The Hebrew University of Jerusalem

Syllabus

DEVELOPMENTAL PSYCHOLOGY - 34507

Last update 14-10-2015

<u>HU Credits:</u> 6

<u>Degree/Cycle:</u> 1st degree (Bachelor)

<u>Responsible Department:</u> education

<u>Academic year:</u> 0

<u>Semester:</u> Yearly

<u>Teaching Languages:</u> Hebrew

<u>Campus:</u> Mt. Scopus

<u>Course/Module Coordinator:</u> Ruth Butler

<u>Coordinator Email:</u> ruth.butler@mail.huji.ac.il

<u>Coordinator Office Hours:</u> Mondays, 12:15-13:30

<u>Teaching Staff:</u>

Prof Ruth Butler

Course/Module description:
  The course will follow social, emotional, and cognitive development from birth through adolescence within the contexts of the family, educational frameworks, and the broader socio-cultural environment.

Course/Module aims:
  To acquaint students with basic developmental theories, processes, and research methods; to provide students with skills and understandings that will enable them to evaluate and compare between different approaches on the basis of empirical findings, and to analyze their implications for development in the family and educational frameworks.

Learning outcomes - On successful completion of this module, students should be able to:
  Acquisition of knowledge and skills in critical analysis of theory, research, and central questions in developmental psychology, as expressed, for example, in students' informed application of course materials to writing one term paper, five reading reports, and a comprehensive final exam.

Attendance requirements(%):
  attendance not compulsory

Teaching arrangement and method of instruction: lecture and discussion, with appropriate films

Course/Module Content:
  Introduction
A. Theory, research, and basic issues in early development
The equipment of the newborn and early individual differences
Cognitive development
First relationships and sources of the self: Attachment
Language Acquisition
Endogenous and exogenous influences: The case of prosocial development
Long-term influences of early experiences
B. Selected Topics in Development during Childhood
Play and Games: Reflect or also promote development?
Children as pupils: School readiness and influences of schooling
Peer relationships

Gender in development
C. Adolescence
The transition to adolescence: Continuous vs. discontinuous?
Identity
Thought, morality, and education
Adolescence and context in Israel

<u>*Required Reading:*</u>
 Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2104). How Children Develop. Chapter 1, pp. 10-35.
{1143234} Meltzoff, A.N., & Moore, M.K.(1979). Imitation of Facial and Manual Gestures by Human Neonates. Science,198, 75-78
{1127511} Kaitz, M., et al.(1988). A Reexamination of Newborn's Ability to Imitate Facial Expressions. Developmental Psychology, 24, pp.3-7.
Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2104). How Children Develop. Chapter 5, pp. 172-205.
Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2104). How Children Develop. Chapter 4, pp. 132-145.
Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2104). How Children Develop. Chapter 5, pp. 205-213.

סרוף, פרק 6: ההתפתחות החברתית והרגשית של התינוק. עמ' 245-290 {1162850}
אריקסון, א. (1960). ילדות וחברה, פרק 7 : שמונה שלבים של האדם. מרחביה: ספרית הפועלים. 8 136.7 .{1028369}
Oppenheim, D. (1998). Perspectives on infant mental health from Israel: The case of changes in collective sleeping on the kibbutz. Infant Mental Health Journal, 19, pp. 76-86.
Cole, M., Cole, S. R., & Lightfoot, C. (2005). Language acquisition. In M. Cole, S. R. Cole, & C. Lightfoot, The Development of Children, Ch. 8, pp. 279-317.
DeLoache, J., et al. (2010). Do babies learn from baby media? Psychological Science, 21, 1570-1574. doi: http://dx.doi.org/10.1177/0956797610384145
Warneken, F. & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. Science, 311, 1301-1303. doi: http://dx.doi.org/10.1126/science.1121448
Warneken, F., & Tomasello, M. (2014). Extrinsic rewards undermine altruistic tendencies in 20-month-olds. Motivation Science, 1, 43-48. doi: http://dx.doi.org/10.1037/2333-8113.1.S.43
Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2104). How Children Develop. Chapter 14, pp. 566-590.

Cole, M., Cole, S. R., & Lightfoot, C. (2005). Early experience and later life. In M. Cole, S. R. Cole, & C. Lightfoot, The Development of Children, Ch. 7, pp. 243-275.
פריברג, ס. (1969). השנים המופלאות. פרק 9, 223-234. מרחביה: הוצאת הפועלים. ספר {1030313}, תדפיס {1127639}.

NICHD (1997). *Effects of infant childcare on infant-mother attachment security. Child Development, 68, 860-871.*

סנדק, מ. ארץ יצורי הפרא (ספר ילדים).

רשות: אקסליין, ו. (1968). דיבס: הילד מחפש את זהותו. מרחביה: ספרית הפועלים.
ד 884 132.198.2 {1013721}

Cole, M., Cole, S. R., & Lightfoot, C. (2005). The Development of Children Chapter 13 Schooling and Development in Middle Childhood, pp.504 -551

Cole, M., Cole, S. R., & Lightfoot, C. (2005). The Development of Children Chapter 14, Social development in middle childhood. pp. 553-597.
Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2104). How Children Develop. Chapter 15, pp. 594-633.

ספר שאהבתם בגיל ביה"ס היסודי.

{1169272) Freud, A.(1958). Adolescence. Psychoanalytic Study of the Child, 255-278.
{1060686} Offer, D., Schonert, R., & Kimberly, A. (1992). Debunking the myths of adolescence: Findings from recent research. Journal of the American Academy of Child and Adolescent Psychiatry, 31, 1003-1014.

מוס, ר.א. (1988). תיאוריות על גיל ההתבגרות, פרק 4: תיאורית הזהות של אריקסון.{1061023}

מוס, ר.א. (1988). תיאוריות על גיל ההתבגרות, פרק 11: הגישה ההתפתחותית קוגניטיבית של לורנס קוהלברג למוסריות המתבגר, עמ' 228-221 . {1162986}.

גיליגן, ק. (1995). בקול שונה: התיאוריה הפסיכולוגית והתפתחות האישה. תל אביב: ספרית פועלים, עמ' 49-63 , 96-123. תדפיס {1143530}, ספר {1131271}

או:
{1122050} Gilligan, C. (1977). In a different voice: Women's conceptions of self and morality. Harvard Educational Review , 47, 481-517.

סולברג, ש. (2007). פסיכולוגיה של הילד והמתבגר: מבוא לפסיכולוגיה התפתחותית. פרק 12

Additional Reading Material:
Axline. V. Dibs

Course/Module evaluation:
End of year written/oral examination 55 %
Presentation 0 %
Participation in Tutorials 0 %

Project work 35 %
Assignments 0 %
Reports 10 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
 TA:
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