

## Infancy

Psychology 302, Sections 001 and 002  
September 4, 2012 – November 30, 2012

TU/TH 2:00-3:20 (001) & 3:30-4:50 (002); Aquatic Ecosystems Research Laboratory Room 120

Professor: Dr. J. Kiley Hamlin (note Jane on course listings)

Email: [kiley.hamlin@psych.ubc.ca](mailto:kiley.hamlin@psych.ubc.ca)

Office Hours: Tuesday, 5 PM to 6 PM (immediately after section 002)

Office: Kenny Building (2136 West Mall) Room 2019

Teaching Assistants: You are assigned a TA for grading issues specifically. For general questions, feel free to go to either TA's (or my) office hours.

Doan Le (Section 001)

Email: [dtle@psych.ubc.ca](mailto:dtle@psych.ubc.ca)

Office Hours: Tuesday, 10-11:30 AM

Office: Kenny 1912

Jennifer Campbell (Section 002)

Email: [campbejc@psych.ubc.ca](mailto:campbejc@psych.ubc.ca)

Office Hours: Thursdays, 12:00-1:30

Office: Kenny 1005

## Textbook

Siegler, R., DeLoache, J., & Eisenberg, N. (2011). *How Children Develop, 3<sup>rd</sup> Edition*. New York: Worth Publishers. ISBN-10: 1-4292-1790-1. It is available at the bookstore.

Note: You do need the **third edition** (versus the second). Developmental psychology research is constantly changing, and significant new developments are made each year. Thus, much of what is in the 2011 edition was not in the 2006 edition. Importantly, most sections of *Infancy and Child and Adolescent Development* will be using this text this year, and at least for the next few years, so you can save some money that way (the courses will cover largely different content from the book).

## Course Description

There are rapid and profound changes in all aspects of psychological functioning in the infancy period. Within the first two years of life, infants develop from relatively helpless newborns to walking, talking, intentional beings, with likes, dislikes, friends, expectations, and reasoning abilities. To even document, let alone fully understand, how infants develop so rapidly and what the impact of infant development is on later functioning, rigorous empirical research is essential. Psychology 302 is designed to introduce you to some of the key empirical findings, and provide you with a theoretical foundation for understanding and critically evaluating this work.

## Course information is on Vista ([www.vista.ubc.ca](http://www.vista.ubc.ca))

The syllabus is posted here. Lecture notes will be posted before class (probably that morning). Note that I cannot post most pictures online, so most lecture note slides will be a bit sparse. Thus, you really need to come to class to get everything! Also, there will be an online forum from which to ask questions of Dr. Hamlin, your TA, and your fellow students.

### Notes on course information:

**\*\*This is a large course with 2 sections and nearly 300 students; therefore, I sometimes receive *hundreds* of emails per week asking questions that have been answered in class, are answered on the syllabus, etc. You are responsible for keeping track of what is going on the course by coming to class, knowing the syllabus, and reading messages posted on Vista (both notes from myself and TAs, as well as what has been written on the online discussion boards – usually if you have the question someone else does too, and your TAs monitor the message board). You should also have a go-to buddy in the class who can update you should you have to miss class for any reason. We are **happy** to help answer any questions that you still have *after you have reviewed available course information*. As a policy, *please approach your TA first*.\*\***

**\*\*Please be respectful of your fellow students, your TAs, and myself. You can refer to your TAs by their first names, but please address me as Dr. or Professor Hamlin, in emails and in person. Please sign your emails with**

your full name and student number, and use your UBC email to send them. Please do not expect a response immediately; we will strive to respond within 48 hours, but please plan ahead for tests/due dates/etc.\*\*

## Course Requirements

The course will involve a combination of classroom lectures (including short film clips), textbook readings, and about 20 (short!) empirical/theoretical papers.

### *Exams – 55% of grade*

You will be evaluated through one in-class midterm and one final exam. For the exams, you are responsible for all the readings (textbook and articles), lectures, and in-class films. All exams will be multiple choice, but they will test you on your ability to interpret new information in terms of psychological theories/previous studies, rather than memorizing terms/dates/etc. You should be able to integrate new information with major themes from throughout the course. The final exam is cumulative.

There will be one 2-hour review session before each exam. The first on **Wednesday, October 24, from 5-7 PM, in SCRF 100**. The second review session is TBA.

The midterm will contribute 25% toward your final grade; the final will contribute 30% toward your final grade, for a total of 55%.

### **Special Arrangements for Exams**

Please note that the University accommodates students with physical or mental disabilities who have registered with the Disability Resource Centre (Access and Diversity). The University also accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance- in the first week of class, if you will require any special requirements as such. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor **before** the drop date. If you become extremely ill or experience a serious mishap, you, or someone you designate, must contact me **AND** your TA **BEFORE** the exam. Written documentation is required for **any** makeup exams.

### *Writing – 45% of grade*

Throughout the semester there will be SHORT outside readings consisting mainly of journal articles of important infant studies or brief reviews of a theoretical issue. These can be found on Vista, under **Web Links**. You are responsible for the contents of **each** article for the exams. In addition, at **3** points in the semester, you will be required to write a 2-(double-spaced)-page response paper on one of the articles read **for that 1/3 of the course**. That is, you choose which article to write on, but the article you choose must have been assigned in the preceding 1/3 of syllabus dates. Note: there are 4 articles for the first response, but only one is an empirical article (Meltzoff & Barton, 1979). To make things easier on yourselves, I would start with this article for RR1. There are 6 and 8 articles respectively for each of the later responses, many of which are empirical, so please write on whichever you like within that third of the course.

Your response should include a brief (~200 word) summary of: 1) the question of interest, 2) the basic methodology or methodologies used, 3) the results, and 4) the conclusion(s) the authors draw. In the following ~300 words, you should choose to do 1 of the following (one per assignment, by the end of the course you will have done **one of each**):

- 1) Find another peer-reviewed journal article on the topic that offers a different perspective, shows a contradictory result, or that otherwise refines the interpretation of the results from the original article. Summarize the findings of the second article and briefly compare and contrast the two. This can be a study we've gone over in class (you must find, read, and summarize the actual article) or a totally new one.
- 2) Describe another method one could utilize to test the same hypothesis.
- 3) Describe one or more alternative explanations for the results.

All responses are due **by 5 PM on Turnitin**, a service that checks textual material for originality. Due dates are listed on the calendar. **YOU MUST ADD YOURSELF TO YOUR SECTION ON TURNITIN!** (I'd do so now to make sure you don't have any problems).

Go to: [https://turnitin.com/newuser\\_type.asp?lang=en\\_us](https://turnitin.com/newuser_type.asp?lang=en_us) to create a new account. Create a student account.

For students in section 001, the section ID is 302001 and the password is 302001.  
For students in section 002, the section ID is 302002 and the password is 302002.

Please see <http://vpacademic.ubc.ca/integrity/turnitin-faqs/> for more information.

Response papers will count for 45% of your final grade (15% each).

Notes on writing assignments:

**\*Extensions will not be given.** Please get papers completed early in order to ensure that sickness or last minute issues will not interfere with your paper being handed in on time.

\*Late papers (beginning at 5 PM) will be penalized one point (out of 15 total possible) **per day**. This is a hard cutoff at 5 PM – **lateness is not tolerated** so please be uploading well in advance of the deadline to prevent uploading problems.

\*Please stay approximately within the word limits. **Papers that are too short OR too long** (more than +/- 50 words), or papers that are highly lopsided in terms of the advised section length, will be penalized.

\*Please list all citations (even the paper you chose) at the bottom of your response in APA format. For #1, an outside source is obviously required. For #s 2 and 3, outside sources are discouraged: I want you to use what you've learned in class to come up with your own ideas. Don't worry – these ideas don't have to be brilliant, just well reasoned and argued based on what we've learned in class.

## Grading

### *Grade break down*

RR1: 15 points possible  
Midterm: 25 points possible  
RR2: 15 points possible  
RR3: 15 points possible  
Final Exam: 30 points possible  
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For 100 total points possible

### *Grading on a curve*

As you should now be aware, the psychology department grades all courses on a curve, with a set average (about 68) and standard deviation (about 13), which requires that a certain percentage of students get A's, B's, a failing grade, etc. This is not my rule, but I must follow it. I will absolutely do my best to ensure that grades come out appropriately without the need for adjustments, but if they do not, *adjustments to your grade will be made*. This could mean your grade will go up, but it also could mean your grade will go down. Please be prepared for such an occurrence and keep an eye on your grade relative to the class average, as well as the cumulative class average. It's probably a good idea to do so in all your psych courses so you are not shocked by your grade at the end of the term.

### *Extra Credit – Up to 3 points*

One way to learn more about psychology is to be a participant in ongoing research projects. You may earn up to 3 points of credit toward your course grade by participating in studies that are posted on <https://hsp.psych.ubc.ca/>. Each hour of studies counts as 1 point.

Please register in this online system by end of the September. You can also earn your first half hour of credit by

completing pretesting survey that will make you eligible for a wider variety of studies. Please note that in a given term, you can earn no more than one hour of credit for **online** studies (not including the pretesting).

As an alternative to participating in studies, you **may** choose to complete library writing projects, in which you read and summarize a research article; each article summary counts as one hour of research participation. **This cannot be one of the articles assigned in class, or an outside one that you have used for a writing assignment.** More information about this option can be found at: <http://www.psych.ubc.ca/resguide.psy>. All of your credits for study participation or the library option will be added to your final course grade, **after any scaling that may have been applied.** *This is a great way to do better than your curved grade!* I encourage you not to leave participation until the last minute, as things get pretty crowded late in the semester as everyone scrambles to get in before the deadline.

## Academic Misconduct

### Psychology Department's Position

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult me or your TA. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (<http://www.universitycounsel.ubc.ca/policies/policy69.html>).

**\*\*Personally, I find cheating of any kind to be deplorable and inexcusable,** and your TAs and myself will be vigilant in weeding it out and prosecuting it to the fullest extent possible. All written work will be submitted to Turnitin, a website that monitors the originality of written work against your peers, paper mills, websites, and academic journals.

## COURSE OUTLINE

Date	Topic	Required Reading
TH Sep 6	Introduction & History	Chapter 1  <i>Werner, 1995 - Resilience</i> ( <a href="http://www.jstor.org/stable/10.2307/20182335">http://www.jstor.org/stable/10.2307/20182335</a> )
TU Sep 11 TH Sep 13	Finish History if needed; Research Design & Methods	
TU Sep 18 TH Sep 20	Prenatal Development and Birth; Prematurity	Chapter 2  <i>Whitfield, 2003 - Prematurity and the NICU</i> ( <a href="http://www.sciencedirect.com/science/article/pii/S108427560200218X">http://www.sciencedirect.com/science/article/pii/S108427560200218X</a> )
TU Sep 25 TH Sep 27	Brain Development and Genetics; Theories of Cognitive	Chapter 3 to pp. 118; Chapter 4

	Development	<i>Spelke &amp; Kinzler 2007 – Core Cognition Review</i> ( <a href="http://www.wjh.harvard.edu/~lds/pdfs/SpelkeKinzler07.pdf">http://www.wjh.harvard.edu/~lds/pdfs/SpelkeKinzler07.pdf</a> )
TU Oct 2 TH Oct 4	Perceptual Development	Chapter 5 pp. 176-189  <i>Meltzoff &amp; Barton, 1979 – Multimodal Perception</i> ( <a href="http://www.nature.com/nature/journal/v282/n5737/abs/282403a0.html">http://www.nature.com/nature/journal/v282/n5737/abs/282403a0.html</a> )
TU Oct 9 TH Oct 11	Perceptual Development (cont if needed); Motor Development	Chapter 5 pp. 190-199  <i>Thelen, Fisher, &amp; Ridley-Johnson, 2002 – Dynamic Systems in Motor Development</i> ( <a href="http://www.sciencedirect.com/science/article/pii/S0163638302000917">http://www.sciencedirect.com/science/article/pii/S0163638302000917</a> )  <b>***READING RESPONSE 1 DUE BY 5 PM THURSDAY OCT 11***</b>
TU Oct 16 TH Oct 18 TU Oct 23	Cognitive Development	Chapter 5 pp. 199-211; Chapter 7 pp. 260-271; pp. 279-293  <i>Wynn, 1992 – Addition and Subtraction in Infancy</i> ( <a href="http://www.nature.com/nature/journal/v358/n6389/abs/358749a0.html">http://www.nature.com/nature/journal/v358/n6389/abs/358749a0.html</a> )
WED OCT 24	<b>EVEVNING MIDTERM REVIEW SESSION, 5-7 PM</b>	<b>SCRF 100</b>
TH Oct 25	<b>IN CLASS MIDTERM EXAM</b>	Covers <b>all</b> course material up to this point
TU Oct 30 TH Nov 1	Language Development	Chapter 6 up to pp. 253  <i>Werker, 1989 – Perceptual Narrowing (in Language)</i> ( <a href="http://www.utdallas.edu/~assmann/hcs6367/werker89.pdf">http://www.utdallas.edu/~assmann/hcs6367/werker89.pdf</a> ) <i>Baldwin, 2000 – Word Learning &amp; Intentionality</i> ( <a href="http://cdp.sagepub.com/content/9/2/40.full.pdf+html">http://cdp.sagepub.com/content/9/2/40.full.pdf+html</a> ) <i>Saffran, 2003 – Statistical (Language) Learning</i> ( <a href="http://cdp.sagepub.com/content/12/4/110.full">http://cdp.sagepub.com/content/12/4/110.full</a> )
TU Nov 6 TH Nov 8	Social Cognition, Theory of Mind, Autism	Chapter 7 pp. 266-272  <i>Onishi &amp; Baillargeon, 2005 – False Belief in 15-month-olds</i> ( <a href="http://www.sciencemag.org/content/308/5719/255.full">http://www.sciencemag.org/content/308/5719/255.full</a> ) <i>Kovacs et al., 2010 – False Belief in 10-month-olds</i> ( <a href="http://www.sciencemag.org/content/330/6012/1830.full">http://www.sciencemag.org/content/330/6012/1830.full</a> ) <i>Zwaigenbaum et al., 2005 – Early signs of Autism</i> ( <a href="http://radlab.ucsd.edu/zwaigenbaum.pdf">http://radlab.ucsd.edu/zwaigenbaum.pdf</a> ) <i>Doja &amp; Roberts, 2006 – Autism and Vaccines</i> ( <a href="http://cjns.metapress.com/content/nbmh1b9cg8a7dm9p/">http://cjns.metapress.com/content/nbmh1b9cg8a7dm9p/</a> )  <b>***READING RESPONSE 2 DUE BY 5 PM THURSDAY NOV 8***</b>
TU Nov 13 TH Nov 15	Social Development	Chapter 9 pp. 342-358; pp. 362-369; Chapter 11 through pp. 438  <i>Johnson, Dweck, &amp; Chen, 2007 – Internal Working Models of Attachment</i> ( <a href="https://www.stanford.edu/dept/psychology/cgi-bin/drupal/system/files/Evidence%20for%20infants%20internal%20working%20models%20of%20attachment%20attachment.pdf">https://www.stanford.edu/dept/psychology/cgi-bin/drupal/system/files/Evidence%20for%20infants%20internal%20working%20models%20of%20attachment%20attachment.pdf</a> )
TU Nov 20 TH Nov 22	Emotions and Temperament	Chapter 10 pp. 382-391; pp. 396-416  <i>Saudino, 2005 - Temperament</i> ( <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1188235/?tool=pmcentrez&amp;rendertype=abstract">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1188235/?tool=pmcentrez&amp;rendertype=abstract</a> )
TU Nov 27	Moral Development	Chapter 14 through pp. 566  <i>Warneken &amp; Tomasello, 2006 – Natural Altruism in Toddlers</i> ( <a href="http://www.sciencemag.org/content/311/5765/1301.full">http://www.sciencemag.org/content/311/5765/1301.full</a> )

		<p><i>Hamlin, Wynn, &amp; Bloom, 2007 – Social Evaluation in Infancy</i>  (<a href="http://www.nature.com/nature/journal/v450/n7169/full/nature06288.html">http://www.nature.com/nature/journal/v450/n7169/full/nature06288.html</a>)</p> <p><i>Dunfield &amp; Kuhlmeier, 2010 – Selective Helping in Toddlers</i>  (<a href="http://pss.sagepub.com/content/21/4/523.full">http://pss.sagepub.com/content/21/4/523.full</a>)</p> <p><i>Hamlin, Wynn, Bloom, &amp; Mahajan, 2011 – Antisocial Others</i>  (<a href="http://www.pnas.org/content/early/2011/11/21/1110306108">http://www.pnas.org/content/early/2011/11/21/1110306108</a>)</p>
<b>TH Nov 29</b>	Moral Development Cont.; Child Care; Wrap Up	<p>Chapter 12 pp. 492-500; Chapter 16</p> <p><b>***READING RESPONSE 3 DUE BY 5 PM THURSDAY NOV 29***</b></p>

**CUMULATIVE FINAL EXAM LOCATION/TIME TBA; Final Exam Review TBA**