

1-2015

# PSYX 540.01: Advanced Developmental Psychology

Nicole C. McCray

*University of Montana - Missoula*, [nicole.mccray@umontana.edu](mailto:nicole.mccray@umontana.edu)

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

---

## Recommended Citation

McCray, Nicole C., "PSYX 540.01: Advanced Developmental Psychology" (2015). *Syllabi*. 2841.  
<https://scholarworks.umt.edu/syllabi/2841>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

## PSYX 540-01: Advanced Developmental Psychology Spring 2015

### Course Information:

Course Day/Time: Tuesday, 10:40-12:00; Thursday, 11:10-12:30

Location: Skaggs 111

### Instructor Information:

Instructor: Nicole McCray, PhD

Office: 203 Skaggs

Phone: 406.243.4527

Email: [nicole.mccray@umontana.edu](mailto:nicole.mccray@umontana.edu)

Office Hours: Monday, Wednesday, Friday 11:00-1:00

### Course Description:

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, historical, 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. We will read a diverse set of articles —some are classic articles while others explore recent findings that challenge our thinking about factors that impact/influence development.

### 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.
- 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.
- Complete a take-home essay final exam.

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

## **Policies and Expectations:**

### **Dropping the class**

April 6 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.

### **Academic Misconduct**

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](#).*” 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.

### **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### **Etiquette**

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. Please put your phone away and do not be a distraction to others by having side conversations during class.

## **Course Readings:**

### **Required text:**

Bornstein, M.H. & Lamb, M.E. (2011). *Developmental Science: An advanced textbook (6<sup>th</sup> 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 or before **April 7<sup>th</sup>**.

**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) 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) Prepare questions to ask the class; (2) Ask class members, 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, bring a video, or include a 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: (120 pts-leading 4 discussions @ 30 points each)**

--organization, effectiveness, clarity, engaging others in intellectual exchange (**15 pts**)

--discussion questions; abstract & critique of article (APA style) (**15 pts**)

#### **FINAL EXAM: (100 pts)**

**TOTAL: 320 pts**

## **Assigned Readings:**

### **HISTORY AND THEORIES OF DEVELOPMENT:**

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 (6<sup>th</sup> 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 (6<sup>th</sup> 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:**

Bjorklund, D.F., & Pellegrini, 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 (6<sup>th</sup> 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.

Klahr, A.M., & Burt, A., (2014). Elucidating the etiology of individual differences in parenting: A meta-analysis of behavioral genetic research. *Psychological Bulletin, 140*, 544-586.

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.

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 (6<sup>th</sup> Ed.)*, (pp. 389-424). New York: Psychological Press.
- 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.
- 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. & Bakersmans-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 (6<sup>th</sup> Ed.)*, (pp. 427-468). New York: Psychological Press.
- Campos, J.J., Frankel, C.B., & Camras, L. (2004) On the nature of emotional regulation. *Child Development, 75*, 377-394.

- Goldsmith, H.H., Buss, A.H., Plomin, R., Rothbarth, M.K., Thomas, A., Chess, S., Hinde, R.A., & McCall, R.B. (1987). What is temperament? Four Approaches. *Child Development*, 58, 505-529.
- 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 (6<sup>th</sup> Ed.)*, (pp. 353-388). New York: Psychological Press.
- 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.
- Siegler, R.S. (2005). Children's learning. *American Psychologist*. 769-778.
- Gopnik, A., & Wellman, H. M. (2012). Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the Theory Theory. *Psychological Bulletin*. Advance online publication.
- Wu, R., Gopnik, A., Richardson, D.C., & Kirkham, N.Z. (2011). Infants learn about objects from statistics and people. *Developmental Psychology*, 47, 1220-1229.

#### **LANGUAGE ACQUISITION:**

- MacWhinney, B. (2011). Language development. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An advanced textbook (6<sup>th</sup> Ed.)*, (pp. 389-424). New York: Psychological Press.
- 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.
- Ma, W., Golinkoff, R.M., Houston, D., Hirsh-Pasek, K., (2011). Word learning in infant- and adult-directed speech. *Language Learning and Development*, 7, 209-225.

#### **CULTURAL PERSPECTIVES:**

- Cole, M. & Packer, M. (2011). Culture in development. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An advanced textbook (6<sup>th</sup> 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 (2<sup>nd</sup> 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

### **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. (2013). The promise of developmental psychopathology: Past and present. *Development and Psychopathology*, *25*, 1215-1224.

Lynch, S.K., Turkeimer, 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.

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.



### **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 (6<sup>th</sup> 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.
- Rich-Harris, J., (1995). Where is the child's environment? A group socialization theory of development. *Psychological Review, 102*, 458-489.

### **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.
- 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.
- 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.
- 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.

### **CURRENT ISSUES/SPECIAL TOPICS:**

\*\*\*Topics/Readings will be chosen by the class. Examples: divorce, childcare, bullying, technology, modern parenting, sibling relationships, educational issues, self esteem....etc.

- 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.
- 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.

**Course Schedule:**

	Discussion and Study Topics
Jan. 27-29	Course Introduction; History and Theory
Feb. 3-5	Concepts of Change; Research Methods
Feb. 10-12	Evolutionary Developmental Psychology
Feb. 17-19	Genetics and Prenatal Development
Feb. 24-26	Early Parenting & Attachment
March 3-5	Self, Emotional Regulation, Theory of Mind
March 10-12	Cognitive Development
March 17-19	Language Acquisition
March 24-26	Cultural Influences
March 30-April 3	SPRING BREAK
April 7	<b>Seminar Paper Due</b>
April 7-9	Risk and resiliency; Intergenerational Trauma
April 14-16	Siblings and Peers
April 21-23	Adolescence; Adult Development
April 28-May 7	Special Topics/Current Issues
May 13	<b>Final Exam Due</b>