

Course Last Updated 3/26/2024



Child Development in A British Social Context

Section I: Course Overview

Course Code: PSY337

Subject Area(s): Psychology

Prerequisites: One 200 level or two 100 level psychology courses

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: N/A

Course Description

The course investigates developmental psychology. Students will examine childhood from historical, global, and socio-cultural perspectives and will explore the major topics of development. The course presents a socio-cultural approach to contemporary issues of children's development, and the impact of global trends, social dynamics and the urban environment on children's lives is explored. Class activities, field studies, discussions and lectures provide an insight into life in the UK – including education and childcare practices and policies – and explore how these factors shape child development. Issues such as children's early attachments, the emergence of consciousness and language, developmental disorders and the role of play will also be examined.

Learning Objectives

- Outline the history of child development in the British social and educational context.
- Identify trends and issues in children's ableism.
- Describe the cultural, social and psychological differences in childhood development.
- Critically evaluate theories and research within developmental psychology.

Section II: Instructor & Course Details

Instructor Details

Name: TBD

Contact Information: TBD

Term: TBD

Course Day and Time: TBD

Office Hours: TBD

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Field Study Report - 10%

Oral Presentation - 20%

Paper assignment – Professional Leaflet - 20%

Final Exam - 30%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Field Study Report (10%): Write a report of max 750 words relating to the field trip to the Foundling Museum. Choose either one object (artefact), or any other component of the exhibition, and relate it to current developmental psychology.

Oral Presentations (20%): Prepare a group presentation introducing and summarising a recent scientific article. In the presentation, explain relevance of the research to current developmental psychology, and critically evaluate the research design and methods used. Groups are allowed to divide work on the group presentation, i.e. not every member of the group has to present in front of the class. Along with the presentation, groups will be required to submit a reflection on their group work, detailing group roles and individual contributions.

Paper Assignment – Leaflet (20%): In pairs, prepare a leaflet for a chosen group of professionals (e.g. educators, social care workers). In the leaflet, describe one phenomenon within child development of interest to your chosen group of professionals (for example: “How to identify ADHD in girls – guide for primary school teachers”; “Managing children’s time online for care takers”). The leaflet should contain no more than 400 words, and it should be based on scientific research and written in accessible language for the target audience. It must include appropriate references.

Final Exam (30%): Choose one of the provided questions (essay topics to be released after the mid-term break) and submit your paper of no more than 1500 words. Additionally, answer three short questions (answers of no more than 200 words). Scholarly articles are encouraged as sources but not required.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

The assigned field component(s) are:

- **The Young V&A Museum** provides an insight into childhood as experienced in London during previous eras and can be used as a comparator with modern attitudes towards childhood.
- **The Foundling Museum** gives an insight into the children's daily lives, taking students through significant collections of eighteenth-century art, period interiors and the story of composer George Frederic Handel's involvement with the Foundling Hospital.

Students are also strongly encouraged to participate in co-curricular program activities.

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required Readings

Slater, A., Bremner, G. (2017). *An Introduction to Developmental Psychology* (3rd ed.). Wiley.

Recommended Reading(s)

Scientific Journal Articles

Andersson, A., Tuvblad, C., Chen, Q., Du Rietz, E., Cortese, S., Kuja-Halkola, R., & Larsson, H. (2020). Research Review: The strength of the genetic overlap between ADHD and other psychiatric symptoms—a systematic review and meta-analysis. *Journal of Child Psychology and Psychiatry*, 61(11), 1173-1183.

American Psychiatric Association. *Diagnostic and statistical manual of mental disorders*. 5th ed. Arlington, VA: American Psychiatric Association; 2013.

Anderson, J. A., Hawrylewicz, K., & Grundy, J. G. (2020). Does bilingualism protect against dementia? A meta-analysis. *Psychonomic Bulletin & Review*, 27, 952-965.

Apicella, C., Norenzayan, A., & Henrich, J. (2020). Beyond WEIRD: A review of the last decade and a look ahead to the global laboratory of the future. *Evolution and Human Behavior*, 41(5), 319–329. <https://doi.org/10.1016/j.evolhumbehav.2020.07.015>

Babakr, Z., Mohamedamin, P., & Kakamad, K. (2019). Piaget's Cognitive Developmental Theory: Critical Review (SSRN Scholarly Paper 3437574). <https://papers.ssrn.com/abstract=3437574>

Bleidorn, W., Hopwood, C. J., & Lucas, R. E. (2018). Life Events and Personality Trait Change. *Journal of Personality*, 86(1), 83–96. <https://doi.org/10.1111/jopy.12286>

Bourdieu, P. (1983). The Forms of Capital. In J. G. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241-258). New York: Greenwood Press.

Bradbury, A., & Swailes, R. (2023). Early childhood theories today. *Early Years Educator*, 23(19), S6-S6.

Chomsky, N. (2006). *Language and Mind*. 3rd Ed. Cambridge University Press.

Colliver, Y., & Veraksa, N. (2021). Vygotsky's contributions to understandings of emotional development through early childhood play. *Early Child Development and Care*, 191(7–8), 1026–1040. <https://doi.org/10.1080/03004430.2021.1887166>

Connelly, R., & Gayle, V. (2019). An investigation of social class inequalities in general cognitive ability in two British birth cohorts. *The British journal of sociology*, 70(1), 90-108.

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stan-ford Law Review*, 43(6), 1241–1299. <https://doi.org/10.2307/1229039>

Darling Rasmussen, P., Storebø, O. J., Løkkeholt, T., Voss, L. G., Shmueli-Goetz, Y., Bojesen, A. B., ... & Bilenberg, N. (2018). Attachment as a core feature of resilience: A systematic review and meta-analysis. *Psychological reports*, 122(4), 1259-1296.

Drummond, A., Sauer, J. D., & Ferguson, C. J. (2020). Do longitudinal studies support long-term relationships between ag-gressive game play and youth aggressive behaviour? A meta-analytic examination. *Royal Society open science*, 7(7), 200373.

Duell, N., Kwon, S.-J., Do, K. T., Turpyn, C. C., Prinstein, M. J., Lindquist, K. A., & Telzer, E. H. (2022). Positive risk tak-ing and neural sensitivity to risky decision making in adolescence. *Developmental Cognitive Neuroscience*, 57, 101142. <https://doi.org/10.1016/j.dcn.2022.101142>

DuPaul, G. J., & Jimerson, S. R. (2014). Assessing, understanding, and supporting students with ADHD at school: Contem-porary science, practice, and policy. *School Psychology Quarterly*, 29(4), 379–384. <https://doi.org/10.1037/spq0000104>

- Ecclestone, K. (2012). From emotional and psychological well-being to character education: Challenging policy discourses of behavioural science and 'vulnerability'. *Research Papers in Education*, 27(4), 463–480. <https://doi.org/10.1080/02671522.2012.690241>
- Ernst, M., & Luciana, M. (2015). Neuroimaging of the Dopamine/Reward System in Adolescent Drug Use. *CNS Spectrums*, 20(4), 427–441. <https://doi.org/10.1017/S1092852915000395>
- Harlow, E. (2021). Attachment theory: Developments, debates and recent applications in social work, social care and education. *Journal of Social Work Practice*, 35(1), 79-91.
- Hegarty, M. (2018). Ability and sex differences in spatial thinking: What does the mental rotation test really measure? *Psychonomic Bulletin & Review*, 25(3), 1212–1219. <https://doi.org/10.3758/s13423-017-1347-z>
- Huang, Y.-C. (2021). Comparison and Contrast of Piaget and Vygotsky's Theories. 28–32. <https://doi.org/10.2991/assehr.k.210519.007>
- Hunter-Jones, P. (2014). Changing family structures and childhood socialisation: A study of leisure consumption. *Journal of Marketing Management*, 30(15–16), 1533–1553. <https://doi.org/10.1080/0267257X.2014.930503>
- Hyde, J. S. (2005). The gender similarities hypothesis. *American Psychologist*, 60(6), 581–592. <https://doi.org/10.1037/0003-066X.60.6.581>
- Kingston, D., McDonald, S., Austin, M.-P., & Tough, S. (2015). Association between Prenatal and Postnatal Psychological Distress and Toddler Cognitive Development: A Systematic Review. *PLOS ONE*, 10(5), e0126929. <https://doi.org/10.1371/journal.pone.0126929>
- Konstantoni, K., & Emejulu, A. (2017). When intersectionality met childhood studies: The dilemmas of a travelling concept. *Children's Geographies*, 15(1), 6–22. <https://doi.org/10.1080/14733285.2016.1249824>
- Lechner, C. M., Anger, S., & Rammstedt, B. (2019). Socio-emotional skills in education and beyond: Recent evidence and future research avenues. *Research Handbook on the Sociology of Education*, 427–453.
- Lockwood Estrin, G., Milner, V., Spain, D., Happé, F., & Colvert, E. (2021). Barriers to Autism Spectrum Disorder Diagnosis for Young Women and Girls: A Systematic Review. *Review Journal of Autism and Developmental Disorders*, 8(4), 454–470. <https://doi.org/10.1007/s40489-020-00225-8>
- McCormick-Huhn, K., Warner, L. R., Settles, I. H., & Shields, S. A. (2019). What If Psychology Took Intersectionality Seriously? Changing How Psychologists Think About Participants. *Psychology of Women Quarterly*, 43(4), 445–456. <https://doi.org/10.1177/0361684319866430>
- McDonald, S., Kehler, H., Bayrampour, H., Fraser-Lee, N., & Tough, S. (2016). Risk and protective factors in early child development: Results from the All Our Babies (AOB) pregnancy cohort.

Research in Developmental Disabilities, 58, 20–30.
<https://doi.org/10.1016/j.ridd.2016.08.010>

Moody, M. (2016). From Under-Diagnoses to Over-Representation: Black Children, ADHD, and the School-To-Prison Pipe-line. *Journal of African American Studies*, 20(2), 152–163.
<https://doi.org/10.1007/s12111-016-9325-5>

Murray, D., Lesser, M., & Lawson, W. (2005). Attention, monotropism and the diagnostic criteria for autism. *Autism*, 9(2), 139-156.

Olsen, S. (2016). Learning how to feel through play: At the intersection of the histories of play, childhood and the emotions. *International Journal of Play*, 5(3), 323–328.
<https://doi.org/10.1080/21594937.2016.1243197>

Pooley, C. G., Turnbull, J., & Adams, M. (2005). "...everywhere she went I had to tag along beside her": Family, life course, and everyday mobility in England since the 1940s. *The History of the Family*, 10(2), 119–136. <https://doi.org/10.1016/j.hisfam.2004.11.001>

Pople, L., Raws, P., Mueller, D. et al. (2014) *The Good Childhood Report 2014*. Report. The Children's Society, London.

Reich, S. M., Black, R. W., & Foliaki, T. (2018). Constructing Difference: Lego® Set Narratives Promote Stereotypic Gen-der Roles and Play. *Sex Roles*, 79(5), 285–298.
<https://doi.org/10.1007/s11199-017-0868-2>

Russell, G., Stapley, S., Newlove-Delgado, T., Salmon, A., White, R., Warren, F., Pearson, A., & Ford, T. (2022). Time trends in autism diagnosis over 20 years: A UK population-based cohort study. *Journal of Child Psychology and Psychiatry*, 63(6), 674–682.
<https://doi.org/10.1111/jcpp.13505>

Scheiber, C., Reynolds, M. R., Hajovsky, D. B., & Kaufman, A. S. (2015). Gender Differences in Achievement in a Large, Nationally Representative Sample of Children and Adolescents. *Psychology in the Schools*, 52(4), 335–348. <https://doi.org/10.1002/pits.21827>

Schurz, M., Radua, J., Tholen, M. G., Maliske, L., Margulies, D. S., Mars, R. B., ... & Kanske, P. (2021). Toward a hierar-chical model of social cognition: A neuroimaging meta-analysis and integrative review of empathy and theory of mind. *Psychological Bulletin*, 147(3), 293.

Shearer, C. B., & Karanian, J. M. (2017). The neuroscience of intelligence: Empirical support for the theory of multiple in-telligences? *Trends in neuroscience and education*, 6, 211-223. Smith, M., Cameron, C., & Reimer, D. (2017). From attach-ment to recognition for children in care. *British Journal of Social Work*, 47(6), 1606-1623.

Trondman, M., & Lund, A. (2018). Light, mind and spirit: Paul Willis's *Learning to Labour* revisited on and beyond its 40th anniversary. *Ethnography*, 19(4), 433–445.
<https://doi.org/10.1177/1466138118783439>

Watts, T. W., Duncan, G. J., & Quan, H. (2018). Revisiting the Marshmallow Test: A Conceptual Replication Investigating Links Between Early Delay of Gratification and Later Outcomes. *Psychological Science*, 29(7), 1159–1177. <https://doi.org/10.1177/0956797618761661>

Williamson, B. (2021). Psychodata: Disassembling the psychological, economic, and statistical infrastructure of ‘social-emotional learning’. *Journal of Education Policy*, 36(1), 129–154. <https://doi.org/10.1080/02680939.2019.1672895>

Wood, S., Ford, K., Hardcastle, K., Hopkins, J., Hughes, K., & Bellis, M. A. (2020). Adverse Childhood Experiences in child refugee and asylum-seeking populations. Bangor University.

Course Calendar

Session 1	
Topics	INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY AND RESEARCH METHODS
Activity	We will review main research methods of developmental psychology and critically examine history of psychology with examples of classical psychological experiments.
Readings and Assignments	Readings: Slater & Bremner (2017), Part 1, Chapter 1 Assignments: Read through the syllabus and think about your expectations and goals for this semester.

Session 2	
Topics	CHILDHOOD IN HISTORICAL, GLOBAL, AND SOCIOLOGICAL PERSPECTIVE
Activity	We will discuss how concept of childhood has changed throughout different historical periods and different cultures in relation to class and intersectionality.
Readings and Assignments	Readings: Slater & Bremner (2017), Part 2, Chapter 7 and 8 Assignments: Complete the identity wheel

Session 3	
Topics	FIELDTRIP – FOUNDLING MUSEUM
Activity	Class time spent in reviewing the collections of the museum for childhood with regard to information from Weeks 1 & 2. Consider what the museum tells us about childhood in different historical periods. Select an artefact of special interest to you to use for your reflective piece.
Readings and Assignments	

Session 4	
Topics	THEORETICAL PERSPECTIVES ON DEVELOPMENTAL PSYCHOLOGY
Activity	We will review 2 main developmental theories of Piaget and Vygotsky and evaluate their contribution to contemporary developmental psychology. In the second half of the class, we will critically evaluate attachment theories.

Readings and Assignments	Readings: Slater & Bremner (2017), Part 1, Chapter 2; Part 2, Chapter 6; Part 3, Chapter 9 Assignments: Submit your Field study report.
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Session 5	
Topics	LANGUAGE, INTELLIGENCE, AND BRAIN DEVELOPMENT
Activity	We will explore main advantages in research of child brain development with focus on language and intelligence.
Readings and Assignments	Readings: Slater & Bremner (2017), Part 3, Chapter 9 and 10

Session 6	
Topics	PRESENTATIONS
Activity	15-minute group presentations summarizing and evaluating a recent research paper that has been published in a peer reviewed journal or similar. Following the presentations we will discuss, as a group, any follow-up research that we would conduct in the light of what has been learned.
Readings and Assignments	Assignments: Group presentation to be submitted prior to class (see Canvas).

Session 7	
Topics	Guest Lecture

Session 8	
Topics	ATYPICAL DEVELOPMENT
Activity	We will review medical and non-medical models of atypical development, discuss the concept of neurodiversity, and more closely examine ADHD and Autism.
Readings and Assignments	Readings: Slater & Bremner (2017), Part 5, Chapter 21 Assignments: Consider what “Inclusivity in classroom” means to you and reflect on inclusivity in our class. Essay questions to be submitted this week.

Session 9	
Topics	DIFFERENCE AND DIVERSITY
Activity	We will explore differences in children abilities based on brain development (talent and giftedness) and gender.
Readings and Assignments	Readings: Slater & Bremner (2017), Part 3, Chapter 12

Session 10	
Topics	PLAY, BULLYING AND RISKY BEHAVIOURS
Activity	We will explore the role of play in child development, underlying causes and impacts of bullying, and psychological perspectives on risky behaviours.
Readings and Assignments	Readings: Slater & Bremner (2017), Part 3, Chapter 15; Part 4, Chapter 16 and 17

	Assignments: Submit your Assignment 2 – Professional Leaflet
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Session 11	
Topics	CHILDHOOD IN CRISIS?
Activity	We will consider changes in childhood in the past two decades with closer look at impacts of digital activities on childhood and critically examine resilience in children.
Readings and Assignments	Readings: Slater & Bremner (2017), Part 5, Chapter 19 and 20

Session 12	
Topics	FIELD STUDY – YOUNG V&A MUSEUM
Activity	
Readings and Assignments	Assignments: Activities TBC based on class discussions earlier in the semester.

Session 13	
Topics	MODULE REVIEW
Activity	We will review materials from the module and identify overarching themes and further applicability of the module contents in praxis.
Readings and Assignments	Assignments: Identify any loose ends from the semester and post them to the Canvas discussion forum.

Session 14	
Topics	FINAL EXAM REVIEW
Activity	In class review session
Readings and Assignments	Assignments: Bring review questions to class

Session 15	
Topics	REVISION
Activity	We will review materials from the semester and answer any final questions.
Readings and Assignments	Assignments: Final exam – in class (Short questions), submit your Essays to Canvas before class

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity,

critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.