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PSYX 540.01: Advanced Developmental Psychology

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PSYX 540: ADVANCED DEVELOPMENTAL PSYCHOLOGY

University of Montana
Spring 2018 (CRN 35699)

COURSE INFORMATION

- *Day:* Wednesday
- *Time:* 12:30-3:20pm
- *Location:* SB 303
- *Website:* [Moodle](https://moodle.umt.edu)
(<https://moodle.umt.edu>)

INSTRUCTOR

PROF. RACHEL SEVERSON, PH.D.

- *Email:* rachel.severson@umontana.edu
 - *Office:* Skaggs 371
 - *Office hours:* Mon. & Fri. 12:30-1:30pm, and by appointment.
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WHAT IS THIS COURSE ABOUT?

This 3-credit course provides graduate-level knowledge of the discipline of Developmental Psychology. The course will focus on theories and research relevant to the field of Developmental Psychology, including major theories, methodologies, principles, and topics in across the lifespan. 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).

MATERIALS: WHAT DO YOU NEED?

Course readings—comprised of primary source materials (chapters & articles)—are available on the course [Moodle website](#) and/or via online library databases.

WHAT ARE THE PREREQUISITES?

Undergraduate course in Developmental Psychology; or instructor permission.

WHAT ARE WE TRYING TO ACHIEVE?

- 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 related to biological, cognitive, and social aspects of development.
- 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.

EVALUATION OF KNOWLEDGE

Knowledge of Developmental Psychology will be established by demonstrating minimal competency (B- or better) cumulatively through (A) reading/discussion participation; (B) leading discussions; and (C) paper and presentation.

COURSE REQUIREMENTS

A. READING/DISCUSSION PARTICIPATION (40%).

Students are expected to attend each class having completed the readings and be prepared with discussion questions or comments. Furthermore, during the discussion, students are expected to regularly share their thoughts and questions on the readings. You will generally receive a good grade for regular and thoughtful participation in the discussion. Accordingly, attendance is required at all class meetings, but will be excused for medical or family emergencies, university-related activities, conference attendance, etc. If you miss class, you must notify me beforehand and submit a short critique of each of the assigned readings for that class meeting. Failure to do so will result in a reduction in your grade.

B. DISCUSSION LEADER (20%).

Each student will lead one discussion based on an assigned article. The discussion leader is responsible for providing a succinct review of the assigned reading as well as one additional related empirical article. The discussion leader should raise a number of thoughtful questions – integrating the two articles summarized – in order to foster discussion with the class.

C. PAPER AND PRESENTATION (40%).

You will choose a topic in developmental psychology that you would like to explore in more depth through a paper and presentation.

The paper should be about 6-8 pages (not including title page and references) in APA format and should be submitted on Moodle by 11:55pm on Friday, May 4th. Your paper may take one of the following formats:

1. Write a research proposal outlining the details of a novel study idea (or set of studies, if applicable) inspired by the readings and discussions in the course. This proposal will include three sections: an introductory literature review, a proposed method section, and a discussion of the hypothetical results; each constituting approximately 1/3 of the paper.
2. A literature review with a critique/analysis on a topic within the field of Developmental.
3. The final paper may take other forms with advanced permission from the instructor.

For more details, see “Guidelines for Paper” on Moodle.

Presentations will take place during our last two class meeting on April 25th and May 2nd. The presentations will be about 20 minutes (including a few minutes for questions).

COURSE ADMINISTRATION

MOODLE

Announcements, readings, assignments, and grades will be posted on the course [Moodle](https://moodle.umt.edu) (<https://moodle.umt.edu>) site. The course schedule is subject to change. Changes will be announced in class and posted on Moodle.

ACADEMIC ACCOMMODATION

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](http://umt.edu/dss) (umt.edu/dss). 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.

GRADING SCALE

Final grades are based on the following scale:

Grade	Percent	Grade	Percent
A	93-100%	C	73-76.9%
A-	90-92.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	F	59.9% & less

INCOMPLETES

Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

PASS/NO PASS

For students taking this course P/NP, a P is a grade of A, B, or C. A NP is a grade of D or F.

A FINAL NOTE ON ETHICAL CONDUCT

Don't Cheat. Don't Plagiarize. It's Not Worth It.

ACADEMIC MISCONDUCT is taken seriously and is unacceptable. Please review the UM [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php) (http://www.umt.edu/vpsa/policies/student_conduct.php). “The Student Conduct Code at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community.” **This code and procedures apply to this course.** All work for this class must reflect your own work. As specified in the Student Conduct Code, academic misconduct includes, but is not limited to:

- *Plagiarism*: representing someone else’s work (words, ideas, data, materials) as your own.
- *Misconduct during an examination or academic exercise*: Copying from another student’s paper/exam, giving information to another student, consulting unauthorized materials.
- *Submitting false information*: Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

THE CONSEQUENCES are more severe than you may think...

Academic misconduct will result in a zero for that assignment and the incident will be reported to the Dean of the Graduate School and the Dean of the College of Humanities and Sciences to be dealt with in accordance with UM Student Conduct Code. *It is your responsibility to know the Student Conduct Code.*

ASSIGNED READINGS

Foundations: History & Research Methods

- Tafreshi, D., Thompson, J. J., & Racine, T. P. (2014). An analysis of the conceptual foundations of the infant preferential looking paradigm. *Human Development, 57*(4), 222-240.
- Hamlin, J. K. (2014). The conceptual and empirical case for social evaluation in infancy: Commentary on Tafreshi, D., Thompson, J.J., & Racine, T.P. (2014). An analysis of the conceptual foundations of the infant preferential looking paradigm. *Human Development, 57*(4), 250-258.

Biological Development: Brain Development & Epigenetics

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

Cognitive Development Theories

- Barrouillet, P. (2015). Theories of cognitive development: From Piaget to today. *Developmental Review, 38*, 1-12.

Social Cognition

- Rubio-Fernandez, P. & Geurts, B. (2012). How to pass the false-belief task before your fourth birthday. *Psychological Science, 20*(10), 1-7.
- Buttelmann, D., Over, H., Carpenter, M., & Tomasello, M. (2014). Eighteen-month-olds understand false beliefs in an unexpected-contents task. *Journal of Experimental Child Psychology, 119*, 120-126.

Executive Function

- 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.

Language Development

- 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, 100*, 9096-9101.

Social Development: Temperament

- Caspi et al. (2003). Children's behavior styles at age 3 are linked to their adult personality traits at age 26. *Journal of Personality, 71*, 495-513.

Attachment

- 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.

Moral Development

- Hamlin, J. K., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. *Nature, 450*, 557-U13.

Gender Development

- Fast, A. A., & Olson, K. R. (in press). Gender development in transgender preschool children. *Child Development*.

Aging: Revisiting Cognitive and Social Development in the Later Years

- 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.

LECTURE REFERENCES

Foundations: History, Research Methods, & Change Processes

- 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.

Biological Development: Brain Development & Epigenetics

- Stiles, J., & Jernigan, T. L. (2010). The basics of brain development. *Neuropsychology Review*, 20, 327-348.
- Stiles, J. (2006). The developing brain: An intricate blend of nature and nurture. *UCSD Series: Grey Matters*. Retrieved from <https://www.youtube.com/watch?v=FugrcVhi2tg>

Cognitive Development Theories

- Piaget, J. (1983). Piaget's theory. In P. H. Mussen & L. Carmichael (Eds.), *Handbook of child psychology* (4th ed., pp. 103-128). New York: John 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.

Social Cognition

- Harris, P. L. (2006). Social cognition. In D. Kuhn et al. (Eds), *Handbook of child psychology: Volume 2, Cognition, perception, and language* (6th ed.) (pp. 811-858). Hoboken, NJ: John Wiley & Sons Inc.
- Premack, D., & Woodruff, G. (1978). Does the chimpanzee have a theory of mind? *Behavioral and Brain Sciences*, 1, 515-526.
- Call, J., & Tomasello, M. (2008). Does the chimpanzee have a theory of mind? 30 years later. *Trends in Cognitive Sciences*, 12 (5), 187-192.
- Meltzoff, A. (1995). Understanding the intentions of others: Reenactment of intended acts by 18-month-old children. *Developmental Psychology*, 31, 838-850.
- Baron-Cohen, S., Karmiloff-Smith, A., Campbell, R. Grant, J., & Walker, J. (1995). Are children with Autism blind to the mentalistic significance of the eyes? *British Journal of Developmental Psychology*, 13, 379-398.

Executive Function

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

Language Development

- Kuhl, P. K. (2004). Early language acquisition: Cracking the speech code. *Nature Reviews Neuroscience*, 5 (11), 831-843.
- Markson, L., & Bloom, P. (1997). Evidence against a dedicated system for word learning in children. *Nature*, 385, 813-815.
- Bruderer, A. G., Danielson, D. K., Kandhadai, P., & Werker, J. F. (2015). Sensorimotor influences on speech perception. *Proceedings of the National Academy of Sciences*, 112, 13531-13536.

Social Development: Temperament

Goodvin, R., Thompson, R. A., & Winer, A. C. (2015). The individual child: Temperament, emotion, self, and personality. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental Science: An Advanced Textbook* (7th ed., pp. 491-533). New York: Psychology Press.

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

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

Attachment

Lamb, M.E. & Lewis, C. (2015). The role of parent-child relationships in child development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental Science: An Advanced Textbook* (7th ed., pp. 535-586). New York: Psychology Press.

Bowlby, J. (1958). The nature of the child's tie to his mother. *International Journal of Psychoanalysis*, 39, 350-373.

Ainsworth, M.D.S. (1979). Infant-mother attachment. *American Psychologist*, 34, 932-937.

Moral Development

Turiel, E. (2006). Moral development. In N. Eisenberg, *Handbook of Child Psychology, Volume 3, Social, emotional and personality development* (pp. 789-857). Hoboken, NJ: John Wiley & Sons.

Bandura, A., Ross, D., & Ross, S. A. (1963). Imitation of film-mediated aggressive models. *Journal of Abnormal and Social Psychology*, 66, 3-11.

Gender Development

Ruble, D. N., Martin, C. L., & Berenbaum, S. A. (2006). Gender development. In N. Eisenberg, *Handbook of Child Psychology, Volume 3, Social, emotional and personality development* (pp. 858-932). Hoboken, NJ: John Wiley & Sons.

Dunham, Y., Baron, A.S., & Banaji, M.R. (2015). The development of implicit gender attitudes. *Developmental Science*, 1-9.

Croft, A., Schmader, T., Block, K., Baron, A.S. (2014). The Second Shift reflected in the second generation: Do Parents' gender roles at home predict children's aspirations. *Psychological Science*, 25(7), 1418-1428.

Fausto-Sterling, A., Garcia Coll, C., & Lamarre, M. (2012). Sexing the baby: Part 1- What do we really know about sex differentiation in the first three years of life? Part 2- Applying dynamic systems theory to the emergences of sex-related differences in infants and toddlers. *Social Science & Medicine*, 74, 1684-1702. (Part 1 only)

Aging: Revisiting Cognitive and Social Development in the Later Years

Freund, A.M. & Riediger, M. (2003). Successful aging. In R. M. Lerner, M. A. Easterbrooks, & J. Mistry (Vol. Eds.), *Handbook of psychology, Volume 6, Developmental psychology* (pp. 601-628). Hoboken, NJ: John Wiley & Sons.

Hartshorne, J. K., & Germine, L. T. (2015). When does cognitive functioning peak? The asynchronous rise and fall of different cognitive abilities across the life span. *Psychological Science*, 26, 433-443.

Lockenhoff, C.E., & Carstensen, L.L. (2004). Socioemotional selectivity theory, aging and health: The increasingly delicate balance between regulating emotions and making tough choices. *Journal of Personality*, 72, 1395-1424.

Gawande, A. (2010, August 2). Letting go: What should medicine do when it can't save your life? *The New Yorker* (pp. 36-49).

COURSE SCHEDULE

Week	Date	Topic	Discussion Leader
1	1/24	Introduction Foundations & Themes	N/A
2	1/31	Research Methods	1.
			2.
3	2/7	Biological Development: Brain Development & Epigenetics	3.
4	2/14	Cognitive development theory	4.
5	2/21	Social Cognition	5.
			6.
6	2/28	Executive Function	7.
7	3/7	Language development	8.
8	3/14	Temperament	9.
9	3/21	Attachment	10.
10	4/4	Moral development	11.
11	4/11	Gender development	12.
12	4/18	Aging	13.
13	4/25	Presentations	N/A
14	5/2	Presentations Course Evaluation	N/A