

DEP 6099 – SURVEY OF DEVELOPMENTAL PSYCHOLOGY, FALL 2013

Section #: 102A

Class Time: M W Period 5 (11:45am – 12:35pm)

Class Location: PSY 151

Professor: **Julia A. Graber, Ph.D.**, Professor of Psychology

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Website:

This course uses E-learning (Sakai) for posting the syllabus, readings, grades, and any announcements. To access Sakai: Go to <http://lss.at.ufl.edu/>

Course Objectives

This course provides an overview of critical concepts in developmental psychology for doctoral students. The course considers development using a lifespan perspective which has three basic tenants: (1) development is life long, (2) development is multidimensional and multidirectional, and (3) development is plastic. As it would be impossible to cover all of developmental psychology in a single semester, a few key concepts and related examples from the research literature will be covered.

The primary learning objectives of the course are to: (a) gain an understanding of theoretical perspectives on development across the life span, (b) reflect upon how research is conducted in line with different perspectives, and (c) consider how developmental perspectives may be applied to one's own research interests.

The primary methods for learning are via: (a) thorough reading and critical evaluation of readings, (b) submission of discussion questions and active discussion of readings, (c) leading class discussion, and (d) application of a developmental perspective to one's own research as demonstrated in the final paper.

The class sessions for the semester cover the following major topics:

1. Theoretical Perspectives on Development
 - a. Models/Theories in Adolescence & Young Adulthood
 - b. Models/Theories in Adulthood & Aging
2. Dynamic Models of Bio-Behavior Development
 - a. Revisiting Critical Periods
 - b. Experience
 - c. Behavioral Genetics & Genetics
 - d. The Stress System

3. Continuity and Change: Provides some examples of developmental process for a particular construct across different phases of the lifecourse
 - a. Continuity and Change: Emotion-regulation processes
 - b. Continuity and Change: Cognition (Executive functioning)
 - c. Continuity and Change: Personality, Identity, and Self
4. Contextual Theories: Why Context Matters
 - a. Family Contexts
 - b. Culture and Socialization
 - c. Poverty and Disparities
 - d. Physical Environment
 - e. Media as Context
 - f. Historical Time & Cohort
5. Applied Development
 - a. Resilience
 - b. Developmental Cascades

Required Readings will be posted on the course website.

Additional Resources:

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2009). *Human development* (11th ed.). New York: McGraw-Hill.

This textbook provides an overview of life span development at the undergraduate level and may be useful for students who have not previously taken an overview course.

Miller, P. H. (2009). *Theories of developmental psychology, 5th ed.* New York: Worth Publishers.

This book provides a nice overview of the “classic” theories of development. The primary focus is on historical and cognitive theories.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Guidelines & Policies

- **This course adheres to all University Policies.** See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
- **Academic Honesty.** See <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php> for details.
- **Students with disabilities** requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. See <http://www.dso.ufl.edu/drc/> for details.
- **Incompletes.** Due to the nature of the requirements for the course, no incompletes can be given if in-class activities have not been completed on time. If the only outstanding assignment is the final paper, a request for an incomplete can be made. Students unable to complete the assignments who are not eligible to receive an incomplete will need to re-take the course.

- **Announcements/Changes.** Dr. Graber, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in class.
- **APA style** must be used for all written work.
- **Attendance Policy.** Many of the learning objectives for this course are achieved via active participation in class. Hence, the following provides specific information on absences and making up work for excused absences.
 - Attendance in any graduate course is expected.
 - Notifying the instructor in advance of any absence is expected.
 - In the case of a UF determined or professionally accepted reason for absence, complete make up work as indicated.
 - 2 Absences for Professional or UF reasons: *Don't worry about it; no make-up work required*
 - > 2 Absences for Professional or UF reasons: *Will need to complete make up assignment for that day*
 - **Make up Activities.** To make up an excused absence:
 - a. Go to the discussion board for that day
 - b. Make replies to 5 posts from that day
 - c. Please select interesting and unique posts for your replies; that is, if 2 students asked a very similar question, make 1 reply and select a different question for your next reply
 - In the case of a non-professional, i.e., personal reason for an absence, students will not be able to make up for missed classes.
 - 1 unexcused absence: *Don't worry about it; no make-up work required*
 - > 1 unexcused absence: *Grade at end of semester will be no higher than a C*
 - Individual students may petition to make up work by scheduling a meeting (NO EMAIL); such requests may not be granted; if granted, an additional written assignment will likely be required

Course Requirements

- **Readings.** All assigned readings must be completed before each class period.
- **Class Participation.** This is a discussion course. For each class period, a discussion board will be available for posting discussion questions. Each student should post a thoughtful discussion question or issue for each class period (2-3 sentences per post). This may take the form of a methodological critique, a theoretical statement, a suggestion for resolving an ongoing debate, or an integration or comparison between two or more articles, or questions about application of the concepts to future research or applied settings.
 - ★ Posts should be made by 12:00am prior to each class period (e.g., 11:59pm Tuesday evening prior to Wednesday's class). In addition, students should come to class with comments on the readings, actively listen to the comments of others, and expand discussion with continued reflection and synthesis of the discussion.

- ★ **Each discussion question must be unique.** You may not repeat a question/issue that has already been posted. Be sure to read over all the discussion questions posted before completing your post.
- ★ There are 26 sessions with readings/discussion boards; students may skip submitting questions for 1 session without penalty. **Discussion questions will be scored based on a maximum accrual of 75 points (3pts*25).**
- **Discussion Leadership (25 points, 2x = 50 total).** Twice during the semester, each student will lead discussion for that week's class. Students will lead discussion with 1-2 other students. The discussion leaders will give a brief overview of the topic including summary of each of the required readings, e.g., what are the major issues/points the reading is making, how is it connected to core developmental processes, etc. Leaders may provide a brief overview on background material if they feel it will be useful. Also, brief film clips from classic studies (e.g., video of BoBo Doll experiment is available on Youtube) may be useful depending on the topic. Grades will be based on clarity, depth, and discussion; the grading rubric will be posted on Sakai.
- **Research Proposal (75 pts total).** Students will write a modified research proposal (~5-8 pages for content) and a statement identifying the developmental significance of the proposal (~1-2 paragraphs). Students may select any topic they would like but the proposal must examine that topic from a developmental perspective. The paper should essentially be the introduction to a manuscript with a brief overview of the methods for the study.
 - The proposal should provide:
 - the conceptual framework
 - review of relevant literature
 - research questions that the study would address, and
 - a brief overview of the study (~2 paragraphs)
 - In addition, as a separate statement, explain what aspects of the proposed project are developmental or what developmental concepts or questions are being addressed. This need not be lengthy but needs to be a concise statement about the developmental nature of the research proposal.
 - Students should select a **topic and submit a brief synopsis** of the topic and preliminary explanation about the developmental aspects of the topic to Dr. Graber by **October 14**.
 - **Papers are due on December 6.**

Grading

Weekly Discussion Questions (75 pts)	37.5%
Discussion Leadership 1 (25 pts)	12.5%
Discussion Leadership 2 (25 pts)	12.5%
Research Proposal (75 pts)	37.5%

Scale:

100%-94%	(200-188 pts) A
93.9%-90%	(187-180 pts) A-

89.9%-87%	(179-174 pts)	B+
86.9%-84%	(173-168 pts)	B
83.9%-80%	(167-160 pts)	B-
79.9%-70%	(159-140)	C
<69%	(<140)	E

University policy dictates that: "A C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit." However, this course follows graduate school and departmental guidelines for criteria for passing grades for graduate courses (i.e., a grade of C+ or below is considered unsatisfactory and requires retaking the course). Also for this course, no plus or minus grades are given for C or below.

Course Outline

DATE DB#	TOPICS Reading Assignments
8/21	Overview & Introductions The Syllabus
8/26 DB1	Theoretical Perspectives on Development Lerner, R. M., Leonard, K., Fay, K., & Issac, S. S. (2011). Continuity and discontinuity in development across the life span: A developmental systems perspective. In K. L. Fingerman, C. A. Berg, J. Smith, T. C. Antonucci (Eds.), <i>Handbook of life-span development</i> (pp. 141-160). New York, NY US: Springer Publishing Co.
9/28 DB2	Models/Theories in Adolescence & Young Adulthood Graber, J. A., & Brooks-Gunn, J. (1996). Transitions and turning points: Navigating the passage from childhood through adolescence. <i>Developmental Psychology, 32</i> , 768-776. Schulenberg, J. E., Sameroff, A. J., & Cicchetti, D. (2004). The transition to adulthood as a critical juncture in the course of psychopathology and mental health. <i>Development and Psychopathology, 16</i> (4), 799-806. doi:10.1017/S0954579404040015
9/2	NO Class. Labor Day
9/4 DB3	Models/Theories in Adulthood & Aging Lachman, M. E. (2004). Development in midlife. <i>Annual Review of Psychology, 55</i> , 305-331. doi: 10.1146/annurev.psych.55.090902.141521 Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. <i>American Psychologist, 52</i> , 366-380.
9/9 DB4	Dynamic Models of Bio-Behavior Development: Revisiting Critical Periods Bruer, J. T. (2001). A critical and sensitive period primer. In D. B. Bailey, Jr., J. T. Bruer, F. J. Symons, & J. W. Lichtman (Eds.), <i>Critical thinking about critical periods</i> (pp. 3-26). Baltimore, MD: Brookes Publishing Co.

	<p>Thomas, M. S.C., & Johnson, M. H. (2008). New advances in understanding sensitive periods in brain development. <i>Current Directions in Psychological Science</i>, 17(1), 1-5. doi:10.1111/j.1467-8721.2008.00537.x</p>
<p>9/11 DB5</p>	<p>Dynamic Models of Bio-Behavior Development: Experience Bruer, J. T., & Greenough, W. T. (2001). The subtle science of how experience affects the brain. In D. B. Bailey, Jr., J. T. Bruer, F. J. Symons, & J. W. Lichtman (Eds.), <i>Critical thinking about critical periods</i> (pp. 209-232). Baltimore, MD: Brookes Publishing Co. Park, D. C., & Reuter-Lorenz, P. (2009). The adaptive brain: Aging and neurocognitive scaffolding. <i>Annual Review of Psychology</i>, 60, 173-196. doi:10.1146/annurev.psych.59.103006.093656</p>
<p>9/16 DB6</p>	<p>Dynamic Models of Bio-Behavior Development: Behavioral Genetics & Genetics Dodge, K. A. (2004). The nature-nurture debate and public policy. <i>Merrill-Palmer Quarterly: Journal of Developmental Psychology</i>, 50(4), 418-427. doi:10.1353/mpq.2004.0028 Dick, D. M. (2011). Gene-environment interaction in psychological traits and disorders. <i>Annual Review of Clinical Psychology</i>, 7, 383-409. doi:10.1146/annurev-clinpsy-032210-104518</p>
<p>9/18 DB7</p>	<p>Dynamic Models of Bio-Behavior Development: The Stress System Gunnar, M., & Quevedo, K. (2007). The neurobiology of stress and development. <i>Annual Review of Psychology</i>, 58, 145-173. doi:10.1146/annurev.psych.58.110405.085605 Almeida, D. M., Piazza, J. R., Stawski, R. S., & Klein, L. C. (2011). The speedometer of life: Stress, health and aging. In K. W. Schaie, & S. L. Willis (Eds.), <i>Handbook of the psychology of aging</i> (7th ed.) (pp. 191-206). San Diego, CA US: Elsevier Academic Press. doi:10.1016/B978-0-12-380882-0.00012-7</p>
<p>9/23 DB8</p>	<p>Continuity and Change: Emotion-regulation Processes <i>Review</i> Lerner, R. M., Leonard, K., Fay, K., & Issac, S. S. (2011). Continuity and discontinuity in development across the life span: A developmental systems perspective. In K. L. Fingerman, C. A. Berg, J. Smith, T. C. Antonucci (Eds.), <i>Handbook of life-span development</i> (pp. 141-160). New York, NY US: Springer Publishing Co. <i>Primary Reading</i> Eisenberg, N., Spinrad, T. L., & Eggum, N. D. (2010). Emotion-related self-regulation and its relation to children's maladjustment. <i>Annual Review of Clinical Psychology</i>, 6, 495-525. doi:10.1146/annurev.clinpsy.121208.131208</p>
<p>9/25 DB9</p>	<p>Continuity and Change: Emotion-regulation Processes Steinberg, L. (2007). Risk taking in adolescence: New perspectives from brain and behavioral science. <i>Current Directions in Psychological Science</i>, 16(2), 55-59. doi:10.1111/j.1467-8721.2007.00475.x</p>

	Charles, S. T., & Carstensen, L. L. (2010). Social and emotional aging. <i>Annual Review of Psychology</i> , 61, 383-409. doi: 10.1146/annurev.psych.093008.100448
9/30 DB10	Continuity and Change: Cognition (Executive Function) Kagan, J. (2008). In defense of qualitative changes in development. <i>Child Development</i> , 79(6), 1606-1624. doi: 10.1111/j.1467-8624.2008.01211.x Best, J. R., & Miller, P. H. (2010). A developmental perspective on executive function. <i>Child Development</i> , 81(6), 1641-1660. doi: 10.1111/j.1467-8624.2010.01499.x
10/2 DB11	Continuity and Change: Cognition (Executive Function) Kuhn, D. (2006). Do cognitive changes accompany developments in the adolescent brain? <i>Perspectives on Psychological Science</i> , 1(1), 59-67. doi: 10.1111/j.1745-6924.2006.t01-2-x Verhaeghen, P. (2011). Aging and executive control: Reports of a demise greatly exaggerated. <i>Current Directions in Psychological Science</i> , 20(3), 174-180. doi:10.1177/0963721411408772
10/7	Continuity and Change: Personality No readings assigned. Excerpts from <i>49 Up</i> .
10/9 DB12	Continuity and Change: Personality Caspi, A., Roberts, B. W., & Shiner, R. L. (2005). Personality development: Stability and change. <i>Annual Review of Psychology</i> , 56, 453-484. doi: 10.1146/annurev.psych.55.090902.141913
10/14 DB13	Applied Development: Identity & Self Brown, C., Alabi, B. O., Huynh, V. W., & Masten, C. L. (2011). Ethnicity and gender in late childhood and early adolescence: Group identity and awareness of bias. <i>Developmental Psychology</i> , 47(2), 463-471. Bem, S. L. (1995). Dismantling gender polarization and compulsory heterosexuality: Should we turn the volume up or down? <i>Journal of Sex Research</i> , 32, 329-334.
10/16 DB14	Contextual Theories: Why Context Matters Muus, R. E. (1996). <i>Theories of adolescence</i> . New York: McGraw-Hill Companies. Chapter 15. Urie Bronfenbrenner's ecological perspective on human development.
10/21 DB15	Why Context Matters: Family Contexts Parke, R. D. (2004). Development in the family. <i>Annual Review of Psychology</i> , 55, 365-399. doi: 10.1146/annurev.psych.55.090902.141528
10/23 DB16	Why Context Matters: Family Contexts Kiecolt, K., Blieszner, R., & Savla, J. (2011). Long-term influences of intergenerational ambivalence on midlife parents' psychological well-being. <i>Journal of Marriage and Family</i> , 73(2), 369-382. doi:10.1111/j.1741-3737.2010.00812.x Di Rosa, M., Kofahl, C., McKee, K., Bień, B., Lamura, G., Prouskas, C., . . . Mnich,

	<p>E. (2011). A typology of caregiving situations and service use in family carers of older people in six European countries: The EUROFAMCARE study. <i>GeroPsych: The Journal of Gerontopsychology and Geriatric Psychiatry</i>, 24(1), 5-18. doi:10.1024/1662-9647/a000031</p>
<p>10/28 DB17</p>	<p>Why Context Matters: Culture & Socialization Greenfield, P. M., Keller, H., Fuligni, A., & Maynard, A. (2003). Cultural pathways through universal development. <i>Annual Review of Psychology</i>, 54, 461-490. doi:10.1146/annurev.psych.54.101601.145221 Hughes, D., Rodriguez, J., Smith, E. P., Johnson, D. J., Stevenson, H. C., & Spicer, P. (2006). Parents' ethnic-racial socialization practices: A review of research and directions for future study. <i>Developmental Psychology</i>, 42(5), 747-770. doi:10.1037/0012-1649.42.5.747</p>
<p>10/30 DB18</p>	<p>Why Context Matters: Poverty Conger, R. D., & Donnellan, M. B. (2007). An interactionist perspective on the socioeconomic context of human development. <i>Annual Review of Psychology</i>, 58, 175-199. doi:10.1146/annurev.psych.58.110405.085551</p>
<p>11/4 DB19</p>	<p>Why Context Matters: Poverty and Disparities Goodman, E., McEwen, B. S., Dolan, L. M., Schafer-Kalkhoff, T., & Adler, N. E. (2005). Social disadvantage and adolescent stress. <i>Journal of Adolescent Health</i>, 37(6), 484-492. doi:10.1016/j.jadohealth.2004.11.126 Evans, G. W., & Kim, P. (2012). Childhood poverty and young adults' allostatic load: The mediating role of childhood cumulative risk exposure. <i>Psychological Science</i>. Published online doi: 10.1177/0956797612441218</p>
<p>11/6 DB20</p>	<p>Why Context Matters: Physical Environment Evans, G. W. (2006). Child development and the physical environment. <i>Annual Review of Psychology</i>, 57, 423-451. doi:10.1146/annurev.psych.57.102904.190057 Sampson R, Raudenbush SW, and Earls F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. <i>Science</i>, 277, 918-924.</p>
<p>11/11</p>	<p>No Class, Veteran's Day</p>
<p>11/13 DB21</p>	<p>Why Context Matters: Media as Context Executive Summary: Generation M2 (2010) Brown, J. D., & Cantor, J. (2000). An agenda for research on youth and the media. <i>Journal of Adolescent Health</i>, 27S, 2-7. Wadsworth, L. A., & Johnson, C. P. (2008). Mass media and healthy aging. <i>Journal of Nutrition for the Elderly</i>, 27(3-4), 319-331. doi:10.1080/01639360802265863</p>
<p>11/18 DB22</p>	<p>Why Context Matters: Historical Time & Cohort Elder, G. H., Jr., & Shanahan, M. J. (2006). The life course and human development. In R. M. Lerner & W. Damon (Eds.), <i>Handbook of child psychology (6th ed.): Vol. 1, Theoretical models of human development</i> (pp. 665-715). Hoboken, NJ: John Wiley.</p>

<p>11/20 DB23</p>	<p>Why Context Matters: Historical Time & Cohort</p> <p>Trzesniewski, K. H., & Donnellan, M. B. (2010). Rethinking "Generation Me": A study of cohort effects from 1976-2006. <i>Perspectives on Psychological Science, 5</i>(1), 58-75. doi:10.1177/1745691609356789</p> <p>Roberts, B. W., Edmonds, G., & Grijalva, E. (2010). It is developmental me, not generation me: Developmental changes are more important than generational changes in narcissism—Commentary on Trzesniewski & Donnellan (2010). <i>Perspectives on Psychological Science, 5</i>(1), 97-102. doi:10.1177/1745691609357019</p> <p>Twenge, J. M., & Campbell, W. K. (2010). Birth cohort differences in the monitoring the future dataset and elsewhere: Further evidence for Generation Me—Commentary on Trzesniewski & Donnellan (2010). <i>Perspectives on Psychological Science, 5</i>(1), 81-88. doi:10.1177/1745691609357015</p>
<p>11/25 DB24</p>	<p>Applied Development: Resilience</p> <p>Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. <i>Child Development, 71</i>, 543-562.</p> <p>Serbin, L. A., & Karp, J. (2004). The intergenerational transfer of psychosocial risk: Mediators of vulnerability and resilience. <i>Annual Review of Psychology, 55</i>, 333-363. doi:10.1146/annurev.psych.54.101601.145228</p>
<p>12/2 DB25</p>	<p>Applied Development: Developmental Cascades</p> <p>Masten, A. S., & Cicchetti, D. (2010). Developmental cascades. <i>Development and Psychopathology, 22</i>(3), 491-495. doi:10.1017/S0954579410000222</p> <p>Martin, M. J., Conger, R. D., Schofield, T. J., Dogan, S. J., Widaman, K. F., Donnellan, M., & Neppl, T. K. (2010). Evaluation of the interactionist model of socioeconomic status and problem behavior: A developmental cascade across generations. <i>Development and Psychopathology, 22</i>(3), 695-713. doi:10.1017/S0954579410000374</p>
<p>12/4 DB26</p>	<p>Conclusions</p>