



PSYCHOLOGY 584:
ADVANCED DEVELOPMENTAL PSYCHOLOGY

Fall 2008
Thursdays, 1:30 – 4:15 PM, in 636 Poe Hall

Faculty

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Overview

Welcome to PSY 584! This course is a core component of the doctoral training program in developmental psychology. As such, the class is designed to provide them with a conceptual framework for conducting research in developmental psychology.

The course focuses on the origins, maintenance and change of behavior and cognition across the lifespan. The major theoretical issues that define the field will be emphasized and examined from the perspective of developmental systems theory. Not surprisingly, the question of the relation between nature-nurture is of central importance in understanding the origins of behavior and cognition. Contemporary research on genes and experience will be applied, and the classic dichotomy will be re-conceptualized as *probabilistic epigenesis*. This perspective presents individuals as active contributors to their own development. The way in which development is shaped by aspects of the socio-cultural context is another focus of the course. Another major concern is the ways in which adaptive functioning is maintained in the presence of aging, injury, or trauma. The nature of developmental change will also be explored. In addition, throughout the semester we will consider the implications of these theoretical issues for understanding atypical development and for optimizing individuals' functioning in everyday environments. A basic premise of the course is that our perspectives on the key theoretical issues in development guide our decisions as scientists and as practitioners in psychology and related areas.

The readings were selected to provide students with both an introduction to many of the most influential studies in the field (as defined by Dixon, 2003), and to present contemporary perspectives on the major issues in the field through inclusion of very recent reports. The choice of readings also represents the attempt to convey some of the historical context and to introduce several emerging issues. Of course, the coverage could not be comprehensive, and some critical content areas remain to be addressed in future coursework in social and cognitive development.

Further, although the field encompasses lifespan development, there is an emphasis on childhood. Similarly, although the discipline includes research with other animals as well as humans, the focus in the course is almost exclusively on human development.

A modified seminar format will be applied, with participants' questions and comments determining much of the content of each session. A typical class will be anchored by the overview conveyed in a chapter and will continue in the critical examination of primary source readings. To evaluate and synthesis the course content, students will complete three written assignments. (See the class schedule below for dates.)

Objectives

Objectives for the course are as follows:

1. To appreciate developmental psychology as the scientific study of the origins, maintenance, and change of behavior and cognition across the lifespan.
2. To begin to conceptualize development as the product of a system of influences, involving reciprocally-determined interactions between individuals and their environments within ecological and historical contexts.
3. To examine alternative sources of development, including endogenous and exogenous factors and their interactions.
4. To evaluate the present status of the nature-nurture debate and its implications for theory, research, and policy.
5. To understand two perspectives on developmental change, continuity-discontinuity and stability-instability, and to explore some of its implications for practice and policy.
6. To identify factors associated with risk and resilience in development.
7. To explore contextual influences on development at the multiple levels.
8. To develop skills in critical thinking and communication through guided practice and feedback.

Audience and Prerequisites

As noted above, the course is part of the training core for doctoral students in developmental psychology. Students from other areas of psychology and from related disciplines are welcome and their perspectives are valued. It must be understood that, whereas students are encouraged to apply the material to their own interests and objectives, the content is determined by the established course objectives.

All participants must have serious interests in developmental science. In addition, at least nine credit hours of course work in psychology at the undergraduate and/or graduate level are required. One of these courses must be an introductory course in developmental psychology (including human development, lifespan development, child psychology, child development, or adolescence).

Readings

Assigned readings as well as detailed assignment information and resource materials are available on the course homepage, accessed through <http://vista.ncsu.edu>. The site is password

protected and available only to enrolled students. Note that some changes to the readings may be made in response to students' backgrounds and needs.

Expectations

Academic Integrity: Participants will to adhere to the University's Code of Student Conduct (http://www2.ncsu.edu/prr/student_services/student_conduct/POL445.00.1.htm). Consistent with the provisions of this Code, academic dishonesty is defined as cheating, plagiarism, and aiding and abetting others to cheat or plagiarize. Students who are accused of violations of the Code will be referred to the Coordinator, Office of Student Conduct.

Although the work that students submit for grades must represent only their individual efforts, a collaborative approach to learning is encouraged. Almost everyone benefits from active learning through responding to questions from others and discussing alternative viewpoints. Participants are urged to discuss the readings and assignments with their classmates in preparing for class and may prepare to write essays by clarifying the understanding of the concepts with colleagues.

Participation: Attendance at every meeting is expected. Any student who is unable to attend class at any point during the semester must contact the professor and make every reasonable effort to turn in any work assigned for the session. Given the importance of class sessions, the participation grades of students who for any reasons miss more than one class may be lowered.

The course will use a modified seminar format; hence, much of each session will be devoted to the discussion of the week's readings. Given this format, it is imperative that all students come prepared to participate. To be prepared, students must have completed the reading assignments before class. In addition, they must be ready to ask questions concerning material they did not understand. Further, participants must provide comments that will assist the group in analyzing, evaluating, integrating, and applying the content. On some occasions, advance written submission of points for discussion will be assigned.

Participation also involves meeting the responsibility for making the course a valuable learning experience for all. This aspect of participation includes creating a climate in which individuals are respected and learning is valued. Responsible participation involves careful attention to others' questions and comments, openness to new ideas and differing viewpoints, facilitation of the session's objectives, and reasonable assistance to colleagues in and out of class.

In addition, participants are encouraged to talk with the professor about any concerns they have regarding assignments, use of class time, grading, etc. Some changes in the syllabus may be negotiated. An anonymous, written evaluation form will be distributed at mid-term to elicit students' formative feedback.

Each member will serve as discussion leader for at least one reading, selected during the second week of the semester. Students will receive formal feedback from the professor on their performance in this capacity.

Essays: In lieu of examinations, each student will complete three essays that will be written in response to questions prepared by the professor and posted on the website in advance of the

submission date. The essays are designed to encourage the analysis, synthesis, application and evaluation of the previously assigned readings.

Students will have full access to the textbook and other materials in preparing the essays. Papers will be approximately five pages in length, word processed, and turned in on the dates indicated on the course schedule. Except in unusual situations, late papers will not be accepted. Contact the professor as soon as possible if you anticipate being unable to complete the assignment as scheduled.

Essays will be returned with comments and a letter grade at the class meeting following their submission. In the event that students receive evaluations that do not meet their expectations, they will have the opportunity to re-do the assignment by preparing an essay in response to another prompt.

Accommodations

Reasonable accommodations will be made for students with verifiable disabilities. Please register with Disability Services for Students at 1900 Student Health Center, 515-7653. See http://www.ncsu.edu/provost/offices/affirm_action/dss for more information.

Regardless of disability status, all students who wish to do so are encouraged to take any steps needed to make the material more accessible to them. Such adaptations include but are not limited to audiorecording class discussions, sharing class notes, requesting that material presented in class be posted on the course website, obtaining individual assistance from the professor (during office hours or by appointment), using computers to assist in notetaking, rearranging seating, and consulting with an editor in the preparation of essays. Students who wish to make arrangements not listed above should discuss their needs with the instructor during office hours within the first two weeks of the semester. Unless such adaptations could breach academic integrity or disrupt learning for other class members, they will be looked upon favorably.

Evaluation

The various components of the course are weighted as follows: Participation, 20%, including service as discussion leader and submission of questions for discussion; First Essay, 25%; Second Essay, 25%; Third Essay, 30%.

Letter grades will be assigned to each submission on the traditional A, B, and C (etc.) scale. These grades will awarded on a 10-point scale, with As = 90-100, Bs = 80-89, etc. Plus and minus grading will be used and will correspond to the upper and lower 2-point boundary of the category (e. g., a B+ represents a grade of 88-89). The professor reserves the right to raise (but not to lower) a borderline grade if the student has demonstrated unusually high levels of involvement, has shown marked improvement over the semester, and/or has made a notable achievement.

READING LIST FOR ADVANCED DEVELOPMENTAL PSYCHOLOGY

- Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives*, 1, 68-73.
- Baillargeon, R. (1987). Object permanence in 3.5 and 4.5-month-old infants. *Developmental Psychology*, 23, 655-664.
- Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist*, 52, 366-380.
- Beckett, C., Maughan, B., Rutter, M., Castle, J., Colvert, E., Groothues, C., Kreppner, J., Stevens, S., O'Connor, T. G., & Sonuga-Barke, E. J. S. (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.
- Bell, R. Q. (1968). A reinterpretation of the direction of effects in studies of socialization. *Psychological Review*, 75, 81-95.
- Berenthal, B. I., Campos, J. & Kermoian, R. (1994). An epigenetic perspective on the development of self-produced locomotion and its consequences. *Current Directions in Psychological Science*, 5, 140-145.
- Bjorklund, D. F., & Ellis, B. J. (2005). Evolutionary psychology and child development: An emerging synthesis. In D. F. Bjorklund & B. J. Ellis (Eds.), *Origins of the social mind: Evolutionary psychology and child development* (Chapter 1, pp. 3-18). New York: Guilford.
- Bornstein, M. H., Hohn, C.-S., Bell, C., Haynes, O. M., Slater, A., Golding, J., Wolke, D., et al. (2006). Stability in cognition across early childhood: A developmental cascade. *Psychological Science*, 17, 151-158.
- Brehmer, Y., Li, S.-C., Straube, B., Stoll, G., von Oertzen, T., Muller, V., & Lindenberger, U. (2008). Comparing memory skill maintenance across the life span: Preservation in adults, increase in children. *Psychology and Aging*, 23, 227-238.
- Broadman, J. D., Saint Onge, J. M., Haberstick, B. C., Timberlake, D. S., & Hewitt, J. S. (2008). Do schools moderate the genetic determinants of smoking? *Behavior Genetics*, 38, 234-246.
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- Bronfenbrenner, U. (1977). An experimental ecology of human development. *American Psychologist*, 32, 513-531.
- Campos, J. J., Berenthal, B. I., & Kermoian, R. (1992). Early experience and emotional development: The emergence of wariness of heights. *Psychological Science*, 3, 61-64.
- Caprara, G. V., Dodge, K. A., Pastorelli, C., & Zelli, A. (2008). How marginal deviations sometimes grow into serious aggression. *Child Development Perspectives*, 1, 33-39.

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- Coe, C. L., & Lubach, G. R. (2008). Fetal programming: Origins of health and illness. *Current Directions in Psychological Science, 17*, 36-41.
- Dean, D., & Kuhn, D. (2007). Direct instruction vs. discovery: The long view. *Science Education, 10*, 384-397.
- Elder, G., Gimbel, C., & Ivie, R. (1991). Turning points in life: The case of military service and war. *Military Psychology, 3*, 215-231.
- Goldhaber, D. E. (2000). *Theories of human development: Integrative perspectives* (Chapter 13, pp. 303-324). Mountain View, CA: Mayfield.
- Gottlieb, G. (1991a). Experiential canalization of behavioral development: Theory. *Developmental Psychology, 27*, 4-13.
- Gottlieb, G. (1991b). Experiential canalization of behavioral development: Results. *Developmental Psychology, 27*, 35-39.
- Gottlieb, G. (2007). Probabilistic epigenesis. *Developmental Science, 10*, 1-11.
- Hertzog, C., & Schaie, K. W. (1986). Stability and change in adult intelligence: 1. Analysis of longitudinal covariance structures. *Psychology and Aging, 1*, 159-171.
- Lamb, M. E., & Lewis, C. (2005). The role of parent-child relationships in child development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5th ed.) (Chapter 10, pp. 429-468). Mahwah, NJ: Lawrence Erlbaum.
- Lerner, R. M. (2002). *Concepts and theories of human development* (2nd ed.) (Chapter 5, pp. 106-137, and Chapter 15, pp. 360-388). Mahwah, New Jersey: Erlbaum.
- Lerner, R. M., Theokas, C., & Bobek, D. L. (2005). Concepts and theories of human development: Historical and contemporary dimensions. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook* (5th ed.) (Chapter 1, pp. 3-43). Mahwah, NJ: Lawrence Erlbaum.
- Li, K. Z. H., Lindenberger, U., Freund, A. M., & Baltes, P. B. (2001). Walking while memorizing: Age-related differences in compensatory behavior. *Psychological Science, 12*, 230-237.
- Masten, A., & Obradovic, J. (2006). Competence and resilience in development. *Annals of the New York Academy of Science, 1094*, 13-27.
- Maurer, D., Lewis, T. L., & Mondloch, C. J. (2005). Missing sights: Consequences for visual cognitive development. *Trends in Cognitive Science, 9*, 144-151.

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- Michel, G. F., & Tyler, A. N. (2005). Critical period: A history of the transition from questions of when, to what, to how. *Developmental Psychobiology*, 46, 156-162.
- Mistry, J., Chaudhuri, J. H., & Diez, V. (2005). Ethnotheories of parenting. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Applied developmental science: An advanced textbook* (Chapter 9, pp. 201-225). Thousand Oaks, CA: Sage.
- Nelson, C. A. (2005). Neural development and lifelong plasticity. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Applied developmental science: An advanced textbook* (Chapter 2, pp. 31-60). Thousand Oaks, CA: Sage.
- Pasterski, V. L., Geffner, M. E., Brain C., Hindmarsh, P., & Brock, C. Prenatal hormones and postnatal socialization by parents as determinants of male-typical toy play in girls with congenital adrenal hyperplasia. *Child Development*, 76, 264-278.
- Raalte, E., Van Ijzendoorn, M. H., & Bakermans-Kranenburg, M. J. (2007). Quality of care after early childhood trauma and well-being in later life: Child holocaust survivors reaching old age. *American Journal of Orthopsychiatry*, 77, 514-522.
- Reuter-Lorenz, P. A., & Cappell, K. A. (2008). Neurocognitive aging and the compensation hypothesis. *Current Directions in Psychological Science*, 17, 177-182.
- Rutter, M. (2006). *Genes and behavior: Nature-nurture interplay explained* (Chapter 9-11, pp. 178-225). Malden, MA: Blackwell.
- Sameroff, A. J. (2000). Developmental systems and psychopathology. *Development and Psychopathology*, 12, 297-312.
- Sameroff, A. J., & Chandler, M. J. (1975). Reproductive risk and the continuum of caretaking casualty. In F. D. Horowitz, M. Hetherington, S. Scarr-Salapatek, & G. Siegel (Eds.), *Review of Child Development Research* (Vol. 4, pp. 187-244). Chicago: University of Chicago Press.
- Scarr, S., & Weinberg, R. A. (1983). The Minnesota Adoption Studies: Genetic differences and malleability. *Child Development*, 54, 260-267.
- Stratton, P. Contemporary families as contexts for development. In J. Valsiner & K. J. Connolly (Eds.), *Handbook of Developmental Psychology* (Chapter 15, pp. 333-357). Thousand Oaks, CA: Sage.
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- Stiles, J., Reilly, J., Paul, B., & Moses, P. (2005). Cognitive development following early brain injury: Evidence for neural adaptation. *Trends in Cognitive Sciences*, 9, 136-143.
- Walker, E., & Tessner, K. (2008). Schizophrenia. *Perspectives in Psychological Science*, 3, 30-37.

Wallace, D. E., Jr. (2003a). Twenty studies that fascinated child psychology. *Newsletter of the Society for Research in Child Development*, 46(4). 4-5.

Wallace, D. E., Jr. (2003b). *Twenty studies that revolutionized child psychology*. Upper Saddle River, NJ: Prentice-Hall.

Werner, E. E. (1995). Resilience in development. *Current Directions in Psychological Science*, 4, 81-85.

Werner, E. E., & Smith, R. S. (2001). *Journeys from childhood to midlife: Risk, resilience, and recovery* (Chapter 2, pp. 2-15; Chapter 12, 164-183). Ithaca, NY: Cornell University Press.

Werker, J. F., & Desjardins, R. N. (1995). Listening to speech in the first year of life: Experiential influences on phoneme perception. *Current Directions in Psychological Science*, 4, 76-81.

Introductions and Organization				
Part I: ORIGINS OF BEHAVIOR AND COGNITION				
<i>Date</i>	<i>Topic</i>	<i>Basic Reading</i>	<i>Canon</i>	<i>Current Perspectives</i>
08/21				
08/28	Genes and Experience	Rutter (2006)	Scarr & Weinberg (1983)	Broadman et al. (2008)
09/04	Probabilistic Epigenesis	Gottlieb (2007)	Gottlieb (1991a, 1991b)	Coe & Lubach (2008)
09/11	Timing of Experience	Michel & Tyler (2004) Berenthal et al. (1994)	Weiker & Desajardins (1995) Campos et al. (1992)	Mauer et al. (2005)
09/18	Contextual Influences	Stratton (2003) Mistry et al. (2005)	Bronfenbrenner (1977)	Caprara et al. (2008)
09/25	Evolutionary Perspectives	Bjorklund & Ellis (2005)	Guest Lecture by Professor David Martin	
09/29	Submit First Written Assignment (Analysis)			

Part II: MAINTENANCE OF BEHAVIOR AND COGNITION					
<i>Date</i>	<i>Topic</i>	<i>Basic Reading</i>	<i>Canon</i>	<i>Current Perspectives</i>	
10/02	Continuity and Stability	Lerner (2002), Chapter 5	Hertzog & Schaie (1986)	Bornstein et al. (2006)	
10/09	Fall Break				
10/16	Selective Optimization & Compensation	K. Li et al. (2001) Brehmer et al. (2008)	Baltes (1997)	Reuter-Lorenz & Cappell (2008)	
10/23	Plasticity	Nelson (2005)	Stiles et al. (2005)	Beckett et al. (2006)	
10/30	Risk and Resilience	Werner & Smith (2001), Chapters 1 & 12 Masten & Obrandovic (2006)	Werner (1995)	Raalte et al. (2008)	
11/03	Submit Second Written Assignment (Synthesis)				

Part III: CHANGE				
<i>Date</i>	<i>Topic</i>	<i>Basic Reading</i>	<i>Canon</i>	<i>Current Perspectives</i>
11/06	Stages of Development	Lerner (2002), Chapter 15	Baillargeon (1987)	Dean & Kuhn (2007)
11/13	Socialization: Bi-directional Effects	Lamb & Lewis (2005)	Bell (1968)	Pasterski et al. (2005)
11/20	Life Course Perspectives Cohort Effects	Goldhaber (2000)	Elder, Gimbel & Ivie (1991)	Arnett (2007)
11/27	<i>Thanksgiving</i>			
12/04	Applications of Developmental Systems	Sameroff (2000) Lerner, Theokas & Bobek (2005)	Sameroff & Chandler (1975) ¹	Walker & Tesser (2008)
12/11	<i>Final Essay Submitted (Application/Evaluation)</i>			

¹ Recommended.