

CORE DEVELOPMENTAL PSYCHOLOGY SCHEDULE AND READINGS

Psychology 837

Fall 2002

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WEEK OF SEPT 3 . INTRODUCTION

A. Transformational change and variational change. Expressive and Instrumental features of change. Person-Centered, Social-Centered, Biological Centered theories of change.

B. Being & Becoming

C. Uniformity & Organization

D. Realism & Constructivism

E. Methodology & Scientific Explanation. (material & efficient causes; formal & final patterns).

1. Reductionism antecedent causes & consequent effects inductionism
2. Holism structural patterns & functional activities retroduction
3. Continuity & Discontinuity of development.
 - a. Stages of development as levels (discontinuity) of organization (i.e., transformational change).

WEEK OF SEPT. 10

I. CONCEPT OF DEVELOPMENT & RESEARCH METHODOLOGY.

READINGS:

- A. Overton, W. (2003). Development Across the Life Span: Philosophy, concepts, theory. In: R. M. Lerner, M A. Easterbrooks, & J. Mistry (Eds.). Comprehensive Handbook of Psychology: Developmental Psychology (Volume 6). Editor-in-Chief: Irving B. Weiner. New York: Wiley.

WEEKS OF SEPT. 17, 24

II. DEVELOPMENTAL THEORIES OVERVIEW.

- A. Piaget, Werner, Psychoanalytic, Information Processing, Bronfenbrenner.

READINGS:

- A. Werner, H. & Kaplan, B (1956). The developmental approach to cognition: Its relevance to the psychological interpretation of Anthropological and Ethnolinguistic data. American Anthropologist, 58, 866-880.
- B. Piaget, J. (1967). Six psychological studies. New York:Random House. Chapter 1. The mental development of the child, pp. 3-73.
- C. Erikson, E. (1959). Identity and the life cycle. New York: International University Press.
- D. Bronfenbrenner, U. (1993). The ecology of cognitive development: research models and fugitive findings. In R. H. Wozniak & K. W. Fischer (Eds.). Development in context: Acting and thinking in specific environments (pp. 3-44). Hillsdale, NJ: Lawrence Erlbaum Associates.
- E. Klahr, D. (1999). The conceptual habitat: In what kind of system can concepts develop? In Scholnick, E. K., Nelson, K., Gelman, S. A. & Miller, P. H. (Eds.) Conceptual development (pp. 131-161). Mahwah, NJ: Lawrence Earlbaum Associates.

WEEKS OF OCTOBER 1, OCTOBER 8

III. MECHANISMS OF DEVELOPMENT & DETERMINANTS OF DEVELOPMENT.

- A. Evolution and developmental change (Variational and transformational change).
- B. Nature - Nurture: Which one? How much? How?
- C. Mechanisms of development.
 1. Genetic causes and biological determinism
 2. Social causes and social determinism
 3. Action (experience) as the mechanism of development.

READINGS:

- A. Overton, W. F. (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.
- B. Turkheimer, E. (1998). Heritability and biological explanation. Psychological Review **105**(4): 782-791.
- C. Gottlieb, G. (2002). Developmental-Behavioral initiation of evolutionary change. Psychological Bulletin, 109, 211-218.
- D. Carlson, M. & Earls, F. (2000), Social Ecology and the development of stress regulation. In L. R. Bergman, R. B. Cairns, L Nilsson, & L. Nystedt (Eds.). Developmental science and the holistic approach(pp. 229-248). Mahwah, NJ: Lawrence Erlbaum Associates
- E. Bransford, J.D., Brown, A.L., & Cocking, R. R. (Eds.). How people learn: Brain, Mind, Experience, and School (Chapter 5 Mind and Brain. Pp. 102-115). Optional: Cole & Cole Chapter 2, 3, 13.

IV. BIOLOGICAL, PERSON, AND SOCIO-CULTURAL PERSPECTIVES

READINGS:

- A. **BIOLOGICAL** -- Gottlieb, G., Wahlsten, D. & Lickliter, R. (1998). The significance of biology for human development: A developmental psychobiological systems view. In R. M. Lerner (Ed.), Theoretical models of human development. Volume 1 of the Handbook of child psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.
- B. **PERSON** Magnusson, D. (1997). The logic and implications of a person-oriented approach.. In R. B. Cairns, L. R. Bergman and J. Kagan (Eds), The individual as a focus in developmental research (pp. 33-63) .New York:Sage..
- C. **SOCIO-CULTURAL**. Bruner, J. (1996). The culture of education. Cambridge, MA :Harvard University Press. Chapter 1.

WEEKS OF OCTOBER 15, 22

V. INFANT DEVELOPMENT (Age 0-2 years)

- A. The Newborn.
 1. Isolated entity or relational matrix? Adhesive models (e.g., Learning theory; Freud's drive theory; Sociobiology) and. Relational Models (e.g., Piaget; Object relations theory, Erikson's ego development theory)
 2. The old incompetent & isolated infant story
 3. The competent-related infant story.
 - a. Innate vs. Congenital

b. Congenital Systems of Instrumental Competence (Instruments for the construction of the web of cognitive/affective understandings called mind [consciousness]).

(1). Sensory systems (e.g., audition, olfaction, vision). Motor systems (e.g., perceptual activity; sucking). Relational systems (e.g., eye gaze).

c. Temperament

B. Emotional, Social, & Motivational development.

1. Motivation: Drive reduction or inherent activity?
2. Emotions: Discrete or differentiation?
 - a. Euphoria & Distress. (Positive & Negative)
 - b. Love, rage, fear, joy, affection.
3. Emotion regulation.
4. Attachment and Separation: Bowlby, Object Relations theory vs. drive reduction learning theory.
5. Phases of Attachment and the differentiation of subject/object (me/not me).
 - a. Separation protest (anxiety, fear) and Stranger protest
6. Individual differences in attachment style (secure/anxious).
 - a. Contextual factors related to attachment style. -- Temperament, caretaker style; culture.

READINGS

A. Thelen, E. (2000). Grounded in the world: developmental origins of the embodied mind. Infancy, 1, 3-28.

B. Ainsworth, M.D.S. (1969). Object relations, dependency, and attachment: A theoretical review of the infant-mother relationship. Child Development, 40, 969-1027.

C. Emde, R. N. (1989). The infant's relationship experience: developmental and affective aspects. In A. Sameroff, & R. N. Emde, (Eds.), Relational disturbances in early childhood, pp. 33-51. New York. Basic Books.

D. Lewis, M. (1989). Emotional development in the preschool child. Pediatric Annals, 18, 316-327.

E. Campos, J. J., Mumme, D. L., Kermoian, R., & Campos, R. G. (1994). A functionalist perspective on the nature of emotion. In N. A. Fox (Ed.), The development of emotion regulation: Biological and behavioral considerations. Monographs of the Society for Research in Child Development, 59, (Nos. 2-3, Serial No. 240), 284-303.

F. Optional: Cole and Cole Chapters 3-7.

MIDTERM TO HERE OCTOBER 29

C. Cognitive development

READINGS

A. Haith, M. M. & Benson, J. B. (1998). Infant Cognition. In D. Kuhn & R. Siegler (Eds.), Cognition, perception, and language. Volume 2 of the Handbook of child psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

B. Zelazo, P. D. (1999). Language, levels of consciousness, and the development of intentional action. In P. D. Zelazo, J. W. Astington, & D. R. Olson. Developing theories of intention: Social understanding and self-control (p. 95-115). Mahwah, NJ: Lawrence Erlbaum Associates

WEEKS OF NOVEMBER 5, 12

VI. TODDLERHOOD (AGE 2-6)

A. Meaning, Language and Symbolic (representational, thought) development

1. Memory. From action recognition to symbolic recall.
2. From Action to Symbol,
 - a. .Signals to signs to symbols.
3. Self identification and self-concept.
4. Thinking and Language
5. Speech and Language.
6. Theories of Language acquisition

B. Cognition.

1. Egocentrism, transductive thought

C. Psychosocial development

1. Early identity (autonomy, initiative, self).
2. New emotions (shame & guilt & empathy)

READINGS

A. Tomasello, M. (1995). Language is not an instinct. Cognitive Development, 10, 131-156.

B. Bloom, L. (1998). Language acquisition in its developmental context. In D. Kuhn & R. Siegler (Eds.), Cognition, perception, and language. Volume 2 of the Handbook of child psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

C. Flavell, J. H. and Miller, P. H. (1998). Social cognition. In D. Kuhn & R. Siegler (Eds.), Cognition, perception, and language. Volume 2 of the Handbook of child psychology (5th ed. Pp. 851-887), Editor-in-Chief: William Damon. New York: Wiley.

D. Optional: Cole and Cole, Chapters 6, 8, 10

WEEKS OF NOVEMBER 19, 26

VII CHILDHOOD & ADOLESCENCE (AGE 6-18)

A. Contexts of the Child's Development: The family.

B. Cognitive development - (Age 6-18).

1. Piaget's theory (concrete & formal operations).
 - a. Logical Reasoning according to classes and relations (concrete operations).
 - b. Logical Reasoning about logical reasoning (formal operations)
2. Information processing theory.

C. Social-emotional development.

1. Gender development.
 - a. Sex differences, sex roles, gender identity
2. Adolescent Egocentrism.
3. Identity development.
4. Moral development
 - a. Moral behavior, moral reasoning.
5. Empathy, Altruism, etc.

READINGS

A. Case, R. (1999). Conceptual development in the child and in the field: A personal view of the Piagetian Legacy. In Scholnick, E. K., Nelson, K., Gelman, S. A. & Miller, P. H. (Eds.) Conceptual development (pp. 23-51). Mahwah, NJ: Lawrence Erlbaum Associates .

B. Caspi, A. (1998). Personality development across the life course. In N. Eisenberg (Ed.), Social, emotional, and personality development. Volume 3 of the

Handbook of child psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

C. Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., and Bornstein, M. H. (2000). Contemporary research on parenting: The case for nature and nurture. American Psychologist, *55*, 218-232.

D. Parke, R. D. & Buriel, R. (1998). Socialization in the family: Ethnic and ecological perspectives. In N. Eisenberg (Ed.), Social, emotional, and personality development. Volume 3 of the Handbook of child psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

E. Turiel, E. (1998). The development of morality. In N. Eisenberg (Ed.), Social, emotional, and personality development. Volume 3 of the Handbook of child psychology (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

F. Overton, W. F. (1991). Reasoning in the adolescent. In R. M. Lerner, A. C. Petersen, & J. Brooks-Gunn (Eds.), Encyclopedia of adolescence, Volume II, pp. 912-916. New York: Garland Publishing, Inc.

G. Optional: Cole & Cole, Chapters 11, 12, 14, 15, 16

WEEKS OF DECEMBER 3, 10

VIII. DEVELOPMENTAL PSYCHOPATHOLOGY

READINGS

A. Overton, W.F. & Horowitz, H. (1991). Developmental psychopathology: differentiations and integrations. In D. Cicchetti & S. Toth (Eds.), Rochester symposium on developmental psychopathology, Vol. 3, (pp. 1-41). Rochester, NY: University of Rochester Press,.

IX. ADULT DEVELOPMENT & AGING

- A. Post-formal thought?
- B. Adult Attachment?
- C. Increment, stability, or decline of intelligence.

This course is designed as a Ph.D level overview of theory, research, and issues in the field of contemporary developmental psychology. The focus is on issues that arise in understanding the nature of developmental change. Observations are never neutral; they have meaning only in the context of some set of ideas or theory. Therefore, we will, throughout, focus on the ideas, concepts, theories, metatheories, and that frame scientific observations as well as the observations themselves. This course is heavily concept and issue oriented. Students will be expected to read, understand, and remember details as well as general themes.

If the student has had no previous course in developmental psychology he/she should review a good undergraduate text prior to reading each of the assigned sections. I have keyed readings to the undergraduate text Cole, M. & Cole, S. R. (1996) The development of children. Third Edition. New York: Scientific American Books to the topics to be discussed for this purpose. Cole and Cole is an outstanding text..

The requirements for the course include a midterm, a written in class final exam, and a written paper. Students are also expected to read and be able to discuss each week's reading prior to the class meeting. By no later than each Monday at Noon each student will also be expected to e-mail to me a couple of questions or comments about the week's material. The object is to demonstrate that you have engaged the material and recognize the broad themes being developed.

Dates, Readings, Exams are subject to change at the instructor's discretion.