

Psych 452: Seminar in Developmental Psychology (Fall 2006)

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Office Hours: Mondays & Wednesdays 3:00 – 4:00pm, or by appointment

Course Website: <http://www.ilstu.edu/~gsbrasw/Psych452.htm>

Meeting Times: Fridays, 9 - 11:50am, DeGarmo 48

Description: This course will cover research and theories regarding the development of children. Assigned readings will cover a variety of theoretical perspectives, although the course will focus on sociocultural aspects of development. More specifically, this course will present development in terms of changes in children's engagement in the world around them and how that engagement is shaped by various forces (and shapes those forces in turn).

Objectives: This course should (among other things) help you...

- understand basic biological, cognitive, emotional and social changes in developmental populations from a life-span perspective
- understand how age-graded normative, history-graded, and non-normative factors affect stability and change
- recognize how development is affected by gender, culture, ethnicity, socioeconomic status, and contextual factors (e.g., the family, peers, schools)
- appreciate broad meta-theoretical arguments within developmental psychology (e.g., nature vs. nurture, continuity vs. discontinuity) & describe how major theories stand on these issues
- understand the scientific nature of the field, how research designs and methods capture developmental processes, and the multi-disciplinary nature of the discipline
- develop the knowledge and skills necessary to pursue an applied career or garner placement in a doctoral program

This course also is designed to help fulfill certain objectives for the School Psychology doctoral program (i.e., learning basic psych principles plus understanding cultural and individual differences), as well as certain standards for the Specialist program: Standard 3 (Learning and Instruction), Standard 4 (Socialization and Development of Life Skills), Standard 5 (Student Diversity in Development and Learning), and Standard 7 (Prevention, Crisis Intervention, and Mental Health).

Readings:

Rogoff, B. (2003). *The cultural nature of human development*. Oxford: Oxford University Press.

Other readings will be available in the graduate student lounge. Reading assignments are listed below for each week.

Requirements: Students' grades will be based on performance in each of these areas...

- In-class participation.* Students will be expected to fully participate in class discussions and to come to class ready to discuss the assigned readings. (30% of final grade)
- Reaction papers.* To help ensure that all students engage in discussion, students will be required to turn in written questions (or comments) for each class based on the issues in the readings that they found most interesting or puzzling. You should either mention points from more than one reading or, better yet, try to address points in common across readings for the week. These papers will be due by 9:00am on Thursdays before each class, and they can be e-mailed to me. Reaction

- papers need not be more than one page in length. (15% of final grade)
- ❑ *Research papers.* Each student will be required to write a 10-15 page paper which delves into any area of human development that is of interest. This paper will examine recent literature on the particular topic. Please inform me of your topic by the fourth week of class. Papers will be on **11/17/06** (20% of final grade).
 - ❑ *Presentations.* Each student will be required to give a 15-minute oral presentation that either expands on one of the topics covered in class or covers material relating to the student's research paper topic. This will allow each student to become more familiar with a particular topic in developmental psychology and will allow this in-depth information to be shared with the class as a whole. (15% of final grade)
 - ❑ *Leading class discussions.* Each student will be required to co-lead an hour of discussion each week with another student. Discussion leaders will also be required to present at least one article or chapter beyond the assigned readings. You can sign up for these during the first session we meet. (20% of final grade).

DATE	TOPIC
8/25	Introduction
9/1	<p>History, theory and research methods</p> <p>Rogoff, Ch. 1 (pp. 3 - 24), Ch. 2</p> <p>Dixon, R. A., & Lerner, R. M. (1999). History and systems in developmental psychology. In M. H. Bornstein, & M. E. Lamb (Eds.), <i>Developmental psychology: An advanced textbook (4th ed.)</i> (pp. 3-45).</p> <p>Miller, P. J., Hengst, J. A., & Wang, S. (2003). Ethnographic methods: Applications from developmental cultural psychology. In P. M. Camic, J. E. Rhodes & L. Yardley (Eds.), <i>Qualitative research in psychology: Expanding perspectives in methodology and design</i> (pp. 219-242). Washington, DC: American Psychological Association.</p>
9/8	<p>Infants' social & cognitive engagement in world of people & things</p> <p>Rogoff, Ch. 5 (150-168), Ch. 6 (194-200)</p> <p>Baillargeon, R. (2004). Infants' physical world. <i>Current Directions in Psychological Science</i>, 13, 89-94.</p> <p>Mangelsdorf, S. C., McHale, J. L., Diener, M., Goldstein, L. H., & Lehn, L. (2000). Infant attachment: Contributions of infant temperament and maternal characteristics. <i>Infant Behavior & Development</i>, 23, 175-196.</p> <p>Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. <i>Developmental Psychology</i>, 28, 759-775.</p> <p>Okami, P., Weisner, T., & Olmstead, R. (2002). Outcome correlates of parent-child bedsharing: An eighteen-year longitudinal study. <i>Developmental & Behavioral Pediatrics</i>, 23, 244-252.</p>

9/15

Children's understanding of others & the world

Jenkins, J. M., Turrell, S. L., Kogushi, Y., Lollis, S., & Ross, H. S. (2003). A longitudinal investigation of the dynamics of mental state talk in families. *Child Development, 74*, 905-920.

Samarapungavan, A., Vosniadou, S., Brewer, W. F. (1996). Mental models of the earth, sun, and moon: Indian children's cosmologies. *Cognitive Development, 11*, 491-521.

Harris, P. (2002). What do children learn from testimony? In P. Carruthers, S. Stich, & M. Siegal (Eds.), *The cognitive basis of science* (pp. 316-334). New York: Cambridge University Press.

Ross, N., Medin, D., Coley, J. D., & Atran, S. (2003). Cultural and experimental differences in the development of folkbiological induction. *Cognitive Development, 18*, 25-47.

9/22

Children's participation in families

Rogoff, Ch. 4 (102-144), Ch. 6 (200-211, 217-221)

Zukow-Goldring, P. (2002). Sibling caregiving. In M. H. Bornstein (Ed). *Handbook of parenting: Vol. 3: Being and becoming a parent (2nd ed.)* (pp. 253-286). Mahwah, NJ: Erlbaum.

Collins, W. A., Madsen, S. D., & Susman-Stillman, A. (2002). Parenting during middle childhood. In M. H. Bornstein (Ed.), *Handbook of parenting: Vol. 1: Children and parenting (2nd ed.)* (pp. 73-101). Mahwah, NJ: Erlbaum.

9/29

Children's participation in peer groups

Benenson, J. F., Apostoleris, N. H., & Parnass, J. (1997). Age and sex differences in dyadic and group interaction. *Developmental Psychology, 33*, 538-543.

Aydt, H., & Corsaro, W. A. (2003). Differences in children's construction of gender across culture: An interpretive approach. *American Behavioral Scientist, 46*, 1306-1325.

Rose, A. J., & Asher, S. R. (2004). Children's strategies and goals in response to help-giving and help-seeking tasks within a friendship. *Child Development, 75*, 749-763.

Gest, S. D., Graham-Bermann, S. A., & Hartup, W. W. (2001). Peer experience: Common and unique features of number of friendships, social network centrality, and sociometric status. *Social Development, 10*, 23-40.

Crick, N. R., Casas, J. F., & Ku, H. (1999). Relational and physical forms of peer victimization in preschool. *Developmental Psychology, 35*, 376-385.

10/6

Engaging in play

Göncü, A., Mistry, J., Mosier, C. (2000). Cultural variations in the play of toddlers. *International Journal of Behavioral Development*, 24, 321-329.

Gleason, T. R., Sebanc, A. M., & Hartup, W. W. (2000). Imaginary companions of preschool children. *Developmental Psychology*, 36, 419-428.

Lancy, D. F. (1996). *Playing on the mother-ground: Cultural routines for children's development*. New York: Guilford. Ch. 5, "Parents, Children, and Make-believe"

Farver, J. M., & Shin, Y. L. (1997). Social pretend play in Korean- and Anglo-American preschoolers. *Child Development*, 68, 544-556.

Pellegrini, A. D., Blatchford, P., Kato, K., Baines, E. (2004). A short-term longitudinal study of children's playground games in primary school: Implications for adjustment to school and social adjustment in the USA and the UK. *Social Development*, 13, 107-123.

10/13

Using language to participate in and understand the world

Akhtar, N., & Tomasello, M. (2000). The social nature of words and word learning. In R. M. Golinkoff, K. Hirsh-Pasek, L. Bloom, L. B. Smith, A. L. Woodward, N. Akhtar, M. Tomasello, & G. Hollich. *Becoming a word learner: A debate on lexical acquisition* (pp. 115-135). Oxford: Oxford University Press.

Hurtado, A., & Vega, L. A. (2004). Shift happens: Spanish and English transmission between parents and their children. *Journal of Social Issues*, 60, 137-155.

Chouinard, M. M., & Clark, E. V. (2003). Adult reformulations of child errors as negative evidence. *Journal of Child Language*, 30, 637-669.

Ogbu, J. U. (1999). Beyond language: Ebonics, proper English, and identity in a Black-American speech community. *American Educational Research Journal*, 36, 147-184.

10/20

Engagement with representational systems

DeLoache, J. S., Pierroutsakos, S. L., Uttal, D. H., Rosengren, K. S., & Gottlieb, A. (1998). Grasping the nature of pictures. *Psychological Science*, 9, 205-210.

Braswell, G. S., & Callanan, M. A. (2003). Learning to draw recognizable graphic representations during mother-child interactions. *Merill-Palmer Quarterly*, 49, 471-494.

Szechter, L. E., & Liben, L. S. (2004). Parental guidance in preschooler's understanding of spatial-graphic representations. *Child Development*, 75, 869-885.

Troseth, G. L., Saylor, M. M., & Archer, A. H. (2006). Young children's use of video as a source of socially relevant information. *Child Development, 77*, 786-799.

Kelly, M. K., Miller, K. F., Fang, G., & Feng, G. (1999). When days are numbered: Calendar structure and the development of calendar processing in English and Chinese. *Journal of Experimental Child Psychology, 73*, 289-314.

10/27

Parental belief systems

Tudge, J., et al. (1999). Cultural heterogeneity: Parental values and beliefs and their preschoolers' activities in the United States, South Korea, Russia, and Estonia. In A. Goncu (Ed.), *Children's engagement in the world: Sociocultural perspectives* (pp. 62-96). Cambridge: Cambridge University Press.

Aunola, K., Nurmi, J., Lerkkanen, M., & Rasku-Puttonen, H. (2003). The roles of achievement-related behaviours and parental beliefs in children's mathematical performance. *Educational Psychology, 23*, 403-421.

Harkness, S., & Super, C. M. (1992). Parental ethnotheories in action. In I. E. Sigel, A. V. McGillicuddy-DeLisi, & J. J. Goodnow (Eds.), *Parental belief systems: The psychological consequences for children (2nd Edition)* (pp. 373-391). Hillsdale, NJ: Erlbaum.

McGillucuddy-DeLisi, A. V., & Subramanian, S. (1994). Tanzanian and United States mothers' beliefs about parents' and teachers' roles in children's knowledge acquisition. *International Journal of Behavioral Development, 17*, 209-237.

Savage, S. L., & Gauvain, M. (1998). Parental beliefs and children's everyday planning in European-American and Latino families. *Journal of Applied Developmental Psychology, 19*, 319-340.

11/3

Participating in schooling & other forms of education

Rogoff, Ch. 8, Ch. 9 (340-347)

Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology, 49*, 345-375.

11/10

Self & social/cultural identities

Rogoff, Ch. 5 (181-193)

Nelson, K., & Fivush, R. (2004). The emergence of autobiographical memory: A social cultural developmental theory. *Psychological Review, 111*, 486-511.

Wang, Q. (2004). The emergence of cultural self-constructs: Autobiographical memory and self-description in European American and Chinese children. *Developmental Psychology, 40*, 3-15.

Wiley, A. R., Rose, A. J., Burger, L. K., & Miller, P. J. (1998). Constructing autonomous selves through narrative practices: A comparative study of working-class and middle-class families. *Child Development*, 69, 833-847.

Fasig, L. G. (2000). Toddlers' understanding of ownership: Implications for self-concept development. *Social Development*, 9, 370-382.

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| 11/17 | Oral presentations [PAPERS DUE] |
| 12/1 | Oral presentations |
| 12/8 | Oral Presentations |
| 12/12 | Papers will be returned, additional feedback/discussion, 7:50am |