

Psychology 380A
PROSEM: DEVELOPMENTAL PSYCHOLOGY

Dewey 238
Wednesdays, 8:30 – 11:30 am

Instructor

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Office Hours: Tuesdays 1-2 pm and by appointment

Contacting Me

E-mail is the best way to reach me. Although I usually check my email frequently, please know that a response may take up to a couple of days. I'll do our best to get back to you earlier, if possible.

Course Overview

The first half of this semester focuses on key issues in developmental psychology. This course will include an examination and critique of psychological theories, methods, and research in child and adolescent development. The goals of this course are to:

- Promote an understanding of a developmental framework for the study of psychological phenomenon
- Identify principles and analytic tools in developmental psychology
- Expose you to current issues in the area of developmental psychology and to make you aware of research outside of your area that might be relevant to your own research.

Course Format

- Readings. Required readings are available on Blackboard (under "Course Materials"). Be sure to complete all readings assigned for the day before class.
- Meetings. The primary format for this course is lecture and discussion. On most days, the instructor will provide a lecture to provide a foundation for the discussion. Please bring in newspaper articles, internet stories, etc., that relate to the topics we discuss.

Course Requirements

Class Participation (40% of your grade).

This is a seminar course and focus on class discussions of course material and related topics. The quality of this course depends on your thoughtful and active contributions to the class. Active participation includes listening attentively to others, making contributions regarding your own thoughts and ideas, and responding to the ideas of others. I understand that some students are more comfortable in discussion than others; however, the success of this course depends on participation from all students. Thus, I expect active participation from each class member. I expect you to attend every class, to complete all of the course readings before class, and to come to each class with ideas and questions to discuss. If you must miss class, please let me know in advance.

Critical Reflection Papers (35% of your grade).

Each week, you will turn in a 1-2-page (typed, single-spaced) critical reflection paper. The goal of these papers is to integrate and synthesize the ideas from the readings for the week. Please do not summarize course readings in these papers; instead, you should engage in some of the following: comparing and contrasting the ideas of the readings, evaluating the strengths and weaknesses of each perspective, identifying questions that remain unanswered in the readings, and linking the papers with your previous knowledge, research, or professional experience. At the end of each paper, you should identify 3-4 questions that you would like to discuss with the class regarding the readings.

Final Paper (25% of your grade).

- Students will complete a 4-5 page (typed, double-spaced) final paper addressing how course material could be incorporated into their own research. This paper is due on the last day of this half of the class (Wednesday, March 2). Each student will present his/her ideas to the class and we will use class time to discuss these approaches.

Course Schedule and Readings

1/19: Introduction to the Class

1/21: Attend Cunningham Talk, 12-1, Medical Education Pavilion (required for this course unless you have a class conflict)

1/26: Continuity and Change, Developmental Periods, Developmental Tasks

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, *55*, 469-480.

Caspi, A., & Shiner, R. L. (2006). Personality development. In N. Eisenberg (Ed.), *Handbook of Child Psychology: Vol. 3. Social, Emotional, and Personality Development (6th Ed)*, p. 300-365). New York: Wiley.

Nelson, E.E., Leibenluft, E., McClure, E.B. & Pine, D.S. (2005). The social re-orientation of adolescence: A neuroscience perspective on the process and its relation to psychopathology. *Psychological Medicine*, *35*, 163-174.

Roisman, G. I., Masten, A. S., Coatsworth, J. D., & Tellegen, A. (2004). Salient and emerging developmental tasks in the transition to adulthood. *Child Development*, *75*, 123-133.

2/2: Nature and Nurture; Genetic Influences on Development

Belsky, J., & Pluess, M. (2009). Beyond diathesis stress: Differential susceptibility to environmental influences. *Psychological Bulletin*, *135*, 885-908.

Ge, X., Conger, R. D., Cadoret, R. J., Neiderhiser, J. M., Yates, W., Troughton, E., & Stewart, M. A. (1996). The developmental interface between nature and nurture: A mutual influence model of child antisocial behavior and parent behaviors. *Developmental Psychology*, *32*, 574-589.

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

Turkheimer, D. (1998). Heritability and biological explanation. *Psychological Review*, *105*, 782-791.

2/9: Importance of Early Experience

Gunnar, M. R., Morison, S. J., Chisholm, K., & Schuder, M. (2001). Salivary cortisol levels in children adopted from Romanian orphanages. *Development & Psychopathology*, *13*, 611-628.

Black, J.E., Jones, T.A., Nelson, C.A., & Greenough, W.T. (1998). Neuronal plasticity and the developing brain. In N.E. Alessi, J.T. Coyle, S.I. Harrison, & S. Eth. (Eds.),