

## **DEP 6099 – SURVEY OF DEVELOPMENTAL PSYCHOLOGY, FALL 2005**

**Section #:** 7983

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

**Class Location:** PSY 130

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

**Office Hours:** Tuesday & Wednesday, Period 7 (1:55pm – 2:45pm)  
& By Appointment

**Office:** 005 - I Psychology Building

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**Course Website:** <http://www.psych.ufl.edu/~jagraber/#Teaching>

Syllabus and any announcements will be posted on the course website.

### **Course Objectives**

This course provides an overview of critical concepts in developmental psychology for doctoral students. 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 assigned readings, (b) active discussion of readings, (c) written reflection on selected topics, and (d) application of a developmental perspective to one's own research as demonstrated in written and oral presentation (3 credit students).

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

1. Theoretical Perspectives and Models of Development
  - a. What is Development?
  - b. Models of Adolescence and Young Adulthood
  - c. Life Span Perspectives
2. Continuity and Change in Development & Examples in Content Areas
  - a. Temperament and Personality
  - b. Emotion
  - c. Cognition
3. Dynamic Models of Bio-behavioral Development
  - a. Revisiting Critical Periods
  - b. Models from Brain Development, Early Experience, & Puberty
  - c. Behavioral Genetic & Genetics

4. Contextual Theories and Applied Developmental Science: Why Context Matters
  - a. Family Contexts & The Child Care Debate
  - b. The Effects of Poverty
  - c. The Effects of Neighborhoods
  - d. Resilience
  - e. Historical Period as Context

### Required Readings

Most readings are available on-line via the UF library system. Readings not available via the UF library system will be posted on-line at the course website.

#### Additional Resources:

The following 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.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2004). *Human development* (9th ed.). New York: McGraw-Hill.

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

Miller, P. H. (2002). *Theories of developmental psychology*, 4<sup>th</sup> ed. New York: Worth Publishers.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

**NOTE:** This course uses APA style for all written work.

### Course Requirements

1. **Readings.** All assigned readings must be completed before each class period.
2. **Class Participation.** This is a discussion course; there are very few, if any lectures. Each student is expected to participate in class discussion throughout the semester. 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. As this is a graduate course, it is assumed that students will attend every session. If you must be absent for a particular class session, please notify Dr. Graber in advance.
3. **Brief Reaction Papers.** Students will write 2 short reaction papers on issues presented in the readings for a particular week or topic. See detailed description for these assignments.
4. **Leading Discussion.** Each student will lead discussion of the readings for a particular class session 1-2 times during the semester. Discussion leaders should prepare a set of questions or

issues that s/he felt were interesting or important from the reading. A brief overview of the reading is appropriate but should move quickly into discussion (this should not be a lecture).

5. **Research Proposal.** Students enrolled for 3 credits will write a research proposal paper (~10 pages for content) and will give a presentation to the class on his/her proposal. See detailed description for this assignment.

### Grading

#### 2 credit Students

Participation	35%
Discussion Leadership	25%
1 <sup>st</sup> Reaction Paper	20%
2 <sup>nd</sup> Reaction Paper	20%

#### 3 credit Students

Participation	35%
Discussion Leadership	25%
1 <sup>st</sup> Reaction Paper	10%
2 <sup>nd</sup> Reaction Paper	10%
Presentation & Paper	20%

### Course Outline

DATE	TOPICS
	Reading Assignments
8/24	<b>Overview</b> The Syllabus
8/29	<b>Theoretical Perspectives on Development</b> Lerner, R. M. (1998). Theories of human development: Contemporary perspectives. In W. Damon, (Series Ed.), & R. M. Lerner, (Vol. Ed.), <i>Handbook of child psychology: Vol. 1. Theoretical models of human development</i> (pp. 1-24). New York: Wiley.
9/1	<b>Theoretical Perspectives on Development</b> Graber, J. A., & Brooks-Gunn, J. (1996). Transitions and turning points: Navigating the passage from childhood through adolescence. <i>Developmental Psychology</i> , 32, 768-776. <b>(On-line)</b> Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist</i> , 55, 469-480. <b>(On-line)</b>
9/5	NO CLASS (LABOR DAY)

<p><b>9/7 Reaction Paper, Possible Issues to Address:</b> Identify commonalities or distinct differences in the developmental approaches for different periods of the life span. What is development? Which perspectives seemed most salient to answering this question?</p>	
<p>9/7</p>	<p><b>Theoretical Perspectives on Development</b>                  Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. <i>American Psychologist</i>, 52, 366-380. <b>(On-line)</b>                  Schaie, K. W. (2000). The impact of longitudinal studies on understanding development from young adulthood to old age. <i>International Journal of Behavioral Development</i>, 24, 257-266. <b>(On-line)</b></p>
<p><b>9/12 Reaction Paper, Possible Issues to Address:</b> Kagan (1980) and Caspi &amp; Roberts (2001) share some conceptions of continuity and change and have some unique views. Which commonalities or differences seemed most salient? How were concepts of continuity and change applied to temperament and personality? Were there connections in the approaches and conceptualizations of the issues between the Newman et al. (1997) and the Helson et al. (2002) papers?</p>	
<p>9/12</p>	<p><b>Continuity and Change: Temperament and Personality</b>                  Kagan, J. (1980). Perspectives on continuity. In O. G. Brim, Jr., &amp; J. Kagan (Eds.), <i>Constancy and change in human development</i> (pp. 26-74). Cambridge, MA: Harvard University Press.                  Caspi, A., &amp; Roberts, B. W. (2001). Personality development across the life course: The argument for change and continuity. <i>Psychological Inquiry</i>, 12, 49-66. <b>(On-line)</b></p>
<p>9/14</p>	<p><b>Continuity and Change: Temperament and Personality</b>                  Newman, D. L., Caspi, A., Silva, P. A., &amp; Moffitt, T. E. (1997). Antecedents of adult interpersonal functioning: Effects of individual differences in age 3 temperament. <i>Developmental Psychology</i>, 33, 206-217. <b>(On-line)</b>                  Helson, R., Jones, C., &amp; Kwan, V. S. Y. (2002). Personality change over 40 years of adulthood: Hierarchical linear modeling analyses of two longitudinal samples. <i>Journal of Personality and Social Psychology</i>, 83, 752-766. <b>(On-line)</b></p>
<p><b>9/19 Reaction Paper, Possible Issues to Address:</b> Refer back to the Kagan (1980) and Caspi &amp; Roberts (2001) articles; how were concepts of continuity and change applied to emotion? Were there connections in the approach and conceptualization of the issues between the Cole et al. (2004), Raffaelli &amp; Crockett (2003), and the Labouvie-Vief &amp; Medler (2002) papers?</p>	
<p>9/19</p>	<p><b>Continuity and Change: Emotion</b></p>

	<p>Cole, P. M., Martin, S. E., &amp; Dennis, T. A. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. <i>Child Development, 75</i>, 317-333. <b>(On-line)</b></p>
9/21	<p><b>Continuity and Change: Emotion</b>                  Raffaelli, M.; Crockett, L. J. (2003). Sexual Risk Taking in Adolescence: The Role of Self-Regulation and Attraction to Risk. <i>Developmental Psychology, 39</i>, 1036-1046. <b>(On-line)</b></p> <p>Labouvie-Vief, G., &amp; Medler, M. (2002). Affect optimization and affect complexity: Modes and styles of regulation in adulthood. <i>Psychology and Aging, 17</i>, 571-587. <b>(On-line)</b></p>
<p><b>9/26 Reaction Paper, Possible Issues to Address:</b> Refer back to the Kagan (1980) and Caspi &amp; Roberts (2001) articles; how were concepts of continuity and change applied to cognition? Were there connections in the approach and conceptualization of the issues between the Bjorklund (1997), Bruck &amp; Ceci (1999), and Hultsch et al. (1999) papers?</p>	
9/26	<p><b>Continuity and Change: Cognition</b>                  Bjorklund, D. (1997). In search of a metatheory for cognitive development (or Piaget is dead and I don't feel so good myself). <i>Child Development, 68</i>, 144-148. <b>(On-line)</b></p> <p>Bruck, M., &amp; Ceci, S. J. (1999). The suggestibility of children's memory. <i>Annual Review of Psychology, 50</i>, 419-439. <b>(On-line)</b></p>
9/28	<p><b>Continuity and Change: Cognition</b>                  Hultsch, D. F., Hertzog, C., Small, B. J., &amp; Dixon, R. A. (1999). Use it or lose it: Engaged lifestyle as a buffer of cognitive decline in aging? <i>Psychology and Aging, 14</i>, 245-263. <b>(On-line)</b></p>
<p><b>10/03 Reaction Paper, Possible Issues to Address:</b> Does it matter if critical periods exist? Identify areas of human functioning that demonstrate experience-expectant or experience-dependent processes from your own areas of research; is this a useful model for understanding development in that area?</p>	
10/3	<p><b>Dynamic Models of Bio-Behavior Development: Revisiting Critical Periods</b>                  Bruer, J. T. (2001). A critical and sensitive period primer. In D. B. Bailey, Jr., J. T. Bruer, F. J. Symons, &amp; J. W. Lichtman (Eds.), <i>Critical thinking about critical periods</i> (pp. 3-26). Baltimore, MD: Brookes Publishing Co.</p>
10/5	<p><b>Dynamic Models of Bio-Behavior Development: Experience</b>                  Bruer, J. T., &amp; Greenough, W. T. (2001). The subtle science of how experience affects the brain. In D. B. Bailey, Jr., J. T. Bruer, F. J. Symons, &amp; J. W. Lichtman (Eds.), <i>Critical thinking about critical periods</i> (pp. 209-232).</p>

	Baltimore, MD: Brookes Publishing Co.
<b>10/10</b>	<b>Reaction Paper, Possible Issues to Address:</b> Does the Bruer & Greenough (2001) model of brain-experience development apply well to the effects of early deprivation or harsh parenting or puberty-environment interactions? What are the unique implications of Gunnar et al. (2001) in comparison to Bugental et al. (2003) for child outcomes? Based on the puberty papers, what would you predict about the experience of other biological transitions in the life course (e.g., pregnancy, menopause)?
<b>10/10</b>	<b>Dynamic Models of Bio-Behavior Development: Parenting and Deprivation</b> Gunnar, M. R., Morison, S. J., Chisholm, K., & Schuder, M. (2001). Salivary cortisol levels in children adopted from Romanian orphanages. <i>Development and Psychopathology, 13</i> , 611-628. <b>(On-line)</b> Bugental, D. B., Martorell, G. A., & Barraza, V. (2003). The hormonal costs of subtle forms of infant maltreatment. <i>Hormones and Behavior, 43</i> , 237-244. <b>(On-line)</b>
<b>10/12</b>	<b>Dynamic Models of Bio-Behavior Development: Puberty</b> Graber, J. A., Brooks-Gunn, J., & Warren, M. P. (1995). The antecedents of menarcheal age: Heredity, family environment, and stressful life events. <i>Child Development, 66</i> , 346-359. <b>(On-line)</b> Graber, J. A., Seeley, J. R., Brooks-Gunn, J., & Lewinsohn, P. M. (2004). Is pubertal timing associated with psychopathology in young adulthood? <i>Journal of the American Academy of Child and Adolescent Psychiatry, 43</i> (6), 718-726. <b>(On-line)</b>
<b>10/17</b>	<b>Reaction Paper, Possible Issues to Address:</b> Who did you think was more convincing Scarr (1992) or Baumrind (1993)? Apply a behavioral genetics interpretation to your own area of research; is this a useful approach? What are the implications for behavioral genetics of the Caspi et al. (2004) findings?
<b>10/17</b>	<b>Behavioral Genetics</b> Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. <i>Child Development, 63</i> , 1-19. <b>(On-line)</b> Baumrind, D. (1993). The average expectable environment is not good enough: A response to Scarr. <i>Child Development, 64</i> , 1299-1317. <b>(On-line)</b>
<b>10/19</b>	<b>Genetics and Developmental Process</b> Caspi, A. et al. (2004). Maternal expressed emotion predicts children's antisocial behavior problems: Using monozygotic-twin differences to identify environmental effects on behavioral development. <i>Developmental Psychology, 40</i> , 149-161. <b>(On-line)</b>
<b>10/24</b>	<b>Reaction Paper, Possible Issues to Address:</b> One concern about Bronfenbrenner's model is that it doesn't deal with biological aspects of development; would you agree?

<p>Were there connections in the approach and conceptualization of the issues between the Gordon et al. (2004) and Ryff et al. (1994) papers?</p>	
<p><b>10/24</b></p>	<p><b>Contextual Theories &amp; Applied Developmental Science</b>                  Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. <i>Developmental Psychology</i>, 22 (6), 723-742. <b>(On-line)</b></p>
<p><b>10/26</b></p>	<p><b>Multigenerational Family Contexts</b>                  Gordon, R.A., Chase-Lansdale, L.P., &amp; Brooks-Gunn, J. (2004). Extended households and the life course of young mothers: Understanding the associations using a sample of premature, low birth-weight babies. <i>Child Development</i> 75, 1013-1038. <b>(On-line)</b>                  Ryff, C. D., Lee, Y. H., Essex, M. J., &amp; Schmutte, P. S. (1994). My children and me: Midlife evaluations of grown children and of self. <i>Psychology and Aging</i>, 9 (2), 195-205. <b>(On-line)</b></p>
<p><b>10/31 Reaction Paper, Possible Issues to Address:</b> Would you advise parents to use center-based child care? What are the broader societal implications of the child care debate? How is the child care debate framed from a Bronfenbrenner perspective?</p>	
<p><b>10/31</b></p>	<p><b>Applied Development: The Child Care Debate</b>                  NICHD Early Child Care Research Network. (2001). Child-care and family predictors of preschool attachment and stability from infancy. <i>Developmental Psychology</i>, 37, 847-862. <b>(On-line)</b>                  Belsky, J. (2001). Emanuel Miller lecture: Developmental risks (still) associated with early child care. <i>Journal of Child Psychology and Psychiatry</i>, 42, 845-859. <b>(On-line)</b></p>
<p><b>11/2 Reaction Paper, Possible Issues to Address:</b> Does poverty matter? Is this a surprising question? Describe what the model would look like if you extended the Conger et al. (1994) or McLoyd et al. (1994) models to aging?</p>	
<p><b>11/2</b></p>	<p><b>The Impact of Poverty on Development</b>                  Huston, A. C., McLoyd, V. C., &amp; Garcia Coll, C. (1994). Children and poverty: Issues in contemporary research. <i>Child Development</i>, 65, 275-282. <b>(On-line)</b>                  Smith, J. R., Brooks-Gunn, J., Kohen, D., &amp; McCarton, C. (2001). Transitions on and off AFDC: Implications for parenting and children's cognitive development. <i>Child Development</i>, 72 (5), 1512-1533. <b>(On-line)</b></p>
<p><b>11/7</b></p>	<p><b>The Impact of Poverty on Development</b>                  Conger, R. D., Ge, X., Elder, G. H., Jr., Lorenz, F. O., &amp; Simons, R. L. (1994).</p>

	<p>Economic stress, coercive family process, and developmental problems of adolescence. <i>Child Development</i>, 65, 541-561. <b>(On-line)</b></p> <p>McLoyd, V. C., Jayaratne, T. E., Ceballo, R., &amp; Borquez, J. (1994). Unemployment and work interruption among African American single mothers: Effects on parenting and adolescent socioemotional functioning. <i>Child Development</i>, 65, 562-589. <b>(On-line)</b></p>
<p><b>11/9 Reaction Paper, Possible Issues to Address:</b> Have you heard the term resilience used in other contexts? Did the definitions presented clarify its use and application? Is resilience a useful framework for understanding individual differences in development?</p>	
<p><b>11/9</b></p>	<p><b>Applied Development: Resilience</b></p> <p>Luthar, S. S., Cicchetti, D., &amp; Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. <i>Child Development</i>, 71, 543-562. <b>(On-line)</b></p> <p>Masten, A. S., Hubbard, J. J., Gest, S. D., Tellegen, A., Garmezy, N., &amp; Ramirez, M. (1999). Competence in the context of adversity: Pathways to resilience and maladaptation from childhood to late adolescence. <i>Development and Psychopathology</i>, 11, 143-169. <b>(On-line)</b></p>
<p><b>11/14 Reaction Paper, Possible Issues to Address:</b> Can research on neighborhoods be extended beyond urban settings? Describe what the model would look like if you extended the Sampson et al. (1997) model to adult development and aging? Be sure to focus on how development in adulthood would be affected rather than just whether neighborhoods affect adults.</p>	
<p><b>11/14</b></p>	<p><b>Neighborhood Context</b></p> <p>Sampson R, Raudenbush SW, and Earls F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. <i>Science</i>, 277, 918-924. <b>(On-line)</b></p> <p>Leventhal, T., &amp; Brooks-Gunn, J. (2000). The neighborhoods they live in: The effects of neighborhood residence on child and adolescent outcomes. <i>Psychological Bulletin</i>, 126, 309-337. <b>(On-line)</b></p>
<p><b>11/16</b></p>	<p><b>Neighborhood Context</b></p> <p>Ge, X., Brody, G.H., Conger, R.D., Simons, R.L., &amp; Murry, V.M. (2002). Contextual amplification of pubertal transition effects on deviant peer affiliation and externalizing behavior among African American children. <i>Developmental Psychology</i>, 38(1), 42-54. <b>(On-line)</b></p>
<p><b>11/21 Reaction Paper, Possible Issues to Address:</b> The common examples of the impact of historical time are based on military service. Are there other historical contexts that are</p>	

salient to development of constructs in your own field of research? Is Elder a substantial extension of Bronfenbrenner?	
<b>11/21</b>	<b>Including Historical Time as Context &amp; Putting It All Together</b> Elder, G. H., Jr. (1998). The life course and human development. In W. Damon, (Series Ed.), & R. M. Lerner, (Vol. Ed.), <i>Handbook of child psychology: Vol. 1. Theoretical models of human development</i> (pp. 939-991). New York: Wiley.
<b>11/23</b>	NO Class (Canceled for Thanksgiving)
<b>11/28</b>	<b>Including Historical Time as Context</b> Elder, G. H., Jr. (1986). Military times and turning points in men's lives. <i>Developmental Psychology</i> , 22 (2), 233-245. <b>(On-line)</b> Wright, J. P., Carter, D. E., & Cullen, F. T. (2005). A life-course analysis of military service in Vietnam. <i>Journal of Research in Crime and Delinquency</i> , 42 (1), 55-83. <b>(On-line)</b>
<b>11/30</b>	<b>PRESENTATIONS OF PROPOSALS</b>  <i>All Papers Due at Beginning of Class</i>
<b>12/5</b>	<b>PRESENTATIONS OF PROPOSALS</b>
<b>12/7</b>	<b>PRESENTATIONS OF PROPOSALS</b>  <i>Wrap-up</i>

### **Additional Descriptions of Paper Assignments**

#### ***Brief Reaction Papers***

As indicated, students will write 2 short reaction papers on issues presented in the readings for a particular week or topic. Content of papers should be 4-5 pages in length, typed, and double-spaced (12-point font, 1-inch margins, length excluding title page and references). Due dates for the papers are listed throughout the course outline when potential topics are listed. Papers should consider the merits of the ideas, perspectives and information presented in the materials. Intelligent criticism requires demonstrating an understanding of what the writer is saying, as well as an effort to relate the writer's position to problems, issues, or ideas that may clarify the meaning or significance of that position. Do not just summarize the articles. The specific focus of the papers is open. Some suggested questions to address are listed under different sections but

students may generate their own issues to address in the paper. Be sure to focus on 2-3 points and discuss them rather than generate an exhaustive list of issues from the readings.

### ***Research Proposal***

Students enrolled for 3 credits will write a research proposal paper (~10 pages for content) and will give a presentation to the class on his/her proposal. Students may select any topic they would like but the proposal must examine that topic from a developmental perspective. The proposal should provide the conceptual framework, review of relevant literature, basic methods, and implications of an empirical investigation. Students should select a topic and submit a brief synopsis of the topic to Dr. Graber by October 26. Papers are **due on November 30**. Presentations will be scheduled for the last few class sessions. Presentations should be approximately 15-20 minutes in length with an additional 5-10 minutes for discussion. (The allotted time may be adjusted depending on course enrollment.)

### **Course Guidelines & Policies**

1. **This course adheres to all University Policies.** See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
2. **Academic Honesty.** This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. See <http://www.dso.ufl.edu/judicial/honestybrochure.htm> for details.
3. **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/drp/as.htm> for details.
4. **Incompletes.** Due to the nature of the requirements for the course, no incompletes can be given if the presentation and discussion leadership assignments have not been completed on time. If the only outstanding assignment is the final exam, 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.
5. **Attendance.** Attendance will not be taken in this class; however, see the above policy on class participation.
6. **Announcements/Changes.** Dr. Graber, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in class.