

**Human Development
(Previously Educational Psychology I)
16:300:581
Fall, 2011**

Instructor: Susan L. Golbeck	e-mail: susan.golbeck@gse.rutgers.edu
Phone: 732 932 7496 x8323	10 Seminary Pl. Rm 322
Office Hours: Mondays, 3:45 - 5:00 or by arrangement	Prerequisites or other limitations: Open to PhD students in education. Others with consent of instructor.
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No (only in certain instances) <input type="checkbox"/> Yes If applicable, see Maria Rodriguez, Ed Psych Dept.

Learning goals:

- How do humans change and develop from infancy through adulthood? How are these changes evidenced in social and emotional functioning as well as in conceptual, attentional, linguistic and cognitive capabilities?
- What is the relationship between development and learning? How does this relationship change over the course of infancy, early and middle childhood, adolescence and adulthood?
- What are some of the ways that early experiences influence later developmental outcomes?
- What are the major paradigms or conceptual frameworks used in the study of human development?
- We consider Piagetian and neo-Piagetian perspectives, theory of mind; sociocultural perspectives; information processing approaches, ethological and evolutionary psychology and neurological/brain based approaches to development. How do those perspectives differ in the roles assigned to the environment, genetic endowment, social and physical experience, and culture?
- What are some of the major challenges confronting researchers studying education and human development?

Course catalog description:

This is an examination of classical and contemporary theories of human development drawn from developmental, cultural and cognitive psychology. Themes include relations between evolution and development, nature and nurture, individual and society, and also biology and culture in development. There is a focus on change and the processes through which change occurs over the course of the human lifespan. Throughout, we will discuss the implications of this work for education.

Other description of course purposes, context, methods, etc:

This is a required class for students in the PhD program in Educational Psychology. Doctoral students from other programs are welcome. No prior coursework in human development in development is

required. Students from other programs may enroll with permission. Contact the instructor for further info.

Required books:

Miller, P. (2011) *Theories of development*, 5th edition. NY: Worth Publishers. (ISBN 13:978-1-4292-1634-0)

Strongly recommended:

Balter, L. & Tamis-LeMonda, C. (eds.) (2003/2009). *Child psychology: A handbook of contemporary issues*. Psychology Press. (preferably the 2nd edition, but the first will work). Assigned readings from this volume are indicated “In B & T”. The assigned chapters appear in both editions of the book although the titles and page numbers may vary slightly. (ISBN 1-84169-412-6)

Other readings will be available on the class website (see below). Some items may also be available through the Rutgers University Libraries under Graduate Reserve Reading, Alexander Library.

Grading policy:

- Assignments are due on the date specified in the syllabus or website unless special arrangements have been made with the instructor ahead of time. This applies to all assignments. Grades may be reduced when assignments are late.
- Papers must be written in APA format. Papers that are poorly written or that are not in APA format (including page numbers, proper headings and your name) will be returned to you and your grade may be reduced.
- The class will be run in a seminar format. Everyone is expected to attend class prepared to offer informed and thoughtful contributions to class discussions. Class participation will influence your grade.

Assignments¹:

Details about the assignments will be given in class. All students will be expected to:

- Complete a research paper on a topic of interest that is relevant to the psychology of human development. Students will present their project to the class. A preliminary draft of the paper will be due in late October or early November. (Details will be provided in class.)
- Complete a TAKE HOME EXAM at the end of the class.
- Assume responsibility for leading class discussions at least twice during the semester. Specific dates and topics will be negotiated with the instructor.
- Participate in regular discussions and reactions on the class website.

Academic Integrity:

With absolutely no exceptions, students are expected to abide by the Rutgers University Policy on Academic Integrity. Students are expected to be familiar with all features of the policy. *The link to the Rutgers Academic Integrity Policy is: <http://academicintegrity.rutgers.edu/integrity.shtml#I>*

¹ Including exams, papers etc.

If you are uncertain about any aspect of any assignment speak with the instructor for clarification. Cite all sources you use even if these are not direct quotations. Put all direct quotations in quotation marks. Use APA format for all citations. (It is your responsibility to learn how to do this if you do not know.) If you need assistance with your writing, make arrangements for help well ahead of time.

Web site: The class website will be found on <https://sakai.rutgers.edu> OR on <https://ecompanion.rutgers.edu>.

THIS IS A DRAFT. SOME ITEMS MAY CHANGE

Class/ Date	Topic	Assignment
<i>Class 1</i> Sept 1	Introduction	
Sept 8	NO CLASS	
<i>Class 2</i> Sept 15	<i>Very early development. Early infancy (0 - 3 mos)</i> Theories & development What competencies does the infant have at the beginning?	Miller, P. (2011). Introduction, Ch. 1. pp. 1-26. Quinn, P. On the emergence of perceptual organization and categorization in young infants: Roles for perceptual process and knowledge access. In B&T . pp. 64-84. Carey, S. (2004). Bootstrapping and origin of concepts. <i>Daedulus</i> , 133(1), 59-67. Adolph, K.E.(2008). Learning to move. <i>Current Directions in Psychological Science</i> . 11, 290-295. Optional: Gopnik, A. (2004). Finding our inner scientist. <i>Daedulus</i> . 133, p 21.
<i>Class 3</i> Sept 22	<i>Later infancy (9 - 18 mos)</i> Foundations for early social and emotional development	Miller, P. (2011) Ethology & evolutionary approaches to development. Ch. 7 (pp 325-375). Belsky, J. Determinants and consequences of infant parent attachment. In B & T , pp.53-108. Ainsworth, M. & Bowlby, J. (1991). An ethological approach to personality development. <i>American Psychologist</i> , 46, 333-341. Nelson,Zeamon,Fox, Marshall, Smyke & Guthrie (2007) Cognitive recovery. <i>Science</i> , 318,1937-1940. Kochanska, Barry, Stellern & O’Bleness (2009). Early

		<p>attachment organization moderates the parent-child mutually coercive pathway to children's antisocial conduct. <i>Child Development</i>, 80(4), 1288-1300.</p> <p>Goldstein, Bornstein and Schwade (2009). The value of vocalizing: Five month old infants associate their own noncry vocalizations with responses from caregivers. <i>Child Development</i>, 80,3, 636-644.</p>
Class 4 Sept 29	<p><i>Early childhood (2 ½ to 5 yrs).</i></p> <p>Cognitive achievements-- and Piaget's theory.</p>	<p>Miller, P. (2011). Piaget's cognitive-stage theory and the neo-Piagetians. Ch. 2 (pp. 27-104).</p> <p>Piaget, J. (1930/1972). <i>The child's conception of physical causality</i>. Ch. VIII-IX (pp.180-212). (The problem of shadows; The mechanism of bicycles).</p> <p>Uttal, D., Liu & DeLoache. Taking a hard look at concreteness: Do concrete objects help young children learn symbolic relations? . In B & T. (pp. 177-192).</p>
Class 5 Oct 6	<p><i>The transition to early childhood (2 ½ to 5).</i></p> <p>Development of the prefrontal cortex.</p> <p>Changing relationships with the social world.</p>	<p>Diamond, A. (2002). Normal development of prefrontal cortex from birth to adulthood: Cognitive functions, anatomy and biochemistry. In D. Sutss & R. Knight (eds.). <i>Principles of frontal lobe function</i>. NY:Oxford University Press. Ch 29</p> <p>Howes, C. & Lee, L. Peer Relations in young children. In B & T, pp.135- 155.</p> <p>Kavanaugh & Harris. Pretense and counterfactual thought in young children. In B & T, pp. 158-176.</p> <p>Dunn, J. (2008), Relationships and children's discovery of mind. In Muller et al. (eds.) Social life and social knowledge. LEA, pp 171-182</p>
Class 6 Oct 13	<p><i>Early childhood (2 ½ to 8).</i></p> <p>Emerging cognitive skills-- math, reasoning, problem solving, writing</p>	<p>Miller, P. (2011). Vygotsky and the sociocultural approach. pp.165-221.</p> <p>Uccelli, Hemphill, Pan & Snow. Telling two kinds of stories. B & T.</p> <p>Tennenbaum & Callanan (2008), Parents' science talk to their children in Mexican -descent families residing in the USA. <i>International Journal of Behavioral</i></p>

		<p><i>Development</i>, 32(1),1-12.</p> <p>Legarre, C., Wellman, H. & Gelman, S. (2009). Evidence for an explanation advantage in naïve biological reasoning. <i>Cognitive Psychology</i>, 58,177-194.</p> <p>Chavajay, P. & Rogoff, B. (1999). Cultural variation in the management of attention by children and their caregivers. <i>Developmental Psychology</i>, 35(4), 1079-1090.</p>
<p>Class 7</p> <p>Oct 20</p>	<p><i>Early school years. (5 - 10)</i></p> <p>Conceptual development in pre-k and elementary school</p>	<p>Miller, P. (2011) Information processing approaches to development. (265-323).</p> <p>Siegler, R. (2011) . Improving preschoolers' number sense using information processing theory. In Barbarin & Wasik (eds.) <i>Handbook of Child Development & Early Education</i>. NY: Guilford Press 429-454.</p> <p>Ramani & Siegler, R. (2011) <i>Journal of Applied Developmental Psychology</i>.</p> <p>Silva, Correa-Chavez, & Rogoff (2010). Mexican-heritage children's attention and learning from interactions directed to others. <i>Child Development</i>, 81,3, 898-912.</p> <p>Tzuriel, D. & Egozi, G. (2010). Gender differences in spatial ability of young children: The effects of training and processing strategies. <i>Child Development</i>, 81(5), 1417-1430,</p>
<p>Class 8</p> <p>Oct 27</p>	<p><i>School Years (8-12)</i></p> <p>The social world: Social relationships; relational aggression, bullying, gender issues</p>	<p>Underwood, & Hurley. Emotion regulation in peer relationships during middle childhood: gender, emotions & aggression. In B & T, pp, 237-258.</p> <p>Underwood, M.K., Beron, K.J., Gentsch, J., Galperin, M. & Risser, S. (2008). Family correlates of children's social and physical aggression with peers: Negative interparental conflict strategies and parenting styles. <i>International Journal of Behavioral Development</i>, 32(6), 549-562.</p> <p>Eisenberg & Fabes Emotion, emotion-related regulation, and quality of socioemotional functioning. In B & T, pp. 318-335.</p>

		<p>Duffy, A.L. & Nesdale, D. (2008). Peer groups, social identity and children's bullying behavior. <i>Social Development, 18</i>,121-139.</p> <p>Grotper, J.K. & Crick, N.R. (1996). Relational aggression, overt aggression, and friendship. <i>Child Development, 67</i>, 2328-2338.</p>
<p>Class 9</p> <p>Nov 3</p>	<p><i>School Years (8-12)</i></p> <p>Cognitive skills in a social & cultural context.</p> <p>Collaboration</p>	<p>Siegler, R. & Alibali, M. (2005). Sociocultural theories of development. In <i>Children's thinking, 4th edition</i>. Ch 4. pp.107-138. Upper Saddle River: Prentice Hall Publishers.</p> <p>Duveen, G & Psaltis, C. The constructive role of asymmetry in social interaction. In Muller et al. (eds.)</p> <p>Fawcett & Garton (2005). The effect of peer collaboration on children's problem solving ability. <i>The British Journal of Educational Psychology, 75</i>,157-169.</p> <p>Kruger (1992) The effect of peer and adult-child transactive discussions on moral reasoning. <i>Merrill Palmer Quarterly, 38</i>, 191-211.</p>
<p>Class 10</p> <p>Nov 10</p>	<p><i>Adolescence (12 - 22)</i></p> <p>Friendship and social development in adolescence.</p> <p>Seeing oneself as a responsible participant in society.</p> <p>Contexts that optimize functioning in adolescence.</p>	<p>Wood, D., Larson, R.W. & Brown, J.R. (2009). How adolescents come to see themselves as more responsible through participation in youth programs. <i>Child Development, 80(1)</i>,295-309.</p> <p>Gummerman, M. & Keller, M. (2008). Affection, virtue, pleasure, and profit: Developing an understanding of friendship closeness and intimacy in western and Asian societies. <i>International Journal of Behavioral Development, 32</i>, 218-231.</p> <p>An ecological systems perspective reading (tba)</p>
<p>Class 11</p> <p>Nov 17</p>	<p><i>Adolescence (12 - 23?)</i></p> <p>Emotional development: Identity and self in adolescence and early adulthood</p>	<p>Miller, P. (2011). Erikson. In ch. 3, pp 143-164.</p> <p>Meeus, W., van de Schoot, R., Schwartz, S., Keijsers, L., Branje, S. (2010). On the progression and stability of adolescent identity formation: A five-wave longitudinal study in early-to-middle and middle-to-late adolescence. <i>Child Development, 81</i>,1565-1581.</p>

		Barry, C.M. & Nelson, L.J. (2008). The role of religious beliefs and practices on emerging adults' perceived competencies, perceived importance ratings, and global self-worth. <i>International Journal of Behavioral Development</i> , 32(6), 509-521.
Class 12 Nov 22 (Special/ Tues)	Adolescence (12-21?) Emerging cognitive skills in adolescence: Scientific reasoning. Thinking about thinking.	Kuhn, D Meta-cognitive Development In B & T. pp. 259-286. Forman, E.A. & McPhail, J. (1993). Vygotskian perspectives on children's collaborative problem solving activities. In E.A. Forman, N. Minick & C.A. Stone (eds.) <i>Contexts for learning: Sociocultural dynamics in children's development</i> (pp. 213-229). NY: Oxford University Press.
Class 13 Dec 1	Life-span development-- aging & cognitive change	Baltes, Staudinger & Lindenberger (1999). Life-span psychology: Theory and application to intellectual functioning. <i>Annual Review of Psychology</i> , 50,471-507.[doi 1146/annurev.psych.50.1.471] Collaboration in older learners. TBA
Class 14 Dec 8	Wrap up class Student presentations.	Student presentations