

University of Toledo - Department of Psychology – Spring 2014
PSY 6500/7500-Advanced Developmental Psychology
Tuesdays & Thursdays 9:30-10:45am
University Hall Room 1840

Professor

Dr. Kami London

Office: University Hall 1880A

Phone: 419-530-2352

Email: kamala.london@utoledo.edu

Office Hours: Tues noon-1, by appt

Aim: To provide you with a graduate-level introduction to developmental theories and empirical research, enabling you to converse in an informed way with colleagues about developmental issues and to understand the implications of developmental research for your own research, teaching, and practice. Material will be covered through instructor and student presentations and seminar discussion.

Reading:

- *Readings are listed in the course schedule. You should obtain your own copy via our library system unless otherwise specified.*

Grading Criteria:

<u>Assignment</u>	<u>Points</u>	<u>% Grade</u>
Exam 1	30 points	30%
Discussion participation	25 points	25%
Discussion leadership	10 points	10%
Final Project	35 points	35%
TOTAL	100 points	

Course grades are determined using the following system:

93-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-92 A-	83-86 B	73-76 C	63-66 D	
	80-82 B-	70-72 C-	60-62 D-	

Assignments and Expectations:

Each Tuesday (when class meets), you should submit two typed questions or discussion points (*no more than 2 double spaced pages*) pertaining to the day's reading and topic. The questions should be thoughtful and involve critiquing, synthesizing, or otherwise evaluating the material. The discussion papers will count towards your discussion participation points.

The exam will be taken in class, with no books or notes. The exam will consist of 3-5 essay questions typically selected from those used earlier as discussion questions.

A written and oral project is required. The aim of this assignment is to allow you to do something of practical value with the understanding you acquire in class. Possible formats are suggested on the following page. If you have an idea for another option, please seek permission from the instructor. **Plan on telling me which format you will be using by 2/11, either via email or discussion after class.** Whichever format you choose, plan to tell the rest of the class about it in a **~10 minute presentation** during the last week of classes (including, if needed, the time scheduled for a Final exam, which we will NOT have). Your written project must be turned in the first Monday of finals week by 4pm in the main office. Projects should be no more than 10 double spaced pages in 12 font times new roman with standard margin widths (not including references).

Discussion Leadership: Each student will co-lead discussion during one class meeting. During class, you are responsible for posing discussion questions and guiding discussion. You are also encouraged to incorporate supplementary material (things you have read or short video clips for the class). Do not just summarize the readings; that would be boring.

Discussion Participation: Includes punctual attendance, paying attention, being prepared (i.e., having done the readings before class), and positive involvement in discussions. If you must miss a class, and you have a legitimate reason (as judged by me), and you get your absence excused in advance, then it will not count against you. Please notify me in advance of missing a class (planned or otherwise). No cell phones or other electronic communication devices. Please turn them off (unless otherwise approved by me).

Changes to Syllabus

The information in this syllabus (including the attached pages) is subject to change. The schedule will change according to our pace. Changes will be announced in class. You are responsible for all class announcements even if you are absent.

PSYC 6500/7500 Advanced Developmental Psychology--Project Formats

1. Annotated bibliography-- In a selected interest area within developmental psychology, write a one-page (double-spaced) description/critique of each of 10 articles describing original empirical research. The difficult part of this assignment is to not plagiarize, so I will ask you to submit a copy of each article also. Your one-page summary of each article should include (1) a brief description of the article, (2) a critique of the strengths and weaknesses of the study(ies), and (3) a brief reminder to yourself about how this article ties in with your particular research/study interests. This assignment may be especially useful if you plan to include developmental interests relevant in your theses or comprehensive exam preparation.

2. Teaching preparation portfolio-- Create preparations for 3 lectures in different content areas of an undergraduate course on developmental psychology (e.g., language development, research methods, perceptual dev.). Assume each of the three class periods would last 50 minutes. Submit all of your written

preparations, including lecture scripts/outlines, overhead/Power Point visual materials, ideas for reading assignments (find and cite textbooks, for example) and/or videos, etc. The aim of this project is to allow you to apply the general understanding of developmental psychology provided in this course to the practical need to teach to others.

3. Reviews--Select 4 published empirical reports representing one or two areas in developmental psychology and write reviews of each of them as if you had been requested to act as a reviewer for a journal. (You may wish to consult me on selecting articles that will allow for good exercise.) Your reviews should be approximately 3 double-spaced pages each. See me for more explicit instructions and examples. The aim of this project is to allow you to exercise your critical thinking about developmental psychology on a task genuinely required of professional psychologists.

4. Relate your area to developmental psychology--Write a paper describing the relationship of developmental psychology to your non-developmental area of research. This should be a review paper, 10 double-spaced pages long. The aim of this project is to integrate your understanding of developmental psychology with some other area of research.

5. Child Development essay-- In accord with the format provided by *Child Development Perspectives*, write an essay on a topic of your choice. Although relatively short, the essay should be deeply thoughtful, well-researched, and well-argued. Ten pages max.

6. Research proposal--Write a 10 page proposal for research that involves a question related to developmental psychology. See me for more information on research proposal format. This should NOT be your master's or doctoral thesis.

Tentative Schedule

Week 1: Introduction and theories

T Jan 7: Introduction

R Jan 9: Developmental theories

Miller, P.H. (2006). Introduction (pp. 1-22) in *Theories of Developmental Psychology*.

Week 2: Developmental theories

T Jan 14:

Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nuture reconceptualized in developmental perspective: A bioecological model. *Psychological Review*, 101, 568-586.

Nature commentary (2009). Should scientists study race and IQ?

R Jan 16:

Papierno, P. B., Ceci, S. J., Makel, M. C., & Williams, W. M. (2005). The nature and nurture of talent: A bioecological perspective on the ontogeny of exceptional abilities. *Journal for the Education of the Gifted*, 28, 312-332.

Week 3: Biological foundations

T Jan 21: Behavioral genetics

Scarr, S. (1993). Biological and cultural diversity: The legacy of Darwin for development. *Child Development*, 64, 1333-1353.

R Jan 23:

Gottlieb, G. (2007). Probabilistic epigenesis. *Developmental Science*, 10, 1-11.

Week 4: Developmental neuroscience

T Jan 28:

video on developmental neuroscience

Mason, C. (2009). The development of developmental neuroscience. *Journal of Neuroscience*, 29, 12735-12747.

R Jan 30: *Raymond Voss*

Munakata, Y., Casey, B. J., & Diamond, A. (2004). Developmental cognitive neuroscience: Progress and potential. *Trends in Cognitive Sciences*, 8, 122-128.

Week 5: Motor development

T Feb 4: Read pp. 161-183 in K. E. Adolph and S. E. Berger (2006). Motor Development. In W. Damon & R. Lerner (Series Eds.) & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology: Vol 2: Cognition, perception, and language* (6th ed.) New York: Wiley.

R Feb 6: Read pp. 184-end

Week 6: Perceptual Development

T Feb 11:

Bornstein, M. H. (2005). Perceptual Development. In *Developmental Science: An Advanced Textbook* (Fifth edition). Edited by M. H. Bornstein and M. E. Lamb. Mahwah, NJ: Lawrence Erlbaum Associates.

R Feb 13: reading TBA

Week 7: Infant Development

T Feb 18: Infancy and cognition

Phillips, A. T. & Wellman, H. M. (2005). Infants' understanding of object-directed action. *Cognition*, 98, 137-155.

R Feb 20: Symbolic development

DeLoache, J. S. (2002). The symbol-mindedness of young children. In W. W. Hartup & R. A. Weinberg (Eds.), *Child psychology in retrospect and prospect: The Minnesota Symposia on child psychology* (vol. 32, pp. 73-101). LEA Publishing.

Week 8: Cognitive Development and exam

T Feb 25: Theory of Mind *Sean Walsh*

Wellman, H.M. (2002) Understanding the psychological world: Developing a theory of mind. In U. Goswami (Ed.) *Handbook of Childhood Cognitive Development* (pp. 167-187). Oxford: Blackwell. Publications

R Feb 27: Exam 1

Week 9: Spring Break Mar 4, 6

Week 10: Memory Development

T Mar 11: Memory in early childhood *Jaclynn Sullivan*

Peterson, C. (2012). Children's autobiographical memories across the years: Forensic implications of childhood amnesia and eyewitness memory for stressful events. *Developmental Review*, 32, 287-306.

R Mar 13: Autobiographical memory and suggestibility
The memory doctor (online article about Beth Loftus)
http://www.slate.com/articles/health_and_science/the_memory_doctor/2010/06/the_memory_doctor.html

Week 11: Family

T Oct 18: Parenting *Samantha Cain*

Lamb, M.E., & Lewis, C. (2005). The role of parent-child relationships in child development. (pp. 429-468 in M.H. Bornstein & M. E. Lamb *Developmental Science: An Advanced Textbook*, 5th ed). Mahwah, NJ: Lawrence Erlbaum Associates.

R Mar 20: Non-typical families (single, gay and lesbian, etc.) *Aubrey Dueweke*
Patterson, C. J. (2009). Children of lesbian and gay parents: Psychology, law, and policy. *American Psychologist*, 64, 727-736.

Week 12: Families and beyond

T Mar 25: effects of childcare, effects of pets *Joanna Piedmont*
Readings TBA

R Mar 27: parenting and positive psychology *Fawn Caplandies*
Chapters from Martin Seligman, *Authentic Happiness*, chapters 1-4

Week 13: Affective Development

T Apr 1: Temperament *Ariana*
Reading TBA

R Apr 3: Early emotions
Video: *Life's first feelings*

Week 14: Peer Relationships

T Apr 8: friendship *Gabriela Hurtado*
Berndt, T. J. (1982). The features and effects of friendship in early adolescence. *Child Development*, 53, 1447-1460.

R Apr 10: friendship and adolescents *Michelle Beddow*

Prinstein & Dodge (2008). Current issues in peer influence research. *Understanding peer influence in children and adolescents*. p. 3-13. Guilford Press, New York, NY.

Brown et al. (2008). A comprehensive conceptualization of the peer influence process in adolescence. In *Understanding peer influence in children and adolescents*. p. 17-44. Guilford Press, New York, NY.

Week 15: Culture

T Apr 15

Cole, M. (2005) Culture in development (pp. 45-101 in M.H. Bornstein & M. E. Lamb *Developmental Science: An Advanced Textbook*, 5th ed). Mahwah, NJ: Lawrence Erlbaum Associate

R Apr 17 *Yopina Pertiwi*

Tomasello, M. (2000). Culture and cognitive development. *Current Directions in Psychological Science*, 9, 37-40.

Also find and share in class something interesting on culture and development (web, reading, media of any sort- you can be creative)

Week 16

T Apr 22: student presentations (6 presentations)

R Apr 24: student presentations (5 presentations)