

Psychology 380: Proseminar/Developmental Psychology
Spring, 2007
Wednesdays, 9-12, 126A Dewey
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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 your understanding of basic concepts, current issues, and methodologies in developmental psychology to prepare you for further, in-depth study of these phenomena and to encourage collaboration across the sub-disciplines 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, I expect you to attend every class and to 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, *designed to stimulate class discussion*. 30% of the course grade is based on your participation and preparation, as reflected in your questions.

Leading class discussion. Each student is responsible for presenting and *leading a discussion* about one of the assigned readings and for serving as a consultant for another student's presentation. As everyone will have read the study, the emphasis is on the discussion. These presentation/discussions constitute 30% of the course grade.

Take-home final. You will complete a "take-home" essay question(s), designed to encourage integration of the material addressed throughout this section of the semester. I will give you the question(s) two weeks prior to its **due date of March 7th** to allow enough time for you to respond thoughtfully and to clarify issues that arise as you organize your thoughts.

January 17th: Critical Issues in Developmental Psychology

Readings: Reiss, D. (2003). Child effects on family systems. Behavioral Genetic Strategies. In A. Crouter and A. Booth (Eds.), *Children's influence on family dynamics: The neglected side of family relationships* (pp. 3-26). Mahwah, NJ: Erlbaum.

Lecture/discussion: Behavioral Genetics as a Method for Understanding Nature and Nurture as Influences on Development

January 24th: Nature: Genetic Influences on Development

Readings: Roisman, G. & Fraley, R. Chris (2006). The limits of genetic influence: A behavior-genetic analysis of infant-caregiver relationship quality and temperament. *Child Development*, 77, 1656-1667.

Jaffe, S., Caspi, A., Moffitt, T., Dodge, K., Rutter, M., Taylor, A., & Tully, L. (2005). Nature X Nurture: Genetic vulnerabilities interact with physical maltreatment to promote conduct problems. *Development and Psychopathology*, 17, 67-84.

Gottlieb, G. (2000). Environmental and behavioral influences on gene activity. *Current Directions in Psychological Science*, 9, 93-97.

Student presentation/discussion: Either Roisman & Fraley or Jaffe et al

Discussion: Both assigned articles

Lecture/discussion: Parenting Practices Linked to Adaptive and Maladaptive Developmental Outcomes at Different Ages (and Different Cultures) and Methods Used to Test Associations

January 31st: Nurture: Parents as a Source of Environmental Influence

Readings: Fearon, R., van IJzendoorn, M. H., Fonagy, P., Bakermans-Kranenburg, M., Schuengel, C., Bokhorst, C. (2006). In search of shared and nonshared environmental factors in security of attachment: A behavior-genetic study of the association between sensitivity and attachment security. *Developmental Psychology*, 42, 1026-1040.

Luthar, S. & Latendresse, S. (2005). Comparable "risks" at the socioeconomic status extremes: Preadolescents' perceptions of parenting. *Development and Psychopathology*, 17, 207-230.

Student presentation: One of the above articles (If 2 students present, each presents 1 article)

Discussion: Both assigned articles

Lecture/discussion: Non-family Influences on Development

February 7th: Other sources of Environmental Influence: Peers, Neighborhoods, Schools

Readings: Chung, L. C., & Steinberg, L. (2006). Relations between neighborhood factors, parenting behaviors, peer deviance, and delinquency among serious juvenile offenders. *Developmental Psychology*, 42, 319-331.

Dohnt, H. & Tiggemann, M. (2006). The contribution of peer and media influences to the development of body satisfaction and self-esteem in young girls: A prospective study. *Developmental Psychology*, 42, 929-936.

Student presentation: One of the above articles (If 2 students present, each presents 1 article)

Discussion: Both assigned articles

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

February 14th: The Neurobiology of Development

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.

De Haan, M. & Nelson, C. (1999). Brain activity differentiates face and object processing in 6-month-old infants. *Developmental Psychology*, 35, 1113-1121.

Parker, S., Nelson, C., and The Bucharest Early Intervention Project Core Group. (2005). *Development and Psychopathology*, 17, 621-639.

Discussion: Neural development is affected by experience and affects behavioral development

Student presentation/discussion: One of the above articles (If 2 present, each presents 1 article)

February 21st: 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.

Jaffari-Bimmel, Juffer, van IJzendoorn, Bakersman-Kranenburg, Mooijaart, A. (2006). Social development from infancy to adolescence: Longitudinal and concurrent factors in an adoption sample. *Developmental Psychology*, 42, 1143-1153.

Student presentation: One of the above articles (If 2 students present, each presents 1 article)

Discussion: Both assigned articles

****Receive take-home final exam question(s).**

February 28th: Race and Ethnicity as Influences on Development

Readings: Hughes, D, Rodriguez, J., Smith, E., Johnson, D., Stevenson, H., Spicer, P. (2006). Parents' ethnic-racial socialization practices: A review of research and directions for future study. *Developmental Psychology*, 42, 747-770.

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.

Student presentation: One of the above articles (If 2 students present, each presents 1 article)

Discussion: Both assigned articles