

Course Outline

Developmental Psychology II: Childhood
UofW Course Psyc-3200
Winter Term 2018
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Course description: This course complements Psyc-2200 as the second part of an introduction to developmental psychology. The emphasis here is on theory and research on children. Topics covered will include personality and social development, as well as areas of study that will vary from offering to offering of the course (e.g., perceptual and cognitive development beyond the basics offered in Psyc-2200, language, intelligence, abnormal development.)

Reading Assignment

Jean Piaget, *The Origins of Intelligence in Children*, International Univ. Press, 1974.
Sigmund Freud, "Little Hans" Case, *Standard Edition*, X, 1-149, Hogarth Press, 1955.

In addition, Professor Bradbury has written material for the course under the title *The Psychology of Childhood*. This document will serve as a background for lectures and, like the lectures, will be a source for test and essay questions.

Schedule and Testing

Course content is divided into two parts. For each part there are separate reading assignments and tests as follows.

Part I. Cognitive Development. Assigned are the book by Piaget and the first 34 pages of *The Psychology of Childhood*. A test on Monday, February 26th will cover these reading assignments, additional material distributed in class, and all lectures up to that date. The essay portion of the test will be written on the following Wednesday, February 28th. A practice form of this first factual test, no essay included, will be given on Friday, February 9th.

Part II. Personality and Social Development. Assigned are Freud's "Little Hans" Case Study and all of *The Psychology of Childhood* that was not included in the first test. A test and essay, written in the scheduled final exam period, will cover these assigned readings, additional material distributed in class, and all lectures since the first test. A practice version of the second test will be given during the last scheduled class meeting, Thursday, April 5th.

The Tests

The course is divided into two parts, each with its own reading assignment, lecture material, and test. The two tests, identical in format, will each contain 100 points divided over two types of questions. First will appear 35 items worth two points each. These will concern basic, factual information, and will require answers of a few words at most. The remainder of each test will be made up of one essay worth 30 points. Here are five examples of each of these two types of questions. First, the factual ones:

1. How many different types of circular reaction does Piaget identify?
2. What is the name of the boy who is one of Piaget's subjects in his book?
3. In what profession did Little Hans distinguish himself as an adult?
4. What is the name of the home where Anna Freud worked with the six war orphans?
5. What is the child's main illusion during the sexual phase of the family romance?

One or two words will do for each of those straightforward items. The correct answers are: (1) three; (2) Laurent; (3) opera (4) Bulldogs Bank; (5) that one's mother has affairs.

The following examples of essay questions cannot be answered so simply. Several pages would be required to do justice to any of them.

1. The six children who make up the Bulldogs Bank group are not all the same. Some have very distinct characteristics. Pick two that do, name the children, and describe what exactly singles them out for you.
2. Describe the big difference between the way babies think when they are just getting started and when they approach the end of the sensori-motor period.
3. Little Hans is afraid horses will do two things. What are they, and what is the point of all his worrying about this?
4. By Piaget's account, what is the role of the circular reactions in the development of infant intelligence?
5. Freud maintains that neurotics and perverts are polymorphous-perverse. What does he mean by this?

The Term paper

A term research project, reported in a paper of roughly 3,000 words will make up that part of course work not covered by tests. The topic of the paper will be the recent published research of a developmental psychologist who works with children. The student is asked to select a contemporary developmental psychologist whose area of study involves children, read six or so recent papers by this person, and write a summary of that work. This assignment is due on the last day of class. The paper will be scored, with a maximum of 100 points possible, according to

a scale in which 50-59 is a bare pass, 60-69 is fair, 70-79 is good, 80-89 is very good, and 90-100 is excellent.

Grading

For purposes of grading, the course has three equal components that, taken together, provide a total of 300 points. There are two tests and a term paper, each with 100 points. The grade for the course will be determined, according to the following scale, by the percentage of the 300 possible points the student obtains, provided the student has answered correctly no fewer than half of the 70 factual questions on the two term tests combined.

A grade of F will result either from an overall total course score below 50, as shown in the table below, or, regardless of the overall total, a score below 50% on the factual questions of the two term tests combined. That prior statement defines minimal requirements. The other end of the grade range is A+, which does not appear on the scale. That grade will be awarded at the professor's discretion. Of the 22 students who finished Professor Bradbury's section of this course last year, four got A+. An additional 10 got either A or A-. Thus, 64% of last year's class finished with an A grade of some sort. That's pretty good.

<u>Score</u>	<u>Grade</u>
82 and above	A
80 - 81	A -
78 - 79	B +
70 - 77	B
69	C +
60 - 68	C
50 - 59	D
Below 50	F

Here is a sample grade calculation, made on the assumption that the factual components of the two tests are not below 50%. The scores are 75 on Test #1, 79 on Test #2, and 80 on the paper. So it is $75 + 79 + 80 = 234$ divided by $300 = 78\%$, which is a B +.

Class attendance is an essential part of the course. Anyone who misses more than half of the 36 class meetings for any reason, and does not withdraw, will receive an F regardless of scores. Additionally, a student who misses two classes for any reason, if challenged, will be required, as compensation, to submit an essay of 1,000 words on a topic that will be provided. A penalty of 5% points will be imposed on the student's total course score for each non-attendance essay that is not submitted. Revisit that earlier grade calculation. If that student was challenged for missing 6 classes, and did not submit essays for them, the score of 78 would dissolve to 63, and the grade would be C.

University regulations require that course outlines direct the student's attention to those provisions of the UofW *Calendar* that deal with academic misconduct. Thus, you are encouraged to consult the *Calendar* in the unlikely event that your needs extend in that grim direction. In addition, the outline must inform the class that grades submitted by the professor are provisional and subject to change until they are accepted by the University Senate. So be it. As well, you are to be told the withdrawal date for the course. It is March 14th.

The University Senate has further stipulated that the following scripted statements of earnest clarification be included in all course outlines:

1. “We ask that you please be respectful of the needs of classmates and instructors/professors by avoiding the use of unnecessary scented products while attending lectures. Exposure to scented products can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities. Please consider using unscented necessary products and avoiding unnecessary products that are scented (e.g. perfume).”
2. “All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect.”
3. “Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student’s disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>.”
4. “Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make-up work and/or examinations without penalty. A list of religious holidays can be found at: <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>.”
5. “Students facing a charge of academic or non-academic misconduct may choose to contact the University of Winnipeg Students’ Association (UWSA) where a student advocate will be available to answer any questions about the process, help with building a case, and ensuring students have access to support. For more information or to schedule an appointment, visit our website at www.theuwsa.ca/academic-advocacy or call 204-786-9780.”

Pictured below is one side of a medallion designed by K. M. Schwerdtner in recognition of Freud’s 50th birthday. It shows Oedipus confronting the Sphinx on the outskirts of Thebes. Down in town, people were already suffering, and things were about to take a big turn for the worse. And it all had something to do with the perilous psychology of childhood.

