



University of
New Haven

Child Psychology

SECTION I: Course Overview

Course Code: PSY336DUB
Subject Area(s): Psychology
Prerequisites: See Below
Language of Instruction: English
Total Contact Hours: 45
Recommended Credits: 3

COURSE DESCRIPTION

This course will provide a thorough overview of the key stages in a child's development, encompassing the scientific and socio-cultural study of patterns of growth, change, and stability that occur from conception through adolescence. As such, this course is split into five modules and arranged chronologically in line with the broadly accepted stages of child development – examining the physical, cognitive, and socio-emotional aspects at each stage. A thorough overview of the development approach at the outset equips students with the theoretical and methodologic competencies required to examine the development of the child throughout these phases.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Critically evaluate the theories of developmental child psychology.
- Describe how consumer products affect normative identities in childhood, particularly the gendered nature of toys.
- Discuss the major societal influences that determine development and a sense of self.
- Conduct primary observational research and create a report based on field notes.

PREREQUISITES

Prior to enrollment, this course requires you to have completed an introductory course in Psychology.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SUMMER

ATTENDANCE POLICY

This class will meet four times weekly for 150 minutes each session for a total of 25 class sessions. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SUMMER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at Xth absence
Courses meeting 4 day(s) per week	1 Absence	4 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 st	2 nd	3 rd	4 th
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

MODULES:

The course is organized around five modules described below:

The instructor reserves the right to make changes or modifications to this syllabus as needed

Module I - Biological and Cultural Foundations - Prenatal and Environmental Effects on Development: The brain rapidly develops during the prenatal period; therefore, intrauterine conditions can affect neurodevelopment, behavior, and health across the lifespan. Here, we review the evidence that bears on the question of if and how prenatal conditions influence personality and physical development.

Module II - Infancy: Infancy is a crucial stage in development where key cognitive skills are acquired. In this section of the course, environmental and biological influences on development are examined.

Module III - Toddler: At this stage of development, children’s cognitive skills are developing rapidly. The importance of play as a pedagogical tool is also examined in depth and we discuss generational changes in the structuring of play and its effects on socialization.

Module IV - Early–Mid Childhood: This module focuses on external factors that affect the development of the child. The socio-economic status of the child’s household and their parents’ style of disciplining is examined. Students will carry out observational research in this module utilizing the knowledge gained from earlier modules.

Module V - Adolescence: In the adolescence module, we examine the biological and emotional changes that regulate a sense of self with emphasis on individual differences. We also examine the veracity of claims purporting an earlier onset of puberty in contemporary society.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Podcast	25%
Toy Breakdown	15%
Paper 1: Child Observation Report	25%
Paper 2: Adolescent Development	25%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70

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D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Podcast (25%): This is a group project which requires students to record a podcast with their group and then upload it to a free hosting site such as MixCloud. The podcast will focus on the various approaches to child development encountered during the course and students within the group are expected to evaluate the merits or drawbacks of each using evidence based arguments. This will allow students to articulate what they have learned through an innovative assessment method whilst also developing transferable skills in the dissemination of academic work in a public arena.

Toy Breakdown (15%): Following the discussion of the effects of consumerism on child development, students will select a children’s toy, breakdown the toy, and identify how it is presented using appropriate references to the approaches covered. The student will create and present a structured presentation on their

findings to the class to spark a student-led discussion—moderated by the professor—where emergent themes can be identified and discussed.

Paper 1: Child Observation Report (25%): Using the methodological reading on participant observation as a guide, students will enter the ‘field’ and observe child behavior in an appropriate setting. A shopping mall is a suggested venue but an alternative venue is possible pending approval from your instructor. Full style guides, word count, and referencing style will be discussed in class.

Paper 2: Adolescent Development (25%): Students will be required to create a report focusing on the impact of physical and emotional changes in adolescence on the child’s internal sense of self. Reference should be made to the intersection of the internal self and the child’s perceptions of external social norms. Full style guides, word count, and referencing style will be discussed in class.

EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are recommended for this course:

- **Field Study/Guest Lectures:** The course will include guest speaker sessions as well as a field study visit to observe children’s behavior in public spaces. The structure of the course also includes a visit to an advocacy group that works with adolescents.

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Berk, Laura, (2012). “Infants, Children, and Adolescents” 7th Edition, Pearson.

Packer, Martin, (2017). “Child Development: Understanding a Cultural Perspective” Sage.

- II. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Berzonsky, M. D. (1989). Identity style conceptualization and measurement. *Journal of Adolescent Research*, 4(3), 268–282.

Burriss, K. G., & Tsao, L.-L. (2002b). Review of Research: How Much Do We Know about the Importance of Play in Child Development? *Childhood Education*, 78(4), 230–233.

<https://doi.org/10.1080/00094056.2002.10522188>

Cherney, I. D., & Dempsey, J. (2010). Young children’s classification, stereotyping and play behaviour for gender neutral and ambiguous toys. *Educational Psychology*, 30(6), 651–669.

<https://doi.org/10.1080/01443410.2010.498416>

De Neys, W. (2006). Dual processing in reasoning: Two systems but one reasoner. *Psychological Science*, 17(5), 428–433.

Glover, V. (2011). Annual Research Review: Prenatal stress and the origins of psychopathology: an evolutionary perspective. *Journal of Child Psychology and Psychiatry*, 52(4), 356–367. <https://doi.org/10.1111/j.1469-7610.2011.02371.x>

Grant, V. V., Bagnell, A. L., Chambers, C. T., & Stewart, S. H. (2009). Early temperament prospectively predicts anxiety in later childhood. *Canadian Journal of Psychiatry. Revue Canadienne de Psychiatrie*, 54(5), 320–330.

Grigorenko, E. L., Cicchetti, D., Knopik, V. S., Maccani, M. A., Francazio, S., & McGeary, J. E. (2012). The epigenetics of maternal cigarette smoking during pregnancy and effects on child development. *Development and Psychopathology*, 24(4), 1377–90.

Jacobson, L. “Advertising, Mass Merchandising, and the Creation of Children’s Consumer Culture,” in Jacobson, L. (Ed.) (2008). *Children and Consumer Culture in American Society: a historical handbook and guide*. Westport, CT: Praeger Publishers.

Janson, H., & Mathiesen, K. S. (2008). Temperament profiles from infancy to middle childhood: Development and associations with behavior problems. *Developmental Psychology*, 44(5), 1314–1328. <http://dx.doi.org.ucd.idm.oclc.org/10.1037/a0012713>

Kawulich, B. B. (2005). Participant Observation as a Data Collection Method. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 6(2). <https://doi.org/10.17169/fqs-6.2.466>

Keller, H. (2013). Attachment and culture. *Journal of Cross-Cultural Psychology*, 44(2), 175–194.

Klein, G., & Jarosz, A. (2011). A naturalistic study of insight. *Journal of Cognitive Engineering and Decision Making*, 5(4), 335–351.

Kuhn, D. (2006). Do cognitive changes accompany developments in the adolescent brain? *Perspectives on Psychological Science*, 1(1), 59–67.

Lick, D. J., Durso, L. E., & Johnson, K. L. (2013). Minority stress and physical health among sexual minorities. *Perspectives on Psychological Science*, 8(5), 521–548. doi: <http://dx.doi.org.ucd.idm.oclc.org/10.1177/1745691613497965>

Lukowski, A. & Milojevich, H. (2019). Research methods in developmental psychology. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. DOI: nobaproject.com

Main, M. (2000). The organized categories of infant, child, and adult attachment: Flexible vs. Inflexible attention under attachment-related stress. *Journal of the American Psychoanalytic Association*, 48(4), 1055–1096.

Mead, G.H., “Play, The Game & The Generalized Other,” Section 20 in *Mind Self and Society from the Standpoint of a Social Behaviorist*. Morris, C. W. (Ed.). (1934). Chicago: University of Chicago. 152–164

Paolucci, E. O., & Violato, C. (2004). A Meta-Analysis of the Published Research on the Affective, Cognitive, and Behavioral Effects of Corporal Punishment. *The Journal of Psychology*, 138(3), 197–222. <https://doi.org/10.3200/JRLP.138.3.197-222>

Pardini, D. A., Lochman, J. E., & Powell, N. (2007). The Development of Callous-Unemotional Traits and Antisocial Behavior in Children: Are There Shared and/or Unique Predictors? *Journal of Clinical Child & Adolescent Psychology*, 36(3), 319–333. <https://doi.org/10.1080/15374410701444215>

Pike, J. J., & Jennings, N. A. (2005). The Effects of Commercials on Children’s Perceptions of Gender Appropriate Toy Use. *Sex Roles; New York*, 52(1–2), 83–91. <http://dx.doi.org.ucd.idm.oclc.org/10.1007/s11199-005-1195-6>

Reyna, V. F., & Farley, F. (2006). Risk and rationality in adolescent decision making: Implications for theory, practice, and public policy. *Psychological Science in the Public Interest*, 7(1), 1–44.

Russell, S. T., & Fish, J. N. (2016). Mental Health in Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth. *Annual Review of Clinical Psychology*, 12(1), 465–487. <https://doi.org/10.1146/annurev-clinpsy-021815-093153>

Ryan, Caitlin, PhD., A.C.S.W., Russell, S. T., PhD., Huebner, David, PhD., M.P.H., Diaz, Rafael, PhD., M.S.W., & Sanchez, J., B.A. (2010). Family acceptance in adolescence and the health of LGBT young adults. *Journal of Child and Adolescent Psychiatric Nursing*, 23(4), 205-13

Samuelsson, I. P., & Carlsson, M. A. (2008). The Playing Learning Child: Towards a pedagogy of early childhood. *Scandinavian Journal of Educational Research*, 52(6), 623–641. <https://doi.org/10.1080/00313830802497265>

Schwartz, S. J. (2008). Self and identity in early adolescence: Some reflections and an introduction to the special issue. *The Journal of Early Adolescence*, 28(1), 5–15.

Seiter, E. “Children’s Desires/Mothers Dilemmas: The Social Contexts of Consumption,” in Jenkins, H. (Ed.). (1998). *The Children’s Culture Reader*. New York, NY: New York Univ. Press.

Smollar, J., & Youniss, J. (1989). Transformations in adolescents’ perceptions of parents. *International Journal of Behavioral Development*, 12(1), 71–84.

Waller, T., Sandseter, E. B. H., Wyver, S., Ärlemalm-Hagsér, E., & Maynard, T. (2010). The dynamics of early childhood spaces: opportunities for outdoor play? *European Early Childhood Education Research Journal*, 18(4), 437–443. <https://doi.org/10.1080/1350293X.2010.525917>

III. SELECTED WEBSITE & VIDEOS

Websites

- [Early Childhood Ireland](#)
- [Let Toys be Toys](#)
- [Growing up in Ireland - the National Longitudinal Study of Growing up in Ireland The Lives of Five-Year-Olds](#)

Documentaries

The Secret Life of 5 Year Olds (Channel 4)

Available on ALL4 (Channel 4 Media Player)

Podcasts

The Invention of Childhood (BBC4) www.bbc.co.uk/programmes/b00s9fpf

Videos

Little Albert Experiment

-<https://www.youtube.com/watch?v=9hBfnXACsOI>

A Map of the Brain

-https://www.ted.com/talks/allan_jones_a_map_of_the_brain?language=en

Pre-Natal & Newborn

-https://www.youtube.com/watch?time_continue=1139&v=sYn6-pXjgUQ

Graham Gibbs on Ethnography & Observation Parts 1 & 2

-<https://www.youtube.com/watch?v=V8doV3P0us4>

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[-https://www.youtube.com/watch?v=JADIR-J9Ht4](https://www.youtube.com/watch?v=JADIR-J9Ht4)

The Mysterious Workings of the Adolescent Brain

[-https://www.youtube.com/watch?v=6zVS8HIPUng](https://www.youtube.com/watch?v=6zVS8HIPUng)

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Anderson, D. R., Subrahmanyam, K., & Workgroup, on behalf of the C. I. of D. M. (2017). Digital Screen Media and Cognitive Development. *Pediatrics*, 140(Supplement 2), S57–S61. <https://doi.org/10.1542/peds.2016-1758C>

Apouey, B. H. (2016). Child physical development in the UK: the imprint of time and socioeconomic status. *Public Health*, 141, 255–263. <https://doi.org/10.1016/j.puhe.2016.09.004>

Boom, J. (2004). Commentary on: Piaget's stages: the unfinished symphony of cognitive development. *New Ideas in Psychology*, 22(3), 239–247. <https://doi.org/10.1016/j.newideapsych.2004.11.002>

Burriss, K. G., & Tsao, L.-L. (2002a). Review of Research: How Much Do We Know about the Importance of Play in Child Development? *Childhood Education*, 78(4), 230–233. <https://doi.org/10.1080/00094056.2002.10522188>

Dinella, L. M., & Weisgram, E. S. (2018). Gender-Typing of Children's Toys: Causes, Consequences, and Correlates. *Sex Roles*, 79(5), 253–259. <https://doi.org/10.1007/s11199-018-0943-3>

Growing Up in Ireland: The Lives of Five-Year-Olds | ESRI. from <https://www.esri.ie/publications/growing-up-in-ireland-the-lives-of-five-year-olds>

Guinosso, S. A., Johnson, S. B., & Riley, A. W. (2016). Multiple adverse experiences and child cognitive development. *Pediatric Research*, 79(1–2), 220.

Krzeczkowski, J. E., & Van Lieshout, R. J. (2019). Prenatal influences on the development and stability of personality. *New Ideas in Psychology*, 53, 22–31. <https://doi.org/10.1016/j.newideapsych.2018.01.003>

Laukkanen, J., Ojansuu, U., Tolvanen, A., Alatupa, S., & Aunola, K. (2014). Child's Difficult Temperament and Mothers' Parenting Styles. *Journal of Child and Family Studies*, 23(2), 312–323. <http://dx.doi.org.ucd.idm.oclc.org/10.1007/s10826-013-9747-9>

Monk, C., Georgieff, M. K., & Osterholm, E. A. (2013). Research Review: Maternal prenatal distress and poor nutrition - mutually influencing risk factors affecting infant neurocognitive development. *Journal of Child Psychology & Psychiatry*, 54(2), 115–130. <https://doi.org/10.1111/jcpp.12000>

Sandtrock, J.W. (2007) Child Development (11th ed.) Mcraw-Hill

The age of cyber-feral children is upon us. (n.d.). Retrieved from CyberPsychologist-Speaker-Author website: <http://www.maryaiken.com/news/2016/8/29/w1pnd8brj3xbsf2vfflmp08f45dob2>

The physical environment and child development: An international review - Ferguson - 2013 - International Journal of Psychology - Wiley Online Library. (n.d.).

Youell, B. (2008). The importance of play and playfulness. *European Journal of Psychotherapy & Counselling*, 10(2), 121–129. <https://doi.org/10.1080/13642530802076193>

ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

COURSE CALENDAR
Child Psychology

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Course Introduction, Classroom Expectations & Assessment Overview	Introduction & Orientation	Review Syllabus before class and prepare any questions Explore: https://www.earlychildhoodireland.ie/ to orientate yourself to the language and concepts of the practical side of child psychology & development.
	What is Child Psychology? Scope & Development of Child Psychology Contemporary Approaches & Research Methods in Child Psychology	Lecture & Discussion	Video: Little Albert Experiment - https://www.youtube.com/watch?v=9hBfnXACsOI Packer (2017) – Chapter 2 Reflect on your own assumptions regarding child development. Do you believe that a child’s development is determined by their nature and their genes? Do you believe that the environment is what makes a difference? Do you believe that a child passes through different, distinct stages in their development? If so, do you believe that these stages are universal?
	Researching Children Today: Contemporary Approaches & Research Methods in Child Psychology	Guest Lecture from Researcher based at Trinity College Infant and Child Research Lab	Lecture with Q&A
MODULE I: Biological and Cultural Foundations - Prenatal and Environmental Effects on Development			
2	Biological Determinants of Child Development	Lecture & Discussion	Berk (2012) – Chapter 3 Glover, V. (2011). Annual Research Review: 356–367. Videos: A Map of the Brain https://www.ted.com/talks/allan_jones_a_map_of_the_brain?language=en Pre-Natal & Newborn https://www.youtube.com/watch?time_continue=1139&v=sYn6-pXigUQ

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3	Social & Cultural Determinants of Child Development	Lecture & Discussion	Berk (2012) – Chapter 2-3 Grigorenko, E. L., et.al. (2012). The epigenetics of maternal cigarette smoking during pregnancy and effects on child development: 1377-90.
	Podcast Preparation Class	Discussion regarding the expectations for group project & assigning of students to groups	In advance of this session, students will have thought about the psychological and developmental approaches that interest them. Students will be expected to be able to critique these approaches and debate with others in the class. Students will also be given a brief introduction to podcasting. The podcast will allow students to share their thoughts and hear each other's voices. Podcasting also develops confidence in articulating an argument and offers an opportunity to learn some new practical skills. The Invention of Childhood (BBC4) www.bbc.co.uk/programmes/b00s9fpf
MODULE II: Infancy			
4	Temperament	Lecture & Discussion	Grant, V. V., et. Al. (2009). Early temperament prospectively predicts anxiety in later childhood: 320–330. Janson, H., & Mathiesen, K. S. (2008). Temperament profiles from infancy to middle childhood: 1314–1328. http://dx.doi.org.ucd.idm.oclc.org/10.1037/a0012713
5	Language Development	Lecture & Discussion	Berk (2012) – Chapter 7
6	Observational Methods in Child Psychology	Lecture & Discussion <u>Podcast Recording Due</u>	Kawulich (2005) Participant Observation as a Data Collection Method Lukowski, A. & Milojevich, H. (2019). Research Methods in Developmental Psychology Videos: Graham Gibbs on Ethnography & Observation Parts 1 & 2 https://www.youtube.com/watch?v=V8doV3P0us4 https://www.youtube.com/watch?v=JADIR-J9Ht4

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7	Observational Fieldwork	Observation of Child Behavior in a Pre-approved setting	Review & confirm directions/transport details to observation site
8	Reasoning & Understanding	Lecture & Discussion	De Neys, W. (2006). Dual processing in reasoning: 428–433. Klein, G., & Jarosz, A. (2011). A naturalistic study of insight: 335–351. Packer (2017) – Chapter 5
MODULE III: Toddler			
9	Play as Learning	Lecture & Discussion	Burriss, K. G., & Tsao, L.-L. (2002b). Review of Research: 230–233 Mead, G.H., “Play, The Game & The Generalized Other,” Samuelsson, I. P., & Carlsson, M. A. (2008). The Playing Learning Child: 623–641. Waller, T., et. al. (2010). The dynamics of early childhood spaces: 437–443.
	Attachment	Lecture & Discussion Paper 1 Due: Child Observation Report	Keller, H. (2013). Attachment and culture: 175–194. Main, M. (2000). The organized categories of infant, child, and adult attachment: 1055-1096. Packer (2017) – Chapter 7
10	Children as Consumers	Lecture & Discussion	Jacobson, L. “Advertising, Mass Merchandising, and the Creation of Children’s Consumer Culture” Seiter, E. “Children’s Desires/Mothers Dilemmas: The Social Contexts of Consumption”
MODULE IV: Early–Mid Childhood			
11	Cognitive Development in Early Childhood	Lecture & Discussion	Berk (2012) – Chapter 9
	Gender Norms	Lecture & Discussion	Let Toys be Toys http://lettoysbetoys.org.uk/about/ Cherney, I. D., & Dempsey, J. (2010). Young children’s classification...651–669.

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			Pike, J. J., & Jennings, N. A. (2005). The Effects of Commercials on Children's Perceptions of Gender Appropriate Toy Use. 83–91.
	Emotional & Social Development in Early Childhood	Lecture & Discussion	Berk (2012) – Chapter 10 Documentary: The Secret Life of 5 Year Olds (Channel 4)
12	Discipline & Anti-Social Behavior	Lecture & Discussion Toy Breakdown: Presentations in Class	Paolucci, E. O., & Violato, C. (2004). A Meta-Analysis of the Published Research... 197–222. https://doi.org/10.3200/JRLP.138.3.197-222 Pardini, D. A., et. al. (2007). The Development of Callous-Unemotional Traits and Antisocial Behavior in Children: 319–333.
	Socio-Economic Factors in Early Stage Development & onto Adulthood	Guest Lecture - Growing up in Ireland (GUI) Study researcher	Growing Up in Ireland: The Lives of Five-Year-Olds www.esri.ie/growing-up-in-ireland
MODULE V: Adolescence			
13	Adolescent Development: Puberty, Physical Changes, & Social Identity	Lecture & Discussion	Berk (2012) – Chapter 14 & 16 Berzonsky, M. D. (1989). Identity style conceptualization and measurement. 268–282. Kuhn, D. (2006). Do cognitive changes accompany developments in the adolescent brain?: 59–67. Packer (2017) – Chapter 13 Smollar, J., & Youniss, J. (1989). Transformations in adolescents' perceptions of parents: 71–84.
	Sexual Identities & Mental Health	Guest Lecture - LGBTQ Youth Advocacy Group	Lick, D. J., Durso, L. E., & Johnson, K. L. (2013). Minority stress and physical health among sexual minorities: 521-548. doi: http://dx.doi.org/ucd.idm.oclc.org/10.1177/1745691613497965 Russell, S. T., & Fish, J. N. (2016). Mental Health in Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth: 465–487. https://doi.org/10.1146/annurev-clinpsy-021815-093153 Ryan, C., et. al. (2010). Family acceptance in adolescence and the health of LGBT young adults: 205-13.

The instructor reserves the right to make changes or modifications to this syllabus as needed

14	The Adolescent Brain & Decision Making	Lecture & Discussion	Video: The Mysterious Workings of the Adolescent Brain https://www.youtube.com/watch?v=6zVS8HIPUng Berk (2012) – Chapter 17 Reyna, V. F., & Farley, F. (2006). Risk and rationality in adolescent decision making: 1–44.
	Towards Adulthood	Lecture & Discussion Paper 2 Due: Adolescent Development	Packer (2017) Chapter 14 Schwartz, S. J. (2008). Self and identity in early adolescence: 5–15.
15	FINAL REFLECTION SESSION		

SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)