



Syllabus: Psy BC 3466y
Field Work and Research Seminar: Barnard Center for Toddler
Development
Spring, 2007

Seminar Meets: Tu 12:30-2:30

Office hours: Tue, 10-11:00

Dr. Tovah P. Klein (854-5274), e-mail: tklein@barnard.edu

<u>Week</u>	<u>Date</u>	<u>Topic</u>	
1	1/16	Intro to Observation of Child & Coding Assignments	
2	1/23	Revisiting Attachment/Reliability in Coding Transcripts	
3	1/30	Work, Parenthood and Child Care	(co-leaders)
4	2/6	Cultural Issues in Child Development	(co-leaders)
5	2/13	Transcript Coding	(project outlines)
6	2/20	The Brain and Early Development	(co-leaders)
7	2/27	Research and Coding	(research proposal)
8	3/6	Stress and Trauma	(co-leaders)
9	3/13	Spring Break	
10	3/20	Research	
11	3/27	The Toddler	<u>Observation Papers Due</u>
12	4/3	The Toddler	<u>Transcript Coding Complete</u>
13	4/10	Research Presentations	
14	4/17	Research Presentations	
15	4/24	Summing Up Toddlers	<u>Research Paper Due</u>

(Classroom activity write ups are due one week after projects are done)

During the first semester of this seminar, our focus was on some of the major developmental tasks of toddlerhood. The continuation of the seminar broadens the scope of knowledge on this age by looking at a variety of topics in development relevant to toddlers and young children, wrapping up with a look at the whole toddler. At the same time, students will be involved in research on parenting and will follow one child through observation over the full term. This gives an in-depth look at parenting as well as child development.

Books:

Shore, R. (1997). Rethinking The Brain: New Insights into Early Development. NY: Families and Work Institute. {**AVAILABLE at LABYRINTH BOOKSTORE**}

CP= Course Pack reading

Course Pack will be available at Village Copier on Broadway & 112th Street

Readings

1/23 Sroufe, L.A. & Waters, E. (1977). Attachment as an organizational construct. Child Development, 48, 1184-1199. **IN COURSE PACK FROM LAST TERM**

Lieberman, A.F. (1991). Attachment and exploration: The toddler's dilemma. Zero to Three, 11 (3), 6-12. **CP**

Pawl, J.H. (1990). Infants in day care: Reflecting on experiences, expectations and relationships. Zero to Three, 10 (3), 1-6. **CP**

1/30 Phillips, D. & Adams, G. (2001). Child care and our youngest children. In R.E. Behrman (Ed). Caring for Infants and Toddlers. The Future of Young Children, 11 (1) (pp. 35-52). **CP**

Shonkoff, J.P. & Phillips, D.A. (2000). From Neurons to Neighborhoods: The Science of Early Childhood Development (pp. 297-317). Washington DC: National Academy Press. (Growing up in child care)

*Goldin, C. (March 16, 2006). Working it out. New York Times. **CP***

Shellenbarger, S. (November 30, 2006). More new mothers are staying home even when it causes financial pain. Wall Street Journal. **CP**

Klein, T.P., Nofi, E., Miranda, C., & Bresgi, G. (2007). Parenting Toddlers Today: Ins and Outs, Ups and Downs. Presentation at Zero to Three Conference,

Albuquerque, New Mexico. CP

2/6 Nugent, J.K. (1994). Cross-cultural studies of child development. Zero to Three, 15(2), 1-8. CP

Small, M. (1998). Our Babies, Ourselves. New York: Anchor Books. Chapter 3 (Other Parents, Other Ways); Chapter 7 (Unpacking the Caretaking Package). CP

Shonkoff, J.P. & Phillips, D.A. (2000). From Neurons to Neighborhoods: The Science of Early Childhood Development (pp. 57-69). Washington DC: National Academy Press. (The challenge of studying culture).

Pruett, K. (1999). Me, Myself and I. NY: Goddard Press. (Chapter 11, A World of Difference, pp. 190-198). CP

Phillips, C.B. & Cooper, R.M. (1992). Cultural dimensions of feeding relationships. Zero to Three, 12 (5), 10-13. CP

2/20 Shore, R. (1997). Rethinking the Brain: New Insights into Early Development. NY: Families and Work Institute. Preface, Forward and pp. 2-55.

Pruett, K. (1999). Me, Myself and I. NY: Goddard Press. Chapter 2, The young child's brain and mind. pp. 14-32. CP

3/6 Fraiberg, S., Adelson, E.A. & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. J. American Academy of Child Psychiatry, 14, 387-421. CP

Scheeringa, M.S. & Gaensbauer, T.J. (2000). Posttraumatic stress disorder. In C.H. Zeenah (Ed.), Handbook of Infant Mental Health (2nd Ed.) pp. 369-381. NY: Guilford CP

Gaensbauer, T., Chatter, I., Drell, M., Siegel, D. & Zeenah, C. (1995). Traumatic loss in a one-year-old girl. Journal of the American Academy of Child and Adolescent Psychiatry, 34, 520-528. CP

Provence, S. (1989). Infants in institutions revisited. Zero to Three, 4(3), 1-4. CP

3/27 Pruet, K. (1999) Me, Myself and I. Chapters 4, 5, 6. CP

Fraiberg, S.H. (1959). "Magic and Science" and "I" from The Magic Years, 126- 145. CP

4/3 Pruet, K. (1999). Me, Myself and I. Chapters 7 & 10. CP

Murphy, L.B. (1991). Toddlers: Themes and variations. Zero to Three, 11 (3), 1-5.
CP

Murphy, L.B. (1989). The baby's world. Zero to Three, 10 (2), 1-6. CP

Requirements

1. Class attendance, completion of readings prior to class time, and active participation in the seminar is required. If you are ill or have an emergency and cannot attend seminar, please contact the professor before class.
2. Continued work one morning a week at the Toddler Center as an assistant teacher.
3. Research: Research project will involve working with the transcripts from the parenting study. Students will work in pairs to learn coding, establish reliability and develop their own codes in an area of interest. A research paper is due at the end of the term as a write up of the students' codes (1 paper for each pair). The paper will have a research introduction (APA style), methods, results (based on coding of the transcripts in your group), and discussion. Paper is about 10 pages.
4. Observation assignment: Each student will be assigned a child to follow for the term. You will be responsible for observing this child each week, as well as one in-home observation and meeting with the child's parent. Paper due in April- observational paper.
5. Classroom Project: Working in pairs, plan a developmentally appropriate activity (e.g., art project) to be used with the children. This will include a write-up of objectives, developmental areas involved in the project and implementation of project in the classroom. Leslie Ross supervises this project.
6. Co-Lead: In teams of 4, students will each co-lead one of the discussions- responsible for introducing topic and facilitating discussion.

Grading

A grade for both semesters (8 credits) will be given at the end of the term. The grade will reflect your work in the Toddler Center (45%) and the seminar (55%). The seminar grade is based on your work in the fall and spring terms, and includes both written work and participation in seminar, and your progress over the year of the course.

Grades are based on the following:

1. Work in the classroom with the children, which includes your effort as well as understanding and application of the center's teaching philosophy.
2. Written assignments, individual and group projects. Do not turn in papers late (1/2 grade off per day) (approximately 2/3 of seminar grade)
3. Participation and contribution to seminar, critical thinking about readings (1/3 seminar grade).

Staff Names and Numbers

Tovah Klein, Ph.D., Director/Course Professor, (854-5274) tklein@barnard.edu

Patricia Shimm, Associate Director, Toddler Center (854-8271)

Leslie Ross, Head Teacher, Toddler Center (854-8271)

Liz Nofi, Research Coordinator (854-9083) enofi@barnard.edu

Sabrina Huda, Administrative Coordinator (854-8275) shuda@barnard.edu

Karina Trujillo-Sanchez, Assistant Teacher, (854-8271)

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