

# PSYC 210: Developmental Psychology

Fall 2024 Tuesdays & Thursdays 10:00am – 11:30am, Chase 101

Instructor: Dr. Ryan Lei, Ph.D (Pronouns: he/him/his)

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Student Hours: by appointment (Sharpless 412)

## COURSE DESCRIPTION AND OBJECTIVES

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If you have ever wondered, “How did we become who we are?”, then you are in the right course. Developmental Psychology is the scientific study of how and why individuals change over the course of their life. The goal of this course is to introduce students to the major theories, methods, and findings in the field of developmental psychology, and to provide a broad overview of biological, cognitive, social, and emotional development from the prenatal period through early adulthood, with a particular focus on infancy and childhood and the role of experiential factors. This course is intended to serve as a foundation for future courses in Developmental Psychology and no one topic will be covered exhaustively.

My goal for this class is that you will: (1) learn the major themes and questions in developmental psychology, (2) engage critically and thoughtfully with scientific literature and the scientific community, and (3) develop their ability to synthesize developmental science and communicate it effectively. You will be assessed on your knowledge of course material, and your ability to synthesize and communicate scientific information in an accurate and engaging manner.

## COURSE READINGS

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**Textbook:** Siegler, R. S., Saffran, J.R., Eisenberg, N., DeLoache, J., Gershoff, E., & Leaper, C. (2017). *How children develop (Fifth Edition)*. New York, NY: Worth Publishers.

*A note:* You can purchase or rent this textbook (current Amazon pricing is ~\$20 for rental, and ~\$40 for a used copy), or access it via the Science Library, where it is on reserve.

Additional required readings will be made available via Moodle.

## CORE COURSE POLICIES

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**Policy on academic integrity and plagiarism.** Students are required to abide by Haverford College’s Honor Code and academic integrity policies, which can be found online at <http://honorcouncil.haverford.edu/the-code/>. If you are in doubt about what constitutes academic dishonesty, speak with me before the assignment is due and/or examine the College’s web site. Academic dishonesty includes, but is not limited to, cheating on an exam (e.g., copying others’ answers, providing information to others, using a cheat sheet) or plagiarism of a paper (e.g., taking material from readings without citation, copying another student’s paper). **Please note: Use of ChatGPT for assignments will violate academic integrity standards.** Plus, it’s just lazy to use and the underlying algorithms are not that good at higher order synthesis anyways. Failure to adhere to this policy may result in a failing grade in the class and/or disciplinary action

from the College. Unless otherwise specified, all assignments should be completed independently.

**On lateness and flexibility.** I get it; things will come up over the course of the syllabus. Rather than deal with these on an ad hoc basis, everyone gets **5 days worth of extensions**, to be used on any assignment except quizzes. In order to use these, you need to let me know ahead of the due date so I'm aware. It is up to you on how to use these days. Use them wisely – there are no other extensions provided.

**Students with disabilities.** I encourage students with disabilities, including non-visible disabilities like chronic diseases or learning disabilities, to meet with me early in the semester to discuss accommodations. You should also contact [Access and Disability Services](#) as soon as possible to verify eligibility for academic accommodations. Accommodation statements should be shared with as early as possible, but if there is a change to the course structure that would better serve you (and your fellow students), please let me know!

**On email responses:** I will answer emails as soon as possible between the hours of 9 am and 5pm Monday through Friday. Emails outside of those bounds will be answered as soon as possible, typically within 48 hours.

## GRADE DISTRIBUTION & EXPECTATIONS

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**Readings, Participation, and Small Assignments (15 %):** Engage in class, do your readings, and this is basically a way to reward you for making sure you get your work done in a structured way. There will also be a number of smaller ad-hoc assignments that help to underscore a particular takeaway from lecture, or cover an aspect of course material that we may not have time to get to. These will largely be graded on pass (85%), pass+ (100%) or fail (0%) guidelines.

**Paper Presentation (10%):** This assignment is designed to help you get comfortable presenting science to others (i.e., science communication). You will be asked to sign up to present an article. Please use the QALMRI framework (a guide to this is posted on Moodle) to help guide you in how to present the article. The goal for these assignments is to increase your comfort reading scientific articles, analyzing the evidence presented, and talking with others about science!

**Assessments (40%):** There will be a series of quizzes (instead of tests) in order to keep the content load manageable. Quizzes will be anywhere from 10-20 multiple choice questions, and then a “medium length” answer which will assess your ability to integrate information and think scientifically. Usually this will take the form of developing a hypothesis and designing an experiment to test it. Quizzes will be timed. You may use hand-written (but, **not** the textbook). Quizzes are to be taken individually. These are designed to be done in person. You are free to take them whenever want during that window—just make sure to only take the amount of time allotted. For short answer portions, especially ones where I might ask for a graph/predicted results, **please use a pen and make sure it's readable and legible.**

**Policy Brief (35% of grade):** Developmental psychology has so much to offer with respect to informing policy decisions. One of the goals for this class is for you to see how the research on developmental psychology can be applied to a number of real-world issues and concerns.

This year, we will be partnering with local child- and youth-focused organizations who could benefit from what the knowledge we've built in developmental psychology. Over the course of the semester, we will engage with these community partners, ask what their pressing questions are, and how we can provide research to support their work.

There are a total of 5 assignments for this policy brief:

- 1) Identifying a specific research question
- 2) Generating an annotated bibliography
- 3) Generating a rough draft
- 4) Providing peer feedback on the rough draft of the policy brief
- 5) Submitting your final draft

The majority of these assignments will be graded largely in the same way as other assignments in the course: pass (85%), pass plus (100%), needs substantial improvement (50%), or fail (0%).

## COURSE SCHEDULE

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On the following page(s), you will see our tentative course schedule. This is roughly broken down by theme. Depending on the pace of our class, I reserve the right to make changes to the course schedule. Updates will be made to the syllabus if changes are made and reflected on Moodle.

In general, the course is structured thematically.

**Weeks 1-3** cover foundational principles. How do children develop physically, learn to interact with the world around them, and how do we study these processes?

**Weeks 4-6** are focused on children's cognitive development. How do we learn to think, reason, and represent the world around us?

**Weeks 7-14** are focused on how children learn to navigate the *social* world. What are the influences of families, parents, peers, and other social agents? Weeks 11 & 12 are focused on race and gender in particular, and how these become both important identities, as well as social categories that children use.

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Major Assignment Due</b>
Week 1	Sept. 3	Syllabus, Overview, Community Building, & Big Questions	Chp 1 (1-24)	
	Sept. 5	Methods & Ethics	Chp. 1 (p. 25-41)	
Week 2	Sept. 10	Biological foundations	Chp 2 (pp. 43-54); Chp 3 (pp. 113-126) + Box 3.4 (p. 135)	
	Sept. 12	Sensation & Perception	Chp. 5 (190 – 208)	<b>Policy brief topic due</b>
Week 3	Sept. 17	Motor Development	Chp. 5 (208 – 218)	
	Sept. 19	<b>Quiz 1</b>		
Week 4	Sept. 24	Learning & Thinking	Chp. 5 (pp. 218-234) & Chp. 9 (pp. 379 - 384)	
	Sept 26	Theories of Cognitive Development 1	Chp. 4 (pp. 141 – 172)	
Week 5	Oct. 1	Theories of Cognitive Development 2	Chp. 4 (pp. 172-183)	
	Oct. 3	Language	Chp 6 (pp. 239 – 279)	<b>Annotated bibliographies due by EOW</b>
Week 6	Oct. 8	Conceptual Development	Chp 7	
	Oct. 10	<b>Quiz 2</b>		
Week 7	<b>FALL BREAK</b>			
Week 8	Oct. 22	Theories of social development	Chp. 9	
	Oct. 24	Ryan out for conference		
Week 9	Oct. 29	Emotion	Chp. 10	
	Oct 31	Attachment	Chp. 11(pp. 465 – 480)	
Week 10	Nov. 5	Election Day – Go Vote!		
	Nov. 7	Family & Peers	Chp. 12 (pp. 509 – 532) & Chp. 13 (pp. 548 – 572)	<b>Rough draft due</b>
Week 11	Nov. 12	Moral Development	Chp. 14 (pp. 589-604)	
	Nov. 14	<b>Quiz 3</b>		
Week 12	Nov. 19	Self & Personal Identity	Chp. 11 (pp. 481-504)	
	Nov. 21	Gender Identity Development	Chp. 15	

Week 13	Nov. 26	Racial Identity Development	Hughes et al., 2006	<b>Peer review returned to partner</b>
	Nov. 28	Thanksgiving		
Week 14	Dec. 3	Development of Prejudice	Bigler & Liben, 2007	
	Dec. 5	Developmental Psychopathology Guest Lecture		
Week 15	Dec. 10	<b>Quiz 4</b>		
	Dec. 12	Policy brief presentations, course reflections, and wrap-up		

### Articles for presentations

1. Week 2 (Wed). Turati, C., Valenza, E., Leo, I., & Simion, F. (2005). Three-month-olds' visual preference for faces and its underlying visual processing mechanisms. *Journal of Experimental Child Psychology*, 90(3), 255-273.
2. Week 3 (Mon). Kretch, K. S., Franchak, J. M., & Adolph, K. E. (2014). Crawling and walking infants see the world differently. *Child development*, 85(4), 1503-1518.
3. Week 4 (Mon). Silverman, I. W., & Geiringer, E. (1973). Dyadic interaction and conservation induction: A test of Piaget's equilibration model. *Child development*, 815-820.
4. Week 4 (Wed). Lipton, J. S., & Spelke, E. S. (2003). Origins of number sense: Large-number discrimination in human infants. *Psychological science*, 14(5), 396-401.
5. Week 5 (Wed). Hoff, E., Core, C., Place, S., Rumiche, R., Señor, M., & Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of child language*, 39(1), 1.
6. Week 6 (Mon). Ferry, A. L., Hespos, S. J., & Waxman, S. R. (2013). Nonhuman primate vocalizations support categorization in very young human infants. *Proceedings of the National Academy of Sciences*, 110(38), 15231-15235.
7. Week 6 (Wed). Gunderson, E. A., Sorhagen, N. S., Gripshover, S. J., Dweck, C. S., Goldin-Meadow, S., & Levine, S. C. (2018). Parent praise to toddlers predicts fourth grade academic achievement via children's incremental mindsets. *Developmental psychology*, 54(3), 397.
8. Week 8 (Mon). Lee, H. Y., Jamieson, J. P., Reis, H. T., Beevers, C. G., Josephs, R. A., Mullarkey, M. C., ... & Yeager, D. S. (2020). Getting fewer "Likes" than others on social media elicits emotional distress among victimized adolescents. *Child development*, 91(6), 2141-2159.
9. Week 9 (Mon). Wainryb, C., Pasupathi, M., Bourne, S., & Oldroyd, K. (2018). Stories for all ages: Narrating anger reduces distress across childhood and adolescence. *Developmental psychology*, 54(6), 1072.
10. Week 9 (Wed). Dumont, C., & Paquette, D. (2013). What about the child's tie to the father? A new insight into fathering, father-child attachment, children's socio-emotional development and the activation relationship theory. *Early Child Development and Care*, 183(3-4), 430-446.
11. Week 10 (Wed). Prinstein, M. J., Boergers, J., & Spirito, A. (2001). Adolescents' and their friends' health-risk behavior: Factors that alter or add to peer influence. *Journal of pediatric psychology*, 26(5), 287-298.
12. Week 11 (Mon). Rhodes, M., & Chalik, L. (2013). Social categories as markers of intrinsic interpersonal obligations. *Psychological science*, 24(6), 999-1006.

13. Week 12 (Mon). Rotenberg, K. J., & Cranwell, F. R. (1989). Self-concept in American Indian and white children: A cross-cultural comparison. *Journal of Cross-Cultural Psychology*, 20(1), 39-53.
14. Week 12 (Wed): Fast, A. A., & Olson, K. R. (2018). Gender development in transgender preschool children. *Child development*, 89(2), 620-637
15. Week 13 (Mon): Rogers, L. O., Scott, M. A., & Way, N. (2015). Racial and gender identity among Black adolescent males: An intersectionality perspective. *Child Development*, 86(2), 407-424.
16. Week 14 (Mon). Roberts, S. O., & Gelman, S. A. (2015). Do children see in Black and White? Children's and adults' categorizations of multiracial individuals. *Child Development*, 86(6), 1830-1847.