

Child and Adolescent Social-Emotional and Cognitive Development (EDP 385)

Spring 2015 - Unique #10602 - SZB 444

COURSE SYLLABUS

Instructor: Dr. Marie-Anne Suizzo, Associate Professor, Human Development, Culture, and Learning Sciences, Dept. of Educational Psychology, The University of Texas at Austin
Office: SZB 506A; **Office hours:** Tuesdays, 2-4 pm and by appt.
Telephone: 512-471-0379; **Email:** msuizzo@austin.utexas.edu

Course Objectives

This course has three main goals. The first is to provide an overview of the current state of empirical knowledge in the field of children's development. Students will be introduced to key topics relating to each of the major periods of human growth beginning with infancy. Each week we will focus on a developmental domain (cognitive, social, emotional, moral, etc.) and one or two periods in the life cycle. We will examine development through an ecological/cultural lens and study the whole child in varied contexts. We will further examine challenges to children's development and apply theoretical concepts to the construction of policies and programs that address those challenges. The second goal is to become familiar with the main theoretical frameworks and controversies within which knowledge is constructed in this field. Students will learn not only what these diverse approaches propose, but will gain the skills necessary to be critical evaluators of child development theory and research. The third goal of this course is to build skills in communicating and co-constructing understanding through class discussions, oral presentations, and analytical writing.

Weekly Topics

DATE	TOPIC
1/21	Introduction to Course: The Developmental Perspectives
1/28	Contexts of Child Development: Culture and Socio-economic Status
2/4	Sources of Child Development: Families and Parenting
2/11	Infancy and Early Development: Attachment and Temperament
2/18	Cognitive Development I: Piaget and Neo-Piagetian Theories Reflection Essay DUE
2/25	Cognitive Development II: Vygotsky and Socio-Cultural Theories
3/4	Theory of Mind and Language Development
3/11	Emotional Development: Experience, Expression, and Regulation Mid Term Exam DUE
3/18	SPRING BREAK!
3/25	Adolescence: Identity and Ego Development
4/1	Moral Development: Structural Developmental and Domain Theories
4/8	Peer Relations and Friendship Development
4/15	Personality Development: Continuity and Change Critical Review Paper DUE
4/22	Gendered Development: Sex Roles and Identities
4/29	Risk and Resilience in Development
5/6	Beyond Adolescence: Development through the Lifespan
Final Exam DUE on 5/13 by 5:00 pm	

Reading and Discussion Questions

Readings will be available on our CANVAS website. You are expected to read all assigned readings and make contributions showing evidence of analytic thought at each class. In addition, ten times during the semester, please post one question on each of the readings on the discussion board on CANVAS no later than midnight before our class meeting.

Popular Media Critique and Discussion

Every week, one or two students will present a brief article (each) from the popular media on a developmental challenge and submit a one-page critique. The student will bring copies of the article to class and will summarize and lead a discussion on it. The topic of the article you choose should be related to that week's topic. The critique and class discussion on the article should not last more than 10 minutes per article. Please see page 4 for suggested challenges to search for in the media.

Reflection Essay

You will choose one of two topics and write a 3 page essay. The goal of this essay is to apply a theory that we have discussed to your personal life experiences and reflect on the theory's utility in better understanding your own development. The essay will be due on **February 18**.

Essay Exams

Mid-Term Exam: You will be given a set of three integrative essay questions on March 4 and will be expected to respond to two of these questions (2-3 pages per essay). These essays will be due at the beginning of the next class session, **March 11**.

Final Exam: You will be given a set of three integrative essay questions on May 6 and will be expected to respond to two of these questions (2-3 pages per essay). These essays will be due by 5:00 p.m. on **May 13**.

Critical Review Paper

For this paper, you have a choice of one of two topics:

- 1) a critical comparison of two empirical studies in the field of developmental psychology, or
- 2) a critical analysis of a memoir or autobiography using a developmental theory of your choice.

This paper should be 4-5 pages in length and will be due on **April 15**.

All papers should be typed in 12-point font, double-spaced, with one inch margins (not 1.25 inch). Please provide a cover page with the name of the assignment, your name, due date of the assignment, course number, and instructor. Please include a header or footer with the page number beginning with the first page of text. If you cite a source, please provide a references list (APA style) at the end of your paper.

Grading

Assignment	Points	Due Date
Personal Reflection Essay	20	February 18
Mid-Term Essay Exam	60	March 11
Discussion Questions	10	10 times per semester
Popular Media Critique	5	Once per semester
Critical Review Paper	25	April 15
Final Exam	80	May 13
TOTAL	200	

Percent – Grade Equivalents

91.5 - 100	A
89.5 - 91.4	A-
87.5 - 89.4	B+
81.5 – 87.4	B
79.5 – 81.4	B-
77.5 -79.4	C+

Absences and Communication

You are asked to notify Dr. Suizzo by email or telephone if you are unable to attend class or need to miss a part of the class (arrive late or leave early) for any reason. I expect you to check your email **on a daily basis**. This will ensure that you receive any important communications from Dr. Suizzo. You are expected to respond to all email inquiries within a reasonable amount of time (about 24 hours).

Please do not hesitate to visit me either during our office hours or by making an appointment if you have any concerns or questions about the class, or if you would like guidance on how to pursue a particular area of research.

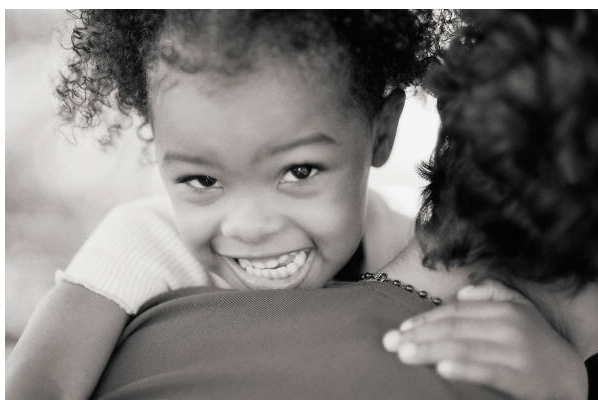
Policies and Support

Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For more information, please visit the Student Judicial Services web site at www.utexas.edu/dpets/dos/sjs/.

Students with Disabilities: The University of Texas at Austin provides upon request reasonable academic accommodations for eligible students with disabilities. For more information contact the Division of Diversity and Community Engagement at 512-471-6259, videophone: 512-410-6644.

Writing Center: If you would like extra help with writing, please do not hesitate to utilize the services offered to graduate students by the Sanger Learning Center, Jester A115, open Monday through Friday, 8 am to 5 pm. Call 512-232-8400 or visit <http://www.utexas.edu/ugs/slc/grad>

Here's to a wonderful semester!



List of Challenges in Child and Adolescent Development

Contexts of Child Development: Culture and Socio-economic Status

Poverty effects (e.g., welfare reform, health care access, stress, unsafe neighborhoods)
Racism and discrimination

Sources of Child Development: Families and Parenting

Genetic disorders and treatments
Child abuse and/or neglect

Infancy and Early Development: Attachment and Temperament

Attachment disorders due to early deprivation
Difficult temperaments

Cognitive Development I: Piaget and Neo-Piagetian Theories

Learning disabilities
Biases in assessments and intelligence testing

Cognitive Development II: Vygotsky and Socio-Cultural Theories

Achievement gap in early childhood
Cultural differences in motivation and learning

Theory of Mind and Language Development

Language development in deaf children
Bilingual education

Emotional Development: Experience, Expression, and Regulation

Emotional intelligence and social emotional learning
Emotions in children with Autism Spectrum Disorder

Adolescence: Identity and Ego Development

Internalizing behaviors (e.g., depression, suicide)
Peer pressure

Moral Development: Structural Developmental and Domain Theories

Character education and service learning in schools
Parent-adolescent conflict

Peer Relations and Friendship Development

Bullying and relational aggression
Social anxiety and isolation

Gendered Development: Sex Roles and Identities

Homophobia and gay-bashing
Sexual risks (STD's, violence, unplanned pregnancy)

Risk and Resilience in Development

Effects of trauma
Substance abuse (e.g., tobacco, drugs, alcohol)

POPULAR MEDIA CRITIQUE & DISCUSSION

Each week, one or two students will identify a news article related to the topic and readings for the week and present a critique of the article during that class. The aims of this assignment are to build students' critical media literacy and to sharpen students' awareness of the connections between academic research and the non-academic settings in which that research may be used and discussed.

Find a recent (within the past year) non-academic article on the topic for the week of your assignment. Possible sources include major national newspapers (e.g., *The New York Times*, *The Washington Post*, *Christian Science Monitor*), or major news websites (e.g., CNN, NPR, FOX). The article itself need only be a couple pages long and should deal with a problem or challenge related to the week's readings. Suggested challenges are on listed on page 4 of the syllabus.

In your presentation, please address the following questions:

- How does this article relate to the week's readings and topic?
- What is the problem or issue, and what is the author's main argument?
- Who is the intended audience?
- How is the issue framed (neutral, inflammatory) and how does this framing influence the conclusions drawn in the article?
- Were expert sources used, and if so, what were their credentials?
- Was statistical information provided as evidence to support the author's claims?
- How convincing did you find the author's argument and why?
- How useful do you think this information is and to whom?

You will be responsible for bringing paper copies of the article to class for all students and instructors. If you email the article to me by midnight on the Tuesday before you present, I will copy the article and bring sufficient copies to class.

Please limit your critique to 5 minutes so that we have time to discuss the article and other assigned readings.

PERSONAL REFLECTION ESSAY

Due February 18, 2015

Write a three-page essay reflecting on one of the following three topics:

- 1) Discuss your relationship with one of your primary caregivers (mother, father, guardian) in light of what you've learned about attachment theory. How well do you think the main principles and implications of the theory explain your relationship? Are there aspects of your relationship with your primary caregiver that you feel are not explained by the theory, and if so, are there aspects of other parent-child relationship theories we have discussed that may explain those aspects?
- 2) Discuss a personal experience of learning something new. Reflect on whether Piaget's or Vygotsky's general theoretical ideas explain your process of learning. Provide sufficient detail about the skill or knowledge you were learning, and the process of learning, to demonstrate why you believe the theory you chose best explains this process. Do you believe that another theory (other than Piaget or Vygotsky) might better explain the process? Do you think that your learning process might be explained differently in a different domain of learning than the one you described in this essay?
- 3) Discuss your personal context and/or sources of development as a child and/or adolescent (to 18 or 21). What role do you believe various factors played in your development: SES, ethnicity/race, parents' education, family size, parental socialization (goals, values, styles, practices), school environment, and biology/genes. Discuss at least two of these factors. Do you believe that one of these factors affected your development in a specific domain (social-behavioral, emotional, cognitive/intellectual, moral, physical) more than in another domain? Do you see any way that factors interacted with each other to affect your development?

Formatting: Please use 12 point font, double spaced, with one inch margins (not 1.25 inch). Please provide a cover page, number each page of text, and if you cite any sources, please provide a references list (APA style) at the end of your paper.

CRITICAL REVIEW PAPER

Due April 15, 2015

For this paper, choose one of the two topics below and write a paper of four to five pages in length (no more than 1400 words).

1) Empirical Study Critique

Begin by thinking about the topic (from list of topics covered in class) that you are most interested in further pursuing. Then write down some questions you have within that area. Then conduct a literature search to find articles on studies that dealt with those questions. After you've read 8 to 10 of those articles, narrow your questions down to one or two questions, then select two articles that present **contrasting perspectives** in one or more of the following areas: theoretical framework, design, methodological approach, results, and implications. Then refine your research questions -- restate them in a way that links them with the two articles you have selected.

When you write your paper, begin by clearly stating your research question(s), and explaining why you think these questions are important. Then critically discuss the two studies you selected, evaluating their strengths and limitations, and evaluate how well each study addresses your research question. In your conclusion, you should propose suggestions for future research to further address your research question(s). Think about and briefly discuss: If you were to conduct a study, what would it include, how would it be different from those you discussed.

2) Memoir Analysis

Read and critically analyze a memoir or autobiography using a developmental theory of your choice from those discussed in class. Please be sure that the memoir covers enough of the person's childhood or adolescence so that you will have enough "data" to analyze using the theory of your choice. You may apply the theory to a specific domain of the person's development (e.g., gender identity or ethnic identity development, social or friendship development, cognitive or intellectual development), or take a broader lifespan perspective if you prefer. The goal of this paper will be to evaluate the effectiveness of the theory you selected in explaining and shedding light on the person's developmental pathway. A list of suggested memoirs is available on CANVAS but you may choose another memoir not on the list if you prefer.

Formatting: Please use 12 point font, double spaced, with one inch margins (not 1.25 inch). Please provide a cover page, number each page of text, and provide a references list (APA style) at the end of your paper.

WEEKLY READINGS**January 28: Contexts of Child Development: Culture and Socio-Economic Status**

- Quintana, S. M., et al. (2006). Race, ethnicity, and culture in child development: Contemporary research and future directions. *Child Development*, 77(5), 1129-1141.
- Suizzo, M.-A. (2000). The Social-emotional and cultural contexts of cognitive development: Neo-Piagetian perspectives. *Child Development*, 71(4), 846-849.
- Burton, L. M. & Price-Spratlen, T. (1999). Through the eyes of children: An ethnographic perspective on neighborhoods and child development. In Masten, A. S. *Cultural processes in child development - Minnesota symposia on child psychology*, vol. 29, (pp. 77-96). Mahwah, N.J.: Lawrence Erlbaum.
- NICHD Early Child Care Research Network (2005). Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade. *Child Development*, 76(4), 795-810.

February 4: Sources of Child Development: Families and Parenting

- Grusec, J. E., & Davidov, M. (2010). Integrating different perspectives on socialization theory and research: A domain-specific approach. *Child Development*, 81(3), 687-709.
- Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development*, 81(1), 6-22.
- Suizzo, M.-A., Chen, W.-C., Cheng, C.-C., Liang, A., Contreras, H., Zanger, D., & Robinson, C. R. (2008). Parental beliefs about young children's socialization across U.S. ethnic groups: Coexistence of independence and interdependence. *Early Child Development and Care*, 178(5), 467-486.

February 11: Infancy and Early Childhood: Attachment and Temperament

- Kagan, J. (1984). Chapter 2: The Infant. In J. Kagan, *The nature of the child* (pp. 26-50). New York: Basic Books. (OPTIONAL: pp. 50-72)
- Bowlby, J. (1969). The child's tie to his mother: Attachment behavior. In *Attachment and loss, Volume 1, Attachment* (pp. 177-209). NY: Basic Books.
- Cervera, M. D., & Mendez, R. M. (2006). Temperament and ecological context among Yucatee Mayan children. *International Journal of Behavioural Development*, 30(4), 326-337.
- Simpson, J. A., Collins, W., Tran, S., & Haydon, K. C. (2007). Attachment and the experience and expression of emotions in romantic relationships: A developmental perspective. *Journal of Personality And Social Psychology*, 92(2), 355-367.

February 18: Cognitive Development I: Piaget and Neo-Piagetian Theories

- Siegler, R. S. (1986) Chapter 2: Piaget's theory of development. In R. S. Siegler, *Children's thinking*. (pp. 17-57). Englewood Cliffs, NJ: Prentice-Hall.

Maynard, A. E. (2008). What we thought we knew and how we came to know it: Four decades of cross-cultural research from a Piagetian point of view. *Human Development*, 51, 56-65.

Master, A., Markman, E. M., & Dweck, C. S. (2012). Thinking in categories or along a continuum: Consequences for children's social judgments. *Child Development*, 83(4), 1145-1163.

Okamoto, Y., Curtis, R., Jabaghourian, J. J., & Weckbacher, L. (2006). Mathematical precocity in young children: A neo-Piagetian perspective. *High Ability Studies*, 17(2), 183-202.

February 25: Cognitive Development II: Socio-cultural Theories

Werstch, J. V. (1985). Chapter 3: The social origins of higher mental functions. In J. V. Werstch, *Vygotsky and the social formation of mind* (pp. 58-76). Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1978). Interaction between learning and development. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.) *Mind in society: The development of higher psychological processes* (pp. 79-91). Cambridge, MA: Harvard University Press.

Silva, K. G., Correa-Chávez, M., & Rogoff, B. (2010). Mexican-heritage children's attention and learning from interactions directed to others. *Child Development*, 81(3), 898-912.

Vallotton, C. D., & Ayoub, C. C. (2010). Symbols build communication and thought: The role of gestures and words in the development of engagement skills and social-emotional concepts during toddlerhood. *Social Development*, 19(3), 601-626.

March 4: Theory of Mind and Language Development

Paugh, A. (2012). Local theories of childrearing. In A. Duranti, E. Ochs, & B. B. Schieffelin (Eds.), *The handbook of language socialization* (pp. 150-168). Malden, MA: Wiley-Blackwell.

Pungello, E. P., Iruka, I. U., Dotterer, A. M., Mills-Koonce, R., & Reznick, S. (2009). The effects of socioeconomic status, race, and parenting on language development in early childhood. *Developmental Psychology*, 45(2), 544-577.

Courtin, C. (2000). The impact of sign language on the cognitive development of deaf children: The case of theories of mind. *Journal Of Deaf Studies And Deaf Education*, 5(3), 266-276.

March 11: Emotional Development: Experience, Expression, and Regulation

Izard, C., Stark, K., Trentacosta, C., & Schultz, D. (2008). Beyond emotion regulation: Emotion utilization and adaptive functioning. *Child Development Perspectives*, 2(3), 156-163.

Nelson, J. A., Leerkes, E. M., Perry, N. B., O'Brien, M., Calkins, S. D., & Marcovitch, S. (2013). European-American and African-American mothers' emotion socialization practices

relate differently to their children's academic and social-emotional competence. *Social Development*, 22(3), 485-498.

Cole, P. M., Tamang, B., & Shrestha, S. (2006). Cultural Variations in the Socialization of Young Children's Anger and Shame. *Child Development*, 77(5), 1237-1251.

March 25: Adolescence: Identity and Ego Development

Muuss, R. E. (1996). Chapter 3: Erik Erikson's theory of identity development and Chapter 4: Theoretical expansion and empirical support for Erikson's theory. In R. E. Muuss, *Theories of adolescence* (pp. 42-75). New York, N.Y.: McGraw-Hill.

Phinney, J. S. & Rosenthal, D. A. (1992). Ethnic identity in adolescence: Process, context and outcome. In G. R. Adams, T. P. Gullotta, R. Montemayor (Eds.) *Adolescent identity formation* (pp. 145-172). Newbury Park, CA: Sage.

Rivas-Drake, D., Hughes, D., & Way, N. (2009). A preliminary analysis of associations among ethnic-racial socialization, ethnic discrimination, and ethnic identity among urban sixth graders. *Journal of Research on Adolescence*, 19(3), 558-584.

Holleran, L. K., & Waller, M. A. (2003). Sources of Resilience Among Chicano/a Youth: Forging Identities in the Borderlands. *Child & Adolescent Social Work Journal*, 20(5), 335-350.

April 1: Moral Development: Structural Developmental and Domain Theories

Kohlberg, L. (1984). Chapter 2: Moral stages and moralization: The cognitive-developmental approach. In L. Kohlberg *Essays on moral development, Volume II: The psychology of moral development: The nature and validity of moral stages* (pp. 170-205). San Francisco, CA.: Harper & Row, Publishers.

Turiel, E. (2008). The development of children's orientations toward moral, social, and personal orders: More than a sequence in development. *Human Development*, 51, 21-39.

Krettenauer, T., Jia, F., & Mosleh, M. (2011). The role of emotion expectancies in adolescents' moral decision making. *Journal of Experimental Child Psychology*, 108(2), 358-370.

April 8: Peer Relations and Friendship Development

Selman, R. L., Levitt, M. Z., & Schultz, L. H. (1997). The friendship framework: Tools for the assessment of psychosocial development. In R. Selman, C. L. Watts, & L.H. Schultz, (Eds.), *Fostering friendship: Pair therapy for treatment and prevention* (pp. 31-52). New York: Aldine de Gruyter.

Way, N. (1996). Between experiences of betrayal and desire: close friendships among urban adolescents. In B.J. Ross Leadbeater & N. Way (Eds.), *Urban girls: Resisting stereotypes, creating identities* (pp. 173-192). New York: New York University Press.

Goldstein, S. E., Davis-Kean, P. E., & Eccles, J. S. (2005). Parents, peers, and problem behavior: A longitudinal investigation of the impact of relationship perceptions and characteristics on the development of adolescent problem behavior. *Developmental Psychology*, 41(2), 401-413.

April 15: Personality Development: Continuity and Change

McAdams, D. P., Olsen, B. D. (2008). Personality development: Continuity and change over the life course. *Annual Review of Psychology*, 61, 517–42

April 22: Gendered Development: Sex Roles and Identities

Gilligan, C. (1982). In a different voice: Psychological theory and women's development, Chapters 1, 2 & 3 (pp. 1-105). Cambridge, MA. & London, U.K.: Harvard University Press. [Chapters 2 & 3 are OPTIONAL]

Martin, C. L., Ruble, D. N., & Szkrybalo, J. (2002). Cognitive theories of early gender development. *Psychological Bulletin*, 128(6), 903-933.

Freeman, N. (2007). Preschoolers' perceptions of gender appropriate toys and their parents' beliefs about genderized behaviors: Miscommunication, mixed messages, or hidden truths? *Early Childhood Education Journal*, 34(5), 357-366.

April 29: Risk and Resilience in Development

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227-238.

Luthar, S. S., & Brown, P. J. (2007). Maximizing resilience through diverse levels of inquiry: Prevailing paradigms, possibilities, and priorities for the future. *Development and Psychopathology*, 19(3), 931-955.

Selman, R. L., & Adalbjarnardottir, S. (2000). A developmental method to analyze the personal meaning adolescents make of risk and relationship: The case of "drinking." *Applied Developmental Science*, 4 (1), 47-65.

May 6: Beyond Adolescence: Development through the Lifespan

Ardelt, M. (2010). Are Older Adults Wiser Than College Students? A Comparison of Two Age Cohorts. *Journal of Adult Development*, 17, 193–207.

Rathunde, K. (2010). Experiential Wisdom and Optimal Experience: Interviews with Three Distinguished Lifelong Learners. *Journal of Adult Development*, 17, 81-93.