

**Human Development and Family Studies
University of Wisconsin, Madison**

**Cognitive & Social Development in Context (766-2)
3 Credits**

Location: HDFS 101

Time: Wednesdays 9 – 11:30

Instructor: Janean Dilworth-Bart, PhD

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Office Hours: By appointment

Email: jedilworth@wisc.edu

Course Website: <https://uwmad.courses.wisconsin.edu>

COURSE DESCRIPTION AND STRUCTURE

This seminar course will provide an overview of the current knowledge about proximal and distal processes impacting cognitive and socioemotional development throughout early and middle childhood. Over the span of the semester, students will examine a variety of interrelated issues impacting the cognitive and socioemotional development of young children within families, schools, and communities. Class meetings center on a general question and its relation to cognitive and social development, the weekly topics are highly inter-related. Class discussion and student presentations will address concepts and debates about course topics including:

- What is “context” and how do we determine its relevance?
- What are some of the current controversies related to each topic?
- How does our understanding of the above topics contribute to our understanding of child development more generally?
- How do empirical findings inform application and *vice versa*?

READINGS

Course readings will be available on the Learn@UW website

COURSE REQUIREMENTS

Weekly Commentaries/ Discussion Questions and Class Participation (13 @ 10 points each)

Student preparation and participation are vital to the discussion format of this course. To facilitate preparation and participation, students will submit a commentary and 3 discussion questions for each week’s readings. Commentaries should be a maximum of 500 words long and should synthesize, not report, the assigned readings. Discussion questions should address substantive theory, research, policy or intervention issues related to the assigned readings.

Discussion questions are to be uploaded to the Weekly Commentaries locker on the course Learn@UW site by 9am on the Tuesday before each class. Locker contents will be available to the whole class. Class members are expected to read the commentaries Since discussion questions will be used to shape the direction of class discussions, **late submittals will not be accepted.**

Paper/Presentation Prospectus, Presentation and Discussion Leadership, Term Paper (320 points total)

Collaborative scholarship and oral presentation of scholarly work is an important aspect of professional development. Therefore, students will have the opportunity to present their term papers to the class in groups of two to three. Each presentation will about half the class period class period and should include both didactic presentation/discussion and application components. Term papers will be 25 to 30 pages long not including references, tables or figures, should focus on issues related to cognitive and/or social development in context, and should be of publication quality. Detailed information about the Paper/Presentation can be found on page 5 of this syllabus.

Term papers are due in class on May 6th.

EVALUATION CRITERIA

Weekly Commentary & Class Participation (13 @ 10 points each)	130
Term Paper Prospectus	70
Term Paper Presentation and Discussion Leadership	100
Term Paper	100
Group Member Evaluation	50
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	450 pts total

A = 428 – 450

A/B = 405 – 427

B = 383 – 404

B/C = 360 – 383

C = 338 – 359

COURSE POLICIES

Attendance

Success in this course is strongly related to class attendance, and it will be considered if a student requests reconsideration of his or her grade. Weekly commentaries will not be accepted if students are absent from class.

Etiquette

Members of the class are expected to be respectful of each other and each other's opinions at all times. It is acceptable to disagree, but not to be disagreeable.

Academic Integrity

Academic dishonesty in any form, including cheating on exams, plagiarism, or submitting others' work as your own is unacceptable. These actions will result in a final course grade of "F" without exception.

Students with Special Needs

Please inform the instructor in advance if you require additional support for testing such as extended exam time or readers. If you have, or suspect you have, a disability that could interfere with your learning and performance in the class, please contact the McBurney Center (263-2741 [phone]; 263-6393 [TTY]; 263-2998 [FAX]).

Course Schedule*

Week	Topics
1/21	<p>Course Introduction</p> <ul style="list-style-type: none"> • Review syllabus • Course Overview • Choose presentation groups, topics, and dates • Review of presentation and term paper guidelines • Review of grading criteria
1/28	<p>What are context and culture and where do they fit?</p> <ol style="list-style-type: none"> 1. Bronfenbrenner, U. (1986). Ecology of the family as a context for human development. <i>Developmental Psychology</i>, 22(6), 723 – 742. 2. Cooper, C. & Denner, J. (1998). Theories linking culture and psychology: Universal and community-specific processes. <i>Annual Review of Psychology</i>, 48, 559 – 584. 3. Nasir & Hand (2006). Exploring sociocultural perspectives on race, culture, and learning. <i>Review of Educational Research</i>, 76(4) 449 – 475. 4. Rogoff, B. (1998). <i>Cognition as a collaborative process</i>, In R. Siegler & D. Kuhn, (Eds). <i>Cognitive, Language, and Perceptual Development</i> (p. 679-744) New York: Wiley.
	<p><i>Cognitive and Social Development and the Home/School Mesosystem</i></p>
2/4	<p>TBD</p> <p>Guest Speaker: Julie Washington, PhD, Chair, Communication Disorders</p>
2/11	<p>What does “school readiness” really mean?</p> <ol style="list-style-type: none"> 1. Carlton & Winsler (1999) School readiness: The need for a paradigm shift. <i>School Psychology Review</i>, 28(3), 338 – 352. 2. Duncan, G., Claessens, A., Huston, A., Pagani, L., Engel, M. et al. (2007). School readiness and later achievement. <i>Developmental Psychology</i>, 43(6), 1428 – 1446. 3. Lin, H., Lawrence, F., & Gorrell, J. (2003). Kindergarten teachers’ views of children’s readiness for school. <i>Early Childhood Research Quarterly</i>, 18, 224 – 237. 4. Magnuson, K., Ruhm, C. & Waldfogel, J. (2007). Does prekindergarten improve school preparation and performance? <i>Economics of Education Review</i>, 26(1), 33 – 51. 5. Pianta, R. & La Paro, K. (2003). Improving early school success. <i>Educational Leadership</i>, 24 – 29.
2/18	<p>How do parents’ academic experiences impact how they prepare their children for school?</p> <ol style="list-style-type: none"> 1. Bus, A., van IJzendoorn, M., & Pellegrini, A. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of

	<p>literacy. <i>Review of Educational Research</i>, 65(1), 1-21.</p> <ol style="list-style-type: none"> Machida, S., Taylor, A., & Kim, J. (2002). The role of maternal beliefs in predicting home learning activities in Head Start families. <i>Family Relations</i>, 51(2), 176-184. Mapp, K., (2003) Having their say: Parents describe why and how they are engaged in their children's learning. <i>School Community Journal</i>, 13(1), 35 - 64. Raty, H. (2007). Parents' own school recollections influence their perception of the functioning of their child's school. <i>European Journal of Psychology of Education</i>, 22(3), 387 - 398. Serbin, L. & Karp, J. (2004). The intergenerational transfer of psychosocial risk: Mediators of vulnerability and resilience. <i>Annual Review of Psychology</i>, 55, 333-363. Taylor, L., Clayton, J. & Rowley, S. (2004). Academic socialization: Understanding parental influences on children's school-related development in the early years. <i>Review of General Psychology</i>, 8(3), 163 - 178.
2/25	<p>What does the academic achievement gap tell us about contextual influences on early cognitive and social development?</p> <ol style="list-style-type: none"> Becker, B. & Luthar, S. (2002). Social-emotional factors affecting achievement outcomes among disadvantaged students: Closing the achievement gap. <i>Educational Psychologist</i>, 37(4), 197 – 214. Gutierrez, R. (2008). A “gap-gazing” fetish in mathematics education? Problematizing research on the achievement gap. <i>Journal for Research in Mathematics Education</i>, 39(4), 357 – 364. Duncan, G. & Magnuson, K. (2005). Can family socioeconomic resources account for racial and ethnic test score gaps? <i>Future of Children</i>, 15(1), 35 – 54. Magnuson, K. & Duncan, G. (2006) The role of family socioeconomic resources and the black-white test score gap among young children. <i>Developmental Review</i>, 26(4), 365 – 399. Orr, A. (2003). Black-white differences in achievement: The importance of wealth. <i>Sociology of Education</i>, 76(4), 281 – 304. Yeung, W. & Conley, D. (2008). Black-white achievement gap and family wealth. <i>Child Development</i>, 79(2), 303 – 324.
	<i>The home microsystem and cognitive and social functioning</i>
3/4	<p>TBD</p> <p>Guest Speaker: Monique Mills, PhD Postdoctoral</p>
3/11	<p>What is a quality home environment?</p> <ol style="list-style-type: none"> Bradley, R., Corwyn, R., McAdoo, H., & Coll, C. (2001). The home environments of children in the United States part I: Variations by age, ethnicity, and poverty status. <i>Child Development</i>, 72(6), 1844 – 1867. Evans, G. (2004). The environment of childhood poverty. <i>American Psychology</i>, 59(2), 77 – 92. Johnson, A., Martin, A., Brooks-Gunn, J., & Petrill, S. (2008). Order in the House!

	<p>Associations among household chaos, the home literacy environment, maternal reading ability, and children's early reading. <i>Merrill-Palmer Quarterly</i>, 54(4), 445 – 472.</p> <p>4. Pachter, L., Auinger, P., Palmer, R., & Weitzman, M. (2006). Do parenting and the home environment, maternal depression, neighborhood, and chronic poverty affect child behavioral problems differently in different racial-ethnic groups? <i>Pediatrics</i>, 117, 1329 – 1338.</p> <p>5. Luthar, S. (2003). The culture of affluence: Psychological costs of material wealth. <i>Child Development</i>, 74(6), 1581 – 1593.</p>
3/18	Spring Break – no class meeting
3/25	<p>What is the role of the early home environment in children's understanding and navigation of their social worlds?</p> <p>1. Fernyhough (2008). Getting Vygotskian about theory of mind. <i>Developmental Review</i>, 28 (2), 225 – 262.</p> <p>2. Morris, A., Silk, J., Steinberg, L., Myers, S., & Robinson, L. (2007). The role of the family context in the development of emotion regulation. <i>Social Development</i>, 16(2), 361 – 388.</p> <p>3. Sharp, C. & Fonagy, P. (2008). The parents' capacity to treat the child as a psychological agent: Constructs, measures, and implications for developmental psychopathology, <i>Social Development</i>, 17(3) – 737 – 754.</p> <p>4. Symons, D. (2004). Mental state discourse, theory of mind, and the internalization of self-other understanding. <i>Developmental Review</i>, 24, 159 – 188.</p>
4/1	TBD
	<i>Gene-Environment Interactions</i>
4/8	<p>Are genetically informative designs really informative?</p> <p>1. Bronfenbrenner, U. & Ceci, S. (1994). Nature-nurture reconceptualized in developmental perspective – A bioecological model. <i>Psychological Review</i>, 101(4), 568 – 586.</p> <p>2. Rende, R. (2004). Beyond heritability: Biological processes in social context. In <i>Nature and nurture: The complex interplay of genetic and environmental influences on human behavior and development</i>. (p 107 – 126). Mahwah, NJ: Lawrence Erlbaum and Associates.</p> <p>3. Huston, A., McLoyd, A., & Coll, C. (1997). Poverty and behavior: The case for multiple methods and levels of analysis. <i>Developmental Review</i>, 17(3), 376 – 393.</p> <p>4. Rutter, M., Pickles, A., Murray, R., & Eaves, L. (2001). Testing hypotheses on specific environmental causal effects on behavior. <i>Psychological Bulletin</i>, 127(3), 291 – 324.</p>
4/15	<p>How does Differential Susceptibility differ from Vulnerability and how can that difference inform intervention?</p> <p>1. Bakermans-Kranenburg, M. & Ijzendoorn, M. (2007). Research review: Genetic vulnerability or differential susceptibility in child development: The case of</p>

	<p>attachment. <i>Journal of Child Psychology and Psychiatry</i>, 48(12), 1160 – 1173.</p> <p>2. Belsky, J. (2005). Differential susceptibility to rearing influence: An evolutionary hypothesis and some evidence. In B. Ellis & D. Bjorklund, (Eds), <i>Origins of the social mind: Evolutionary psychology and child development</i> (p 139 – 163) New York: Guilford Press.</p> <p>3. Belsky, J., Bakersman-Kranenburg, M., & van Ijzendoorn, M. (2007). For better and for worse: Differential susceptibility to environmental influences. <i>Current Directions in Psychological Science</i>, 16(6), 300 – 304.</p> <p>4. Ellis, B. & Boyce, T. (2008). Biological sensitivity to context. <i>Current Directions in Psychological Science</i>, 17(3), 183 – 187.</p>
4/22	Student Presentations
4/29	Student Presentations
5/6	<p>Student Presentations</p> <p>* Term Papers Due in Class</p>

* Schedule subject to change based on class needs.

Term Paper/Class Presentation Procedures

Collaborative scholarship and oral presentation of scholarly work is an important aspect of professional development. Therefore, students will have the opportunity to present their term papers to the class in groups of two to three. Each presentation will last approximately half the class period and should include both didactic presentation/discussion and application components. Term papers will be 25 to 30 pages long not including references, tables or figures, should focus on issues related to cognitive and/or social development in context, and should be of publication quality.

Note: Two presentation groups will present during an assigned class period. It is acceptable for groups to coordinate their topics. For example, two groups could present opposing positions about a topic such as the academic achievement gap.

Prospectus (70 points)

A term paper prospectus is due class on February 18th. This double spaced, typed paper should specify the paper's title and topic. The proposal should answer the following questions using bulleted points:

- What is the proposed topic, and why is this topic important to our understanding of cognitive and social development?
- What are the three specific aims for this paper/presentation?
- What application exercises will accompany the presentation?
- What are the responsibilities of each group member? Be sure to note how each group member's term paper and presentation will be unique.

Prospecti should also include a preliminary term paper outline, reference list, and assigned readings.

One prospectus will be turned in per group. **LATE ASSIGNMENTS WILL NOT BE GRADED!**

Feedback will be available at the February 25th class meeting. Feedback will indicate the approval of the topic or suggestions for revisions.

There is no page requirement for prospecti, but all of the above information must be provided.

Paper Presentation and Discussion Leadership (100 points)

Oral presentation of scholarly work is an important aspect of professional development. Therefore, students will have the opportunity to present their term papers to the class in groups of two to three. Each presentation will last an entire class period and should include both didactic presentation/discussion and application components.

- Didactic: The purpose of the didactic portion of the class period will be to provide the class with a scholarly presentation and discussion of the topic. In addition to disseminating information, presenters should provide time for questions and discussion.
- Application: The purpose of the application portion of the class period will be to provide the class an opportunity to apply what they learned from the readings and presentation. The portion can include a wide range of activities including development of a research concept, creation or modification of a theoretical model, or development of a policy statement/amicus brief.

Discussion leaders will provide readings related to their topics at least 7 days prior to their presentations. Class mates will submit their discussion questions to both the discussion leaders via email and the Learn@UW website by 9am on the Tuesday before class.

Term Paper (100 points)

Term papers will be written in APA 5th Edition writing style using Times New Roman 12 pitch font. Margins should be 1 inch on the top, bottom, and sides of the page.

Students are encouraged to utilize the resources provided by the Writing Center www.wiscm.edu/writing or 263 - 9305 while preparing term papers.

Group Member Evaluation (50 points)

While an important part of professional development, coordinating group work can be challenging. Each group member will submit a self and group member evaluation in a sealed envelope. These evaluations should be no more than 500 words, and they should include a point assignment, and a clear rationale for the point assignment, for each group member. Group members should include themselves in the evaluation.

Term papers are due in class on May 6th. LATE ASSIGNMENTS WILL RESULT IN A DEDUCTION OF A LETTER GRADE!