



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

**EDP301-03 #5470 - Fall 2021
Child Development and Learning:
A Cross Cultural Perspective**

Advanced Studies in Education and Counseling/Educational Psychology

Course Information

<p>Instructor: Joanne Tortorici Luna, PhD</p>	<p>Email: joanne.tortoricoluna@csulb.edu</p>
<p>Virtual Office Hours: office hours are offered via asynchronous electronic means, such as the Ask the Instructor Discussion board, pre-arranged phone calls, or email. I will endeavor to respond within 72 hours to student contacts made by these means, and (2) give electronic notice by the same means when not available</p>	<p>Class Days/Times: Course is asynchronous</p> <p>Class Venue: Beachboard Website EDP301-03</p>

Catalog Course Description

Explores the physical, cognitive, communicative/linguistic, and socio-emotional development of the child from the prenatal to adolescent period across diverse cultures with an emphasis on the learning process.

Course Student Learning Outcomes and Goals

Through discussion, group activities, exams, and written projects, students will demonstrate comprehension of relevant theories and how to apply theories and principles of child development and learning and developmentally appropriate teaching practices.

During the course of study, students will:

- Identify the transactional contributions of biologic and environmental features (including culture) to the development of children and the learning process.

- Demonstrate universals, group differences, and individual differences in development and the factors that account for each of these.
- Apply the major theoretical models that summarize and organize our understanding of the course of child development and the differing contributions of these models.
- Show how these theoretical models inform school policies and practices, and affect student conduct, attitudes and achievement (std 3b).

(Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, California Commission on Teacher Credentialing, 2001.)

Application (Theory to Practice):

The primary goal of university instruction (or PreK-12 instruction) is learning information that can be used at some time in the future. For most students in EDP301, the information learned in this course be applied in your own classroom or counseling setting. Lecture, discussions, written assignments are all focused on first acquiring the knowledge, then applying it in multiple ways to enhance students' future retention and transfer of learning.

About This Course/Teaching Philosophy/What to Expect

My goal as instructor of this asynchronous online course is to create a welcoming, user-friendly, interesting, and engaging learning experience. You'll have the opportunity to access the course at any time of day or night, from any physical location that has an internet connection. My hope is that you will be able to build upon information and wisdom that you have already acquired through your earlier coursework and life experiences. As a course with a multicultural orientation, you may encounter concepts or practices that are unfamiliar. This is a good thing! I ask you to have an open mind and consider new ideas, with respect for practices and beliefs that may pertain to cultures with which you may have less familiarity. Most of all, my wish is that all the course experiences (even the quizzes and exam!) will be useful learning tools that you can apply in your work and life. I hope that the course will provide an experience that will leave you refreshed, relaxed, and alert, with ongoing curiosity about this ever-evolving field, and with renewed hope for our future as human beings. Enjoy!

Course Student Learning Outcomes (CLOs) and Goals

By the end of this course, you will be able to:

- Describe the transactional contributions of biologic and environmental features (including culture) to the development of children, and the learning process. (CLO1)
- Demonstrate understanding of universals, group differences, and individual differences in development and the factors that account for each of these. (CLO2)
- Apply the major theoretical models that summarize and organize understanding of the course of child development and the differing contributions of these models. (CLO3)
- Describe how these theoretical models inform school policies and practices, and affect student conduct, attitudes and achievement (std 3b).(*Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, California Commission on Teacher Credentialing, 2001.*) (CLO4)
- Identify key structural elements of human development theory and practice during early and late adolescence (CLO 5)

Required Texts/Course Materials:

Textbooks:

For Text book options, see [Faculty Resource: Text book options - http://www.fortyninershops.net/site_faculty_textbook_options.asp?](http://www.fortyninershops.net/site_faculty_textbook_options.asp?)

These are the two resources you will need to obtain:

Johnson, K. (2004). *Classroom crisis: The teacher's guide*. Alameda, CA: Hunter House. ISBN 13-978-0897934329 (Any edition is acceptable)

Lightfoot, C., Cole, M., & Cole, S. (2018). *The development of children* (8th ed.). New York: Worth Publishers. ISBN 13-978-1429243285 (earlier editions and any format are acceptable)

Articles; Chapters; Excerpts (posted on BeachBoard in Course Documents, Websites, or CSULB Library Ereserve. Search Library Course Reserves under course ED P 301 or under Prof Tortorici Luna. The course password is "fall2021" .

Library Course reserves readings:

[Adolescence Builds Integration in the Brain](#) -Siegel

[The Cruel Hand \(Ch 4\)](#) -Alexander

[Kinship \(Ch 9\)](#) -Boyle

[Psychosocial Distress](#) -Ressler, Tortorici, & Marcelino

[The Rich and the Rest of Us](#) -Smiley

[Trauma-proofing your kids : a parents' guide for instilling confidence, joy and resilience \(excerpt\)](#) -Levine & Kline

Other readings:

"Down Syndrome Frequently Asked Questions" (BeachBoard Webpage)

"Helping children learn: The legacy of violence" by Tortorici Luna (BeachBoard Course Documents)

"Infant Circumcision" (BeachBoard Webpage)

"Sexual Orientation: Nature or Nurture?" (BeachBoard Webpage)

"Shedding Light on Intersex" (BeachBoard Webpage)

"To seek refuge: The plight of the child," article by Tortorici Luna (BB Webpage)

Week	COURSE SCHEDULE Topic	Assignments
1 8/23 – 8/29	<i>Introduction: Overview of the Field of Child Development</i>	KWL 1 Dev of Children, Ch 1 Article “Shift Happens” Film Kaku interview “Thry. of Everything” Discussion Board #1
2 8/30 – 9/5	<i>Biocultural Foundations</i>	Dev of Children, Ch 2 Temple Grandin – The world needs all kinds of minds Discussion Board #2 Take Quiz #1
3 9/6 – 9/12 (9/6 no classes)	<i>Prenatal Development & Birth</i>	Dev of Children, Ch 3 Article “Down Syndrome FAQ” Film “What is Intersex?” Film “Shedding Light on Intersex” Article “Circumcision Debate” Discussion Board #3 Discussion Board #4
4 9/13 – 9/19	<i>Physical and Cognitive Development in Infancy</i>	Dev of Children, Ch 4 & 5 Film segments from Scientific American Frontiers: “Baby Body Sense” & “The Magic Years” Article, “APA on sexual orientation” Film “Research on children who remember past lives” Film, “Case of James Leininger” Discussion Board #5 Discussion Board #6
5 9/20 – 9/26	<i>Social & Emotional Development in Infancy</i>	Dev of Children, Ch 6 Film “Invisible Reality: America’s Working Poor” Article “The Rich and the Rest of Us” Take Quiz #2

6 9/27 – 10/3	<i>Language Acquisition</i>	Dev of Children, Ch 7 Film, “Consuming Kids” “Power Rangers vs Barney,” “What Parents Can Do” Film segment from Scientific American Frontiers, “Talkin’ Babies” Discussion Board #7
7 10/4 – 10/10	<i>Physical & Cognitive Development in Early Childhood</i>	Dev of Children, Ch 8 Film “A change of mind”
8 10/11 – 10/17	<i>Social & Emotional Development in Early Childhood</i> <i>Contexts of Development</i>	Dev of Children, Ch 9 & 10 Film, “Race to Nowhere” Discussion Board #8 Chapter “The Cruel Hand” Film clip Michelle Alexander Discussion Board #9 Take Quiz #3
9 10/18 – 10/24	<i>The Impact of Violence on Development and Learning</i>	Article “Impact of Violence” Classroom Crisis, Ch 2-10 Chapter “Trauma-proofing Your Kids” Discussion Board #10
10 10/25 – 10/31	<i>The Impact of Violence on Development and Learning – Children in Situations of Armed Conflict</i>	Chapter “Psychosocial Distress” Article “To Seek Refuge” Film “Children on the front line” Film “Occupied minds” Film “Cry for help” Discussion Board #11
11 11/1 – 11/7	<i>Physical and Cognitive Development in Middle Childhood: Transitioning to Adolescence</i>	Dev of Children, Ch 11& 12 Film “The Bro Code” Take Quiz #4
12 11/8 – 11/14	<i>Social & Emotional Development in Middle Childhood</i>	Dev of Children, Ch 13 Chapter “Adolescence builds integration ‘in the brain...” Film “Frontline:Inside the Teenage Brain” Discussion Board #12

13 11/15 – 11/21	<i>Key Issues in the Adolescent Years</i>	Dev of Children, Ch 14 & 15 Film “Compassion and Kinship” Chapter “Kinship” Discussion Board #13
14 11/22 – 11/28	FALL BREAK	
15 11/29 – 12/5	<i>End of Life Issues</i>	Complementary/alternative medicine study: Feasibility of Energy Medicine Film: Charlie Goldsmith, “The healer” Film” “Gibson” Film “The Afterlife Experiments” Film Kaku interview: “Time Travel” Discussion Board #14 KWL II Field Observation Paper
16 12/6 – 12/12	<i>Review for Final</i>	Final Exam may be taken this week Complete All Discussion Board Posts Complete Extra Credit (optional)
12/13 – 12/18	FINALS WEEK	FINAL EXAM CLOSING 12/18 11:59pm

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using asynchronous online learning. Students will access the course material and activities on [BeachBoard](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard, participate in class activities, and complete assignments. Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work, and should email me as soon as possible to let me know.

To access this course on [BeachBoard](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On. If students need technical assistance during the course or would like to report a technical issue with BeachBoard, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Documents in this course will be available to you mainly in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

Application (Theory to Practice):

The primary goal of university instruction (or PreK-12 instruction) is learning information that can be used at some time in the future. For most students in EDP302, the information learned in this course be applied in your own classroom or counseling office. Lecture, discussions, group activities, written assignments are all focused on first acquiring the knowledge, then applying it in multiple ways to enhance adolescent and emerging adult students' future retention and transfer of learning.

Field (Child or Adolescent) Observation and Written Description (30 points)

Carry out a 30-minute virtual, media, or in-person observation of a child or adolescent person. If you prefer, you may observe someone who lives in your household. For this assignment you may also use a non-fiction film example of adolescent behavior. This assignment is not part of field observation hours for other courses. **Please observe all public health COVID-19 restrictive guidelines.**

Write a 3 - 4 page summary of your experience, using APA style for citations and reference list, using at least three (3) references to the literature. You may use the course textbook and/or other publications as your source(s). Note the approximate age of the person, and any biological, behavioral, cultural/social, and cognitive characteristics. Discuss your observations in light of what we are reading and discussing in the course. Discuss applications for developmentally appropriate teaching and/or counseling practices. Grading rubric for this assignment will be posted on BeachBoard. **It is not sufficient to only describe the observation. You must also relate what you see to human development with a discussion of the course literature.** As this is not a formal experimental research study, APA guidelines primarily apply to literature citations in the body of the paper, gender inclusive pronouns as appropriate, and an APA style reference list at the end of the paper. It is not necessary to include a cover page, abstract, or experimental procedure sections.

Papers

All course papers will be submitted electronically via the BeachBoard Drop Box. Submit your papers anytime to BeachBoard Drop Box, but no later than 11:59p.m. on the due date.

Extra Credit (up to 10 points)

Students may choose to complete one of these assignments for up to 10 points, by writing a one-page, double-spaced reaction paper to any of the full-length documentary films on the Film and Media file on our course website. Literature citations are not necessary, but please indicate which film you are reporting on. Submit papers to BeachBoard Drop Box any time but no later than 11:59 p.m. on the date indicated on the course schedule. There is no penalty for students who choose not to do an extra credit assignment. The possible number of points (10) will appear on BeachBoard's Grade Center in the Extra Credit column. However, this will not change the grading scale that appears below. It simply means it is possible to earn a perfect score with a total of either 200 or 210 points. The scale stands as it appears below, whether or not students do extra credit.

Course Communication

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

Course Evaluation Components and Grading

Discussion Boards (50 points)

The Discussion Board topics on the course schedule are meant to be an indication of when for you to post your initial thoughts on each topic. Beyond that, you may post new comments or replies to other students as you wish. On the Discussion Board, to receive full credit, you are expected to post 50 or more quality contributions (for a total possible of 50 points) over the course of the semester. All posts except those on Ask the Instructor, Help Your Neighbor, or Networking Center count toward your total. You are responsible for keeping the tally of your posts. Unfortunately, BeachBoard does not have an automatic tally function for students to view. As the course instructor, I will be able to see how many comments you read, and how many comments you posted; you do not need to send me your tally.

You may post anonymously at any time. However, if you wish your anonymous post to count toward your 50 points, you must e-mail your comment to me. I will not share your post with anyone else. If you wish your post to remain anonymous to me as well, that's OK, but I will not be able to count it toward your 50 points. Remember, participation in online discussions is required of all students. Your comments are important to the success of the course and to your learning experience!

Breakdown of Discussion Board Points:

# Of Quality Discussion Board Comments	Points Assigned
41-50	45-50
31-40	40-44
21-30	35-39
00-20	00-34

Discussion Board Topics

- #1 Please introduce yourself
- #2 Shifting theories and paradigms
- #3 Shedding light on intersex
- #4 Circumcision decision
- #5 Research on children who report past lives
- #6 APA article on sexual orientation

- #7 Reflections on documentary *Consuming kids: The commercialization of childhood*
- #8 Reflections on the documentary *Race to nowhere*
- #9 Reflections on *The new Jim Crow* book chapter and film clip of author Michelle Alexander
- #10 Reflections on article Helping children learn: The legacy of violence
- #11 Reflections on documentary *Children on the front line*
- #12 Reflections on documentary *Inside the teenage brain*
- #13 Reflections on chapter "Kinship," in *Tattoos on the heart* book chapter and film clip of Fr. G. Boyle
- #14 Reflections on "end of life" issues during childhood and adolescence

Evaluation Components

KWL Assignments (10 points total)

Students will prepare and submit to BeachBoard Drop Box a written KWL paragraph or bullet-point paper (one page) based on what they learned about child development from previous course(s) and/or experiences. This written summary may be in a tabular format or in narrative text. For KWL1, students should summarize the major issues that the student "KNOWS" and "WANTS TO KNOW" (5 points).

By 11:59 pm on the last day of the week noted in the course schedule, students will post the final portion of the assignment – KWL2 - what they "LEARNED" during the course. (5 points).

Turn both KWL assignments in through BeachBoard Drop Box

Quizzes and Final Exam (20 points each; 100 points total)

There will be 4 quizzes and one final exam, based on course text, articles, and website readings, class discussions, media, and presentations. The exams will be offered online through BeachBoard, on the BeachBoard Quizzes tab and may be taken on any computer, from any destination that has internet service. The 4 quizzes will consist of true-false and multiple choice questions from the topics studied during particular time periods.

The time allotted for each quiz is one and one half (1 ½) hours. You may have two attempts for each quiz, and your highest score will automatically be counted. Each quiz will be based on the course material offered since the previous quiz.

The final exam will be a comprehensive true-false and multiple choice exam covering material from the entire course. The time allotted for the final exam is two (2) hours. You may have two attempts for the exam, and your highest score will automatically be counted.

While exam preparation and study may be cooperative, actually taking the exam is an individual endeavor. Taking an exam with another person or with another's assistance, is considered cheating, and carries serious consequences as per university policy.

Late papers:

Papers will lose 5 points credit for each day late.

Extra credit (10 points)

One extra credit opportunity is available throughout the course by writing about one of the full-length documentaries or commercial films on the course BeachBoard site section titled Film and Media on the Server. It may be a film we have viewed as a class. Students may choose to complete an extra credit assignment for up to 10 points, by writing a one page, double-spaced reaction paper. Literature citations are not necessary.

Submit papers to BeachBoard Drop Box any time, but no later than 11:59 p.m. on the date indicated in the Course Schedule. There is no penalty for students who choose not to do an extra credit assignment. The possible number of points (10) will appear on BeachBoard's Grade Center in the Extra Credit column. However, this will not change the grading scale that appears below. It simply means it is possible to earn a perfect score with a total of either 200 or 210 points. The scale stands as it appears below, whether or not students do extra credit.

Course Grading

Grading Scale

Letter Grade	Points Earned
A	200-181 (if extra credit, A = 210-181)
B	180-161
C	160-141
D	140-121
F	120 and below

Evaluation Components, Due Dates, and Weight

Assignment	Due	Points	Weight
KWL I	Week 1	5	2.5%
Quiz 1	Week 2	20	10%
Quiz 2	Week 5	20	10%
Quiz 3	Week 8	20	10%
Quiz 4	Week 11	20	10%
Discussion Boards	Throughout	50	25%
Field Observation and Paper	Week 15	30	15%
KWL II	Week 15	5	2.5%
Final Exam	12/6-12/18	20	10%
Participation	Throughout	10	5%
(Extra Credit – optional)	(Week 16)	(10)	
Total		200	100%

Course Policies

Course expectations:

Open discussion is essential for this class to be successful. Students are asked to be respectful of each class member's right to hold and express diverse opinions.

All required readings are listed as such. Read assignments by the last day of the week (Sunday) in which it is assigned. Resources listed in the bibliography are for your information, and are not required.

Papers must be typed, double-spaced in no larger than a 12 point, regular (not bold) font.

Participation

Participation is 5% of your grade and will be monitored both through completion of all assignments and through entries in the online discussion board via BeachBoard. Non-participation in the asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

Make up exams will not be given with possible exception of a documented medical emergency, and with permission of the instructor.

Plagiarism/Academic Integrity Policy

Cheating, plagiarism, or any other violation of academic integrity are not acceptable in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. If you are using work that you have previously submitted verbatim for another course or publication, you should also use the appropriate citation. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

The CSU General Counsel has recommended that the following notification be included in our course materials:

“Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.”

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

For assistance with issues regarding sexual assault, rape, domestic violence, or stalking, please see <https://www.csulb.edu/university-police/sexual-assault-domestic-violence-and-stalking> .

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

SELECTED BIBLIOGRAPHY

- Alexander, M. (2010). *The new Jim Crow. Mass incarceration in the age of colorblindness*. New York: The New Press.
- Boyle, G. (2010). *Tattoos on the heart. The power of boundless compassion*. New York: Free Press.
- Coontz, S. (2000). *The way we never were: American families and the nostalgia trap*. New York: Basic Books.
- Dean, C. (2007). *The magnesium miracle*. New York: Ballantine Books.
- Faludi, S. (1991). *Backlash. The undeclared war against American women*. New York: Crown Publisher, Inc.
- Grandin, T., & Johnson, C. (2005) *Animals in translation*. New York: Scribner.
- Grandin, T. (1995). *Thinking in pictures*. New York: Vintage Press.
- Grandin, T. (1996) *Emergence: Labeled autistic*. New York: Warner Books.
- Gruwell, E. (2007). *Teach with your heart. Lessons I learned from the Freedom Writers*. New York: Broadway Books.
- Harkness, S., & Super, C.M. (Eds.) (1996). *Parents' cultural belief systems*. New York: Guilford.
- Hetherington, E. M., & Blechman, E.A. (Eds.) (1996). *Stress, coping, and resiliency in children and families*. Mahwah, N.J. : Erlbaum.
- Johnson, K. (2004). *Classroom crisis: The teacher's guide*. Alameda, CA: Hunter House.
- Johnson, K. (1998) *Trauma in the lives of children*. Alameda, CA: Hunter House.
- Kindlon, D., & Thompson, M. (2000). *Raising Cain. Protecting the emotional life of boys*. New York: Random House.
- Kuhn, T. (2012) *The structure of scientific revolutions: 50th anniversary edition*. Chicago: University of Chicago Press.
- Kaku, M. (2014). *The future of the mind. The scientific quest to understand, enhance, and empower the mind*. New York: Doubleday.
- Leininger, B., Leininger, A., Gross, K. (2009). *Soul survivor. The reincarnation of a World War II fighter pilot*. New York: Grand Central Publishing.
- Levine, P.A., & Kline, M. (2008). *Trauma-proofing your kids. A parents' guide for*

- instilling confidence, joy and resilience*. Berkeley: North Atlantic Books.
- Lightfoot, C., Cole, M., & Cole, S. (2013). *The development of children* (7th ed.). New York: Worth Publishers.
- Masson, J. M. & McCarthy, S. (1995). *When elephants weep. The emotional lives of animals*. New York: Dell Publishing.
- McArdle, P., Mccune, S., Griffin, J.A., & Maholmes, V. (Eds.). (2010) *How animals affect us: Examining the influence of human-animal interaction on child development and human health*. Washington DC: American Psychological Association.
- Pepperberg, I. M. (2008). *Alex and me. How a scientist and a parrot uncovered a hidden world of animal intelligence – and formed a deep bond in the process*. New York: HarperCollins.
- Perry, B. (2010). *Born for love. Why empathy is essential – and endangered*. New York: HarperCollins.
- Radin, D. (2006). *Entangled minds. Extrasensory experiences in a quantum reality*. New York: Paraview Pocket Books.
- Ressler, E., Tortorici, J.M., & Marcelino, A. *Children in war. A guide to the provision of services. A study for UNICEF*. New York: UNICEF.
- Schwartz, G. E. (2011). *The sacred promise. How science is discovering Spirit's collaboration with us in our daily lives*. New York: Atria Books.
- Siegel, D.J. (2013). *Brainstorm. The power and purpose of the teenage brain*. New York: Tarcher/Penguin.
- Stolarz-Fantino, S. (2013). *Study guide to accompany The development of children, 7th ed*. New York: Worth Publishers.
- Smiley, T., & West, C. (2012). *The rich and the rest of us. A poverty manifesto*. Carlsbad, CA: Smiley Books.
- Tart, C.T., Ed. (1997). *Body Mind Spirit. Exploring the parapsychology of spirituality*. Charlottesville, VA: Hampton Roads Publishing Company.
- Tart, C.T.(2009). *The end of materialism. How evidence of the paranormal is bringing science and spirit together*. Oakland: New Harbinger Publications.
- Taubes, G. (2008). *Good calories, bad calories. Fat, carbs, and the controversial science of diet and health*. New York: Anchor Books
- Taubes, G. (2011). *Why we get fat. And what to do about it*. New York: Knopf.

Tortorici Luna, J. (2002). Helping children learn: The legacy of violence. *Leadership*, 32 (2), 24-27.

Tortorici Luna, J. (2003). To seek refuge: The plight of the child. *Contemporary Issues in Childhood*, 4 (1), pp. 101-105

Tucker, J. B. (2013). *Return to life: Extraordinary cases of children who remember past lives*. New York: St. Martin's Press.

Van der Kolk, B. (2014). *The body keeps the score. Brain, mind, and body in the healing of trauma*. New York: Viking