

PSYC 6376: Developmental Psychology

Spring 2022 CRN 29038

Instructor: Dr. April Gile Thomas

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Office Hours: By appointment (virtually using course Zoom link)

Class Date and Time: Thursdays, 3:00-5:50 PM Mountain Time

Class Location: Meeting virtually, via Zoom (details below)

<https://utep-edu.zoom.us/j/83681614197?pwd=VHduNWVaZk5EaHA0TnJmb1dhOEhTZz09>

Meeting ID: 836 8161 4197

Passcode: usz9u2Np

Course Description: In this course students will explore, in depth, life-span development. An objective of this course is to introduce you to the major questions, debates, issues, and theories of developmental psychology. The course will provide an overview of the history of developmental psychology while integrating this background into contemporary research, policy, and applications. The first half of the course will cover the history and major debates and issues of developmental psychology. The second half of the course will cover the major theories of developmental psychology and aspects of development across different phases of the lifespan.

Readings:

Readings assembled for this seminar (see below) include empirical, theoretical, and review articles, as well as book chapters. The readings were selected to sample from various disciplines; article types (e.g., empirical research, review articles); and research strategies (e.g., laboratory analogs, file reviews, field work). Please be sure to read the assigned readings **before** the associated class date. All readings can be accessed via the class Blackboard website.

Student Requirements

1. **Attendance and participation (20%)**

All students are expected to come to class prepared, having read the assigned readings ahead of time and ready to engage in active discussion of the course material. This course is largely discussion-based; therefore, students are expected to contribute to the discussion in a thoughtful manner that is respectful of other students' views.

2. **Weekly discussions and questions (20%)**

Students *must* read the assigned material prior to each class and participate in class discussion. Class meetings will focus on reading, thinking critically about, and integrating the readings to understand key developmental principles, theories, and topics. To encourage critical thinking and engagement with the material (not just passive absorption of it), students will be required to write between 3-5 questions or comments about the readings. These questions need to be posted to Blackboard by noon on the day before class and should be integrative and thoughtful, demonstrating that students have not only read the material but attempted to integrate the ideas. The questions/comments can tie in prior week's topics as well.

3. **Discussion leader & final week article presentation (20%)**

Students will each sign up to independently lead the class discussion of the readings for one week of the course. All students will be required to read the readings ahead of time and engage

in class discussion every week; however, it will be the primary responsibility of one student to lead the discussion for his or her designated week. The format of this presentation/discussion is flexible and may be decided by the student. Additionally, in the final week of class, each student will select a developmental article that interests them which they will review and present to the class (details to come about these brief presentations).

4. **Writing assignment (40%) – DUE 4/28/2022**

a. **Select from options below:**

- i. **Literature review for journal submission.** Select a topic related to developmental psychology and conduct a thorough literature review. Prepare a written review for submission according to journal guidelines.
- ii. **Grant proposal.** Identify an appropriate funding mechanism and follow the guidelines established for that mechanism. Propose a project with a developmental psychology focus (using a developmental theory or framework, as well as developmental research questions).
- iii. **Manuscript for journal submission.** Using a dataset (your own, your advisors, mine, a public dataset), you will develop and test a research question and hypothesis relevant to developmental psychology. Identify a journal and prepare a publication-ready manuscript including standard APA sections (Abstract, Introduction, Literature Review, Method, Results, Discussion, References). Aim for 20-30 pages double-spaced (including tables, figures, and references).

b. **Assignment option and topic must be approved by instructor by 3/24/2022. You should indicate which journal or grant you will be submitting to (if appropriate).**

c. **Regardless of paper type, you should have a minimum of 10 sources post-2005.**

Policies

Academic Dishonesty

It is the official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Cheating or plagiarism in this class will result in penalties that may include a letter in the student's file as well as failing the course. The academic honesty code is available online at: <http://sa.utep.edu/osccr/academic-integrity/>

Accommodations

If you require accommodation, please contact the Center for Accommodations and Support Services (CASS) at 915-747-5148 or via e-mail (cass@utep.edu) during the first week of the semester or visit their office located in UTEP Union East, Room 106. They will help you with the required paperwork necessary to obtain accommodation. For additional information, please visit the CASS website at www.sa.utep.edu/cass

Discussion Ground Rules

1. **Respect Each Other.** To create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counterproductive to successful teaching and learning about topics.

2. **Discuss with the Purpose of Generating Greater Understanding.** The purpose of class discussions is to generate greater understanding about different topics. The expression of the broadest range of ideas, including dissenting views, accomplishes this goal. However, in expressing viewpoints, students should try to raise questions and comments in way that will promote learning, rather than defensiveness and conflict in other students.
3. **Don't Personalize the Dialogue.** Keep the discussion and comments on the topic, not on the individual. Don't personalize the dialogue. Rather than personalizing the dialogue, please direct challenging comments or questions to the instructor or the entire class.
4. **Agree to Disagree.** Remember that it is OK to disagree with each other. The purpose of dialogue and discussion is not to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of dialogue in the classroom is to reach higher levels of learning by examining different viewpoints and opinions.
5. **Participate and Share.** Everyone is expected to share. Keep in mind that the role of the instructor is to make sure that everyone's voice is heard in class.

Course Agenda & Assigned Readings

**All readings should be completed before the course date listed*

Week 1: History and Overview of Developmental Psychology (1/20/2022)

1. Cairns, R. B. (2006). The making of developmental psychology. In R. M. Lerner (Ed.) *Theoretical models of human development*. (6th ed.), New York: Wiley.
2. Parke, R., & Clarke-Stewart, A. (2003). Developmental psychology. In D. K. Freedheim, (Ed.), (2003). *Handbook of psychology: History of psychology, Vol. 1* (pp. 205-221). NY: John Wiley & Sons.

Week 2: Major Debates – Nature vs. Nurture (1/27/2022)

1. Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development, 81*, 6-22.
2. Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., & Bornstein, M. H. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist, 55*, 218-232
3. Rutter, M., Dunn, J., Plomin, R., Simonoff, E., et al. (1997). Integrating nature and nurture: Implications of person-environment correlations and interactions for developmental psychopathology. *Development and Psychopathology, 9*. 335-364.

Week 3: Behavioral Genetics and Gene-Environment Interactions (2/3/2022)

1. Gottlieb, G. (1991). Epigenetic systems view of human development. *Developmental Psychology, 27*, 33-34.
2. Turkheimer, E. (1991). Individual differences and the canalization of human behavior. *Developmental Psychology, 27*, 18-22.
3. Plomin, R. (2004). Genetics and developmental psychology. *Merrill-Palmer Quarterly, 50*, 341-350.
4. Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development, 63*, 1-19.
5. Baumrind, D. (1993). The average expectable environment is not good enough: A response to Scarr. *Child Development, 64*(5), 1299-1317.

Week 4: Differential Models of Development (2/10/2022)

1. Belsky, J., Bakermans-Kranenburg, M., & van Ijzendoorn, M. (2007). For better and for worse: differential susceptibility to environmental influences. *Current Directions in Psychological Science, 16*, 300-304.
2. Zhang, X., Widaman, K., & Belsky, J. (2021). Beyond orchids and dandelions: Susceptibility to environmental influences is not bimodal. *Development and Psychopathology, 1-13*.
3. Ellis, B.J., Shirtcliff, E.A., Boyce, W.T., Dearing, J., & Essex, M.J. (2011). Quality of early family relationships and the timing and tempo of puberty: Effects depend on biological sensitivity to context. *Development and Psychopathology, 23*, 85-99.
4. Del Giudice, M., Ellis, B. J., & Shirtcliff, E. A. (2011). The Adaptive Calibration Model of stress responsivity. *Neuroscience and Biobehavioral Reviews, 35*, 1562-1592.

Week 5: Major Debates – Continuity vs. Discontinuity; Stability vs. Change (2/17/2022)

1. Rutter, M. (1996). Transitions and turning points in developmental psychopathology: As applied to the age span between childhood and mid-adulthood, *International Journal of Behavioral Development*, 19, 603-626.
2. Caspi, A., Roberts, B. W., & Shiner, R. L. (2005). Personality development: Stability and change. *Annual Review of Psychology*, 56, 453-484.
3. Bornstein, M. H., Putnick, D. L., & Esposito, G. (2017). Continuity and stability in development. *Child Development Perspectives*, 11(2), 113-119. <https://doi.org/10.1111/cdep.1221>
4. Fraley, R. C., & Roberts, B. W. (2005). Patterns of continuity: A dynamic model for conceptualizing the stability of individual differences in psychological constructs across the life course. *Psychological Review*, 112, 60-74.

Week 6: Plasticity and Sensitive Periods of Development (2/24/2022)

1. Frankenhuis, W. E., & Walasek, N. (2020). Modeling the evolution of sensitive periods. *Developmental Cognitive Neuroscience*, 41.
2. Andersen, S. H., Steinberg, L., & Belsy, J. (2021). Beyond early years versus adolescence: The interactive effect of adversity in both periods on life-course development. *Developmental Psychology*, 57(11), 1958-1967.
3. Nelson, C. A., Furtado, E. A., Fox, N. A., & Zeanah Jr., C. H. (2009). The deprived human brain: Developmental deficits among institutionalized Romanian children - and later improvements - strengthen the case for individualized care. *American Scientist*, 97(3), 222-229.
4. Gee, D. G., (2016). Sensitive periods of emotion regulation: Influences of parental care on frontoamygdala circuitry and plasticity. IN H. J. V. Rutherford & L. C. Mayes (Eds.), *Maternal brain plasticity: Preclinical and human research and implications for intervention. New Directions for Child and Adolescent Development*, 153, 87-110.

Week 7: Approaches in Lifespan and Developmental Psychology (3/3/2022)

1. Elder, G. H. (1998). The life course as developmental theory. *Child Development*, 69, 1-12.
2. Baltes, P. B. & Smith, J. (2004). Lifespan Psychology: From developmental contextualism to developmental biocultural co-constructivism. *Research in Human Development*, 1, 123-144.
3. Heckhausen, J., Wrosch, C., & Schulz, R. (2010). A motivational theory of life-span development. *Psychological Review*, 117, 32-60.
4. Elder, Jr., G. H. (1975). Age differentiation and the life course. *Annual Review of Sociology*, 165-190.
5. Masten, A. S., & Cicchetti, D. (2010). Developmental cascades. *Development and Psychopathology*, 22, 491-495. doi: 10.1017/S0954579410000222

Week 8: Stage Theories of Development (3/10/2022)

1. Lerner Chapter 15: Stage Theories of Development
2. Dawson-Tunik, T. L., Commons, M., Wilson, M., Fischer, K. W. (2005). The shape of development. *European Journal of Developmental Psychology*, 2, 163-195.
3. Gershkoff-Stowe, L., & Thelen, E. (2004). U-shaped changes in behavior: A dynamic systems perspective. *Journal of Cognition and Development*, 5, 11-36.

SPRING BREAK

Week 9: Contexts of Development (3/24/2022) *Paper topic and format selection due

1. Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nurture reconceptualized in developmental perspective: A bioecological model. *Psychological Review*, 101(4), 568-586.

2. Eccles, J., Midgley, C., Wigfield, A., Buchanan, C., Reuman, D., Flanagan, C., & Maclver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, *48*, 90-101.
3. Leventhal, T., & Dupéré, V. (2019). Neighborhood effects on children's development in experimental and nonexperimental research. *Annual Review of Developmental Psychology*, *1*, 149-176. <https://doi.org/10.1146/annurev-devpsych-121318-085221>.
4. Bask, M., Haapakorva, P., Gissler, M., & Ristikari, T. (2021). Growing up in economic hardship: The relationship between childhood social assistance reciprocity and early adulthood obstacles. *International Journal of Social Welfare*, *30*, 130-139. doi: 10.1111/ijsw.12444

Week 10: Cognitive Development & Executive Functioning (3/31/2022)

1. Banich, M. T. (2009). Executive function: The search for an integrated account. *Current Directions in Psychological Science*, *18*(2), 89-94.
2. Best, Miller, & Jones (2009) – Executive functions after age 5: Changes and correlates
3. Blakemore, S.-J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology*, *65*(9), 9.1-9.21.
4. Cohen, A. O., Breiner, K., Steinberg, L., Bonnie, R. J., Scott, E. S, & Casey, B. J. (2016) When is an adolescent an adult? Assessing cognitive control in emotional and nonemotional contexts. *Psychological Science*, 1-14. doi: 10.1177/0956797615627625

Week 11: Psychosocial Development (4/7/2022)

1. Watts, T. W., Duncan, G. J., & Quan, H. (2018). Revisiting the marshmallow test: A conceptual replication investigating links between early delay of gratification and later outcomes. *Psychological Science*, *29*(7), 1159-1177. doi: 10.1177/0956797618761661
2. Eriksson, P. L., Wängqvist, M., Carlsson, J., & Frisé, A. (2020). Identity development in early adulthood. *Developmental Psychology*, *56*(10), 1968-1983. <http://dx.doi.org/10.1037/dev0001093>
3. Monahan, K. C., Steinberg, L., Cauffman, E., & Mulvey, E. P. (2009). Trajectories of antisocial behavior and psychosocial maturity from adolescence to young adulthood. *Developmental Psychology*, *45*(6), 1654-1668. doi: 10.1037/a0015862
4. Nelson, S. C., Syed, M., Tran, A. G. T. T., Hu, A., & Lee, R. M. (2018). Pathways to ethnic-racial identity development and psychological adjustment: The differential associations of cultural socialization by parents and peers. *Developmental Psychology*, *54*(11), 2166-2180. <http://dx.doi.org/10.1037/dev0000597>

Week 12: Moral Development (4/14/2022)

1. Kohlberg, L., & Hersh, R. H. (1977). Moral development: A review of the theory. *Theory Into Practice*, *16*(2), 53-59.
2. Killen, M. (2007). Children's social and moral reasoning about exclusion. *Current Directions in Psychological Science*, *16*(1), 32-36.
3. Van der Graff et al. (2018). Prosocial behavior in adolescence: Gender differences in development and links with empathy. *Journal of Youth and Adolescence*, *47*, 1086-1099. doi: 10.1007/S10964-017-0786-1
4. Dahl, A., & Killen, M. (2018). Moral reasoning: Theory and research in developmental science. In J. Wixted (Ed.), *The Steven's Handbook of Experimental Psychology and Cognitive Neuroscience, Vol. 3: Developmental and Social Psychology (S. Ghetti, Vol. Ed.), 4th edition*. New York: Wiley.

Week 13: Social Relationships (4/21/2022)

1. Ainsworth, M. D. S. (1979). Infant-mother attachment. *American Psychologist*, 34(10), 932-937.
2. Fraley, R. C. (2019). Attachment in adulthood: Recent developments, emerging debates, and future directions. *Annual Review of Psychology*, 70, 401-422. <https://doi.org/10.1146/annurev-psych-010418-102813>
3. Lunkenheimer, E., Hamby, C. M., Lobo, F. M., Cole, P. M., & Olson, S. L. (2020). The role of dynamic, dyadic parent-child processes in parental socialization of emotion. *Developmental Psychology*, 56(3), 566-577. Doi: 10.1037/dev0000808
4. Wölfer, R., & Scheithauer, H. (2013). Ostracism in childhood and adolescence: Emotional, cognitive, and behavioral effects of social exclusion. *Social Influence*, 8(4), 217-236. Doi: 10.1080/15534510.2012.706233
5. Asselmann, E., & Specht, J. (2020). Taking the ups and downs at the rollercoaster of love: Associations between major life events in the domain of romantic relationships and the big five personality traits. *Developmental Psychology*, 56(9), 1803-1816. <http://dx.doi.org/10.1037/dev0001047>

Week 14: Autonomy & Social Influence (4/28/2022) *Final paper due before class

1. Steinberg, L., & Monahan, K. C. (2007). Age differences in resistance to peer influence. *Developmental Psychology*, 43(6), 1531-1543.
2. Brechwald, W. A., & Prinstein, M. J. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence*, 21(1), 166-179. doi: 10.1111/j.1532-7795.2010.00721.x
3. Ciranka, S., & van den Bos, W. (2019). Social influence in adolescent decision-making: A formal framework. *Hypothesis and Theory*. doi: 10.3389/fpsyg.2019.01915
4. Telzer, E., van Hoorn, J., Rogers, C. R., & Do, K. T. (2018). Social influence on positive youth development: A developmental neuroscience perspective. *Advances in Child Development and Behavior*, 54, 215-258. doi: 10.1016/bs.acdb.2017.10.003.

Week 15: Miscellaneous mash-up (5/5/2022)

1. Steinberg, L., Cauffman, E., Woolard, J., Graham, S., & Banich, M. (2009). Are adolescents less mature than adults? Minors' access to abortion, the juvenile death penalty, and the alleged APA "flip-flop". *American Psychologist*, 64(7), 583-594.
2. Icenogle et al. (2019). Adolescents' cognitive capacity reaches adult levels prior to their psychosocial maturity: Evidence for a "maturity gap" in a multinational, cross-sectional sample. *Law and Human Behavior*, 43(1), 69-85. <http://dx.doi.org/10.1037/lhb0000315>
3. Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227-238. doi: 10.1037/0003-066X.56.3.227
4. Simmons et al. (2021). Responsible use of open-access developmental data: The Adolescent Brain Cognitive Development (ABCD) Study. *Psychological Science*, 1-5.
5. **Each student should also find and review one paper that they will present with to the class on a topic that is of interest to them.**