



**Advanced Developmental Psychology**  
**The University of Toledo**  
**Department of Psychology**  
**PSY 6500/7500 CRN 58605**

---

<b>Instructors:</b>	Dr. Kamala London	<b>Course Website:</b>	<a href="#">Blackboard Learn</a>
<b>Email:</b>	<a href="mailto:kamala.london@utoledo.edu">kamala.london@utoledo.edu</a>	<b>Class Location:</b>	Webex
<b>Office Hours:</b>	M 11-1 and Friday 9-noon by appt	<b><a href="https://utoledo.webex.com/meet/kamala.london">https://utoledo.webex.com/meet/kamala.london</a></b>	
<b>Office Location:</b>	UH 1880B	<b>Class Day/Time:</b>	Wednesdays 1-3:40pm
<b>Instructor Phone:</b>	419-806-7043	<b>Credit Hours:</b>	3
<b>Offered:</b>	Fall 2021		

---

### **CATALOG/COURSE DESCRIPTION**

Advanced treatment of the theoretical and empirical literature in developmental psychology, and of the major issues of the field.

### **COURSE OVERVIEW**

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.

Topics will include biological, cognitive, linguistic, social, affective, and personality development. The focus will almost exclusively be on typical development. As such, the course will not focus on therapeutic approaches, interventions, or clinical populations (except in rare and limited instances). Material will be covered through instructor and student presentations and seminar discussion.

### **STUDENT LEARNING OUTCOMES**

- Develop discipline-specific knowledge in the field of Developmental Psychology across the lifespan
- Explore key theories and principles of development
- Examine research methodologies employed specifically in developmental science
- Understand developmental trends in biological, cognitive, linguistic, social, affective, and personality development
- Integrate knowledge of developmental psychology with biological, affective, cognitive, and/or social aspects of behavior
- Critically analyze, evaluate, and have in- depth discussions of theoretical arguments and empirical findings
- Demonstrate graduate-level critical thinking and understanding through discussion, presentations, and writing



## **COURSE MATERIALS**

Readings listed in the syllabus course schedule and may be accessed [here](#).

## **COURSE EXPECTATIONS AND ASSIGNMENTS**

### **WHAT YOU CAN EXPECT FROM ME**

I will be on time and prepared for class. I appreciate your time, and I am invested in your education. I am available to help you on your class assignments or would happily assist in your training outside of the class..

Note: All assignments including discussion points should be well-labeled. Please label the assignments in the following format: lastname\_assignment such as London\_discusspt\_1

### **DISCUSSION PARTICIPATION (30%)**

Half the discussion participation points will come from your written points and half from your in-class participation. This equals out to about 1 point for the written points and 1 point for the in-class discussion per class meeting.

Students are expected to attend each meeting, having completed the readings and being prepared to discuss them.

Each week, students are expected to come to class with (a) at least 2 written substantive discussion questions or comments and (b) to share their thoughts and questions on the readings each class.

**Please submit your questions/points by 11:55pm the night before class.** You do not need to submit discussion questions/comments when you are the Discussion Leader. If you need to miss a class meeting for an approved reason, you can still receive credit if you submit your 2 discussion questions/comments on time.

The typed questions/ discussion points (*no more than 1 page single spaced with standard fonts and margins*) should pertain to the week's readings and topics.

The questions should be thoughtful and involve critiquing, synthesizing, or otherwise evaluating the material. The discussion papers will count towards your discussion participation points.

**Discussion points are due every week unless notified otherwise.**

Please notify me in advance of missing a class (planned or otherwise). Please abstain from using cell phones or other electronic communication devices during class. Please turn them off (unless otherwise approved by me).



Discussion points will be based on classroom participation. Discussion points are also based on departmental citizenship (such as not being on email or any computer activity unrelated to the class (e.g., shopping for new Ugg boots, checking the season's new Panera menu, etc).

### **DISCUSSION LEADER (10%)**

Student will pick a topic/class session and will co-facilitate the class meeting along with the instructor. The graduate student should take the **lead role** in class facilitation on their assigned day. As the discussion leader, you can summarize the key points from the readings and facilitate a discussion on the topic. This involves preparing a succinct review of the readings and raising a number of thought questions to foster discussion with the class. You can also bring in outside material (such as video clips).

### **RESPONSE PAPERS (20%)**

Students will submit a **response paper** (500-1000 words) for **two different topics** for a total of two response papers. Your response paper topics should be different from the topic (set of readings) for which you are the Discussion Leader. You may choose to write about one single article in the larger set assigned for that topic (e.g., attachment) or you may chose to write on more than one article.

There are two parts to the response papers— summary and critical analysis. The summary should provide a concise review of the issue at hand. For the critical analysis, I would like you to articulate the conceptual and/or methodological issues, raise questions provoked by the reading, suggest new directions for the research, and draw connections with other research. **Please submit your response paper to me by 11:55pm on the day before we will discuss those readings.**

Note: You do not need to submit discussion points on the two days you turn in a response paper.

### **FINAL PAPER (40%)**

The final paper will demonstrate the integration of knowledge of Developmental Psychology with biological, affective, cognitive, and/or social aspects of behavior. Unless otherwise specified, the final paper should be 8-10 double spaced pages (not including title page and references) in APA format. Project topics are appended to this syllabus. Students will present their topic to the class the last week of classes.

There will be 3 interim deadlines for aspects of the Final Paper: (1) topic selection paragraph (due by 9/29), (2) [annotated bibliography](#) (due by 10/13), (3) annotated outline (due 10/27). **The final paper should be uploaded to blackboard by 11:55pm on Sunday, December 12, 2021.**

### **WHAT IF I SUBMIT AN ASSIGNMENT LATE?**

Late assignments (response papers and final paper) will be accepted but will lose 20% from the grade per 24 hours, including weekends and holidays. For example, a late assignment submitted within 24 hours following the deadline will lose 20% (even if it is just 1 minute late), then an



additional 20% 24 hours later, and so forth. I encourage you to submit your work on time so you don't needlessly lose points. Note that discussion questions/comments cannot be turned in late. However, if you are going to miss a class you may submit your questions/comments by the deadline for credit.

## **COURSE ADMINISTRATION**

### **DISCIPLINE-SPECIFIC KNOWLEDGE**

Knowledge of Developmental Psychology will be established by demonstrating minimal competency (B- or better) cumulatively through (i.) discussion participation and reflection papers; (ii.) leading discussions; and (iii.) response papers.

### **ADVANCED INTEGRATIVE KNOWLEDGE**

Advanced integrative knowledge will be established by demonstrating minimal competency (B- or better) on the Final Paper.

### **GRADING CRITERIA**

<u>Assignment</u>	<u>Points</u>	<u>% Grade</u>
Discussion participation & reflection papers	30 points	30%
Discussion leader	10 points	20%
Response papers	25 points	20%
<u>Final Project</u>	<u>35 points</u>	<u>35%</u>
<b>TOTAL</b>	<b>100 points</b>	

Course grades are determined using the following standard 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-		

## **UNIVERSITY OF TOLEDO POLICIES AND RESOURCES**

### **UNIVERSITY OF TOLEDO POLICY PERTAINING TO ACADEMIC INTEGRITY**

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;



- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

### **ACADEMIC POLICIES**

Information about UT policies is available on the following websites and summarized below.

Undergraduate Policies: <http://www.utoledo.edu/policies/academic/undergraduate/>

### **RESOURCES RELATED TO SEXUAL OR GENDER-BASED VIOLENCE AND HARASSMENT**

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

### **POLICY STATEMENT ON NON-DISCRIMINATION ON THE BASIS OF DISABILITY**

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#). Students can find this policy along with other university policies listed by audience on the [University Policy webpage](http://www.utoledo.edu/policies/audience.html/#students) (<http://www.utoledo.edu/policies/audience.html/#students>).

### **ACADEMIC ACCOMMODATIONS**

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For



students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](http://www.utoledo.edu/offices/student-disability-services/) (<http://www.utoledo.edu/offices/student-disability-services/>) by phone: 419.530.4981 or email at [StudentDisability@utoledo.edu](mailto:StudentDisability@utoledo.edu).

## **SAFETY AND HEALTH SERVICES FOR UT STUDENTS**

Please use the following link to view a comprehensive list [Campus Health and Safety Services](#) available to you as a student.

## **INCLUSIVE CLASSROOM STATEMENT**

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

## **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.

## **SPECIAL COURSE EXPECTATIONS DURING COVID-19**

Maintaining a safe campus during the ongoing COVID-19 pandemic remains a top priority. UToledo continues to follow the guidance of the U.S. Centers for Disease Control and Prevention and Ohio Department of Health to keep our campus safe.

## **ATTENDANCE**

The University of Toledo has a missed class policy. It is important that students and instructors discuss attendance requirements for the course. Before coming to campus each day, students should take their temperature and complete a self-assessment for symptoms of COVID-19, such as cough, chills, fatigue or shortness of breath. Anyone with a temperature at or above 100.0 degrees Fahrenheit or who is experiencing symptoms consistent with COVID-19 should not come to campus and contact their primary care physician or the University Health Center at 419.530.5549. For more information on the symptoms of COVID-19, please go to <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> COVID-19 testing for sick students is available on both Main Campus and Health Science Campus. Call 419.383.4545 for an appointment. Absences due to COVID-19 quarantine or isolation requirements **are** considered excused absences. Students should notify their instructors



and follow the protocols summarized in this document on [Navigating COVID-Related Course Concerns](#).

In the event that you have tested positive for COVID-19 or have been diagnosed as a probable case, please review the [CDC guidance](#) on self-isolation and symptom monitoring, and report the disclosure to the Division of Student Affairs by emailing [StudentAffairs@utoledo.edu](mailto:StudentAffairs@utoledo.edu) or by connecting with their on-call representative at 419.343.9946. Disclosure is voluntary and will only be shared on a need to know basis with staff such as in the Office of Student Advocacy and Support, The Office of Residence Life, and/or the Office of Accessibility and Disability Resources to coordinate supportive measures and meet contact tracing requirements.

### **FACE COVERINGS**

Face coverings are required while on campus, except while eating, alone in an enclosed space, or outdoors practicing social distancing. Students will not be permitted in class without a face covering. If you have a medical reason preventing you from wearing a face covering due to a health condition deemed high-risk by the CDC, submit an [online application](#) to request an accommodation through the Office of Accessibility and Disability Resources. Students will need to provide documentation that verifies their health condition or disability and supports the need for accommodations. Students already affiliated with the Office of Accessibility and Disability Resources who would like to request additional accommodations due to the impact of COVID-19, should contact their accessibility specialist to discuss their specific needs. You may connect with the office by calling 419.530.4981 or sending an email to [StudentDisability@utoledo.edu](mailto:StudentDisability@utoledo.edu).

### **VACCINATION**

Doctors and other health care professionals agree that the best way to protect ourselves and each other is to get vaccinated. Case data clearly show that vaccines remain highly effective at preventing serious illness from COVID, including the highly contagious delta variant. If you have not yet received your COVID vaccine, the University encourages you do so as soon as possible. No appointment is needed to get the shot at the UTMC Outpatient Pharmacy, University Health Clinic or Main Campus Pharmacy. Once you receive the COVID vaccination, please register on the COVID Vaccine Registry site at: <https://utvaccinereg.utoledo.edu/>.

### **SPECIAL NOTES**

It's important to note, that based on the unpredictability of the COVID-19 virus, things can change at any time. So please be patient and understanding as we move through the semester. I also ask that you keep me informed of concerns you may have about class, completing course work/assignments timely and/or health concerns related to COVID.

## Project Formats

**1. Annotated bibliography--** In a selected interest area within developmental psychology, write a one-page (single-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 also ask you to submit a copy of each article. 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. Applied issue in developmental psychology.** Imagine you are on an airplane. Your seatmate becomes aware you are a doctoral student in psychology. You inform them you are taking a graduate course in developmental psychology. The seatmate asks you for practical advice. Respond to one of the following questions incorporating developmental theory and scientific evidence to support your advice. You will need to conduct an outside literature search which can include arguments related to biological, cognitive, and socio-emotional development. Pick only one of the following to address.

Seatmate: My mother-in-law criticizes us about our parenting choices...

- Should I spank my 5-year-old?
- Should I co-sleep with my infant?
- Should I allow my 12-year-old to decide whether to get the Covid vaccine?
- My 5-year-old showed sexual behavior. Should I get them assessed for sexual abuse?
- Should I send my child to a Montessori school?
- I adopted an 18-month-old who had been severely neglected during her first 18 months with her severely depressed birth mother. She's now 2 years old. Will she show effects of this early deprivation?

**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. Please submit your articles along with your review.

**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.

**7. Policy paper**-- Read the article linked here regarding the major decline in kindergarten enrollment in 2020 amidst the Covid pandemic. Discuss racial disparities. Considering what you've learned in the class about biological, cognitive and social development, discuss whether you expect long-term negative effects, and if so, how might they be addressed? Assuming adequate funding existed, what kind of intervention would you propose to address this problem?

Other project topics can be discussed and allowed with instructor approval.

## Tentative Schedule

**Week 1**      **Introduction & course overview; History of Developmental Psychology**  
**W 9/1**

**Week 2**      **History of Developmental Psychology**  
**W 9/8**

Cairns, R. B. (1992). The making of a developmental science: The contributions and intellectual heritage of James Mark Baldwin. *Developmental Psychology*, 28, 17-24.

White, S. H. (1992). G. Stanley Hall: From philosophy to developmental psychology. *Developmental Psychology*, 28, 25-34.

Thelen E., & Adolph, K. E. (1992). Arnold L. Gesell: The paradox of nature and nurture. *Developmental Psychology*, 28, 368-380.

**Week 3**      **Theories of Developmental Psychology**  
**W 9/15**

Adolph, K. E. & Robinson, S. R. (2008). In defense of change processes. *Child Development*, 79, 1648-1653.

Kagan, J. (2008). In defense of qualitative changes in development. *Child Development*, 79, 1606-1624.

Miller, P.H. (2006). Introduction. In *Theories of Developmental Psychology* (pp. 1-22). (5<sup>th</sup> ed).

Bronfenbrenner, U. (2005). The bioecological theory of human development. In *Making Human Beings Human: Bioecological perspectives in human development* (pp. 3-15). Thousand Oaks, CA: Sage.



**Week 4**  
**W 9/22**

**Design, measurement, and analysis in developmental research**

Hartmann, D.P., Pelzel, K.E., & Abbott, C.B. (2011). Design, measurement, and analysis in developmental research. Chapter 4 in Lamb and Bornstein's Social and Personality Development, 1<sup>st</sup> ed.)

Rose, S., and Ceci, S., & Williams, W.M. (2009). Should scientists study race and IQ? *Nature commentary*.

**Week 5**  
**W 9/29**

**Biological foundations**

Davies (2010). Child Development: A practitioner's guide, 3<sup>rd</sup> Ed. Chapter 2: Brain Development Davies. NY: Guilford Press.

Stiles, J. (2015). Brain and Cognitive Development. In Lerner R.M., Liben L.S., Mueller U (7<sup>th</sup> Ed.). *Handbook of Child Psychology and Developmental Neuroscience, Cognitive Processes* (pp. 9-62). Wiley.

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

Blakeman video (on your own): Mysterious workings of the adolescent brain [here](#)

**Week 6**  
**W 10/6**

**Physical and nervous system development**

Bornstein, Arterberry, and Lamb (2013). *Development in Infancy: A contemporary introduction*, 5<sup>th</sup> ed. Chapters 4 & 5

LoBue, V., & DeLoache, J. S. (2009). The narrow fellow in the grass: Human infants associate snakes and fear. *Developmental Science*, 1, 201-207.

Walvoord, E.C. (2010). The timing of puberty: Is it changing? Does it matter? *Journal of Adolescent Health*, 47, 433-439.

Special topic: Co-sleeping & SIDS

Find something from outside of class (either a scientific article or website, a video, a popular parenting site or magazine, etc) that addresses co-sleeping

**Week 7**  
**W 10/13**

**Cognitive Development: Theories**

Piaget, J. (1983). Piaget's theory. In P. H. Mussen & L. Carmichael (4<sup>th</sup> ed.). *Handbook of Child Psychology*. New York: Wiley.

Vygotsky, L. S. (1978). *Mind in society* (pp. 79-91). Cambridge, MA: Harvard University Press.

Lourenço, O. (2012). Piaget and Vygotsky: Many resemblances, and a crucial difference. *New Ideas in Psychology*, 30, 281-295.



Birney, D. & Sternberg, R. J. (2011). Cognitive Development. Chapter 7 in M.H. Bronstein & M.E. Lamb *Developmental Science: An Advanced Textbook*.

**Week 8**  
**W 10/20**

**Social cognitive development**

Moore C. Social Cognition in Infancy. In: Tremblay RE, Boivin M, Peters RDeV, eds. Zelazo PD, topic ed. *Encyclopedia on Early Childhood Development* [online]. <http://www.child-encyclopedia.com/social-cognition/according-experts/social-cognition-infancy>. Published July 2010.

Astington JW, Edward MJ. The Development of Theory of Mind in Early Childhood. In: Tremblay RE, Boivin M, Peters RDeV, eds. Zelazo PD, topic ed. *Encyclopedia on Early Childhood Development* [online]. <http://www.child-encyclopedia.com/social-cognition/according-experts/development-theory-mind-early-childhood>. Published August 2010.

Hay DF. Early Peer Relations and their Impact on Children's Development. In: Tremblay RE, Boivin M, Peters RDeV, eds. Boivin M, topic ed. *Encyclopedia on Early Childhood Development* [online]. <http://www.child-encyclopedia.com/peer-relations/according-experts/early-peer-relations-and-their-impact-childrens-development>. Published March 2005.

Visit Autism Speaks website and view videos.

**Week 9**  
**W 10/27**

**Executive Functioning**

Zelazo, P. D. & Frye, D. (1998). Cognitive Complexity and Control: II. The Development of Executive Function in Childhood. *Current Directions in Psychological Science*, 7, 121-126.

Carlson, S. M., & Moses, L. J. (2001). Individual differences in inhibitory control and children's theory of mind. *Child Development*, 72, 1032-1053.

Eigsti, I.M., Zayas, V., Mischel, W., Shoda, Y., Ayduk, O., & Casey, B. J. (2006). Predicting cognitive control from preschool to late adolescence and young adulthood. *Psychological Science*, 17, 478-484.

Diamond, A. (2012). Activities and programs that improve children's executive functions. *Current Directions in Psychological Science*, 21, 335-341.

**Week 10**  
**W 11/3**

**Emotion, temperament, & personality overview**

Video [Life's First Feelings](#)

Thompson, R. A., & Winer, A. C., & Goodvin, R. (2015). *The individual child: Temperament, emotion, self, and personality*. (Bornstein, M. H., & Lamb, M. E. (2015). *Developmental Science: An Advanced Textbook* (7<sup>th</sup> Edition). New York, NY: Psychology Press). (pp. 427-533). New York: Psychology Press.



Kagan, J., Snidman, N., Zentner, M., & Peterson, E. (1999). Infant temperament and anxious symptoms in school age children. *Development and Psychopathology*, 11, 209-224.

**Week 11**  
**W 11/10**

**Emotion, temperament, & personality overview**

**Social and emotional development in early childhood, Bruce Perry video [here](#)**

Rothbart, M. (2007). Temperament, development, and personality. *Current Directions in Psychological Science*, 16, 207-212.

Davies book Chapter 1: Attachment as a Context of Development

Lamb, M. E. & Lewis, C. (2015). The role of parent-child relationships in child development. In M. H. Bornstein & M. E. Lamb. *Developmental Science: An Advanced Textbook* (pp. 535- 586). New York, NY: Psychology Press.

Kerns, K., van Dulmen, M., Parrigon, K.S. & Coifman, K. (2016). Preadolescents' relationships with pet dogs: Relationship continuity and associations with adjustment. *Applied Developmental Science*, 21(1), 67-80. doi:10.1080/10888691.2016.1160781

**Week 12**  
**W 11/17**

**Parenting**

Seligman, M. (2003). *Authentic Happiness*. Atria Books. Chapters 1-4.

Baumrind, D., Larzekere, R.E. & Owens, E.B. (2010). Effects of preschool parents' power assertive patterns and practices on adolescent development. *Parenting: Science and Practice*, 10, 157-201.

MacKenzie, M. J., Nicklas, E., Brooks-Gunn, J., & Waldfogel, M. (2011). Who spansks infants and toddlers? Evidence from the fragile families and child well-being study. *Children and Youth Services Review*, 33, 8, 1333-1468.

Special topic: Corporal punishment (Read APA report)

**Week 13**  
**W 11/24**

**Happy Thanksgiving! No class meeting**

**Week 14**

**Parenting & Attachment**

**W 12/1**

**Attachment**

Simpson, J. A., Collins, W. A., & Salvatore, J. E. (2011). The impact of early interpersonal experience on adult romantic relationship functioning: Recent findings from



the Minnesota Longitudinal Study of Risk and Adaptation. *Current Directions in Psychological Science*, 20, 355-359.

Waters, E., Merrick, S., Treboux, D., Crowell, J., & Albersheim, L. (2000). Attachment security in infancy and early adulthood: A twenty-year longitudinal study. *Child Development*, 71, 684-689.

Waldinger, R. J., & Schulz, M. S. (2016). The long reach of nurturing family environments: Links with midlife emotion-regulatory styles and late-life security in intimate relationships. *Psychological Science*, 27, 1443-1450.

Caspi, A., Harrington, H., Milne, B., Amell, J.W., Theodore, R.F., & Moffitt, T.E. (2003). Children's behavior styles at age 3 are linked to their adult personality traits at age 26. *Journal of Personality*, 71, 495-513.

Explore Alan Kazdin's website and work, including that on Animal-assisted interventions

**Week 15**  
**W 12/8**

**Project Presentations**