Advanced Developmental Psychology
PSYC 611, 3 credits
Spring 2016

Time: Tuesdays, 3:30 to 6:00 pm
Location: BPS 1140A
Website: http://elms.umd.edu

Instructor: Jonathan Beier
jsbeier@umd.edu
Office hours: by appointment

Course description and goals

This graduate seminar surveys classic and current work in Developmental Psychology. We will review development across a broad range of domains, including cognitive, linguistic, social, emotional, and neural development. Across these domains, we will consider the contributions of nature, nurture, and their interaction to developmental trajectories, continuity and discontinuity in development, the mechanisms that give rise to developmental change, and the insights that can be gleaned from studies of both general patterns and individual differences.

Students will develop an understanding of the methods and theoretical perspectives of developmental psychological research, through weekly readings and discussion of the primary academic literature. A major goal of this course will be for students to identify areas in which an appreciation for developmental processes can inform other areas of psychological investigation.

Course requirements and evaluation

Summary:

10%	Attendance and Participation
10%	Online responses (every week)
10%	Discussion facilitation (two times at 5% each)
20%	Quizzes (three times, in-class)
20%	Final paper (due 4/22)
30%	Final Exam (in-class, per final exams schedule)

Attendance and class participation (10%):

Be prepared and be engaged! This course requires active discussion among its participants. Students are expected to have read all of the assigned readings prior to each class day. Your grade will be based on whether you are prepared for discussion, the relevance of your comments to the ongoing conversation, and your ability to integrate the readings and comments made by other seminar participants.

Online responses (10%):

Each week, students will compose a short response to that week's readings. Each post will follow a common format, designed to help you gather your thoughts in advance of class. This format is described in more detail in the document, "*Guidelines for Online Response Posts*", appended to this syllabus.

Response posts should be posted to the Discussion Board on the course website; each week there will be a new Forum on the board. **Responses must be posted by 5 pm on the Monday before class**. Peer facilitators are not exempt from discussion posts. All students are encouraged to review their classmates' posts prior the class meeting.

Discussion facilitation (10%):

Approximately three students will be designated as peer discussion facilitators for each class meeting. Based on current enrollment, this should work out to about two days per student. We will hold signups during the first class meeting.

There are a number of possible contributions that peer facilitators may make. These include preparing and presenting a summary handout for an assigned reading, presenting a brief tutorial on an additional topic relevant to the day's class, and reviewing other students' online responses in order to coordinate a discussion plan; other possibilities may also present themselves. The course instructor and/or guest lecturers will formulate a plan with the designated facilitators prior each class meeting.

Quizzes (20%):

Educational research indicates that frequent and regular assessment of knowledge of course material is a particularly effective way to help students learn and retain information. There will be three in-class quizzes over the course of the semester, with points on these quizzes summing to 20% of your course grade. These will be simple and straightforward, easily mastered with ongoing reading of course materials and review of class notes.

Quiz dates are as follows:

Quiz #1 – February 9
Quiz #2 – March 1
Quiz #3 – April 12

Final paper (20%):

Each student will write a literature review on an aspect of development relevant to their own research program. The review will include a discussion of the historical development of the construct of interest, an analysis of how different methods have been used to study it, and a summary of where the literature stands today. More detail will be provided in class and in a handout as the assignment approaches. The main text of the paper will be 2,500 words. Clear, polished writing is expected.

The final paper is due on **Friday, April 22nd at 5:00 pm**. It should be submitted via the course website.

Final exam (30%):

An in-class final exam will be given during finals week on the date officially scheduled for this class by the University. The final exam will consist of a) cumulative, integrative essays based on concepts discussed in the course related to developmental science; b) short-answer questions, and c) multiple-choice questions.

Policies

Academic integrity

Academic integrity is a serious matter, and the Department of Psychology has a zero-tolerance policy towards academic dishonesty. Please review our statement on the ethics of scholarship, appended to this syllabus.

The Student Honor Council requests that faculty members place the following passage in their course syllabi in order to inform students of the consequences of academic dishonesty:

> "The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html."

Excused absences

Please email me any anticipated absences, included religious observances, within the first two weeks of class. This is important so that we can arrange a plan in advance for you to cover that material independently.

A student who experiences a prolonged absence or an illness preventing attendance at a major Scheduled Grading Event is required to provide written documentation of the illness from the Health Center or an outside health care provider, verifying the dates of treatment and the time period during which the student was unable to meet academic responsibilities.

The policy for non-consecutive, medically necessitated absences from more than a single class is that a note from the University Health Center or another health care provider will be required.

The final exam is considered "Major Scheduled Grading Events." As such, a note from the University Health Center or another health care facility will be required in the case of an absence.

Class conduct

All students are expected to conduct themselves professionally and with respect for the speakers and students who participate in this course. Internet usage is for class assignments only. Cell phone use, including texting, is not permitted. Please silence your cell phones and keep them in your backpack during class.

Students with disabilities or special needs

I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the Spring 2016 semester. This form must be presented to me no later than March 1, 2016. I am not able to accommodate students who are not registered with DSS or who do not provide me with documentation which has been reviewed by DSS after March 1, 2016.

Inclement weather and Campus Emergency Policy

We will hold class unless there is an official closure or delay announced by the University. Official closures and delays are announced on the campus website (http://www.maryland.edu/) and snow phone line (301-405-SNOW) as well as local radio and TV stations. In the event that the campus is closed for an extended time due to emergency, students should check with the professor via email regarding how the course will be continued or completed. Please make sure that you have a current e-mail address listed with the University at all times. In the event that final exams are cancelled, final grades may be determined by work completed up until that point.

Copyright

Lectures and course matter are copyright protected. Written instructor consent must be obtained for reproduction and distribution of lecture notes and course material, whether or not for commercial use.

Tentative Class Schedule

Date	Topic	Quiz?	Guest?
SNOW	Organizational meeting		
2/2	Intro to the Developmental Perspective		
2/9	Case study: Depth perception	Quiz #1	
2/16	Nature through nurture		T. Riggins
2/23	Brain development		E. Redcay
3/1	Attachment 1	Quiz #2	J. Cassidy
3/8	Attachment 2		J. Cassidy
3/15	*SPRING BREAK*		
3/22	Bucharest Early Intervention Project		N. Fox
3/29	Social cognition 1		
4/5	Social cognition 2		
4/12	Atypical development: the case of autism	Quiz #3	E. Redcay
4/19	Language development		R. Newman
4/26	Cognitive development 1		T. Riggins
5/3	Cognitive development 2		T. Riggins
5/10	Early experiences, later functioning		J. Cassidy

Class Readings and Detailed Outline:

Notes:

- *Readings are subject to revision as the course proceeds. This documents lists specific readings through Spring Break; an updated list will be provided prior to Spring Break.*
- *I recommend you engage the readings in the order they are listed on the syllabus.*
- *Where offered, readings marked as optional are provided as recommendations for where to continue, should you be interested in learning more about that day's topic. "Optional" means optional.*

January 26: Introduction and organization

CLASS CANCELLED DUE TO UNIVERSITY CLOSURE.

We will begin the next class meeting with an overview of the course organization, but please review the details of this syllabus on your own so that we may keep this brief.

February 2: Introduction to the Developmental Perspective

For this class, please review the "*Core issues and themes in Developmental Psychology*" document, available in the readings download area of ELMS.

Primary readings:

Lewin, R. (1984). Why is development so illogical? *Science, 224,* 1327-1329.

Miller, P. H. (2011) *Theories of Developmental Psychology, 5th Edition.* Chapter 1. Introduction (pp. 1-26). Worth Publishers: New York City, New York.

Landau, B. (2009). The importance of the nativist – empiricist debate: Thinking about primitives without primitive thinking. *Child Development Perspectives*, *3*(2), 88-90.

Cicchetti, D. & Rogosch F. A. (1996). Equifinality and multifinality in developmental psychopathology. *Development and Psychopathology, 8, 597-600*.

Masten, A., & Cicchetti, D. (2010). Developmental cascades. *Development and Psychopathology, 22*, pp 491-495.

Optional:

Shonkoff, J. P. & Phillips, D. A. (Eds.) (2000). *From Neurons to Neighborhoods.* Chapters 1 (pp. 19-39). National Academy Press, Washington, DC.

February 9: Depth Perception

Quiz #1 will be conducted at the beginning of class.

Primary readings:

Kellman, P. J., & Arterberry, M. E. (1998). Space perception. In *The cradle of knowledge: Development of perception in infancy* (pp. 79-109). Cambridge, MA: MIT press.

Gibson, E. J., & Walk, R. D. (1960). The "visual cliff". *Scientific American*, *202*(4), 64-71.

Slater, A., Mattock, A., & Brown, E. (1990). Size constancy at birth: Newborn infants' responses to retinal and real size. *Journal of Experimental Child Psychology*, *49*(2), 314-22.

Adolph, K. E., Kretch, K. S., & LoBue, V. (2014). Fear of heights in infants? *Current Directions in Psychological Science*, *23*(1), 60-66.

February 16: Nature through Nurture (Guest: Riggins)

Primary readings:

Basics *(read both in detail):*

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

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

Examples (read at least 1 of the following 3 in detail):

Social Behavior
Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W., Taylor, A., & Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children. *Science,* 2;297(5582):851-4.

Cognition

Turkheimer, E.; Haley, A.; Waldron, M. (2003). Socioeconomic status modifies heritability of IQ in young children.; *Psychological Science, Vol. 14(6*), 623-628.

Health

Hertzman, C., & Boyce, T. (2010). How experience gets under the skin to create gradients in developmental health. *Annual Review of Public Health*, *31*, 329–347 3p following 347.

Frontiers (read in detail):

Rutter, M. (2012). Achievements and challenges in the biology of environmental effects. *Proceedings of the National Academy of Sciences*, *109*(Supplement_2), 17149–17153.

February 23: Brain development (Guest: Redcay)

Primary readings:

Johnson, M. H. (2001). Functional brain development in humans. *Nature Reviews. Neuroscience*, *2*(7), 475–483.

Moulson, M. C., & Nelson, C. A. (2008). Neurological development. In M. M. Haith & J. B. Benson (Eds.), *Encyclopedia of Infant and Early Childhood Development,* Elsevier, Inc.

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. E. (Eds.), *Handbook of child and adolescent psychiatry, Vol. 6: Basic psychiatric science and treatment* (pp. 31-53). New York : J. Wiley & Sons.

Karmiloff-Smith, A. (2010). Neuroimaging of the Developing Brain. Taking "Developing" seriously. *Human Brain Mapping*, 6:934-941.

Bedny, M., Richardson, H., Saxe, R. (2015) "Visual" cortex response to spoken language in blind children. *Journal of Neuroscience*, 35(33):11674-81.

March 1: Attachment, part 1 – Theory (Guest: Cassidy)

Quiz #2 will be conducted at the beginning of class.

Primary readings:

An evolutionary approach

Bowlby, J. (1988). The origins of attachment theory. In J. Bowlby, *The secure base* chapter 2, pages 20-38. New York: Basic Books.

Cassidy, J. (2008). The nature of the child's ties. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of Attachment: Theory, Research, and Clinical Applications,* 2nd edition. New York: Guilford.

Theory of individual differences in attachment quality

Weinfield, N., Sroufe, L. A., Egeland, B., & Carlson, E. A. (2008). Individual differences in infant-caregiver attachment: Conceptual and empirical aspects of security. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of Attachment: Theory, Research, and Clinical Applications,* 2nd edition. New York: Guilford.

Attachment beyond infancy

Ainsworth, M. D. (1989). Attachments beyond infancy. *American Psychologist*, 44, 709-716.

March 8: Attachment, part 2 – Methods and Research (Guest: Cassidy)

Primary readings:

Measurement in infancy and childhood

Solomon, J., & George, C. (2008). Measurement of attachment security in infancy and childhood. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of Attachment: Theory, Research, and Clinical Applications,* 2nd edition. [section on infancy only]). New York: Guilford.

Precursors and sequellae of early attachment security (read one of these two)

Belsky, J., & Fearon, P. (2008). Precursors of attachment security. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of Attachment: Theory, Research, and Clinical Applications,* 2nd edition. New York: Guilford.

OR

Thompson, R. (1999). Early attachment and later development. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of Attachment: Theory, Research, and Clinical Applications* (pp. 265-286). New York: Guilford.

Measurement of adult attachment (read one of these two)

Shaver, P. R., & Mikulincer, M. (2004). What do self-report attachment measures assess? In W. S. Rholes & J. A. Simpson (Eds.), *Adult Attachment: Theory, Research, and Clinical Implications* (pp. 17-54). New York: Guilford.

OR

Hesse, E. (1999). The Adult Attachment Interview: Historical and current perspectives. In J. Cassidy & P. R. Shaver (Eds.), *The Handbook of Attachment: Theory, Research, and Clinical Applications,* 1st edition. New York: Guilford.

March 15: SPRING BREAK

March 22: Bucharest Adoption Study (Guest: Fox)

Humphreys, K. L., Gleason, M. M., Drury, S. S., Miron, D., Nelson, C. A., Fox, N. A., & Zeanah, C. H. (2015). Effects of institutional rearing and foster care on psychopathology at age 12 years in romania: Follow-up of an open, randomised controlled trial. *The Lancet Psychiatry*, *2*(7), 625-634.

McLaughlin, K. A., Sheridan, M. A., Tibu, F., Fox, N. A., Zeanah, C. H., & Nelson, C. A. (2015). Causal effects of the early caregiving environment on development of stress response systems in children. *Proceedings of the National Academy of Sciences of the United States of America*, *112*(18), 5637-42.

Bick, J., Zhu, T., Stamoulis, C., Fox, N. A., Zeanah, C., & Nelson, C. A. (2015). Effect of early institutionalization and foster care on long-term white matter development: A randomized clinical trial. *JAMA Pediatrics*, *169*(3), 211-9.

Humphreys, K. L., McGoron, L., Sheridan, M. A., McLaughlin, K. A., Fox, N. A., Nelson, C. A., & Zeanah, C. H. (2015). High-Quality foster care mitigates callous-unemotional traits following early deprivation in boys: A randomized controlled trial. *Journal of the American Academy of Child and Adolescent Psychiatry*, *54*(12), 977-83.

March 29: Social cognition, part 1 - Agents

Krogh-Jespersen, S., & Woodward, A. (in press). Infant origins of social cognition. In L. Balter & C. Tamis-Lamonda (Eds.), *Child psychology: A handbook of contemporary issues.*

Sommerville, J. A., Woodward, A. L., & Needham, A. (2005). Action experience alters 3-month-old infants' perception of others' actions. *Cognition*, *96*(1), B1-11.

Flavell, J. H. (2004). Theory-of-mind development: Retrospect and prospect. *Merrill-Palmer Quarterly*, *50*(3), 274-290.

Onishi, K. H., & Baillargeon, R. (2005). Do 15-month-old infants understand false beliefs? *Science (New York, N.Y.)*, *308*(5719), 255-8.

Hamlin, . K. (2013). Moral judgment and action in preverbal infants and toddlers: Evidence for an innate moral core. *Current Directions in Psychological Science*, *22*(3), 186-193.

April 5: Social cognition, part 2 - Groups

Dunham, Y., Baron, A. S., & Banaji, M. R. (2008). The development of implicit intergroup cognition. *Trends in Cognitive Sciences*, *12*(7), 248-53.

Dunham, Y., Baron, A. S., & Carey, S. (2011). Consequences of "minimal" group affiliations in children. *Child Development*, *82*(3), 793-811.
Shutts, K. (2015). Young children's preferences: Gender, race, and social status. *Child Development Perspectives*, *9*(4), 262-266.

Olson, K. R., Key, A. C., & Eaton, N. R. (2015). Gender cognition in transgender children. *Psychological Science*, *26*(4), 467-74.

Ambady, N., Shih, M., Kim, A., & Pittinsky, T. L. (2001). Stereotype susceptibility in children: Effects of identity activation on quantitative performance. *Psychological Science*, *12*(5), 385-390.

April 12: Atypical development: The case of autism (Guest lecture: Redcay)

Quiz #3 will be conducted at the beginning of class.

Karmiloff-Smith, A. (2009). Nativism versus neuroconstructivism: Rethinking the study of developmental disorders. *Developmental Psychology*, *45*(1), 56-63.

Greene, D. J., Colich, N., Iacoboni, M., Zaidel, E., Bookheimer, S. Y., & Dapretto, M. (2011). Atypical neural networks for social orienting in autism spectrum disorders. *NeuroImage*, *56*(1), 354-62.

Preissler, M. A., & Carey, S. (2005). The role of inferences about referential intent in word learning: Evidence from autism. *Cognition*, *97*(1), B13-23.

April 19: Language development (Guest: Newman)

Panneton, R., & Newman, R. (2012). Development of speech perception. In *Handbook of Auditory Research: Human auditory development* (Vol. 42, pp. 197-222). Springer

OPTIONAL: Courchesne, E., Pierce, K., Schumann, C. M., Redcay, E., Buckwalter, J. A., Kennedy, D. P., & Morgan, J. (2007). Mapping early brain development in autism. *Neuron*, *56*(2), 399-413.

Werker, J. F., & Tees, R. C. (1984). Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. *Infant Behavior and Development*, *7*(1), 49-63.

Damonte, J. C., Johanson, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2014). Emergentist coalition model of word learning . In P. J. Brooks & V. Kempe (Eds.), *Encyclopedia of language development* (pp. 194-197). Washington DC: Sage.

April 26: Cognitive Development, part 1 (Guest: Riggins)

Piaget, J. (1964). Development and learning. In R.E. Ripple and V.N. Rockcastle (eds). Piaget rediscovered, a report on the Conference on Cognitive Studies and Curriculum Development, (pp. 228-237).

Siegler, R. S. (1994). Cognitive variability: A key to understanding cognitive development. Current Directions in Psychological Science, 3, 1-5.

DeLoache, J. S. (2004). Becoming symbol-minded. Trends in Cognitive Sciences, 8, 66-70.

DeLoache, J. S., Uttal, D. H., & Rosengren, K. S. (2004). Scale errors offer evidence for a perception-action dissociation early in life. *Science (New York, N.Y.)*, *304*(5673), 1027-9.

DeLoache, J. S., Miller, K. F., & Rosengren, K. S. (1997). The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations. *Psychological Science*, *8*(4), 308-313.

Xu, F., & Kushnir, T. (2013). Infants are rational constructivist learners. *Current Directions in Psychological Science*, *22*(1), 28-32.

Kushnir, T., Xu, F., & Wellman, H. M. (2010). Young children use statistical sampling to infer the preferences of other people. *Psychological Science*, *21*(8), 1134-40.

May 3: Cog Development, part 2 – Memory, Executive Function (Guest: Riggins)

Executive Function

READ PAGES 115 – 123:
Shonkoff, J. P., & Phillips, D. A. (2000). Acquiring self-regulation. In *From neurons to neighborhoods: The science of early childhood development.* National Academies Press.

Zelazo, P. D., Carlson, S. M., & Kesek, A. (2008). The development of executive function in childhood. In C. Nelson & M. Luciana (Eds), *Handbook of developmental cognitive neuroscience* (2nd Ed.). Cambridge, MA: MIT Press.

Diamond, A., Barnett, W.S., Thomas, J., & Munro, S. (2007). Preschool program improves cognitive control.*Science, 318,* 1387-1388.

Memory
Ghetti, S. & Bunge, S. A. (2012). Neural changes underlying the development of episodic memory during middle childhood. *Developmental Cognitive Neuroscience, 2(4),* 381-95.

Bauer, P. J. (2006). Constructing a past in infancy: A neuro-developmental account. *Trends in Cognitive Sciences*, *10*(4), 175-81.

Riggins, T., Geng, F., Blankenship, S. L., & Redcay, E. (2016). Hippocampal functional connectivity and episodic memory in early childhood. *Developmental Cognitive Neuroscience*, *19*, 58-69.

May 10: Early experiences, later functioning (Guest: Cassidy)

Dykas, M. J., & Cassidy, J. (2011). Attachment and the processing of social information across the life span: Theory and evidence. *Psychological Bulletin*, *137*(1), 19-46.

Cassidy, J. (1994). Emotion regulation: Influences of attachment relationships. *Monographs of the Society for Research in Child Development*, *59*(2-3), 228-249.

READ PAGES 104 – 114:
Shonkoff, J. P., & Phillips, D. A. (2000). Acquiring self-regulation. In *From neurons to neighborhoods: The science of early childhood development.* National Academies Press.