PSYCH 149B: CONTEXTS OF EARLY DEVELOPMENT & LEARNING
THE DEVELOPING CHILD SUMMER MINOR & CERTIFICATE PROGRAM
UNIVERSITY OF CALIFORNIA, BERKELEY

Summer Session A
20 May 2024 – 28 June 2024

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Office Hours:	Wednesdays 10:00–12:00 PT, or by appointment		
TA:	Hannah Speechly	**Email:**	hspee001@berkeley.edu
Office Hours:	Tuesdays 11:00–1:00 PT, here		
Meeting Time:	M W F @ 12:10 – 2:30 PT	**Location:**	Zoom Room

Course Description

This seminar will examine the developmental contexts of young children from the prenatal period to age 8. Building on foundational understandings of developmental psychology, this course is designed to introduce research on how various contexts, such as individual (e.g., gender), family (e.g., socioeconomic status), community/institutional (e.g., schools), and digital media (e.g., virtual learning) among others, influence children's development and learning. We will take an interdisciplinary approach to discuss how understandings of contexts of development may be different and how each context contributes to our deeper understanding of children's development.

Course Objectives

Students will be able to demonstrate knowledge of:

1. The major contexts of children's development, including individual, family, preschool/school, community, and digital.

2. How contexts influence children's early development and learning.

3. How to identify and build on the strengths of children's diverse contexts to promote early development and learning.

4. Students will develop skills that demonstrate:

   (a) The ability to create innovative solutions that support children's early development and learning, and
   (b) Proficiency in communicating ideas and arguments supported with evidence through multiple forms of writing and expression.

Course Format

This course will be administered in an online format with a combination of asynchronous and synchronous components. Asynchronous components include readings, assignments, and online discussions. We will meet synchronously thrice each week for lecture, group activities, and large-group discussions. The term-long structure of this course is designed in tandem with Psych 142, with each week typically introducing and exploring a new "domain" of human development—and the contextual factors or theoretical frameworks that can help us gain a richer understanding of it.

Typical Class Meeting Format

BEFORE CLASS		
Complete course readings and any assignments due.		
Come prepared to share your thoughts, to ask questions, and to discuss.		

IN CLASS		
Vibe-setter	~ 15 mins	IN BREAKOUT ROOMS: Respond to a daily discussion prompt, or swap reflections, observations, or areas of uncertainty on the readings and previous material.
		WHOLE GROUP: Share and briefly discuss
Announcements & Review	~ 5–10 mins	Updates, clarifications, responses to questions, brief review of previous class material
Lecture/ Discussion	~ 45 mins –1 hr	Introduce new course content, building on the readings for the day, and inviting participation via explicit questions or thought prompts
Media Resource		Watch, listen, or read relevant source
Group Activity		Structured small-group activity encouraging connections between lecture content, class readings, and 'real life', engaging with relevant outside resources, and/or building relevant skills
Break	~ 10 mins	
Discussion	~ 45 mins	Wrapping up group activity or lecture; synthesizing and extending material via guided discussion
Assignments	~ 5–10 mins	Explanation of upcoming reading/assignment(s)

Course Pages

1. `Discord server`
   We will use the class `discord` for group discussion, general questions, and clarification about course material and assignments, as well as sharing of course-relevant material (e.g., current news stories, extra-academic reading recommendations, and linguistic memes on the `#random` channel). Students should register and join the program server immediately, and will be expected to stay on top of communication there. **E-mail correspondence with the instructor should be restricted to personal matters. Questions which do not fall into this category—and could therefore benefit other students—will not receive an e-mail response and should instead be posted to the appropriate** `#channel`.

2. `bcourses`
   A `bcourses` site will be used to access readings, submit assignments, and receive grades.

Grading

Participation & Preparation: 30%
Assignments: 40%
Final Project: 30%

Participation & Preparation (30%)

Reading

All of the readings for this course will be provided on the course website in `bcourses` as .pdf files. The schedule on the syllabus (also on `bcourses`) tells you the readings for each lecture. The online syllabus will be updated as new readings are added or deleted, and mandatory readings for the following meeting will be announced in lecture. Please complete all of the readings for a particular class prior to the date of that class.

As you go through the assigned readings to prepare for each class, you are expected to highlight and annotate ideas that stand out to you and note any questions that come up. You should come to each class meeting **ready to contribute at least one observation or question related to the reading**, and may be cold-called to share the insight/comment/question that you prepared with the class. This course relies on your contributions to our meetings to spark your classmates' thinking and create a space for engaging student-led discussions.

Attendance

Attendance is mandatory, and missed class meetings will result in a loss of credit. Consistent attendance is especially important on the compressed timeline of a summer course offering like ours.

To discourage absence—for the sake of your learning, the integrity of the course, the richness of our class discussion, and the power of your in-class team—while also providing for the possibility of 'life intervening' and needing to miss class despite your best intentions, a **single class absence over the course of the session** may be made up for via an alternate assignment. Though this provides a **one-time** opportunity to make up the loss of credit incurred by an absence, please be mindful that you are still responsible for: (1) catching up on the course material covered in lecture the meeting you missed, (2) the submission of any assignment due that day, (3) fair contribution to any group project commenced or completed in class the day of your absence. Arrangements to fulfill this assignment should be made with the teaching team in advance, and **no later than the missed meeting**.

Two or more unexcused absences will result in a half-letter grade reduction for the course.

Participation

Your voice and ideas are essential in this course. You are expected to arrive to our synchronous class session **prepared to contribute at least one comment or observation** and to participate actively in small and large group discussions and activities throughout the week. Course work is developed to support a variety of participation styles: through individual assignments, small group discussions and activities, large group discussions, and various assignments that you can work on individually or in collaboration with your class

colleagues. Your grades will be highly dependent upon how engaged you are every week in the various types of discussions and activities of our synchronous and asynchronous classroom.

Netiquette

Zoom is difficult for me, and it's probably difficult for you, too. It's easier the more active and tuned-in the people around you are. To make our classroom have as many of the benefits of in-person learning as possible, given the online format, please consider the following (if you must have an exception to the following list, please get approval from me before class.)

1. Ensure you have reliable, high-speed wifi on a desktop or laptop computer with a working web camera and microphone;

2. Participate from as calm a physical space as possible, where you are able to stay the entire 140 minutes uninterrupted: **other commitments and activities need to be planned around our class time**.

3. Please be aware of (and do your best to minimize!) external sounds in your environment that may disrupt the sound quality for the rest of our class.

4. Keep your camera on when participating in all small-group and breakout-room discussions, and during larger-group discussions or lecture to the best of your ability. Be aware that **having your camera off increases your likelihood of being cold-called**. We will have breaks in class and times (e.g., when watching a video) where having your camera on is not necessary; do your best to keep your off-camera time to these periods as much as possible.

5. Respect yourself, your peers, and me by limiting off-task online activities to before/after class or the class break; be present and fully engaged for the duration of our Zoom as you would for any face-to-face class.

6. Use 'do not disturb' mode, or otherwise snooze or pause notifications on your computer for the duration of our class, and limit your phone use to the class break.

7. Use the chat feature only to respectfully enhance class discussions. Individual, side-bar, or off-topic commentary is not appropriate.

Community Agreements

In addition to the above expectations regarding participation in our online synchronous meeting, we will build community agreements together early in the semester, and we will continue to revisit them as needed. Community agreements represent a collaboratively constructed set of expectations and boundaries related to our collective discussion and behavior in the classroom. The goal of these agreements is to contribute to the foundation for an inclusive learning environment where we all feel a sense of belonging and courage, where we can be challenged without feeling threatened.

I will add these to the syllabus once we have finalized them in class.

Psych 149B Summer 2024 Community Agreements

- **"I" statements:** I can speak only from what I know, I think, I feel, I hear, as in I heard you say' rather than well, you said', which is an invitation to an argument rather than an opening to discussion.

- **Recognize intent, acknowledge impact:** While your intent may have been benign or even supportive, if the impact was hurtful, offensive, dismissive of another's experience and what they were communicating, then intent, while relevant perhaps, is superseded by its impact.

- **One mic:** only one person is talking at one time. This is important because it can foster a communicative environment that prevents or minimizes misunderstandings and interruptions that occur, especially in online meetings settings.

- **Practice active listening.** This means rather than thinking about what you are going to say in response, actually focusing on what's being said and then asking yourself, does something need to be said here? And am I the one to say it? This is one of the most important things we can do to help others feel listened to and seen.

- **Make no assumptions:** It's human nature, but it's important not to speak or act based on those likely erroneous assumptions. Not making assumptions allows us to be open-minded and to consider more perspectives while learning.

- **Cultivate a brave space:** We cannot guarantee each other safety from unintended hurtful remarks, from ugly images, from painful history. But as a community of learners, we can agree to be brave in the face of those challenges, we can agree to be uncomfortable and brave together through these other practices, and we can make room for when we need to take a break.

- **Be respectful**—of your own feelings and those of others, as well as of all races, cultures, sexual orientations, gender identities, religions, class backgrounds, abilities, body sizes and perspectives when speaking.

- **Move up, move up:** If you usually don't share much, challenge yourself to share more; if you find yourself sharing more than others, challenge yourself to listen more. Practice W.A.I.T.: why am I talking?

- **Recognize your own and others' privilege:** Be aware of privilege based on many intersecting forms of identity. At the same time, don't assume the identity of others. ("Make no assumptions.")

- **Honor confidentiality:** We will share the learning but not who said what.

- **Agree to disagree, but not to disengage:** Listen with the intent of understanding. You do not have to agree or believe anything shared; your job is to listen for understanding. Disagree with the statement, not the person. Be open-minded and have a judgment-free zone.

- **Ask questions first:** Listen toand hear-the responses.

- **We can't be articulate all the time:** Acknowledge that if/when we cause harm or make a mistake, we hope we all can agree to engage with each other with grace, e.g., giving the benefit of the doubt, understanding, and not with accusations.

- **No one knows everything, we all know something and together we know a lot.** We are all both contributors of knowledge and learners—teacher and students alike.

Discord-ination

To incentivize cooperation and the crowdsourcing of knowledge, you may earn up to **five extra credit points** to your Participation grade for answering your classmates' questions on Discord.

Single Absence Alternative Assignment

In addition to evidence of having notified the instructor, the assignment you will submit comprises a one-page summary using the QALMRI format (rubric in the 'Files' section of `bcourses`) of a reading assigned to you by the instructor based on its relevance to that day's topic. The page you submit should have a header for each section, followed by bullet points or succinct descriptions in response to each. You will submit two .pdfs:

1. of your e-mail or slack message notifying the instructor of your absence (you can "Print" any screen and select "Save as PDF"...)

2. your QALMRI summary, saved in the format: LastName_DateMissed_Alternative (e.g., "Foushee_05.21.24_Alternative.pdf")

This assignment must be submitted via bcourses **before Friday at 11:59pm the week of your absence**, or else will receive a zero. Under exceptional circumstances, an extension may be granted, provided it is arranged with the instructor in advance of what would have been the due date.

Assignments (40%)

Infant DnD

At the beginning of the semester, you will select and research a particular context of development from anywhere in the world. You will "adopt"/follow an infant born in this context over the course of the semester, from their prenatal development through their entry in school. Over the course of the semester, you will enrich your understanding of your infant and their context, in part through weekly writing and research assignments specific to that week's topic or domain. Detailed instructions will be provided on the course site and in class, and you will receive feedback on your submissions. You may use any notes, peer-reviewed journal articles, or other course materials to complete these assignments.

Writing Support

Given that this is a writing-intensive course, it may be useful to contact the Berkeley Student Learning Center for guidance on writing. When submitting any written assignment for this class, I ask that you please:

1. Proofread your assignment.

2. Follow the American Psychological Association (APA) guidelines for formatting text and citations.

   For help on APA, I recommend consulting the Purdue Online Writing Lab (OWL) (and specifically their APA style introduction, overview and workshop, and formatting and style guide).

All assignments are due on bcourses by 11:59 pm the night before class.

Final Grades

Final letter grades are based on the standard percentages as noted below. If you have questions about the grading, please ask!

Letter grade	Final percentage
A+	99.9–100%
A	95–‹99.9%
A-	90–‹94%
B+	87–‹90%
B	83–‹87%
B-	80–‹83%
C+	77–‹80%
C	73–‹77%
C-	70–‹73%
D+	67–‹70%
D	63–‹67%
D-	60–‹63%

Late Policy

Late assignments (not arranged with the instructor in advance) will be docked 10% for each day past the deadline, up to a minimum grade of 10%, and will not receive feedback.

Final Project (30%)

There will be a final creative, synthetic project at the end of the semester, with both group and individual components. We will discuss the details of this assignment further into the semester.

Additional Course Policies

Accommodation of Disabilities

If you need accommodation for a physical, psychological, or learning disability, please see me during office hours or by appointment as early in the term as possible to make any necessary arrangements. If you have been issued a letter of accommodation from the Disabled Students Program (DSP), please have it sent to me. If instead you need an accommodation and have not yet seen a Disability Specialist at the DSP, please do so as soon as possible (more info here). If the specifications of your accommodations change over the course of the semester, please also let me know.

Accommodation of Religious Creed

In compliance with Education code, Section 92640(a), it is the official policy of the University of California at Berkeley to permit any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship that could not reasonably have been avoided. Requests to accommodate a student's religious creed by scheduling tests or examinations at alternative times should be submitted directly

to the faculty member responsible for administering the examination by the second week of the semester. Reasonable common sense, judgment and the pursuit of mutual good-will should result in the positive resolution of scheduling conflicts. The regular campus appeals process applies if a mutually satisfactory arrangement cannot be achieved.The link to this policy is available in the Religious Creed section of the Academic Calendar webpage.

Code of Conduct

As instructors and members of an academic community, we are dedicated to diversity, equity, inclusion, and the free expression of ideas. We seek to provide an environment in which diverse participants may learn, teach, and enjoy the company of academic colleagues in an environment of mutual human respect. We recognize a shared responsibility to create and hold that environment for the benefit of all. Some behaviors, therefore, are specifically prohibited:

Harassment or intimidation based on gender, race, ethnicity, sexual orientation, gender identity, gender expression, disability, age, appearance, religion, or other group status. Sexual harassment or intimidation, including unwelcome sexual attention, stalking (physical or virtual), or unsolicited physical contact. Sustained disruption or threatening (verbally or physically) class participants: classmates, visitors, and instructor alike.

Class contributors are asked to frame discussions as openly and inclusively as possible and to be aware of how language or images may be perceived by others. Critical examination of beliefs and viewpoints does not, by itself, constitute hostile conduct or harassment. Similarly, use of sexual imagery or language in the context of a professional discussion might not constitute hostile conduct or harassment if it is necessary to the topic of discussion and presented respectfully.

Appealing Grades

If you believe an assignment or exam has received a grade in error, you may submit an appeal. To do so, write a cover letter explaining your concern, and deliver it to the instructor or grader, along with the assignment or exam in question. **An appeal must be submitted within 48 hours after the graded assignment, paper, or exam is returned to the class.** Please note that documents submitted for an appeal will be regraded in their entirety. As a result your grade may increase, but it may also decrease.

Statement on Academic Integrity

Any material submitted by you and that bears your name is presumed to be your own original work. Please keep in mind that the Berkeley Campus Code of Student Conduct applies to all course assignments and exams.

Academic Honesty

Cheating, plagiarism, and academic dishonesty of any kind will not be tolerated. Any evidence of cheating or plagiarism will result in a zero on that assignment. Any breaches in academic honesty will be reported to Student Judicial Affairs, which may administer additional punishment. If you have any uncertainty about whether an action constitutes academic dishonesty, consult your instructor.

All major written assignments should follow a standard citation format (APA Style). Citing sources properly is an essential component of academic integrity. Plagiarism of any kind—including using AI—will not be tolerated and will be referred to the Office of Student Conduct. I recommend this helpful website from the Cal Library for more information about writing with sources and writing with Internet sources, and would also recommend consulting with a campus librarian (even remotely) for assistance with finding, evaluating, using, and appropriately citing sources.

Honor Code

The ASUC in conjunction with the Graduate Assembly, the Academic Senate, and the L&S Deans have developed a UC Berkeley Honor Code to support an environment of academic integrity and respect on campus. While the statement of the Honor Code itself is brief, it is an affirmation of our highest ideals as Golden Bears: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." If you are unsure about the expectations for completing an assignment, please ask. For additional information on Academic Honesty, please see this website.

Campus Resources

The following resources are available to students and can be accessed remotely. Please consult the websites for each department/office for up-to-date information.

- **Disabled Students' Program (DSP)** — 260 Cesar Chavez Student Center
  642-0518, https://dsp.berkeley.edu/

  The Disabled Students' Program serves students with disabilities of all kinds, including mobility, visual, or hearing impairments; chronic illnesses such as AIDS, diabetes, and lupus; seizure disorders, head injuries, painful conditions such as back injuries and carpal tunnel syndrome; psychological disabilities such as bipolar disorder and severe anxiety or depression; attention deficit hyperactivity disorder; and learning disabilities. Services are individually designed and based on the specific needs of each student as identified by DSP's Specialists. The Program's official website includes information on DSP staff, UC's disabilities policy, application procedures, campus access guides for most university buildings, and portals for students and faculty.

- **Counseling and Psychological Services, Tang Center** — 2222 Bancroft Way
  642- 9494 (After Hours: (855) 817-5667); https://uhs.berkeley.edu/counseling

  The UHS Counseling and Psychological Services staff provides confidential assistance to students managing problems that can emerge from illness such as financial, academic, legal, family concerns, etc. In the realm of sexual harassment, UHS coordinates education programs, crisis counseling, advocacy, and medical care for women and women who have been harassed or assaulted.

- **Berkeley International Office (BIO)** — 2222 Bancroft Way
  642-2818; http://internationaloffice.berkeley.edu

  Berkeley International Office's mission is to enhance the academic experiences of international students and scholars by providing the highest levels of knowledge and expertise in advising, immigration services, advocacy, and programming to the UC

Berkeley campus community. They provide advising support for nonimmigrant students as well as a wide variety of programs and workshops.

- **Educational Opportunity Program (EOP)** — 119 Cesar Chavez Student Center
  642- 7224; http://eop.berkeley.edu

  The Educational Opportunity Program at Cal has provided first generation and low income college students with the guidance and resources necessary to succeed at the best public university in the world. COP's individualized academic counseling, support services, and extensive campus referral network help students develop the unique gifts and talents they each bring to the university while empowering them to achieve.

- **Centers for Educational Justice & Community Engagement** — 202 Cesar Chavez Student Center

  The Centers for Educational Justice & Community Engagement (EJCE) at UC Berkeley is a collaborative of offices and centers that advocate for, build capacity with and dialogue among and across diverse communities. Our community engagement approach enriches the academic success of students while fostering a campus climate that honors the dignity of all people. Each partner space is steeped in rich and vibrant legacies and established community-centered praxes of educational justice: leadership development, access, activism, academic excellence and social justice. Our work reflects interconnected identities and experiences through our collective and individual commitments to support and advance future global leaders.

- **Student Learning Center** — César E. Chávez Student Center
  642-7332; http://slc.berkeley.edu

  As the primary academic support service for students at UC Berkeley, the Student Learning Center (SLC) assists students in transitioning to Cal, navigating the academic terrain, creating networks of resources, and achieving academic, personal, and professional goals. Through various services including tutoring, study groups, workshops, and courses, SLC supports students in Biological and Physical Sciences, Business Administration, Computer Science, Economics, Mathematics, Social Sciences, Statistics, Study Strategies, and Writing.

- **Ombudsperson for Students** — 102 Sproul Hall
  642-5754; http://sa.berkeley.edu/ombuds

  The Ombudsperson for Students provides a confidential service for students involved in a University-related problem (either academic or administrative), acting as a neutral complaint resolver and not as an advocate for any of the parties involved in a dispute. The Ombudsperson can provide information on policies and procedures affecting students, facilitate students' contact with services able to assist in resolving the problem, and assist students in complaints concerning improper application of University policies or procedures. All matters referred to this office are held in strict confidence. The only exceptions, at the sole discretion of the Ombudsperson, are cases where there appears to be imminent threat of serious harm.

Schedule and Readings

COURSE INTRODUCTION

Mon 05/20   Log onto bCourses, review syllabus, complete Introductory Survey; BABIES (2010)

PRENATAL DEVELOPMENT

Wed 05/22   Vélez-Agosto, N., Soto-Crespo, J. G., Vizcarrondo-Oppenheimer, M., Vega-Molina, S., & García-Coll, C. (2017). Bronfenbrenner's bioecological theory revision: Moving culture from the macro into the micro. *Association of Psychological Science, 12(5)*, 900–910.

Thu 05/23   [*YOUR* CONTEXTS OF DEVELOPMENT Assignment]

Fri 05/24   Bush, N., Jones-Mason, K., Coccia, M., Caron, Z., Alkon, A., Thomas, M., Coleman-Phox, K., Wadhwa, P. D., Laraia, B., Adler, N., & Epel, E. (2017). Effects of pre- and postnatal maternal stress on infant temperament and autonomic nervous system reactivity and regulation in a diverse, low-income population. *Development & Psychopathology, 29*, 1553–1571.

PHYSICAL DEVELOPMENT

Wed 05/27   *Memorial Day – No class*

Wed 05/29   Ellis, B. J., & Boyce, W. T. (2008). Biological sensitivity to context. *Current Directions in Psychological Science, 17(3)*, 183–187.

Thu 05/30   [INFANT DND CONTEXTS OF POVERTY Assignment]

Fri 05/31   Blair, C., & Raver, C. C. (2016). Poverty, stress, and brain development: New directions for prevention and intervention. *Academic Pediatrics, 16*, S30–S36.

SOCIAL-EMOTIONAL DEVELOPMENT

Mon 06/03   Olivos, E.M., & Sobko, S. (2017). Cuentos para dormir: Bedtime stories by deported parents. *The Bilingual Review, 33(5)*, 117–136.

Wed 06/05   Leerkes, E.M., & Bailes, L.G. (2019). Emotional Development Within the Family Context. In: LoBue, V., Pérez-Edgar, K., Buss, K.A. (eds) *Handbook of Emotional Development.* Springer, Cham.

Thu 06/06   [INFANT DND SOCIAL-EMOTIONAL MICROSYSTEMS Assignment]

SOCIAL-EMOTIONAL DEVELOPMENT

Fri 06/07   Valiente, C., Swanson, J., DeLay, D., Fraser, A. M., & Parker, J. H. (2020). Emotion-related socialization in the classroom: Considering the roles of teachers, peers, and the classroom context. *Developmental Psychology, 56 (3)*, 578–594.

COGNITIVE DEVELOPMENT

Mon 06/10   Sitabkhan, Y. (2015): "Chalinas a 20 Pesos!": Children's Economic Ideas Developed Through Selling. *Mind, Culture, and Activity*.

Wed 06/12   National Academy of Sciences. (2018). How people learn II: Learners, contexts, and cultures. Chapter 2. Washington, DC: National Academy of Sciences.

Thu 06/13   [INFANT DND MEASURING COGNITIVE DEVELOPMENT Assignment]

Fri 06/14   Tudge, J.R., Doucet, F., Odero, D., Sperb, T.M., Piccinini, C.A., & Lopes, R.S. (2006). A window into different cultural worlds: Young children's everyday activities in the United States, Brazil, and Kenya. *Child Development, 77(5)*, 1446–1469.

LANGUAGE & LITERACY DEVELOPMENT

Mon 06/17   Flewitt, R., Messer, D., & Kucirkova, N. (2014). New directions for early literacy in a digital age: The iPad. *Journal of Early Childhood Literacy*, 1–22.

Wed 06/19   *Juneteenth Holiday – No class*

Thu 06/20   [INFANT DND LANGUAGE, LITERACY, & IDENTITY Assignment]

Fri 06/21   Hanford, E. (Host). (2022). Sold a Story 1: The Problem [Audio podcast]. American Public Media. https://features.apmreports.org/sold-a-story/

Recknagel et al. (2022). The Wrong Tools for the Job: Teachers' Voices on Cultural Capital Mismatch. *International Journal of Multicultural Education, 24*(2), 57–79.

FINAL WEEK

Mon 06/24   Butler, O. (2000). A Few Rules For Predicting The Future. *Essence*.

Tue 06/25   [DRAFT PLANET APPLICATIONS & ALIEN RUBRIC Assignment]

Thu 06/27   [FINAL PLANET APPLICATIONS & ALIEN SPEECH; EXTRA CREDIT]

Fri 06/28   [CRITICAL REFLECTION; CONTRIBUTION TO FINAL PROJECT]