Psychology 837:
Developmental Core Course
Fall 2006

Dr. Kathy Hirsh-Pasek
569 Weiss Hall
215-204-7183 (voice)

Class meeting time: Thursday 10:00-1:00
Class location: 704 Weiss Hall
Office Hours:
khirshpa@temple.edu

Course Goals

1. Overview knowledge and issues in developmental psychology at the graduate level.
2. Expand critical thinking about the science of developmental psychology and its relation to contemporary issues.

Course description

To meet these course goals each unit will move from the general to the specific framed through a three-part structure. First, we will entertain a current issue that is relevant to the day's discussion. In what ways does the current issue force us to unpack questions that need to be asked, issues that need to be explored? Second, we will contextualize the class by reviewing the topic and offering a sweeping and up do date tour of the research. Third and finally, we will discuss one or two articles that are recent and that highlight current directions in the field. Readings for the first and third aims will be available on blackboard. For the second aim, we will rely on several texts that you can purchase at the bookstore. As you will see, we meet the goals by choosing topic areas that I highlight in each developmental period. Importantly, issues like brain development, peers or academic development cross cut all of the developmental periods. The brain grows through adolescence and attachment is a phenomenon that follows us throughout the relationships in our lives. I nest them within sections below not because we will exclusively discuss them within one developmental period, but because the bulk of the current discussion and debate lies within that developmental timeframe.

Prerequisites

1. Undergraduate course in developmental psychology.
2. Undergraduate courses across several areas of psychology (or equivalent).

Course Requirements

1. Written final exam on Thurs, **December 14**. (40% of grade).
2. Short paper (about 8 - 10 pages) focusing on a current controversy in developmental psychology, such as the role of early experience in development, the effects of nonmaternal child care, the usefulness of knowledge about brain development, whether to believe children's eyewitness testimony, the importance of parenting, etc. Students may find it helpful to focus on a single book and its reviews, or on a special issue of a journal. Or, students may select 4 to 5 articles that address a similar topic from varying angles. Paper topics must be submitted for instructor's approval by **November 2**. Papers are due **December 7**. (35% of grade).
3. Half page contributions raising two or three questions concerning the week's readings. These will be posted to Blackboard at least 48 hours prior to class prior to any one of four classes. (Each submission is worth 5% of grade.)
4. Participation in class is expected. If a student is not able to come to class, the student must notify the instructor prior to class. (Attendance and participation are worth 5% of grade.)

5. All reading must be done prior to class.

Books to Purchase:

*Berk, L. (2006) *Child development.* Boston: Allyn-Bacon (CD)

Balter, L., & Tamis LeMonda, C.S. (2006) *Child psychology: A handbook of contemporary issues*. (2nd ed) New York: Psychology Press. (CP)

Bornstein, M. H., & Lamb, M. E. (2005). *Developmental psychology: An advanced textbook* (5th ed). Mahwah, NJ: Erlbaum. (DP) ***optional only***

*I recognize that it is unusual to assign an undergraduate text for a graduate course, but some are just so good and so up-to-date, that they serve as a backdrop for all that we will discuss. Such is the case with Berk. I hope that you will agree that hers is worth the purchase as we will all have a common "stomping" ground in the field through her integrative and balanced presentation. We can then use this as a jumping point for our discussions. As you might guess, the Berk chapters offer a quick read.

Disability Statement:
Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible.

The design of this course draws in part on the Developmental Core Course taught in 2003 by Nora Newcombe and Marsha Weinraub in 2004.

Class Schedule

September 1 Introductions and course overview

Unit 1: A Developmental Toolkit

August 31 ***Theoretical Perspectives***

We all bring naïve theories of development with us as we enter the study of developmental psychology. Do we believe that children are empty vessels to be filled with facts, that children are innately endowed with learning strategies that need be refined by the context around them (parents and peers)? Do we hold that what we are like as a child has everything to do with the ways we will emerge as an adult or that our childhood is somewhat disconnected with who we are today? Exposure of our personal answers to some of these deep questions helps us uncover our personal stance towards development and its consequences and we will see that these questions are age-old. In this class we first expose some of our perspectives by taking the "Modernity Scale" and by discussing how a person's views on that scale might shape their outlook on parenting, work, policy. We will also look at writings from Francis Bacon, the famous philosopher, and William Penn, the founder of Pennsylvania. In the second section of the class, we read a broad conceptual piece from Berk and add further to our exploration of what development really is: change? accomplishments at a particular age? patterns across time? We then close by reading two current pieces on issues that we have now grappled with – one by Lerner et al. (2006) that speaks to current conceptions of development with special emphasis on contextual and relational theories and one by Newcombe (2002) that offers a refreshing take on the nature-nurture debate.

Berk (CD) Chapter 1, pp. 3-37

Lerner, R., Theokas, C., & Bobeck, D. (2005) Concepts and theories of human development: Historical and contemporary issues. In Bornstein & Craik (DP), pp. 3-45

Newcombe, N.S. (2002). The nativist-empiricist controversy in the context of recent research in spatial and quantitative development. *Psychological Science, 13,* 395-401.

September 7 ***Methodological approaches to development***

As you might imagine, your implicit theory has everything to do with the methods that you choose to investigate the hypotheses that you generate. In this class we explore developmental methodology and ask how it might relate to the kinds of hypotheses that we bring to bear on individual and group changes over time. The first part of the class discusses some newer methodological questions regarding Big Science vs more boutique science and the trend towards studying translational development as development in context. We will read some contemporary news articles discussing some issues that arise in these contexts e.g. the value of research from secondary data analyses. We might find an interesting trend in which most cognitive developmental work remains lab-based while much in the study of social development is becoming more big science and world-based. In the second part of the class, we not only secure our knowledge of lab-based and quasi experimental designs, longitudinal and cross-sectional designs, but also take a tour of some well known research labs on the web so that we can better appreciate the kinds of technique researchers are employing to get data. In the third part of the class, we move from questions of design to questions of analysis as we read two papers that look at the same construct (here language (surprise eh?)) from several perspectives. In the end, I would like to

challenge you to meld the ideas of big science and boutique investigations by thinking about a bigger cross-disciplinary scientific approach that allows for the depth of processing. Note the Johnson articles are really short so don't be shaken by the number of references.

Readings:

Berk, L. Chpt 2, 40-66 (skim only if familiar)

Breckler, S. Transitioning to "translational times." *APA Monitor*, 36,1-4.

NICHD Early Child Care Research Network. (2000).The relation of child care to cognitive and language development. *Child Development, 71*, 960-980.

Pruden, S., Hirsh-Pasek, K.,Hennon, Golinkoff, R., Hennon, E. (2006) The birth of words: Ten-month-olds learn words through perceptual salience. *Child Development*. *77,* 266-281.

Johnson, D. (2001) Sharing data: It's time to end psychology's guild approach. *APS Observer*, *14,* 1-3

Johnson, D. (2001) Three objections to data bases answered. *APS Observer*, *14*, 1-5

Johnson, D. (2001) Three ways to use data bases as tools for psychological research. *APS Observer*, *14,* 1-4

Johnson, D. (2002) The power of psychology's data bases. *APS Observer*, *15*, 1-2

Link to above 4 articles by Johnson. Note each is VERY short!
http://www.psychologicalscience.org/observer/0102/databases.html

Unit 2: Focus on infancy

September 14 ***The Brain: Developmental Neuroscience***

Developmental neuroscience is a new field that is just coming of age. Advances are continuously being developed that allow us to peer in on the infant and toddler brain and to ask how the developing brain supports emergent behavior. The study of children's brains had an immediate impact in the global marketplace of ideas and seemingly every "educational" product and activity promoted "brain development" as an outcome. In fact, one recent e-mail I received was from a mother who enrolled in an early physical stimulation program designed to build better brains so that the "world would be her oyster." To achieve this end, the baby was required to crawl 1 mile a day (I couldn't make this up). What are the myths behind the marketplace brain claims? We start by exploring what has been promised and why the science and the hype are so far apart. A chapter from John Bruer's *The Myth of the first three years* sets the stage. We then examine what we really do know and conclude by reading a promissory note about how what we are learning in brain development might offer a foundation for education in the present and future by reading a chapter from Blakemore and Frith's new book,

Readings:

Bruer, J. (2000) The myth of the first three years. Chapter 1

Thompson, R.A., & Nelson, C. (2001) Developmental science and the media: Early brain development. *American Psychologist*, 56, 5-15.

Johnson, M. (2006) Developmental neuroscience, psychophysiology, and genetics. In M. Bornstein & M. Lamb (eds.), DS, 187-215

Amso, D., Casey, B.J. (2006) Beyond what develops when: Neuroimaging may inform how cognition changes with development. *Current Directions, 15*, 24-29.

Blakemore, S-J., & Frith, U. (2005) *The learning brain: Lessons for education*. Oxford: Blackwell, 167-188.

September 21 ***Social and Emotional Development***

The phenomenon of *attachment* offers a cornerstone for the study of emotional, social and personality throughout development. The scientific interest in the phenomenon can be traced back to Freud who was among the first to hypothesize the role of the child-parent (mother) relationship in creating a prototype for all later relationships. When the eminent British psychologist John Bowlby wrote *Attachment and Loss* in 1969, attachment theory was "on the map" and would remain a central area of study in infancy and throughout development. It is thus little wonder that popular culture is often obsessed with questions about mother-child attachment, whether mothers should be working, whether infants should be in child care issues about adoption. In this class we revisit the modernity scale and ask how one's beliefs on these issues shape opinion on these policy issues. We then read two pieces that review the current landscape on attachment, Berk's overview and an overview position piece by one of the leading figures in attachment research. We close by reading two articles that revisit some of the older discussions in new garb examining the question of attachment bonds with children in child care and for children of employed mothers.

Readings:

Berk, L. Chapter 10, pp 419-430

Belsky, J. (2006) Determinants and consequences of infant-parent attachment. In L. Balter & C. Tamis-LeMonda, CP, 53-74

Barnett, D. & Vondra, J. I. (1999). Atypical patterns of early attachment: Theory, research and current directions. In J. I. Vondra & D. Barnett (Eds.), *Atypical attachment in infancy and early childhood among children at developmental risk. Monographs of the Society for Research in Child Development, 64* (3), 1-24.

September 28 ***Early Cognitive Development***

The famous psychologist William James was a professor of psychology and arguably one of the fathers of our field. In his writings in the late 1800s, he suggested that the world of the baby was

one of "blooming, buzzing confusion." As infant development took hold a century later, we learned that babies see their world in a much more orderly way as they process the sights and sounds around them. First we entertain what it would mean to live in a world with no objects, trajectories or events? With no words or sentences or musical patterns? What are the assumptions underlying this view of infancy? After taking the late 1800s view seriously we will move to Piaget's conception of the infant and then to more modern theories and the neoPiagetian views of cognition.

Readings:

Berk, L. Chapters 6 pp. 219-266 (skim)

Quinn, P. C. (in press). Categorization. In A. Slater & M. Lewis (Eds.), *Introduction to infant development*, 2nd Edition. Oxford University Press: Oxford, UK. pp 85-101

Mandler, J., (2004) A synopsis of *The foundations of mind: Origins of conceptual thought*. *Developmental Science 7*, 449-505

Pruden, S., Hirsh-Pasek, K., & Golinkoff, R. (in press) Current events: How infants parse events for language. In T. Shipley & J. Zacks (Eds.) Events. New York: Oxford University Press. (A discussion that moves beyond objects to the ways in which infants carve events into actions and action categories). (Optional)

October 5 ***Language development***

Language is one of the core cognitive behaviors that take place from zero to three. To master a language a child needs to bring together early social competencies in turn taking and imitating as well as a broad cognitive base in understanding the objects, actions and events in the world around her. Language seems to burst on the scene at around 12 months of age when children say their first words, but so much more is going on behind the scenes. What do children know before they can tell us and how does this pave the way for their ability to say words and to use grammar almost flawlessly? It was in the area of language development that the nature-nurture debate was played out in full force. We begin this section with discussions about issues surrounding language learning that have appeared in the popular press re the national language. What do we think about a national language of English and what effect will this have on potential bilingual classrooms? At a time when the language communities in our country are increasingly diverse, we must decide how to teach even our youngest children and how to prepare them for school. In this vein, the question of which language and how many languages children will learn is central. We then read an overview of language development from the Berk book to get our bearings in the field. Finally, we will take a look at three short articles that chart the landscape in the area of language development.

Readings:

Berk, L. Chapter 9, pp. 352-394

Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Baby wordsmith: From associationist

to social sophisticate. *Current Directions in Psychological Science, 15,* 30-33.

Saffran, J. R., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science, 274*, 1926-1928.

Marcus, G., Vijayan, S., Rao, S. B., & Vishton, P. M. (1999). Rule learning by seven-month-old infants. *Science, 283*, 77-79.

Hirsh-Pasek, K., & Golinkoff, R. (1996) *The origins of grammar*. Cambridge, MA: MIT Press. Chpt 2. pp. 11-53 (this is an optional reading that fleshes out the theoretical debates in the field.)

Unit 3: Focus on Preschool

October 12 ***Cognitive development: Reading and 'rithmetic and other symbols***

Preschool standards are the rage across the country. Each state is evaluating readiness in language arts, reading and numeracy. What exactly should children of this age know and how might we test their knowledge in ways that are age-appropriate? Developmental psychology has a lot to say with respect to early competencies in reading and numeracy. After taking a look at some of the state standards and thinking about what we would want to know and why, chart the landscape by reading two chapters from my book, *Einstein Never Used Flashcards* that does a review of current research in these areas. We then read a very interesting paper by Uttal et al who place reading and math within the context of learning symbol systems. Some make the compelling argument that becoming symbolic thinkers is the hallmark of being human (Piaget among others). We close by reading two recent scientific articles that pose very different directions for how we would "teach" reading: one written by Professor Whitehurst who currently serves as the undersecretary of education and one by the NICHD Study of Early Child Care.

Readings:

Hirsh-Pasek, . & Golinkoff, R. (2003) Einstein never used flashcards: How children really learn. Emaus, PA: Rodale. Chpt. 2, pp 38-60 and Chpt 5, pp. 97-126 (this is a VERY easy read).

Uttal, D., Liu, L. & DeLoache, J. (2006) Concreteness and symbolic development. In L. Balter & C. Tamis-LeMonda (CP) 167-185.

Storch, S.A. & Whitehurst, G.J. (2002). Oral language and code-related precursors to reading: Evidence from a longitudinal model. *Developmental Psychology, 38,* 934-947.

NICHD ECCRN (2005) NICHD, ECCRN (2005) Pathways to reading. The role of oral language in learning to reading. *Developmental Psychology*. *41*, 428-442

October 19 ***Social development: Who am I and who are you?***

A spurt of articles appeared in the popular press in the past year suggesting that children are ruder than they have ever been? Parents and teachers report this trend. There are also recent reports that preschoolers (yes preschoolers) are being expelled at levels three times the rate of those in elementary school (Gilliam, 2005). Why? We begin the class by asking what questions these claims raise for psychologists. What might we want to understand better about the way children develop a sense of self and a sense of others? We then review the literature by turning to Berk's chapter on self and social understanding. Finally, we look at a several recent articles on emotion regulation and aggression in preschool and beyond.

Readings:

Berk, L (2006) Chpt 11. 436-471

Exec function paper here

Eisenberg, N. & Fabes, R. (2006) Emotion regulation and children's socioemotional competence. In L. Balter & C. Tamis-LeMonda (eds). (CP). 357-380

Campbell, S., Spieker, S, Burchinal, M., Poe, M. and the NICHD ECCRN (2006) Trajectories of aggression from toddlerhood to age 9 predict academic and social functioning through age 12. *Journal of Child Psychology and Psychiatry*, *47*, 791-800.

Mendez, J.L., Fantuzzo, J. & Cicchetti, D. (2002). Profiles of social competence among low-income African American preschool children. *Child Development, 73*, 1085-1100 (optional but very interesting article on how social competence)

Unit 3: Focus on Middle Childhood

October 26 ***Cognitive Development: Executive function and intelligence***

Just what does it mean to be intelligent? Infant toys today boast that they will raise a newborn's intelligent and many speak about how their dogs and cats are intelligent? In this class we span two very different areas that I suggest will ultimately be quite related: executive function and intelligence. The former is quite new and researchers are still debating what the definition should be for these "control" processes including attention, problem solving and sometimes memory. The latter has been of concern to psychologists for a long time and has an important though checkered history. After trying to create our own operational definitions for intelligence, we read an overview by Berk that spans work on cognitive processes to set the landscape for our discussions. We then read a recent review by Welsh et al on executive function and move to a discussion of intelligence.

Readings:

Berk, L. (2006) Chpt. 7, pp. 271-308; Chpt. 8, pp. 312-349.

Welsh, M., Friedman, S. & Spieker, S. (in press) Executive functions in developing children: Current conceptions and questions for the future. In K. McCartney & D. Phillips (eds.) *Handbook on early childhood development.* Malden:MA; Blackwell

Neisser et al. (1996). Intelligence: Knowns and unknowns. *American Psychologist*, 51, 77-101.

Bruer, J.T. (1994). *Schools for thought: A science of learning in the classroom.* Cambridge: MIT Press.

November 2 ***Social and Emotional Development in Middle Childhood: Peers***

What does it mean to have a friend and how might this change over the course of development? Several issues about friends have been voiced in the popular media over the past couple of years. Many, for example, heard the raging debates over internet "friend" groups created through MySpace and Facebook. These sources are so sophisticated that they use psychological techniques like socio-metrics to show you how many friends you have from different cities and institutions and how all of your friend sets are interrelated. Can you really define friends, popularity, etc in this way? Are you my friend if you are listed on my Facebook account? Why or why not? A second very contentious issue on the role of peers was raised by Judith Harris who contended that parents don't really matter in development. Rather, peers play the primary role. These assertions were refuted by a chorus of researchers and this debate is reviewed in Berk, p.568. After raising some of the issues, we chart the landscape on peers and friendship and then look at two different perspectives/ reviews of peer relationships. You are free to chose only 1 of these two reviews to read.

Readings:

Berk, L. (2006) Chpt, 15, 596-614.

Rubin, K., Chen, X., Coplin, R., Buskirk, A, & Wojslawowicz, J. (2005) Peer relationships in childhood. In M. Bornstein & M. Lamb (eds). 469-512. ***OR,***

Underwood, M., Mayeux, L. & Galperin, M. (2006) Peer relations during middle childhood. In L. Balter & C. Tamis-LeMonda (eds). (CP). 241-261

Unit 4: Focus on Adolescence

November 9 ***Cognitive Development in Adolescence***

The last few years have seen a dramatic shift in the way we view adolescent development. We now know, for example that there is a spurt in brain development during adolescence and that this has cognitive and behavioral consequences. This class begins with one of the contemporary issues about juveniles and the justice system. If adolescents are not fully developed and there for have diminished mental capacity and if they are less able to resist or control certain behaviors because of this diminished capacity, should they be held to the same level of culpability as adults? Professors Larry Steinberg and Elizabeth Scott argue that they should not. We begin by discussion this article and seeing how advances in science can directly affect policy. This article also forces us to think about another issue that is on the horizon, that of "hot cognition" or whether we ever make good decision when emotion gets in the way. We follow this discussion by looking at the developing landscape through another article by Steinberg (2004) & Keating. Finally we close with a discussion of Overton's work on logical reasoning in adolescence.

Readings:

Steinberg, L.D. & Scott, E.S. (2003). Less guilty by reason of adolescence. *American Psychologist, 58*, 1009 – 1018.

Steinberg, L. (2004) Cognitive and affective development in adolescence. *Trends in Cognitive Science*, *3*, 67-73.

Keating, D.P. (2004) Cognitive and brain development. In Handbook of Adolescent Psychology (2nd ed) In R. Lerner and L. Steinberg, (eds), pp. 45–84, New York:Wiley

Kuhn, D. (2006) Do cognitive changes accompany developments in the adolescent brain? *Perspectives on Psychological Science*, 1, 59-67. (optional)

Overton, W.F. (1990). Competence and procedures: Constraints on the development of logical reasoning. In W. F. Overton (Ed), *Reasoning, necessity, and logic: Developmental perspectives* (pp.1-32). Hillsdale, NJ: Lawrence Erlbaum Associates

November 16 ***Social and Emotional Development in Adolescence***

When we think of adolescence, we often think of what will inevitably go wrong, in their behaviors at school, in their relationships, etc. As Rich and Jacqueline Lerner (2006) suggest, "

> …characterizations of young people as problems to be managed or as primarily people in need of fixing reflect a deficit–based belief that there is some shortcoming of character or personality that leads youth to become involved in risky or negative behaviors. Given the presence of such a deficit, the appropriate and humane actions to take in regard to young people are to prevent the actualization of the otherwise inevitable problems they will encounter.

Is this the correct conceptualization? What are our initial impressions of adolescence and how might this color our interpretations of their behavior. Rarely a day goes by when the news fails to report some bad deed by a local teen. Are they getting a bum rap? We begin the class with this discussion and then paint a new picture that is emerging under the rubric of "positive youth development." We read about this perspective to chart the landscape and then turn to questions about adolescent social development in the context of ethnic and social diversity by examining social development in inner city youth.

Readings:

Lerner, R., & Lerner, J. (2006) Towards a new vision and vocabulary about adolescence. In L. Balter & C. Tamis-LeMonda. (CP) 445- 469.

Way, N., Becker, B., & Green, M. (2006) Friendships among Black, Latino, and Asian American Adolescents in an urban context. In L. Balter & C. Tamis-LeMonda (eds). (CP) 415-445.

Taylor, R. D. (2001). Psychological adjustment of urban, inner city, African-American adolescents. In A. Barnett (Ed.) Forging *Links: Clinical-Developmental Perspectives on African-American Children.* (pp. 89-105). New York: Sage Publications

November 23 ***Thanksgiving holiday begins***

November 30 ***<u>Development in context: Home, child care, school and neighborhood</u>***

Development does not occur in a vacuum. It occurs in an ever-changing context or set of contexts that together set a trajectory for the behavior under the microscope. Only when the child's propensities meet context, can we begin to predict outcomes. Nature and nurture cannot be disentangled. Further, developmental texts and courses are fond of splitting the child into the cognitive and social components when we all know that that cognition informs social development and the reverse. By way of example in the Final World Cup Match, over 1 billion viewers were shocked when emotion overcame rationality. France's Zidane's headbutted Materazzi in the chest and was evicted from the game. Now that the circumstances were released would people interpret the action differently? In this class, we speak to the role of context in both studying and interpreting behavior. We set the landscape by exploring a host of ideas presented by Berk – an up-to-date log of the role of parental, media and school contexts on development. After this sweeping review, we turn to an influential paper by Bronfenbrenner who set the stage for the study of development in context. We conclude by looking at one study that takes Bronfenbrenner's approach seriously and that has yielded a number of interesting results on multiple questions of development. Here we focus on the context of child care and new methods for exploring the joint effects of family, child care, school and ethnicity on developmental outcomes.

Readings:
Berk, L. (2006) Chpt. 14, 556-595; Chpt 15, 618-639

Bronfenbrenner, U.(1986) Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22*, 723-742

Garbarino, J. (2005) In appreciation: Urie Bronfenbrenner (1917-2005). *American Psychologist, 18*, 28-33.

NICHD Early Child Care Research Network. (2006).Child Care Effect Sizes for the NICHD Study of Early Child Care and Youth Development. *American Psychologist*, 61, 99-116.

NICHD Early Child Care Research Network. (2002).Child-care structure>process>outcome: Direct and indirect effects of child-care quality on young children's development. *Psychological Science*, 199-206.

December 7 Summing it all up, final exam preparation and Class Evaluation

December 14 11:00 – 1:00 Final Exam