

University of California at Davis
College of Agricultural and Environmental Sciences ♦ Department of Human Ecology
Infancy & Early Childhood: HDE 200A (Fall 2023)
Classes, Time, Location: Wednesdays 10:00am-1:00 pm; Teaching and Learning Complex 2000E

Instructor

Brittany D. Chambers, PhD, MPH
Email: bdchambers@ucdavis.edu
Office hours: by appointment
Office location: 2317 Hart Hall

Course 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. The first 4-5 weeks will be devoted to core areas of child development, with the last 5 weeks focusing on more applied and ecologically relevant topics.

Code of Academic Conduct

The University of California, Davis has a Code of Academic Conduct administered by Student Judicial Affairs. This Code sets standards for academic conduct at UC Davis for all students. As a student at UCD, you are responsible for knowing and abiding by these standards for these course policies of the university. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Students who have been found to engage in academic misconduct will be referred to judicial affairs for appropriate disciplinary action. For more information on the Code of Academic Conduct, please visit: <http://sja.ucdavis.edu/cac.html>.

Required Course Readings

All readings will be available on Canvas.

Course Requirements

- 1) **Participation (50 points):** Students are expected to attend class regularly and participate in class discussions. This course is structured as a seminar. As such, it will be successful only in so far as students take the opportunity to read assigned readings carefully and critically and come prepared to discuss the readings and their own ideas, reactions, and questions about those readings.
 - a. Each student will lead two discussions over the course of the quarter, discussion #1 will be worth **30 points**, while discussion #2 will be worth **10 points**, totaling **40 points**. The remaining **10 points** for the discussion will be based on your participation in discussions lead by your peers.
- 2) **Annotated bibliographies (AB) (90 points):** An annotated bibliography is a list of citations to the articles you are reading for this class, followed by a brief (usually about

150 words) descriptive and evaluative paragraph about the article. This quarter you all will collaboratively develop an AB of articles read in this course. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

- a. Annotations vs. Abstracts. Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they may describe the author's point of view, authority, or clarity and appropriateness of expression.
- b. I would also like you to include your point of view. You should think of these reaction papers more for your benefit than for mine. The culmination of your core course work will be a preliminary examination. This exam will require you to draw upon and integrate readings from your first year of graduate school. These annotations will be an excellent starting point for your exam and will provide easy reference of papers that you read for this course. In your AB you should provide basic details about each paper (e.g., research questions, methods, population, how the paper extended our knowledge) as well as more deep and critical thinking type issues. For example, you should go beyond the superficial details of the paper by integrating themes and thinking about “big picture” concepts. You should compare and contrast, and integrate and extend readings within each week, and across weeks. These reactions will form the basis of our discussion. Your papers do not have to be in essay form, they can be more “free flow” thoughts about the readings but must be coherent enough for me to read.
- c. Description of Annotations from:
https://guides.library.cornell.edu/critically_analyzing

You will be required to submit an AB for articles you will lead discussion for over the course of the quarter. ABs will be due the Friday after you lead discussion. You will be required to conduct two reviews of your peers ABs across the quarter (**20 points each, totaling 40 points**). At the end of the quarter, the entire class will submit the final version of the AB for all articles read this quarter (**50 points**). **Final AB due December 13, 2023.**

- 3) **Extension papers (100 points):** You will turn in two 5-page extension papers that will dig deeper into the ideas that come up during our discussions and in your annotated bibliographies. For example, you might briefly compare and contrast theories of attachment and temperament in your AB in one or two sentences, but in this paper, you will do this more thoroughly. Another example might be that you apply one of the theories learned in the first week, to a concept later in the quarter, for example, an evolutionary psychology perspective to parenting. Another example might be to extend what you learned in one of the weeks to another context, for example, how might foster care placement disrupt attachment and what might be the consequences? Or How might we use the knowledge we have about temperament to create better early child care program? These are bigger idea questions, that require fitting multiple concepts together, thinking about an idea with a different lens, or applying what you learned to a different context or culture or experience. Extension paper #1 will be on topics covered during weeks 1-5 and **Due November 3, 2023, by 11:59pm**. Extension paper #2 will be on topics covered during weeks 6-10 and **Due December 8, 2023, by 11:59pm**.

Week	Topic	Readings
1 09/27	Theories and Themes	<ol style="list-style-type: none"> 1. Article: Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. <i>American Psychologist</i>, 32, 513-531. 2. Article: Masten, A.S.; Barnes, A.J. (2018) Resilience in Children: Developmental Perspectives. <i>Children</i> 5, 98. https://doi.org/10.3390/children5070098 3. Article: Belsky, J., Bakermans-Kranenburg, M., & van IJzendoorn, M. (2007). For Better and For Worse: Differential Susceptibility to Environmental Influences. <i>Current Directions in Psychological Science</i>, 16, 305-309. 4. Article: Bjorklund, D. F., & Pellegrini, A. D. (2000). Child development and evolutionary psychology. <i>Child Development</i>, 71(6), 1687-1708. 5. Article: García Coll C, Lamberty G, Jenkins R, McAdoo HP, Crnic K, Wasik BH, Vázquez García H. An integrative model for the study of developmental competencies in minority children. <i>Child Dev.</i> 1996 Oct;67(5):1891-914. PMID: 9022222. 6. Article: Krieger, N. (2012). Methods for the scientific study of discrimination and health: an ecosocial approach. <i>American Journal of Public Health</i> 102 (5), 936-944.
2 10/4	Attachment theory and research	<ol style="list-style-type: none"> 1. Article: Sroufe, L. A. (1979). The coherence of individual development: Early care, attachment, and subsequent developmental issues. <i>American Psychologist</i>, 34, 834-841. 2. Article: de Wolff, M., & Van IJzendoorn, M. (1997). Sensitivity and attachment: A meta-analysis on parental antecedents of infant attachment. <i>Child Development</i>, 68, 571-591. 3. Article: Hofer M.A. (2006) Psychobiological roots of early attachment. <i>Current Directions in Psychological Science</i>, 15: 84-88. 4. Article: Dagan et al., (2021) Configurations of mother-child and father-child attachment as predictors of internalizing and externalizing behavioral problems: An individual participant data (IPD) meta-analysis. <i>Child & Adolescent Development</i>, 67–94. 5. Article: Strand PS, Vossen JJ, Savage E. Culture and Child Attachment Patterns: a

		Behavioral Systems Synthesis. <i>Perspect Behav Sci.</i> 2019 Jul 30;42(4):835-850. doi: 10.1007/s40614-019-00220-3. PMID: 31976462; PMCID: PMC6901642.
3 10/11	Temperament	<ol style="list-style-type: none"> 1. Article: Rothbart, M.K. (2007). Temperament, development and personality. <i>Current Directions in Psychological Science</i>, 16, 207-212. 2. Article: Gartstein, M., & Skinner, M. (2018). Prenatal influences on temperament development: The role of environmental epigenetics. <i>Development and Psychopathology</i>, 30(4), 1269-1303. doi:10.1017/S0954579417001730 3. Article: Jones NA, Sloan A. (2018) Neurohormones and temperament interact during infant development. <i>Phil. Trans. R. Soc. B</i> 373: 20170159. http://dx.doi.org/10.1098/rstb.2017.0159 4. Article: Liu P, Kryski KR, Smith HJ, Joannis MF, Hayden EP (2020). Transactional relations between early child temperament, structured parenting, and child outcomes: A three-wave longitudinal study. <i>Development and Psychopathology</i> 32, 923–933. https://doi.org/10.1017/S0954579419000841-1392.
4 10/18	Regulation	<ol style="list-style-type: none"> 1. Article: Blair, C., & Raver, C. (2012) Individual development and evolution: Experiential canalization of self-regulation. <i>Developmental Psychology</i>, 48, 647-657. 2. Article: Kochanska, G., Coy, K. C., & Murray, K. T. (2001). The development of self-regulation in the first four years of life. <i>Child Development</i>, 72(4), 1091-1111. 3. Article: Buhler-Wassmann*, A., & Hibel, L. C (2021) Studying Caregiver-infant Co-regulation in Dynamic, Diverse Cultural Contexts: A Call to Action. <i>Infant Behavior and Development</i>. 4. Article: Raval, V. V., & Walker, B. L. (2019). Unpacking ‘culture’: Caregiver socialization of emotion and child functioning in diverse families. <i>Developmental Review</i>, 51, 146–174.
5 10/25	Cognition and Social Cognition	<ol style="list-style-type: none"> 1. Article: Oakes, L. M. (2009). The “Humpty Dumpty” problem in the study of early

		<p>cognitive development: Putting the infant back together again. <i>Perspectives on Psychological Science</i>, 4, 352–358.</p> <ol style="list-style-type: none"> Article: Keen, R. (2011). The Development of Problem Solving in Young Children: A Critical Cognitive Skill. <i>Annual Review of Psychology</i>, 62: 1-21. Article: Siegler, R. S. (2005). Children's learning. <i>American Psychologist</i>, 60, 769-778. Article: Antovich DM, Graf Estes K. One language or two? Navigating cross-language conflict in statistical word segmentation. <i>Dev Sci</i>. 2020;23:e12960.
6 11/1	Parenting	<ol style="list-style-type: none"> Article: Belsky, J. (1984). The determinants of parenting: A process model. <i>Child Development</i>. 55, 83- 98. Article: Buhler-Wassmann*, A., Hibel, L. C., Fondren*, K., & Valentino, K. (2021) Child diurnal cortisol differs based on profiles of maternal emotion socialization in high risk, low income, and racially diverse families. <i>Developmental Psychobiology</i>, 63, 538-555. Article: 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? <i>Developmental Psychology</i>, 37(3), 387- 403. Article: Sturge-Apple, M. L., Skibo, M. A., Rogosch, F. A., Ignjatovic, Z., & Heinzelman, W. (2011) The impact of allostatic load on maternal sympathovagal functioning in stressful child contexts: Implications for problematic parenting. <i>Development and Psychopathology</i>. 23, 831-844. Article: Feldman, R. (2016) The neurobiology of mammalian parenting and the biosocial context of human caregiving <i>Horm Behav</i>. 77, 3-17.
7 11/8	Family Processes	<ol style="list-style-type: none"> Article: Jia, R., & Schoppe-Sullivan, S.J. (2011). Relations between coparenting and father involvement in families with preschool children. <i>Developmental Psychology</i>, 47, 106-118. Article: Magolin, G., & Gordis, E. B., (2004) Children's exposure to violence in the family

		<p>and community. <i>Current Directions in Psychological Science</i>, 13, 152-155.</p> <p>3. Article: Conger, R. D., Conger, K. J., Martin, M. J. (2010) Socioeconomic Status, Family Processes, and Individual Development. <i>Journal of Marriage and family</i>, 72, 685-704.</p> <p>4. Article: Klausli, J.F. & Owen, M.T. (2011). Exploring actor and partner effects in associations between marriage and parenting for mothers and fathers. <i>Parenting: Science and Practice</i>, 11, 264- 279.</p>
8 11/15	Social and Contextual Adversity	<p>1. Article: Yoshikawa, H., Aber, J. L., Beardslee, W. R., (2012) The effects of poverty on the mental, emotional, and behavioral health of children and youth: implications for prevention. <i>American Psychologist</i>, 67, 272-284.</p> <p>2. Article: Nadan, Y., Spilsbury, J. C., Korbin, J. E., (2015) Culture and context in Understanding child maltreatment: Contributions of intersectionality and neighborhood- based research <i>Child abuse & neglect</i></p> <p>3. Article: Werner, E.E. (1995). Resilience in development. <i>Current Directions in Psychological Science</i>. 4, 81-85.</p> <p>4. Article: Obradovic, J. (2013) How can the study of physiological reactivity contribute to our understanding of adversity and resilience processes in development? <i>Development and Psychopathology</i> 24, 371-387.</p>
Thanksgiving Break		
10 11/29	Early Intervention and Policy	<p>1. Article: Forslund, et al., (2022) Attachment goes to court: child protection and custody issues, <i>Attachment & Human Development</i>, 24:1, 1-52, DOI: 10.1080/14616734.2020.1840762</p> <p>2. Article: Olds, D., Henderson, C.R., Cole, R., Eckenroade, J., Kitzman, H., Luckey, D., Pettitt, L., Sidora, K., Morris, P., & Powers, J. (1998). Long-term Effects of Nurse Home Visitation on Children's Criminal and Antisocial Behavior: Fifteen-Year Follow-up of a Randomized Controlled Trial <i>JAMA</i>, 280:1238-1244.</p>

		<p>3. Article: Biglan, A., Flay, B. B., Embry, D. D., Sandler, I. N., (2012) The Critical Role of Nurturing Environments for Promoting Human Wellbeing. <i>American Psychologist</i>, 67, 257-271</p> <p>4. Article: Wuermli, A. J., Tubbs, C. C., Petersen, A. C., Aber, J. L., (2015) Children and Youth in Low- and Middle-Income Countries: Toward An Integrated Developmental and Intervention Science 9, 61–66.</p>
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Note: * denotes papers HDE students led or served as coauthors.