

PSYC 451: SELECTED TOPICS IN DEVELOPMENTAL PSYCHOLOGY II/ PSYC 950: GRADUATE SEMINAR IN DEVELOPMENTAL PSYCHOLOGY: CULTURE AND DEVELOPMENT

Professor: Dr. T. Broesch

Class time/location: Fri 9:30 – 12:20pm, RCB 6152

Office Hrs: Friday 12:30-1:30pm, Office: RCB 7317

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OVERVIEW

This course will provide you with an introduction to current theoretical debates in the field of culture and psychological development. We will read, discuss and contrast current theories and competing explanations for variation in development – specifically focusing on group-level variation in the first few years of life. We will compare evidence from a variety of groups and societies, with a special emphasis on rural, small-scale societies. Special emphasis will be placed on parenting however we will also examine ecological constraints on development. Emphasis will be placed on fostering critical analysis of current theories and methodology, as well as discussing underlying assumptions in the developmental psychological literature. The overall goal is to examine early child social and cognitive development from an interdisciplinary perspective.

COURSE OUTCOMES

At the end of this course, you will be able to, 1) think critically about theories, methods, and research in developmental psychology, 2) outline the theoretical perspectives and guiding themes in the field, 3) describe empirical evidence and how it fits with current debates, 4) identify key points in an empirical research article and summarize them concisely, and 5) evaluate evidence and situate it within a broad framework.

REQUIREMENTS

Prerequisite: PSYC 201 (research methods), 210 (data analysis), 352, and 60 units, and a CGPA of 3.0.

READINGS

Readings will be posted online (www.canvas.sfu.ca) one week prior to class. You are responsible for reading the material and coming to class prepared to discuss the assigned readings for that week. There is no textbook for this class. You are also responsible for reading your classmates' critiques posted as discussions on canvas, prior to class.

EVALUATION

40% Critiques (30% submission – 10 x 3pts each; 10% reading classmates – 10 x 1pt each)

20% Team presentation

40% Paper (10% proposal; 30% paper).

GRADE DISTRIBUTION (FIRM – NO ROUNDING)

A=85.0%+; B=75.0%-84%; C=65.0%-74%; D=55.0%-64%; F=less than 55%

Note that the range for + and – within each grade will be determined when final grades are being calculated. A+ is given only to students who excelled in ALL aspects of the course.

JOURNAL CRITIQUES (40%)

The journal critiques will be submitted online (canvas) and the grading will be broken down into 'submission' and 'reading'. You have the opportunity to earn 30% of your grade with your journal submissions and 10% of your grade by reading other submissions prior to coming to class and commenting on them.

Submissions (30% of your grade): You will have 10 journal entries to be submitted online on canvas as a word document 24 hours before class (Friday at 9:30). You **do not** need to submit an entry the week that you give your team presentation. **No late** submissions will be accepted. Each critique should be a short, concise summary of the readings followed by your own questions/ideas about one or all of the readings. You should integrate the readings whenever possible (but not always) to address the weekly topic. Each critique should be between ½ **page single spaced** This is your chance to share your ideas, your thoughts and critical analysis of the readings. Stick to a scientific tone and avoid anecdotes! Don't just fill up space and waste our (mine and your classmates') time, but also don't cut your ideas short. Be professional but if you can say it in a simple way, do it! Remember, humans are reading your writing, so keep it clear and proofread.

How to submit: You need to submit your critique in two locations on canvas – 1) a private location for grading (under 'assignments') and 2) a public location for the class to read (under 'discussions').

Critique grading*: (these are general guidelines; if you have specific questions about your grade, come and see me)

- 0 **none or poor quality;** evidence that you didn't read the articles well or are not thinking beyond the text written.
- 1 **acceptable;** evidence that you read some of the articles but not all; no evidence of integration, questions or coherent thought about the articles. Superficial level questions.
- 2 **good;** readings are addressed with thoughtful questions/ideas but surface level critique or repetitive questions (from other entries)
- 3 **excellent;** well thought out and carefully articulated (and easy to read/decipher) questions and comments on the articles.

*Grading will become progressively more rigorous as the course progresses and you gain more experience with your critiques.

Reading journal entries (10% of your grade):

You are expected to read the journal entries of your classmates prior to class and be prepared to discuss. This will be assessed through class participation during discussions.

TEAM PRESENTATION (20%)

On the first day of class, a list of potential presentation topics will be provided and you will sign up to present in teams of two. Each presentation will consist of a powerpoint slide show (20 minutes MAXIMUM) followed by a discussion led by the team members. Please arrive well prepared to lead discussions. **1)** Please present the assigned articles (briefly!) and also a third but highly relevant article to the class during the presentation **2)** Bring a list of discussion questions based on student questions and your reading of the material, and **3)** the general outline of your presentation to hand out to the class and me **4)** Please also provide me with a general breakdown of the workload in writing

Presentation Grading: I will grade the quality of the overall presentation. Considering the quality of the presentation and your breakdown of the workload, it's possible (but unlikely) that the team members will receive two different grades. Thus, you must work together as a group on the content of the presentation – give each other feedback, practice with your group and help each other. Coherence and continuity are important, so it would be a bad idea to split up sections and work completely independently. Stick to time limits. If you go over time and your team member does not have sufficient time and is rushed, that will affect the grade of both students in the group.

PAPER(40%)

You are required to submit a 5- 8 page (double spaced, APA format) **review paper** examining one of the course topics.

Part A- Proposal (10%)

By the 8th week of class, you must submit (1) one page introduction to the focus of the final paper, and (2) the reference list in APA format. Each reference must be followed by one or two sentences explaining the relevance to your term paper. You may use only one reference from the assigned reading list. All references must be peer-reviewed journal articles or scholarly chapters. You may use articles from psychology AND anthropology (but not solely anthropology). Please submit paper copies to me at the beginning of class on the due date. The minimum number of references is 5 (and 5 is OK!). You may use up to 10 references, but no more.

Part B - Paper (30%)

Submit your paper onto canvas prior to class on the due date. Late papers not accepted. See canvas for full details.

ACCOMMODATIONS

University regulations state: "Students who miss examinations because of illness or for compassionate reasons are required to provide sufficient supporting documentation". If you are requesting accommodation for medical reasons, you must provide a Health Care Provider Statement Form: <http://students.sfu.ca/forms/hcpsfGeneral.pdf>. In the case of a missing an assignment, it must be submitted early. If your absence is not excused, you will be given a score of zero on the assignment.

ACADEMIC HONESTY

Plagiarism - Department of Psychology Guidelines

http://www.psyc.sfu.ca/ugrad/index.php?topic=academic_honesty.

Plagiarism - SFU Library tutorial

www.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/table-of-contents.htm

COURSE CALENDAR (TENTATIVE, SUBJECT TO CHANGE)

WEEK 1, 09/08 OVERVIEW AND "BABIES"

General course introduction; Team & topic selection; Similarities and differences across cultures.

WEEK 2, 09/15 WHY CULTURE & DEVELOPMENT?

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2), 1-22 (PLUS READ SOME COMMENTARIES).

Nielsen, M., & Haun, D. (2016). Why developmental psychology is incomplete without comparative and cross-cultural perspectives. *Phil. Trans. R. Soc. B*, 371(1686). doi: 10.1098/rstb.2015.0071

*Small, M. F. (1999). The evolution of babies *Our babies, ourselves: How biology and culture shape the way we parent* (pp. 1-41). New York, NY: Anchor Books.

WEEK 3, 09/22 LEVELS OF EXPLANATION & MODELS OF DEVELOPMENT

Scott-Phillips, T. C, Dickins, T. E, & West, S. A. (2011). Evolutionary theory and the ultimate-proximate distinction in the human behavioral sciences. *Perspectives on Psychological Science*, 6(1), 38-47.

Singelis, T. M., Triandis, H. C., Bhawuk, D. P., & Gelfand, M. J. (1995). Horizontal and vertical dimensions of individualism and collectivism: A theoretical and measurement refinement. *Cross-Cultural Research*, 29(3), 240-275.

WEEK 4, 09/29 EVOLUTION AND DEVELOPMENT – TEAM 1 PRESENTS

Wereha, T. J., & Racine, T. P. (2012). Evolution, development, and human social cognition. *Review of Philosophy and Psychology*, 3(4), 559-579.

Buss, D.M. 1995. Evolutionary psychology: A new paradigm for psychological science. *Psychological Inquiry* 6: 1–30.

WEEK 5, 10/6 EMOTION – TEAM 2 PRESENTS

Halberstadt, A. G., & Lozada, F. T. (2011). Emotion development in infancy through the lens of culture. *Emotion Review*, 3(2), 158-168.

Keller, H., & Otto, H. (2009). The cultural socialization of emotion regulation during infancy. *Journal of Cross-Cultural Psychology*, 40(6), 996-1011.

WEEK 6, 10/13 SOCIAL LEARNING – TEAM 3 PRESENTS

Hewlett, B. S., Fouts, H. N., Boyette, A. H., & Hewlett, B. L. (2011). Social learning among Congo Basin hunter-gatherers. *Philosophical Transactions of the Royal Society of London B: Biological Sciences*, 366(1567), 1168-1178.

Lancy, D. F. (2010). Learning 'from nobody': The limited role of teaching in folk models of children's development. *Childhood in the Past*, 3(1), 79-106.

WEEK 7 – 10/20 MUSIC

Trehub, S. E. (2003). The developmental origins of musicality. *Nature neuroscience*, 6(7), 669-673.

Cross, I. (2001). Music, cognition, culture, and evolution. *Annals of the New York Academy of sciences*, 930(1), 28-42.

WEEK 8, 10/27 WHY PLAY?– TEAM 5 PRESENTS

Crittenden, A.. (2016). Children's foraging and play among the Hadza. *Childhood: Origins, Evolution, and Implications*, 155.

Lancy, D. F. (1996). *Playing on the mother-ground: Cultural routines for children's development*. New York, NY: The Guilford Press. (chapter TBD).

WEEK 9 11/3 ATTACHMENT

Keller, H. (2013). Attachment and culture. *Journal of Cross-Cultural Psychology*(44), 175-194.

Scheper-Hughes, N. (1985). Culture, scarcity, and maternal thinking: Maternal detachment and infant survival in a Brazilian shantytown. *Ethos*, 13(4), 291-317.

***PAPER PROPOSAL DUE AT BEGINNING OF CLASS**

WEEK 10, 11/10 TBD

WEEK 11, 11/17 MULTIPLE CAREGIVERS – TEAM 7 PRESENTS

Tronick, E. Z., Morelli, G. A., & Winn, S. (1987). Multiple caretaking of Efe (Pygmy) infants. *American Psychologist*, 89(1), 96-106.

Meehan, C. L. (2014). Allomothers and child well-being. In *Handbook of Child Well-Being* (pp. 1787-1816). Springer Netherlands.

WEEK 12, 11/24 LANGUAGE SOCIALIZATION – TEAM 8 PRESENTS

Ochs, Elinor. (1982). Talking to children in Western Samoa. *Journal of Language Socialization*, 2(1), 77-104.

Ratner, Nan Bernstein, & Pye, Clifton. (1984). Higher pitch in BT is not universal: Acoustic evidence from Quiche Mayan. *Journal of Child Language*, 11, 515-522.

Broesch, T., & Bryant, G. (2013). Vocal pitch in infant directed speech is similar across Western and traditional cultures *Journal of Cognition and Development*.

WEEK 13, 12/1 EMERGENT THEMES AND FUTURE RESEARCH

Course summary; concluding discussion.

***PAPER DUE AT THE BEGINNING OF CLASS.**