which you can choose.

3. Choose an important public policy issue regarding the care and well-being of infants. Explore this in relation to what the research tells us about infant needs, what policies prevail currently in this state or in the US in general, what changes or improvements are needed, etc. You may wish to include comparisons to other states or nations in your analysis.
4. As a group, choose one expert advice book for today's Western parents, and decide on certain recommended practices you wish to examine (e.g. toilet-training, feeding, sleeping arrangements, discipline, etc.). Each student should then select a *different* culture (non-majority, or non-American) to investigate regarding these same child-rearing practices. As a group, you will then compare and contrast the child-rearing advice given in each culture chosen.

GRADING POLICIES: Grades will be based on the following distribution of points:

2 Tests:	200 points (100 pts. each)
Final Exam:	150 " (last unit plus cumulative/summary questions)
Project Presentation:	50 "
Paper (project summary):	100 "
<u>TOTAL POINTS:</u>	<u>500</u>

Please note: Since attendance and class participation are important aspects of this course, points will be deducted at the instructor's discretion for excessive absenteeism (i.e., more than 5 unexcused absences). In addition, if a student appears not to have completed the assigned readings (e.g., is unable to discuss or answer questions regarding them), points may also be deducted from the final grade.

COURSE SCHEDULE

September

- 5 Introduction to course; Pre-Test questions
- 7 Mercer chap. (1998). *[Faculty-Packet]*
- 10 Rochat chap. (2001). *[Faculty-Packet]*
- 12 Gopnik, et al. text: chap 1, Ancient questions and a young science.
- 14 Gopnik, et al. text: chap 2, What children learn about people.
[sign up for project/paper topics]
- 17 *[Guest Lecture - tentative]*
- 19 Gopnik, et al. text: chap 3, What children learn about things.
- 21 Gopnik, et al. text: chap 4, What children learn about language.
- 24 Gopnik, et al. text: chap 5, What scientists have learned about children's minds;
AND, chap 6, " " " children's brains.
- 26 Gopnik, et al. text: chap 7, Trailing clouds of glory.
- 28 *[TEST I]*

October:

- 1 *Guest Lecture: Candace Crosby*
- 3 Muir & Slater text: chap. 5, Slater
- 5 Muir & Slater text: chap. 7, Symons, et al. *AND*, chap. 8, Werker
- 8 *Guest Lecture: Linda Thomas*
- 10 Muir & Slater text: chap. 9 (parts a and b), Meltzoff & Moore, *AND*,
chap. 11, Baillargeon
- 12 Muir & Slater text: chap. 12, Ahmed, et al.
- 15 Muir & Slater text: chap. 13, Sigman, et al.
- 17 Muir & Slater text: chap. 14, Papoušek, et al.
- 19 *Guest Lecture: Dr. Meg Traci*
- 22 Muir & Slater text: chap. 15, Tincoff & Jusczyk *AND*, chap. 16, Sorce
- 24 Muir & Slater text: chap. 19, Charman, et al.
- 26 ***TEST II***
- 29 Small. M.F. (1997). *[Faculty-Packet]*
- 31 *[Guest Lecture: tentative]*

November:

- 2 Harwood, et al. (1995). Chap. 1. *[Faculty-Packet]*
- 5 Morelli, G.A., Tronick, E., Beeghly, M. *[Faculty-Packet]*
AND, Paludi, M. (2002). Chap. 1. *[Faculty-Packet]*
- 7 Readings from Paludi: Kagan, et al. AND, Sagi, et al.
- 9 Readings from Paludi: Bornstein, et al. AND, Morelli, et al.
- 12 (HOLIDAY)
- 14 *[GROUP PROJECT PRESENTATIONS]*
- 16 *[GROUP PROJECT PRESENTATIONS]*
- 19 Special Topic: Hanuš Papoušek and the history of infancy research worldwide
- 21 & 23 (HOLIDAYS)
- 26 DeLoache, & Gottlieb text: chap 1, DeLoache & Gottlieb
- 28 *Guest Lecture: Dr. Sue Forest*
- 30 DeLoache, & Gottlieb text: chap 2, Reese, AND
chap 3, Gottlieb

December:

- 3 DeLoache, & Gottlieb text: chap 4, Diener *AND*
chap 5, Delaney
- 5 DeLoache, & Gottlieb text: chap 6, Pierroutsakos
- 7 *[GROUP PROJECT PRESENTATIONS]*
- 10 *[GROUP PROJECT PRESENTATIONS]*
- 12 DeLoache, & Gottlieb: chap 7, Johnson *AND*
chap 8, Le
- 14 WRAPPING UP, CONCLUSIONS
- 17-21 **[EXAM WEEK]**

FINAL EXAMINATION: Tuesday, Dec. 18, 8:00 – 10:00 a.m.

**FACULTY-PACKET: PSYCH 340
TABLE OF CONTENTS**

1. Mercer, J. (1998). Thinking about infant development. Chap. 1, Infant development: A multidisciplinary introduction. Pacific Grove: Brooks/Cole.
2. Rochat, P. (2001). Facts of infancy. Chap. 1, The infant's world. Cambridge, MA: Harvard University Press.
3. Small, M.F. (1997). Our babies, ourselves. Human Nature, 10, 42-51.
4. Harwood, R.L., Miller, J.G., Irizarry, N.L. (1995). Attachment theory and its role in the study of human development. Chap. 1, Culture and attachment: Perceptions of the child in context. New York: Guilford Press.
5. Morelli, G.A., Tronick, E., Beeghly, M. (conference presentation -- date unknown). Is there security in numbers? Child care in a hunting and gathering community and infants' attachment relationships.
6. Paludi, M. (2002). Human development in multicultural contexts: book of readings. Upper Saddle River, NJ: Prentice Hall.
 Chap. 1: Infancy.
 Readings:
 Bornstein, et al. (originally published in 1992). Functional analysis of the contents of maternal speech to infants of 5 and 13 months in four cultures: Argentina, France, Japan, and the United States.

 Morelli, et al. (originally published in 1992). Cultural variation in infants' sleeping arrangements: Questions of independence.

 Kagan, et al. (originally published in 1994). Reactivity in infants: A cross-national comparison.

 Sagi, et al. ((originally published in 1994). Sleeping out of home in a Kibbutz communal arrangement: It makes a difference for mother-infant attachment.