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Spring 1-2016

### PSYX 540.01: Advanced Developmental Psychology

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# Advanced Developmental Psychology – PSYX 540

Spring 2016

## Course Information

Course Time: Tuesday, Thursday 11:10 – 12:30

Course Location: Skaggs 174

Instructor: Paul Silverman, PhD

Office: Skaggs 366

Phone: 243-6349

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## Course Overview

Developmental Psychology is one of the broadest areas of psychology. Apart from specific theories and methodologies which focus on the problems inherent to origins and change over the life span, virtually all other content areas are incorporated into the field by simply asking "When does 'X' appear, disappear or change with age?" and "What are the influences on and consequences of such change?"

Traditionally, textbooks and courses in the area are organized either by theories, topics, or chronology. In this class, most material is organized by theories and topics. This excursion through developmental topics and research is somewhat idiosyncratic in that it reflects themes that I consider important and which have piqued my interest. I assume that you have had an undergraduate course in this area and are familiar with the larger themes. You are asked to read a variety of original sources culled from journals and books. All of these readings are taken from the assigned textbook Bornstein, M.H. & Lamb, M.E. (2015). *Developmental Science: An Advanced Textbook, 7<sup>th</sup> Edition*. NY, NY: Psychology Press, or are available to you on the class Moodle website.

Students in this class should have previous academic exposure to developmental psychology. The course will be conducted largely as a seminar with class discussions of assigned readings. You will need to have completed assigned readings before class and are expected to lead some discussions and to actively participate in all.

## Course Objectives

1. Achieve a broad-based understanding of critical factors influencing the life course.
2. Understand the interactions among genetic, biological, environmental and cultural influences.
3. Become familiar with theoretical perspectives specific to developmental psychology.
4. Synthesize areas of knowledge in developmental psychology of interest to the individual student.
5. Acquire a keen understanding of one topic in developmental psychology.
6. Learn selected research methodologies in developmental psychology.
7. Share knowledge about developmental psychology topics in an informed, open and thoughtful manner.

- Critically analyze and synthesize major topics in developmental psychology as covered in the course syllabus.

### **Course Activities**

During the semester, each student will be asked to (1) lead class discussions of assigned material, reading additional material and present this (and participate in class generally through comments, questions and contributions from personal experience); (2) write a seminar paper, and (3) complete a take-home essay final exam. Each of these is worth 33% of the grade.

#### **Discussion Leader:**

You will be graded based on your performance as a discussion leader for readings. Each student will be assigned the responsibility of guiding discussions for specific readings (book chapters and articles or other materials). While all students will have a common set of reading assignments, the discussion leader will be assigned additional readings. You will need to do a summary of each article or other reading (you do not need to summarize the Bornstein & Lamb chapter) using PowerPoint (or the equivalent) at the beginning of class and then lead the discussion for the rest of the period (be sure to provide the PowerPoint to Dr. Silverman, with your name on it). Because time is limited, each article should require no more than 3 slides.

To guide discussion, identify 3 to 5 points of interest or questions for discussion, present them, and encourage class discussion. This list of questions or topics should be the last section of your PowerPoint. Your assignment will be identified on the course schedule using the initials of your name. When you come to class, be prepared to actually discuss, answer, or give an opinion about each issue or question that you have listed.

There are a variety of techniques to do encourage class discussion. In addition to writing the points of interests you might (1) prepare class members by asking them via email, a day or two before your presentation, to focus on particular issues for discussion as they read the material; (3) you could ask class members to bring at least one of their own questions or comments to class; (4) if time permits, you might do a demonstration or show a video to provoke discussion.

**Seminar Paper:** (15-18 pages of text, double-spaced, using style guidelines of the APA Publication Manual, 6<sup>th</sup> edition)

This 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. You should make an appointment with me to discuss your topic before beginning work on the paper. Topics should be decided on and approved by the end of February. Papers are to be submitted on April 25.

**Final Exam:**

The final-exam will be a take-home exam with several discussion questions from which you select a subset. You will have 15 days to complete and return it. The exam questions will be distributed on **April 28** and answers are due on the last day of class (“final exam” day, **May 13**, when class begins at 8:10 am.

**Course Grading****Discussion Leader:**

You will be graded on your organization, effectiveness, clarity, engaging others in intellectual exchange, adequacy of PowerPoint article summaries, and written discussion points. Ten percent of this grade also will reflect your class participation during the semester.

**Seminar Paper:**

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.

**Final Exam:**

Your grade will be based on general writing style (NOT APA style), content (as above), citation of appropriate readings, and evidence that you have read class materials.

**Course Policies and Expectations****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, call 406.243.2243, or [email](#). I will work with you and Disability Services to provide an appropriate modification.

**Academic Misconduct**

UM requires that the following statement be included in 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

**Late Assignments, class protocol**

In the case of absence, or legitimate and documentable reasons for late assignments, you must contact me in advance to make suitable 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 Schedule

DATES	TOPICS	READINGS
Jan 26, 28	<b>Introduction; Relation Development Systems; Metatheory</b>	Bornstein & Lamb, Ch 1 (Lerner et al, Concepts and theories of human development)
Feb 2	<b>History of Childhood</b>	
Feb 4	<b>Change Processes: Epigenetics, Implications and Critiques</b>	Charney, E. (2012). Behavior genetics and postgenomics. <i>Behavioral and Brain Sciences</i> , 35, 331-410.
Feb 9	<b>Discussion Leader Readings</b>	Commentaries: Battaglia; Burt; MacDonald & LaFreniere; Miller, DeYoung & McGue; Vilaroya
Feb 11	<b>Change Processes: Evolutionary Developmental Psychology</b>	Ploeger, A. , van der Maas, H.L.J., & Raijmakers, M.E.J. (2008) Is evolutionary psychology a metatheory for psychology? A discussion of four major issues in psychology from an evolutionary developmental perspective, <i>Psychological Inquiry</i> , 19, 1-18.
Feb 16	<b>Evolutionary Developmental Psychology</b>	Commentaries: Barrett, H.C. (2008) Evolutionary psychology Is a union of fields, not a subset, <i>Psychological Inquiry</i> , 19, 19-22. Buunk, A.P. & Park, J.H. (2008) Not massive, but messy modularity, <i>Psychological Inquiry</i> , 19, 23-27. Causey, K. , Gardiner, A. & Bjorklund, D.F. (2008) Evolutionary Developmental psychology and the role of plasticity in ontogeny and phylogeny, <i>Psychological Inquiry</i> , 19, 27-30. Krebs, D.L. & Hemingway, A. (2008) The explanatory power of evolutionary approaches to human behavior: The case of morality, <i>Psychological Inquiry</i> , 19, 35-38. Pellegrini, A.D. (2008) The role of development on evolutionary psychology: Tinbergen revisited, <i>Psychological Inquiry</i> , 19, 38-40.
Feb 18	<b>Research Methodology</b>	Bornstein & Lamb, Chpt 3 (Hartmann et al, Design, measurement and analysis in developmental research) Kagan, J. (2008). In defense of qualitative changes in development. <i>Child Development</i> , 79, 1606-1624.
Feb 23	<b>Neurological Basis of Development</b>	Bornstein & Lamb, Chpt 4 (Johnson, Developmental neuroscience, Psychophysiology and genetics Shaw, P., Greenstein, D., Lerch, J., Clasen, L., Lenroot, R., Gogtay, N., Evans, A., Rapoport, J., & Giedd, J. (2006). Intellectual Ability and Cortical Development in Children and Adolescents. <i>Nature</i> , 440 (7084), 676-679.

DATES	TOPICS	READINGS
Feb 25	<b>Perceptual Development</b>	<p>Bornstein &amp; Lamb, Chpt 6 (Bornstein et al, Perceptual Development)</p> <p>DeCasper, A. J., &amp; Spence, M. J. (1986). Prenatal maternal speech influences newborns' perception of speech sounds. <i>Infant Behavior and Development</i>, 9, 133-150.</p> <p>Pascalis, I., de Haan, M., &amp; Nelson, C. (2002). Is face processing species- Specific during the first year of life? <i>Science</i>, 296, 1321-1322.</p> <p>Discussion Leader Readings Werker, J. (1989). Becoming a native listener. <i>American Scientist</i>, 77, 54-59.</p> <p>Scott, L. S., Pascalis, O., &amp; Nelson, C. A. (2007). A domain-general theory of the development of perceptual discrimination. <i>Current Directions in Psychological Science</i>, 16, 197-201.</p>
March 1	<b>Cognitive Development</b>	<p>Bornstein &amp; Lamb, Chpt 7 (Bjorkland &amp; Myers, The Development of Cognitive Abilities)</p> <p>Tenenbaum, J. B., Kemp, C., Griffiths, T. L., &amp; Goodman, N. D. (2011). How to grow a mind: Statistics, structure, and abstraction. <i>Science</i>, 331, 1279-1285.</p> <p><b>Discussion Leader Readings</b></p> <p>Spencer, J.P., Blumberg, M.S., McMurray, B., Robinson, S. R., Samuelson, L.K., et al. (2009) Short arms and talking eggs: Why we should no longer abide the nativist-empiricist debate. <i>Child Development Perspectives</i>, 3, 379-87.</p> <p>Innateness, Learning, and Rationality Elizabeth S. Spelke and Katherine D. Kinzler Spelke, E.S. &amp; Kinsler, L.D. (2009). Innateness, learning and rationality. <i>Child Development Perspectives</i>, 3, 96-98.</p>
March 3	<b>Cognitive Development</b>	<p>Baillargeon, R. (2008) Innate ideas revisited: for a principle of persistence in infants' physical reasoning. <i>Perspectives on Psychological Science</i>, 3, 2-13.</p> <p>Kavsek, M. (2004). Predicting later IQ from infant habituation and dishabituation: a meta-analysis. <i>Applied Developmental Psychology</i>, 25, 369-393.</p>
March 8	<b>Piaget's Theory</b>	<p>Piaget, J. (1970). Piaget's theory. In P.H. Mussen (Ed.), <i>Carmichael's Manual of Child Psychology</i> (pp.703-732). NY: John Wiley.</p> <p>Rai, R., &amp; Mitchell, P., Kadar, T., &amp; Mackenzie, L. (2014). Adolescent egocentrism and the Illusion of transparency: Are adolescents as egocentric as we might think? <i>Current Psychology</i>, 33, 1-15.</p>

<b>DATES</b>	<b>TOPICS</b>	<b>READINGS</b>
March 10	<b>Piaget's Theory: Demonstrations</b>	
March 15	<b>Neo-Piagetian Theory</b>	<p>Lourenco, O., &amp; Machado, A. (1996). In defense of Piaget's theory: A reply to 10 common criticisms. <i>Psychological Review, 103</i>, 143-164.</p> <p>Goldhaber, D.E. (2000). <i>Theories of human development: integrative perspectives</i>. Mountain View, CA: Mayfield. Chpt 11 NeoPiagetian Perspectives.</p>
March 17	<b>Language Acquisition</b>	<p>Bornstein &amp; Lamb, Chpt 8 (Hoff, Language Development)</p> <p>Gertner, Y., Fisher, C., Eisengart, J. (2006). Learning words and rules: Abstract knowledge of word order in early sentence comprehension. <i>Psychological Science, 17</i>, 684-691.</p> <p>Markson, L., &amp; Bloom, P. (1997). Evidence against a dedicated system for word learning in children. <i>Nature, 385</i>, 813-815.</p> <p><b>Discussion Leader Readings</b></p> <p>Markman, E. M. (1990). Constraints children place on word meanings. <i>Cognitive Science, 14</i>, 57-77.</p> <p>Saffran, J., Aslin, R. N., &amp; Newport, E. L. (1996). Statistical learning by 8- month old infants. <i>Science, 274</i> (5294), 1926-1928, Senghas, A., &amp; Coppola, M. (2001). Children creating language: How Nicaraguan sign language acquired a spatial grammar. <i>Psychological Science, 12</i>, 323-328.</p> <p>Singh, L., Morgan, J.D., &amp; Best, C.T. (2002). Infants' listening preferences: baby talk or happy talk? <i>Infancy, 3</i>, 365-394.</p>
March 22	<b>Emotional Development, Emotion Regulation, Temperament</b>	<p>Bornstein &amp; Lamb, Chpt 9 (Goodvin et al., The individual child: Temperament, emotion, self and personality)</p> <p>Rothbart, M. (2007). Temperament, development, and personality. <i>Current Directions in Psychological Science, 16</i>, 207-212.</p> <p>Morris, A.S., Silk, J.S., Steinberg, L., Myers, S.S., &amp; Robinson, L.R. (2007). The role of the family context in the development of emotion regulation. <i>Social Development, 16</i>, 361-388.</p> <p>Kochanska, G. (1997). Multiple pathways to conscience for children with different temperaments: From toddlerhood to age 5. <i>Developmental Psychology, 33</i>, 228-240.</p>
March 24	<b>Theory of Mind</b>	Leslie, A. M., Friedman, O., & German, T. P. (2004).

DATES	TOPICS	READINGS
		<p>Core mechanisms in 'theory of mind.' Trends in <i>Cognitive Sciences</i>, 8, 528-533.</p> <p>Warneken, F., &amp; Tomasello, M. (2006). Altruistic Helping in Human Infants and Young Chimpanzees. <i>Science</i>, 311(5765), 1301-1303.</p> <p>Wellman, H. M., Cross, D., &amp; Watson, J. (2001). Meta-analysis of theory- of-mind development: The truth about false belief. <i>Child Development</i>, 72, 655-684.</p> <p><b>Discussion Leader Readings</b></p> <p>Baron-Cohen, S., Leslie, A. M., &amp; Frith, U. (1985). Does the autistic child have a 'theory of mind?' <i>Cognition</i>, 21, 37-46.</p> <p>Onishi, K. H., &amp; Baillargeon, R. (2005). Do 15-month-old infants understand false belief? <i>Science</i>, 308 (5719), 255-258.</p> <p>Wellman, H. M., Lopez-Duran, S., LaBounty, J., &amp; Hamilton, B. (2008). Infant attention to intentional action predicts preschool theory of mind. <i>Developmental Psychology</i>, 44, 618-623.</p> <p>Sodian, B. (2011). Theory of mind in infancy. <i>Child Development Perspectives</i>, 5, 39-43.</p>
March 29	<b>The Social Context: Siblings and Peers</b>	<p>Bornstein &amp; Lamb, Chpt 11 (Rubin et al., Peer relationships)</p> <p>Kerr, M., Stattin, H., Biesecker, G., &amp; Ferrer-Wreder, L. (2003). Relationships with parents and peers in adolescence.</p> <p>In Kerr, M., Stattin, H., Biesecker, G., &amp; Ferrer-Wreder, L. (eds). <i>Handbook of psychology: Developmental psychology, Vol. 6</i>, Hoboken, NJ : John Wiley &amp; Sons, 395-419.</p> <p>March 31 The Social Context: Parent-Child Relations; Childcare Bornstein &amp; Lamb, Chpt 10 (Lamb &amp; Lewis, The role of parent-child relationships in child development)</p> <p>Lansford, J. et al. (2014). Corporal punishment, maternal warmth, and child adjustment: a longitudinal study in eight countries. <i>Journal of Clinical Child &amp; Adolescent Psychology</i>, 43, 670-685.</p> <p><b>Discussion Leader Readings</b></p> <p>Shpancer, N. (2006). The effects of daycare: Persistent questions, elusive answers. <i>Early Childhood Research Quarterly</i>, 21, 227-237.</p> <p>Umemura, T. &amp; Jacobvitz, D.V. (2014). Nonmaternal</p>



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		care hours and temperament predict infants' proximity-seeking behavior and attachment subgroups. <a href="#"><i>Infant Behavior and Development</i>, 37</a> , 352–365.
April 4 – 8	<b>Spring Break</b>	
April 14	<b>Attachment</b>	<p>Main, M., Hesse, E. &amp; Hesse, S. (2011). Attachment theory and research: overview with suggested applications to child custody. <i>Family Court Review</i>, 49, 426–463.</p> <p>Del Giudice, M. (2009). Sex, attachment, and the development of reproductive strategies. <i>Behavioral and Brain Sciences</i>, 32, 1-67.</p> <p>Manning, L.G., and Davies, P.T. &amp; Cicchetti, D. (2014). Interparental violence and childhood adjustment: how and why maternal sensitivity is a protective factor. <i>Child Development</i>, 85, 2263–2278.</p>
April 19	<b>Discord and Divorce</b>	<p>Lansford, J. E. (2009) Parental divorce and children's adjustment. <i>Perspectives on Psychological Science</i>, 4, 140-152.</p> <p>Bauserman, R. (2002). Child adjustment in joint-custody versus sole- Custody arrangements: a meta-analytic review. <i>Journal of Family Psychology</i>, 16, 91–102</p> <p>Rhoades, K.A. (2008). Children's responses to interparental conflict: A meta-analysis of their associations with child adjustment. <i>Child Development</i>, 79, 1942-1956.</p> <p>Bradford, K. &amp; Barber, B.K. (2005). Interparental conflict as intrusive family process. <i>Journal of Emotional Abuse</i>, 5, 143-167.</p> <p>Amato, P.R. &amp; Cheadle, J. (2005). The long reach of divorce: Divorce and child well-being across three generations. <i>Journal of Marriage and Family</i>, 67, 191-206.</p>
April 21	<b>Societal Terror, Family Violence, Abuse and Neglect</b>	<p>Jaffee, S.R., Caspi, A. Moffit, T., Dodge, K., Rutter, M., Taylor, A., &amp; Tully, L. (2005). Nature, nurture genetic vulnerabilities interact with physical maltreatment to promote conduct problems. <i>Development and Psychopathology</i>, 17, 67-84.</p> <p>Pereda, N. (2013). Systematic review of the psychological consequences of terrorism among child victims. <i>International Review of Victimology</i>, 19, 181-199.</p> <p>Rousseau, C., Jamil, U., Bhui, K., &amp; Boudjarane, M. (2015). Consequences of 9/11 and the war on terror on children's and young adult's mental health: A</p>

DATES	TOPICS	READINGS
		systematic review of the past 10 years. <i>Clinical Child Psychology and Psychiatry</i> , 20, 173-193.
April 26	<b>Child Violence and Aggression</b>	<p>Bushman, et al. (2016). Youth violence: what we know and what we need to know. <i>American Psychologist</i>, 71, 17-39.</p> <p>Murray-Close, D., &amp; Ostrov, J. M. (2009). A longitudinal study of forms and functions of aggressive behavior in early childhood. <i>Child Development</i>, 80, 828-842.</p> <p>Card, N.A., Stucky, B.D., Sawalni, G.M., &amp; Little, T.D. (2008). Direct and indirect aggression during childhood and adolescence: a meta-analytic review of gender differences, intercorrelations, and relations to maladjustment. <i>Child Development</i>, 79, 1185-1229.</p> <p>Hay, D.F., Mundy, L., Roberts, S., Carta, R. et al. (2011). Known risk factors for violence predict 12-month-old infants' aggressiveness with peers. <i>Psychological Science</i>, 22, 1205- 1211.</p>
April 28	<b>Culture, Ethnicity, and Minority Status</b>	<p>Bornstein &amp; Lamb, Chpt 2 (Packer &amp; Cole, Culture in development)</p> <p>Ogbu, J.U. (1993). Differences in cultural frame of reference. <i>International Journal of Behavioral Development</i>, 16, 483-506.</p> <p>Slaughter, V. &amp; Perez-Zapata, D. (2014). Cultural variations in the development of mind reading. <i>Child Development Perspectives</i>, 8, 237-241.</p> <p>van Beusekom, G. B., Henny, M. W., Overbeek, G., Sandfort, &amp; Theo G.M. (2015). Same-sex attraction, gender nonconformity, and mental health: The protective role of parental acceptance. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 2, 307- 312.</p> <p>Whitbeck, L.B., Walls, M. L., Johnson, K.D., Morrisseau, A.D., &amp; McDougall, C.M. (2009). Depressed affect and historical loss among North American indigenous adolescents. <i>American Indian and Alaska Native Mental Health Research</i>, 16, 16-41.</p> <p><b>Discussion Leader Readings</b></p> <p>Rieger, G., Linsenmeier, J.A.W., Gygax, L., &amp; Bailey, J.M. (2008). Sexual orientation and childhood gender nonconformity: Evidence from home videos. (2008). <i>Developmental Psychology</i>, 44, 46-58.</p> <p>Hegarty, P. (2009). Toward and LGBT-informed paradigm for Children who break gender norms: Comment on Drummond et al. (2008) and Rieger et al. (2008). <i>Developmental Psychology</i>, 45, 895-900.</p>

DATES	TOPICS	READINGS
		<p>Weaver, H. N. &amp; Brave Heart, M. Y. (1999). Examining two facets of American Indian identity: Exposure to other cultures and the influence of historical trauma. <i>Journal of Human Behavior in the Social Environment</i>, 2, 19-33.</p> <p>Newman, D. L. (2005). Ego Development and Ethnic Identity Formation in Rural American Indian Adolescents. <i>Child Development</i> 76, 734-746.</p>
May 3	<b>School and Community</b>	<p>Bornstein &amp; Lamb, Chpt 12 (Eccles &amp; Roeser, School and community influences on human development)</p> <p>Turkheimer, E., Haley, A., Waldron, M., D'Onofrio, B., &amp; Gottesman, I. I. (2003). Socioeconomic status modifies heritability of IQ in young children. <i>Psychological Science</i>, 14, 623-628.</p> <p>Tucker-Drob, E. M. (2012). Preschools reduce early academic-achievement gaps: A longitudinal twin approach. <i>Psychological Science</i>, 23, 310-319.</p> <p>Golinkoff, R. M., Hirsh-Pasek, K., &amp; Singer, D. G. (2006). Why play = learning: A challenge for parents and educators. In Dorothy G. Singer, Roberta Michnick Golinkoff &amp; Kathy Hirsh-Pasek (Eds). <i>Play = Learning: How play motivates and enhances children's cognitive and social- emotional growth</i>. New York: Oxford.</p> <p>Gilman, A.B., Hill, K.G., Hawkins, J.D., Howell, J.C. &amp; Kosterman, R. (2014). The Developmental Dynamics of Joining a Gang in Adolescence: Patterns and Predictors of Gang Membership. <i>Journal of Research on Adolescence</i>, 24, 204–219.</p>
May 5	<b>Developmental Psychopathology</b>	<p>Sroufe, L. A. (2009). The concept of development in developmental psychopathology. <i>Child Development Perspectives</i>, 3, 178-183.</p> <p>Belsky, J. &amp; Pluess, M. (2009). Beyond diathesis-stress: Differential susceptibility to environmental influences. <i>Psychological Bulletin</i>, 135, 885-908.</p> <p><b>Discussion Leader Readings</b></p> <p>Nigg, J.T. (2006). Temperament and developmental psychopathology. <i>Journal of Child Psychology and Psychiatry</i>, 47, 395-422.</p> <p>Van IJzendoorn, M., Bakermans-Kranenburg, M.J. (2003). Attachment disorders and Disorganized attachment: Similar and different. <i>Attachment and Human Development</i>, 5, 313-320.</p>
May 13	<b>Adulthood and Aging</b>	<p>Freund, A.M. &amp; Riediger, M. (2003). Successful aging. In R.M. Lerner, M.A. Easterbrooks, &amp; J. Mistry (Eds.), <i>Handbook of psychology, Volume 6, Developmental</i></p>

DATES	TOPICS	READINGS
		<p><i>psychology</i> (pp. 601-628). Hoboken, NJ: John Wiley &amp; Sons.</p> <p>Roberts, B.W., Walton, K.E., &amp; Viechtbauer, W. (2006). Patterns of mean-level change in personality traits across the life course: a meta-analysis of longitudinal studies. <i>Psychological Bulletin</i>, <i>132</i>, 1-25.</p> <p>Costa, P.T., &amp; McCrae, R R. (2006). Age changes in personality and their origins: comment on Roberts, Walton and Viechtbauer 2006, <i>Psychological Bulletin</i>, <i>132</i>, 26-28.</p> <p>Applied Developmental Psychology Bornstein &amp; Lamb, Chpt 13 (Malloy &amp; Lamb, Children and the law: Examples of applied developmental psychology in action)</p> <p>Wartella, E., Caplovitz, A. G., &amp; Lee, J.H. (2004). From Baby Einstein to Leapfrog, from Doom to the Sims, from instant messaging to internet chat rooms. <i>Social Policy Report</i>, <i>18</i>, Society for Research in Child Development.</p> <p>Fraley, R. C., Griffin, B. N., Belsky, J., &amp; Roisman, G. I. (2012). Developmental antecedents of political ideology: A longitudinal investigation from birth to age 18. <i>Psychological Science</i>, <i>23</i>, 1425-1431.</p> <p>Lawrence, C.R., Carlson, E.A., &amp; Egeland, B. (2006). The impact of Foster care on development. <i>Development and Psychopathology</i>, <i>18</i>, 57-76.</p>