

Eliot-Pearson Dept. of Child Study/Human Dev. - Fall 2018

Course	Day/Time	Course	Day/Time
001 Intro to Child Development	MW 10:30-11:45	165 Families, Schools and Child Dev.	W 9:00-11:30
007 The Child & the Ed 1 Process	WF 1:30-11:45	166 Children's Play	F 9:00-11:30
042 Inquiry & Analysis Child Study	MW 1:30-2:45	167 Children and Mass Media	F 9:00-11:30
061 Personal-Social Development	TR 12:00-1:15	178 Creative Dance for Children	TR 1:30-2:45
062 Childhood across Cultures	TR 10:30-11:45	191 Dev.Psychopathology & Adaptation	R 1:20-4:20
064 Parent-Child Relations	MW 10:30-11:45	197 Learning & Attention Difficulties	M 1:30-4:00
065 Gender & Child Dev.	T 8:30-11:30	199 Community Field Placement	ARR
067 Child/Youth Resilience	T 1:30-4:00	201 Doctoral Pro Seminar	M 9:00-12:00
068 Adolescent Dev.&Transition	TR 1:30-2:45	202 Master's Pro Seminar	T 4:30-7:00
090 Exceptional Child	M 1:20-4:20	211 Contemporary Prespective Child Dev.	W 1:20-4:20
99 Community Field Placement	R 12:00-1:15	232 Master's Capstone Internship Applied	ARR
100 Child Health Sem./Field Work	R 6:00-8:00	247 Program Evaluation C/L DEP 256	R 1:30-4:00
124 American Sign Language I (ASL I)	T/R 4:30-5:45	267 Sem. Children & Media	R 1:30-4:00
125 American Sign Language II (ASL II)	T/R 4:30-5:45	285 Adv. Res. Methods Dev. Sci.	T 1:20-4:20
126 American Sign Language III (ASL III)	T/R 6:00-7:15		
143-02 Dev Leaders Civic Context	MW 1:30-2:45		
143-05 Autism Across the Lifespan	W 6:30-9:00		
143-09 Planting Seeds of Curiosity	W 6:00-8:30		
145 ONLINE Course: Tech Tools	On-Line		
146 Applied Data Analysis	T 5:00-7:30		
155 Young Child's Development of Lang.	T 1:20-4:20		
163 Infancy: Prenatal to Age 3	TR 10:30-11:45		

CD 405-TA GRADUATE TEACHING ASSISTANT - See Advisor
 CD 406-RA GRADUATE RESEARCH ASSISTANT - See Advisor

See student services website for complete listing of courses (i.e. Independent Study, Internships, Directed Research, etc.)
https://sis.uit.tufts.edu/psp/paproduct/EMPLOYEE/EMPL/h?tab=TFP_CLASS_SEARCH#class_search



Classes begin Tuesday, September 4th

For official course descriptions, please refer to the University Bulletin.

TUFTS

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CSHD 001 INTRODUCTION TO CHILD DEVELOPMENT
 A survey of child development from infancy through adolescence. The course covers the major cognitive, physiological, emotional, and social changes that occur during this period. Mid-term and final exams; observation and testing reports. **Required for majors.**
MW 10:30-11:45, Block E+MW
GIDNEY

CSHD 007 THE CHILD & THE EDUCATIONAL PROCESS
 Study of child development as related to diverse educational programs, systems and policies for young children. Observations at Eliot-Pearson Children's School as well as other selected environments, to strengthen understanding of how theories and values inform diverse approaches and goals of early education. Lectures, videos, discussion online and in class sessions, observational reports, group projects. **Prerequisite: CD 1 or consent.**
WF 10:30-11:45, Block E+WF
JOHNSON, B.

CSHD 042 INQUIRY & ANALYSIS IN CHILD STUDY & HUMAN DEVELOPMENT
 This course is designed as an introduction to the logic and processes of inquiry, particularly as it relates to developmental science research but also as it related to clinical and educational settings where clinicians, teachers and other practitioners puzzle about particular children and families needing help. The aim is to provide students an opportunity to consider in depth, the questions that guide any systematic inquiry related to the health, well-being and development of children and families. **Required for majors.**
Non-majors need instructor consent
MW 1:30-2:45, Block G+
CASEY

CSHD 061 PERSONAL AND SOCIAL DEVELOPMENT
 This course explores three topics in personality and social development from infancy through adolescence. Examples of topics to be covered include close social relationships (e.g., parent-child, sibling, and friendships); identity development (including sexual and ethnic identities); and prosocial (altruism) and antisocial (aggression) behaviors. The evolutionary roots of personal and social behavior sets the context for understanding these topics and cross-cultural comparison - intra-species variation - adds another important perspective. In addition to readings, including research studies, students will learn by observing children.
Prerequisite: CSHD 1 or PSY 1.
TR 12:00-1:15, Block F+TR
FEIGENBERG

CSHD 062 CHILDHOOD ACROSS CULTURES (Cross-listed with AAST 194 & LST 0062)
 Intermediate-level study of child development, with emphasis on cultural perspectives integrating psychological and anthropological theory. Children's development examined across cultures and in the context of the various social institutions and settings within which they live.
TR 10:30-11:45, Block D+
MISTRY

CSHD 064 PARENT-CHILD RELATIONS
 Examines the parent-child relationship from a variety of perspectives including cross-cultural and social class differences, differences between mothering and fathering, and the parents' influence on the child's psychological development (e.g., sex role). Emphasis is on the interactive influences of parents and children. In the last part of the course, programs for altering parent-child interactions are explored. While most of the readings are based on recent empirical studies, the course includes short stories and novels. Case histories are also relied on to capture complex, intangible phenomena like communication, trust and intimacy. **Prerequisite: CSHD 1 or PSY 1 or graduate student.**
MW 10:30-11:45, Block E+MW
CASEY

CSHD 202 MASTER'S PRO SEMINAR

This course is designed to orient incoming masters' students to the fields of applied child development and developmental science, as well as with the Eliot-Pearson Department of Child Study and Human Development and Tufts University. During the seminar, students will determine a course of study; decide whether they intend to pursue the applied or thesis track; and decide whether they want to declare a concentration. **This seminar is mandatory for all entering MA students. It is taken on a satisfactory/unsatisfactory basis for two SHU's.**

T 4:30-7:00; ARR

MCWAYNE

CSHD 211 CONTEMPORARY PERSPECTIVES ON CHILD DEVELOPMENT

Course is designed for graduate students interested in understanding the contemporary state of scholarship and controversy in the generation and application of knowledge about child development. Core dimensions of the knowledge base in distinct domains of child development (socio-emotional, cognitive, linguistic, physiological) as these have been studied over the history of child development as a field of scholarship, as well as interpretations of the knowledge base in these domains from multiple and sometimes competing theoretical perspectives. A critical perspective will be taken regarding the role of child development research in informing social policy and educational practice. This course is designed for both beginning and advanced graduate students.

W 1:20-4:20, Block 7+

MISTRY

CSHD 232 MASTER'S CAPSTONE INTERNSHIP- APPLIED

The graduate internship (232) is the capstone experience of the master's applied program, demonstrating the integration of coursework, theory, and practice. Consult the 232 Internship Handbook for complete description and requirements. Register under section number for your own faculty internship advisor. If you complete a semester-long internship, register for three SHU's; if you do a year-long internship, register for two SHU's both semesters. Students attend internship seminar (CSHD 203 for two SHU's) in spring semester. **Prerequisite: Internship.**

ARR

FACULTYADVISER

CSHD 247/UEP 256 PROGRAM EVALUATION

An introduction to the purposes for, and the types and techniques of, program evaluation. We study the evaluation process, including the design and implementation of evaluations, and the dissemination of results. We also focus on the development of relevant data collection, analysis, and report writing skills. Emphasis is placed on learning to match individual programs with particular models of evaluation. Students will be given the opportunity to take a critical perspective on programs that they work in (or might want to work in) and to understand how evaluation can be helpful to these programs and their clients and staff.

Prerequisite: Grad status.

R 1:30-4:00, Block 8

GOLDMAN

CSHD 267 SEMINAR IN CHILDREN & MEDIA (Cross-listed with FMA 164)

Children have long been considered a "special" audience by broadcasters, advertisers, politicians, educators and researchers. This course will introduce you to the logic behind this designation, through critical examination of the theory and research on children's mass media use, and the influence of media on children. Explore the relationship between media use and developmental issues, discuss patterns of children's media consumption and look at both the content and context of children's media including television, films/videos, and video/computer games. Assess media's effects on children in variety of areas including gender and ethnic stereotyping, explicitly sexual and violent content, and the educational or "prosocial" effects of media.

R 1:30-4:00, Block 8

DOBROW

CSHD 285 ADVANCED RESEARCH METHODS IN APPLIED DEVELOPMENTAL SCIENCE

Methods for identifying measuring developmental change. Topics include multivariate versus univariate conceptions and analyses of change, developmentally-sensitive, descriptive and explanatory research designs; classical versus developmental test theory; measurement equivalence across person and context; external and internal validity; convergent and divergent validation; triangulation within and across both quantitative and qualitative methods; and ethics and professional development. **Prerequisite: Prior grad. courses in statistics and research design. Instructor permission.**

T 1:20-4:20, Block 6+

LERNER



For a complete listing of courses
(i.e. Special Topics, Independent Study,
Internships, Directed Research, etc.),
visit the **SEARCH FOR CLASSES** website
[https://sis.uit.tufts.edu/psp/paprod/EMPLOYEE/
EMPL/h/?tab=TFP_CLASS_SEARCH#class_search](https://sis.uit.tufts.edu/psp/paprod/EMPLOYEE/EMPL/h/?tab=TFP_CLASS_SEARCH#class_search)

Pre-Registration on-line April 04 - 15

CSHD 065 GENDER STUDIES IN CHILD AND YOUTH DEVELOPMENT (Cross-listed with WGSS 185-04)

Explores the development of gender and gender identity from birth to adulthood – with a particular focus on culture, context and children’s experiences around gender. Research and literature across the disciplines including psychology, sociology, biology, cultural studies, and popular media.

T 8:30-11:30, Block 1+

FEIGENBERG

CSHD 067 CHILD/YOUTH RESILIENCE

Children and youth often encounter adversities in their development, such as poverty, child maltreatment, community violence, or chronic disease. Despite adversity, some children overcome the odds and demonstrate resilience. Characteristics of children and youth, and their families and communities, that promote well-being in the context of adversity. Course may include a field-based practicum. **Prerequisite: CSHD 1 or PSY 1.**

T 1:30-4:00, Block 6

EASTERBROOKS

CSHD 068 ADOLESCENT DEV. & TRANSITION TO ADULTHOOD

Learning about the psychological, biological and cognitive changes during the second decade of life, the challenges of adolescence, and the primary contexts that influence development during this period of life course. The course explores current theoretical and empirical knowledge about adolescence and addresses how to apply developmental research on adolescence to practice and policy. **Prerequisite: CSHD 1 or Intro to Psychology.**

TR 1:30-2:45; Block H+

LEVENTHAL

CSHD 090 EXCEPTIONAL CHILD

The special needs of preschool and elementary-age children who deviate from normal patterns of development. Orthopedic disabilities, sensory impairments, emotional and social disorders, cognitive delays, childhood diseases, autism and more recently designated special needs such as fetal alcohol syndrome, HIV and drug addiction. Distinguishing characteristics and developmental challenges are presented in each diagnostic category. Specific focus is placed on families, school, community and students. Lectures, observations, discussions, films, visiting speakers and field trips. **Prerequisite: CSHD 01 or PSY 1.**

M 1:20-4:20, Block 5+

ELION

CSHD 099 COMMUNITY FIELD PLACEMENT HIGH DEMAND

Work and study in a variety of programs serving children and families. Placements include child advocacy programs, museums, hospitals, children’s media settings, social service centers, and government agencies. Placements are supervised in a seminar or in consultation.

Note: Email Kerri Modry-Mandell for consent - MUST register at CSHD

R 12:00-1:15; Block F+(99); ARR (199)

SCARLETT

CSHD 100 CHILD HEALTH SEMINAR & FIELD WORK HIGH DEMAND

Work and study in programs with a focus on children’s and adolescents’ health. Placements include hospitals, mental health treatment programs, outreach programs providing dental care, and hospital-schools for children with physical challenges. Placements are supervised in a seminar focusing on children and adolescent health issues. **Meets bi-weekly.**

Note: Email Kerri Modry-Mandell for consent - MUST register at CSHD

R 6:00-8:00; ARR

MODRY-MANDELL

CSHD 124 AMERICAN SIGN LANGUAGE I HIGH DEMAND

Introductory course in American Sign Language (ASL) and the Deaf Community cover topics such as the history of sign language in America, approaches to educating deaf students, basic vocabulary and grammar of ASL, exchanging information, and assistive devices. Co-taught by one deaf instructor and one hearing instructor. **MUST register at CSHD**

T 4:30-5:45 / R 4:30-5:45; ARR LIPSKY

CSHD 125 AMERICAN SIGN LANGUAGE II

Basic conversational course in ASL. Through class participation, field experiences, guest speakers, and presentations, students extend their signing skills. Topics include historical, psychological, linguistic, and social aspects of ASL. **Prerequisite: CSHD 124 or equivalent.**

T 4:30-5:45 / R 4:30-5:45 ARR VINCENT-MEOTTI

CSHD 126 AMERICAN SIGN LANGUAGE III

The third in this series of classes focuses on the development of complicated conversation skills and the expansion of various conversation strategies in ASL. Includes basis rules of grammar, fingerspelling and cultural behaviors of the deaf community to expand students exposure to the language and culture of the Deaf community. **Prerequisite: CSHD 124 and CSHD 125.**

T 6:00-7:15 / R 6:00-7:15; ARR

LIPSKY

CSHD 143-02 DEVELOP LEADERS WHO MAKE A DIFFERENCE: LEADERSHIP CIVIC CONTEXT (Cross-listed with TCS 193-05)

Developing Leaders Who Make a Difference integrates concepts from adult development and learning, leader(ship) development and organizational behavior and applies them to build capacity for social change. This course is organized in three sequential segments: Leading Self, Leading Others and Leading Organizations. At the completion of this course, students will be able to create effective strategies to develop individuals, teams, and organizations to their fullest potential to take on some of the world’s most complex challenges. **Prerequisite: Jr/Sr and CSHD 1 or PSY 1 or by permission of instructor or Grad Status.**

MW 1:30-2:45, Block G+

RYAN

CSHD 143-05 AUTISM ACROSS THE LIFESPAN

This course will offer a developmental overview of autism spectrum disorder from infancy through adulthood, with an emphasis on the familial, community, and cultural systems at play in the lives of families impacted by ASD. Using a strengths-based lens, topics will include how ASD is presented in the public eye, ways of communicating diagnoses, navigating service networks, legal issues, and employment. As part of this course, students will engage with the ASD community, either through interactions with individuals, families, or community service providers. **Prerequisite: Grad, sr or jr or permission of instructor.**

W 6:30-9:00, Block 12

CREHAN

CSHD 143-09 PLANTING SEEDS OF CURIOSITY AND JUSTICE: SCHOOL GARDENS IN PUBLIC SCHOOLS (C/L with EXP 0002-F)

Can gardens be a resource for public schools to deepen learning, enhance community and support the health of their students? This hands-on course will dive into the multi-faceted potential of school gardens to address key goals of our public schools. Using school gardens as a model, we will explore the benefits of outdoor education for students, mind, body and spirit. We will also look at the potential for school gardens to be a focal point for food and environmental justice, deep community building, and revolutionary educational models. In partnership with a local nonprofit, students will actively engage with school gardens in Somerville in a service learning capacity, giving back to the community as they learn. Readings and discussion will be paired with workshops in gardening and hands-on teaching methods. Students will complete weekly fieldwork at a local school, as well as a group project addressing an identified need at their school setting.

W 6:00-8:30, Block ARR

BLOOMER

CSHD 145 ON-LINE COURSE: TECH TOOLS FOR PLAYFUL LEARNING (Cross-listed with ED 182)

This online course explores the design and use of new technologies for learning. The underlying philosophy of this course is “constructionism”, which states that people learn better when engaged in making and designing their own meaningful computational projects; therefore, we will become designers of curriculum around technological tools to be used in education and we will become researchers to assess the thinking and learning fostered by the different tools.

Prerequisite: For students enrolled in the Early Childhood Technology certificate program only.

SULLIVAN

CSHD 146 APPLIED DATA ANALYSIS

As a second course in statistics, the focus will be on methods of exploratory data analysis, general linear model techniques (regression, correlation, and ANOVA), and analysis of categorical data (contingency table analysis). Students will learn by doing through hands-on work using Excel and SPSS software with real data from the social and behavioral sciences. Skills in interpreting research findings will also be developed. Should have already taken an intro stats course with a social and behavioral science focus.

T 5:00-7:30; ARR

WEINER

CSHD 155 YOUNG CHILD'S DEVELOPMENT OF LANGUAGE

The Human language is examined as a form of communication. Topics include phonological, syntactic, and semantic development; language, culture, and thought; language and social class; and language and bilingualism. This course examines the ways that children acquire their first language from theoretical and developmental perspectives.

T 1:20-4:20; Block 6+

GIDNEY

CSHD 163 INFANCY

Contemporary theory and research on the developmental periods from prenatal to age two. Topics include socioemotional, cognitive, language, and physiological development of infants. **Emphasis on the context of infant development in the family/social environment.** Observations of infant development included. **Prerequisite: Grad Status or Jr/Sr w/CSHD 1.**

TR 10:30-11:45, Block D+

EASTERBROOKS

CSHD 165 FAMILIES, SCHOOLS and CHILD DEVELOPMENT

The complex relationships between family and school systems, with a focus on urban communities, family-school connections and the role of socio-cultural diversity in establishing effective partnerships between families and schools. Examination of relevant theories, empirical studies, and case studies regarding family-school partnerships in education and implications of school policies and practices.

W 9:00-11:30; Block 2

McWAYNE

CSHD 166 CHILDREN'S PLAY

The origins, forms, effects and determinants of children’s play, including parent-infant play, peer play, play common to different age groups, and play used in educational and therapeutic settings. Readings of classic and current papers on play, student observations studies; analyses of children’s jokes, toys, games, playgrounds and problems in playing.

F 9:00-11:30; Block 4

SCARLETT

CSHD 167 CHILDREN AND MASS MEDIA (Cross-listed with FMS 52 and TCS 167)

Ever wondered how you were affected by the television shows and movies you watched as a child, or what effects the video games you played or social media you posted might have had? In Children and Mass Media, we explore the children’s media landscape across different platforms and how it’s changing. From Disney to Nick Jr. to PBS, Sesame Street to Coco to Spongebob, we’ll look at issues of how gender, race, ethnicity and class are portrayed in children’s media and how they might affect the formation of attitudes and behavior. We’ll discuss educational and entertainment media, and how children’s media can be used to get kids civically engaged. A project-based class, Children and Mass Media combines an examination of a range of media images with analysis of theories and research about media effects and exercises that will get you to apply what we’re learning in creative ways.

F 9:00-11:30; Block 4

DOBROW

CSHD 178 CREATIVE DANCE FOR CHILDREN (Cross-listed with DNC 91-04)

Experiential classes offer students expanded understanding of the body/mind connection and its creative potential in education. Classroom activities provide skills and strategies for the teaching of dance in pre-K through grade 12 settings, with an emphasis on creating age-appropriate lesson models. The course includes classroom observation of Pre-K through 2nd grade lessons and guest sessions with dance therapists and educators in the Boston area. Fulfills Arts distribution. Can also Refer to Dance for course description.

TR 1:30-2:45, Block H+TR

CELICHOWSKA

CSHD 191 DEVELOPMENTAL PSYCHOPATHOLOGY & ADAPTATION

An introductory survey of approaches to understanding and remediating emotional and behavior problems of children from birth through school age. The first part of the semester is devoted to intensive consideration of various conceptual models that aim at an explanation of emotional disturbance. The second half of the semester consists of a series of special topics that vary from consideration of assessment, examination of particular diagnostic categories, to articulation of central issues or controversies in the field. The emphasis is upon the integration of theoretical, research, and clinical material as it applies to development, education, and socioemotional adaptation. **Prerequisite: Jr/Sr w/CSHD 1 or Grad status.**

R 1:20-4:20, Block 8+

MODRY-MANDELL

CSHD 197 LEARNING & ATTENTION DIFFICULTIES: ASSESSMENT & TEACHING

Overview of learning disorder and attention-deficit disorders in the context of child development and education. Emphasis on the strong links among cognitive development, self-esteem, and learning styles across the age-span and the importance of identifying learning disorders during preschool years. Impact of processing deficits on academic performance in reading, written language, and mathematics. Site visits to local schools and clinics.

M 1:30-4:00; Block 5

ORKIN

CSHD 201 DOCTORAL PRO SEMINAR

Professional development seminar for doctoral students. Discussion of the doctoral program and presentation of individual reports on basic topics to a seminar group for discussion and criticism. **Two SHU’s. Prerequisite: Doctoral students 1st & 2nd year.**

M 9:00-12:00; ARR

LEVENTHAL