

Psychology 410/510: Winter 2015

INFANCY

Tuesdays & Thursdays 4:00-5:20p.m., Chapman 207



Professor:

Dr. Dare Baldwin

Franklin Building 241, 346-4964

baldwin@uoregon.edu

Office hours: Tues 12:30-1:30pm., Thurs 11a.m.-12p.m.

Graduate Teaching Fellow:

Xiaoning (Shining) Sun

Straub 439

sun2@uoregon.edu

Office hours: Wed 2-3pm., Fri 11a.m.-12p.m.

Course Description:

Human infancy: a remarkable period in each of our lives that none of us can remember for ourselves. The human infant is a fascinating combination of helplessness and powerful potential, of preprogrammed responses and resilient plasticity. For parents, the advent of a newborn can bring untold joy while wreaking havoc on daily routines and healthy sleep schedules. The pace of change during infancy – which we will define as the period from birth to 24 months -- seems nearly explosive: newborns with little voluntary control transform into walking, talking dynamos by age two. How can we account for the rapidity of change during this crucial period in human development? In what ways do prenatal experiences set the stage for subsequent developmental outcomes? How do cultural attitudes and approaches toward infants vary, and what is the significance of such differences for development? What kinds of parenting practices best promote infants' well-being? What accounts for human infants outstripping the infants of other species in cognitive and linguistic development? What is unique about the human infants' brain? These are among the questions we will consider in this course. A particular focus will be mechanisms and processes that underlie and promote infant development across domains. We will also examine a range of innovative new methodologies that in recent years have provided a novel window into the inner workings of the infant mind. I hope you will come away from the course with a host of new information, an appreciation for what psychological science can reveal about fundamental issues concerning human nature and human capability, and an awareness of the many important topics of investigation about infancy that are as yet still in their infancy.

Lectures: A list of lecture topics (and corresponding text chapters) follows. The lecture topics will generally supplement rather than retrace materials presented in the text, and will reflect topical issues of contemporary interest in the field. There will be many opportunities for questions and comments and other contributions during lecture; the more interactive class is, the better.

Attendance: Class attendance is important to doing well in this course. And it makes the class so much more engaging for you as well as for all involved if you are here. Please come and join in our collective learning enterprise. If you anticipate missing more than two classes, please come and discuss it with me.

Text: Fogel, A. (2014). *Infant Development: A Topical Approach*. 2nd edition. Cornwall-on-Hudson, NY: Sloan Publishing. A copy of the text is available on reserve at Knight Library. It may be borrowed for a maximum of two hours at a time. Chapter assignments are listed below with lecture topics. The quiz for a given week will be based on lectures since the previous quiz and the chapter(s) assigned for that week.

Required Reading: Five articles are posted on Blackboard in the Readings folder. All are original, refereed articles reporting on ground-breaking infancy research. Of these five, you are required to read at least two. You may choose any two you wish. They will be the focus of the “article review and critique” assignments described below.

Blackboard: Blackboard will be a critical source of course-related information throughout the term. Study-guide questions for exams and exam scores will all be posted online. You will also submit all your assignments to Blackboard. As well, powerpoint slides from lectures will be posted within a day or two after lectures have occurred. Please check the blackboard website regularly for course-related announcements, and take advantage of the communication features to communicate with your term-project team and to undertake commentary on team initiatives.

Grades: Undergraduates taking PSY 410: Your grade in the course will be based on weekly quizzes (collectively worth 30% of your overall grade), two “review and critique” papers (each worth 20% of your overall grade, and a team-initiative project (30%). Extra-credit options are available to boost your overall grade by up to 3%. Graduate students taking (PSY 510) will have the additional requirement of identifying and evaluating two informational resources (e.g., websites, review articles, books) describing recent research findings relevant to a topic addressed in one or more lectures. Thus, for graduate students the breakdown for grading will be: weekly quizzes (25% overall), two “article review and critique” papers (each worth 20%), team-initiative project (25%), two informational resources (10%). The same extra credit options available to undergraduates (to boost your grade by up to 3%) will be available to graduate students.

Quizzes: The nine weekly quizzes will all be short answer/short essay format. The last 15 minutes of class each Thursday will be devoted to the weekly quiz. Quizzes will test your knowledge of lecture and text material assigned prior to that week. In particular, some quiz questions may require you to integrate across information covered in earlier weeks of the course (in either text and/or lecture). Everyone’s lowest quiz score will automatically be dropped before calculating your overall quiz average. If you miss a quiz and receive a zero, that quiz will automatically be the score dropped from your overall quiz average. It won’t be possible to schedule make-up quizzes, so if you anticipate missing more than one or two quizzes at the most, you should consider dropping the class. Collectively, the nine quizzes will account for 30% of your overall grade (25% for graduate students). Our first quiz takes place on Thursday of Week 2, Jan. 15, and then there will be a quiz every Thursday thereafter.

Two “Article Review and Critique” Papers: One goal of this course is to enhance your ability to both understand and evaluate infancy research. To that effect, you will write two papers that review and critique

original refereed articles that are assigned (you can find them posted in the Readings folder of our Blackboard website). Each paper should be at least two double-spaced pages in length, with the following content: a) a summary of the article, b) an evaluation of both the strengths and weaknesses of the article in terms of the methodologies utilized, the findings obtained, the analytic approach, the appropriateness of the interpretation of the findings, and the significance of the research for benefitting humans and society more broadly, both in the short term and the long term. Each paper will be worth 20% of your overall grade. The first paper is due by 5 p.m., Wednesday of Week 3, and the second paper is due by 5 p.m., Wednesday of Week 6.

Team-Initiative Project: The goals of the team initiative project are threefold: 1) to provide an opportunity to focus on an important, and potentially controversial, national policy issue concerning infancy that is of particular interest to you, and to engage in a dialectic with other students on the topic, 2) to communicate with the class at large about your findings in order to help build our collective knowledge base on the topic, and 3) to build your presentation skills. The team-initiative project will account for 30% (25% for graduate students) of your overall grade.

To carry out the team-initiative project, you will join a team of 3-4 students who share an interest in creating a particular infancy-related policy initiative to be supported at the national level. As a team you will research the initiative and produce a powerpoint that a) makes the case for the initiative, b) outlines how best to proceed with the initiative, and c) explains why this initiative is especially deserving of support. Remember to include in your presentation possible downsides or costs of your initiative, and how to manage or offset them. As well, your powerpoint should include a summary slide that provides a visual “abstract”, or sketch, of the whole presentation. Your team’s powerpoint presentation must be posted to our course’s Blackboard website by 5 p.m., Friday of Week 9. In class on Thursday of Week 10, we will hold our Great Policy Debate, in which we will decide, as a collective, which of the initiatives we will authorize for support. The summary slide of each team’s powerpoint will be presented to the class that day as an aid to discussion.

Extra Credit: There are two extra credit options, each of which potentially enables you to improve your overall grade by as much as 3%. You may choose one or the other, but cannot get credit for both, nor for any combination of the two. Extra credit work is due latest by 5 p.m., Friday of Finals Week.

Extra Credit Option 1 (Raise Questions, Identify Gaps): You can provide commentary, on Blackboard, in relation to other teams’ powerpoint presentations of their favored initiative. You might raise questions regarding the initiative, the plan for action or the evaluation strategy, or you might not gaps in the evidence or in the consideration of possible costs to the initiative. Each double-spaced page’s worth of debate commentary that you provide has the potential to improve your grade by as much as 1%, for a total possible improvement of 3%. Excellent, carefully articulated commentary will earn you the full amount of extra credit. You will need to print out your commentary and turn it in by Friday of Finals Week in order to receive your extra credit.

Extra Credit Option 2 (Research Participation): You can participate in Psychology Department research through the Psychology Department Human Subjects Pool. For each credit of participation assigned to Psych 410/510, you can earn a 1% improvement to your final grade, for up to 3%. Also necessary for gaining the extra credit is that you hand in a one-page description of the research you participated in for each of the participation credits. You can gain information by contacting the human subjects coordinator, Bill Schumacher, by email at hscoord@uoregon.edu. You can also gain additional information by going to the HSP website at <http://darkwing.uoregon.edu/~hscoord>.

TENTATIVE SCHEDULE FOR LECTURE TOPICS

<u>Date</u>	<u>Lecture Topic</u>	<u>Readings</u>
Week 1	Infancy: The best of times, the worst of times	Ch. 1
Weeks 2	Prenatal programming, prenatal learning	Ch. 2
Week 3	Birth and “the launch”	Ch. 3
Weeks 4	Sensing the world	Ch. 4
Week 5	Moving and shaking	Ch. 5
Week 6	Thought, learning, inference	Ch. 6
Week 7	Deeply social	Ch. 7
Week 8	Concentric circles of belongingness	Chs. 8-9
Week 9	Health, exceptions and challenges	Ch. 10
Week 10	What persists?	Ch. 11

Dates of Special Significance:

Every Thursday starting Week 2

Jan. 19 (Week 3, Monday)

Jan. 23 (Week 3, Friday, 5 p.m.)

Feb. 13 (Week 6, Friday, 5 p.m.)

Mar. 6 (Week 9, Friday, 5 p.m.)

Mar. 12 (Week 10, Thursday, in class)

Mar. 20 (Finals Week, Friday, 5 p.m.)

In-class Quiz

Martin Luther King Day

1st Review & Critique Paper Due

2nd Review & Critique Paper Due

Team-Initiative Powerpoint Due

Great Policy Debate

Extra Credit Due

THREE IMPORTANT ADDITIONAL NOTES:

1. Guidelines for Teaching and Learning: The Psychology Department has developed guidelines for teaching and learning in Psychology. These guidelines can be accessed at the following web address:

<http://psychweb.uoregon.edu/undergraduates/guidelines>

- Please read these guidelines carefully as they clarify our general expectations and goals for each other in this course.

2. Academic Honesty: As a member of the university community you are expected to be honest and forthright in all your academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced. All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the

consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor before you complete any relevant requirements of the course. For more information regarding academic honesty and the student conduct code at the University of Oregon, visit the University's Office of Student Life website at:

<http://studentlife.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

3. Students with Disabilities: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. It would be wise to contact Disability Services (164 Oregon Hall, 346-1155, disabsrv@uoregon.edu, <http://ds.uoregon.edu/>). Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Molly Sirois, 346-3211, 164 Oregon Hall, 346-1073, sirois@uoregon.edu]