

Human Development 291 - Fall 2018
Theory and Research in Human Development

Instructor: Jennifer Falbe, ScD, MPH, jfalbe@ucdavis.edu

Class times: Monday & Wednesday, 4:10 – 6 p.m.

Office Hours: 2 pm – 3 pm Wed or by appointment in

Email: Please write “HDE291” in the Subject line. I will do my best to respond within 24 hours. For questions that require more than a paragraph to answer, please come to OH. In-person discussion allows for more thorough and complete responses to better facilitate student and instructor understanding of questions and answers.

- I. **The course syllabus and schedule** will be updated. New versions will be posted on Canvas. You are responsible for using the right version.
- II. **Readings:** Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood*. New York, NY: Guilford Press. The textbook examines theories and methods of research on development from birth to adulthood, and follows the development and implementation of a long-term longitudinal study.

We will read theoretical as well as empirical articles and chapters related to life-span development.

- III. **Course description and objectives:** This class is designed to provide graduate students with an opportunity to read and discuss literature on theories and research on human development in multiple domains across the lifespan. The seminar will have 4 objectives:
- Become familiar (or more familiar) with theories of human development,
 - Provide a brief introduction to some basic methods of planning and conducting developmental research,
 - Become comfortable with engaging in and facilitating graduate-level seminar discussions, and
 - Learn about current research being conducted at UCD.
- IV. **Course format:** The course will be conducted as a seminar. The first few classes will focus on theory development, and some basics about reading, understanding, and remembering empirical articles in developmental research. We will hear from faculty doing developmental research at UCD and read a selection of their articles. Lastly, you will have several opportunities to present.
- V. **Course requirements and expectations:** Because this course is conducted as a seminar, you are expected to come to class thoroughly prepared. There will be a grade assigned for class **participation**, which will reflect completion of readings, engagement in and contributions to class discussions, and overall on-time attendance as well as any distracting or irrelevant activities during class (e.g., texting, emailing, or internet browsing). Only one unexcused absence will

be permitted without a penalty to one's participation grade. Each student will be expected to **lead the discussion** for at least one section of the readings (1 "long" or 2 "short").

It is expected that students will complete all reading and **writing assignments** in a timely manner. No late papers. However, if a true emergency occurs, please let Dr. Falbe know as soon as possible and provide accompanying documentation (e.g., doctor's note).

Plagiarism and other forms of **academic misconduct / dishonesty** on course assignments are unacceptable and will receive a grade of 0. Examples include copying or paraphrasing the work of another person without citing the source, allowing another person to copy your work, or copying assignments from previous years' students (Code of Academic Conduct: <http://sja.ucdavis.edu/cac.html>).

Special accommodations: For students requiring special accommodations (e.g., religious holidays, students with a letter of accommodation from the Student Disability Center), let me know by **Oct 9** (or ASAP for unexpected ones).

VI. Grading

| Assignment | Due date | % Final Grade |
|--|----------|---------------|
| Participation | | 15% |
| Lead discussion – upload Q & Summary to Canvas by start of class | Sign up | 20% |
| Writing assignment #1 | Oct 19 | 10% |
| Writing assignment #2 | Nov 10 | 20% |
| Writing assignment #3 & presentation | Dec 4 | 35% |

Required readings:

Sroufe, L. A., Egeland, B., Carlson, E., & Collins, W. A. (2005). *The Development of the Person: The Minnesota Study of Risk and Adaptation from Birth to Adulthood*. New York: Guilford Publications.

With the exception of the book, most readings are available as PDFs on UC Davis Canvas website for this class; a few may come from your own search from Psych Info, JStor, Google Scholar, PubMed and other databases via UCD Shields Library.

Recommended Resource(s)!

Publication manual of the American Psychological Association, 6th edition (2010). PDF can be found through online search engines. You will need this for every paper you write in this class and all of your other Human Development and Psychology classes.

American Medical Association Manual of Style, 10th edition (2007).

<http://www.amamanualofstyle.com>. Essential for publishing in medical, nutrition, or public health journals.

NOTE: Readings from guest speakers: To be assigned in advance on course website by last name of speaker. The syllabus will be updated periodically to reflect student sign-ups, guest speaker schedules, and any adjustments to the reading list.

UC Davis Campus Resources

- **Student Disability Center (SDC):** <http://sdc.ucdavis.edu>. Location: 54 Cowell Building. (530) 752-3184. Determine eligibility for academic accommodations; provide specialized academic support; request accommodations; notetaker services; mobility assistance.
- **Graduate Writing Consultations:** <http://writing.ucdavis.edu/programsservices/graduate-writing-consultations> Location: 109 Voorhies. (530) 752-6283. One-on-one appointments.
- **Counseling Services:** <https://shcs.ucdavis.edu/counseling-services>. Location: 219 North Hall. (530) 752-2349. Mental health and psychological services, including individual counseling, group services, community advising network, career counseling, community referrals, eating disorder services.
- **Student Health and Wellness Center:** <https://shcs.ucdavis.edu/medical-services>. Location: 930 Orchard Road. (530) 752-2349. Medical services, including mental health acute care services on the 1st floor during normal hours of operation.
- **Center for Advocacy, Resources & Education (CARE):** <http://care.ucdavis.edu/>. Call/email CARE for campus location. (530) 752-3299. ucdcare@ucdavis.edu. On-campus, confidential resource for anyone who has experienced or is concerned for someone who has experienced any form of sexual violence, including sexual assault, sexual harassment, domestic/dating violence, and stalking. Provides 24/7 emergency response, crisis intervention, and support.
- **AB540 and Undocumented Student Center:** <http://undocumented.ucdavis.edu/>. Location: 1003 Student Community Center. (530) 752-9538. Undocumented student and financial support; grants; legal advice; emotional and academic support; and community outreach.
- **International & Academic English Program:** <http://esl.ucdavis.edu>. Location: 1350 The Grove (Surge III). (530) 752-6799. Provides language courses and summer intensive programs, coordinating with academic advising, etc.
- **Services for International Students and Scholars (SISS):** <https://siss.ucdavis.edu/>. Location: University House. (530) 752-0864. Assists international students and scholars in maintaining their legal status while in the United States. SISS also provides orientation, assistance, information, and referral regarding financial, personal, cultural, and academic concerns.

National Suicide Hotline: 1-800-273-8255, <https://suicidepreventionlifeline.org/>

Chat Online: <http://chat.suicidepreventionlifeline.org/GetHelp/LifelineChat.aspx>

National Suicide Hotline in Spanish: 1-888-628-9454

Suicide Prevention and Crisis Services of Yolo County: 1-888-233-0288

Become a volunteer: http://www.dcn.davis.ca.us/~spyc/?page_id=36

Texting Hotline: Text "CONNECT" to 741741

Readings & Class Schedule

Sept 26

1. Lifespan Human Development: Theoretical Perspectives and Central Concepts

Introductions, overview of course, discussion of papers, and discussion of general issues in human development.

Recommended resources will be posted on the course website

Oct 1

2. Development of the Person: Longitudinal Perspectives

Why do we need to study development over time?

How do we study lives over time?

How do we understand & analyze longitudinal data?

Required Reading:

- **Sroufe et al. (2006). Chapter 1 - 2.**
- Elder, G. H. Jr. (2001). Families, social change, and individual lives. *Marriage & Family Review*, 31(1-2), 177-192. doi:10.1300/J002v31n01_08.
- Saltman, B. (2016). Can Attachment Theory Explain All Our Relationships? <https://www.thecut.com/2016/06/attachment-theory-motherhood-c-v-r.html>

Oct 3

3. Transactional Models and Systems Theory

Required Reading:

- Cox, M. J., & Paley, B. (1997). Families as systems. *Annual Review of Psychology*, 48, 243-67.
- Fingerman, K. & Bermann, E. (2000) Applications of family systems theory to the study of adulthood. *International Journal of Aging and Human Development*, 51(1), 5-29.
- Sameroff, A. J., & Mackenzie, M. J. (2003). Research strategies for transactional models of development: The limits of the possible. *Developmental and Psychopathology*, 15, 613-640.

Additional Resources related to family research:

- Bengtson, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D. M. Eds. (2005). *Sourcebook of family theory and research*. Thousand Oaks, CA: Sage Publications. – This is a good overall reference for anyone who wants to look at family theories and related research.
- Ingoldsby, B. B., Smith, S. R., & Miller, J. Elizabeth (Eds.) (2004). *Exploring family theories*. Los Angeles, CA: Roxbury.

In Class Task:

***All students: Sign up to lead 2 short (s) or 1 long (l) class discussion during the quarter.** Leading discussion will involve generating (1) questions related to the readings for that day and (2) a summary of brief take-away points from the readings—including tables or diagrams illustrating a theory for instance. For questions, you can have questions for each reading or have overall questions that address issues raised by each of the readings. You will

use those questions to promote / facilitate discussion among all the class members. One copy of your discussion questions should be turned into Dr. Falbe ON CANVAS by the beginning of the class.

Oct 8 **4. Studying development over time: Infancy – Early Childhood Using longitudinal research to study adaptation**

Guest Speaker: TBD, 4:10-4:45 pm

Required Readings:

Sroufe et al. (2006). Chapter 3-7

Recommended Readings:

- Nathanson, A. I., & Manohar, U. (2012). Attachment, working models of parenting, and expectations for using television in childrearing. *Family Relations*, 61, 441–454.
- Peterson, G. W., & Hann, D. (1999). Socializing children and parents in families. In Sussman, M. B., Steinmetz, S. K., & Peterson, G. W. (Eds). *Handbook of Marriage and the Family*, 2nd edition, pp. 327-370. New York: Plenum Press.
- Rothbart, M. K. (2007). Temperament, development, and personality. *Current Directions in Psychological Science*, 16, 207–212.

Planning ahead: Paper #1 -- due October 19 11:59 p.m.

Topic: I want to know more about _____

The first assignment is a short conceptual paper that explores a current topic in developmental research. Discuss this issue in relation to (1) at least one specific theoretical perspective, and (2) two domains of development (e.g., cognitive and social-emotional), and (3) across two stages of the lifespan (e.g., adolescence and young adulthood). Pick a topic that is of interest to you and briefly describe a theoretical approach that would be appropriate for studying this topic. THIS EXPLORATORY PAPER WILL BE THE BASIS / FOUNDATION FOR YOUR FINAL PAPER (Paper #3)!

The second part of this assignment is to present your topic briefly (3-5 min) to the class on Oct. 24. This will provide you with the opportunity to receive feedback from your classmates and even brainstorm about your topic issue. The paper is to be double-spaced, 12 pt font and approximately 4 pages in length. This paper will not be graded for grammar or style; it is designed to get your 'informed' ideas about a topic down on paper. It will be graded for content.

Oct 10 **5. Adaptation in Middle Childhood and Adolescence**

Guest Speaker: Drew Cingel, Assistant Professor, Department of Communication & member of HDGG, 4:10-5pm

Required Readings:

- Sroufe et al. (2006). Chapter 8-10.

Recommended Readings: (foundational readings – strongly recommended)**

- DelGuidice, M., Angelieri, R., & Manera, V. (2009). The juvenile transition: A developmental switch point in human life history. *Developmental Review, 29*, 1-31.
- Eccles, J. S., (1999). The development of children ages 6 – 14. *The Future of Children, 9*, 30-44.
- **Kuhn, D. & Franklin, S. (2006). The Second Decade: What Develops (And How). In D. Kuhn, R.S. Siegler, W. Damon, & R.M. Lerner (Eds.) *Handbook of Child Psychology 6th Edition, Vol. 2*, pgs. 953-994. Wiley & Sons.

Oct 15

6. Evolution of a theory: Studying development in context.Discussion Leader (I): **Required Readings:**

- **Bronfenbrenner, U. & Morris, P. A. (2006) "The Bioecological Model of Human Development" In R.M. Lerner and W. Damon (Eds.) *Handbook of Child Psychology 6th Edition* Vol. 1 (pp. 793-828). New York: Wiley & Sons.
- Rosa, E. M. & Tudge, J. (2013). Urie Bronfenbrenner's theory of human development: Its evolution from ecology to bioecology. *Journal of Family Theory and Review, 5*, 243-258.
- **Gottlieb, D. Wahlsten, and R. Lickliter. (2006). "The Significance of Biology for Human Development: A Developmental Psychobiological Systems View". In R.M. Lerner (Vol. Ed.), W. Damon (Series Eds.) *Handbook of Child Psychology 6th Edition* Vol. 1 (pp. 210-257). New Work: Wiley & Sons.
- Taveras, E. M., Blaine, R., Davison, K.K., Gortmaker, S.L., Anand, S., Falbe, J., et al. (2015). *Childhood Obesity. 11*(1), 11-22.

Recommended Readings: (foundational readings – strongly recommended)**

- Conger, K.J., Conger, R. D., & Elder, G. H., Jr. (1994). Sibling relations during hard times. In R.D. Conger, & G. H. Elder (Eds.), *Families in troubled times: Adapting to change in rural America* (pp. 235-252). Hawthorne, NY: Aldine de Gruyter.
- Shanahan, M., McHale, S., Osgood, D. & Crouter, A. (2007). Conflict frequency with mothers and fathers from middle childhood to late adolescence: Within- and between-families comparison. *Developmental Psychology, 43*, 539-550.

Oct 17

7. Factors related to Adaptation: Predicting who does well**Guest Speaker: TBD 4:10 – 5pm**Discussion Leader (s): **Required Readings: Stress, Adaptation, and Resilience across the lifespan**

- Conger, R. D., & Conger, K. J. (2002). Resilience in Midwestern families: Selected findings from the first decade of a prospective, longitudinal study. *Journal of Marriage and Family, 64*, 361-373.

- Schofield, T. J., Conger, R. D., Conger, K. J., Martin, M. J., Brody, G., Simons, R., & Cutrona, C. (2012). Neighborhood disorder and children's antisocial behavior: The protective effect of family support among Mexican American and African American families. *American Journal of Community Psychology, 50*, 101-113.

Oct 19 PAPER # 1 DUE 11:59PM. Upload to Canvas

Oct 22 8. Theory and Methods for Studying Lifespan Development
Discussion Leader (s):

Required Readings:

- Baltes, P. B., Staudinger, U. M., & Lindenberger, U. (1999). Lifespan psychology: Theory and application to intellectual functioning. *Annual Review of Psychology, 50*, 471-507.
- Ferrer, E., & McArdle, J. J. (2010). Longitudinal modeling of developmental changes in psychological research. *Current Directions in Psychological Science, 19*, 149–154.
- Will add one other less technical / statistical article here.

Recommended Readings: (**foundational readings – strongly recommended)

- ** P.B. Baltes, U. Lindenberger, & U. Staudinger (2006) . “Lifespan Theory in Developmental Psychology” In R.M. Lerner and W. Damon (Eds.) *Handbook of Child Psychology 6th Edition* Vol. 1, pp. 569-664. Wiley & Sons.
- Bouchey, H. A., Shoulberg, E. K., Jodl, K. M., & Eccles, J. S. (2010). Longitudinal links between older sibling features and younger siblings' academic adjustment during early adolescence. *Journal of Educational Psychology, 102*, 197–211.

Oct 24 9. Prosocial development and self-regulation
Discussion Leader (I):

Required Readings:

- Eggum, N. D., Eisenberg, N., Kao, K., et al. (2011). Emotion understanding, theory of mind, and prosocial orientation: Relations over time in early childhood. *The Journal of Positive Psychology, 6*, 4–16.
- Goetz, J. L., Keltner, D., & Simon-Thomas, E. (2010). Compassion: An evolutionary analysis and empirical review. *Psychological Bulletin, 136*, 351–374.
- Knight, G. P., & Carlo, G. (2012). Prosocial Development among Mexican American Youth. *Child Development Perspectives, 6*, 258–263.
- Lam, C. M. (2012). Prosocial involvement as a positive youth development construct: A Conceptual Review. *Scientific World Journal, 2012*, 1–8.
- Eisenberg, N., Fabes, R. A., & Spinard T. L. (2007). Prosocial development. In N. Eisenberg (Vol. Ed.), W. Damon (Series Ed.) *Handbook of Child*

Psychology 6th Edition, Vol. 3. New York: Wiley & Sons. [Sections: Cultural Determinants... through Dispositional and Personality Correlations...]

Recommended Readings: (foundational readings – strongly recommended)**

- ** Eisenberg, N., Fabes, R. A., & Spinard T. L. (2007). Prosocial development. In N. Eisenberg (Vol. Ed.), W. Damon (Series Ed.) *Handbook of Child Psychology 6th Edition, Vol. 3.* New York: Wiley & Sons. [The entire chapter]
- Thompson, R. A., Lewis, M. D., & Calkins, S. D. (2008). Reassessing emotion regulation. *Child Development Perspectives, 2*, 124–131.

Discuss paper topics at end of class – 3-5 minutes per person.

Oct 29

10. Adolescence: Problem Behaviors & Mental Health Issues

Guest Speaker: TBD / Human Ecology, 4:10-6 pm

Discussion Leader (I):

Required Readings:

- **Sroufe et al. (2006). Chapter 11 & 12.**
- Dishion, T. J., McCord, J., & Poulin, F. O. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist, 54*, 755-764.
- Slomkowski, C., Rende, R., Conger, K. J., Simons, R. L., & Conger, R. D. (2001). Sisters, brothers, and delinquency: Evaluating social influence during early and middle adolescence. *Child Development, 72*, 271-283.

Recommended Readings: (foundational readings – strongly recommended)**

- **Grotevant, H. D. (1998). Adolescent development in family contexts. In N. Eisenberg (Vol. Ed.), W. Damon (Series Ed.) *Handbook of Child Psychology 5th Edition, Vol. 3* (pp. 1097 – 1149). New York: Wiley & Sons.
- **Moffitt, T. (1993). Adolescence limited and life course persistent antisocial behavior: A developmental taxonomy. *Psychological Review, 100*, 674-701.
- McNaughton Reyes, H. L., Foshee, V. A., Bauer, D. J., & Ennett, S. T. (2012). Developmental associations between adolescent alcohol use and dating aggression. *Journal of Research on Adolescence, 22*, 526–541.
- Stiffman, A. R., Chueh, H., & Earls, F. (1992). Predictive modeling of change in depressive disorder and counts of depressive symptoms in urban youth. *Journal of Research on Adolescence, 2*, 295-316.
- Waldinger, R. J., Vailant, G. E., & Orav, E. J. (2007). Childhood sibling relationships as a predictor of major depression in adulthood: A 30-year prospective study. *American Journal of Psychiatry, 164*, 949-954.

Planning ahead: Paper # 2 -- Due November 10

Topic: Comparing Research Findings, Gaps, & Limitations

Select two empirical articles that are focused on your developmental topic or a related topic (select articles from two different life stages). In this paper, write up a short critique of each article (2 pages max per article) using

principles identified in this class. Address these questions: Did the authors clearly identify their aims of their research, did they state unambiguous hypotheses / research questions, and did they use appropriate measures to investigate their research questions? Was their sample appropriate, what methods did they use to identify and obtain their sample? What statistical techniques did they employ for their analyses? How appropriate were the methods for achieving the aims of the paper? Did their results section make sense and justify the conclusions? And did their discussion section answer any of the questions they posed or identified in their lit review? Did they identify any directions for future research? This paper will be worth 20% of your final grade. Paper should not exceed 5-6 pages, 12 point font, double spaced, use APA 6th edition as style guide.

Oct 31

11. Dynamic Systems Theory and DevelopmentGuest Speaker: TBD, 4:10-6 pmDiscussion Leader (s): Required Readings:

- Lewis, M. D. (2011). Dynamic systems approaches: Cool enough? Hot enough? *Child Development Perspectives*, 5, 279–285.
- Spencer, J. P., Perone, S., & Buss, A. T. (2011). Twenty years and going strong: A dynamic systems revolution in motor and cognitive development. *Child Development Perspectives*, 5, 260–266.
- Granic, I., & Patterson, G. R. (2006). Toward a comprehensive model of antisocial development: A dynamic systems approach. *Psychological Review*, 113, 101–131.

Recommended Readings: (**foundational readings – strongly recommended)

- Thelen, E. (2005). Dynamic systems theory and the complexity of change. *Psychoanalytic Dialogues*, 15, 255–283.
- Gottman, J. D. & Murray, J. (2003). *The mathematics of marriage*. Cambridge: MIT Press.
- Smith, L. B. & Thelen, E. (1993). *Dynamic systems in development: Applications*. Cambridge, MIT Press.
- **Thelen, E. & Smith, L. B. (1998). Dynamic systems theory. In R. Lerner (Vol. Ed.), W. Damon (Series Ed.) *Handbook of Child Psychology 5th Edition*, Vol. 1 (pp. 563-634). New York: Wiley & Sons.

Nov 5

12. Sibling relationships across the lifespanDiscussion Leader (I): Required Readings: see Sibling Readings folder on Canvas

- Conger, K. J., & Kramer, L. (2010). Introduction to the special section: Perspectives on sibling relationships: Advancing child development research. *Child Development Perspectives*, 4, 69-71.

- Conger, K. J., Stocker, C., & McGuire, S. (2009). Sibling socialization: The effect of stressful life events and experiences. In L. Kramer & K. J. Conger, (Eds.), *Siblings as agents of socialization: New directions in child and adolescent development, vol. 126*, 45-59. San Francisco: Jossey-Bass.
- Killoren, S. E., Rodríguez De Jesús, S. A., Updegraff, K. A., & Wheeler, L. A. (2016). Sibling relationship quality and Mexican-origin adolescents' and young adults' familism values and adjustment. *International Journal of Behavioral Development, 41*, 155-164.
- Sutor, J. J., Gilligan, M., Johnson, K., & Pillemer, K. (2013). Caregiving, perceptions of maternal favoritism, & tension among siblings. *The Gerontologist, 54*, 580-588.
- Wu, K., Kim, J.H., Nagata, D.K., Kim, S.I. (2018) Perception of Sibling Relationships and Birth Order Among Asian American and European American Emerging Adults. *Journal of Family Issues, 39*, 3641-3663.

Recommended Readings:

- Conger, K. J., & Conger, R. D. (1994). Differential parenting and change in sibling differences in delinquency [Special issue on siblings]. *Journal of Family Psychology, 8*, 287-302. (good intro to SEM).
- Dunn, J., & Kendrick, C. (1982). Siblings: Love, envy, and understanding. Cambridge, MA: Harvard University Press. (A Classic in the field)
- Goetting, (1986). The developmental tasks of siblingship across the lifespan. *Journal of Marriage and the Family, 48*, 703-714. (A Classic in the field)
- Kramer, L., & Conger, K. J. (2011). Adolescent sibling relations: The good, the bad, the ambivalent. In B. B. Brown & M. Prinstein, (Eds.), *Encyclopedia of Adolescence, Vol. 2: Interpersonal and sociocultural factors*, (pp. 1 -8). New York: Elsevier Inc.
- Shebloski, B., Conger, K. J., & Widaman, K. (2005). Reciprocal links among differential parenting, perceived partiality, and self-worth: A three-wave longitudinal study. *Journal of Family Psychology. Special issue: Sibling relationship contributions to individual and family well-being, 19*, 633-642.
- Shortt, J. W. & Gottman, J. M. (1997). Closeness in young adult sibling relationships: Affective and Physiological processes. *Social Development, 6*.
- Voorpostel, M., van der Lipper, T., & Flap, H. (2012). For better or worse: Negative life events and sibling relationships. *International Sociology, 27*, 330-348.
- Williams, S. T., Conger, K. J., & Blozis, S. (2007). The development of interpersonal aggression during adolescence: The importance of parents, siblings, and family economics. *Child Development, 78*, 1526-1542.

Nov 7

13. Development and Psychopathology

Guest Speaker: Susan Timmer + team, Research Psychologist; CAARE Diagnostic and Treatment Center; Department of Pediatrics, 4:10-5 pm
Discussion Leader (s):

Required Readings: (Discussion will focus on first 3 articles)

- Dodge, K. A. (2009). Community intervention and public policy in the prevention of antisocial behavior. *Journal of Child Psychology and Psychiatry*, 50, 194–200.
- Rutter, M. (1996). Transitions and turning points in developmental psychopathology: As applied to the age span between childhood and mid-adulthood. *International Journal of Behavioral Development*, 19, 603-626.
- Schulenberg, J. E. (2006). Understanding the Multiple Contexts of Adolescent Risky Behavior and Positive Development: Advances and Future Directions. *Applied Developmental Science*, 10(2): 107-113.
- Sroufe, L.A. (2013) The promise of developmental psychopathology: Past and present. *Developmental Psychopathology*, 25(4 Pt 2):1215-24

Nov 10 PAPER #2 DUE 11:59PM. Upload to canvas

Nov 12 15. The Brain and Development

Guest speaker: Johnna Swartz, HD / Human Ecology, 4:10 – 5 pm

Discussion Leader (s):

Required Readings:

- Casey, B. J., Getz, S. & Galvan, A. (2008). The adolescent brain. *Developmental Review*, 28, 62-77.
- Swartz JR, Williamson DE, & Hariri AR (2015). Developmental change in amygdala reactivity during adolescence: effects of family history of depression and stressful life events. *American Journal of Psychiatry*, 172(3), 276-83.
- Swartz JR, Knodt AR, Radtke SR, Hariri AR (2015). A neural biomarker of psychological vulnerability to future life stress. *Neuron*, 85(3), 505-11.

Recommended Readings: (**foundational readings – strongly recommended especially for students not from a developmental background!)

**Nelson, C. A., Thomas, L. M., & DeHaan, M. (2006). Neural Bases of Cognitive Development. In D. Kuhn, R.S. Siegler, W. Damon, & R.M. Lerner (Eds.) *Handbook of Child Psychology 6th Edition, Vol. 2*, pgs. 3-57. Wiley & Sons.

Nov 14 18. Family Relationships across the life span

Guest speaker: Patricia Roberson, HD / Human Ecology, 4:10 – 5 pm

Discussion Leader (I):

Required Readings:

- Antonucci, T., Akiyama, H. & Takahashi, K. (2004). Attachment and close relationships across the life span. *Attachment and Human Development*, 6, 353-370.
- Coall, D. A., & Hertwig, R. (2011). Grandparental investment. *Current Directions in Psychological Science*, 20(2), 93-98.

- Collins, W. A., Maccoby, E., Steinberg, L., Hetherington, E. M., & Bornstein, M. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, *55*, 218-232.
- Masarik, A. S., Martin, M. J., Ferrer, E., Lorenz, F. O., Conger, K. J., & Conger, R. D. (2016). Couple behavior and resilience to economic pressure over time and across generations. *Journal of Marriage and Family*, *78*, 326-345.
- Rudi, J. H., Dworkin, J., Walker, S. K., & Doty, J. L. (2015). Parents' use of information and communications technologies for family communication: differences by age of children. *Information, Communication and Society*, *8*(1), 78-93.

Recommended Reading:

- Jorgensen, B. L., & Salva, J. (2010). Financial literacy of young adults: The importance of parental socialization. *Family relations*, *59*, 465-478.

Planning ahead: Paper #3 -- due Dec 4 at 11:59PM

Using the topic you identified in a previous writing assignment, this paper should be a thoughtful narrative literature review that identifies the salient theoretical perspective(s) and current findings related to your topic across your two stages of the lifespan. You can use what you started in Paper 1 and 2. You should also be able to identify the primary gaps or limitations in the extant research, and what is being or what needs to be done to address the limitations of current research. Discuss future directions on this topic of research. This paper and the accompanying presentation will be worth 35% of your final grade. Paper should not exceed 15 pages of text (not including references), 12 point font, double-spaced, APA 6th edition as style guide.

Nov 19

16. Transition to Adulthood

Guest speaker: TBD, 4:10-5 pm

Discussion Leader (s):

Sign up for presentation date in Dec

Required Readings:

- Arnett, J. J. (2011). The cultural psychology of a new life stage. In L. A. Jensen (Ed). *Bridging cultural and developmental approaches to psychology: New syntheses in theory, research, and policy.* (pp. 255-275). Cambridge: Oxford University Press.
- Conger, K. J., Conger, R. D., Russell, S. T., & Hollis, N. D. (2013). Parenting during the Transition to Adulthood. In C. Stroud, T. Mainero, & S. Olsen (Rapporteurs); Board on Children, Youth, and Families; Institute of Medicine; National Research Council. *Improving the health, safety, and well-being of young adults: Workshop summary.* Washington, DC: National Academy of Sciences.
- Trzesniewski, K.H. and Donnellan, M.B. (2010). Rethinking "Generation Me": A Study of Cohort Effects from 1976-2006. *Perspectives on Psychological Science*, *5*, 58–75.

Recommended Readings:

- Conger, K. J., & Little, W. M. (2010). Sibling relationships during the transition to adulthood. *Child Development Perspectives*, 4, 87-94.
- Rumbaut, R. G. & Komasić, G. (2010). Immigration and adult transitions. *The Future of Children*, 20, 43-66.
- Schulenberg, J. E., Bryant, A. L. & O'Malley, P. M. (2004). Taking hold of some kind of life: How developmental tasks are related to well-being during the transition to adulthood. *Development and Psychopathology*, 4, 1119-1140.
- Arnett, J. J. (2012). New horizons in research on emerging and young adulthood. In A. Booth, S. L. Brown, N. S. Lansdale, W. D. Manning, & S. McHale (Eds). *Early adulthood in a family context*. (pp. 231-244). Springer.
- Arnett, J. J. & Brody, G. H. (2008). A fraught passage: The identity challenges of African American emerging adults. *Human Development*, 51, 291-293.
- Mouw, T. (2005). Sequences of early adult transitions: A look at variability and consequences. In R. A. Settersten Jr., F. F. Furstenberg Jr., & R. G. Rumbaut (Eds). *On the Frontier of Adulthood: Theory, research and public policy*, (pp. 256-291). Chicago: University of Chicago Press.
- R. A. Settersten Jr., F. F. Furstenberg Jr., & R. G. Rumbaut (Eds). *On the Frontier of Adulthood: Theory, research and public policy*. Chicago: University of Chicago Press. (This whole book will be of interest to any working on transition to adulthood).
- Schulenberg, J. E., & Schoon, I. (2012). The transition to adulthood across time and space: Overview of Special Section. *Longitudinal and Life Course Studies*, 3, 164-172.

Nov 21 **No Class – Happy Thanksgiving!!!**

Nov 26 **17. Current research on Adulthood, aging and individual well-being.**

Discussion Leader (I):

Required Readings:

- Baltes, P. B., & Smith, J. (2003). New frontiers in the future of aging: From successful aging of the young old to the dilemmas of the fourth age. *Gerontology*, 49, 123-135.
- Colcombe, S., & Kramer, A. F. (2003). Fitness effects on the cognitive function of older adults: A meta-analytic study. *Psychological Science*, 14(2), 125-130.
- Ebner, N.C., Freund, A. M., & Baltes, P. B. (2006). Developmental changes in personal goal orientation from young to late adulthood: From striving for gains to maintenance and prevention of losses. *Psychology and Aging*, 21, 664-678.
- Park, D. C., & Reuter-Lorenz, P. A. (2009). The adaptive brain: Aging and neurocognitive scaffolding. *Annual Review of Psychology*, 60, 173-196.

- Gard, T., Holzel, B.K., Lazar, S. W. (2014). The potential effects of meditation on age-related cognitive decline: a systematic review. *Annals of the New York Academy of Sciences*, 1307, 89-103.

Recommended Reading:

- Campbell, L. D., Connidis, I. A., & Davies, L. (1999). Sibling ties in later life: A social network analysis. *Journal of Family Issues*, 20, 114-148.
- Chiriboga, D. A. (2002). Stability and change in social relations: Perspectives from gerontology and stress research. In A. L. Vangelisti, Reis, H. T., & M. A. Fitzpatrick (Eds.), *Stability and change in relationships* (pp. 182-206). Cambridge, MA: Cambridge University Press.
- Cicirelli, V. G. (1989). Feelings of attachment to siblings and well-being in later life. *Psychology and Aging*, 4, 211-216.
- Cohen, S. (1991). Social supports and physical health: Symptoms, health behaviors, and infectious diseases. In E. M. Cummings, A. L. Greene, & K. H. Karraker (Eds.), *Life-span developmental psychology: Perspectives on stress and coping* (pp. 261-276). Hillsdale, NJ: Erlbaum.
- Heckhausen, H. (2001). Adaptation and resilience in midlife. In M. E. Lachman (Ed.), *Handbook of Midlife Development* (pp. 345-394). New York: Wiley.
- Keil, F. (2006) "Cognitive Science and Cognitive Development" In D. Kuhn, R.S. Siegler, W. Damon, & R.M. Lerner (Eds.) *Handbook of Child Psychology 6th Edition, Vol. 2*, pgs. 609-635. New York: Wiley & Sons.
- Li, K. Z. H., Lindenberger, U., Freund, A. M., & Baltes, P. B. (2001). Walking while memorizing: Age-related differences in compensatory behavior. *Psychological Science*, 12, 230-237.
- Li, S.-C., Aggen, S. H., Nesselroade, J. R., & Baltes, P. B. (2001). Short-term fluctuations in elderly people's sensorimotor functioning predict text and spatial memory performance: The MacArthur successful aging studies. *Gerontology*, 47, 100-116.
- Strauch, B. (2010). *The secret life of the grown-up brain*. New York: Penguin Books. (Really interesting book if you are interested in this topic!)

Nov 28

19. Why and how we study development across the lifespan

Guest speaker: David Hessel (different topic), UCD Medicine & MIND Inst, 4:10-5 pm

Required Readings:

- Sroufe et al. (2006). Chapter 13-14.
- TBD

Dec 3

14. Racial Ethnic Minority Children in America

Guest Speaker: TBD, 4:10 – 5 pm

Required Reading:

- Conger, K. J., Reeb, B. T., & Chan, S.Y.S. (2015). Racial ethnic youth in rural America: Theoretical perspectives, conceptual challenges, and future directions. In L. Crockett & G. Carlo (Eds.), *Rural ethnic minority youth and families in the United States: Theory, research and applications*. Springer.

- Crockett, L. J., Veed, G. J., & Russell, S. T. (2010). Do measures of parenting have the same meaning for European, Chinese, and Filipino American Adolescents? Tests of measurement equivalence. In S. T. Russell, L. J. Crockett, & R. K. Chao (Eds.), *Asian American Parenting and Parent-Adolescent Relationships* (pp. 17-35). New York: Springer.
- Marks, A. K., Ejesi, K., & García Coll, C. (2014). Understanding the US immigrant paradox in childhood and adolescence. *Child Development Perspectives*, 8, 59-64.

Recommended Reading:

- Marks, A. K., Godoy, C., & Coll, C. G. (2014). An ecological approach to understanding immigrant child and adolescent developmental competencies. In E. T. Gershoff, R. S. Mistry, & D. A. Crosby (Eds.), *Societal Contexts of Child Development: Pathways of Influence and Implications for Practice and Policy* (pp. 75-89). New York: Oxford University Press.
- Phinney, J. S. (1989). Stages of ethnic identity development in minority group adolescents. *The Journal of Early Adolescence*, 9, 34-49.
- Conger, R. D., Wallace, L. E., Sun, Y., Simons, R. L., McLoyd, V. C., & Brody, G. H. (2002). Economic pressure in African American families: A replication and extension of the family stress model. *Developmental Psychology*, 38, 179-193.
- Manongdo, J. A., & Ramirez Garcia, J. I. (2007). Mothers' parenting dimensions and adolescent externalizing and internalizing behaviors in a low-income, urban Mexican American sample. *Journal of Clinical Child & Adolescent Psychology*, 36(4), 593-604.
- Oetting, E. R., & Beauvais, F. (1991). Orthogonal cultural identification theory: The cultural identification of minority adolescents. *International Journal of Addictions*, 25, 655-685.
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Social and Personality Psychology*, 69, 797-811.

Dec 4 **PAPER #3 DUE 11:59PM. Upload to canvas.**

Dec 5 Class Presentation of Papers & Discussion (30 minutes each ~ 15 minute presentation and 15 minute Q & A).

Dec 10 **2.5 hr class meeting**

Class Presentation of Papers & Discussion (30 minutes each ~ 15 minute presentation and 15 minute Q & A).

Have a Great Winter Break!