

Professors Melanie Killen & Ken Rubin
Colloquium Coordinator GA: Jacquelyn Glidden
Fall, 2019
12:00 to 1:30, Wednesdays
1107 Benjamin Building, University of Maryland, College Park

Seminar for the Center for Children, Relationships and Culture EDHD 629: Course Syllabus

The aim of this seminar series is to expose graduate students to cutting edge research in the fields of human development and developmental science. Speakers are invited to discuss engaging topics and to disseminate information about the field. For this semester, the professional development topic will include IRB procedures and research ethics. Faculty, scientists, and students from the University of Maryland and universities and research laboratories are invited to give talks on a range of topics in developmental science over the course of the semester and to spend time on campus in informal meetings with students and faculty.

Course Requirements and Grading. Students will be required to attend the colloquium each week, and contribute to discussions about research, theory, policy, and education in human development during the discussion session from 1:00 to 1:30. Students are also required to serve as a student host for a speaker which entails assisting with the itinerary as well as meeting with the speaker individually to discuss research ideas and projects. This course is a 1-credit repeatable course with a satisfactory/unsatisfactory grade (pass/fail).

Course Structure and Readings. Each class will be devoted to a discussion of theoretical and/or professional development issues on specific topics. From 12:00 to 1:00, an invited expert will give a talk and from 1:00 to 1:30, there will be a discussion. Students meet individually with the speakers when feasible.

Course Objectives. To help students:

1. Gain basic knowledge about theory, research, and policy in human development.
2. Understand the “community of scholars” model in the Department of Human Development.
3. Become familiar with human development experts and to get to know a wide range of scholars on a first-hand basis.
4. Understand issues relating to ethics in research as well as diversity in research including the types of research questions posed and the range of populations that can and should be studied; to further appreciate multicultural perspectives in research.

Class Attendance. Students should attend each class session, except in the case of illness and/or extenuating circumstances. All students must inform the instructor of missed absences with an explanation.

Academic Dishonesty. It is assumed that all students understand the consequences of academic dishonesty at the University of Maryland. If you do not, please consult the graduate catalog or course registration booklet to become familiar with how cheating, fabrication, facilitation of academic dishonesty, and plagiarism are defined by the University. We will not hesitate to bring matters of academic dishonesty before the appropriate authorities.

Students with Disabilities. If you are a student with a documented physical or learning disability, please contact me by the first week of class so that we can make arrangements for the necessary accommodations.

Course Evaluations. Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for spring semester courses; you can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Religious Observance. It is the policy of the University that students not be penalized for religious observances. Students will be allowed, whenever possible, to make up academic assignments that are missed due to such absences. It is the student's responsibility to contact the instructor at least one week before the absence, at which time arrangements will be made for make-up work or examinations.

Schedule.

August 28	No Meeting
September 4	Organization Meeting
September 11	Nathan Fox – University of Maryland, Department of Human Development and Quantitative Methodology The Effects of Early Psychosocial Adversity on Children's Brain and Behavioral development: Evidence from the Bucharest Early Intervention Project
September 18	Amy Lewin – University of Maryland, Family Science Department Developing a Community Partnership around Trauma and Resilience among Latinx Immigrant Youth
September 25	Professional Development Topic: TBA
October 2	Rebecca Ryan – Georgetown University, Psychology Department Income-based Differences in Parenting, Then and Now
October 9	Professional Development

- October 16** Cognitive Development Society (CDS) Practice Talks
Tina Malti – University of Toronto Mississauga, Psychology Department
From Being Nice to Being Kind: Mechanisms of Prosocial Development
- October 23** **Minxuan He – University of Maryland, Department of Human Development and Quantitative Methodology**
Linking Self-Produced Locomotion and Psychological Development
- October 30** **Joe Smith – University of Maryland, Institutional Review Board**
Specific IRB topics TBA
- November 6** **Olga Kornienko – George Mason University, Psychology Department**
Contributions of Friendship Networks to Adolescent Development
- November 13** **Tara Mandalaywala – University of Massachusetts, Amherst, Psychological and Brain Sciences Department**
A Kid’s Eye View of Race and Status
- November 20** **Andres Molano – Global Ties for Children, New York University, Steinhardt**
Measuring Emotional Recognition and Regulation in Jordan Preschools: Measurement Pilot Results from Ahlan Simsim
- November 27** **THANKSGIVING – NO CLASS**
- December 4** **End of Semester “Wrap-up”**