

Psychology 380: Proseminar/Developmental Psychology-Spring, 2009

Susan Crockenberg, Professor

Time and Place: Wednesday, 8:30-11:30; 238 Dewey

Office Hours: Wednesday 3-5 and by appointment, 362 Dewey

e-mail: susan.crockenberg@uvm.edu

Course Description and Goals

In this section of proseminar, we focus on key issues and methods in the sub-discipline of developmental psychology, emphasizing theoretical and empirical matters of current concern. Consistent with its seminar label, the course is organized around discussions of reading and oral presentations by students. I assign readings, present brief lectures, and facilitate discussions.

The goals of the course are to foster understanding of basic concepts, current issues, and methodologies in developmental psychology to prepare you for further, in-depth study of development and to encourage collaboration across the subdisciplines of psychology.

Course Expectations

Class participation and discussion questions. Your active and thoughtful participation is critical to the success of the course, in terms of your own learning and that of others. Therefore, it is essential that you attend all classes and participate in offering comments, raising questions, and responding to others. To encourage this process, come to class with at least one written question, based on the readings and *designed to stimulate class discussion*. One-third of the course grade is based on your participation and preparation (as reflected in your questions).

Leading class discussion. Students will work in pairs to present and *lead a discussion* on one of the assigned readings. As everyone will have read the study, the emphasis is on the discussion. These presentation/discussions constitute one-third of the course grade.

Take-home final. You will complete a "take-home" examination, designed to encourage integration of the material addressed throughout this course. I will give you the exam on Feb. 18th, due *March 4th*. One third of your grade will be based on this exam.

January 14th: Critical Issues in Developmental Psychology

Readings: Rutter, M. (2007). Gene-environment interdependence. *Developmental Science, 10*, 12-18.

Lecture/discussion: Introduction to Developmental Psychology; Behavioral and Molecular Genetics: Methods for Understanding how Nature and Nurture Influence Development

January 21st: Nature: Genetic Influences on Development

Readings:

Reiss, D. & Leve, L. (2007). Genetic expression outside the skin: clues to mechanisms of Genotype x Environment interaction. *Development and Psychopathology, 19*, 1005-1027.

Mills-Koonce, W. R., Propper, C., Garipey, C. B., Garrett-Peters, P., & Cox, M. (2007). Bidirectional genetic and environmental influences on mother and child behavior: The family system as the unit of analyses. *Development and Psychopathology, 19*, 1073-1087.

Bakermans-Kranenburg, M. J., Van IJzendoorn, M. H., Pijlman, F., Mesman, J., Juffer, F. (2008). Experimental evidence for differential susceptibility: Dopamine D4 receptor polymorphism (DRD4 VNTR) moderates intervention effects on toddlers' externalizing behavior in a randomized controlled trial. *Developmental Psychology, 44*, 293-300.

Student presentation/discussion: Mills-Koonce, et al (2008)

Lecture/discussion: Parenting Practices Linked to Adaptive and Maladaptive Developmental Outcomes at Different Ages

January 28th: Nurture: Parents as a Source of Environmental Influence

Readings:

Latendresse, S., Rose, R., Viken, R., Pulkkinen, L., Kaprio, J., & Dick, D. (2008). Parenting mechanisms in links between parents' and adolescents' alcohol use behaviors. *Alcoholism: Clinical and Experimental Research, 32*, 322-330.

Coley, R., Votruba-Drzal, E., Schindler, H. (2008). Trajectories of parenting processes & adolescent substance use: Reciprocal effects. *Journal of Abnormal Child Psychology, 36*, 613 – 625.

Lahey, B., Van Hulle, C., D'Onofrio, B. Rodgers, J. & Waldman, I. (2008). Is Parental Knowledge of their Adolescent Offspring's Whereabouts and Peer Associations Spuriously Associated with Offspring Delinquency? *Journal of Abnormal Child Psychology, 36*, 807 – 823.

Student presentation: Latendresse et al (2008)

Lecture/discussion: Bronfenbrenner's Ecological Model of Development

February 4th: Within and Beyond the Family: Neighborhoods/Schools/Social Policy

Readings: Ennett, S., et al (2008). The social ecology of adolescent alcohol misuse. *Child Development, 79*, 1777-1791.

Hill, H. & Morris, P. (2008). Welfare policies and very young children: Experimental data on stage-environment fit. *Developmental Psychology, 44*, 1557-1571.

Votruba-Drzal, E., Li-Grining, C., & Maldonado-Carreno, C. (2008). A developmental perspective on full-versus part-day kindergarten and children's academic trajectories through fifth grade. *Child Development, 79*, 957-978.

Student presentation: Ennett et al (2008) or Votruba-Drzal et al (2008).

February 11th: Race, Ethnicity, and Immigration as Influences on Development

Readings:

Hernandez, Denton, & Macartney. (2008) Children in immigrant families: Looking to America's Future. *SRCD Social Policy Report*, 22 (3). (Go to SRCD.ORG, go to public, social policy reports, current issues).

Brody, G. et al. (2006). Perceived discrimination and the adjustment of African American youths: A five-year longitudinal analysis with contextual moderation effects. *Child Development*, 77, 1170-1189.

Flook, L. & Fuligni, A. (2008). Family and school spillover in adolescents' daily lives. *Child Development*, 79, 776-787.

Student presentation: Brody et al (2006) or Flook & Fuligni (2008)

Lecture: The Interplay of Experience and Neurological Development

February 18th: The Neurobiology of Development-Receive take-home final exam**

Readings: Introduction, Chapters 1 & 2 in: Nelson, de Haan, & Thomas (2006). *Neuroscience of Cognitive Development: The role of experience and the developing brain*. Hoboken, NJ: Wiley.

Moulson, M., Fox, N., Zeanah, C., & Nelson, C. (2009). Early adverse experiences and the neurobiology of facial emotion processing. *Developmental Psychology*, 45, 17-30.

Student presentation/discussion: Moulson et al (2009)

Lecture: Early Experience Influences Later Development: Issues, Methods, and Processes

March 5th: Evidence that Early Experience Affects Subsequent Development

Readings: Beckett, C. et al. (2006). Do the effects of early severe deprivation on cognition persist into early adolescence? Findings from the English and Romanian Adoptees Study. *Child Development*, 77, 696-711.

Lugo-Gil, J. & Tamis-LeMonda, C. (2008). Family resources and parenting quality: Links to children's cognitive development across the first 3 years. *Child Development*, 79, 1065-1085.

Belsky, J., Burchinal, M., McCartney, K., Vandell, D., Clarke-Stewart, A., Tresch-Owen, M. (2007). Are there long-term effects of early child care? *Child Development*, 78, 681-701.

Student presentation: One of the above articles.