

University of Toledo - Department of Psychology – Fall 2012
PSY 6500/7500-Advanced Developmental Psychology
Tuesdays & Thursdays noon – 1:15pm
University Hall Room 1840

Professor

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Office Hours: Fridays from 10-noon, by appointment

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%
<u>Final Project</u>	<u>35 points</u>	<u>35%</u>
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 9/30, either via email or discussion after class.** Whichever format you choose, plan to tell the rest of the class about it in a **15 minute presentation** during the last couple 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.

Discussion Leadership: Each student will co-lead discussion during one class meeting. During class, you are responsible for posing discussion questions and guiding discussion. 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. Otherwise, it will. No cell phones or other electronic 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 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 Aug 21: Introduction

R Aug 23: Developmental theories

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

Week 2: Developmental theories

T Aug 28: Developmental theories

Bronfenbrenner, Urie; Ceci, Stephen J. "Nature-nuture reconceptualized in developmental perspective: A bioecological model." *Psychological Review*, v. 101 issue 4, 1994, p. 568-586.

R Aug 30: Developmental theories

Papierno, Paul B.; Ceci, Stephen J.; Makel, Matthew C.; Williams, Wendy M. "The nature and nurture of talent: A bioecological perspective on the ontogeny of exceptional abilities." *Journal for the Education of the Gifted*, v. 28, 2005, p. 312-332.

Week 3: Biological foundations

T Sep 4: Behavioral genetics

Gottlieb, Gilbert. "Probabilistic epigenesis." *Developmental Science*, v. 10, 2007, p. 1-11.

Scarr, Sandra. "Biological and cultural diversity: The legacy of Darwin for development." *Child Development*, v. 64, 1993, p. 1333-1353.

R Sep 6: Influence of Prenatal Factors in later development

Newland, M. Christopher; Rasmussen, Erin B. "Behavior in Adulthood and During Aging Is Affected by Contaminant Exposure in Utero." *Current Directions in Psychological Science*, v. 12, 2003, p. 212-217.

DiPietro, Janet A., et al. "Maternal Psychological Distress During Pregnancy in Relation to Child Development at Age Two." *Child Development*, v. 77, 2006, p. 573-587.

Week 4: Developmental neuroscience

T Sep 11: Developmental cognitive neuroscience

Munakata, Yuko; Casey, B. J.; Diamond, Adele. "Developmental cognitive neuroscience: Progress and potential." *Trends in Cognitive Sciences*, v. 8, 2004, p. 122-128.

R Sep 13: Developmental social cognitive neuroscience

Cunningham, William A.; Zelazo, Philip David. "Attitudes and evaluations: A social cognitive neuroscience perspective." *Trends in Cognitive Sciences*, v. 11, 2007, p. 97-104.

Week 5: Physical and motor development

T Sep 18: Dynamic Systems and Motor Dev

Clearfield, Melissa W., et al. "Cue salience and infant perseverative reaching: Tests of the dynamic field theory." *Developmental Science*, v. 12, 2009, p. 26-40.

R Sep 20: Epigenetic Perspective

Bertenthal, Bennett I.; Campos, Joseph J.; Kermoian, Rosanne. "An epigenetic perspective on the development of self-produced locomotion and its consequences." *Current Directions in Psychological Science*, v. 3, 1994, p. 140-145.

Week 6: Infants- Perceptual Development

T Sep 25: What can infants perceive?

Courage, Mary L.; Howe, Mark L. "Individual differences in 3.5-month-olds' visual attention: What do they predict at 1 year?." *Infant Behavior & Development*, v. 27 issue 1, 2004, p. 19-30.

R Sep 27: The special case of faces

Turati, Chiara. "Why Faces Are Not Special to Newborns: An Alternative Account of the Face Preference." *Current Directions in Psychological Science*, v. 13, 2004, p. 5-8.

Meltzoff, Andrew N.; Moore, M. Keith. "Explaining facial imitation: A theoretical model." *Early Development & Parenting*, v. 6, 1997, p. 179-192.

Week 7

T Oct 2: **Exam 1**

R Oct 4: Infancy and cognition

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

Week 8: Cognitive Development

T Oct 9: Understanding of symbols

Reading TBA

R Oct 11: Theory of mind

Reading TBA

Week 9: Eyewitness memory

T Oct 16: Fall break

R Oct 18: Eyewitness memory: comparing the child, adolescent, and adult

Reading TBA

Week 10: Memory Development

T Oct 23: Memory in infancy

Courage, Mary L.; Howe, Mark L. "Advances in early memory development research: Insights about the dark side of the moon." *Developmental Review*, v. 24, 2004, p. 6-32.

R Oct 25: Autobiographical memory and suggestibility

London, K., & Kulkofsky, S. (2009). Factors affecting the reliability of children's reports. In G. M. Davies & D. B. Wright (Eds.), *New Frontiers in Applied Memory*, Psychology Press.

Week 11: Family

T Oct 30: Parenting

Oates, J., Lewis, C. & Lamb, M.E. (2005). *Parenting and attachment*. In Ding, Sharon, (Ed); Littleton, Karen, (Ed) *Children's personal and social development*. p. 12-51.

R Nov 3: Non-typical families (single, gay and lesbian, etc.)

Patterson, Charlotte J. "Children of lesbian and gay parents: Psychology, law, and policy." *American Psychologist*, v. 64, 2009, p. 727-736.

Week 12: Families and beyond

T Nov 6: effects of violence

Sternberg, Kathleen J.; Lamb, Michael E. "Effects of early and later family violence on children's behavior problems and depression: A longitudinal, multi-informant perspective." *Child Abuse & Neglect*, v. 30, 2006, p. 283-306.

R Nov 8: childcare and school influences

Ahnert, Lieselotte; Pinquart, Martin; Lamb, Michael E. "Security of Children's Relationships With Nonparental Care Providers: A Meta-Analysis." *Child Development*, v. 77, 2006, p. 664-679.

Week 13: Affective Development

T Nov 13: Temperament

Weinberg, M. Katherine; Olson, Karen L.; Beeghly, Marjorie; Tronick, Edward Z. "Making up is hard to do, especially for mothers with high levels of depressive symptoms and their infant sons." *Journal of Child Psychology and Psychiatry*, v. 47, 2006, p. 670-683.

R Nov 15: Early emotions

Video: *Life's first feelings*

Week 14: Peers

T Nov 20: friendship

Berndt, Thomas J. "The features and effects of friendship in early adolescence." *Child Development*, v. 53, 1982, p. 1447-1460.

R Nov 22: friendship and adolescents

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

Additional reading TBA

Week 15: Culture

T Nov 27

Tomasello, Michael. "Culture and cognitive development." *Current Directions in Psychological Science*, v. 9, 2000, p. 37-40.

R Nov 29

Cole, M. Culture in development. In *Developmental Science: An Advanced Textbook*.

Week 16

T Dec 4: student presentations

R Dec 6: student presentations