

University of Toledo - Department of Psychology – Fall 2012
PSY 6500/7500-Advanced Developmental Psychology
Tuesdays & Thursdays noon – 1:15pm
University Hall Room 1840

Professor

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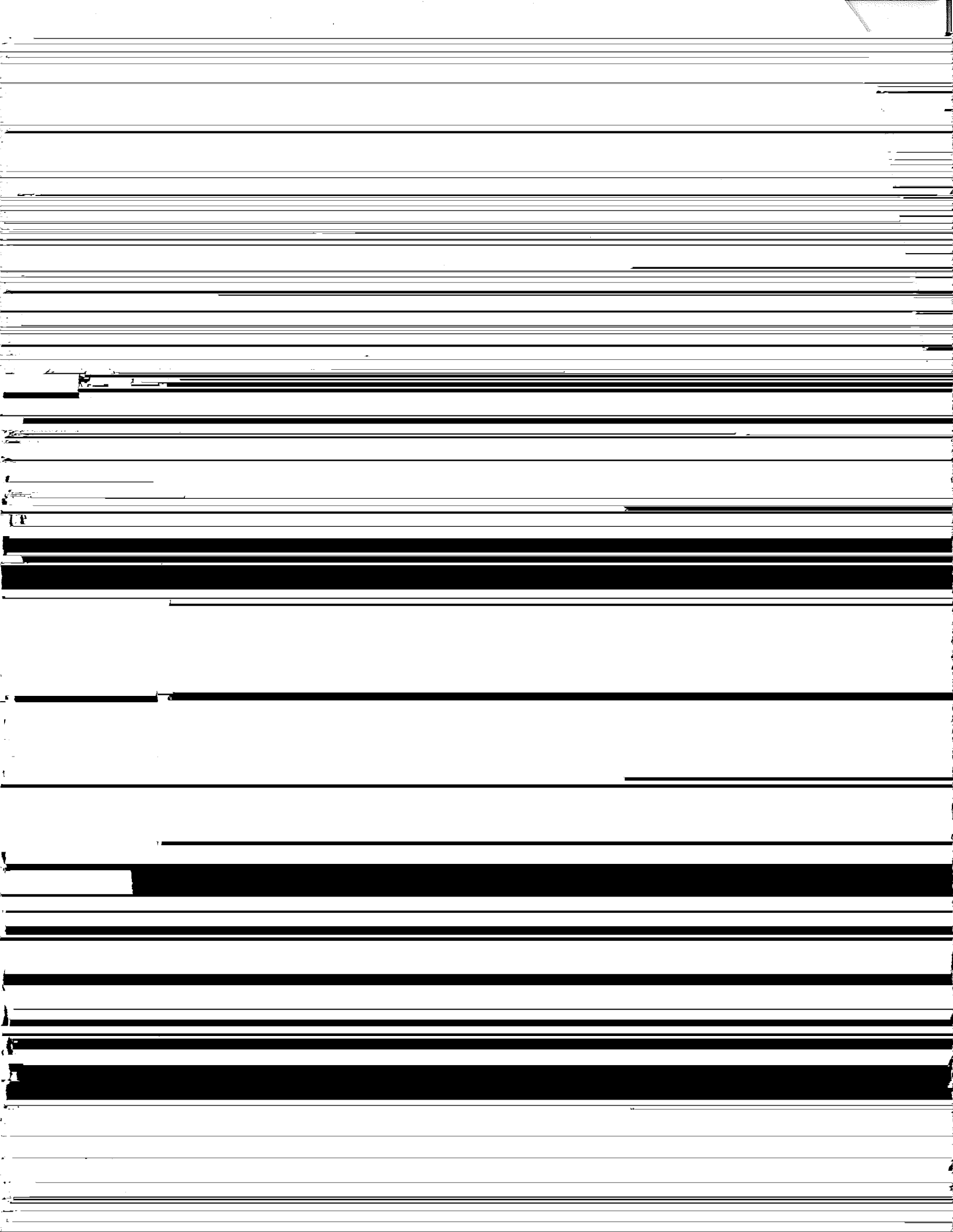
Office Hours: Fridays from 10-noon, by appointment

Aim: To provide you with a graduate-level introduction to developmental theories and empirical research, enabling you to converse in an informed way with colleagues about developmental issues and to understand the implications of developmental research for your own research, teaching, and practice. Material will be covered through instructor and student presentations and seminar discussion.

Reading:

- *Readings are listed in the course schedule. You should obtain your own copy via our library system unless otherwise specified.*

<u>Assignment</u>	<u>Points</u>	<u>% Grade</u>
Exam 1	30 points	30%



materials, ideas for reading assignments (find and cite textbooks, for example) and/or videos, etc. The aim of this project is to allow you to apply the general

understanding of developmental psychology provided in this course to the

Week 1: Introduction and theories

T Aug 21: Introduction

R Aug 23: Developmental theories

Miller, P.H. (2006). Introduction (pp. 1-22) in *Theories of Developmental Psychology*.

Week 2: Developmental theories

T Aug 28: Developmental theories

Bronfenbrenner, Urie; Ceci, Stephen J. "Nature-nuture reconceptualized in developmental perspective: A bioecological model." *Psychological Review*,

101, 4, 1994, 508-526

Week 4: Developmental neuroscience

T Sep 11: Developmental cognitive neuroscience

Munakata, Yuko; Casey, B. J.; Diamond, Adele. "Developmental cognitive neuroscience: Progress and potential." *Trends in Cognitive Sciences*, v. 8, 2004, p. 122-128.

R Sep 13: Developmental social cognitive neuroscience

Cunningham, William A.; Zelazo, Philip David. "Attitudes and evaluations: A social cognitive neuroscience perspective." *Trends in Cognitive Sciences*, v. 11, 2007, p. 97-104.

Week 5: Physical and motor development

T Sep 16: Physical and motor development

Clearfield, Melissa W., et al. "Cue salience and infant perseverative reaching: Tests of the dynamic field theory." *Developmental Science*, v. 12, 2009, p. 26-40.

R Sep 20: Epigenetic Perspective

Bertenthal, Bennett I.; Campos, Joseph J.; Kermoian, Rosanne. "An epigenetic perspective on the development of self-produced locomotion and its consequences." *Current Directions in Psychological Science*, v. 3, 1994, p. 140-145.

Week 6: Infants- Perceptual Development

T Sep 25: Infants- Perceptual Development

D Oct 4: Infancy and cognition

Phillips, A. T. & Wellman, H. M. (2005). Infants' understanding of object-directed action. *Cognition*, 98, 137-155.

Week 8: Cognitive Development

T Oct 9: Understanding of symbols

Reading TBA

R Oct 11: Theory of mind

Reading TBA

Week 9: Eyewitness memory

T Oct 16: Fall break

R Oct 18: Eyewitness memory: comparing the child, adolescent, and adult

Patterson, Charlotte J. "Children of lesbian and gay parents: Psychology, law, and

policy." *American Psychologist*, v. 64, 2009, p. 727-736.

Week 12: Families and beyond

T Nov 6: effects of violence

Sternberg, Kathleen J.; Lamb, Michael E. "Effects of early and later family violence on children's behavior problems and depression: A longitudinal, multi-informant perspective." *Child Abuse & Neglect*, v. 30, 2006, p. 283-306.

R Nov 8: childcare and school influences

Ahnert, Lieselotte; Pinquart, Martin; Lamb, Michael E. "Security of Children's Relationships With Nonparental Care Providers: A Meta-Analysis." *Child Development*, v. 77, 2006, p. 664-679.

Week 13: Affective Development

T Nov 13: Temperament

Week 15: Culture

T Nov 27

The table structure is largely obscured by redaction. Visible elements include a header row with approximately 10 columns, followed by several rows of data. The text within the cells is mostly illegible due to the black bars. A small portion of text is visible in the lower-left quadrant of the table area.