

Professors Lucas Butler and Melanie Killen

Graduate TA: Alex D'Esterre

Fall, 2016

12:00 to 1:45, 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 1:15 to 1:45. 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. Students enrolled also sign up for assistance with the preparations for the weekly lunch. 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 12:15 to 1:15, an invited expert will give a talk and from 1:15 to 1:45, 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 31	Organizational Meeting
September 7	Professional Development Meeting Benchmarks & Milestones: Progressing Through the PhD Program
September 14	Anna Johnson, Georgetown University The Role of Child Care Subsidies in Supporting the Development of Low-Income Children
September 21	Mark Sabbagh, Queens University How Preschool Aged Children's Brains Change their Minds
September 28	Jennifer Roberts, School of Public Health, University of Maryland Sedentary Behaviors among Washington, DC Area Children

- October 5** **Alexa Romberg, HDQM, University of Maryland**
Real-time Predictions as a Cognitive Mechanism Supporting
Infant Learning
- October 12** **Margarita Svetlova, Duke University**
Children's Prosocial Behavior: Balancing Self-Regarding and
Other-Regarding Motives
- October 19** **Joseph Smith, IRB Manager, University of Maryland**
Human Research Protections - Basics
- October 26** **David Yeager, University of Texas**
Dealing with Social Conflict During Adolescence
- November 2** **Melissa Koenig, University of Minnesota**
Understanding Two Species of Testimonial Reasoning: The
Evidential and the Interpersonal
- November 9** **Tobias Grossmann, University of Virginia**
The Cradle of Human Sociality
- November 16** **Kristen Dunfield, Concordia University**
Cognition for Caring: Understanding Others and Acting on their
Behalf in Early Childhood
- November 23** **THANKSGIVING**
- November 30** **Nicholas Wagner, HDQM, University of Maryland**
Early Biopsychosocial Correlates of Later Externalizing Behavior
Problems
- December 7** **Deborah Rivas-Drake, University of Michigan**
With a Little Help from My Friends: The Role of Peers in Ethnic
Racial Identity