



## Infancy, 2022 Term 1 – Syllabus (Subject to Change)

Psychology 302, Section 002

Classes run Thursday September 8<sup>th</sup> – Tuesday December 6<sup>th</sup> (No class November 10<sup>th</sup>: Midterm break)

In-Person Course: HENN 200

**We acknowledge that the UBC Vancouver campus is situated within the traditional, ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam). We are grateful to live, work, and play on this land.**

### **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 (if you wish, it 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 either of us 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/>

### **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. Although development and change is a constant across the lifespan, *there is no other time in human development that so much profound change occurs!* 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 in infant science, and provide you with the theoretical foundations necessary 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 importantly!) 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 infant 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](http://cic.psych.ubc.ca)) and teaching Infancy since 2010. I also co-direct the honours program. I got my start studying infants when I volunteered in an infant lab during my second year at university, and was immediately hooked! 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 a 3-year-old (Eliza). In my spare time I enjoy skiing and mountain biking. **Email:** [kiley.hamlin@psych.ubc.ca](mailto:kiley.hamlin@psych.ubc.ca) **Office Hours:**

**Tuesdays, 10-11 AM**

<https://ubc.zoom.us/j/62079968328?pwd=azdUcEliTXN6ay92NXF1VEw4Z0lUdz09>

Meeting ID: 620 7996 8328

Passcode: 700395



### **Teaching Assistant:**

**Eloise West** (she/her)

**About me:** I am in my third year of grad school here at UBC, working toward my Ph.D. in developmental psychology. With Dr. Darko Odic in UBC's Centre for Cognitive Development (<https://cogdev.psych.ubc.ca/>), I study how children learn about the world around them. Currently, my work focuses on kids' metacognitive abilities - how they learn to monitor and evaluate the quality of their knowledge - and how they communicate this to others, as well as the interaction between language learning and numerical development. In my free time, I like crafting and hiking. **Email:** [ewest@psych.ubc.ca](mailto:ewest@psych.ubc.ca) **Office Hour: Mondays, 11-12 pm**

<https://ubc.zoom.us/j/68886229377?pwd=cVpSVG55MS9aMWZnU1JydEwwZE8vZz09>

Meeting ID: 688 8622 9377

Passcode: 501109



### **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 announcements, course material, etc. on Canvas**. If you don't see an answer anywhere, we are happy to help! You can (ideally in this order):

1. **Ask Dr. Hamlin before or after class.** I will often come straight from teaching (Tuesdays) or department meetings (Thursdays), but I am happy to answer questions once I am set up if it's before 2 PM. After class, I will answer questions *once I have put away my stuff and exited the classroom* (as an instructor I know that whoever is teaching in the next period will be anxious to get me out of their way so they can set up) - I will stick around for a few minutes for questions outside of HENN and/or would be happy for you to join me on my walk back to Kenny.
2. **Come to office hours.** There are 2 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. **Message us on Canvas.** We will monitor the Canvas inbox regularly, and will endeavour to respond within 48 hours (except on holidays and weekends). However, since much of our time will be being devoted to monitoring Canvas discussion boards, teaching class, and holding office hours, you have a better shot of getting a quick answer via those means.
4. **Send a message on Canvas to schedule a meeting outside of office hours.** For students who are unavailable to attend any of the scheduled office hours, but would like to meet one-on-one for questions about the course, research in psychology, etc.
5. **Email us.** Email is *not* the best way to get a response to your questions. If you feel you must use this option, *please sign your emails with your full name and student number, as it is common for multiple students within a class to have the same name.*

## **Course Infrastructure**

**This is an in-person course!!!** I am very excited about being back to teaching Infancy in-person (the last time I taught this class was online in 2020). My experience with teaching online was generally fine, but I have a strong sense that in-classroom learning is superior to (even synchronous) remote learning, both from student performance on exams and from my experiences in 2021 versus the 15+ times I have taught the course in person prior to COVID. My decisions regarding course procedures and policies reflect this experience/belief. **That said, I have retained some policies and accommodations from 2020/21.**

**As this is an in-person course, you are expected to be in class each day barring illness or other significant mitigating circumstance. Please wear a mask (I will too). Attendance/participation will be graded via your logged responses to iClicker questions during class. However, the risk of COVID-19 and other illnesses is obviously still with us, and I do not want you to attend class if you are feeling unwell.** To facilitate your ability to keep up with the course in light of illness or other absences, and to use as a study tool for exams, I will post my asynchronous mini-lecture videos **from 2020** to Canvas by one week after the module is completed in class. Basically, they will cover the same content, and the slides will largely be the same. That said, they will mostly not include lecture material about outside journal articles (as these were sometimes different and sometimes done synchronously in 2020) and I cannot guarantee 100% overlap of content. If I had to guess, I'd say the content will overlap about 90%. **\*\*If I am sick and unable to attend class, and (1) am too sick to teach over zoom and (2) cannot find someone to teach for me, these mini-lectures may stand-in for in-person content in a given week. They will also stand in for lecture on October 6<sup>th</sup>, when I will be traveling to Washington, DC for my brother's wedding. Exams will be adjusted accordingly.\*\***

**The main source of information for this course is Canvas ([canvas.ubc.ca](https://canvas.ubc.ca)). 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)

The class is designed as a series of “modules” that each cover a topic of development (prenatal development, social development, etc). All content (aside from the main text) will be provided **within individual modules** on our Canvas page. That is, you should NOT have to look at the syllabus to figure out what to read/do each week – it will all be posted on Canvas in the relevant module.

Each module will contain lecture slides (provided before class, but sometimes RIGHT before, as I tend to update things until the last minute), a note about which chapters you should read from *How Children Develop* (these are NOT on Canvas; see below), chapters that review topical areas from other sources (provided on Canvas), and journal articles describing original research (provided on Canvas). If there are important notes about a given week, I will also post those within each module. The COURSE CALENDAR will have information about exams and other due dates.

## **Course Materials**

### **Textbook**

Siegler, R., Saffran, J., Graham, S., Eisenberg, N., DeLoache, J., & Gershoff, E. (2020). *How Children Develop, 6th 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. Infancy instructors have created this coursepack alongside other individual readings we are allowed to offer for free under *Fair Use* guidelines, rather than requiring the entire text, to try to cut down on student costs.

That said, the same text (largely other chapters) is used for *PSYC 315 – Child and Adolescent Development*. So, if you are able, feel free to buy the whole thing (from the publisher, from former students) if you anticipate taking both courses!

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 (and you can just buy this, rather than the coursepack, if you prefer). If you choose the e-book route, though, this is accessible via LaunchPad – enter the code you purchased at this link:

<https://reg.macmillanhighered.com/Account/Unauthenticated?TargetURL=http://www.macmillanhighered.com/launchpad/siegler6ecanadian/20306689>

I recognize that course materials are expensive, and no student should have to choose between obtaining the coursepack and purchasing other necessities. If you are struggling to acquire the coursepack, please let me know.

## **Course Readings**

Each unit contains 1-3 readings (typically 2). All readings will be provided/listed within individual Canvas modules. One will always be a review of the topic – either a chapter from the textbook coursepack, or from another textbook or handbook, or a review article from a journal. Several weeks will also include an empirical article, which are examples of research in infancy. Through these readings, our aim is to introduce you to reading empirical articles, as this is the #1 way psychologists communicate research findings to each other. These articles were chosen because 1) they are a particularly influential paper in the field, 2) they are a brand new paper in the field, and/or 3) they demonstrate the differences (and similarities!) between infants coming from vastly different cultural backgrounds. All these readings are provided on Canvas. See [here](#) and [here](#) for some suggestions on how to get the most out of empirical articles.

**Twice** during the semester, you will be required to write a 2-(double-spaced)-page reading response paper on one of the empirical articles assigned (see below for details). **The course schedule specifies which papers are ok to use for which RR.**

## **Assessing Your Learning**

### Participation: iClicker questions – 10% of grade

Each lecture will involve 1 or more “iClicker” questions. These have multiple functions/goals: to encourage attendance, to encourage engaging with the material during lecture, to ensure key concepts are reinforced, and to highlight the kinds of questions you will be asked on exams. These will be graded for completion, not correctness. **Students who miss class will not be able to make up this content; however, you will receive full credit if you answer 80% of iClicker questions.**

Please follow the steps here <https://lthub.ubc.ca/guides/iclicker-cloud-student-guide/> to set up an account. We will start using iClickers on the second day of class.

### Examinations – 60% of grade

You will be evaluated through **three optional but highly recommended take home midterm quizzes** (via Canvas) and **one final exam** (during the final exam period). If you elect to take the quizzes, **they MUST be completed on September 29<sup>th</sup>, October 20<sup>th</sup>, and November 17<sup>th</sup>.** They will be available on Canvas from midnight to midnight. The final exam is cumulative, but each midterm quiz is not. Quizzes will have 30 questions and you will have a maximum of 45 minutes to complete them. 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.

For your final grade, we will use your **2 highest quiz grades, plus the final.** That is, quizzes will be re-weighted so that your **2 highest** quiz grades will each contribute 15% toward your final grade; the final will contribute 30% toward your final grade, for a total of 60%. Given quizzes are strictly optional, you have the option (which we do NOT recommend) to skip 1, or 2, or even all 3 of them and just take the final; you do not need to let us know if you plan to do this. That said, once you begin a quiz, your score **will be counted** toward your grade, assuming you have a “spot” left (i.e., one of your 2 quiz slots). Note that you **MUST** take each quiz during the 24 hours that it is available on Canvas; given that quizzes can be skipped due to illness, unavoidable conflicts, etc., there will be no make-up quizzes/extensions.

For all exams, you are responsible for the lectures and all the readings (textbook, articles, etc.). My examinations are all multiple choice, but questions are designed primarily 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.

### Writing – 30% of grade

At 2 points in the semester, you will be required to write a 2-(double-spaced)-page response paper on one of the empirical articles that you have read for that section of the course. **RR1 is due November 1<sup>st</sup>, and RR2 is due December 6<sup>th</sup>.** You can choose *which* article you wish to write your paper on, but the article you choose for RR1 must have been due BEFORE the due date for RR1; the article you choose for RR2 must have been assigned ON or AFTER the due date for RR1. Further, only empirical articles are eligible (see course schedule for specifics). Please make sure your name and student number is at the top of the documents you upload to Canvas.

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 – you can choose which you do for each assignment, so by the end of the course you will have done **one of each**):

- 1) Describe **another method** one could utilize to test the same hypothesis. This should *not* be as simple as changing the stimuli in the study from dolls to ducks and keeping the rest the same, but something like changing the kind of method used (an attentional versus an action task, for instance) or by using the same kind of method to explore a different (but related) hypothesis, such as one might do in a follow-up study. For examples, pay attention during class, as the process of studying a similar overall question in many different ways will be illustrated in lectures a LOT.
- 2) Describe one or more **alternative explanations** for the results. For instance, sometimes authors claim their results are due to one thing, when they could equally be due to another thing (typically this thing is less interesting, but one could imagine it being MORE interesting!); this is often referred to as an *experimental confound*. We will discuss a lot of examples of this in class as well.

Each paper will be 15% of your final grade. **Note that students tend to find these papers difficult. My goal in these assignments is to help you learn to read, think critically, and write about empirical articles, as this is the primary communication currency of the field of psychology (much more than, say, textbook chapters).** Despite this being a challenging assignment, we want you to do well on these responses, and are very willing to help. Please do not hesitate to discuss your specific ideas with me and/or with your TA, and please start thinking about them sooner than later!

### **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. If these apply to you, please let us know as soon as possible.

#### **Other accommodations this year:**

1. Quizzes are technically optional. That is, **you are permitted to SKIP ONE, TWO, OR EVEN ALL THREE QUIZZES** and re-weight the final exam accordingly. We would not recommend doing this, given you already have the opportunity to drop your worst quiz grade, and because quizzes can be used as a way to ensure you are keeping up with course material and to learn about my testing style. If you begin a quiz, you must take it, and you must take quizzes in the 24 hours in which they are available on Canvas. Please note that as per UBC policy 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** of the non-test assignment (the Alternative Explanation and New Method Reading Response Assignments). If you choose to take this option on a particular assignment, *please note it within the submitted work* (for instance, write under your name and student number that you are taking advantage of your free pass on this assignment).
3. Participation grades will be required for **only 80%** of classes. That is, if you participate in 80% of iClicker questions, you will receive 100% for participation.

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 the course is designed to reflect that. If something is preventing you from succeeding in the course, please do not hesitate to bring it to our attention. Indeed, we can only try to help with issues that we know about.

## **Grading**

### **Grade break down**

Participation: 10 points possible

Midterm Quizzes: 15 points on each of 2 best quizzes: 30 points possible  
Alternative Explanation Reading Response Assignment: 15 points possible  
New Method Reading Response Assignment: 15 points possible  
Final Exam: 30 points possible (or, up to 60 points possible; see accommodation section)

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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, the usual departmental norms have recently been adjusted upwards by 5%.* 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).

Personally, although I understand their benefits (making sure multi-section courses maintain the same grade distribution, preventing grade inflation, etc.), I do not like this grading policy for a number of reasons. If it were up to me, all students would earn an A in my courses, reflecting their mastery of the course material. However, I must abide by this policy, and the course is challenging enough that applying the curve after final grades are calculated is usually unnecessary (or raises student grades). I have only had to scale grades down once in my history of teaching this course.

### 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

#### 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>

#### **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](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](http://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](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

Portions of this syllabus were adopted from/inspired by Lily May, Janet Werker, Lauren Emberson, and the Psychology Department Communities of Practice.

## COURSE OUTLINE

Week/Module	Assigned Readings	Other Assignments
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1	<b>September 8<sup>th</sup>: Introduction to Infancy</b>	<ul style="list-style-type: none"> <li>• THE SYLLABUS, CANVAS</li> <li>• No outside readings this week</li> </ul>	See Canvas module for possible additional videos to watch (will depend how far we get in class)
2	<b>September 13<sup>th</sup> &amp; 15<sup>th</sup>: Research Design &amp; Methods</b>	<ul style="list-style-type: none"> <li>• Lukowski, A. &amp; Milojevich, H. (2022). Research methods in developmental psychology.</li> <li>• <i>Optional</i>: Colombo &amp; Mitchell, 2009 – Infant Habituation (<i>A deep dive into one of the most common infancy methods</i>)</li> </ul>	
3	<b>September 20<sup>th</sup> &amp; 22<sup>nd</sup>: Brain Development &amp; Genetics</b>	<ul style="list-style-type: none"> <li>• Course Textbook, Chapter 3: Biological Foundations (<i>skip section on "obesity" pp 108-110</i>)</li> <li>• <i>Optional</i> (provides more info on epigenetics): Krol, et al., (2019) Epigenetic dynamics in infancy and the impact of maternal engagement.</li> </ul>	
4	<b>September 27<sup>th</sup> and 29<sup>th</sup>: Prenatal Development, Birth, &amp; The Newborn</b>	<ul style="list-style-type: none"> <li>• Course Textbook, Chapter 2: Prenatal Development and the Newborn Period</li> <li>• Dominguez, T. P. et al (2008). Racial differences in birth outcomes: The role of general, pregnancy, and racism stress. (**ok for RR1)</li> </ul>	Technically optional but hugely recommended: Complete <b>Quiz #1 via Canvas on September 29<sup>th</sup></b> at your leisure: Modules 1-3
5	<b>October 4<sup>th</sup> and 6<sup>th</sup>: Perceptual Development</b>	<ul style="list-style-type: none"> <li>• <b>NO CLASS OCTOBER 6<sup>th</sup></b>: Dr Hamlin is attending her brother's wedding. All content will be provided via online video. Class will meet normally October 4<sup>th</sup>.</li> <li>• Course Textbook, Chapter 5: Perception, Action, &amp; Learning in Infancy (<i>Perception only: Pp. 157-174</i>)</li> <li>• Meltzoff &amp; Barton (1979). Intermodal perception. (**ok for RR1)</li> </ul>	
6	<b>October 11<sup>th</sup> and 13<sup>th</sup>: Motor Development</b>	<ul style="list-style-type: none"> <li>• Course Textbook, Chapter 5: Perception, Action, &amp; Learning in Infancy (<i>Motor Development only: Pp 174-182</i>)</li> <li>• Karasik, L. B., &amp; Robinson, S.R (2022). Milestones or millstones: How standard assessments mask cultural variation and misinform policies aimed at early childhood development.</li> </ul>	
7	<b>October 18<sup>th</sup> and 20<sup>th</sup>: Cognitive Development 1</b>	<ul style="list-style-type: none"> <li>• Text Chapter 4: Theories of Cognitive Development (provided on Canvas)</li> <li>• Course Textbook, Chapter 5: <i>Learning &amp; Memory only: pp 182-190</i></li> <li>• Stahl &amp; Feigenson (2015): Observing the unexpected enhances infants' learning and exploration. (**ok for RR1)</li> </ul>	Technically optional but hugely recommended: Complete <b>Quiz #2 via Canvas on October 20<sup>th</sup></b> at your leisure: Modules 4-6
8	<b>October 25<sup>th</sup> and 27<sup>th</sup>: Cognitive Development 2</b>	<ul style="list-style-type: none"> <li>• Course Textbook, Chapter 7: <i>Pp 233-249, 252-267 (skip 255; only responsible for infant info)</i></li> <li>• DiGiorgio et al. (2016). Difference in visual social predispositions between newborns at low- and high-risk for autism.</li> </ul>	
9	<b>November 1<sup>st</sup> and 3<sup>rd</sup>: Language Development</b>	<ul style="list-style-type: none"> <li>• Course Textbook, Chapter 6: Development of Language and Symbol Use</li> </ul>	<b>RR1 due by 5 PM Tuesday, Nov 1</b>
9b	<b>November 8<sup>th</sup>: Finish Language Development</b>	<ul style="list-style-type: none"> <li>• <i>Guest lecture on bilingualism by Dr. Janet Werker, UBC professor and one of the world's experts in this area.</i></li> <li>• Byers-Heinlein, K. &amp; Lew-Williams, C. (2013). Bilingualism in the Early Years: What the Science Says.</li> </ul>	
10	<b>November 15<sup>th</sup> and 17<sup>th</sup>: Emotion &amp; Temperament</b>	<ul style="list-style-type: none"> <li>• Berk, L. (2012): Emotional Development (stop at Development of Attachment; you will only be responsible for information on kids 0-3 years)</li> <li>• Tang, A., et al. (2020). Infant behavioral inhibition predicts personality and social outcomes three decades later. (**ok for RR2)</li> </ul>	Technically optional but hugely recommended: Complete <b>Quiz #3 via Canvas on November 17<sup>th</sup></b> at your leisure: Modules 7-9

11	<b>November 22<sup>nd</sup> and 24<sup>th</sup>:</b> <b><i>Attachment &amp; The Self</i></b>	<ul style="list-style-type: none"> <li>• Course Textbook, Chapter 11: Attachment to Others and Development of the Self (<i>pp 386-400</i>)</li> <li>• Broesch et al. (2011). Cultural variations in children’s mirror self-recognition. (**ok for RR2)</li> </ul>	
12	<b>November 29<sup>th</sup> and December 1<sup>st</sup>:</b> <b><i>Moral Development</i></b>	<ul style="list-style-type: none"> <li>• Hamlin, J.K. &amp; Sitch, M. (2020). Understanding and evaluating the moral world in infancy.</li> <li>• Aknin, L., Broesch, T., Hamlin, J.K., &amp; van de Vondervoort, J. (2015). Prosocial behaviour leads to happiness in a small-scale rural society. (**INFANT STUDY ok for RR2)</li> </ul>	
	<b>December 6<sup>th</sup>:</b> <b>Final Exam Review/ Course Wrap Up</b>	<ul style="list-style-type: none"> <li>• COME WITH QUESTIONS!!</li> </ul>	<b>RR2 due by 5 PM Tuesday, Dec 6</b>