

PSY 407/507

STRUCTURE OF EXPERIENCE IN HUMAN DEVELOPMENT

Class meets Tuesdays 2:00-3:50 PM (PDT) in Peterson 107

INSTRUCTOR

Dr. Caitlin Fausey
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Student hours Friday 3-5 PM (PDT) via Zoom. Zoom link is also posted on Canvas.
*<https://uoregon.zoom.us/j/98728516922?pwd=Yk8xWXNZaVI6cTZ1eXdkTGluaVQ4dz09>

COURSE OVERVIEW

What is the structure of early human experience and how do regularities in what babies see, hear, and do matter for the developing system? Recent innovations in wearable technology (e.g., child-friendly head cameras and audio recorders) and analytics are making it possible to capture some basic statistical facts about the everyday experiences of young children. In this seminar, we will survey classic ideas about the role of the environment in human development as well as recent empirical discoveries about regularities in language and vision that are available to infants and toddlers. As we grapple with questions about how to capture and characterize the experienced structure, we will draw inspiration from psychology, linguistics, and computer science. Our larger goal will be to think together about how detailed measures of the way that experiences repeat, change, and accrue over time provide mechanistic insight into how people build and use knowledge.

COURSE MATERIALS

All materials will be provided as PDF files on our Canvas site.

INSTRUCTION PHILOSOPHY

This is a graduate-level seminar. I expect you to treat this collegial seminar as you would any professional endeavor -- prepare, engage, and deliver. Throughout the course, you should be engaging with the material and using class meetings as opportunities to develop and refine your thinking with colleagues. Your efforts will help you build skills in critical reading, discussing, and implementing next steps in research that matters to you. I expect that you are excited to grapple with the content and plan to make the most of this opportunity to broaden and deepen your research expertise and skills. Welcome.

LEARNING GOALS FOR THIS COURSE

- (1) Identify and critically evaluate major theories, research findings, and methodological approaches in human development research broadly construed.
- (2) Communicate clearly and effectively about theories of human development, based on an understanding of the strengths and limitations of empirical evidence.

EXPECTATIONS & GRADING

Your job is to do the reading, prepare for and engage in class discussions, get involved in the material, and hone your research design skills. If you are taking this course for one credit, your grade will be based on class engagement. If you are taking this course for three credits, your grade will be based on class engagement and writing a research proposal that matters to you.

Readings. Expect to dedicate considerable time outside of class to the readings -- it will be both demanding and rewarding. You are expected to complete the assigned readings before class.

*Notes: (1) The set of readings in this course is designed to prompt interdisciplinary thinking and discussion -- you will not understand 100% of every reading and that is OK (nobody can be an expert on all topics!). Many insights will emerge from discussion. (2) Most weeks, we will divide & conquer -- not all students will be expected to read all assigned papers.

Class Engagement. As researchers-in-training, you engage in intellectual discussion and debate with colleagues. This class will help you practice and improve these skills. You are expected to prepare for and participate in class discussions. You can earn up to 20 total Class Engagement points.

Discussion Goal assignment points (up to 10 total; 1 point x 10 weeks): To help you prepare for each class session, you will submit a Discussion Goal to Canvas before each class session. Instructions will be provided on Canvas. Each week, you may be asked to generate a brief summary of the article(s) you read, pose clarification questions, pose integrative conceptual questions, and/or brainstorm research next-steps. You must submit each Discussion Goal assignment to Canvas before its class session in order to be eligible to earn your point.

Class Participation points (up to 10 total; 1 point x 10 weeks): Our class sessions are scholarly discussions. For each class session, you can earn up to 1 participation point. Please note that neither of the following things automatically earns you a class participation point: showing up, opening your mouth. You must thoughtfully engage with the material. In addition to your discussion goal assignment, one strategy that will help you prepare to fully participate in discussions with your colleagues is to write down three questions based on the reading(s) that you'd like to discuss.

Research Proposal Paper (for students earning 3 credits). You will write a research proposal about a topic that matters to you (~10 pages). You will propose original research. The goal is for you to leave with a top-notch proposal that will be maximally useful to your (under)graduate career. We will discuss expectations together. Please talk with Dr. Fausey before April 28, 2023 to make your plan. **Your research proposal paper is due Monday of finals week: Monday June 12, 2023 at 11:59 PM PST.**

Class Engagement Points Earned (20 possible)	Class Engagement Grade
18	A
16	B
14	C PASS
12	D
<12	F

FINAL LETTER GRADE

To earn 1 credit, your final letter grade will be your Class Engagement grade.

To earn 3 credits, your final letter grade will be: Class Engagement 85%; Research Proposal Paper 15%

ACADEMIC HONESTY

The short version: Don't cheat. Don't plagiarize. If you are unsure, please ask Dr. Fausey.

As a member of the university community you are expected to be honest and forthright in all of your academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced.

All work submitted in this course must be your own and produced exclusively for this course. It is considered cheating if you obtain any kind of information about answers and solutions to the work in this course from any non-intended source (including chat bots, GPT-4, etc.) or if you transfer such information to others. It is also considered cheating if you lie to Dr. Fausey about any class absence, or absence/delay relating to an assignment, or any academic work in this course. Another form of academic misconduct is plagiarism, or using someone else's ideas and words without appropriate citation on a written assignment. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Do not copy from Wikipedia, other college students' papers, scholarly articles, websites, and a host of other sources. Plagiarism is academic misconduct and cases of plagiarism will be treated as such.

Please note that it is mandatory for instructors to report suspected academic misconduct to the Office of Student Conduct. Violations will be taken seriously and are noted on student disciplinary records. For more information about academic honesty, see the University Student Conduct Code at dos.uoregon.edu/conduct.

TITLE IX

Dr. Fausey is a student-directed employee. For information about reporting obligations as an employee, please see titleix.uoregon.edu. Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information at: safe.uoregon.edu, respect.uoregon.edu, titleix.uoregon.edu, aaeo.uoregon.edu, contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123), Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. Dr. Fausey is a mandatory reporter of child abuse. Please find more information at hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message.

ACCESSIBLE EDUCATION

If you have a documented disability and anticipate needing accommodations in this course, please notify Dr. Fausey as soon as possible. Also, please request that a counselor at the Accessible Education Center (uoaec@uoregon.edu, 541-346-1155) send a letter verifying the type of accommodation that is appropriate. For a list of resources provided by the Accessible Education Center, please see aec.uoregon.edu.

ACCOMMODATION FOR RELIGIOUS OBSERVANCES

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to miss a class period this term because of a religious obligation or observance, please fill out the Student Religious Accommodation Request form (<https://registrar.uoregon.edu/sites/registrar2.uoregon.edu/files/pdf/form-religious-accommodation-request.pdf>) and send it to Dr. Fausey by the end of Week 2 so we can make arrangements in advance.

LAND ACKNOWLEDGEMENT

We acknowledge that we are here on Kalapuya Ili'i – the traditional Indigenous homeland of the Kalapuya people, who were here first and who will always be here. It is a place where Indigenous languages and multilingualism once thrived. We acknowledge and honor the traditional stewards of this land.

DISCLAIMER

[This syllabus is an outline of the course and its policies, which may be changed for reasonable purposes during the quarter at the instructor's discretion. You will be notified via Canvas announcement if any changes are made to this syllabus and an updated syllabus will be provided on Canvas.](#)

Date	Description	Readings
Apr 4	Group Discussion: What is structure? What kinds of structure(s) matter for what kinds of developmental change?	No reading
Apr 11	Lessons learned + what's next	de Barbaro & Fausey, 2022
Apr 18	Student research discussion	No reading
Apr 25	Goals for theories of development	Thelen & Smith, 1994: Introduction and Epilogue Chapters
May 2	Evolutionary timescales & developmental process	Moore & Lickliter, 2023
May 9	Pathways, cascades, & developmental timing	Sroufe, 2009; Iverson, 2021
May 16	Multiple pathways	Schneider & Iverson, 2023
May 23	Multiple timescales	de Barbaro et al., 2023
May 30	Wearable sensing innovations	Franchak et al., 2021; de Barbaro, 2019
June 6	Heterogeneity	Samuelson, 2021; Rowe & Weisleder, 2020; Adolph, 2020

Reading List

Note: One quarter is far too little time to cover every relevant and interesting paper on this course topic! Ask me about any topic(s) you are interested in and/or use google scholar to search for lots more!

Adolph, K. E. (2020). An ecological approach to learning in (not and) development. *Human Development*, 63(3-4), 180-201.

de Barbaro, K. (2019). Automated sensing of daily activity: A new lens into development. *Developmental Psychobiology*, 61(3), 444-464.

de Barbaro, K., & Fausey, C. M. (2022). Ten lessons about infants' everyday experiences. *Current Directions in Psychological Science*, 31(1), 28-33.

de Barbaro, K., Micheletti, M., Yao, X., Khante, P., Johnson, M., & Goodman, S. (2023). Infant crying predicts real-time fluctuations in maternal mental health in ecologically valid home settings. *Developmental Psychology*.

Franchak, J. M., Scott, V., & Luo, C. (2021). A contactless method for measuring full-day, naturalistic motor behavior using wearable inertial sensors. *Frontiers in Psychology*, 12, 701343.

Iverson, J. M. (2021). Developmental variability and developmental cascades: Lessons from motor and language development in infancy. *Current Directions in Psychological Science*, 30(3), 228-235.

Moore, D. S., & Lickliter, R. (2023). Development as explanation: Understanding phenotypic stability and variability after the failure of genetic determinism. *Progress in Biophysics and Molecular Biology*.

Rowe, M. L., & Weisleder, A. (2020). Language development in context. *Annual Review of Developmental Psychology*, 2, 201-223.

Samuelson, L. K. (2021). Toward a precision science of word learning: Understanding individual vocabulary pathways. *Child Development Perspectives*, 15(2), 117-124.

Schneider, J. L., & Iverson, J. M. (2023). Equifinality in infancy: The many paths to walking. *Developmental Psychobiology*, 65(2), e22370.

Sroufe, L. A. (2009). The concept of development in developmental psychopathology. *Child Development Perspectives*, 3(3), 178-183.

Thelen, E., & Smith, L. B. (1994). *A dynamic systems approach to the development of cognition and action*. MIT press.