

**Psychology 791: Human Development
University of Massachusetts Amherst
Fall 2011**

Instructors: **Maureen Perry-Jenkins, Ph.D.**
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Time: Tues/Thurs 2:30-3:45

Place: Tobin 504

Purpose and Goals

The purpose of this course is to critically examine contemporary issues and topics in the field of human development from birth to old age. The course will provide an overview of current theory and research related to development across the life course. Special emphasis will be placed on issues and debates that have dominated the field and continue to be a source of controversy and impetus for research. Using an interdisciplinary approach, we will explore social, cognitive, physical, and biological factors that can shape the course of human development. Attention will also be paid to how cultural context shapes and gives meaning to development.

Course Text: Assigned readings for the class will be available on SPARK

Course Requirements:

A major goal of this course is to sharpen your skills in critical reading, discussing, conceptualizing, and writing. We have tried to design a course that will enable you to continually practice these skills. High value will be placed on students actively participating in discussion and debates on the readings. You can display your mastery of the material in multiple ways:

1. Participation and Weekly Class Reaction Papers (20%):

The course will be taught in seminar-discussion format, therefore, it is expected that class members will have completed the assigned readings prior to class, attend each session, and actively participate in discussions during class. Seminar members will be asked to submit a short (approximately 1 page, single spaced) reaction paper with comments, questions and/or observations based on the assigned readings that could serve as points of discussion for the class. These assignments are to be submitted once a week, for either the Tuesday or Thursday class, to the instructors by 5:00 the day before class. You will be expected to complete 1 reaction paper each week except for weeks in which another assignment (below) is due.

3. Press Release Project (15%) Week 4

It is important for researchers to summarize their work for the public. Although there are a variety of mechanisms through which this can be accomplished, one way to responsibly disseminate research findings is through writing a press release or a public abstract (e.g., something that is necessary for NSF funding). The purpose of these documents is to inform the

public about research findings or proposed research that will be conducted and why it is important. Press releases and/or public abstracts should be written for a lay audience and it should use non-technical language. In particular, it should explain how the research will lead or has led to fundamental advancements of scientific knowledge, and it should describe how the research results may be relevant to societal concerns. For this assignment, you will write a press release. More details related to this press release will be provided in class.

2. Class Debate (20%) Week 8

There will be one debate related to a key topic in the developmental literature. You will be required to participate in this debate. For the debate you will submit a 1-2 page outline of your arguments with citations. This information can be presented as bullet points, an outline, or whatever format best conveys your position. We will provide references to some articles that address the controversy but these articles should be supplemented with some of additional articles of your choice. The debate is worth 15% of your grade and will be graded based on the strength of your argument and ability to use the literature to back up your case.

4. Written Assignment (20%) Week 12

Choose one of the empirical articles we have read in the class and consider how some aspect of culture (e.g., race, ethnicity, social class) or some intersections of multiple cultural experiences could possibly influence the results found. Briefly suggest a way to modify the study to examine one possible way that culture may moderate the effects presented. Article by Rogoff, Bronfenbrenner and Conger will be helpful in thinking about how to consider culture in your revised paper. (3-4 pages, double spaced)

5. Final Take Home Exam (25%)

There will be two take home exams this semester, one at mid-semester and one at the end of the semester. The exams will be essay format and will cover the “big issues” we have covered up to that point in the course. You will be asked to integrate the themes and research that we have covered during the semester. This exam will be worth 25% of your grade.

Summary of Grading Schedule

1. Class participation and reaction papers	20%
2. Class Debate Presentation	20%
3. Press Release Project	15%
4) Written Assignment/Proposal	20%
5. Final	25%
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Total	100%

Policy Related to Academic Dishonesty:

Academic integrity and honesty is taken very seriously in this class. You must work independently on all papers and exams and anyone caught cheating or plagiarizing will receive an F in the course. Any violations of the academic honesty policy will be vigorously pursued. All

students are expected to adhere scrupulously to the University policy concerning academic honesty. For more information on the University's academic honesty policy, check this web site:

http://www.umass.edu/dean_students/codeofconduct/acadhonesty

Course Schedule

Week 1: Models of Development

Tues. Sept 6th Introduction: Assumptions about the Nature of Social Science

Thurs. Sept 8th Philosophy of Science (Perry-Jenkins)

Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development*, 81 (1), 6-22.

Richters, J. (1997). The Hubble hypothesis and the developmentalist's dilemma. *Development and Psychopathology*, 9, 193-229.

Rogoff, B. (2003). Orienting concepts and ways of understanding the cultural nature of human development. Chapter in, *The Cultural Nature of Human Development* (pp.), New York, NY: Oxford University Press.

Week 2: Forces that Guide Development: Nature/Nurture and Continuity/Discontinuity

Tues. Sept 13th Nature/Nurture (Scott)

Shonkoff, J., & Phillips, D. (2000). *From Neurons to Neighborhoods* (Chapter 2, "Rethinking nature and nurture, pp. 39-56). Washington: National Academy Press.

Belsky, J & Pluess, M. (2009). The Nature (and Nurture?) of Plasticity in Early Human Development. *Perspectives on Psychological Science*, 4, 345-351.

Traynor, B.J., & Singleton, A.B. (2010). Nature versus Nurture: Death of a Dogman, and the Road Ahead, *Neuron*, 68, 196-200.

Thurs. Sept 15th Continuity/Discontinuity (Perry-Jenkins)

Lerner, R.M. (1997). The continuity-discontinuity issue. In R.M. Lerner (Ed.) *Concepts and Theories of human development*. (pp. 183-215). New York: Random House.

Rutter, M. & O'Connor, T.G. (2004). Are there biological programming effects for psychological development? Findings from a study of Romanian Adoptees. *Developmental Psychology*, 40, 81-94.

Week 3: Major Theories of Human Development

Tues. Sept. 20th The Ecological Model – Bronfenbrenner (Perry-Jenkins)

Bronfenbrenner, U. & Morris, P.A. (1997). The ecology of developmental processes. In W. Damon (Ed.) *Handbook of child psychology* (5th edition) (pp. 993-1028). New York: Wiley.

Tudge, H. R. H., Mokrova, I., Hatfield, B. E., Karnik, R. B. (2009). Uses and issues of Bronfenbrenner's Bioecological Theory of Human Development. *Journal of Family Theory & Review*, 1, 198-210.

Steinberg, L., & Avenevoli (2000). The role of context in the development of psychopathology: A conceptual framework and some speculative propositions. *Child Development*, 71, 66-74.

Thursday Sept 22nd Dynamic Systems Theory (Scott)

- Smith, L. & Thelen, E. (2003). Developmental as a dynamic system. *TRENDS in Cognitive Sciences*, 7(8), 343-348.
- Adolph, K.E., Karasik, L.B. & Tamis-LeMonda, C.S. (in press) Moving Between Cultures: Cross-Cultural Research on Motor Development. In M. Bornstein (Ed.), *Handbook of cross-cultural developmental science*, Vol. 1, Domains of development across cultures. Erlbaum.
- Lichtwarch-Aschoff, A., Kunnen, S.E., & van Geert, P.L.C. (2009). Here we go again: A dynamic systems perspective on emotional rigidity across parent-adolescent conflicts. *Developmental Psychology*, 5, 1364-1375.

Optional: Spencer, J.P., et al. (2006). *Moving toward a grand theory of Development: In Memory of Esther Thelen. Child Development*, 77, 6, 1521-1538. (this article provides a more in depth look at the theory can could replace the Smith and Thelen article if time allows).

Week 4: Genes and Development

Tues. Sept. 27th Genes and Development (Scott)

- Gottlieb, G. (2007). Probabilistic epigenesis. *Developmental Science*, 10, 1-11.
- Champagne, F.A., Mashoodh, R. (2009). Genes in Context: Gene-environment interplay and the origins of individual differences in behavior. *Current Directions in Psychological Science*, 18, 127-131.
- Laland, K.N., Odling-Smee, J. & Myles, S. (2010). How culture shaped the human genome: bring genetics and the human sciences together. *Nature Reviews Genetics*, 11, 137-147.

Thurs. Sept. 29th Genes and Development (Scott)

***** Press Release Due ******

- Sheese, B.E., Voelker, P.M., Rothbart, M.K., & Posner, M.I., (2007). Parenting quality interacts with genetic variation in dopamine receptor D4 to influence temperament in early childhood. *Development and Psychopathology*, 19, 1039-1046.
- Tucker-Drob, E.M., Rhemtulla, M., Harden, P., Turkheimer, E. & Fask, D. (2010). Emergence of a Gene x Socioeconomic Status Interaction on Infant Mental Ability Between 10 Months and 2 Years. *Psychological Science*, 22(1), 125-133.

Article related to Press Release Assignment:

- Shonkoff, J.P. & Nall Bales, S. (2011). Science does not speak for itself: Translating child development research for the public and its policy makers. *Child Development*, 82(1), 17-32.

Week 5: Brain Development, Plasticity, and Early Experience

Tues. Oct. 4th Brain Development and Plasticity (Scott)

- Belsky, J. & de Haan, M. (2011). Annual Research Review: Parenting and children's brain development: the end of the beginning. *Journal of Child Psychology and Psychiatry*, 52(4), 409-428.

- Nelson, C. (1999). Neural Plasticity and Human Development. *Current Directions in Psychological Science*, 8, 42-45.
- Bedny, M., Pascuel-Leone, A., Fedorenko, E. & Saxe, R. (2011). Language processing in the occipital cortex of congenitally blind adults. *PNAS*, 108(11), 4429-4434.

Thurs. Oct 6th Early Experience, Plasticity, and Stress (Scott)

- Gunnar, M. & Quevedo, K. (2007). The neurobiology of stress and development. *Annual Review of Psychology*, 58, 145-173.
- Nelson, C.A. (2007). A neurobiological perspective on early human deprivation. *Child Development Perspectives*, 1(1), 13-18.
- Barker, E. D., Jaffee, S.R., Uher, R. & Maughan, B. (2011). The contribution of prenatal and postnatal maternal anxiety and depression to child maladjustment. *Depression and Anxiety*, 28, 696-702.

Week 6: Social Development

Tues. Oct 11th NO CLASS--- MONDAY SCHEDULE

Thurs. Oct. 13th Early Social Development: Temperament and Attachment (Perry-Jenkins)

- Kagan, J. (1997). Temperament and reactions to unfamiliarity. *Child Development*, 689, 139-143.
- Sroufe, L.A. (2005). Attachment and development: A prospective, longitudinal study from birth to adulthood. *Attachment and Human Development*, 7, 349-367.

Week 7: Social Development Across the Life Course

Tues. Oct. 18th Personality Development Across the Life Course (Perry-Jenkins)

- McAdams, D.P., & Olson, B.D. (2010). Personality Development: Continuity and change over the life course. *Annual Review of Psychology*, 61, 517-542.
- Roberts, B. W.; Mroczek, D. (2008). Personality trait change in adulthood. *Current Directions in Psychological Science*, 17(1), 31-35.

Thurs. Oct 20th Risk, Resilience and Development (Perry-Jenkins)

- Masten, A.S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227-238.
- Wadsworth, M.E. & Decarlo Santiago, C. (2008). Risk and resiliency processes in ethnically diverse families in poverty. *Journal of Family Psychology*, 22(3), 399-410.
- Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115, 74-101.

Week 8: Gender Development and Gender Debates

Tues. Oct 25 Gender Development (Perry-Jenkins)

- Martin, C.L., & Ruble, D. (2009). Patterns of gender development. *Annual Review of Psychology*, 61, 353-381.
- Patterson, C. (2006). Children of lesbian and gay parents. *Current Directions in Psychological Science*, 15(5), 241-244
- Stevens, M. Golombok, S., Belveridge, M. & ALSPAC Study Team (2002). Does father absence influence children's gender development? Findings from a general population study of preschool children. *Parenting: Science and practice*, 2(1), 47-60.

Thurs. Oct 27 DEBATE: GENDER AND PARENTING

******DEBATE OUTLINES AND PRESENTATIONS DUE**

- Biblarz, T. J. and Stacey, J. (2010), How Does the Gender of Parents Matter? *Journal of Marriage and Family*, 72: 3-22.
- Tasker, F. (2010). Same-sex parenting and child development: Reviewing the contribution of parental gender. *Journal of Marriage and Family*, 72, 35-40.
- Goldberg, A. (2010) Studying complex families in context. *Journal of Marriage and Family*, 72, 29-34.
- Strohschein, L. (2010). Generating heat or light? The challenge of social address variables. *Journal of Marriage and Family*, 72, 23-28.

Week 9: Marriage, Parenting and Social Development

Tues Nov 1st Marriage as a context for development

- Huston, T.L. (2009) What's love got to do with it? Why some marriages succeed and other fail. *Personal relationships*, 16, 301-327.
- Parke, R. (2004). Development in the family. *Annual Review of Psychology*, 55, 365-399

Thurs. Nov. 3rd Parenting as Context for Development:

- Meteyer, K., & Perry-Jenkins, M. (2009) Dyadic parenting and children's externalizing symptoms. *Family Relations*, 58.

Week 10: Cognitive Development I

Tues. Nov 8 Perceptual Development (Scott)

- Scott, L.S., Pascalis, O., & Nelson, C.A. (2007). A domain general theory of perceptual development. *Current Directions in Psychological Science*, 16(4), 197-201.
- Scott, L.S. & Monesson, A. (2009). The Origin of Biases in Face Perception. *Psychological Science*, 20, 676-680.
- Scherf, S. & Scott, L.S. Connecting developmental trajectories: Biases in face processing from infancy to adulthood. Manuscript for invited submission to *Developmental Psychobiology*.

Thurs. Nov 10: Language (and music) Development (Scott)

- Shukla, M. & White, K. & Aslin, R. (2011). Prosody guides the rapid mapping of auditory word forms onto visual objects in 6-mo-old infants. *PNAS*, 108(15), 1-6

Saffran, J. (2003). Statistical Language Learning: Mechanisms and constraints. *Current Directions in Psychological Science*, 12, 110-114.

Hannon, E. E., Trainor, L.J. (2007). Music acquisition : effects of enculturation and formal training on development. *TRENDS in Cognitive Science*, 11 (11), 466-472.

Optional: Kuhl, P.K. (2010). Brain Mechanisms in Early Language Acquisition. *Neuron*, 67, 713-727

Week 11: Cognitive Development II

Tues. Nov15th: Cognitive Development: Domain General Learning

Rakison, D. (2011). How to identify a domain-general learning mechanism when you see one. *Journal of Cognition and Development*, 12(2), 134-153.

Vouloumanos, A. (2011). Are U shaped developmental trajectories illusory? *Journal of Cognition and Development*, 12(2), 154-158

Cashon, C. & DeNicola, C.A. (2011). Is perceptual narrowing too narrow? *Journal of Cognition and Development*, 12(2), 159-162.

Deak, G. (2011). Early Domain-Specific Knowledge? Nonlinear developmental trajectories further erode a house of sand. *Journal of Cognition and Development*, 12(2), 163-168.

Thurs. Nov. 17th: Cognitive Development: Domain Specific Learning and Nativism (Scott- Erik Cheries as guest):

Spelke, E.S., & Kinzler, K. (2007). Core knowledge. *Developmental Science*, 10(1), 89-96.

TBA- articles from E. Cheries

Week 12: The Social Contexts of Development

****** Written assignment due**

Tues. Nov. 22th Race, Ethnicity and Social Class (Perry-Jenkins)

Conger, R.D., Conger, K.J., & Martin, M.J. (2010) Socioeconomic status, family processes and individual development. *Journal of Marriage and Family*, 72, 685-704.

Ghunney, A. & Perry-Jenkins (under review)

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Thurs. Nov. 24th NO CLASS – THANKSGIVING

Week 13: Adulthood and Aging

Tues. Nov. 29th MPJ

Schaie, K.W. (1994). The course of adult intellectual development. *American Psychologist*, 49, 304-313.

Thurs. Dec. 1st Sleep, Learning, and Aging (Guest Lecture by Dr. Rebecca Spencer)

Spencer, R.M.C., Sunm, M. & Ivry, R. (2006). Sleep-dependent consolidation of contextual

learning. *Current Biology*, 16, 1000-1005.
Gomez, R.L., Bootzin R.R., & Nadel, L. (2006). Naps promote abstraction in language-learning infants. *Psychological Science*, 17, 670-674.

Week 14: Development in the “Real World”

Tues. Dec 6th Caregiving and Development (Perry-Jenkins)

Belsky, J., Lowe Vandell, D., Burchinal, M., Clarke-Steward, K.A., McCartney, K., & Tresch Owen, M. (2007). Are there long-term effects of early child care. *Child Development*, 78(2), 681-701.

Dettling, A.C, Parker, S.W., Lane, S., Sebanc, A., & Gunnar, M.R. (2000). Quality of care and temperament determine changes in cortisol concentrations over the day for young children in childcare, *Psychoneuroendocrinology*, 25, 819-836,

Donorfio, L.K., & Kellet, K. (2006). Filial responsibility and transitions involved: A qualitative exploration of caregiving daughters and frail mothers. *Journal of Adult Development*, 13, 158-167.

Thus Dec. 8th Developmental Psychology: From Research to Practice

Toth, S.L., Manly, J.T., & Nilsen, W.J. (2008) From research to practice: Lessons learned. *Journal of Applied Developmental Psychology*, 29, 317-325.

*******FINAL EXAM HANDED OUT AT END OF CLASS.**