

HDE 200A: Infancy & Early Childhood

Fall 2013

Class Time: Wednesday, 4:10-8:00 p.m.

Classroom: Wellman 27 (or 2338 Hart)

Instructor: Zhe Chen, Ph.D.

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Office Hours: Wednesday 1-3 p.m.

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Course Goal & Description:

The goals of this course are for students to learn the major theories, research methods, and findings of early child development in biological, cognitive, and social/emotional development. We will focus on a specific topic or research area in each class. The representative articles will be around the central themes in early child development and serve as examples illustrating how various methods and approaches can be adopted to address theoretical and practical issues.

Class Format:

The class format will consist of outside readings, in-class lectures, student presentations, and group discussions. For each week, students will read about 8 journal articles or chapters. At the beginning of each class session, the instructor will provide a brief overview of the major issues associated with the topic of that class. Two students will then be responsible for leading the discussion. Each student discussion leader will generate 3 or 4 questions based on the 2 or 3 journal articles/chapters assigned before the class, present a hand-out of the questions, and lead the discussion. The questions should organize the discussion around the theoretical and methodological issues that the student leader sees as most relevant and important.

Reading:

The majority of readings are original journal articles from major journals in the field (e.g., *Child Development* and *Developmental Psychology*, and others such as *Current Directions in Psychological Science* and *Psychological Science*).

Topical Outline

Themes, issues & the nature of growth

Biological growth

Early perceptual-motor development

Imitation and memory

Nativism and core knowledge

Learning, reasoning, & problem solving
 Language development 1 – Phonology and phonological rules
 Language development 2 – Word learning and grammar
 The self
 Social cognition
 Attachment and bonding
 Parenting
 Emotions and self-regulation
 Temperament
 Development of conscience and morality
 Sociocultural contexts
 Risk and resilience

Course Requirements:

A. Readings. Read all assigned readings before the class in which they are to be discussed.

B. Class participation. I encourage students to participate actively in class discussion. Students are expected to read all the assigned readings prior to class and to be prepared to discuss all of them intelligently.

C. Class presentations. Generate discussion questions before class; summarize and discuss assigned articles in class.

D. Reaction paper. A reaction paper is a personal evaluation of or reaction to an assigned article or set of papers (4-5 pages). You will need to complete only one of the three assigned reaction papers. At least one week prior to a paper's due date, for two of these three topics, I will distribute the "directing questions" to constrain the domain of your responses. For the other, the students will need to formulate the issues based on the readings for that class, generate your own questions, and write the paper. An asterisk (*) in the reading list indicates that a reaction paper on that topic is due that day.

E. Research proposal. In a 12-15-page research proposal, you will address a specific issue in a particular domain of early child development. Your task is to identify a key issue in a specific area, explain why the issue is important, propose one or two experiments or studies that would allow you to address the issue, illustrate how your study would allow you to address it, make predictions about possible results, and draw conclusions based on your anticipated results. About 3 or 4 weeks before the end of the quarter, a topical guideline from which you may select a subject for your proposal will be distributed.

Evaluation & Grading:

Each student's participation in class discussion will count for 10% of the final grade. Student presentations of journal articles and their overall performance as discussion leaders will count for a further 25%. The reaction paper will count for 20% of the final grade; the research proposal, the remaining 45%.

Determining course grade:

Class participation:	10%
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Class presentations & discussions:	25%
Reaction paper:	20%
Research proposal:	45%

Grading system:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

SYLLABUS

1. Oct. 2: Introduction

2. Oct. 9: Session I: Themes, issues and the nature of growth

Lerner, R. M. (1998). Theories of human development: Contemporary perspectives. pp.1-24 in *Handbook of Child Psychology, 5th Ed. Vol. 1: Theoretical models of human development*. New York: Wiley.

Fogel, A. & Thelen, E. (1987). Development of early expressive and communicative action. Reinterpreting the evidence from a dynamic systems perspective. *Developmental Psychology, 23*, 747-761.

Bjorklund, D. F., & Pellegrini, A. D. (2000). Child development and evolutionary psychology. *Child Development, 71*(6), 1687-1708.

Bornstein, M. H. (1989). Sensitive periods in development: Structural characteristics and causal interpretations. *Psychological Bulletin, 105*, 179-197.

Session II: Biological growth

Stiles, J (2001). Neural plasticity and cognitive development. *Developmental Neuropsychology, 18*, 237-272.

Greenough, W. T., Black, J. E., Wallace, C. S. (1987). Experience and brain development. *Child Development, 58*, 539-559.

Rutter, M., O'Connor, T.G. (2004) Are there biological programming effects for psychological development? Findings from a study of Romanian orphans. *Developmental Psychology, 40*, 81-94.

Harper, L.V. (2005). Epigenetic inheritance and the intergenerational transfer of experience. *Psychological Bulletin, 131*, 340-360.

3. Oct. 16: Session I: Early perceptual-motor development

Thelen, E. (1989). The (re)discovery of motor development: Learning new things from an old field. *Developmental Psychology, 25*, 946-949.

Vereijken, B., & Thelen, E. (1997). Training infant treadmill stepping: The role of individual pattern stability. *Developmental Psychobiology, 30*, 89-102.

- McCarty, M. E. & Ashmead, D. H. (1999). Visual control of reaching and grasping in infants. *Developmental Psychology*, 35, 620-631.
- Adolph, K. E., Vereijken, B., & Denny, M. (1998). Learning to crawl. *Child Development*, 69, 1299-1312.

Session II: Imitation and memory

- Meltzoff, A. N. (1988). Infant imitation after a 1-week delay: Long-term memory for novel acts and multiple stimuli. *Developmental Psychology*, 24, 470-476.
- Meltzoff, A. N., & Moore, M. K. (1977). Imitation of facial and manual gestures by human neonates. *Science*, 198, 75-78.
- Rovee-Collier, C. (1999). The development of infant memory. *Current Directions in Psychological Science*, 8, 80-85.
- Bauer, P. J., Wiebe, S. A., Carver, L. J., Waters, J. M., & Nelson, C. A. (2003). Developments in long-term explicit memory late in the first year of life: Behavioral and electrophysiological indices. *Psychological Science*, 14, 629-635.

4. Oct. 23: Session I: Nativism and core knowledge (*)

- Spelke., E., Breinlinger, K., Macomber, J., & Jacobson, K. (1992). Origins of knowledge. *Psychological Review*, 99, 605-632.
- Wynn, K. (1992). Addition and subtraction by human infants. *Nature*, 358, 749-750.
- Wakeley, A. Rivera, S. & Langer, J. (2000). Can young infants add and subtract? *Child Development*, 71, 1525-1534.
- Hood, B., Carey, S., & Prasada, S. (2000). Predicting the outcomes of physical events: Two-year-olds fail to reveal knowledge of solidity and support. *Child Development*, 71(6), 1540-1554.
- Keen, R. (2003). Representation of objects and events: Why do infants look so smart and toddlers look so dumb? *Current Directions in Psychological Science*, 12, 79-83.

Session II: Learning, reasoning, & problem solving

- Bauer, P. J., Schwade, J. A., Wewerka, S. S., & Delaney, K. (1999). Planning ahead: Goal-directed problem solving by 2-year-olds. *Developmental Psychology*, 35(5), 1321-1337.
- DeLoache, J. S., Simcock, G., & Marzolf, D. P. (2004). Transfer by Very Young Children in the Symbolic Retrieval Task. *Child Development*, 75(6), 1708-1718.
- Brown, A. L., Kane, M. J., & Echols, C. H. (1986). Young children's mental models determine analogical transfer across problems with a common goal structure. *Cognitive Development*, 1, 103-121.
- Siegler, R. S. (2005). Children's learning. *American Psychologist*, 60, 769-778.
- Chen, Z. (2007). *Learning to map: Strategy discovery and strategy change in young children. Developmental Psychology*, 43, 386-403.

5. Oct. 30: Session I: Language development 1 – Phonology and phonological rules

- Werker, J. F., & Desjardins, R. E. N. (1995). Listening to speech in the 1st year of life: Experiential influences on phoneme perception. *Current Directions in Psychological Science*, 4(3), 76-81.
- Saffran, J. R., Aslin, R. N. & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274, 1926-1928.
- Marcus, G. F., Vijayan, S. Rao, S. B. & Vishton, P. M. (1999). Rule-learning by seven-month-old infants. *Science*, 283, 77-79.
- Kuhl, P. (2004). Early language acquisition: Cracking the speech code. *Nature Reviews Neuroscience*, 5, 831-843.

Session II: Language development 2 – Word learning and grammar

- Baldwin, D. A., & Moses, L. J. (2001). Links between social understanding and early word learning: Challenges to current accounts. *Social Development*, 10, 309-329.
- Tomasello, M. & Barton (1994). Learning words in nonostensive contexts. *Developmental Psychology*, 30, 639-650.
- Marcus, G. F. (1996). Why do children say "breaeked"? *Current Directions in Psychological Science*, 5(3), 81-85.
- Brooks, P. J., & Tomasello, M. (1999). Young children learn to produce passives with nonce verbs. *Developmental Psychology*, 35(1), 29-44.

6. Nov. 6: Session I: The self

- Harter, S. (2006). The development of self-representations. pp. 505-526 in *Handbook of child psychology, 6th Ed. vol. 3. New York: Wiley.*
- Bullock, M. & Lutkenhaus, P. (1990). Who am I? Self understanding in toddlers. *Merrill-Palmer Quarterly*, 36, 217-238.
- Rochat, P. & Striano, T. (2002). Who's in the mirror? Self-other discrimination in specular images by four- and nine-month-old infants. *Child Development*, 73, 35-46.
- Pipp, S., Fischer, K. W., & Jennings, S. (1987). Acquisition of self and mother knowledge in infancy. *Developmental Psychology*, 23(1), 86-96.

Session II: Social cognition

- Gergely, G., Bekkering, H. & Kiraly, I. (2002). Rational imitation in preverbal infants. *Nature*, 415, 755.
- Meltzoff, A. N. (1995). Understanding the intentions of others: Re-enactment of intended acts by 18-month-old infants. *Developmental Psychology*, 31, 838-850.

- Walden, T. A. & Ogen, T. A. (1988). The development of social referencing. *Child Development, 59*, 1230-1240.
- Repacholi, B. M., & Gopnik, A. (1997). Early reasoning about desires: Evidence from 14- and 18-month-olds. *Developmental Psychology, 33*(1), 12-21.

7. Nov. 13: Session I: Attachment and bonding

- Lewis, M. & Feiring, C. (1989) Infant, mother and mother infant interaction behavior and subsequent attachment. *Child Development, 60*, 831-837.
- Stams, G-J, M., Juffer, F. & van IJzendoorn, M. H. (2002). Maternal sensitivity, infant attachment, and temperament in early childhood predict adjustment in middle childhood: The case of adopted children and their biologically unrelated parents. *Developmental Psychology, 38*, 806-821.
- Stroufe, L. A. (1979). The coherence of individual development: Early care, attachment, and subsequent developmental issues. *American Psychologist, 34*, 834-841.
- Braungart-Reiker, J. M., Garwood, M. M., Powers, B. & Wang, X. (2001). Parental sensitivity, infant affect and affect-regulation: Predictors of later attachment. *Child Development, 72*, 252-270.
- Kochanska, G. (2001). Emotional development in children with different attachment histories: The first three years. *Child Development, 72*(2), 474-490.

Session II: Parenting (*)

- Harris, J. R. (1995). Where is the child's environment? A group socialization theory of development. *Psychological Review, 102*(3), 458-489.
- Landry, S. H., Smith, K. E., Swank, P. R., Assel, M. A., & Vellet, S. (2001). Does early responsive parenting have a special importance for children's development or is consistency across early childhood necessary? *Developmental Psychology, 37*(3), 387-403.
- Rubin, K. H., Burgess, K. B., Dwyer, K. M., & Hastings, P. D. (2003). Predicting preschoolers' externalizing behaviors from toddler temperament, conflict, and maternal negativity. *Developmental Psychology, 39*(1), 164-176.
- NICHD Early Child Care Research Network. (2000). The relation of child care to cognitive and language development. *Child Development, 71*(4), 960-980.
- Belsky, J. (1993). Etiology of child maltreatment: A developmental-ecological analysis. *Psychological Bulletin, 114*, 413-433.

8. Nov. 20: Session I: Emotions and self-regulation (*)

- Thompson, R. A. (1994). Emotion regulation: A theme in search of definition. *Monographs of the Society for Child Development, 59*, (Serial no. 240). 25-52.
- Buss, K. A. & Goldsmith, H. H. (1998). Fear and anger regulation in infancy: Effects on the temporal dynamics of affective expression. *Child Development, 69*, 339-374.

- Grolnick, W. S., Bridges, L. J., & Connell, J. P. (1996). Emotion regulation in two-year-olds: Strategies and emotional expression in four contexts. *Child Development, 67*(3), 928-941.
- Kochanska, G., Coy, K. C., & Murray, K. T. (2001). The development of self-regulation in the first four years of life. *Child Development, 72*(4), 1091-1111.

Session II: Temperament

- Seifer, R Sameroff, A, et al., (2004). Your own children are special: Clues to the sources of reporting bias in temperament assessments. *Infant Behavior & Development, 27*, 323-341.
- Goldsmith, H. H., Buss, K. A., & Lemery, K. S. (1997). Toddler and childhood temperament: Expanded content, stronger genetic evidence, new evidence for the importance of environment. *Developmental Psychology, 33*(6), 891-905.
- Rubin, K. H., Burgess, K. B. & Hastings, P. D. (2002). Stability and social-behavioral consequences of toddlers' inhibited temperament and parenting behaviors. *Child Development, 73*, 483-495.
- Kochanska, G. (1991). Socialization and temperament in the development of guilt and conscience. *Child Development, 62*, 1379-1392.

9. Nov. 29: Session I: Development of conscience and morality

- Smetana, J. G. (1989). Toddlers' social interactions in the context of moral and conventional transgressions in the home. *Developmental Psychology, 25*(4), 499-508.
- Smetana, J. G. (1981). Preschool children's conceptions of moral and social rules. *Child Development, 52*(4), 1333-1336.
- Labile, D. J. & Thompson, R. A. (2002). Mother-child conflict in the toddler years: Lessons in emotion, morality, and relationships. *Child Development, 73*, 1187-1203.
- Kochanska, G., Aksan, N., & Nichols, K. E. (2003). Maternal Power Assertion in Discipline and Moral Discourse Contexts: Commonalities, Differences, and Implications for Children's Moral Conduct and Cognition. *Developmental Psychology, 39*(6), 949-963.

Session II: Sociocultural contexts

- Rogoff, B. & Morelli, G. (1989). Perspectives on children's development from cultural psychology. *American Psychologist, 44*, 343-348.
- Keller, H., Yovsi, R., Borke, J., Kärtner, J., Jensen, H., & Papaligoura, Z. (2004). Developmental Consequences of Early Parenting Experiences: Self-Recognition and Self-Regulation in Three Cultural Communities. *Child Development, 75*(6), 1745-1760.
- Callaghan, T., Rochat, P., Lillard, A., Claux, M. L., Odden, H., Itakura, S., et al. (2005). Synchrony in the Onset of Mental-State Reasoning: Evidence From Five Cultures. *Psychological Science, 16*(5), 378-384.
- Gauvain, M. (1998). Cognitive development in social and cultural context. *Current Directions in Psychological Science, 7*, 188-192.

10. Dec. 4: Session I: Risk and resilience

Dawson, G., Frey, K., Panagiotides, H., Yamada, E., Hessler, D. & Osterling, J. (1999). Infants of depressed mothers exhibit atypical frontal electric brain activity during interaction with mother and a familiar, nondepressed adult. *Child Development, 70*, 1058-1066.

Werner, E.E. (1995). Resilience in development. *Current Directions in Psychological Science, 4*, 81-85.

Feldman, R., Weller, A., Sirota, L., Eidelman, A.I. (2002). Skin-to-skin contact (kangaroo care) promotes self-regulation in premature infants: Sleep-wake cyclicality, arousal modulation, and sustained exploration. *Developmental Psychology, 38*, 194-207

NICHHD Early Child Care Research Network. (2002). The interaction of child care and family risk in relation to child development at 24 and 36 months. *Applied Developmental Science, 6*, 144-156.

Session II: Summary and future directions