

Ph.D. Program in **Developmental Psychology**
Spring 2019 Courses

Developmental Psychology II

Thursdays 11:45 – 1:45

Required for DP 1st Year Students

This course will introduce you to the major concepts of lifespan development and apply these concepts to individuals' development across multiple domains of life. Areas of functioning, such as cognition, emotion, motivation, social relationships, personality and others are explored in depth using multiple theoretical perspectives and empirical studies on development. By doing so, students will gain a greater understanding of how individuals develop, both within specific stages of life (e.g., childhood, adolescence, adulthood) and across the lifespan (i.e., from conception to death). Through discussion of these diverse theoretical perspectives and empirical studies, this course will help students develop scientific inquiry, critical thinking, and presentation skills that will be applied in the development of their own research proposal. There are no prerequisites for this course. Students do not need to have taken Developmental Psychology I in order to register for or do well in the course. This course is intended for doctoral students in psychology, but is open to all graduate-level students who have an interest in deepening their understanding of developmental psychology.

Contact: jshane@brooklyn.cuny.edu

Childhood and Youth Studies: Approaches and Methods

Thursdays 4:15 – 6:15

Required for DP 1st Year Students

This course in *Childhood and Youth Studies* involves in-depth focus on the interaction of problem, theory and method, with sustained attention to the ways in which researchers frame their investigations, develop research inquiries, and thereby contribute to understandings of human development broadly. Students engage with the history and contemporary study of children, childhood and adolescence as defined and supported in collectives of human cultural development (education, family, social welfare, community organizations, children's rights, museums, etc.), public media (broadcast, digital media), and everyday life environments (barbershop culture, playgrounds). The course encompasses sociocultural approaches to childhood/youth, field-based studies with young people growing up amidst various kinds of challenges, educational opportunities, community interventions, and policies. Methods and measures addressed include ethnography/participant observation, narrative, interactive digital storytelling, conversations with and among children, archive studies, participatory-action research, and play across global as well as domestic settings. Course activities involve reading research articles, discussing the articles with a focus on method, applying practices and insights to students' research interests, and writing scholarly essays. No prerequisites.

Contact cdaiute@gc.cuny.edu

Colloquium (Proseminar) in Developmental Psychology II (1 credit)

Tuesdays 12 – 1:30

Required for DP 1st and 2nd Year students (2nd years only attend outside guest lectures)

Contact: hsaltzstein@gc.cuny.edu

Second Year Research Seminar

Required for DP & CSP 2nd year students

Tuesdays 2:00 – 4:00

This seminar guides students in designing and implementing pre-dissertation research projects and masters theses. Coursework involves writing, peer reviewing, and submitting research design plans, research presentations, and research reports. The course focuses on selecting, developing, reviewing, and piloting research designs, instruments/measures, protocols, and data analysis strategies to address specific research questions. Students' course work involves weekly writing/revising of academic genres (key words, abstract, conference presentation, literature review, coding manual, research methods section, results summary, data visualization, and draft journal article); preparing and presenting a formal oral research report (such as with Powerpoint, Prezi, or other presentation tools); and writing a draft report for a specific relevant academic journal. In addition to this extensive writing, coursework involves reading articles about scholarly writing, reading and commenting on classmates' writing. Students from across the psychology and other Ph.D programs and MALS are welcomed to take the course. (The fall semester of the course was required for some Psychology students.) Students are also expected to meet regularly with their advisor(s) and/or mentor(s) as you work on their second year project. Course requirements: Satisfactory completion of all assignments; class presentations; constructive feedback to peers' work; project development over the course of the semester; and presenting ideas in a manner that is intelligible to readers in the field. Letter grades will be based on successful completion of all assignments and class participation. Professor Colette Daiute, cdaiute@gc.cuny.edu

DEVELOPMENTAL PSYCHOLOGY ELECTIVES (toward 12 credits of DP Distribution Requirements)

Young People's Civic Engagement, Political development, & Social Responsibility

Thursdays 2:00 – 4:00

There has been a renewed interest in answering questions focusing on political development and civic engagement and activism in children and youth. How do young people become politically engaged in society? What opportunities do young people have for the development of citizenship? Why is a civic identity important in young people? What roles do schools play in fostering civic engagement? Are there obstacles to political socialization? Is there a civic empowerment gap? What does social responsibility look like in children and youth? How do young people think about inequality and privilege? What does youth citizenship and youth civic engagement look like in the majority world? This seminar examines the germane literature and research in addressing these and other related questions. In addition, close attention will be paid to how factors such as gender, race/ethnicity, class and identity influence children and adolescents' political socialization/civic development and social responsibility.

Contact: mruck@gc.cuny.edu

Neurodiversity and Development

Tuesdays 4:15 – 6:15

This course will chart the history of autism research from the emergence of the diagnostic category to the present day in order to understand a paradigm shift in our understanding of autism and development more generally. The vast majority of autism research has focused on the etiology and very early development of autism, often with the aim of “normalizing” symptoms of autism and lessening “developmental delays” relative to “typical development.” Beginning in the 1990s, autistic self-advocates and some educators and parents banded together under the term “neurodiversity,” which asserts that autism and other neurological differences are natural and valuable aspects of human diversity, to challenge deficit oriented conceptualizations of autism while advocating for needed supports. The central premises of the neurodiversity movement are consistent with growing recognition in the scientific community that *all* brains are situated within continuums of difference and with broader critiques of the very concept of “typical development,” often rooted in linkages between the statistical concept of “normal” and eugenics. Autistic self-advocates have taught researchers and educators who listen to and collaborate with them that our terms (e.g., “low functioning”) and measures have often been imprecise and our interventions have often lacked social validity. We will explore the diversity of the autism spectrum, with a particular focus on autistic individuals who have been neglected by research (e.g., non-speaking people, people in developing countries, females and adults). We will contrast deficit oriented theories about autistic perception, attention, and cognition with more strengths-based accounts with a particular focus on identifying interventions that are well-aligned with the sensory-motor differences that autistic people often experience. We will examine brain regions commonly implicated in autism to identify converging mechanisms that may underly symptoms while highlighting that differences between the brains of autistic and non-autistic people are often unreliable, leading to a growing focus on dimensional rather than categorical approaches. We will explore the broadening of the term neurodiversity to include other conditions by examining how Deaf culture and conditions like ADHD, schizophrenia, mood disorders, learning disabilities and intellectual disabilities contribute to human diversity. This course will be useful for people with varied relationships to neurodiversity more broadly, including psychologists, self-advocates, educators, speech pathologists, occupational and physical therapists and parents. *This course has no prerequisites.* Contact: kgillyn@gmail.com

Learning, Development, & Pedagogy; Sociocultural, Situated, Critical, & Dialectical Approaches

Wednesdays 6:30 – 8:30

This course concentrates on theories and research at the intersection of human development, learning, and pedagogy with a focus on contemporary developments in this interdisciplinary area. Objectives include gaining an understanding of the major philosophies, theories, methodologies, and contexts of research (from Dewey and Vygotsky to Freire and other critical approaches) and how they shape various approaches to pedagogy. The readings prominently feature critical, sociocultural and dialectical approaches including and especially topics of culture, knowledge and power. We will also consider the contributions of frameworks focusing on postcolonialism, race,

ethnicity, gender and identity. Ultimately, the goal is to develop theoretical-conceptual lenses that can guide activist and emancipatory pedagogies. The course is devised to be useful for students from a broad range of disciplines including as a tool of developing their own philosophies and strategies for teaching. No prerequisites. Contact: astetsenko@gc.cuny.edu