



LNDN PSYC 3352: Child Development in a UK Social Context CAPA LONDON PROGRAM

Please note: This syllabus is for the in-country version of this course. It will be modified as appropriate for online learning, including the addition of co-curricular activities including virtual My Global City events. The updated syllabus will be available by June 15. Please contact CAPA with any questions about choosing your courses at 800.793.0334.

Course Description

The course begins with an investigation of the aims and principles of developmental psychology as a scientific discipline, and describes the methods used to obtain knowledge about children. The course will also draw upon Childhood Studies by examining childhood from historical, global, socio-cultural and policy perspectives. This is followed by an exploration of the major topics of development that have been investigated by psychologists.

The course presents a socio-cultural approach to contemporary issues of children's development. The aim is to demonstrate the importance of understanding people in relation to their social world. The impact of global trends, social dynamics and the urban environment on children's lives will be explored. Students will gain an insight into life in the UK – including education and child care practices and policies – and explore how it shapes children's development. Issues such as children's early attachments, the emergence of consciousness and language, developmental disorders and the role of play will be examined.

Course Aims

- To evaluate the major European theoretical models of child development.
- To develop analytical and research skills in interpreting children's development.
- To promote understanding of childhood in the context of globalization, social dynamics and the urban environment and explore how these factors shape children's development.

Requirements and Prerequisites

The course caters for those who have no background in psychology as well as those who do.

Learning Outcomes

- a. Students will gain an understanding of the methods used in developmental psychology and childhood studies to understand children's lives and development.
- b. Students will be able to recognize, describe, and interpret examples of the impact of globalization on children's lives.
- c. Students will develop a greater appreciation of cultural differences in concepts of childhood and child-rearing practices.
- d. Students will gain an understanding of how children's lives are shaped by cultural differences, the urban environment, political and historical factors.
- e. Students will develop their ability to critically evaluate theories and research within developmental psychology and childhood studies.

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class Methodology

The course will involve: lectures; audio-video presentations; group discussions; and fieldtrips.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are:

The Foundling museum gives an insight into the children's daily lives, taking students through significant Collections of eighteenth century art, period interiors and the story of composer George Frideric Handel's involvement with the Foundling Hospital.

The Victoria and Albert Museum of Childhood houses a collection of childhood-related objects and artefacts, spanning the 1600s to the present day. During and after the visits to the Foundling Museum and the Museum of Childhood History students are encouraged to explore the themes of childhood past and present, and reflect on how childhood has changed over the last centuries.

Final Exam

The final exam consists of:

Two short essays on topics covered in class. The topics are:

1. Theoretical models of child development
2. Understanding Jean Piaget.
3. Childhood in historical and global perspective.
4. Childhood in crisis
5. Language
6. Play and bullying
7. Attachment Theory
8. Developmental Disorders

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7 1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation/Small group discussion	10%	a, b, c, d, e	Weekly
Oral Presentation 1 X 10 min. group presentation	20%	a, e	Week 4
Paper assignment	30%	a, b, c, d, e	Week 11
Final Exam Two short essays	40%	a, b, c, d, e.	Week 14

Assignments

Oral presentation: prepare a 5-10 minute presentation evaluating a recent study published in a peer reviewed journal. You will be given a list of possible articles to choose from. The purpose of the presentation is for you to develop an understanding of what is involved in carrying out a scientific study - including consideration of ethical issues - and develop your ability to critically evaluate the methods adopted and interpretations of the data.

Your report should consider:

- 1) What did the researchers claim to find?

- 2) Describe the methods used.
- 3) What are the limitations of the methods used?
- 4) What may be possible alternative interpretations of the data?
- 5) What possible changes could be made to the study?

In addition you must submit a **500 word written summary** of your proposal.

Paper assignment:

Chose one of the following questions, answering in no more than **1250 words**.

- Discuss the significance of social relationships and cultural context in children's development.
- Is childhood in crisis globally?
- What is the significance of early relationships for later development?
- Is 'childhood' a universal concept that has always existed?
- What has Piaget contributed to our understanding of children's minds?
- Assess the claim that language is innate.
- Critically evaluate the impact of anti-bullying policies? This should be done in the context of discussing the role of unsupervised play in children's development.
- How 'real' are developmental disorders?

Course Materials

Required Readings:

One of the following textbooks:

Fundamentals of Developmental Psychology by Peter Mitchell and Fenja Ziegler, 2013.

Introducing Child Psychology by H. Rudolph Schaffer. Blackwell Publishing, 2004,

Understanding Children's Development by Peter K. Smith, Helen Cowie and Mark Blades. Blackwell Publishing, 2003.

Recommended Reading(s):

Handbook of Cultural Developmental Science

<http://lchc.ucsd.edu/People/MCole/Cognition.pdf>

UNICEF, Child poverty in perspective: An overview of child well-being in rich countries

http://www.unicef-irc.org/publications/pdf/rc7_eng.pdf

BBC News, Is the Teen Rebel a Dying Breed?

<http://www.bbc.co.uk/news/magazine-19786264>

Should We Rethink Our Anti-Bullying Strategy?

<http://content.time.com/time/world/article/0,8599,2095423,00.html>

Review of Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the Power of Character and Empathy by Emily Bazelon.

<http://www.spiked-online.com/newsite/article/13666#.Upc6eNK-068>

Breuer, Revisiting the Myth of the First Three Years

<http://blogs.kent.ac.uk/parentingculturestudies/files/2011/09/Special-briefing-on-The-Myth.pdf>

Guldberg, The Determinist Myth of Early Years

<http://www.spiked-online.com/newsite/article/13814#.Upc8qNK-068>

Sampson, There is No Language Instinct

<http://www.grsampson.net/ATin.html>

Christopher Lane talks to spiked about the new edition of DSM.

<http://www.spiked-online.com/newsite/article/13688#.Upc6GdK-068>

Questioning Psychiatry, Sandy Starr

http://www.spiked-online.com/newsite/article/questioning_psychiatry/14441#.UsBG_tJdWSo

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

Missing classes for medical reasons: If you need to miss a class for medical reasons or for a family emergency, **you must send an e-mail** to let the Associate Director of Academic Affairs (ADAA) know at least one hour in advance of your class or meeting at the following e-mail: excused.absence@capa.org. Note that calling the CAPA Centre (0207 370 7389) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments **BEFORE** the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Technology: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been in-structed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are **NOT** allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in anyway. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.