

Human Development and Family Studies 662
Advanced Study of the Young Child

Spring 2009

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Office Hours: Tuesdays and Thursdays, 2:30 – 3:30 PM and by appointment

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Class Meetings: Tuesdays & Thursdays, 4:00 – 5:15 PM, Room 155 Van Hise

Course Description: The purpose of this course is to broaden students' understanding of the various theories, issues, and perspectives on children's development. The first part of the course is devoted to the study of foundational issues and theories in developmental psychology. The second part of the course is devoted to an in-depth exploration of research relating to specific emotional, behavioral, and socialization differences in children's development, including attachment, autism, Asperger's syndrome, moral development and gender socialization. The role of families and schools in identifying and supporting these differences also will be considered. The third part of the course is an opportunity for students to learn how developmentally appropriate practices can be applied to specific settings and contexts (e.g., child care settings, hospitals, adoption law and practices).

Course Objectives: This course has the following four objectives:

- 1) To enhance students' understanding of the various theories, models and perspectives on children's development.
- 2) To familiarize students with research and application of these models to specific contemporary topics related to children's development.
- 3) To encourage exploration and application of these perspectives to contemporary topics relevant to children and their families.
- 4) To foster students' ability to critically examine scholarly work related to children's development, and to demonstrate their understanding in written and oral form.

Course Format: A combination of lecture material, class discussion, group activities, classroom debates, site visits, and videotaped exemplars will constitute our class time.

Required Readings:

The required reading for this course is a collection of research and theoretical articles.

A copy of these readings is available for purchase at Bob's Copy Shop, 1401 University Avenue (the purple building next to the Subway deli at the corner of University and Randall), 251-2936. Cash, check, or WisCards are accepted forms of payment (no credit or debit cards). The cost is \$48.25.

Bob's copy shop is open 7:30 AM to 7:00 PM Monday through Thursday; 7:30 AM – 5:00 PM on Fridays; and 11:00 AM – 4:00 PM on Saturdays and Sundays. Slightly reduced hours begin approximately two weeks after the semester begins.

Student Resources:

Your success in completing this course is important. I wish to fully include persons with special needs in this course. Please let me know if you need any accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me.

The Writing Center. The Writing Center (Room 6171 Helen C. White Hall) offers free classes in writing essay exams and individual help is offered to assist students with written assignments. For information or a listing of services please contact the Writing Center (263-1992 or <http://www.wisc.edu/writing/index.html>). The website offers detailed information about the Writing Center, descriptions and schedules of classes, handouts on writing, and instruction via email.

Volunteer Opportunities. One way to learn more about children's development is to volunteer in a program that serves children and/or families. Although no course credit is given, direct experience with children and/or families will enhance your learning and may help you find a job after you graduate. If you are interested, information is available at the Volunteer Services Office – Morgridge Center for Public Service (located in Room 154 of the Red Gym, 716 Langdon Street). Please call 263-2432 or morgridge.wisc.edu for more information.

Course Requirements:

Class attendance and participation. Much of what you learn or fail to learn in this course is dependent on the nature of the classroom community we are able to construct collectively. Therefore, students are expected to attend each class, have read the assigned readings, and prepared to participate in class discussions. A student's attendance and active participation in class discussions (i.e., active listening and *informed*, respectful participation) will be considered in assigning a final grade.

Take-home exams (2). You will be given two take-home exams during the semester that require you to integrate information that we will be reading and discussing in class. The exams will consist of essay questions that will enable you to demonstrate your ability to think productively about the course material. The exam questions are "thought questions," not simple fact-finding questions; they are designed to make you think creatively about the material covered in the course. In most instances, these questions will ask you to apply course concepts and material to some practical situations involving children and/or their families. Your written responses to each exam are due two weeks after they are assigned. The first take-home exam is due Thursday, March 12. The second take-home exam is due Tuesday, May 12.

Classroom debate. The classroom debates are an opportunity for you to develop your critical thinking, oral communication, and research skills and to apply these skills to a real-life issue involving children and their families. Each group of students will work cooperatively to prepare a 20 – 25 minute debate about a controversial issue related to children's development. Classroom debates will be scheduled throughout the semester. Students will select topics that interest them and subsequently be assigned to a group. Detailed information about preparing the debate will be given in a separate handout and discussed during class.

Book review/paper. The ability to integrate and express one's knowledge in written form is crucial to success in nearly all professions. Therefore, students will read a book relevant to children's development and write a review paper that explores how the author(s) uses and/or challenges the issues, perspectives and/or models of development discussed in class. The goals of this 8–10 page paper are to become familiar with additional sources of scholarly information about children's development, critically examine the issues involved, and relate them to course material. More detailed information about writing the book review will be given in a separate handout and discussed during class. Book selections are due no later than Thursday, February 12. The book review/paper is due no later than Thursday, April 9.

Evaluation Method and Grading Scale:

Grades are based on the number of points earned across the following course requirements:

Attendance and participation	10 points
Take-home exams (2 @ 25 points)	50 points
Classroom debate	20 points
Book review/paper	<u>20 points</u>
Total points	100 points

Grades will be assigned according to the following scale:

A	=	94-100 points
AB	=	90-93 points
B	=	83-89 points
BC	=	79-82 points
C	=	70-78 points
D	=	60-69 points
F	=	0-59 points

Guidelines for written work (i.e., exams, papers)

Students' written and presented work will be evaluated based on their understanding of developmental concepts, critical thinking skills, completeness, and ability to integrate and apply course material.

Written work is due on the designated dates. Extensions may be negotiated, but not guaranteed, if you contact me at least 24 hours in advance. No credit will be given if work is received late without this notice.

Electronic submission of written work is not an option unless approved in advance.

Guidelines for class attendance

Students who miss more than six class meetings are not eligible to receive a grade higher than a 'C' for the course.

Use of laptops is prohibited during class meetings unless approved by the instructor.

Course schedule, assigned readings, and due dates:

January 20 & 22

Introduction and assessment of accumulated knowledge
No assigned readings

Part I: Foundational issues and theories for understanding children's development

January 27 & 29

Objectivity and subjectivity in developmental research

Kessen, W. (1979). The American child and other cultural inventions. *American Psychologist*, 34(10), 815-820.

Mintz, S. (2007). Beyond sentimentality: American childhood as a social and cultural construct. In A.S. Skolnick & J.H. Skolnick, *Family in transition* (14th ed., pp. 291 – 303). Boston: Pearson.

February 3 & 5

Psychoanalytic and psychosocial theories of development

Crain, W. (2000). Freud's psychoanalytic theory. In W. Crain, *Theories of development: Concepts and applications* (4th ed., pp. 244-270). New Jersey: Prentice-Hall, Inc.

Crain, W. (2000). Erikson and the eight stages of life. In W. Crain, *Theories of development: Concepts and applications* (4th ed., pp. 271-296). New Jersey: Prentice-Hall, Inc.

February 10 & 12

Cognitive-developmental theories of development

Due: Book review selection (Thursday, February 12)

Siegler, R. S. (1991). Piaget's theory of development. In *Children's thinking* (2nd ed., pp. 17-57). New Jersey: Prentice Hall, Inc.

Schickedanz, J. H. (2002). Sociocultural theory: Lev Vygotsky. In *Understanding children and adolescents* (pp. 21-22 and 447-451). Boston: Allyn and Bacon.

Part 2: Emotional, behavioral and socialization differences in children

February 17 & 19

Attachment relationships

Radke-Yarrow, M., Cummings, E. M., Kuczynski, L., & Chapman, M. (2001). Patterns of attachment in two- and three-year-olds in normal families and families with parental depression. In M. Gauvain & M. Cole (Eds.), *Readings on the development of children* (3rd ed., pp. 95-104). New York: Worth Publishers.

DeCasper, A. J., & Fifer, W. P. (2001). Of human bonding: Newborns prefer their mothers' voices. In M. Gauvain & M. Cole (Eds.), *Readings on the development of children* (3rd ed., pp. 51-55). New York: Worth Publishers.

Poehlmann, J., & Friese, B. H. (2001). The interaction of maternal and infant vulnerability on developing attachment relationships. *Development and Psychopathology*, *13*, 1-11.

February 24 & 26

Developmental differences

Graziano, A.M. (2002). Chapter 1: Defining developmental disabilities. In *Defining developmental disabilities* (pp. 1 – 37). Boston: Allyn & Bacon.

Russell, Jeanie (2002). The pill that teachers push. *Education Quarterly* *43*, 110 – 116.

Greenspan, S.I., & Wieder, S. (1998). Moving beyond the label. In *The child with special needs* (pp. 19 – 33). Cambridge, MA: Perseus Publishing.

Greenspan, S.I., & Wieder, S. (1998). Biological challenges. In *The child with special needs* (pp. 34 – 55). Cambridge, MA: Perseus Publishing.

March 3 & 5

Autism and Asperger's Syndrome

Graziano, A.M. (2002). Chapter 11: Autistic spectrum disorders. In *Defining developmental disabilities* (pp. 263 – 297). Boston: Allyn & Bacon.

Dawson, G., & Osterling, J. (1995). Early intervention in autism. In G. Dawson (Ed.), *Autism: Nature, diagnosis, and treatment* (pp. 307 – 326). New York: Guilford Press.

Osterling, J.A., Dawson, G., & Munson, J.A. (2002). Early recognition of 1-year-old infants with autism spectrum disorder versus mental retardation. *Development and Psychopathology*, *14*, 239 – 251.

Part 3: Applying developmentally appropriate practices

April 7 & 9

Networks of care: How families create home and child care environments for children

Due: Book review/paper (Thursday, April 9)

Hansen, K.V. (2005). The Cranes: An absorbent safety net. In K. Hansen, *Not-so-nuclear families: class, gender, and networks of care* (pp. 25 – 46). New Brunswick, NJ: Rutgers University Press.

Hansen, K.V. (2005). The Aldriches: A family foundation. In K. Hansen, *Not-so-nuclear families: class, gender, and networks of care* (pp. 47 – 71). New Brunswick, NJ: Rutgers University Press.

Hansen, K.V. (2005). The Duvall-Brennans: A loose association of advisors. In K. Hansen, *Not-so-nuclear families: class, gender, and networks of care* (pp. 72 – 97). New Brunswick, NJ: Rutgers University Press.

Hansen, K.V. (2005). The Beckers: A warm web of people. In K. Hansen, *Not-so-nuclear families: class, gender, and networks of care* (pp. 98 – 123). New Brunswick, NJ: Rutgers University Press.

April 14 & 16

Childhood hospitalization

Child Life Council and Committee on Hospital Care (2006). Policy statement: Child life services. *Pediatrics*, 118, 1757 – 1763.

Kaminski, M., Pellino, T., & Wish, J. (2002). Play and pets: The physical and emotional impact of child-life and pet therapy on hospitalized children. *Child Health Care*, 31, 321 – 335.

Battles, H.B., & Wiener, L.S. (2002). STARBRIGHT World: Effects of an electronic network on the social environment of children with life-threatening illnesses. *Child Health Care*, 31, 47 – 68.

Knafel, K.A., Cavallari, K.A., & Dixon, D.M. (1988). From the child's point of view. In *Pediatric hospitalization: Family and nurse perspectives* (pp. 151 – 159). Glenview, IL: Scott, Foresman and Company.

April 21 & 23

Adoption

Daniluk, J.C., & Hurtig-Mitchell, J. (2003). Themes of hope and healing: Infertile couples' experiences of adoption. *Journal of Counseling & Development, 81*, 389 – 399.

Pecora, P., Whittaker, J.K., Maluccio, A.N., Barth, R.P. (2000). Adoption. In *The child welfare challenge* (2nd ed., pp. 363 – 405). New York: Aldine de Gruyter.

Howe, D. (2001). Age at placement, adoption experience and adult adopted people's contact with their adoptive and birth mothers: An attachment perspective. *Attachment and human development, 3*(2), 222-237.

April 28 & 30

School environments: Their impact on children's development

Readings will be distributed by instructor.

May 5 & 7

Discussion of book reviews and course summary

Tuesday, May 12

Take-home Exam 2 due by 5:00 PM in the instructor's mailbox (located in the Human Development and Family Studies Building, 1430 Linden Drive, one building west of the Human Ecology Building)