

Psychology 837: Developmental Core Course
Fall 2003

Dr. Nora Newcombe
565 Weiss Hall
1-6944 (voice)
1-8100 (fax)
newcombe@temple.edu

Tuesday 1:30-4:30
704 Weiss Hall
Office Hours: Tuesday
8:30-10, 1-1:30, 4:30-5:30
or email at any time

Aims of the Course

1. Graduate-level overview of knowledge and issues in developmental psychology.
2. Development of critical thinking about developmental psychology.

Prerequisites

1. Undergraduate course in developmental psychology.
2. Reasonably broad knowledge of the field of psychology as a whole.

Course Requirements

1. Written final exam on **December 9**.
2. Short paper (about 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, or the importance of parenting. You may find it beneficial to focus on a single book and reviews of it, or on a special issue of a journal. Topics must be approved by **November 4**. Papers are due by **December 2**.

Books To Purchase

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

Shonkoff, J.P. & Phillips, D. (Eds.) *From Neurons to Neighborhoods : The Science of Early Childhood Development*. National Research Council.

Class Schedule

September 2 Introduction to the class

Unit 1: Setting the Stage

September 9 Theoretical and Methodological Issues
Chapters 1-4 of FNTN

September 16 Nature and Nurture

- Collins, W.A., Maccoby, E., Steinberg, L.D., Hetherington, E. M. & Bornstein, M. (2000). Contemporary research on parenting: The case for nature *and* nurture. *American Psychologist*, *55*, 218-232.
- Newcombe, N.S. (2002). The nativist-empiricist controversy in the context of recent research in spatial and quantitative development. *Psychological Science*, *13*, 395-401.
- Overton, W.F. (2003, in press). Embodied development: Ending the nativism-empiricism debate. In C. Coll & R. Lerner (Eds.), *Nature and nurture: The complex interplay of genetic and environmental influences on human behavior and development*. Mahwah, NJ: Lawrence Erlbaum Associates.

Unit 2: Infancy and Early Childhood

September 23 Early Social and Emotional Development
a) Chapters 5, 7 and 9 of FNTN

September 30 Early Cognitive and Language Development

- Chapter 6 of FNTN
- Hollich, G.J., Hirsh-Pasek, K. & Golinkoff, R.M. (2000). Breaking the language barrier: An emergentist coalition model for the origins of word learning. *Monographs of the Society for Research in Child Development*, Serial Number 262. Selection.
- Golinkoff, R.M. et al. (2002). Young children can extend motion verbs to point-light displays. *Developmental Psychology*, *38*, 64-614.

October 7 The Developing Brain

- Chapter 8 of FNTN
- Thomas, M.S.C. (2003). Limits on plasticity. *Journal of Cognition and Development*, *4*, 99-125.

- October 14 Applications and Policy Implications
- a) Chapters 10-13 of FNTN
 - b) 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*, *13*, 199-206.
 - c) Mendez, J.L., Fantuzzo, J. & Cicchetti, D. (2002). Profiles of social competence among low-income African American preschool children. *Child Development*, *73*, 1085-1100.

Unit 3: Middle Childhood

- October 21 Social and Emotional Development in Middle Childhood
- a) Drabick, D.A.G. et al. (under review). Risk factors for conduct problems and depressive symptoms in a cohort of Ukrainian children.
 - b) Kendall, P.C. et al. (1997). Therapy for youths with anxiety disorders: A second randomized clinical trial. *Journal of Consulting and Clinical Psychology*, *65*, 366-380.
- October 28 Cognitive Development in Middle Childhood
- a) Bruck, M. & Ceci, S.J. (1999). The suggestibility of children's memory. *Annual Review of Psychology*. *50*, 419-439.
 - b) Rayner, K. et al. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, *2*.
- November 4 IQ, Academic Achievement and Education
- a) Neisser et al. (1996). Intelligence: Knowns and unknowns. *American Psychologist*, *51*, 77-101.
 - b) Bruer, J.T. (1994). *Schools for thought: A science of learning in the classroom*. Cambridge: MIT Press.

Unit 4: Adolescence

- November 11 Social and Emotional Development in Adolescence
- Steinberg, L. & Morris, A.S. (2001). Adolescent development. *Annual Review of Psychology*, *52*, 83-110.
- November 18 Cognitive Development in Adolescence
- Overton, W.F. (1990). Competence and procedures: Constraints on the development of logical reasoning. In Overton, W. F. (Ed). Reasoning, necessity, and logic: Developmental perspectives (pp. 1-32). Hillsdale, NJ: Lawrence Erlbaum Associates

- November 25 NO CLASS—CALENDAR ADJUSTMENT DAY
- December 2 Applications and Policy Implications
- a) Steinberg, L.D. & Scott, E.S. (in press). Less guilty by reason of adolescence. *American Psychologist*.
 - b) Kendall, P.C. & Kessler, R.C. (2002). The impact of childhood psychopathology interventions on subsequent substance abuse: Policy implications, comments and recommendations. *Journal of Consulting and Clinical Psychology, 70*, 1303-1306.
- December 9 Final Exam Handout and Class Evaluation