HDE 200A: Infancy & Early Childhood

Fall 2019

Class Time: Wednesdays, 1:10-4:30 p.m.

Classroom: Wellman 5

Instructor: Zhe Chen, Ph.D.
Office: 1339 Hart Hall
Telephone: 754-6750
Office Hours: Wednesdays, 10:00am-12:00
or by appointment
E-mail: zhechen@ucdavis.edu

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 will 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 6-8 journal articles. 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

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<th>Topic</th>
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<td>9/25</td>
<td>Introduction</td>
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<tr>
<td>10/2</td>
<td>Themes, Issues, Theories &amp; Approaches</td>
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<td>10/9</td>
<td>Attachment and Bonding</td>
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<td>10/16</td>
<td>Nativism and Core Knowledge</td>
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<td>10/23</td>
<td>Learning and Thinking</td>
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Course Requirements:

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

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

C. Class presentations. Formulate the issues based on the readings and generate discussion questions before class; lead discussions in class.

D. Research proposal. In a 12-15-page research proposal, students will address a specific issue in a particular domain of early child development. The 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 5 or 6 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 20% of the final grade. Student presentations of journal articles and their overall performance as discussion leaders will count for a further 40%, and the research proposal, the remaining 40%.

Determining course grade:

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<thead>
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<th>Percentage</th>
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<tr>
<td>Class participation</td>
<td>20%</td>
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<td>Class presentations &amp; discussions</td>
<td>40%</td>
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<tr>
<td>Research proposal</td>
<td>40%</td>
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Grading system:

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

SYLLABUS

1.  9/25     Introduction

2.  10/2     Themes, Issues, Theories & Approaches


Fraley, R.C., Roisman, G.I., & Haltigan, J.D. (2013). The legacy of early experiences in development: Formalizing alternative models of how early experiences are carried forward over time. *Developmental Psychology, 49*(1), 109-126.


3.  10/9     Attachment and Bonding


4. **10/16 Nativism and core Knowledge**


5. **10/23 Learning and Thinking**


Siegler, R. S. (2016). Continuity and change in the field of cognitive development and in the perspectives of one cognitive developmentalist. *Child Development Perspectives, 10*, 128-133.

6. **10/30 Temperament, Emotions and Self-regulation**


7. **11/6** Parenting and Family Process


8. **11/13** Sociocultural Contexts


9. **11/20 Social & Contextual Adversity**


11/27 THANKSGIVING
10. 12/4  Early Intervention


