Syllabus and Class Policies

This course is the second in a continuation of the development sequence. The focus is on the development and experiences of early childhood through latency. As in the previous course, topics will be approached from two points of view: descriptively in terms of the unfolding of the developmental process and from various theoretical perspectives. The interface between physical growth, experience, environment, and emotional development will be emphasized as will the significance of relationships in the facilitation of optimal development. Throughout, attempts will be made to integrate the subjective experience of the child with theoretical conceptualizations of development.

Class Policies

Reading: The learning in this class takes place mostly between the assigned readings and class lectures and discussions about the material. The readings are designed to provide a foundation in the subject matter, which will then be further explained and discussed in class. It is expected that everyone will do the reading and bring any questions or reactions to class. The readings are at differing levels of difficulty, thus not all are expected to be mastered – many readings are intended as introductions to topics that will continue to be learned and thought about throughout the course and beyond.

Attendance: Students are expected to attend class, be on time, and participate in discussion. If a student needs to miss a class, please let the instructor know with an email or phone message before class.

Assignments: The midterm assignment will be handed out at the 4th class and must be handed in no later than the beginning of the 5th class. The final assignment will be handed out in the 7th class and the written submission handed in no later than the last class. All students who have not turned in their assignments by the due dates will be marked down half a grade. All students who have not turned in their final assignments by the due date will also receive an incomplete.

Guidelines for Written Work

Evaluation of written work will be based on these guidelines:

1) Presentation and development of ideas:
• The introduction states the thesis and indicates how the ideas developed are intended to be presented.
• Demonstration of an accurate understanding of the material.
• There is support, with sources cited, for ideas.
• The ideas are explained clearly and cogently and the connections between ideas are clear and explicit. An analysis is offered of the ideas that indicate the significance to the topic presented.
• The conclusion draws the ideas together, and strongly restates your thesis.

2) Writing:

• Use of correct grammar and spelling.
• Transitions between sentences and paragraphs are clearly explained.
• There is a logical structure and organization to the way the ideas are outlined and presented.
• References and bibliography are complete and in correct format.
• The writing is clear and persuasive.
• APA format is used and citations, including internet citations, are included.

Grades

A work demonstrates not only mastery of the material but fluency with the material and the capacity to use the ideas creatively.
B work presents an overall understanding of the material and a well-written, well-organized presentation.
C work represents a basic grasp of the material but has some significant deficits or distortions in the use of ideas and/or written presentation.
Failing means there is little evidence of comprehension of the material and/or the presentation is in unacceptable form.

Evaluation

• Class attendance and participation, including evidence of reading assigned materials, ability to raise questions about assigned readings, ability to relate clinical experience to concepts presented: 33%
• Writing Assignment: 33%
• Final Written Assignment: take home exam: 34%

Course Objectives

Through this course, students will:

• Acquire an understanding of the concepts of development and the developmental process
• Acquire descriptive knowledge of the sequential unfolding of growth and development
• Acquire an appreciation for the interface between physical growth and emotional development and for the role of relationships in development
• Become knowledgeable about major psychodynamic theories of early development
• Be able to critically read popular and professional literature
regarding early development and family life.

**Class 1: January 27, 2012 – Conceptualizing Development**

Readings (to be read in preparation for 1st class):


**Class 2: February 10 – Issues in Early Childhood**

Readings:


**Class 3: February 24 - Gender, Gender Identity and Oedipal Development**

Readings:


Also recommended:


**Class 4: March 9 - Affect, Aggression, Morality in Early Childhood**
Readings:


Choose one of the following:


Assignment due

Class 5: March 23 - Entry into Latency: The 5 to 7 Shift

Readings:


Class 6: April 13 - Concepts of Latency

Readings:


the growth of the personality, (pp 81-104), London: Karnac Books.

Class 7: April 27 - Using Developmental Concepts in Clinical Work

Readings:

Lachmann, F. M. (2001). Some contributions of empirical infant research to adult psychoanalysis: What have we learned? How can we apply it? Psychoanalytic Dialogues, 11, 167-185. PEP

Frankel, J. B. (1998). The play's the thing: how the essential processes of therapy are seen most clearly in child therapy. Psychoanalytic Dialogues, 8:149-182. PEP


Class 8: May 11 - Social and Prosocial Behavior

Readings:


Final Assignment Due. Please be prepared to discuss your final assignments with the class.