

## PSYC 450: ADVANCED SEMINAR IN DEVELOPMENTAL PSYCHOLOGY PSYCHOLOGY: CULTURE AND DEVELOPMENT

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Professor: Dr. T. Broesch

Class time/location: Monday – Friday 8-4: May 19-23, 2020

Burnaby campus, Psychology Department

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### OVERVIEW

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**Students are expected to have readings completed prior to the start of the course. Note that the course begins one week after summer session commences, allowing time for students to complete the readings.**

This course will provide you with an introduction to current theoretical debates in the academic field of culture and developmental psychology. We will read, discuss and contrast current theories and competing explanations for observed variation in early behavior – specifically focusing on group-level variation in the first few years of life. We will also discuss the implications for observed commonalities. Special emphasis will be placed on parenting behaviors and socialization practices however we will also examine ecological constraints on development. *Emphasis will be placed on fostering critical analysis of current theories and methodology, as well as discussing underlying assumptions in the developmental psychological literature.* The overall goal is to examine early child social and cognitive development from an interdisciplinary perspective.

### COURSE OUTCOMES

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At the end of this course, you will be able to, 1) think critically about theories, methods, and research in developmental psychology, 2) outline the theoretical perspectives and guiding themes in the field, 3) describe empirical evidence and how it fits with current debates, 4) identify key points in an empirical research article and summarize them concisely, and 5) evaluate evidence and situate it within a broad framework.

### REQUIREMENTS

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Prerequisite: PSYC 201 (research methods), 210 (data analysis), 352

### READINGS

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Readings will be posted online ([www.canvas.sfu.ca](http://www.canvas.sfu.ca)) in the prior semester. You are responsible for reading the material and coming to class prepared to discuss the assigned readings. There is no textbook for this class. You are also responsible for reading your classmates' critiques posted as discussions on canvas, prior to class.

### EVALUATION

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25% in-class participation  
 25% journal entries  
 50% review paper (10% proposal, 40% paper)

### GRADE DISTRIBUTION (FIRM - NO ROUNDING)

A=85.0%+; B=75.0%-84%; C=65.0%-74%; D=55.0%-64%; F=less than 55%  
 Note that the range for + and - within each grade will be determined when final grades are being calculated. A+ is given only to students who excelled in ALL aspects of the course.

### IN-CLASS PARTICIPATION (25%)

Read the assigned reading material. Come to class prepared and ready to discuss and share your ideas. I suggest writing a reading summary for yourself, followed by 3 critical questions ready to discuss.

### JOURNAL ENTRIES (25%)

You are expected to have one journal entry for each reading. Each journal entry should contain the following, 1) reading summary, 2) critical analysis of the reading, 3) your reflections based on the in-class discussion.

### PAPER(50%)

#### **Paper Proposal (10%)**

You must submit a one page (500 words) proposal for your final paper plus an attached reference list in APA format. The proposal will consist of one or two paragraphs describing the course topic you will cover in your review paper. See details below.

The proposal is due by the end of the second class. Each reference must be followed by one or two sentences explaining the relevance to your term paper. You may use only one reference from the assigned reading list. All references must be peer-reviewed journal articles or scholarly chapters. You may use articles from psychology AND anthropology (but not solely anthropology). Please submit online before class on the due date (you must attend class the day it is due). The minimum number of references is 5 (and 5 is OK!). You may use up to 8 references, but no more.

#### **Final Paper (40%)**

You are required to submit a 5-8 page (double spaced, APA format) **review paper** examining one of the course topics. Each of the course topics covers general themes and theoretical perspectives, which are supported by empirical evidence. For your review paper, you will pick one side of the debate, describe the debate and the implications, and then describe the empirical evidence in support of your perspective. You must also recognize (and describe) the evidence refuting your claim. Consider this to be a short introduction section for an empirical paper. For examples, read the assigned empirical articles for this course. The paper is due prior to our field school departure.

## ACCOMMODATIONS

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University regulations state: "Students who miss examinations because of illness or for compassionate reasons are required to provide sufficient supporting documentation". If you are requesting accommodation for medical reasons, you must provide a Health Care Provider Statement

Form: <http://students.sfu.ca/forms/hcpsfGeneral.pdf>. In the case of a missing an assignment, it must be submitted early. If your absence is not excused, you will be given a score of zero on the assignment.

## ACADEMIC HONESTY

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It is your responsibility to know what plagiarism is and be sure you do not do it.

<http://www.sfu.ca/psychology/ugrad/academic-honesty.html>

<https://www.lib.sfu.ca/help/academic-integrity/plagiarism-tutorial>

## TENTATIVE READING LIST

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Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2), 1-22 (PLUS READ SOME COMMENTARIES).

Nielsen, M., & Haun, D. (2016). Why developmental psychology is incomplete without comparative and cross-cultural perspectives. *Phil. Trans. R. Soc. B*, 371(1686). doi: 10.1098/rstb.2015.0071

\*Small, M. F. (1999). The evolution of babies *Our babies, ourselves: How biology and culture shape the way we parent* (pp. 1-41). New York, NY: Anchor Books.

Scott-Phillips, T. C, Dickins, T. E, & West, S. A. (2011). Evolutionary theory and the ultimate–proximate distinction in the human behavioral sciences. *Perspectives on Psychological Science*, 6(1), 38-47.

Singelis, T. M., Triandis, H. C., Bhawuk, D. P., & Gelfand, M. J. (1995). Horizontal and vertical dimensions of individualism and collectivism: A theoretical and measurement refinement. *Cross-Cultural Research*, 29(3), 240-275.

Nielsen, M., Haun, D., Kärtner, J., & Legare, C.H. (2017). The persistent sampling bias in developmental psychology: A call to action. *Journal of Experimental Child Psychology*.

Dahl, A. (2017). Ecological commitments: Why developmental science needs naturalistic methods. *Child Development Perspectives*.

\*Broesch et al., under review – Proc B paper – Navigating Cross-cultural waters.

\*Broesch, T., Kärtner, J., Lew-Levy, S., Kannisinger, P., & Kline, M. (in prep).

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**PSYC 450**

<b>Week</b>	<b>Days, hours</b>	<b>Location</b>	<b>Specific Topic</b>	<b>Readings/Assignments</b>
1	1, 8-4	Burnaby Campus	-Why Culture and development? -Levels of Explanation	-Henrich et al., 2010 -Nielsen et al., 2018 -Scott-Phillips et al., 2011
	2, 8-4	Burnaby Campus	-Models of Development -Theoretical Framework & Implications [PROPOSAL DUE]	-Singlis, Triandis et al., 1995 -Hart and Risley, 1992
	3, 8-4	Burnaby Campus	-Field Methods in Developmental Psychology: Examining pros and cons & finding a balance (who benefits?)	-Hruska et al., 2018 -Brosch et al., under review -Dahl, 2017
	4, 8-4	Burnaby Campus	-Carving culture: Identifying & defining relevant variables	-Brosch & Kline, under review -Lancy, Chapter (Raising Children)
	5, 8-4	Burnaby Campus	-Building a baby: Examining variation in commonalities in the first few years of life [FINAL PAPER DUE BEFORE DEPARTURE]	-Small, M. (1999), pp.1-41