

# BEHAVIORAL OBSERVATIONS OF INFANTS, TODDLERS, AND YOUNG CHILDREN

HDE 140 • Spring 2018 • CCFS TB 123 • 16:10 – 18:00

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<b>Instructor:</b>	Andrew R. Bower, PhD	<b>Time:</b>	M, W, F 18:10-19:00
<b>Email:</b>	<a href="mailto:andbower@ucdavis.edu">andbower@ucdavis.edu</a>	<b>Place:</b>	Hart Hall
<b>Assistant:</b>	Tooka Zokaie	<b>Time:</b>	Tuesday 16:10 – 18:00
<b>Email:</b>	<a href="mailto:tzokaie@ucdavis.edu">tzokaie@ucdavis.edu</a>	<b>Place:</b>	Hart Hall TA Office 2420.

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**Objectives:** This class is about putting it all together. At this point in your academic career you should have been introduced to all the concepts and theories that scientists, practitioners and administrators rely on when making decisions about children. As such, you should start to practice synthesizing across concepts to answer complex questions that we as a society address every day that impact children at multiple levels. You will also be getting opportunities to work with children where you can apply your knowledge in a practical way. This experience is vital and can be useful on a resume or cv as you move forward past UC Davis. Because you have been introduced to most topics we will discuss in class, we will not have a traditional testing environment. Instead this class will ask you to create a presentation and group final paper based on outside reading and group work to address a social issue involving children, using all the knowledge you have to date. Each week there will be a motivational research article assigned to be read before class. This article will serve as the main source for your weekly writing assignments. Your TA will be creating and administering these assignments so work with them to ensure you are achieving the goals of the class. The readings will come from empirical papers, so some knowledge of HDE 120 and how to analyze and understand an empirical reserach paper is necessary. If you find yourself struggling with this, please make an appointment to come work with myself or the TA. While the majority purpose of this class is to observe and interact with young children while at the CCFS, the lecture portion is meant to remind, refresh, extend, and help synthesize your knowledge to be able to work with children in some capacity after you graduate.

## Course Pages:

1. <https://canvas.ucdavis.edu/courses/222272>

**Office Hours:** I will hold my office hours after class, or by appointment. Or, you can post your questions in the forum provided for this purpose on Canvas, here: [https://canvas.ucdavis.edu/courses/222272/discussion\\_topics](https://canvas.ucdavis.edu/courses/222272/discussion_topics).

## Main References:

- (a) Carol Garhart Mooney, *Theories of Attachment: An Introduction*, Redleaf Press, 2010
- (b) David F. Lancy, *The Anthropology of Childhood: Cherubs, Chattel, Changelings*, Cambridge University Press, 2008
- (c) Nancy Folbre, *Valuing Children: Rethinking the Economics of the Family*, Harvard University Press, 2010
- (d) Mel Konner, *The Tangled Wing: Biological Constraints on the Human Spirit*, Henry Holt and Company, 2002
- (e) William A. Corsaro, *The Sociology of Childhood*, Pine Forge Press, Inc., 2011

- (c) David J. Siegel, *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*, The Guilford Press, 2012

**Prerequisites:** An undergraduate-level understanding of HDE 100A and 100B, developmental, cognitive, and social/evolutionary psychology are expected.

**Tentative Course Outline:**

█	The History of Attachment and the Myth of Attachment .....	April 3
█	Children Develop in the Context of Social Relationships .....	April 10
█	Finish Part 1 of Mooney book	
█	Learning through Play and Peer Cultures .....	April 17
█	Quiz on Part 1 of Mooney book	
█	Peer Relationships and Peer Status .....	April 24
█	Finish Part 2 of Mooney book	
█	Temperament and Individual Differences .....	May 1
█	Quiz on Part 2 of Mooney book	
█	Language Development and Bilingualism .....	May 8
█	Media and Young Children .....	May 15
█	Cross Ethnic Friendships and Ethnic Diversity .....	May 22
█	Children, Health, and Public Policy TA Presentation .....	May 29
█	Final Presentation .....	June 5
█	Final .....	June 8-14 @ TBD

**Grading Policy:** Weekly Writing Assignments (30%), In-Class Participation (10%), Quizzes (10%), Final (25%), Presentation (25%)

**Course Policy:**

- You must be simultaneously enrolled in HDE 140L. If you are not, you cannot be in this class.

**Class Policy and Life Mantra:**

- Regular attendance is mandatory and will be collected in each class. Lectures in this class should be mostly review and should encourage discussion. Plus, group work will be completed each week. No late work or absences will be excused without valid documentation. If you know ahead of time that you will miss a deadline, or a class, please notify both the TA and myself so we can plan for your absence.
- All reading and writing assignments are due the day listed on the syllabus. Please read before the first class and come prepared.
- Weekly writing assignments will be posted after each lecture and due the following week before the next lecture. Papers will be accepted late only if you have valid documentation. Without valid documentation or a valid prior arrangement with both the TA and myself you will receive a 0.

- There will be a final presentation in the last class over the reading. This is a group project that you will continually work on throughout the quarter. There will be some class time set aside to work on the group project, but I would encourage everyone to start working with their groups as soon as the quarter begins. Groups will be assigned in the first class.
- There will be a written final. You can take the final home and work on it; you can work on it in groups; you can work on it with other professors; do the best you can.

**Academic Honesty:** Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. You can read all about it here: <http://sja.ucdavis.edu/publications.html>