



PSYCH 8510

Topical Seminar in Developmental Psychology

Spring 2008

Wednesday 1.30 – 4.30

Weiss Hall Room 642

Peter J. Marshall, Ph.D

Weiss Hall Room 569

Tel. 1-5744

peter.marshall@temple.edu

Office hours: Weds 12.00 – 1.30 & Fri 2 – 3.30

Overview

This course is designed to give a selective overview of current work at the interface of cognitive development, social development, and neuroscience perspectives concerning infancy and early childhood. There are three parts to the course. In the first part, we consider the cognitive foundations of the early social world and the early development of the self. In the second part of the course, we take more of an individual differences perspective in examining the role of early experience in infancy as a predictor of later outcomes. In the final part, we broaden the focus to include early intervention and developmental disorders. Throughout the course, there is a consistent emphasis on the contribution of neuroscience to our understanding of early social and cognitive development.

Course Requirements

Readings

There is no required textbook for this course. All reading material will be available as photocopies in Hamilton Library and/or PDF files on Blackboard.

We will be taking a specific approach to reading in this course. Rather than have the format of students reading multiple articles and general class discussions about each, we will take more of a distributed approach. The assigned reading for each week is a set of four readings which are mostly review papers. Of these, you only need to read ONE. The exact sequence of the class discussion may vary, but the general principle is that we build up an understanding of a broader topic through students presenting smaller pieces. The analogy is that we can put together these pieces as if we were assembling a jigsaw. There will usually be two students reading each article. At the beginning of each class session, after a brief introduction to the day's topic, the two students who have read one particular reading will sit together and talk about it for around 20 minutes. The focus of this discussion should be how to convey the essence of your "jigsaw" reading to the rest of the class, who have not read it. Each pairs will then "present" their reading to the wider class over a period of presentation and class discussion lasting around 40 minutes in total. Don't feel you have to have all the answers – this

is an ideal format to raise questions which perhaps can be answered as part of the general discussion of your article or in presentations of the other articles.

You will need to indicate in advance (using the “Sign Up List” section on Blackboard) which article you are going to read/present. If two people have already indicated they are reading a particular chapter or article, you need to choose another one.

It is very important that you come to class prepared to discuss and “present” your jigsaw reading to the rest of the class, in collaboration with the other person who has read that article. We will talk more about this in the first class session.

Thought papers

Over the course of the semester, you need to submit a total of eight thought papers in response to your readings. Thought papers should be a combination of a summary of the article, questions that the article raises, and personal reflections. Feel free to raise questions for class discussions or ask for certain points to be clarified. Each thought paper should concern the paper that you have chosen to co-present that week. If you wish to use your thought papers as a basis for the presentation of your article, that is fine. You are only allowed to submit one thought paper for any given class session. Thought papers must be uploaded to Blackboard by the end of the day before class and should be at least 1 page of single-spaced text (or 2 pages of double-spaced text) in length.

Wiki Project

There is no final paper for this course. Instead, we will be working on a class writing project in a wiki format. As you may know, a wiki is a type of website which allows users to easily add and edit content. The object of the class wiki is to form a web of interconnected pages about the course material, using the “Teams” feature of Blackboard. We will discuss this in more detail during the first class session.

Grading

The maximum contribution of each requirement to the final grade is as follows:

Attendance, participation, & presentation of articles:	30 %
Thought papers:	40 %
Contributions to the class wiki project:	30 %

Course Schedule

Week 1: 01/23/08 Introduction to the course / Organizational meeting

Week 2: 01/30/08 Introduction to Infancy

The readings for this week will be selected chapters from *Development in Infancy: An introduction* by Lamb, Bornstein, and Teti. The focus is on cognitive development, which will help us in the upcoming weeks as we move into theories of early social cognition. I will also contribute with some information on social and emotional development.

Week 3: 02/06/08 Knowing Me, Knowing You

Gergely, G.. (2002). The development of understanding self and agency. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development*. (pp. 26-46). Malden, MA, US: Blackwell Publishing.

Meltzoff, A. N. (2007). The 'like me' framework for recognizing and becoming an intentional agent. *Acta Psychologica, 124*, 26-43.

Rakison, D. H. (2007). Is consciousness in its infancy in infancy? *Journal of Consciousness Studies, 14*, 66-89.

Rochat, P. (2001). Origins of self-concept. In G. Bremner & A. Fogel (Eds.), *Blackwell handbook of infant development*. (pp. 191-212). Malden, MA, US: Blackwell Publishing.

Week 4: 02/13/08 Intentionality and Beyond

Flavell, J. H. (1999). Cognitive development: Children's knowledge about the mind. *Annual Review of Psychology, 50*, 21-45.

Nelson, K. (2006). Development of representation in childhood. In E. Bialystok & F. I. M. Craik (Eds.), *Lifespan cognition: Mechanisms of change*. (pp. 178-192). New York, NY, US: Oxford University Press.

Tomasello, M., Carpenter, M., Call, J., Behne, T., & Moll, H. (2005). Understanding and sharing intentions: The origins of cultural cognition. *Behavioral and Brain Sciences, 28*, 675-735.

Wellman, H. M. (2002). Understanding the psychological world: Developing a theory of mind. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development*. (pp. 167-187). Malden, MA, US: Blackwell Publishing.

Week 5: 02/20/08 Developmental Neuroscience Perspectives

Johnson, M. H. (2005). Developmental neuroscience, Psychophysiology and genetics. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental science: An advanced textbook (5th ed.)*. (pp. 187-222). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Paterson, S. J., Heim, S., Friedman, J. T., Choudhury, N., & Benasich, A. A. (2006). Development of structure and function in the infant brain: Implications for cognition, language and social behaviour. *Neuroscience & Biobehavioral Reviews*, *30*, 1087-1105.

Grossmann, T., & Johnson, M. H. (2007). The development of the social brain in human infancy. *European Journal of Neuroscience*, *25*, 909-919.

Saxe, R., Carey, S., & Kanwisher, N. (2004). Understanding other minds: Linking developmental psychology and functional neuroimaging. *Annual Review of Psychology*, *55*, 87-124.

Week 6: 02/27/08 Biological Perspectives on Early Interactions

Feldman, R. (2007). Parent-infant synchrony and the construction of shared timing; Physiological precursors, developmental outcomes, and risk conditions. *Journal of Child Psychology and Psychiatry*, *48*, 329-354.

Fonagy, P., Gergely, G., & Target, M. (2007). The parent-infant dyad and the construction of the subjective self. *Journal of Child Psychology and Psychiatry*, *48*, 288-328.

Swain, J. E., Lorberbaum, J. P., Kose, S., & Strathearn, L. (2007). Brain basis of early parent-infant interactions: Psychology, physiology, and in vivo functional neuroimaging studies. *Journal of Child Psychology and Psychiatry*, *48*, 262-287.

Week 7: 03/05/08 Stress regulation / Epigenesis / Attachment

Gunnar, M., & Quevedo, K. (2007). The Neurobiology of stress and development. *Annual Review of Psychology*, *58*, 145-173.

Kaffman, A., & Meaney, M. J. (2007). Neurodevelopmental sequelae of postnatal maternal care in rodents: Clinical and research implications of molecular insights. *Journal of Child Psychology and Psychiatry*, *48*, 224-244.

Polan, H. J., & Hofer, M. A. (1999). Psychobiological origins of infant attachment and separation responses. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications*. (pp. 162-180). New York, NY, US: Guilford Press.

Week 8: 03/19/08 The Early Experience Assumption

Clarke, A. M., & Clarke, A. D. B. (2000). *Early experience and the life path*. London : Jessica Kingsley Publishers. Selected Chapters TBA.

Kagan, J. (1998). *Three seductive ideas*. Cambridge, MA: Harvard. Pages 84-150.

Schaffer, H. R. (2000). The early experience assumption: Past, present, and future. *International Journal of Behavioral Development*, *24*, 5-14.

Week 9: 03/26/08 NO CLASS (PJM going to Infancy conference)

Week 10: 04/02/08 Departmental Talk

The class will attend the departmental talk given by Adrian Raine.

Week 11: 04/09/08 Early Experience: Sequelae of Institutional Life

Nelson, C. A., Zeanah, C. H., Fox, N. A., Marshall, P. J., Smyke, A. T., & Guthrie, D. (2007). Cognitive recovery in socially deprived young children: The Bucharest Early Intervention Project. *Science, 318*, 1937-40. (Optional additional reading: Supplemental online material and Ethics commentary in same issue)

Rutter, M. (2006). Psychological effects of early institutional rearing. In P. J. Marshall & N. A. Fox (Eds.) *The development of social engagement: Neurobiological perspectives*. New York: Oxford University Press.

Plus supplemental reading TBA

Week 12: 04/16/08 Early Experience: Early Intervention and Social Policy

Bauer, A. M., & Boyce, W. T. (2004). Prophecies of childhood: How children's social environments and biological propensities affect the health of populations. *International Journal of Behavioral Medicine, 11*, 164-175.

Knudsen, E. I., Heckman, J. J., Cameron, J. L., & Shonkoff, J. P. (2006). Economic, neurobiological, and behavioral perspectives on building America's future workforce. *Proceedings of the National Academy of Sciences, 103*, 10155-10162.

Huston, A. C. (2008). From research to policy and back. *Child Development, 79*, 1-12.

Week 13: 04/23/08 Developmental Disorders I

Dr. Diana Woodruff-Pak will lead the lecture and discussion this week.

Reading TBA.

Week 14: 04/30/08 Developmental Disorders II: Focus on Autism

Baron-Cohen, S., & Belmonte, M. K. (2005). Autism: A window onto the development of the social and the analytic brain. *Annual Review of Neuroscience, 28*, 109-126.

Oberman, L. M., & Ramachandran, V. S. (2007). The simulating social mind: The role of the mirror neuron system and simulation in the social and communicative deficits of autism spectrum disorders. *Psychological Bulletin, 133*, 310-327.