

Human Development: Child and Adolescence
SESP 201/MSED 405
Monday 2:00 P.M - 4:50 P.M.
Annenberg Hall G02

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*assigned TA for MSED 405 students and SESP 201 students last name A-F

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Major social and economic transformations in the United States have changed the lives of young children and families. For instance, economic mobility across generations has stalled, with only 10 percent of children born into the bottom income quintile moving to the top quintile when they are adults. In addition, the world is in the midst of a global pandemic that has upended every aspect of children's lives. As a result, there is increased momentum across the country to invest in policies and programs designed to promote the life chances of children and adolescents.

Understanding how education and social policy can improve the lives of children and adolescents requires an in-depth understanding of human development. Advanced research in human development has led to a better understanding of the conditions that influence child and adolescent development. In this course, we explore the fundamental question of "what drives developmental change from birth to adolescence?", drawing on an ecological framework in which development is based on the interplay between individual dispositions and multiple spheres of influence (e.g., families, schools, and culture).

The course is divided into two parts. First, students will learn about the core human developmental theories, including cognitive, sociocultural, behavioral, psychoanalytic, and neurodevelopmental theories, and how they apply to infancy through adolescence. We will also discuss the application of these theories to existing interventions and policies. In the second part of the course, we will consider how context, including parents, families, school, and COVID-19 affect the wellbeing of children and adolescents.

As each new topic is introduced, we will want to understand the quality of available evidence, how the evidence informs our understanding of child development, and how the science of child development can apply to practice and policy. This course will combine lecture and seminar format. Class discussions will complement the material presented in the lecture and focus on applying the scientific knowledge of child development to current programs and policies aimed to improve children's lives.

Required Reading: Miller, P.H. (2016). *Theories of Developmental Psychology* (6th ed.). New York: Worth Publishers.

Canvas: Additional course materials will be posted on Canvas. It is your responsibility to check the site frequently.

Objectives

Upon completion of this course, students should be able to demonstrate:

1. An orientation to the key human developmental theories from the 20th and 21st century for children and adolescents
2. A basic understanding of the stages of development and key milestones across multiple domains (e.g., cognitive, language, social, and physical)
3. An understanding of the ecology of development and how context affects development
4. An ability to apply human development theory to understand existing interventions and policies for children and adolescents
5. An understanding of the contributions that the science of child development can make to contemporary issues that face children and adolescents

Course Policies in 2022

As we embark on 2022, we continue to face many of the same challenges that we faced in 2021, and perhaps even have new ones. One of the greatest breakthroughs in developmental science is that development takes place within context, and our own emotional, cognitive, social, and physical well-being is inextricably tied to the settings in which we live and grow. Our classroom is designed with awareness and sensitivity to our current economic, health, and sociopolitical realities. I also recognize that we may not all experience the realities this year evenly and will work with you on an individual basis to make sure you can succeed in this course. I look forward to building a community with you all that acknowledges and supports each other as we all deal with the “new normal.”

To that end, to be a successful student, it is important to learn it is okay to ask for help. The deadlines and policies outlined below can be adjusted for those who are having difficulties. Please reach out for an adjustment of a deadline as soon as you think you may need more time. We will work together to make a plan.

Covid, Masks, and Distancing

We will adhere to NU’s COVID-19 policies (see <https://www.northwestern.edu/coronavirus-covid-19-updates/>) Please do not come to class if you are feeling under the weather. We will work with you to ensure you do not miss any material or fall behind. If you have any COVID-related concerns or updates to your health, we encourage you to contact your assigned TA.

Course Structure

Because we are only meeting once a week, it is critical that you come to class prepared, which for most weeks meaning doing all of the reading and contributing to discussion prompts. Each class session has 2 parts. You are required to do the reading for both parts. You may complete up to 2 discussion posts each week (responding to Part 1 and/or Part 2). We will take at least one 15 minute between the two parts of the class.

COURSE SNAPSHOT

Week	Date	Topic	Do before class
I. FOUNDATIONS			
Week 1	3-Jan VIRTUAL	1.i Introductions/History	Read
		1.ii Ecological Theories of Child and Adolescent Development	
II. CORE DEVELOPMENTAL THEORIES			
Week 2	10-Jan VIRTUAL	2.i Attachment Theory and the Science of Child Development	Read/ discussion prompt/watch lecture/annotate in Panapto
		2.ii Neurodevelopmental Theory and the Magic of Human Development	
Week 3	17-Jan	3. NO CLASS- MLK	
Week 4	24-Jan	4.i Cognitive Stage Theory	Read/ discussion prompt
		4.ii Sociocultural and Social Learning Theories	
Week 5	31-Jan	5.i Psychoanalytic Theories	Read/ discussion prompt
		5.ii Language Development	
Week 6	7-Feb	6.i Information Processing Theory	Read/ discussion prompt
		6.ii Identity and Moral Development	
III. CONTEXTS			
Week 7	14-Feb	7.i Child and Family Policy	Read/ discussion prompt
		7.ii Methods and Evidence in Child Development	
Week 8	21-Feb	8.i Parenting	Read/ discussion prompt
		8.ii Cross-Cultural Comparisons	
Week 9	28-Feb	9.i Early Childhood Education	Read/ discussion prompt
		9.ii K-12 Schools	
Week 10	7-Mar	10.i Kids in a Global Pandemic and Future Child/Family Policy	Read/ discussion prompt/ FlipGrid presentation
		10.ii Pulling it all Together & Presentations	

Course Requirements

A. Class Participation (20 percent).

The success of this course depends on your active participation. The readings and discussion prompts should be done prior to class and you should come prepared with questions and an ability to contribute to the discussion based on what you have learned from the readings. You are responsible for all material in the assigned texts, even though we may not review all of it during class time. When determining grades for class participation, I value quality of comments much more than quantity. Attendance will be taken during each class. Students may have 1 absence that will not count against their grade (no need to contact the instructor). Please speak with the instructor if you anticipate having two or more absences this quarter (given that we are only meeting 9 times over the course of the quarter).

B. Discussion Posts (25 percent)

Each student will complete 9 discussion posts over the quarter. We will drop the lowest score (so 8 will count toward your grade). Each class has 2 parts with discussion prompts for each part. You may write a discussion post for each part (1 discussion post should not respond to both parts, instead write 2 separate discussion posts). The student may choose to either respond to the discussion prompt or use the opportunity to respond to how the readings inform your thinking about your final paper project. This is your opportunity to raise questions from the readings/lecture; highlight dilemmas posed; provide your assessment of the most important or innovative aspects of the materials; respectfully critique the study's research design, methodology or conclusions; discuss the study's application to your final policy paper; or integrate the findings with previous assigned readings and discuss any disparate findings. **MSED 405 students** are also welcome to discuss the implications/applications to their classrooms/teaching.

Each discussion post should be around 1 paragraph (no references are needed). See NYT article by Heitman (2014) "Keep it Short" for a discussion on the art of concise, insightful writing. They should be written in complete sentences and proofread for clarity. Class discussion will incorporate the ideas and questions raised in these activities and each week students may be called upon to summarize their reactions for the class. See *Discussion Post* guidelines for further details and rubric for grading criteria. Discussion posts should be posted to Canvas prior to the class that day.

C. Individual Short papers (20 percent)

Each student will write two 1-2 page short papers (no more than .8" inch margins, single spaced, 12 point font). You may hand in an individual short paper any time during the week in which it is due (Mon-Sun 8pm of that week).

- Short Paper 1- Apply one relevant theory to final paper topic
- Short Paper 2- Describe how one context (schools, parents, neighborhoods, culture) may interact with your final paper topic

D. Final Paper (35 percent)

"Promoting the Wellbeing of Children and Adolescents in the United States: Intervention/Policy Proposal." Each year, local, state, and federal governments spend billions of dollars designed to promote the lives of children and adolescents in the United States. Employing your new understanding of how children develop and learn, you will write a paper on one existing policy or intervention that holds promise for promoting children's outcomes.

This existing intervention or policy can be targeted toward infants through adolescents. The intervention should have an evidence-base to improve the lives of young children and/or adolescents in contemporary society.

Please address the following research questions:

- a. What is the key problem/issue you are trying to address? What is the social importance?
- b. What are the key features of the program/intervention/policy that you selected? Who is the target (e.g., age group etc.)?
- c. Use at least 2 developmental theories to generate hypotheses/garner theoretical support for why the intervention may promote children's well-being.
- d. What does the research say about the short- and long term-impacts of the program/intervention/policy on children's well-being and the problem you are trying to solve? Be honest when empirical support is absent or lacking. What is the likely success of this program/policy? How is it likely to be affected by context (e.g., family, school, neighborhood)?
- e. End your paper with a summary recommendation.

Two products are associated with the final project:

1. **Final presentation:** 1 minute overview of your intervention and implications for child development (or how it is informed by developmental science) uploaded to FlipGrid
2. **Final course paper.** The final paper should be 8-10 pages double-spaced for the main text. It should also include a title page and references (which are not included in the page limit). The entire paper should be in APA format.

Final Paper Checklist:

1. Title page (Title and student name)
2. 8-10 pages double spaced paper (excluding title and references)
3. References in APA Style
4. Refer to memos on Canvas for selecting articles (Science of Child Development memo) and the grading rubric

E. Extra Credit

- All students are *strongly* encouraged to meet with Prof. Sabol for a one-on-one meeting to discuss your final paper. Please sign up on Calendly.
<https://calendly.com/terri-sabol/sesp-201-msed-405-office-hours>
- We will start each class with music as students arrive. Please send any suggestions to your assigned TA for music that is related to the class that day and/or children and families.

Course Grading

Assignment/Assessment	Date	Points	Percent
Class participation		40	20%
<i>Attendance</i>	<i>Throughout</i>	20	
<i>Fill out Name Coach</i>			
<i>In-class activities and discussion</i>	<i>Throughout</i>	18	
<i>Panapto annotations</i>	<i>1/10</i>	2	
Discussion Prompts		50	25%
<i>Complete 8 discussion prompts (if you complete 9, the lowest score will be dropped)</i>	<i>Anytime Weeks 2-10 (can do 2 in one week)</i>		
Short Paper		40	20%
<i>Short Paper 1- Theory</i>	<i>Week of 1/31</i>		
<i>Short Paper 2- Context</i>	<i>Week of 2/28</i>		
Final Paper		70	35%
<i>1. 1 minute presentation on FlipGrid</i>	<i>3/7</i>	15	
<i>2. Final paper</i>	<i>3/14</i>	55	
Extra Credit		2	
<i>1. Meet with Prof Sabol</i>		1	
<i>2. Chose a song related to the topic that day (or kids/families)</i>		1	

There are a total of 200 possible points in this course. Letter grades will be assigned based on the following scale:

Grade	Points	Percent	Grade	Points	Percent
A	186-200	93-100%	C+	154-159	77-79%
A-	180-185	90-92%	C	146-153	73-76%
B+	174-179	87-89%	C-	140-145	70-72%
B	166-178	83-86%	D	120-139	60-69%
B-	160-165	80-82%	F	0-119	59% or below

NOTE: No grades will be discussed via email. If you have an issue or a question about your grade, please make an appointment to speak with the Instructor. If at any point you are concerned about your work or your understanding of the subject matter, please arrange a meeting with the instructor.

Course Policies/Support

- (1) **Academic Integrity:** Every student in this course is expected to fully comply with all of the provisions of the Northwestern honor system (<http://www.northwestern.edu/provost/students/integrity/>). Papers and individual assignments will be considered pledged that the student has neither given nor received help. Direct quotations as well as paraphrases of others' work must be cited properly and direct quotes must be enclosed in quotation marks. All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. Assignments or exams where honor infractions or prohibited collaborations occur will receive a zero grade for the assignment or exam. All alleged honor violations brought to the instructor's attention will be forwarded to the Dean of Students Office for academic integrity violations.
- (2) **Disabilities:** Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (e: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act
- (3) **Incompletes:** Incompletes are strongly discouraged and granted only in extreme cases in consultation with the Dean's office.
- (4) **Student Enrichment Services (SES).** SES partners with [FGLI students – first-generation, lower-income, and/or DACA/Undocumented](#). SES works with these students to foster identity development, navigate campus resources, and build community. Through campus-wide partnerships and advocacy, SES strives to build an inclusive Northwestern community that is welcoming, supportive, and accessible for all students.
- (5) **Counseling and Psychological Services (CAPS):** For information, to make appointments, learn about self-help resources, etc.: <https://www.northwestern.edu/counseling/about/index.html>
- (6) **Support for Wellness and Mental Health.** Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all of the resources mentioned above can be found here:
<https://www.northwestern.edu/counseling/>
<https://www.northwestern.edu/religious-life/>
<https://www.northwestern.edu/care/>
- (7) **From Northwestern on Electronic Materials and Class Recordings:** *"This class or portions of this class will be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course. Your instructor will communicate how you can access the recordings. Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact AccessibleNU. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.*

Course Outline

I. FOUNDATIONS		
WEEK ONE 1/3		
1.i	Part 1: Introduction/History	
	<p>Do (before class): Think about key questions: <i>What is developmental psychology? What is the state of children and families in the United States? How can the study of human development inform how interventions and policies support children and adolescents?</i></p> <p>Read (before class):</p> <p>Lightfoot, Cole, & Cole (2018). "Introduction to Child Development" pgs. 1-17 in "The Development of Children" 8th Edition. New York: Worth Publishers</p>	Read
1.ii	Part 2: Ecological Theories of Child and Adolescent Development	
	<p>Do (before class): Think about key questions: <i>What is a theory of change? What is the ecology of human development? How does context affect children's development?</i></p> <p>Read (before class):</p> <p>Bronfenbrenner, U. (1994). Ecological models of human development. <i>International Encyclopedia of Education</i>, 3, 1643-1647</p> <p>Vélez-Agosto, N. M., Soto-Crespo, J. G., Vizcarrondo-Oppenheimer, M., Vega-Molina, S., & García Coll, C. (2017). Bronfenbrenner's bioecological theory revision: Moving culture from the macro into the micro. <i>Perspectives on Psychological Science</i>, 12(5), 900-910.</p>	Read

II. CORE DEVELOPMENTAL THEORIES		
WEEK TWO 1/10		
2.i	Part 1: Attachment Theory and the Science of Child Development	
	<p>Discussion Prompt (submit before class): <i>What are the strengths and weaknesses of attachment theory? What is the science behind attachment theory and is it generalizable across contexts?</i></p> <p>Read (before class): Siegler et al. In <i>How Children Develop</i>. Attachment to Others. Chapter 11 pgs 425-439</p> <p>SKIM THESE FOR IN CLASS ACTIVITY (they're short!)</p> <p>Meltzoff, A. N., & Moore, M. K. (1977). Imitation of facial and manual gestures by human neonates. <i>Science</i>, 198(4312), 75-78.</p> <p>Oostenbroek, J., Suddendorf, T., Nielsen, M., Redshaw, J., Kennedy-Costantini, S., Davis, J., ... Slaughter, V. (2016). Comprehensive longitudinal study challenges the existence of neonatal imitation in humans. <i>Current Biology</i>, 26, 1334-1338.</p>	<p><i>Read/ Discussion Prompt/ Watch lecture/ Panapto Annotation</i></p>
2.ii	Part 2: Neurodevelopmental Theory and the Magic of Human Development	
	<p>Discussion Prompt (submit before class): <i>How does the brain grow and develop in early childhood? What is the role of early life adversity on life course development? Is the effect of early life adversity fatalistic or malleable?</i></p> <p>Read (before class): Chapter 4 "The Developing Brain" in Shonkoff, Jack P., and Deborah Phillips. <i>From Neurons to Neighborhoods: The Science of Early Childhood Development</i>. National Academies Press, 2000. pg 39-55; 183-200</p> <p>Excerpts from Frankenhuis, W. E., & de Weerth, C. (2013). Does early-life exposure to stress shape or impair cognition? <i>Current Directions in Psychological Science</i>, 22(5), 1-4</p>	<p><i>Read/ Discussion Prompt/ Watch lecture/ Panapto Annotation</i></p>
WEEK THREE 1/17		
NO CLASS- MLK		
WEEK FOUR 1/24		
4.i	Part 1: Cognitive Stage Theory	
	<p>Discussion Prompt (submit before class): <i>Is development continuous or does it occur in stages? What is cognitive stage theory and constructivism? What are the strengths and limitations of Piagetian theory?</i></p>	<p><i>Discussion prompt</i></p>

	<p>Read (before class): Miller, P.H. (2016). Piaget's Cognitive-Stage Theory and the Neo-Piagetians. In <i>Theories of Developmental Psychology</i> (6th ed.), pp. 25-80; New York: Worth Publishers.</p>	
4.ii	Part 2: Sociocultural and Social Learning Theories	
	<p>Discussion Prompt (submit before class): <i>How do children's social contexts and culture contribute to their development? What is behaviorism? What does sociocultural and social learning theory say about the interplay between individual, context, and behavior?</i></p> <p>Required Reading (before class): Miller, P.H. (2016). Vygotsky and the Sociocultural Approach. In <i>Theories of Developmental Psychology</i> (6th ed.), pp. 153-189 (stop before the list); skim 192-207. New York: Worth Publishers.</p> <p>Optional Reading Miller, P.H. (2016). Chapter 6: Social Learning Theory. In <i>Theories of Developmental Psychology</i> (6th ed.), pp. 277-314. New York: Worth Publishers.</p>	
WEEK FIVE 1/31 PAPER ONE DUE THIS WEEK		
5.i	Part 1: Psychoanalytic Theory	
	<p>Discussion Prompt (submit before class): <i>What are the strengths or weaknesses of Freudian and Eriksonian approaches? What did Freud get right? What did he get wrong? How soon does identity emerge (and was Erikson right about identity)?</i></p> <p>Read: Miller, P.H. (2016). Excerpts from "Ch: 3- Freud". In <i>Theories of Developmental Psychology</i> (6th ed.), pp. 95-113 New York: Worth Publishers.</p> <p>Optional Reading: Miller, P.H. (2016). Excerpts from Ch: 3- Erikson". In <i>Theories of Developmental Psychology</i> (6th ed.), pp. 132-150; New York: Worth Publishers.</p>	Short Paper 1 due this week
5.ii	Part 2: Language Development	
	<p>Discussion Prompt (submit before class): <i>What are the stages of language development? How does context affect language development? What are the strengths and limitations of the 30 million word gap framing?</i></p>	

	<p>Read/Listen: Lightfoot, Cole, & Cole (2018). "Language Acquisition" pgs. 227-251 in "The Development of Children" 8th Edition. New York: Worth Publishers</p> <p>Listen: Critique of the 30 Million Word Gap https://www.npr.org/sections/ed/2018/06/01/615188051/lets-stop-talking-about-the-30-million-word-gap. (3 minutes)</p> <p>SKIM FOR IN CLASS ACTIVITY Golinkoff, R. M., Hoff, E., Rowe, M. L., Tamis-LeMonda, C. S., & Hirsh-Pasek, K. (2019). Language matters: Denying the existence of the 30-million-word gap has serious consequences. <i>Child development</i>, 90(3), 985-992.</p> <p>Optional Reading: Sperry, D. E., Sperry, L. L., & Miller, P. J. (2019). Reexamining the verbal environments of children from different socioeconomic backgrounds. <i>Child development</i>, 90(4), 1303-1318.</p>	
WEEK SIX 2/7		
6.i	Part 1: Identity and Moral Development	
	<p>Discussion Prompt (submit before class): <i>What biological changes and shifts in identity occur during adolescence? Why might adolescents demonstrate heightened risk-taking behavior? What are the implications for interventions, policies and laws that target adolescents?</i></p> <p>Read (before class): Lerner, R. M., & Steinberg, L. (2009). The scientific study of adolescent development. <i>Handbook of adolescent psychology</i>.</p>	
6.ii	Part 2: Information Processing	
	<p>Discussion Prompt (submit before class): <i>Are children and adolescents "little computers"? What is the effect of technology on children's learning and development? How much technology is too much or not enough?</i></p> <p>Read (before class): Miller, P.H. (2016). Chapter 7: Information Processing. In <i>Theories of Developmental Psychology</i> (6th ed.), pp. 317-346;</p> <p>SKIM FOR IN CLASS DISCUSSION Blumberg, F. C., Deater-Deckard, K., Calvert, S. L., Flynn, R. M., Green, C. S., Arnold, D., & Brooks, P. J. (2019). Digital Games as a Context for Children's Cognitive Development: Research Recommendations and Policy Considerations. <i>Social Policy Report</i>, 32(1), 1-3</p>	

III: CONTEXTS		
WEEK SEVEN 2/14		
7.i	Part 1: Child and Family Policy	
	<p>Guest Lecturer Julia Honoroff</p> <p>Discussion Prompt (submit before class): {TBD}</p> <p>Read (before class):</p> <p>Berger, L. M., & Carlson, M. J. (2020). Family policy and complex contemporary families: A decade in review and implications for the next decade of research and policy practice. <i>Journal of Marriage and Family</i>, 82(1), 478-507</p> <p>{More articles TBD}</p>	
7.ii	Part 2: Methods and Evidence in Child Development	
	<p>Kids Visit SESP 201</p> <p>Discussion Prompt (submit before class): <i>How do we assess young children? What are the strengths versus weaknesses of laboratory experiments versus naturalistic observations? What are the strengths or weaknesses of methods for studying child development?</i></p> <p>Read (before class): Siegler et al. In <i>How Children Develop</i>. Chapter 1 “Methods for Studying Child Development” pg 25-38</p>	
WEEK 8 2/21		
8.i	Part 1: Parenting	
	<p>Discussion Prompt (submit before class): <i>What is a good parent like? How has the definition shifted over time? How do past and present theories of “good parenting” align or misalign with theories of human development?</i></p> <p>Read (before class): Gadsen et al. (2016). Parenting Knowledge, Attitudes and Practices. Pp. 45-81. In <i>Parenting Matters: Supporting Parents of Children Ages 0-8</i>.</p> <p><i>Read an excerpt from one parenting book (assigned before class)</i></p>	<i>Short Paper 2 due this week</i>

	<ol style="list-style-type: none"> 1. Watson, J. (1928). <i>Psychological care of infant and child</i>. New York: Norton 2. Spock, B. M. (1946). <i>The common sense book of baby and child care</i>. New York: Duell, Sloan, & Pierce 3. Sears, W., & Sears, M. (2001). <i>The attachment parenting book: A commonsense guide to understanding and nurturing your baby</i>. New York: Hachette Book Group. 4. Kohn, A. (2005). <i>Unconditional parenting: Moving from rewards and punishment to love and reason</i>. New York, NY: Simon & Schuster. 5. Druckerman, P. (2014). <i>Bringing Up Bébé: One American Mother Discovers the Wisdom of French Parenting</i> Penguin. New York, NY: Penguin Books 6. Siegel, D & Bryson, T. (2014). <i>No Drama Discipline</i>. New York, NY: Bantam Books (Introduction i-xxv; Chapter 2: Your Brain on Discipline) 7. Kazdin, A & Rotello, A. (2014). <i>The Everyday Parenting Book</i>. 8. Clarke-Fields, H. (2019). <i>Raising Good Humans: A Mindful Guide to Breaking the Cycle of Reactive Parenting and Raising Kind, Confident Kids</i>. New Harbinger Publications 	
8.ii	Part 2: Cross-Cultural Comparisons	
	<p>(Guest Lecturer Professor Yang Qu)</p> <p>Discussion Prompt (submit before class): <i>What is culture? How might culture be reflected in childrearing practices (personal examples are fine)? How are childrearing practices influenced by cultural norms and ideas?</i></p> <p>Read (before class): Lightfoot, Cole, & Cole (2018). "Inheriting Culture" pgs. 51-56. in "The Development of Children" 8th Edition. New York: Worth Publishers</p>	
WEEK NINE 2/28 SHORT PAPER TWO DUE		
9.i	Part 1: Early Childhood Education	
	<p>Discussion Prompt (submit before class): <i>What is the theory behind investing in early childhood education? What does the evidence say on the effectiveness of early childhood education? How can we as developmental scientists communicate the complexities and uncertainties of behavioral science?</i></p> <p>Read one article (assigned before class):</p> <ol style="list-style-type: none"> 1. Puma, M., et al. (2010). <i>Head Start impact study: Final report</i>. Washington, DC: Administration for Children and 	

	<p>Families, U.S. Department of Health and Human Services. (Executive summary)</p> <ol style="list-style-type: none"> 2. Gormley Jr, W. T., Gayer, T., Phillips, D., & Dawson, B. (2005). The effects of universal pre-K on cognitive development. <i>Developmental Psychology</i>, 41(6), 872. 3. Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. <i>Child Development</i>, 84(6), 2112-2130. 4. Lipsey, M. W., Farran, D. C., & Hofer, K. G. (2015). A randomized control trial of a statewide voluntary prekindergarten program on children's skills and behaviors through third grade. Vanderbilt University (1-14) 5. Dodge, K.A., Bai, Y., Ladd, H.F., and Muschkin, C.G. "Impact of North Carolina's Early Childhood Programs and Policies on Educational Outcomes in Elementary School," <i>Child Development</i> (2016) 6. Figlio, D., and Roth, J. "The Behavioral Consequences of Pre-kindergarten Participation for Disadvantaged Youth." In <i>The Problems of Disadvantaged Youth: An Economic Perspective</i>, edited by J. Gruber. Chicago and London: University of Chicago Press, 2009 7. Campbell, F. A., Ramey, C. T., Pungello, E., Sparling, J., & Miller-Johnson, S. (2002). Early childhood education: Young adult outcomes from the Abecedarian Project. <i>Applied developmental science</i>, 6(1), 42-57. 8. Bruno, E. P., & Iruka, I. U. (2022). Reexamining the Carolina abecedarian project using an antiracist perspective: Implications for early care and education research. <i>Early Childhood Research Quarterly</i>, 58, 165-176. 9. McCoy, D. C., Yoshikawa, H., Ziol-Guest, K. M., Duncan, G. J., Schindler, H. S., Magnuson, K., ... & Shonkoff, J. P. (2017). Impacts of early childhood education on medium- and long-term educational outcomes. <i>Educational Researcher</i>, 46(8), 474-487. 	
9.ii	Part 2: K-12 Schools	
	<p>Guest Lecturer Claire Sampson</p> <p>Discussion Prompt (submit before class): <i>What is an effective school? Is it possible to measure? What skills or competencies outside of cognitive skills/achievement affect children</i></p>	

	<p><i>and adolescent's positive development? Are they measurable and can/should schools include them in accountability systems?</i></p> <p>Read (before class): Duckworth, A. L., & Yeager, D. S. (2015). Measurement matters assessing personal qualities other than cognitive ability for educational purposes. <i>Educational Researcher</i>, 44(4), 237-251.</p> <p>New York Times (Feb 2016). <i>Testing for Joy and Grit? Schools Nationwide Push to Measure Students' Emotional Skills.</i></p>	
WEEK TEN 3/7		
10.i	Part 1: Kids in a Global Pandemic and Future Child/Family Policy	
	<p>Discussion Prompt (submit before class): <i>Compare and contrast how COVID may affect children/adolescents depending on developmental stage (e.g., early childhood versus adolescents).</i></p> <p>Read (before class): Benner, Aprile D. and Rashmita S. Mistry (2020) "Child Development During the COVID-19 Pandemic Through a Life Course Theory Lens" <i>Child Development Perspectives</i>, 14(4).</p> <p>Optional: McCoy, D. C., Cuartas, J., Behrman, J., Cappa, C., Heymann, J., López Bóo, F., ... & Fink, G. (2021). Global estimates of the implications of COVID-19-related preprimary school closures for children's instructional access, development, learning, and economic wellbeing. <i>Child Development</i>, 92(5), e883-e899</p>	
10.ii	Part 2: Pulling It All Together	
	<p>Do (before class): Discussion prompt- <i>What do you consider the most promising policy for children/adolescents? Why?</i></p> <p>Prepare and upload Flip Grid Classroom 1-minute presentation</p> <p>Read (before class): Tough, P. (2009). Chapter 11 and Afterword. <i>Whatever it takes: Geoffrey Canada's quest to change Harlem and America</i>. Boston: Houghton Mifflin Harcourt.</p>	<p><i>Upload FlipGrid presentation</i></p> <p><i>Discussion prompt</i></p>
FINALS WEEK		
3/14	<i>Upload Final Paper to Canvas by 5pm</i>	