

## Psychology of Childhood

Fall 2020

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*Due to COVID, this class will be online only. Lectures will be asynchronous (you can watch them at your convenience, NOT all at the same time. I will be holding OPTIONAL discussion sections each week during the course time. I plan to record these sessions and upload the discussion to the course website. There will also be weekly discussion board threads that will allow you to interact, albeit virtually, with your peers.*

### Course goals / Learning objectives:

The goal of this course is for you to learn about the field of child psychology. We will learn about basic issues regarding the science of child psychology and some general issues regarding how psychologists figure out how to study the development of mind and behavior. We will then look at various subareas of developmental psychology, including social, developmental, cognitive, abnormal, clinical, and so on. By the end of this course you will be able to think clearly about the field of child psychology, understand how developmental scientists work and what they do, appreciate the diversity and breadth of the field, and think critically about some of the problems and limitations of developmental psychology. At all points you will learn to take a broader perspective and discuss some of the controversies that arise in discussing psychological issues, such as the relation between nature and nurture, the controversy over the role of IQ as a measure of innate skill, or whether mental illnesses exist or if children who are labeled abnormal are truly so.

### Course Text:

The text is a FREE online textbook! [Child Growth and Development](#) by Jennifer Paris, Antoinette Richardo, and Dawn Rymond (2019). Link to the text is on the canvas website and in its resource folder.

### Course requirements: (subject to change before course starts)

There are 3 requirements in this course.

1. 2 Exams, each worth 20% of your grade (total = 40%)
2. 6 quizzes, each worth 5% (total = 30%)
3. Participation in the discussion board (30%, 3% each week, with grace for 3 weeks) (adding a discussion or response question per week, and responding to 3 of your peers)

#### 1. Exams:

Two exams: a midterm and final. The final is not cumulative. Multiple choice. You will have 90 minutes to answer

#### 2. Quizzes

Quizzes will be online, completed on your own time. They will be administered through canvas website. The quiz will consist of 10 multiple choice questions. You will have 10 minutes to complete the quiz.

### **3. Discussion board**

Because this class will be remote, I want to provide you with opportunities to interact with your peers because it is an important part of your educational experience. Unfortunately, the state of the virus will not allow us to do this in person, but there is nothing wrong with doing this through the internet. I am fairly certain most of you have some experience writing on internet chat rooms and this will not feel like a completely bizarre experience. So I will be asking you to post discussion or reaction responses to the PBS Newshour stories I will be having you watch each week. Most of these deal with a somewhat controversial issue with child development, and what I hope you do is to cite or make reference to the readings and use the Newshour stories as a diving board to start a discussion on an issue

## “Class” “Rules”

### Grades: The typical...

90+ A, 85-89.99 B+, 80-84.99 B, 75-79.99 C+, 70-74.99 C, 60-69.99 D, Below 60 F.

### General Rules

Do not call my work phone number. Please email me at [seduffy@scarletmail.rutgers.edu](mailto:seduffy@scarletmail.rutgers.edu) instead. If you want to reach out to me directly my cell phone is 215 805 4327. Please text before calling I will call or text you back. Understand I get a dozen unsolicited calls a day so I do not answer the phone every time it rings but I will reply to a text within 24 hours max usually sooner.

Of course, certain major events might warrant a discussion with me. A major illness, or a major accident, or an adverse life event that will impact your attendance for weeks of time might be worth telling me about. But for the sort of thing that will force you to miss a single class, it probably will not do much to let me know about it. But something chronic, please see the disability office/coordinator who can arrange accommodations. I'm kind of legally bound that I cannot offer accommodations without a letter from that office.

### Topical warning

In a class of 80, I cannot predict what topics we will discuss so I **can not** warn you ahead of time of any topic that might arise. Come with the understanding that any and all topics might be discussed, that sometimes such discussions will make you uncomfortable, but that this discomfort is part of the learning processes because in life you will often have to discuss things that are personally very difficult, such as suicide, sexual behavior, violence. It is all part of the human condition and it would be wrong to avoid discussing. Please see a counselor if you have mental health issues that have gone unaddressed.

That said, I do want to let you know now that the class will deal with difficult topics some of which might be very personal to you. We will have to talk about racism, discrimination, sexual abuse, mental illness, relationships with parents and caregivers, abuse, and so on – because these are part of the story of childhood. Please if you think any of these topics will be difficult for you, to excuse yourself from the class and seek counseling through Rutgers Health Services. In the interest of full disclosure, although I hold a PhD in psychology, it is not a clinical degree and I am not trained or licensed to address issues related to mental health other than to point you to resources the university offers for providing professional help in these areas.

### Canvas

I use Canvas for distributing materials, grading, and general announcements. Please use Canvas, or learn how to use it. Some of you may be more familiar with sakai but canvas pretty much works the same.

### PLEASE Use your Rutgers Email for LEGAL REASONS

When I email the class, I use the list that the Registrar gives me. I **cannot** change this list, and it is your responsibility to either use your Rutgers email account or set up your Rutgers account so

that you receive emails in your personal account. If you use some other account, such as [giycivdvkh@yahoo.com](mailto:giycivdvkh@yahoo.com), you may not receive my emails, and you will definitely not receive pity from me. There is a legal reason for this. I **do not** know if your account “[angel96@strangeremail.com](mailto:angel96@strangeremail.com)” is you or someone pretending to be you, or a relative, or a hacker. So use your official Rutgers email or contact me through canvas. I delete messages that are not from a secure Rutgers source.

### **Use of Zoom**

The zoom meetings for the class are optional discussion sections, and are meant for you to take advantage of if you want. However, it is not mandatory. In these difficult times, it may sometimes be hard to find a stable internet connection at the time that the course is being offered. My plan is to video the discussion and make it available to students who could not make it can see it BUT I NEED TO RUN THIS BY THE UNIVERSITY LAWYERS.

The use of camera is 100% optional. Do not feel obligated to use

### **Academic Honesty:**

You are expected to read and understand rules regarding academic misconduct. Ignorance of these rules will not be accepted as an excuse for academic misconduct. **If you are found cheating on exams or plagiarizing on your paper, you will receive a failing grade for the paper and I will report you to the Office of Academic Affairs.** Period. I offer no exceptions to this rule, ESPECIALLY ignorance of what plagiarism is. Rutgers maintains a website with specific guidelines concerning academic honesty. You are expected to read and understand all of these rules:

<http://fas.camden.rutgers.edu/faculty/faculty-resources/academic-integrity-policy/>

### **Class cancellations:**

In the event of a natural disaster (e.g., snow storm, earthquake, tsunami) class may be cancelled. In the case of bad weather, check your email to be sure that I have not cancelled class. (See above section on using your Rutgers email)

### **Disability accommodations:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form at <https://webapps.rutgers.edu/student-ods/forms/registration>.

**And the link:**

<https://success.camden.rutgers.edu/disability-services>

## SCHEDULE

(Outline Only – Modules on Canvas will have links to lectures and external videos)

### **Week 1: Intro to the course / Basics on child psychology**

Tues Sept 1 –CHAPTER 1 pp 8-39

Thurs Sept 3 – (Optional) ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

Film: Charlie Chaplin, The Kid (1921 Silent Film):

<https://www.youtube.com/watch?v=cM7qgImr7dM>

I want you to watch this to get a general sense of history. It is an incredibly beautiful movie that you all should see anyway. Please watch it.

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### **Week 2: Conception, Heredity, Prenatal, Birth**

Tues Sept 8 – CHAPTER 2 3 pp 39-71

Thurs Sept 10 – NO ZOOM

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

Netflix documentary: <https://www.youtube.com/watch?v=YOv5jDFtvsI>

PBS Newshour report: In one Indiana prison, a program allows incarcerated moms to raise their newborns. <https://www.youtube.com/watch?v=qP8xXOou8YY>

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### **Week 3: Physical Development in Infancy**

Tues Sept 15 CHAPTER 4 pp 89-126

Thurs Sept 17 – ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

Netflix documentary: [https://www.youtube.com/watch?v=1T3RHuPB\\_cg](https://www.youtube.com/watch?v=1T3RHuPB_cg)

PBS Newshour report: To Vaccinate or Not? Two Mothers 'Debate'  
[https://www.youtube.com/watch?v=Qqc\\_ExxEcEY](https://www.youtube.com/watch?v=Qqc_ExxEcEY)

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### **Week 4: Cognitive Development in Infancy**

Tues Sept 22 – CHAPTER 5 pp 126-146

Thurs Sept 24 – ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

PBS Newshour report: Coaching parents on toddler talk to address word gap

[https://www.youtube.com/watch?v=XPbSINLg\\_gk](https://www.youtube.com/watch?v=XPbSINLg_gk)

PBS Newshour report: Parents leaving workforce due to distance

<https://www.youtube.com/watch?v=WYyHtH7FqrU>

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### **Week 5: Social Development in Infancy**

Tues Sept 29 – CHAPTER 6 pp 146-165

Thurs Oct 1 – ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

PBS Newshour report: In School, Babies Teach Older Children Empathy

<https://www.youtube.com/watch?v=XNxnTVBuy70>

PBS Newshour report: Toddlers separated from parents 'eerily quiet' or inconsolable at one migrant shelter [https://www.youtube.com/watch?v=ODQIby\\_tgE4](https://www.youtube.com/watch?v=ODQIby_tgE4)

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### **Week 6: Physical Development in Early Childhood**

Tues Oct 6 – CHAPTER 7 pp 165-184

Thurs Oct 8 – ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

PBS Newshour report: How does 'toxic stress' of poverty hurt the developing brain?

<https://www.youtube.com/watch?v=KdTIPGVZNes>

PBS Newshour report: Have we gone too far in protecting our kids?

<https://www.youtube.com/watch?v=7BLCgMnIOQA>

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### **Week 7: Cognitive Development in Early Childhood**

Tues Oct 13 – CHAPTER 8 pp 184-210

Thurs Oct 15 – ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

PBS Newshour Report: Reading to young children benefits brain development

[https://www.youtube.com/watch?v=o\\_RReFPSYJM](https://www.youtube.com/watch?v=o_RReFPSYJM)

PBS Newshour Report: Coaching parents on toddler talk to address word gap

[https://www.youtube.com/watch?v=XPbSINLg\\_gk](https://www.youtube.com/watch?v=XPbSINLg_gk)

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**Week 8: Social Development in Early Childhood**

Tues Oct 20 – CHAPTER 9 pp 210-238

Thurs Oct 22 – ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

PBS Newshour Report: Resisting the marshmallow and the success of self-control

<https://www.youtube.com/watch?v=BLtQaRrDsC4>

PBS Newshour Report: Helicopter parenting

<https://www.youtube.com/watch?v=vOK8gXKKTg8>

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**Week 9: Exam week**

Tues Oct 27 – ZOOM MEETING REVIEW DURING CLASS PERIOD

Thurs Oct 29 -

Required Lecture videos: none

Required additional videos: none

Exam will be online, multiple choice. Details to follow.

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**Week 10: Physical Development in Middle Childhood**

Tues Nov 3 – CHAPTER 10 pp 238-268

Thurs Nov 5 – ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

PBS Newshour Report: Meet the 'courtroom dogs' who help child crime victims tell their stories

[https://www.youtube.com/watch?v=cNI5qsvFr\\_U](https://www.youtube.com/watch?v=cNI5qsvFr_U)

PBS Newshour Report: Summer camp lost because COVID

[https://www.youtube.com/watch?v=OfbYBuKg\\_1s](https://www.youtube.com/watch?v=OfbYBuKg_1s)

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**Week 11: Cognitive Development in Middle Childhood**

Tues Nov 10 – CHAPTER 11 pp 268-302

Thurs Nov 12 – ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:



PBS Newshour Report: Challenge of Special Education in distance learning

<https://www.youtube.com/watch?v=jgxRoaAU6F0>

PBS Newshour Report: On the journey to meet the demands of a Japanese education

<https://www.youtube.com/watch?v=OQKnjOE7Xug>

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### **Week 12: Social Development in Middle Childhood**

Tues Nov 17 – CHAPTER 12 pp 302-327

Thurs Nov 19 - ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

PBS Newshour Report: \_How 'Sesame Street' is still supporting families, 50 years after its debut

<https://www.youtube.com/watch?v=nxBKcMjPmdI>

PBS Newshour Report: \_Civil war in yemen

[https://www.youtube.com/watch?v=UNf60uAJ\\_Ps](https://www.youtube.com/watch?v=UNf60uAJ_Ps)

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### **Week 13: Physical Development in Adolescence**

Tues Nov 24 – CHAPTER 13 pp 327-362

Thurs Nov 26

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

PBS Newshour Report: \_School lunch shaming

<https://www.youtube.com/watch?v=FYn0hyC2jR4>

PBS Newshour Report: \_Children in detention health risk

<https://www.youtube.com/watch?v=VX2R6OhKGy0>

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### **Week 14: Cognitive Development in Adolescence**

Tues Dec 1 – CHAPTER 14 pp 362-384

Thurs Dec 3 – ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

PBS Newshour Report: Challenge of Special Education in distance learning

<https://www.youtube.com/watch?v=jgxRoaAU6F0>

PBS Newshour Report: The drug-like effect of screen time on the teenage brain

<https://www.youtube.com/watch?v=WCT5JcCXMPw>

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**Week 15: Social Development in Adolescence**

Tues Dec 8 CHAPTER 15 pp 384-end

Thurs Dec 10 ZOOM DURING SCHEDULED CLASS TIME

Required Lecture videos:

SEE LINKS IN MODULE

Required additional videos:

PBS Newshour Report: Caring for adult child with disabilities

<https://www.youtube.com/watch?v=oIKc4V16kO0>

PBS Newshour Report: [Children who marched for equal rights inspire a new generation](https://www.youtube.com/watch?v=SyS10ZqjsUw)

<https://www.youtube.com/watch?v=SyS10ZqjsUw>

8:03NOW PLAYING

Challenge of Special Education in distance learning

<https://www.youtube.com/watch?v=jgxRoaAU6F0>

Parents leaving workforce due to distance

<https://www.youtube.com/watch?v=WYyHtH7FqrU>

School lunch shaming

<https://www.youtube.com/watch?v=FYn0hyC2jR4>

Summer camp lost because CPOVID

[https://www.youtube.com/watch?v=OfbYBuKg\\_1s](https://www.youtube.com/watch?v=OfbYBuKg_1s)

Helicopter parenting

<https://www.youtube.com/watch?v=vQK8gXKKtg8>

Black families home schooling

<https://www.youtube.com/watch?v=nDiGgMXqih8>

How does 'toxic stress' of poverty hurt the developing brain?

<https://www.youtube.com/watch?v=KdTIPGVZNes>

Children of color with autism face disparities of care and isolation

<https://www.youtube.com/watch?v=aS0mh0kUlzo>

How Uganda's former child soldiers try to heal from the scars of war

<https://www.youtube.com/watch?v=ihmyymwZ0DA>

Resisting the marshmallow and the success of self-control

<https://www.youtube.com/watch?v=BLtQaRrDsC4>

Why Nigeria has more HIV-positive infants than anywhere else

<https://www.youtube.com/watch?v=guPobd1-cTg>

Tom Hanks

<https://www.youtube.com/watch?v=UNz-tWPJdWk>

In School, Babies Teach Older Children Empathy <https://www.youtube.com/watch?v=XNxnTVBuy70>

Why former NFL tight end Martellus Bennett now creates children's books

<https://www.youtube.com/watch?v=BAh0ZjExu5w>

Have we gone too far in protecting our kids?

<https://www.youtube.com/watch?v=7BLCgMnIOQA>

Coaching parents on toddler talk to address word gap

[https://www.youtube.com/watch?v=XPbSINLg\\_gk](https://www.youtube.com/watch?v=XPbSINLg_gk)

Meet the 'courtroom dogs' who help child crime victims tell their stories

[https://www.youtube.com/watch?v=cNI5qsvFr\\_U](https://www.youtube.com/watch?v=cNI5qsvFr_U)

To Vaccinate or Not? Two Mothers 'Debate'

[https://www.youtube.com/watch?v=Qgc\\_ExxEcEY](https://www.youtube.com/watch?v=Qgc_ExxEcEY)

Is kindergarten too young to suspend a student?

<https://www.youtube.com/watch?v=sVfCMwLbiEs>

On the journey to meet the demands of a Japanese education

<https://www.youtube.com/watch?v=OQKnjOE7Xug>

Autism Now: Demand for Educational Resources for Children Outstrips the Supply

<https://www.youtube.com/watch?v=oh4NWmgat3I>

10:00NOW PLAYING

**[Why are black mothers and infants far more likely to die in U.S. from pregnancy-related causes?](#)**

<https://www.youtube.com/watch?v=AODAk-accVc>

[https://www.youtube.com/watch?v=ODQIby\\_tgE4](https://www.youtube.com/watch?v=ODQIby_tgE4)

Toddlers separated from parents 'eerily quiet' or inconsolable at one migrant shelter

<https://www.youtube.com/watch?v=JMTIUvGWr-Y>

An economist's analysis of data on parenting, from breastfeeding to co-sleeping

The simple acts of care that could help premature babies develop

<https://www.youtube.com/watch?v=AunSSzBaygg>