



Infancy, 2021 – Syllabus (Subject to Change)

Psychology 302, Section 005 and 006

Classes run Tuesday January 12th – Tuesday April 13th (Reading break Feb 15-19)

Web-based Course

Course Description

Welcome to Infancy! There are rapid and profound changes in all aspects of psychological functioning in the infancy period. Within the three years after conception young humans develop from a few cells, to relatively helpless newborns, to walking, talking, intentional beings, with likes, dislikes, friends, expectations, and reasoning abilities. *There is no other time in human development that so much profound change will happen again!* Thus, to even document, let alone fully understand, how infants develop so rapidly (not to mention 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.

Learning Goals

Specifically, this course is designed to help you learn to:

1. Explain core features of infants at different times in development: describe important trajectories and milestones in perceptual, physical, motor, language, cognitive, emotional, social, and moral development from conception through age 3.
2. Describe research methods used to study infant development, evaluate the advantages/limitations of each, and apply such methods to new research ideas/questions.
3. Consider the role of biology, environmental experiences, and (most important!) their interaction in shaping development.
4. Contrast major historical and contemporary theories of development; discuss how theories guide research and application; apply theories to real-world examples and considerations.
5. Examine how development is shaped by culture and context.
6. Read, understand, and critique empirical writing on infant development.

Your Instructional Team

Professor:

Dr. (Jane) Kiley Hamlin (listed as Jane on course listings; she/her)

About me: I am a professor of developmental psychology here at UBC, and I've been running the Centre for Infant Cognition (cic.psych.ubc.ca) and teaching Infancy since 2010. My research focuses on infants' early understanding and evaluation of their social world, particularly regarding the earliest emergence of morally relevant capacities like telling good guys from bad guys and understanding helpful and harmful acts. I am originally from the US, and I have 3 kids: 2 teenagers (Beau and Lila –I'm their stepmom) and an 18-month-old (Eliza).

Email: kiley.hamlin@psych.ubc.ca

Office Hours: Tuesdays, 9:15 – 10 AM PST, Thursdays, from end of second discussion section (~3 PM) – 4:30 PM PST

<https://ubc.zoom.us/j/65156426232?pwd=WWRIROJCSTJYU2hjc2xOR0hEbHITQT09>

Meeting ID: 651 5642 6232

Passcode: 466020



Teaching Assistants:

Hannah Brodie (she/her)

About me: I am a second year master's student in neuroscience at UBC. I also completed my undergrad here at UBC, majoring in behavioural neuroscience. My research investigates the role of dopamine transmission in decision making involving risk and uncertainty. I am excited to be your TA this semester!

Email: hannah.brodie@alumni.ubc.ca



Office Hour: Wednesdays, 12-1 PM PST

<https://ubc.zoom.us/j/9782119205?pwd=L1lzU0d6b3ZwWURrem4zeWdTTkowUT09>

Meeting ID: 978 211 9205

Passcode: GKEy24

Serene Qiu (she/her)

About me: I am a 4th year doctoral student in clinical psychology at UBC. Previously, I completed my undergraduate education in the UK, majoring in Politics, Psychology, and Sociology. My doctoral training at UBC allows me to balance research with clinical work, and I have had the opportunity to work with young children in therapy. I am looking forward to being your TA on this course!

Email: tianyouq@psych.ubc.ca

Office Hour: Thursdays, 7:30-8:30 PM PST (but not Jan 21st)

<https://ubc.zoom.us/j/62889657408?pwd=VDJ5clZQNDFrVUIvNFJFY3ZNeElwUT09>

Meeting ID: 628 8965 7408

Passcode: 583172



How to communicate with us:

Have a question about the course? It's highly likely that one of your fellow students has had, or will have, the same question (or even that the answer is already on the syllabus). So, please **first check the course Q & A board, course material, etc.** If you don't see an answer anywhere, we are happy to help! You can (ideally in this order):

1. Ask during the weekly synchronous Zoom sessions, detailed below.
2. Come to office hours. There are 4 hours per week where course instructors are available via Zoom to chat with you about the course or any related issues. Links are available above and on Canvas.
3. Email us. We endeavor to respond within 48 hours (except on holidays and weekends) – but since much of our time will be being devoted to monitoring discussion boards, synchronous Zoom meetings, and office hours, you have a better shot of getting a quick answer via those means. *Please sign your emails with your full name, student number, and section number, as it is common for multiple students within a class to have the same name.*

Course Infrastructure

This is a web-oriented course!!!

The course has **both asynchronous and synchronous aspects**, but much of the course content will be presented **asynchronously via Canvas (www.canvas.ubc.ca)**. Please ensure that you are comfortable using this platform sooner rather than later, and check often for up-to-date course information.

Make sure your Canvas settings are such that you see course announcements when they are released— they will be used frequently to convey important information (go to Account → Notifications → Announcements → select Notify me right away)

Content will be provided **within individual modules** on our Canvas page. Each module will involve a combination of multiple short (10ish minute) lectures (provided on Canvas), coursepack readings consisting of selected chapters from *How Children Develop* (NOT on Canvas; see below), reviews of topical areas from other sources (provided on Canvas) and journal articles describing original research (provided on Canvas).

Asynchronous Lectures (up to, but typically less than, 110 minutes per week) are provided via videos on Canvas within each module. There will be multiple videos per module, organized by sub- topic. Lecture slides will be provided in pdf format. **Lectures will include material not covered in the readings, which you will be responsible for.**

Weekly Synchronous Zoom Meetings (mainly on THURSDAYS, aside from first week of class or on quiz days) will be used go in-depth into empirical readings, discuss difficult concepts from readings and lecture, consider the real-world relevance of the phenomena we are learning about, and answer student questions. Although synchronous meetings are NOT mandatory (and will be recorded/posted for students who cannot attend), you are **strongly encouraged** to attend if you are able, as doing so will help you to get the most out of the course. You may attend the synchronous meeting for either section, regardless of which you are signed up for. If you join class, I'd love, though do not require, you to have your video on. These meetings will

likely be ~50 mins each, give or take. On midterm quiz weeks, we will NOT have a discussion, but I will be available in a Zoom room for answering questions during class times.

Weekly Synchronous Zoom Meeting Location:

<https://ubc.zoom.us/j/68762787646?pwd=bDE3NmMwOEEyZGwwWG1HTU1xL2lqdz09>

Meeting ID: 687 6278 7646

Passcode: 146197

Discussion Boards will be used to facilitate student engagement. You will be divided into groups of ~30 students (groups will be made by the end of the first week of class) and your group's board will be accessible via Canvas. Weekly prompts will be provided to each group to facilitate discussion, but you are welcome to raise any additional issues that you might wish to discuss. Your TAs and I will regularly check these boards and may contribute/provide feedback to ongoing conversations, and your contributions may be graded as part of your Engagement Portfolios. *Please help us ensure that discussion groups remain constructive, respectful places.*

More information and how these posts are graded is provided on Canvas.

Course Materials

Textbook

Siegler, R., Saffran, J., Graham, S., Eisenberg, N., DeLoache, J., & Gershoff, E. (2020/2017). *How Children Develop*, 6th/5th Canadian Edition. New York: Worth Publishers.

We use only a selection of 6 chapters from this textbook. A **coursepack** with just these chapters is available from the bookstore or the textbook publisher: <https://store.macmillanlearning.com/ca/product/How-Children-Develop/p/9781319397951>.

That said, the same text (largely other chapters) is used for *PSYC 315 – Child and Adolescent Development*. So, feel free to buy the whole thing (from the publisher, from Amazon, from former students) if you anticipate taking both courses! You will need to use either the 5th or 6th Canadian edition -- ideally the 6th, but if you can find a cheap 5th edition out there the content is pretty similar.

You DO NOT need access to Launchpad for this course. If you would like to use the e-book version of the text, though, that is accessed via Launchpad. If you choose the e-book route, though, this is accessible via LaunchPad – enter the code you purchased at this link: <https://www.macmillanhighered.com/launchpad/siegler6ecanadian/15842277>

If you are struggling to acquire the coursepack, and/or find yourself choosing between purchasing it and personal necessities, please let me know.

Course Readings

Each unit contains 1-3 readings. One will always be a review of the topic – either a chapter from the textbook coursepack, or from another textbook or handbook. Many weeks will also include one or two empirical articles, which are examples of current research in infancy. All non-coursepack readings are provided on Canvas at no cost.

Assessing Your Learning

Engagement – 10% of grade

In a web-based course, my primary concern is that students learn something, and learning requires engagement (not to mention that engagement increases enjoyment/ belonging!). Thus, 10% of your grade will reflect how deeply you engage with the course. At two points throughout the term, you will submit a “portfolio” of your personal four best examples of engagement, and one best example of a fellow classmate's engagement. These examples can come from a variety of sources, such as ****discussion boards****, live class meet-ups, office hours, email, and more. In your engagement portfolio, we'll also ask you to convince us *why* these are examples of strong engagement.

- **Engagement Portfolio #1 (5%): due Thursday, February 25th @11:59pm**
- **Engagement Portfolio #2 (5%): due Tuesday, April 13 @11:59pm**

A full guide to the Engagement Portfolios, including a rubric, is available on Canvas.

Baby Pods – 30% of grade

Credit for the ideas behind this assignment to Elisa Geiss and Mary Lewis; assignment adapted for PSYC 302 by Lily May.

In groups of 5-6, you'll be creating your very own baby! (that is, via dice rolls/random number generators and your imagination). Throughout the term, your group will be guided in determining aspects of the child. To keep up with this, you'll submit small journals reporting on your child at 4 points during the term. At the end of the term, you'll submit a final project (you're your group, or alone) where you relate the baby's development to class content.

A note about group work: Everyone is expected to participate respectfully in the group, which requires sharing the burden of work in a manner that your group members agree is fair. If you find that a member of your group is not contributing to the public good, do please first try to work it out amongst yourselves. If you cannot, please bring it to my attention.

Baby Pod Journals (2% each):

In these brief journals, your group will determine characteristics of the baby via dice roll such that the course's babies generally resemble the diversity of actual infants in Canada. Each journal will be submitted by the group, and is worth 2%. All group members will receive the same grade.

- **Journal #1 (2%): due Jan 28th @11:59pm**
- **Journal #2 (2%): due Feb 11th @11:59pm**
- **Journal #3 (2%): due March 11th @11:59pm**
- **Journal #4 (2%): due April 1 @11:59pm**

Baby book (22%)

Throughout the term, you'll have determined a lot about your group's baby. Now, you will combine what you know and extend this into a "Baby Book" for your child—similar to what parents often capture in their children's baby books!

Your baby book will include eight ages, and for each age, you must discuss at least two things the child does/is capable of doing. You can present this Baby Book in whatever format you desire—it can be in a presentation (Prezi, Powerpoint), drawings, a video, etc. I encourage you to get creative and have fun with this assignment!

For this final project, you can work with any of the members of your baby pod group (up to the full group of 5-7), or alone. If you work with fellow group members, you'll submit one Baby Book together and all receive the same grade.

- **Baby Book: due on the last day of class (April 13) @11:59pm** (note this is just under 2 weeks after last journal due date)

A full guide to the Baby Pod Project, including rubrics, is available on Canvas.

Examinations – 60% of grade

You will be evaluated through **three midterm** quizzes (on **Thursday February 11th**, **March 4th**, and **March 25th**) and **one final** exam (during the final exam period). The final exam is cumulative, but each quiz is not. For your final grade, we will use your **2 highest quiz grades**. For all exams, you are responsible for the lectures and all the readings (textbook, articles, etc.). All exams will be multiple choice. Quizzes will have 30 questions and you will have a maximum of 45 minutes to complete them. Quizzes must be taken on their assigned day, but can be accessed whenever you wish (note that I will only be available to answer questions during our scheduled class time). The final will have 150 questions and you will have a maximum of 150 minutes to complete it. The final exam schedule is set by the University.

My examinations are designed to test students on their ability to **interpret new information** in terms of psychological theories/concepts/previous studies, rather than their ability to memorize authors' names/dates/exactly what week infants start doing X/etc. Only very famous researchers that we spend significant time on will be tested on. When I provide definitional terms, though, you should be able to identify what they refer to, as these terms may be used in test questions and/or answers. You should be able to integrate new information with major themes from throughout the course (hint hint, first module). You should understand the basic milestones reached, and the differences between infants at various stages of gestation, birth, 3 months, 6 months, 9 months, 12 months, 18 months, and 24 months – nothing more specific than this. This might sound like a

lot, but I think you'll see your concept of a "three-month-old" will become pretty clear pretty fast – your baby book assignments are designed to facilitate this learning!

At the end of the course, quizzes will be re-weighted so that each of your 2 highest quiz grades will contribute 15% toward your final grade; the final will contribute 30% toward your final grade, for a total of 60%.

All examinations will be CLOSED BOOK and use Proctorio software. I recognize that there are legitimate student (and instructor!) concerns about the use of this software; however it is currently our best option given limited class resources. No final decisions are made with respect to your videos except by me. For additional information see <https://lthub.ubc.ca/guides/proctorio-student-guide/?file=2020/03/proctorio-student-guide.pdf>.

PLEASE ENSURE YOU SET UP PROCTORIO PRIOR TO YOUR FIRST QUIZ ON FEBRUARY 11th!!

Assessment Accommodations

Please note that the University and this course accommodate students with physical or mental disabilities who have registered with the Disability Resource Centre ([Centre for Accessibility](#)). We also accommodate students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations.

New accommodations this year:

1. Given the highly unusual circumstances under which we all find ourselves, as an additional accommodation you are permitted to **SKIP ONE QUIZ** entirely, or even to **SKIP MULTIPLE QUIZZES** and re-weight the final exam. I would not generally recommend this option, given you already have the opportunity to drop your worst quiz grade and quizzes can be used as a way to learn about my testing style and so could be considered final exam prep. All that said, *any quiz that is started will be graded, barring some verifiable technical glitch, and no quizzes can be retaken at a later date.* Further, everyone **MUST** take the final exam as scheduled by the University; if you do not you must take a Deferred Standing in the course (usually involves re-taking the final in July).
2. Each student will be granted **one no-questions-asked 1-week extension** on any **one** non-test assignment (Engagement Portfolios, Baby Books). If you choose to take this option on a particular assignment, *please note it within the submitted work* (for instance, write under your name that you are taking advantage of your free pass on this assessment). Note that unless your entire group decides to use their free pass on one of the four journal assignments for the baby pods, you can't use the extension for this (nor should you, as they are small assignments and worth very little).

****Generally speaking, it is my policy to try to accommodate everyone with a reasonable reason for needing accommodation, at any time. I recognize you are adults with life and family obligations as well as visible and invisible disabilities, and that the current circumstances only make things more difficult for us all, and the course is designed to reflect that. If something is preventing you from succeeding in the course, please bring it to my attention****

Grading

Grade break down

Engagement Portfolios: 10 points possible
Baby Pod Journals: 8 points possible
Midterm Quizzes: 15 points on each of 2 best quizzes: 30 points possible
Baby Book: 22 points possible
Final Exam: 30 points possible

For 100 total points possible

Extra Credit – Up to 3 points

Participate in the Psychology Department Human Subjects Pool. You can earn up to 3 extra credit points on your final grade by spending three hours participating in psychology studies (worth 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system.

1. Please register in the system (<https://ubc-psych.sona-systems.com/>) by the end of the first month of class to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies. Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot (for eligible study types), and confirm your accumulated credits afterward. At the end of the last day of class for the term, the subject pool is closed. At that point, you will no longer be able to receive credits.
2. **Alternative extra credit:** As an alternative to participation in psychology subject pool experiments, you may complete library-writing projects. Details at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>

I strongly urge you to go for extra credit – I cannot tell you how many students over the last decade have missed improving their grade by a letter (or passing the course at all) because they chose not to take advantage of this opportunity. Critically, the extra credit is added AFTER THE CURVE so it is definitely worth your while to do it. I also urge you to participate in and confirm your credits long before the last week of class (as there might not be enough studies to do if you leave it until the last minute).

Psychology Department Policy on Grade Distribution and Scaling of Grades

In order to reduce grade inflation and maintain equity across multiple course sections, *all Psychology classes are required to comply with departmental norms regarding grade distributions. However, in the spirit of flexibility and compassion in light of COVID-19 and the associated pivoting to online teaching, the usual departmental norms have been adjusted upwards by 5% for only 2020W.* According to these adjusted norms, the average grade in 300-level Psychology classes will be 75 for an exceptionally strong class, 73 for an average class, and 71 for a weak class, with a standard deviation of 13. (In other words: The average grade in this class will be in the B range, and most likely it will be in the lower end of the B range.) Grades may be scaled in order to comply with these norms (grades may be scaled up or down as necessary by an instructor or the department).

UBC Grading Policies

Grades are not official until they appear on a student's academic record. You will receive both a numerical and a letter grade for this course. (See the UBC Course Calendar for additional information about grades <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,42,96.0>)

Other Important Stuff

Diversity and Inclusion

University courses should be conducive to learning and rigorous intellectual inquiry within a context in which everyone feels included and respected—regardless of race, ethnicity, gender identity, gender expression, sexual orientation, political or religious affiliations, ability, age, social status, etc. All students in this class are encouraged to express themselves thoughtfully when discussing course material; and, when you do express yourself, it's important that you do so in a manner that shows respect for every other member of this class. Our goal is not necessarily to agree, but rather to disagree without being threatening or alienating. If a statement or behaviour is likely to offend others, it should not be shared with the class (but can be shared with me in office hours). If at any point you feel threatened, alienated, or offended by anything that happens in class, please let me or a TA know.

As your instructors, we strive to keep learning about diverse perspectives and identities, and it is very important to us that this be an inclusive space. If at any point you feel that any of your instructors are failing to live up to an inclusive space in this course, please let us know.

You can find additional information about resources pertaining to equity, diversity, and inclusion, including information on the Psychology Department's Committee on Equity and Inclusion, on the Psychology Department's website: <https://psych.ubc.ca/about/equity-inclusion/>

Issues for Students Studying Abroad and Remotely

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. **This course may cover topics including, but not limited to, when life begins, LGBTQ+ issues, vaccines and autism, child abuse and neglect, etc.** If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities. Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks until you are back on campus, or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Academic Integrity

As members of the academic community, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. Students are expected to comply with all university regulations on integrity issues including plagiarism, cheating, and submitting your own work more than once. For details on University policies and procedures pertaining to student conduct and academic dishonesty, please see: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3.54.0.0>

This class includes one component in which group work is required/encouraged. Collaboration on this project means working together to submit one assignment. Assignments must be generated solely by the group.

A note about citing versus plagiarism

Plagiarism is defined as “where an individual submits or presents the oral or written work of another person as his or her own.” In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the source of that information and how best to cite.

In Psychology, we use APA citation style to indicate our sources. A good guide to APA style can be found at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

In writing within Psychology, direct quotations from sources are discouraged. Instead, you should try to paraphrase ideas into your own words, while citing the original source of those ideas.

If you have citing or what may constitute plagiarism, please discuss with us *before* any assessment is begun. In addition, a helpful guide can be found at <https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/?login>

Course Material Copyright and Intellectual Property

All readings for this course are copyrighted, and cannot be redistributed without permission of the copyright owner. Lecture videos and other course materials are the intellectual property of the instructor(s) and these also cannot be redistributed (e.g., posted on any other website, or shared in any other way) without instructor permission. Violation of these policies may lead to academic discipline.

UBC Academic Calendar

Further information about academic regulations, course withdrawal dates and credits can be found in the UBC Academic calendar at <http://www.calendar.ubc.ca/vancouver/>

Student Resources

We participate in the Early Alert program, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

ACADEMIC RESOURCES

- **UBC Academic Regulations:** <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3.0.0.0> Information on UBC regulations, including academic concession and accommodation.
- **UBC Learning Commons:** <http://learningcommons.ubc.ca/> Offers a variety of learning and research sources for students. The website includes tutoring, workshops, study groups, and many other online tools and links to academic resources offered at UBC.
- **Access and Diversity:** <http://students.ubc.ca/about/access> or 604-822-5844. Provides accommodations for students living with physical, mental, and/or learning disabilities.

WELLNESS RESOURCES

- **Campus Lightbox:** campuslightbox.ca A student-created website noting many of the mental health support resources available to UBC students.
- **The Kaleidoscope:** <http://the-kaleidoscope.com/> A confidential peer-run mental health support group.
- **UBC Counselling Services:** <http://students.ubc.ca/livewell/services/counselling-services> or 604-822-3811. Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counselor on an individual basis, attend group counseling, or to document an illness if you should require academic concession.
- **AMS Peer Support:** <https://www.ams.ubc.ca/student-services/peer-support/> Provides free, confidential, one-on-one peer support for UBC students and staff facing a wide variety of challenges.
- **UBC Wellness Centre:** <http://students.ubc.ca/livewell/services/wellness-centre> or 604-822-8450. Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, and more.
- **Student Health Services:** <http://students.ubc.ca/livewell/services/student-health-service> or 604-822-7011. Provides students with a variety of healthcare related services to help you maintain your health. Access to doctors and registered nurses.
- **Live Well, Learn Well:** <http://students.ubc.ca/livewell> The Live Well, Learn Well Initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.
- **Mental Health Awareness Club:** <http://blogs.ubc.ca/ubcmhac/> A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.
- **AMS Food Bank:** <http://www.ams.ubc.ca/services/food-bank/> If you are in a financial emergency, the AMS food bank can provide you with a food hamper. You are able to use the service for up to 6 times per term.
- **BC Crisis Center:** www.crisiscentre.bc.ca 604-872-3311. Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
- **Distress Line:** 1-800-Suicide (784-2433). If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day.

Acknowledgements

We acknowledge that UBC Vancouver is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Given that this year students will be joining our course from all over the world, we also acknowledge the traditional lands from which each of our students learn.

Portions of this syllabus were adopted from/inspired by Lily May and the Psychology Department Communities of Practice.

COURSE OUTLINE

Week/Module		Assigned Readings	Discussions (Thursdays) & Assessments (due@11:59pm)
1	January 12-18: <i>Introduction to Infancy</i>	<ul style="list-style-type: none"> No assigned readings, use the time to get comfortable with Canvas & work through first module 	INTRO ZOOM ON TUESDAY, JAN 12!!
2	January 19-25: <i>Research Design & Methods</i>	<ul style="list-style-type: none"> Gross (2018): Research Methods <i>Optional:</i> Colombo & Mitchell, 2009 – Infant Habituation. (<i>A deep dive into one of the most common infancy methods</i>) 	<u>Jan 21:</u> <ul style="list-style-type: none"> Discussion: Course details/assignments/methods
3	January 26-February 1: <i>Brain Development & Genetics</i>	<ul style="list-style-type: none"> Course Textbook, Chapter 3: Biological Foundations Briley & Tucker-Drob, 2013 – Heritability increases over development 	<u>Jan 28:</u> <ul style="list-style-type: none"> Discussion: Heritability Baby pod journal #1
4	February 2-8: <i>Prenatal Development, Birth, & The Newborn</i>	<ul style="list-style-type: none"> Course Textbook, Chapter 2: Prenatal Development and the Newborn Period Dominguez, T. P. et al (2008). Racial differences in birth outcomes: The role of general, pregnancy, and racism stress. 	<u>Feb 4:</u> <ul style="list-style-type: none"> Discussion: Race and birth outcomes
5	February 9-14: <i>Perceptual Development</i>	<ul style="list-style-type: none"> Course Textbook, Chapter 5: Perception, Action, & Learning in Infancy (<i>Perception only</i>) Meltzoff & Barton (1979). Intermodal perception. 	<u>Feb 11:</u> <ul style="list-style-type: none"> Quiz #1 (Modules 1-4) Baby pod journal #2
	February 15-19 <u>Reading Break</u> <i>No New Content!</i>	<ul style="list-style-type: none"> Trashy novels, social media, the insides of your eyelids (and any course material you're not up to date with). 	
6	February 23-March 1: <i>Motor Development</i>	<ul style="list-style-type: none"> Course Textbook, Chapter 5: Perception, Action, & Learning in Infancy (<i>Motor Development only</i>) Karasik, L. B., Tamis-LeMonda, C. S., Ossmy, O., & Adolph, K. E. (2018). The ties that bind: Cradling in Tajikistan. 	<u>Feb 25:</u> <ul style="list-style-type: none"> Discussion: Motor Development Engagement Portfolio #1
7	March 2-8: <i>Cognitive Development 1</i>	<ul style="list-style-type: none"> Course Textbook, Chapter 5: Learning & Memory (or Cognition, in 5th edition) Levine & Munch (2017): Theories of Cognitive Development. Stahl & Feigenson (2015): Observing the unexpected enhances infants' learning and exploration. 	<u>March 4:</u> <ul style="list-style-type: none"> Quiz #2: (Modules 5 & 6)
8	March 9-15: <i>Cognitive Development 2</i>	<ul style="list-style-type: none"> Course Textbook, Chapter 7: Section "Understanding Why, Where, When, & How Many" (only responsible for infant info) Course Textbook, Chapter 7: Section "Understanding Who or What" but stop before "The Growth of Play" DiGiorgio et al. (2016). Difference in visual social predispositions between newborns at low- and high-risk for autism. 	<u>March 11:</u> <ul style="list-style-type: none"> Discussion: Autism & Vaccines Baby pod journal #3
9	March 16-22: <i>Language Development</i>	<ul style="list-style-type: none"> Course Textbook, Chapter 6: Development of Language and Symbol Use Byers-Heinlein, K. & Lew-Williams, C. (2013). Bilingualism in the early years: What the science says. 	<u>March 18:</u> <ul style="list-style-type: none"> Discussion: Language Development
10	March 23-29: <i>Emotion & Temperament</i>	<ul style="list-style-type: none"> Berk, L. (2012): Emotional Development Tang, A., et al. (2020). Infant behavioral inhibition predicts personality and social outcomes three decades later. 	<u>March 25:</u> <ul style="list-style-type: none"> Quiz #3 (Modules 7-9)
11	March 30-April 5 <i>Attachment & The Self</i>	<ul style="list-style-type: none"> Course Textbook, Chapter 11: Attachment to Others and Development of the Self Broesch et al. (2011). Cultural variations in children's mirror self-recognition. 	<u>April 1:</u> <ul style="list-style-type: none"> Discussion: Cross-cultural differences in social develop Baby pod journal #4

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April 6-12
Moral Development

- Hamlin, J. K., & Sitch, M. (2020). Understanding and evaluating the moral world in infancy.
- Dahl, A. (2016). Infants' unprovoked acts of force toward others.

April 8:

- Discussion: Infant morality?

April 13: Engagement Portfolio #2 & Baby Book Final Project