

Columbia University Summer 2008
S3280Q Seminar in Infant Development

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Required texts:

Development in Infancy: An Introduction (2002), Fourth Edition, by M.E. Lamb M. H. Bornstein, and D. M. Teti. Lawrence Erlbaum Assoc. Inc.

Blackwell Handbook of Infant Development (2001; paperback, 2004), Edited by Gavin Bremner & Alan Fogel, Blackwell Publishing Ltd.

Prerequisite: A course in developmental psychology or the instructor's permission.

Course description:

Knowledge of development in infancy has increased dramatically in the last few decades because of advances in techniques that make it possible to better understand infants' abilities. This course will provide an overview of infant development based on current research, with the primary focus on perception and cognition. Theoretical issues, such as assessment of competence, continuity in development, and the relative contributions of heredity and environment, will be discussed.

Course requirements and grading:

Requirements for the course include:

- class presentations and a paper based on one of the topics in the course outline (40% of grade),
- final exam based on information presented in class and in the readings (50% of grade), and
- class attendance and participation (10% of grade).

Presentation Paper: Presentation paper topics will be discussed and assigned during the first class meeting. For presentations, students will discuss the topic of the day by briefly reviewing what is in the reading and then supplement this by including material from other sources that would form the basis of their paper. Papers should be based on research articles from journals, such as *Infant Behavior and Development*, *Developmental Psychology*, and *Child Development*, and contributions from advanced texts. Resources for background material include: *Handbook of Infant Development* by Joy D. Osofsky; *Progress in Infancy Research* by Jeffrey Hagen and Harlene Hayne (Eds.); and *Handbook of Child Psychology (5th edition)* by William Damon and Nancy Eisenberg (Eds.).

Papers should not exceed 10 pages and include at least 5 journal articles as references. Students will need to consult with me before their days of presentation. Deadline: **The deadline will be July 24** for all papers, including presentations on topics that take place from July 29 to August 14.

Course Outline of Topics and Chapters in the Texts:

Date	Topic	Lamb, Bornstein, & Teti	Bremner & Fogel
July 8	Why study infants? History and theoretical background Methods and Social Policy	1 3	Introduction; 26; 23
July 10	Prenatal development	4	18
July 15	Birth; reflexes Motor development	4 4	3
July 17	Newborn states Perceptual development	5 6	1
July 22	Cognitive development: Learning and Information processing	7	5
July 24	Cognitive development: Piaget Tests of infant intelligence Deadline for all papers on presentation topics	7	4; 21 p.605
July 29	Problem solving, categorization, symbolic play	8	
July 31	Language development	9	14; 15
August 5	Emotional development and temperament	10	16; 17
August 7	Social development and attachment; child care	11	12; 11; 24
August 12	Effects of social class and culture	2	10 p.284-287 13 p.366-368
August 14	Final Exam		