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PSYX 540.01: Advanced Developmental Psychology

Lois Muir

University of Montana - Missoula, lois.muir@umontana.edu

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PSYX 540-01: Advanced Developmental Psychology (32509)

W 12:15-3:05

GBB225

Spring 2014

Professor Lois Muir

lois.muir@umontana.edu

Office Hours: TT 11:30-1 and by appointment

Office: Corbin 334; 243-4948

General Background:

Students in this class should have prior academic exposure to the field of Developmental Psychology, i.e., an undergraduate class, and be interested in an exploration of a variety of areas in human development in greater depth. The goal is to acquire greater understanding of factors influencing development, such as biological, hereditary, environmental, or cultural effects. In addition, we will also cover the historical beginnings of developmental psychology and theoretical perspectives that describe, explain and predict developmental changes in humans over the lifespan.

Developmental Psychology covers an extensive literature that parallels the entire field of psychology. Because of its breadth, this course will focus on questions of impact from a variety of influences. For example, what is the impact of prenatal experience on later behavior and personality? How does the care of an infant impact behavior, physiology and personality? We will read a diverse set of articles that examine impact (or influence)—some are classic articles while others explore recent findings that challenge our thinking about impact.

Course Objectives:

By the end of this course, students should have demonstrated the ability to:

- Explain theoretical perspectives and historical beginnings of developmental psychology.
- Describe selected research methodologies in developmental psychology.
- Evaluate current and classic research in targeted areas of development.
- Demonstrate in-depth expertise in one topic in developmental psychology.
- Share knowledge about developmental psychology topics in an informed manner.
- Critically analyze and synthesize the topics in developmental psychology covered in the course syllabus.

During the semester, each student will be expected to:

- participate in class discussions in an informed manner;
- lead class discussion on assigned readings from the syllabus;
- write a seminar paper that presents a comprehensive coverage of a developmental topic;
- and complete a take-home essay final exam.

For all written assignments, use the 6th edition of the *APA Publication Manual*.

Policies and Expectations:

- February 14 is the last day to drop classes on Cyberbear without an add/drop form. After that date, requests to drop the course will only be signed with a documentable reason.
- UM requires that the following statement be included on every course syllabus: “*All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.*” The Code is available for review online at: http://life.umn.edu/vpsa/student_conduct.php

Presenting another person's ideas, answers, or writings as your own is considered plagiarism, is unethical, and is a violation of the Student Conduct Code (this also applies to materials accessed from the Internet). Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University.

- Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at <http://www.umt.edu/disability>
- In the case of absence or documentable reasons for late assignments, you must contact me in advance to make alternative arrangements. Out of consideration for classmates and the instructor, please *arrive for class on time* and remain for the entire time; leaving early disrupts everyone -- if there is an unavoidable emergency, please try to inform me *before* class.

Course Readings:

Required text:

Bornstein, M.H. & Lamb, M.E. (2011). *Developmental Science: An advanced textbook (6th Ed.)*, New York: Psychological Press. [This text has also been divided into 2 paperback editions: *Social and Personality Development: An advanced textbook* and *Cognitive Development: An advanced textbook*]

Additional required readings will be available through the Moodle Course Management System.

Course Requirements:

The syllabus, class materials, course notices, and grades will be posted on the Moodle Course Management System. You must access this system regularly and check your university e-mail for course messages. When you send me your class discussion notes, I will post them on Moodle.

This course will be conducted largely as a seminar with class discussions of assigned readings available on Moodle. You will need to read the assigned readings ***before each class*** and are expected to actively participate in related class discussions.

SEMINAR PAPER: (15-18 pages of text, double-spaced, APA style) This paper should review the scholarly literature on a developmental topic of your choice, but one with a narrower focus than those listed on the syllabus (e.g., you might want to concentrate on a specific age range within a topic, social policy, school or family implications, a particular developmental theory, etc.). It should end with an 'implications' section that focuses either on 1) applications of the area to real problems facing infants, children, adolescents or adults; or 2) suggestions for future research still needed in the area. Your topic should be discussed with me early in the term and approved before beginning work on the paper. Papers are to be submitted on **April 9th**.

DISCUSSION LEADERS: Each student will be assigned the responsibility of guiding discussion for specific readings. To guide discussion, identify 3 to 5 points of interest or questions for discussion, present them, and guide class discussion. The list of questions or topics should be in written form (with the reading full reference at the top and your name in the footer)

and distributed to all class members. When you come to class, be prepared to actually discuss, answer, or give an opinion about each issue or question that you have listed.

Strategies for encouraging class discussion include the following: (1) Prepared questions to ask the class; (2) Ask class members, a week before your presentation, to think about a particular issue for discussion; (3) Ask class members to bring at least one related question or comment to class, based on the reading; (4) Do a demonstration or short group activity which invites discussion. *This is not an elaborate Power-Point type presentation. It is more important that you demonstrate familiarity with the topic by being able to present the ideas coherently and involve your fellow students in discussion and critical thinking about the issues.*

FINAL EXAM: There will be a final take-home exam with several discussion questions from which you will select a subset.

Course Grading:

SEMINAR PAPER: (100 pts)

--**Style:** APA style (*especially accurate use of citations, references, etc.*) and general writing style (clear, effective, technically correct--grammar, spelling, punctuation, etc.)

--**Content:** organization of ideas, including introductory statement & conclusions; demonstrated understanding of research & concepts; clear relatedness to developmental issues; overall quality, integration of ideas; adequate coverage and appropriate critique of literature

DISCUSSION LEADER: (100 pts)

--organization, effectiveness, clarity, engaging others in intellectual exchange (**50 pts**)

--abstract & critique of article (APA style) (**50 pts**)

FINAL EXAM: (100 pts)

TOTAL: 300 pts

Assigned Readings:

HISTORY AND THEORIES OF DEVELOPMENT:

Parke, R.D., Ornstein, P.A., Rieser, J.J., & Zahn-Waxler, C. (1994). The past as prologue: An overview of a century of developmental psychology. In R.D. Parke, P.A. Ornstein, J.J. Rieser & C. Zahn-Waxler (Eds.), *A Century of Developmental Psychology* (pp.3-50). New York: APA Press.

Lerner, R.M., Lewin-Bizan, S., & Warren, A.E.A. (2011). Concepts and theories of human development. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An advanced textbook (6th Ed.)*, (pp. 1-70). New York: Psychological Press.

RESEARCH METHODOLOGY AND CHANGE PROCESSES:

Hartmann, D.P., Pelzel, K.E., & Abbott, C.B. (2011). Design, measurement, and analysis in developmental research. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An advanced textbook (6th Ed.)*, (pp. 109-198). New York: Psychological Press.

Card, N.A., & Little, T.D. (2007) Longitudinal modeling of developmental processes. *International Journal of Behavioral Development*, 31, 297-302.

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

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

EVOLUTIONARY DEVELOPMENTAL PSYCHOLOGY:

- Geary, D.C., & Bjorklund, D.F. (2000). Evolutionary developmental psychology. *Child Development*, 71, 57-65.
- Bjorklund, D.F., & Pelligrini, A.D. (2006). *The origins of human nature: evolutionary developmental psychology*, Washington, D.C.: American Psychological Association. chpt 2 A new science of the developing mind, chpt 8 All in the family
- Volk, A.A., & Quinsey, V.L. (2007). Parental investment and resemblance: replications, refinements, and revisions. *Evolutionary Psychology*, 5, 1-14.
- Del Giudice, M. (2009). Sex, attachment, and the development of reproductive strategies. *Behavioral and Brain Sciences*, 32, 1-67.

GENETICS AND PRENATAL EXPERIENCE:

- Johnson, M.H. (2011). Developmental neuroscience, psychophysiology, and genetics. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An advanced textbook (6th Ed.)*, (pp. 201-240). New York: Psychological Press.

Epigenetics—

- Bohacek, J., Gapp, K., Saab, B.J., & Mansuy, I.M. (2013). Transgenerational epigenetic effects of brain functions. *Biological Psychiatry*, 73, 313-320.
- Wolffe, A.P. & Matzke, M.A. (1999). Epigenetics: Regulation through repression. *Science*, 286, 481-486.
- Lester, B.M., Tronick, E., Nestler, E., Abel, T., Kosofsky, B., Kuzawa, C.W., Marsit, C.J., Maze, I., Meaney, M.J., Monteggia, L.M., Reul, J.M.H.M., Skuse, D.H., Sweatt, J.D., & Wood, M.A. (2011). Behavioral epigenetics. *Annals of the New York Academy of Sciences*, 1226, 14-33.

Maternal Depression—

- Field, T. (2011). Prenatal depression effects on early development: A review. *Infant Behavior and Development*, 34, 1-14.
- Hay, D., Pawlby, S., Waters, C.S., Perra, O., & Sharp, D. (2010). Mothers' antenatal depression and their children's antisocial outcomes. *Child Development*, 81, 149-165.
- Pawlby, S., Hay, D., Sharp, D., Waters, C.S., & Pariante, C.M. (2011). Antenatal depression and offspring psychopathology: The influence of childhood maltreatment. *The British Journal of Psychiatry*, 199, 106-112.
- James, D.K. (2010). Fetal learning: A critical review. *Infant and Child Development*, 19, 45-54.

EARLY PARENTING & ATTACHMENT:

- Lamb, M.E. & Lewis, C. (2011). The role of parent-child relationships in child development. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An advanced textbook (6th Ed.)*, (pp. 389-424). New York: Psychological Press.

Parenting Infants—

- Bornstein, M.H. (2002). Parenting infants. In M.H. Bornstein (Ed.), *Handbook of parenting, Vol. 1* (pp. 3-43). Mahwah, NJ: L.E. Erlbaum Associates.
- Papousek, H., & Papousek, M. (2002). Intuitive parenting. In M.H. Bornstein (Ed.), *Handbook of parenting, Vol. 1* (pp. 183-203). Mahwah, NJ: L.E. Erlbaum Associates.

Attachment--

- Bowlby, J. (1958). The nature of the child's tie to his mother. *International Journal of Psychoanalysis*, 39, 350-373.
- Cassidy, J. (2008). The nature of the child's ties. In Cassidy, J. (ed.), *Handbook of attachment: Theory, research, and clinical applications (2nd ed.)*, New York, NY: Guilford Press, 3-22.

- Ainsworth, M.D.S. & Bell, S.M. (1970). Attachment, exploration, and separation: Illustrated by the behavior of one-year-olds in a strange situation. *Child Development*, 41, 49-67.
- Van IJzendoorn, M.H. & Bakermans-Kranenburg, M.J. (2003). Attachment disorders and disorganized attachment: Similar and different. *Attachment and Human Development*, 5, 313-330.
- 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.

SELF, EMOTIONAL REGULATION AND THEORY OF MIND:

- Thompson, R.A., Winer, A.C., & Goodvin, R. (2011). The individual child: Temperament, emotion, self, and personality. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An advanced textbook (6th Ed.)*, (pp. 427-468). New York: Psychological Press.
- Sroufe, L.A. & Waters, E. (1976). The ontogenesis of smiling and laughter: A perspective on the organization of development in infancy. *Psychological Review*, 83, 173-189.
- Campos, J.J., Frankel, C.B., & Camras, L. (2004) On the nature of emotional regulation. *Child Development*, 75, 377-394.
- Morris, A.S., Silk, J.S., Steinberg, L., Myers, S.S., & Robinson, L.R. (2007). The role of the family context in the development of emotion regulation. *Social Development*, 16, 361-388.
- Hughes, C., & Leekam, S. (2004). What are the links between theory of mind and social relations? Review, reflections and new directions for studies of typical and atypical development. *Social Development*, 13, 590-619.

COGNITIVE DEVELOPMENT:

- Birney, D.P., & Sternberg, R.J. (2011). The development of cognitive abilities. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An advanced textbook (6th Ed.)*, (pp. 353-388). New York: Psychological Press.
- Piaget, J. (1970). Piaget's theory. In P.H. Mussen (Ed.), *Carmichael's manual of child psychology* (pp. 703-732). NY: John Wiley.
- Flavell, J.H. (1996). Piaget's legacy. *Psychological Science*, 7, 200-203.
- Siegler, R.S., & Ellis, S. (1996). Piaget on childhood. *Psychological Science*, 7, 211-215.
- Mayer, S.J. (2005). The early evolution of Jean Piaget's clinical method. *History of Psychology*, 8, 362-382.
- Siegler, R.S. (2005). Children's learning. *American Psychologist*, 769-778.

LANGUAGE ACQUISITION:

- MacWhinney, B. (2011). Language development. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An advanced textbook (6th Ed.)*, (pp. 389-424). New York: Psychological Press.
- Singh, L., Morgan, J.D., & Best, C.T. (2002). Infants' listening preferences: baby talk or happy talk? *Infancy*, 3, 365-394.
- Kuhl, P.K., Tsao, F.-M., & Liu, H.-M. (2003). Foreign-language experience in infancy: Effects of short-term exposure and social interaction on phonetic learning. *Proceedings of the National Academy of Sciences, USA*, 100, 9096-9101.
- Kuhl, P.K. (2007). Is speech learning 'gated' by the social brain? *Developmental Science*, 10, 110-120.
- Kuhl, P.K. (2011). Who's talking? *Science*, 333, 529-530.
- Snow, C.E. (1989). Understanding social interaction and language acquisition; sentences are not enough. In Bornstein, M.H. & Bruner, J.S. (Eds.), *Interaction in human development*, (pp. 83-103). Hillsdale, NJ: Erlbaum.

CULTURAL PERSPECTIVES:

- Cole, M. & Packer, M. (2011). Culture in development. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An advanced textbook (6th Ed.)*, (pp. 51-108). New York: Psychological Press.
- Bornstein, M.H. (2012). Cultural approaches to parenting. *Parenting: Science and Practice*, 12, 212-221.
- Ogbu, J. U. (1993). Differences in cultural frames of reference. *International Journal of Behavioural Development*, 16 (3), 483-506.
- Coll, C.G. & Pachter, L.M. (2002). Ethnic and minority parenting. In M.H. Bornstein (Ed.) *Handbook of parenting (2nd Ed.)*, Vol. 4: *Social conditions and applied parenting*, (pp. 1-20). Mahwah, NJ: Erlbaum.
- Paulussen-Hoogeboom, M.C., Stams, G.J.J.M., Hermanns, J.M.A., & Peetsma, T.T.D. (2007). Child negative emotionality and parenting from infancy to preschool: a meta-analytic review. *Developmental Psychology*, 43, 438-453

DIVORCE & DAY CARE:

Divorce—

- Hetherington, E.M., Bridges, M., & Insabella, G.M. (1998). What matters? What does not? Five perspectives on the association between marital transitions and children's adjustment. *American Psychologist*, 53, 167-184.
- Amato, P.R., & Cheadle, J. (2005). The long reach of divorce: divorce and child well-being across three generations. *Journal of Marriage and Family*, 67, 191-206.
- Lamb, M.E., Sternberg, K.J., & Thompson, R. A. (1999). The effects of divorce and custody arrangements on children's behavior, development, and adjustment. In M.E. Lamb (Ed.) *Parenting and child development in "nontraditional" families* (pp. 125-136). Mahwah, NJ: Erlbaum.

Day Care—

- Belsky, J. & Rovine, M.J. (1988). Nonmaternal care in the first year of life and the security of infant-parent attachment. *Child Development*, 59, 157-167.
- Gunnar, M.R., Kryzer, E., Van Ryzin, M.J., & Phillips, D.A. (2010). The rise in cortisol in family day care: Associations with aspects of care quality, child behavior, and child sex. *Child Development*, 81, 851-869.
- Friedman, S.L. & Boyle, D.E. (2008). Attachment in US children experiencing nonmaternal care in the early 1990s. *Attachment and Human Development*, 10, 225-261.
- Rhoades, K.A. (2008). Children's responses to interparental conflict: a meta-analysis of their associations with child adjustment. *Child Development*, 79, 1942-1956.

RISK AND RESILIENCY:

- Werner, E.E. (1989). Children of the garden island. *Scientific American*, 260, 106-111. [Also reprinted by permission in A. Slater & D. Muir (Eds.), *Blackwell reader in developmental psychology*, 1999, pp. 482-492.]
- Radke-Yarrow, M. & Sherman, T. (1990). Hard growing: children who survive. In J. Rolf, A.S. Masten, D. Cicchetti, K.H. Nuechterlein, and S. Weintraub (Eds.), *Risk and protective factors in the development of psychopathology*, (pp. 97-119). Cambridge: Cambridge University Press.
- Cicchetti, D. (2004). An odyssey of discovery: lessons learned through three decades of research on child maltreatment. *American Psychologist*, , 731-740.
- Putnam, F.W. (2003). Ten-year research update review: child sexual abuse. *Child and Adolescent Psychiatry*. 42, 269-278.

- Sroufe, L.A. (1997). Psychopathology as an outcome of development. *Development and Psychopathology*, 9, 251-268.
- Lynch, S.K., Turkheimer, E., D'Onofrio, B.M., Mendle, J., Emery, R., Slutske, W.S., & Martin, N.G. (2006). A genetically informed study of association between harsh punishment and offspring behavioral problems. *Journal of Family Psychology*, 20, 190-198.
- Lerner, R.M., Weiner, M.B., Arbeit, M.R., Chase, P.A., Agans, J.P., Schmid, K.L., & Warren, A.E.A. (2012). Resilience across the life span. *Annual Review of Gerontology and Geriatrics*, 32, 275-299.

INTERGENERATIONAL TRAUMA:

- Fraiberg, S., Adelson, E. and Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. *Journal of the American Academy of Child Psychiatry*, 14, 387-421.
- Lieberman, A.F., Padrón, E., Van Horn, P. & Harris, W.W. (2005). Angels in the nursery: The intergenerational transmission of benevolent parental influences. *Infant Mental Health Journal*, 26, 504-520.
- Dubowitz, H. (1999). Families of neglected children. In M. Lamb (Ed.) *Parenting and child development in "nontraditional" families* (pp. 327-345). Mahwah, NJ: Erlbaum.

SIBLINGS & PEERS:

- Rubin, K.H., Coplan, R., Chen, X., Bowker, J., & McDonald, K.L. (2011). Peer relationships in childhood. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An advanced textbook (6th Ed.)*, (pp. 353-388). New York: Psychological Press.
- Hartup, W. (1996). The company they keep: Friendships and their developmental significance. *Child Development*, 67, 1-13.
- Mikami, A. Y., Lerner, M.D., & Lun, J. (2010). Social context influences on children's rejection by their peers. *Child Development Perspectives*, 4(2), 123-130.
- Dunn, J. (2007). Siblings and socialization. In J. Grusec & P.D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 309-327). NY: Guilford.
- Conger, K. J. & Little, W. M. (2010). Sibling relationships during the transition to adulthood. *Child Development Perspectives*, 4(2), 87-94.

ADOLESCENCE AND ADULT DEVELOPMENT:

- Arnett, J. (1999). Adolescent storm and stress, reconsidered. *American Psychologist*, 54, 317-326.
- Kerr, M., Stattin, H., Biesecker, G., & Ferrer-Wreder, L. (2003). Relationships with parents and peers in adolescence. In R.M. Lerner, M.A. Easterbrooks, & J. Mistry (Eds.), *Handbook of psychology, Volume 6, Developmental psychology* (pp. 395-419). Hoboken, NJ: John Wiley & Sons.
- Roberts, B.W., Walton, K.E., & Viechtbauer, W. (2006). Patterns of mean-level change in personality traits across the life course: a meta-analysis of longitudinal studies. *Psychological Bulletin*, 132, 1-25.
- Costa, P.T., & McCrae, R.R. (2006). Age changes in personality and their origins: comment on Roberts, Walton and Viechtbauer 2006, *Psychological Bulletin*, 132, 26-28.
- Freund, A.M. & Riediger, M. (2003). Successful aging. In R.M. Lerner, M.A. Easterbrooks, & J. Mistry (Eds.), *Handbook of psychology, Volume 6, Developmental psychology* (pp. 601-628). Hoboken, NJ: John Wiley & Sons.
- Smith, P.K. & Drew, L.M. (2002). Grandparenthood. In M. Bornstein (Ed.), *Handbook of parenting, 2nd Ed., Vol. 3, Being and becoming a parent* (pp. 141-172). Mahwah, NJ: Erlbaum Associates.

Szanton, S.L., Gill, J.M., & Thorpe, Jr., R.J. (2010). The Society-to-Cells Model of Resilience in Older Adults. *Annual Review of Gerontology and Geriatrics*, 30, 5-34.

NATURE/NURTURE REVISITED:

Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development*, 81, 6-22.

Collins, W.A., Maccoby, E.E., Steinberg, L., Hetherington, E.M., & Bornstein, M.H. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, 55 (2), 218-232.

South, S.C., Johnson, W., & Iacono, W.G. (2008). Adolescent personality moderates genetic and environmental influences on relationship with parents. *Journal of Personality and Social Psychology*, 94, 899-912.

Pennington, B.F., McGrath, L.M., Smith, S.D., Rosenberg, J., Barnard, H., Willcutt, E.G., Friend, A., DeFries, J.C., & Olson, R.K. (2009). Gene x environment interactions in reading disability and attention-deficit/hyperactivity disorder. *Developmental Psychology*, 45, 77-89.

Jaffee, S.R., Caspi, A., Moffitt, T., Dodge, K., Rutter, M., Taylor, A., & Tully, L. (2005). Nature, nurture, genetic vulnerabilities interact with physical maltreatment to promote conduct problems. *Development and Psychopathology*, 17, 67-84.

Course Schedule:

	Discussion and Study Topics
January 29	Course Introduction; History and Theory
February 5	Concepts of Change; Research Methods
February 12	Evolutionary Developmental Psychology
February 19	Genetics and Prenatal Development
February 26	Early Parenting & Attachment
March 5	Self, Emotional Regulation, Theory of Mind
March 12	Cognitive Development
March 19	Language Acquisition
March 26?	Cultural Influences
April 2	SPRING BREAK
April 9	Divorce and Day Care ; Seminar Paper Due
April 16	Risk and resiliency; Intergenerational Trauma
April 23	Siblings and Peers
April 30	Adolescence; Adult Development
May 7	Nature/Nurture Revisited
May 13	Final Exam Due