INFANT DEVELOPMENT-Fall, 2008

Instructor: Dr. Susan Crockenberg; Office: 362 Dewey Hall

Class Time and Place: Tuesday/Thursday, 9:30-10:45, Lafayette L411

Office Hours (362 Dewey): Tuesday - Thursday 2-4, and by appointment (via e-mail at: susan.crockenberg@uvm.edu). Indicate several times when you can meet. I will respond as quickly as I can. You may call me at 656-4058, but if you do not reach me, please try my e-mail.

Course Goals

1. To provide in depth information on infant development in the context of larger issues in Developmental Psychology (e.g. nature/nurture).

2. To familiarize students with research design and methodology in relation to development in infancy, emphasizing that knowledge is only as valid as the methods used to obtain it.

3. To provide students with opportunities to integrate and communicate information and to apply knowledge to practice and social policy.

Course Format

In this upper-division class, lectures and student presentations will be combined with extensive class discussion. It is essential, therefore, that students complete the assigned reading before each class and participate fully in class discussions.

Assignments and Grades

There will be frequent quizzes, an essay-type, take home midterm and final, and student groups will present an empirical research study to the class. Other assignments will be given. Late assignments or exams are accepted only with prior permission and may receive reduced grades. None are accepted after assignments are returned or discussed.

Class participation, assignments/quizzes, the class presentation (students receive an individual and a group grade that are averaged), midterm, and final exams are each 20% of the final grade. Attendance is required; missing more than 2 classes will result in a lowered final grade.

Topics and Readings

All readings are from 2 sources: Infancy: Infant, Family and Society (5th edition) by Alan Fogel available at the UVM bookstore and a set of readings available on electronic reserve.

Week 1: September 2nd and 4th - Why We Study Infants and How We Do It

Reading: (Chapter 1, by Thursday)

Tuesday- Introduction; infancy research (video)
Thursday-Chapter 1 quiz, discussion of questions, review of methodological issues

**Week 2: September 9th & 11th – How Genes and the Prenatal Environment → Development**

**Reading Tuesday:** Fogel, Ch. 2, pp. 43-51 and Ch. 3; **Thursday:** Wakschlag, Leventhal, Pine, Pickett & Carter (2006). Elucidating early mechanisms of developmental psychopathology: The Case of prenatal smoking and disruptive behavior. Ch. Dev., 77, 893-906

Tuesday - Lecture: Genes and development: species-specific/individual differences

Thursday – Lecture: Nervous system development in the prenatal period; earliest environmental influences on development; **receive Baby Book assignment**

**Week 3: September 16th and 18th – Nervous System Development and Premature Birth**

**Reading Tuesday:** Feldman, Weller, Sirota & Eidelman (2003). Testing a family intervention hypothesis: The contribution of mother-infant skin-to-skin contact (kangaroo care) to family interaction, proximity, and touch. *Journal of Fam Psych, 17*, 94-107. **Thursday:** Fogel, Ch. 4 & 5

Tuesday - Reading a research article; **bring article to class**

Thursday – Premature Birth and its Sequelae

**Week 4: September 23rd and 25th: Early Cognitive and Motor Development (first 12 months)**

**Reading Tuesday:** Fogel, Ch 2. pp. 51-64, Ch. 6, pp. 264-281; Ch. 7 pp. 317-328; Ch. 8, pp. 373-382, 394-399; **Thursday:** Fogel, Ch. 12 pp. 575-586, 594-596; Rutter, O’Connor, and the English and Romanian Adoptees (ERA) Study Team (2004). Are there biological programming effects for psychological development? Findings from a study of Romanian adoptees. Dev Psych., 40, 81-94.

Tuesday- Lecture: Cognitive Development during the First Year

Thursday - **Student Presentation 1-Rutter et al; Quiz**

**Week 5: September 30th and Oct 2nd – Temperament in Infancy: Reactivity and Regulation**


Tuesday- Lecture: Infant Temperament: What is it? How it’s measured. Why it’s important? **Baby Book Assignment due in class.**

Thursday- First Feelings video/discussion

**Week 6: October 7th and 9th – The Development of Emotion Regulation**

**Reading: Tuesday** Fogel, Ch. 2 68-77, Ch. 8 382-392; **Thursday** Ch. 2 64-68; Blair, Granger, Kivlighan, et al (2008). Maternal and child contributions to cortisol response to emotional
arousal in young children from low-income, rural communities. Dev. Psych., 44, 1095-1109

Tuesday: Emotion Regulation and the Role of the Caregiver

Thursday: **Student Presentation 2: quiz**

**Week 7: October 14**th **and 16**th – **Attachment Security and Social Development**

**Reading Tuesday:** Fogel, Ch. 2 pp. 77-85, Ch. 7 pp. 354-360, Ch. 8 pp. 400-422; **Thursday:** Thompson, R. (2000). The legacy of early attachments. Child Development, 71, 145-152.

Tuesday- Lecture: Theories of Attachment and Attachment Security/Insecurity

Thursday- Assessing Attachment Security/Insecurity (video)

**Week 8: October 21**st **and 23**nd – **Long term “Effects” of Early Experience and Attachment; Fathers and Infants**

**Reading Tuesday:** Fogel Ch. 12 pp.587-589 (Attachment and Caregiving sections); Laible, Panfile, & Makariev (2008). The quality and frequency of mother-toddler conflict: Links with attachment and temperament. Child Dev., 79, 426-443; **Thursday:** Ch. 7, 360-362. Read ahead for next week.

Tuesday- **Student presentation-3; quiz; receive assignment for Thursday**

Thursday- Lecture: Fathers and the Father-Infant Relationships

**Week 9: October 28**th **and 30**th – **Development in Social Context: The Coparental Relationship**


Tuesday- receive take home midterm questions, guidelines, and a model example of an excellent answer; prepare for family visit

Thursday- **Family and Infant visit**

**Week 10: Nov 4**th **and 6**th – **Cognition, Language, and Social Development: 12 - 24 Months**

Tuesday- Lecture/video: Facilitating Language Development through Gestures

Thursday- Self and Other: Implications for development


Tuesday- Lecture: Historical Background of Childcare Debate; Early Research/Methodological Issues; receive position paper assignment

Thursday- No class – Student visits to Childcare Settings

**Week 12: Nov 18th and 20th -- Infant Development in Social Context: Childcare and Peers (con**


Tuesday- **Student Presentation 4 de Schipper et al (2006); quiz**

Thursday- Class Discussion of Childcare Visits; **Position papers due; return midterms**

**Week 13: Dec 2nd & 4th: Translational Research: Using Research to Inform Interventions**

**Reading:** Children in institutions: The beginning of the end UNICEF Innocenti-electronic reserve

Tuesday- Lecture: An Example: The St. Petersburg-USA Orphanage Intervention Study; receive assignment for Thursday.

Thursday- Are Orphans Better off in Substitute Families or Institutions? **Receive final exam**

**Week 14: Dec 9th & 11th – Using Research to Inform Interventions continued**


Tuesday- **Student presentation 5-Cicchetti et al (2006)**

Thursday- Overview of key developmental principles; group time to work on final exam

**Final Exam Due on Tuesday, December 16th, by 11 AM, in room 362 Dewey Hall.**