

PSYCHOLOGY 302 INFANCY

Fall 2021

WELCOME TO PSYC302!

Do you like babies? Do you wonder whether experiences in your infancy helped shape you into who you are now? Are you interested in how genetics, family, and culture influence development?

If so, yay, you're in the right class!!! If not— hopefully over the course of the term, we'll be able to convince you that these are fun ideas to discuss.

In brief: this course will provide an introduction to the major theories and current research on human development, focusing on development from conception through 3 years of age.

SECTION 002: Mondays (online), Wednesdays, & Fridays from 10:00-10:50am in Friedman 153

SECTION 003: Mondays (online), Wednesdays, & Fridays from 11:00-11:50am in Friedman 153

LEARNING GOALS

By the end of this course, you should be able to:

1. Describe the research methods used to study infant development, evaluate the advantages/limitations of these methods, and apply such methods to new research ideas.
2. Consider how both biological influences and experiences impact (and interact to impact) development.
3. Explain how infants respond and behave at different times in development: describe important trajectories and milestones in perceptual, motor, language, cognitive, emotional, social, and moral development between conception and 3 years of age.
4. Contrast major historical and contemporary theories of development; discuss how theories guide research and application.
5. Examine how culture and context shape development.
6. Apply developmental psychological theories and research to real-world situations and new examples.
7. Interpret and critique empirical writing on infant development.

OUR INSTRUCTIONAL TEAM

INSTRUCTOR

Dr. Lillian (Lily) May

- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: lamay@psych.ubc.ca
- Office: Kenny 2307
- Drop-in Zoom Student Hours (link on Canvas):
 - Tuesdays: 9:30-10:30am
 - Fridays: 2:00-3:00pm
- Appointments: Email or book on calendly.com/lamay
- Tweet at me: @lilymayubc



Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach several classes all about development. When I'm not teaching, you can usually find me hanging out with my husband Tod and 3-year-old daughter Remy! I like baking, terrible reality TV, and sleep.

PREGNANCY & PREGNANCY-CONTINGENCY PLANS!

*As you'll likely notice on the first day of class, your instructor is pregnant! With twins!
What does this mean for you???*

While my official due date is after the end of term (December 31), twins typically come early—and even before they are born, can carry risks and physical stress. This unfortunately means I don't know how long I'll be able to be in the classroom teaching you. There is a chance we may have to pivot online during the term to accommodate, or cancel some classes.



Our current plans are:

- To communicate with you quickly and clearly about any changes.
- Beginning after Midterm 2, in-person instruction (and potentially some asynchronous online instruction) will be handled by your fantastic teaching fellow, Denny. I hope to still be involved in online course components throughout November, but that will depend on how the pregnancy is progressing.
- While we will attempt to get final course grades to you promptly following the final exam in December, there is a chance this could be delayed into January. If this is a concern for you due to graduation, please feel free to check in with me.

TEACHING FELLOW



Denitza (Denny) Dramkin

- Please call me: Denny (like the restaurant; pronouns: she/her)
- Email: ddramkin@psych.ubc.ca
- Drop-in Zoom Student Hours: Mondays, 1:00-2:00pm (link on Canvas)
- *Denny is a PhD student in Developmental Psychology exploring the links between language and perception. When not running experiments on children, she can be found drawing mythical woodland creatures or adding house plants to her growing indoor jungle.*

TEACHING ASSISTANTS



Ianna Folkes

- Please call me: Ianna (rhymes with “Diana”; pronouns: she/her)
- Email: ianna.folkes@ubc.ca
- Student hours by appointment
- *Ianna is a Masters student in the Reproductive and Developmental Sciences. In her free time she can be found online shopping, training for an upcoming half marathon, and attempting to play with her cat Franklin.*



Taeh Haddock

- Please call me: Taeh (“tay-uh”; pronouns: she/her)
- Email: taehhaddock@psych.ubc.ca
- Drop-in Zoom Student Hours: Thursdays, 2:00-3:00pm (link on Canvas)
- *Taeh is a PhD Candidate in Developmental Psychology. Her dissertation research examines the relationship between children's theory of mind and social-emotional functioning. Her other research explores the role of fluency misattribution in the curse of knowledge bias in children's and adult's judgements of what others' know. In her free time she love to sail, explore the outdoors with her 2 dogs, workout, drink coffee, and watch reality TV.*

EMAIL:

For all course-related questions or concerns, please email
ubcpsyc302@psych.ubc.ca

We will then direct your email to the most appropriate person to answer (ie, instructor or TAs). We strive to respond to all emails within 48 hours, except on weekends and holidays!

CLASS STRUCTURE

Weekly structure:	
MONDAYS	Asynchronous online content, available on Canvas
WEDNESDAYS	Live in-person class (recordings available for those who cannot attend)
FRIDAYS	Live in-person class (recordings available for those who cannot attend)

For maximum flexibility, and to make the most of our learning during in this uncertain term, our course has been designed as a combination of live in-person classes and asynchronous online learning.

ASYNCHRONOUS

On **MONDAYS**, we will have no live in-person class! Instead, course content will be available online, in an asynchronous format (ie, complete at your own time).

We will plan to post the upcoming week's asynchronous content on Fridays, and you can then work on it anytime Friday-Wednesday. This content will typically mark the start of a new unit—and will provide an introduction to that topic. You will ideally want to complete the asynchronous content prior to in-person class.

Asynchronous content will be available in the unit **modules** on Canvas. Content will typically consist of:

- **Pre-recorded mini lectures:** Approximately 5-15 minutes in length each (captioned), for a total of approximately 30-60 minutes per unit.
- **Discussion boards:** These topics are designed to encourage active thinking about the material, as well as provide space for you to raise questions.

Asynchronous material in each Canvas module will be set up as self-directed. You will view/complete a series of “required” items in order to move on to

the next item. We won't be grading your completion of these items—but they are set up to help you work through items in order.

IN-PERSON CLASS

On **WEDNESDAYS** and **FRIDAYS**, we will have live in-person classes.

If you're uncomfortable or unable to attend in-person classes: that is absolutely fine. The sessions will be recorded and posted for all. While there are opportunities to gain engagement examples (for your Engagement Portfolio assignment) from live meetings, there will also be plenty of opportunities from asynchronous course components as well.

GROUP

To help build interaction and get to know some of your classmates, there will be a small group component. Each of you will be in a “baby pod” of 5-7 students—where you will be creating a baby together throughout the term (no, not in the way you're thinking...)! Then, at the end of the term, you'll have the opportunity to work with other group members on a final “Baby Book” project.

I also hope that your baby pod members can serve as comrades during this course: I encourage you to share notes, study together, offer support, etc.

COURSE MATERIALS

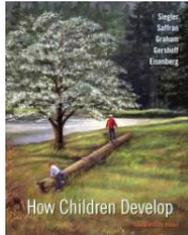
REQUIRED: COURSE READINGS

For most units, there is 1 required reading. These vary in nature: some are textbook chapters, while many are empirical research articles. Material from required readings will be tested on exams!

All required readings are available for free on Canvas.

RECOMMENDED: TEXTBOOK

Siegler, R., Eisenberg, N., DeLoache, J., Saffran, J., Gershoff, E., & Graham, S. (2020). *How Children Develop*. Sixth Canadian Edition.



This textbook corresponds with the material we'll be covering in class. Recommended textbook readings are given for most units, but no information solely from the textbook will be tested on exams.

While the textbook is not required, we do highly recommend it! For many students, reading the material in the textbook can be *super* helpful: it presents the information with more depth and a sense of history, gives you some similar content in a different way, and provides an overall structure for the ideas we'll be discuss.

Important notes about the textbook:

- The textbook is available from the bookstore (\$80 for the loose-leaf edition, \$90 for the e-book), or online at VitalSource (<https://www.vitalsource.com/referral?term=9781319269678>; \$60 for 120-day access).
- The same textbook-- but different chapters-- is also recommended for PSYC315 (Childhood & Adolescence). If you're planning to take

PSYC315 in the future, you may want to ensure your access to the text lasts for more than this term.

- I use the 6th Canadian edition as my reference text—I can't guarantee the accuracy of any other edition. However, since there won't be information tested solely from the textbook on exams, you should generally be fine with any recent-ish edition.
- For any discrepancies between the textbook and lecture, consider lecture content as accurate/privileged for exam purposes.

COURSE WEBSITE

In our online course, our course website is essential! Find everything for our class on www.canvas.ubc.ca, and please check often for up-to-date 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)

TOP HAT

Top Hat is a web-based classroom response system that allows you to answer questions and engage in discussion during class.

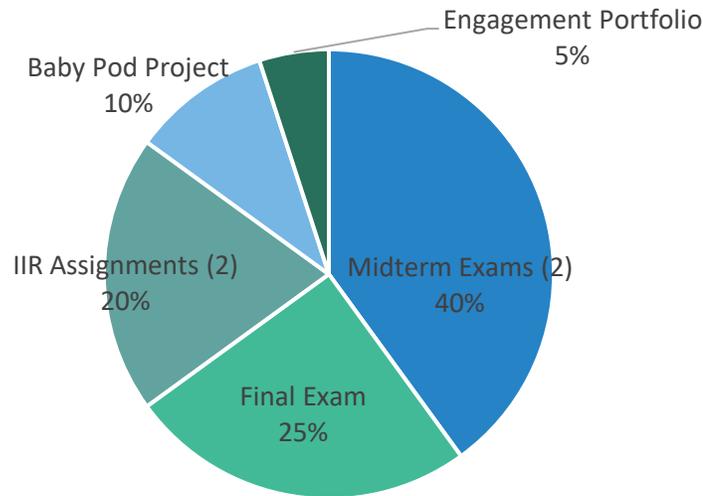


During our in-person classes, we'll use Top Hat for polls, chat, practice questions, and other activities. Top Hat won't be monitored for attendance or required for participation marks.

TopHat is available to you for free (do not pay to sign up!). It can be accessed through your internet browser, or through Apple/Android apps.

Sign up at: tophat.com
Section 002 (10am)- Course Join Code: **620392**
Section 003 (11am)- Course Join Code: **429399**

COURSE ASSESSMENTS & GRADING



EXAMS (65%)

MIDTERM EXAMS (40%)

Two non-cumulative exams each worth 20%. Midterm exams will be online via Canvas.

- **Midterm #1 (20%): October 4**
- **Midterm #2 (20%): November 8**

Midterm exams will be 50 minutes in length. Each exam will be available from 12:00am to 11:59pm on exam day.

Midterm exams will be open-book/open-note, but are to be completed independently. Midterms will consist of multiple choice questions.

FINAL EXAM (25%)

The final exam will be scheduled during the University exam period (December 11-22). We are currently planning for the final exam to be held **in-person**, although this may shift depending on University policy and Covid safety concerns.

Cumulative final exam, covering material from across the course. The final exam will consist of both multiple choice and short answer questions, and will have a time limit of 2 hours, 30 minutes.

Notes on Exams:

- Midterms are not cumulative; the final is cumulative.
- Exams will cover content from assigned readings, the pre-recorded lectures, discussion boards, and the live (recorded) synchronous sessions. Basically, anything covered throughout the course is possible to show up on exams!
- Exams tend to rely heavily on application: ie, you need to do more than just memorize terms and facts, but be able to *apply* this knowledge to new examples and situations.

ASSIGNMENTS (30%)

INFANT INTERVIEWS & REFLECTIONS (20%)

Submit 2 (of 5 possible; due dates below). 10% each.

For these assignments, you will be focusing on the development of one infant in particular: at two points throughout the term, you will conduct interviews with a parent (or parents) about their child's development, and then will relate this information to course content—analyzing where

the infant’s development aligns with what we’ve learned, and when (and why) it may not. You’ll also think to turn the ideas from your interview into a testable research study.

There are 5 different interview/reflection topics and due dates; you choose which to submit:

- **IIR#1- Prenatal & Newborn Development: due October 15 @ 11:59pm**
- **IIR#2- Perceptual & Motor Development: due October 22 @ 11:59pm**
- **IIR#3- Language Development: due October 29 @ 11:59pm**
- **IIR#4- Cognitive/Social Cognitive Development: due November 5 @ 11:59pm**
- **IIR#5- Social Development: due December 3 @ 11:59pm**

Only two IIRs can be submitted—if more are submitted, the grades from the first 2 will count.

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

BABY POD PROJECT (10%)

Credit for the ideas behind this assignment to Elisa Geiss and Mary Lewis.

At the beginning of the term, you’ll be grouped into a “baby pod” of 5-6 classmates. With this group, you’ll be creating a baby! (Uhhh... don’t get too worried/excited—this baby will be created through random dice rolls and your imagination). Throughout our classes, your group will be determining aspects of the child.

Then, at the end of the term, you’ll submit a final project where you relate the baby’s development to class content. You will create a “Baby Book,” similar to what parents often capture of their child’s early development—just with a bit more research/science mixed in.

Your baby book will include five ages, and for each age, you must discuss at least two things the child does/is capable of doing. We’ll also ask that

throughout, you incorporate aspects of your baby’s context that you’ve determined throughout the term (culture, language, family background, etc.), and consider how this may have impacted their development.

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 project, you can work with any of the members of your baby pod group (up to the full group of 5-6), or alone. If you work with fellow group members, you’ll submit one Baby Book together and all receive the same grades.

- **Baby Book: due December 10 @11:59pm**

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

ENGAGEMENT PORTFOLIO (5%)

Our class is most exciting-- and beneficial to your learning-- when students are actively engaged with our course material and with each other!

At the end of 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, 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 (5%): due December 10 @11:59pm**

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

EXTRA CREDIT (UP TO 3%)

HUMAN SUBJECTS POOL CREDITS

You may earn up to 3% extra credit to your final course grade through participating in research studies (or by completing library assignments).

More information can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>

GRADING POLICIES

MISSED EXAMS

I understand that life happens, and can sometimes interfere with coursework.

If you are unable to take a midterm exam (for any reason—you don't have to tell me why, I don't need to know the details!), you can be excused from that exam and have the weight moved to the cumulative final. Just let us know in advance of the exam: *we cannot reweigh marks from already-completed exams.*

If you are unable to take the final exam, you must contact your faculty's advising office as soon as possible to apply for Academic Concession.

LATE ASSIGNMENTS

If you are unable to submit an assignment on time, a 1-week grace period is automatically granted. As long as you submit your assignment within 1 week of the due date, there is no penalty—and you do not need to let us know!

If you need more than 1-week past the due date, please check in with me. We may ask that you apply for formal in-term concession with your faculty's advising office. For UBC policies regarding in-term academic concessions, visit:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

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<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

GRADE DISTRIBUTION & SCALING

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, those departmental norms have been adjusted upwards by 5%.** According to these adjusted norms, the average grades for 300- and 400-level classes will be 75% for an excellent class, 73% for an average class, and 71% for a weak class, with a standard deviation of 13.

Class Performance	Mean	SD
Strong class	75%	13%
Average class	73%	13%
Weak class	71%	13%

Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department.

Further details on UBC's grading practices are available at <https://students.ubc.ca/enrolment/courses/grades>

Grades are not official until they appear on a student's record.

CLASS IN THE TIME OF COVID-19

We're all in this together.

This has been my guiding principle as we've navigated learning in new and uncertain circumstances throughout the past year and a half. That doesn't change as we transition back to in-person classes. My hope is throughout the term, **we will all lend each other support and compassion.**

SUPPORT FOR STUDENTS

Your well-being is more important than anything going on is this course. I fully understand that you may have other priorities—your self-care, your families, your work, etc. If you find that you are struggling to balance these priorities with the demands of this class, do reach out. I will try to provide resources and discuss options.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action— along with likely having you discuss with your faculty's advising office.

SUPPORT FOR OUR INSTRUCTIONAL TEAM

While our instructional team is fully committed to this class, we also hope that you will extend us the understanding that we too have other responsibilities—to other aspects of our jobs, to our families, and to our own self-care. As such, it is quite likely there will be things that don't go according to plan: cancelled classes, rescheduled office hours, delayed emails, late grades, etc. We can't promise these won't happen—but we can promise to communicate with you about any changes quickly and honestly.

COVID-19 CONTINGENCY PLANS

With the ever-changing nature of the pandemic, it's possible we may need to make changes to our course during the term.

Should we need to pivot our course online (either for a short period—ie, Instructor quarantine, or longer—ie, UBC in-person class shutdown), our plans are to keep the same class structure. Monday classes will not be live, but will be asynchronous material posted on Canvas. Wednesday and Friday classes would move to live Zoom meetings.

COVID-19 RISK MANAGEMENT

- Take a few minutes each day to complete your daily Covid self-assessment: <https://bc.thrive.health/>
- **If you are feeling unwell, please don't come to class!** We will have lecture recordings available for all students, and are happy to answer any questions in online office hours.
- **Masks are required in indoor settings (including classrooms).** Please wear your mask—covering your nose and mouth-- during in-person classes. If possible, please refrain from eating during class so that masks stay on. If you don't have a mask for class, I'm happy to provide one!
- Vaccines are available for free to all BC residents and students! Visit <https://immunizebc.ca/covid-19>

Remember that your actions impact the health and safety of others. Please act with care.

POLICIES

EMAIL

For course-related questions or concerns, please email ubcpsyc302@psych.ubc.ca. This course email will be monitored frequently, and your email will be directed on to the most appropriate person to answer your query. If you have private or sensitive concerns, also feel free to email me directly (lamay@psych.ubc.ca).

We aim to respond to emails within 2 days, *excluding weekends or holidays*. If you haven't heard back from us within 2 days (or if it is the weekend), please wait—we often have *many* emails, and are responding as soon as possible! **If it has been more than 2 days, please do follow up!** (We aren't ignoring or not responding to your emails, but they can sometimes get lost!)

DIVERSITY & INCLUSION

Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!)

Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be shared with me after class or in office hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TA know.

I (like many people) am always learning about diverse perspectives and identities. If at any point

you feel as though I am failing to live up to an inclusive space in our course, I encourage you to let me or a member of our instructional team know.



ACADEMIC INTEGRITY

We are all—students, teachers, TAs—members of the academic community. In this community, there are ethical standards for how we share and produce knowledge. These standards of academic integrity hold that we produce our own contributions (ie, we don't copy or buy papers, we don't cheat on exams) and we don't take credit for someone else's work (ie, we include citations and references).

Students are expected to comply with all university regulations regarding academic integrity; including plagiarism, cheating, and submitting your own work more than once. Policy guidelines can be found at: <http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/>.

CITING VS. 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 Lily/TAs *before* any assessment is begun. In addition, a helpful guide can be found at

<https://learningcommons.ubc.ca/resource-guides/understand-academic-integrity/?login>.

PSYCHOLOGY DEPARTMENT'S POSITION ON ACADEMIC MISCONDUCT

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 the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

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 your instructor. 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 (available at <http://www.universitycounsel.ubc.ca/policies/policy69.html>).

UBC VALUES STATEMENT

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policiesresources-support-student-success>).

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, including tutoring, writing support, and many other links to academic resources.
- **Centre for Accessibility:** <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:** [https://students.ubc.ca/health/counselling-](https://students.ubc.ca/health/counselling-services)

[services](#) or 604-822-3811. Offers a variety of resources to help you maintain your mental health while in school, including individual and group counselling.

- **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.
- **Student Health Services:** <https://students.ubc.ca/health/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.
- **Mental Health Awareness Club:** <http://blogs.ubc.ca/ubcmhac/> A club that offers opportunities to speak about mental health, 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 bag. You are able to use the service for up to 16 times per term.
- **BC Crisis Center:** <http://www.crisiscentre.bc.ca/> or 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 the UBC Point Grey campus is situated on the traditional, ancestral, and unceded territory of the xwmə0–kwəy'am (Musqueam).

Portions of this syllabus inspired by Drs. Steven Barnes, Kyle Danielson, Afra Foroud, Janet Werker, Catherine Rawn, Andrew Baron, Susan Birch, Mark Lam, Erica Wojcik, Leslie Berntsen, Elisa Geiss, Mary Lewis, Lauren Emberson, & Denitza Dramkin.

COURSE SCHEDULE

Subject to Change

Unit		Assigned Readings	Assessments
1	September 8-10: Introduction to Infancy	<ul style="list-style-type: none"> Recommended Textbook Reading: <i>Chapter 1- An Introduction to Child Development (start of the chapter → up until 'Methods for Studying Child Development')</i> 	
2	September 13-17: Methods for Studying Infancy	<ul style="list-style-type: none"> Required Reading: <i>Gross (2018). Research Methods</i> 	
3	September 20-24: Biological Foundations of Development	<ul style="list-style-type: none"> Required Reading: <i>Siegler et al. (2020). Chapter 3- Biological Foundations (start of the chapter → up until 'The Body: Physical Growth and Development')</i> 	
4	September 27- October 1: Prenatal Development, Birth, & the Newborn	<ul style="list-style-type: none"> Recommended Textbook Reading: <i>Chapter 2- Prenatal Development and the Newborn Period (entire chapter)</i> Required Reading: <i>Dominguez, T. P., Dunkel-Schetter, C., Glynn, L. M., Hobel, C., & Sandman, C. A. (2008). Racial differences in birth outcomes: the role of general, pregnancy, and racism stress.</i> 	
October 4: MIDTERM 1			
5	October 6-15: Perceptual & Motor Development	<ul style="list-style-type: none"> Recommended Textbook Reading: <i>Chapter 5- Perception, Action, & Learning in Infancy (start of the chapter → up until 'Learning and Memory')</i> Required Reading: <i>Karasik, L. B., Tamis-LeMonda, C. S., Ossmy, O., & Adolph, K. E. (2018). The ties that bind: Cradling in Tajikistan.</i> 	<ul style="list-style-type: none"> October 15: IIR Option #1 due
6	October 18-22: Language Development	<ul style="list-style-type: none"> Recommended Textbook Reading: <i>Chapter 6- Development of Language and Symbol Use (start of the chapter → up until 'Nonlinguistic Symbols and Development')</i> Required Reading: <i>Brito, N., & Barr, R. (2012). Influence of bilingualism on memory generalization during infancy.</i> 	<ul style="list-style-type: none"> October 22: IIR Option #2 due
7	October 25-29: Cognitive Development	<ul style="list-style-type: none"> Recommended Textbook Reading: <i>Chapter 4- Theories of Cognitive Development (sections 'Piaget's Theory' and 'Core-Knowledge Theories'), Chapter 7- Conceptual Development (section 'Number')</i> Required Reading: <i>Wang, J. & Feigenson, L. (2019). Infants recognize counting as numerically relevant.</i> 	<ul style="list-style-type: none"> October 29: IIR Option #3 due
8	November 1-5: Social Cognition	<ul style="list-style-type: none"> Recommended Textbook Reading: <i>Chapter 7- Conceptual Development (section 'Understanding Oneself and Other People')</i> Required Reading: <i>Xiao et al. (2018). Infants rely on gaze cues from own-race than other-race adults for learning under uncertainty.</i> 	<ul style="list-style-type: none"> November 5: IIR Option #4 due
November 8: MIDTERM 2			
9	November 15-19: Emotion & Temperament (with TF Denny)	<ul style="list-style-type: none"> Recommended Textbook Reading: <i>Chapter 10- Emotional Development (start of chapter → up until 'Mental Health, Stress, and Internalizing Mental Disorders')</i> Required Reading: <i>Morales et al. (2021). Infant temperament prospectively predicts general psychopathology in children.</i> 	
10	November 22-26: Attachment & the Self (with TF Denny)	<ul style="list-style-type: none"> Recommended Textbook Reading: <i>Chapter 11- Attachment to Others and Development of the Self (start of chapter → up until 'Self-Concept in Adolescence')</i> Required Reading: <i>Broesch, T., et al. (2011). Cultural variations in children's mirror self-recognition.</i> 	
11	November 29-December 3: Moral Development (with TF Denny)	<ul style="list-style-type: none"> Recommended (non-Textbook) Reading: <i>van de Vondervoort, J. & Hamlin, J.K. (2016). Evidence for Intuitive Morality: Preverbal Infants Make Sociomoral Evaluations</i> Required Reading: <i>Loheide-Niesmann et al. (2021). Toddlers' preference for prosocial versus antisocial agents: No associations with empathy or attachment security.</i> 	<ul style="list-style-type: none"> December 3: IIR Option #5 due December 10: Baby Pod Project Due December 10: Engagement Portfolio due
December 11-22: FINAL EXAM TO BE SCHEDULED			