



PSY 5306:

# Psychological Development: Theories and Research

Spring 2018– Texas State University

## COURSE DESCRIPTION

This graduate seminar is an advanced coverage of biological, social, and cognitive development throughout the lifespan. We will discuss various classic and contemporary issues in developmental psychology, including nature/nurture, sensitive periods, individual differences, developmental continuity and discontinuity, and the mechanisms underlying developmental stability and change.

The course uses theoretical and empirical readings and involves substantial class discussion in order to promote both understanding of specific developmental issues and general scientific reasoning. In addition to covering the core themes and findings of developmental science, another goal of this course is to foster connections between developmental psychology and other areas of psychology as well as applied practice.

## LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- ✧ Discuss the fundamental questions/themes that are of interest to developmental scientists.
- ✧ Describe classic and modern theories of various domains of development.
- ✧ Describe different research methodologies for studying developmental questions and discuss the advantages and disadvantages of each.
- ✧ Describe cognitive and social emotional development throughout the lifespan.
- ✧ Discuss how developmental research informs and influences “real world” practices and policies.
- ✧ Use technical writing skills to communicate scientific research

## REQUIRED RESOURCES

**TRACS:** You can use TRACS to access the syllabus, class notes, reading, and grades. Additionally, you must use TRACS to complete the discussion questions and submit your final paper (see Course Format section). There are no required textbooks.

### Dates, Time, and Location:

Spring Semester 2018  
Section 251  
T/Th 12:30PM-1:50PM  
Undergraduate Academic Center  
Room 206

### Professor:

Dr. Katherine Warnell, Ph.D.  
Office: UAC 253G  
Office hours: W 3-4pm; Th 11:30am-12:30pm; by appointment  
Email: warnell@txstate.edu  
**\*\*Please include the course number and section in the subject line of all emails\*\***  
Phone: 512-245-5564

### Prerequisites:

Lifespan Psychology

### Course Website:

[www.tracs.txstate.edu](http://www.tracs.txstate.edu)

## COURSE FORMAT

There are **500 total points** possible in this course. Your grade will be based on the number of points you have earned. Exact point values for assignments are given below.

### EXAMS (40% OF TOTAL GRADE)

There will be **2 midterm exams**, each worth **80 points**. These exams will cover material presented in lectures and the readings. These exams are not cumulative. Exams will consist of short answer and essay questions.

*Midterm Exam Taking Policies:* On exam day, students should arrive to class with a TXST Student I.D. and a laptop computer. Students will complete the exam in a word processing program and, during the exam, students are not allowed to use the internet or notes (wi-fi should be turned off on the computer). Students will receive a zero on the exam if during the exam they are caught using notes or the internet. No student is allowed to take the exam if they arrive more than 30 minutes late. The exam dates are as follows: Exam 1 (2/22/18) & Exam 2 (4/5/18).

*Exam make-ups:* This course follows the University recommendations for what counts as an excused absence (<http://www.provost.txstate.edu/pps/policy-and-procedure-statements/4-teaching/pps4-01.html>). Thus, I may require documents supporting your reason(s) for missing an exam (e.g., a physician's note). Students with excused absences are entitled to a make-up exam at a time mutually convenient for the instructor and student within 48 hours of the original exam time. Students must take responsibility for initiating the rescheduling of the missed exam as soon as possible. These same policies are in place for the final exam (see below).

The **final exam**, worth **40 points**, will *open on TRACS Tuesday 5/8/18 at 2:00pm and will close at 4:30pm*. The exam will be open note but **students are not allowed to collaborate with each other or with other individuals on the exam**.

### CLASS PARTICIPATION & DISCUSSION (20% OF TOTAL GRADE)

#### TRACS DISCUSSION BOARD POSTS (5% OF TOTAL GRADE)

In order to facilitate discussion and engage students as active participants in their own learning, students will contribute thoughtful discussion posts to our TRACS site each week **by 5pm Monday**. For weeks where there are readings for Tuesday & Thursday, students should post **two posts** addressing readings from both days (e.g., the posts due at 5pm on 1/22 should address the readings due 1/23 and 1/25). For weeks where there are only readings for Tuesday, students only need to submit one post. *The first discussion post is due Thursday 1/8 by 10am and should address the readings due 1/18.*

Students are encouraged to integrate topics across papers and even across weeks to stimulate integrative discussions. Students should be prepared to thoughtfully discuss their posts as well as the other questions posted to TRACS. Please see the TRACS document entitled **Guidelines for Online Response Posts** for more information about what to include in posts.

You do *not* need to submit TRACS posts for the two weeks in which you are leading class discussion (see next section). Thus, there will be 11 weeks for which you are you will be expected to post. You lowest post score will be dropped.

### **LEADING CLASS DISCUSSION (10% OF TOTAL GRADE, 5% EACH)**

Each week, 2-3 students will be assigned to be our discussion leaders. The discussion leaders will cover the readings for that particular days, will organize the TRACS-submitted questions pertaining to those readings, and facilitate the discussion of the readings. Discussion leaders are expected to prepare slides and/or handouts to assist with leading class discussion. Discussion leading will be evaluated based on understanding of the readings, quality of the materials created, ability to integrate across readings and questions (including topics covered in previous weeks), and overall quality of discussion fostered. Students will sign up for dates to lead discussion during the first class meeting. Please see the TRACS document entitled **Guidelines for Leading Discussion** for more information.

### **GENERAL PARTICIPATION (5% OF TOTAL GRADE)**

A graduate course is a collaborative effort in which we all learn from one another. Thus, even on weeks in which you are a not a discussion leader, you are still expected to come prepared to class and to contribute to class discussion. This participation will be evaluated based on preparation, significant and active contribution to building a discussion (e.g., considering the comments and points of others), and the analysis and synthesis of course readings and concepts.

### **WRITING COMPONENT (40% OF TOTAL GRADE)**

This course contains a large writing component, in terms of both your final grade and the amount of time that will be spent on your writing assignment outside of class. Portions of the writing component will have staggered due dates throughout course and the best route to success is to work a small amount on the writing component each week.

**See Writing Component Instructions (on TRACS) for more detail about the specific assignments, due dates, and expectations.**

### **KEY DUE DATES**

**3/6/18 by 12:30pm:** Upload your selected paper topic to TRACS

**3/27/18 by 12:30pm:** Upload Writing Component #1 to TRACS (6% of total course grade)

**4/10/18 by 12:30pm:** Upload Writing Component #2 to TRACS (4% of total course grade)

**4/17/18-4/24/18:** Paper Presentations in Class (10% of total course grade).

**4/26/17 by 12:30pm:** Upload Writing Component #3 to TRACS (20% of total course grade)

## **CALCULATING YOUR FINAL GRADE**

<b>GRADE</b>	<b>POINTS REQUIRED</b>
A	447.5-500
B	397.5-447
C	347.5-397
D	297.5-347
F	≤ 297

**GRADES ARE EARNED—NOT GIVEN:** Your grade is based off the points that you have earned over the semester (e.g., if you earned 430 points you have earned a B). Note that in this course's letter grade system, grades are already rounded up (e.g., a 89.5 is an A). No other rounding will take place. If earning a certain grade is important to you, please meet with me at the beginning of the semester so we can discuss helpful strategies.

**LATE WORK:** Late assignments **will not be accepted**, so please make every effort to complete your assignments before the deadlines. For excused absences, please see the Attendance Policy section.

**QUESTIONS ABOUT GRADES:** I am always happy to discuss any of your grades with you. If I have made a mistake, I will correct it. If you would like to appeal an exam or assignment grade to me, your request must be submitted in writing (email is acceptable) within 1 week of receiving the grade. All students should be aware of Texas State's policy regarding changing final grades: <http://www.provost.txstate.edu/pps/policy-and-procedure-statements/4-teaching/pp4-07.html>

## MUTUALLY-DERIVED EXPECTATIONS

I believe it is essential that we, as members of a learning community, agree upon what is expected of each other. As a professor, my role is to design and manage a learning environment that is rigorous, engaging and focused on evidenced-based teaching practices. As a student, your role is to take personal responsibility for your learning and actively engage in all aspects of the course.

### YOU, AS A STUDENT, HAVE THE RIGHT TO EXPECT THAT:

- ✧ All work is evaluated by reasonable, objective and transparent criteria intended to assess learning
- ✧ All students are treated with equality, professionalism and respect
- ✧ I will be prepared and on-time for every class meeting and scheduled appointment
- ✧ I will maintain a classroom conducive to active learning, discussion and critical thinking
- ✧ I will, when possible, integrate contemporary examples, videos, and activities to reinforce learning
- ✧ I will be available to assist with coursework and offer referrals to campus resources upon request
- ✧ I will read and respond to your emails within 24 hours on weekdays
- ✧ I will do my best to answer any questions you have, and if I don't know the answer, I'll do my best to work with you so we can find it (in other words, I won't just make stuff up).

### I, AS A PROFESSOR, HAVE THE RIGHT TO EXPECT YOU WILL:

- ✧ Devote the necessary time and energy to master the course material. Note: You should budget an average of 2-3 out-of-class hours per credit hour (so this 3 credit course should take 6-9 hrs/week)
- ✧ Be prepared and on-time for every class meeting
- ✧ Save texting, Groupme, Twitter, Snapchat, Instagram, etc. for outside of class
- ✧ Sleep in your bed, in someone else's bed, in the hall, or under a tree... but not in class
- ✧ Take responsibility for getting anything you might have missed from a fellow classmate
- ✧ Monitor your email and TRACS announcements at least once every 24 hours
- ✧ Adhere to all course and university policies, deadlines, requirements and grading criteria
- ✧ Conduct yourself in a respectful and professional manner, including with your written communication.
- ✧ Seek assistance when you need it and see that your questions are answered to your satisfaction

## STUDENT SUCCESS

I want you to succeed in this course and at Texas State University. I encourage you to come see me during office hours or to schedule an appointment to discuss course content or answer questions you may have. Additionally, the Student Learning Assistance Center ([www.txstate.edu/slac/](http://www.txstate.edu/slac/)) and Writing Center ([www.writingcenter.txstate.edu](http://www.writingcenter.txstate.edu)) are great resources for help with writing and study skills. The University's Counseling Center (<http://www.counseling.txstate.edu/>) also provides support and resources. If I become concerned about your course performance, attendance, engagement, or well-being, I will speak to you first. I may also submit a referral to the University's PAWS Alert Program. Someone will contact you to help determine what will help you succeed. Please remember that this is a means for me to support you and help foster your success at Texas State.

## ATTENDANCE POLICY & EXCUSED ABSENCES

I strongly encourage everyone to attend class but ultimately the choice is up to you. Attending lectures and paying attention to the material presented will help you do well in this course. Class participation counts toward your final grade and if you are absent, you are unable to participate. It is the student's responsibility to schedule a make-up (within 48 hours of the original due date) for any assignment missed due to an excused absence. I may request documentation for any excused absence.

It is the responsibility of the student to be familiar with the University's policies on excused absences: <http://www.provost.txstate.edu/pps/policy-and-procedure-statements/4-teaching/pps4-01.html>. Please ask me if you have any questions about these policies.

Consecutive absences of more than one class period and non-consecutive medically necessitated absences from more than a single class period will be handled on a case-by-case basis as needed.

## ACADEMIC INTEGRITY AND PLAGIARISM

Texas State University has an Honor Code. All faculty, staff and students are responsible for supporting the principles of conscientiousness, respectfulness and honesty and demonstrating a commitment to the university's Academic Honor Code. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Specific expectations for academic integrity and sanctions for academic dishonesty are outlined on the Honor Code Council website: <http://www.txstate.edu/honorcodecouncil/>, and in UPPS No. 07.10.01. <http://www.txstate.edu/effective/upps/upps-07-10-01.html>. It is your responsibility as a student to be aware of the Honor Code and Texas State's policies regarding academic integrity and plagiarism.

Students will be asked to write out the honor pledge (*"I pledge to uphold the principles of honesty and responsibility at our university"*), sign, and date it before every exam.

## ACCOMMODATIONS FOR DISABILITIES

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me as soon as possible. I will make every effort to accommodate students who are registered with the Office of Disability Services (ODS) and who provide me with a Texas State University ODS Accommodation letter. Only written ODS documentation of the accommodation will be considered. Failure to contact me in a timely manner may delay your accommodations. I am not able to accommodate students who are not registered with ODS or who provide me with documentation which has not been reviewed and approved by Texas State's ODS. More information on University policies can be found at: <http://www.ods.txstate.edu/>

## CAMPUS EMERGENCY POLICY

We will hold class unless there is an official closure or delay announced by the University. Official closures and delays are announced on the campus website (<http://www.txstate.edu>) and campus news line (512-245-2424) as well as local radio and TV stations. Assignments due on the day the University is closed will be due the next class period (e.g., if the Tuesday class is cancelled, assignments will be due Thursday). In the event that the campus is closed for an extended time due to emergency, students will be notified by e-mail regarding how the course will be continued or completed. If this emergency causes an abrupt end to the semester (i.e., final exams cancelled), your grade may be based on work up until that point. Always ensure you have a current e-mail address listed with the University.

## RELIGIOUS OBSERVANCE POLICY

Students who must miss class for religious reasons can do so without penalty. I have tried not to schedule exams or in-class assignments on religious holidays. However, if you anticipate a conflict, it is your responsibility to notify me in writing (email is acceptable) at least two weeks prior to your absence. The official University policy can be found at: <http://www.txstate.edu/effective/Upps/Upps-02-06-01.html>

## CLASS CONDUCT

All students are expected to conduct themselves professionally and with respect for the lectures and students who are giving their time for the class. Some topics discussed in class may strike a chord with you or a fellow classmate. Please be aware of and sensitive to these issues and be particularly considerate at these times.

I expect you to make the responsible and respectful decision to refrain from the temptation to use your cellphone in class. If you have critical communication to attend to, please excuse yourself from the room and return when you are finished. If I find myself or other students to be distracted by your behavior I will ask you to leave the room.

Use of computers is strongly discouraged in this class (except in the case of ODS accommodations). I understand there are many valid arguments for using laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction, detract from the cooperative learning environment, and unfairly distract other students. Researchers have found that these distractions do in fact interfere with learning and active participation.

Disruptions of any kind will not be tolerated. As per university guidelines, students who engage in any form of disruptive behavior will be asked to cease the behavior. If the behavior has not stopped, that student will be asked to leave the classroom. Students who are unable to demonstrate civility with one another or instructor will be subject to referral to the Dean of Students Office or to the University Police Department. You are expected to adhere to the Code of Student Conduct, which can be viewed at: <http://www.provost.txstate.edu/pps/policy-and-procedure-statements/4-teaching/pps4-02.html>

## TECHNICAL SUPPORT

The one thing that will always be true about technology is that it will never work 100% of the time. Please understand that I am not able to diagnose and resolve technical difficulties with your personal computer. If you are having any problems with course resources (TRACS, etc.) please consult with **IT Assistance Center** directly (<http://www.tr.txstate.edu/itac.html>) and try using a campus computer.

## COURSE SCHEDULE

This schedule, including exam dates, serves as a guideline for students and may be changed if necessary to insure fairness and to preserve the integrity of the academic process. Changes to this syllabus, when necessary, will be announced in class and/or on TRACS.

**\*\*SEE LAST PAGES FOR COMPLETE COURSE SCHEDULE & READINGS\*\***



## COURSE SCHEDULE

Date			Topic	Assignment Due*
Week 1	Tues	1/16/18	Introduction the Developmental Perspective	
	Thurs	1/18/18	Developmental Perspective & Methodology	
Week 2	Tue	1/23/18	Nature/Nurture: Part I	
	Thurs	1/25/18	Nature/Nurture: Part II	
Week 3	Tue	1/30/18	Brain Development: Part I	
	Thurs	2/1/18	Brain Development: Part II	
Week 4	Tue	2/6/18	Self-regulation & Executive Function: Part I	
	Thurs	2/8/18	Self-regulation & Executive Function: Part II	
Week 5	Tue	2/13/18	The Infant Mind: Part I	
	Thurs	2/15/18	The Infant Mind: Part II	
Week 6	Tue	2/20/18	Developmental Theories	
	Thurs	2/22/18	<b>Exam #1</b>	
Week 7	Tue	2/27/18	Cognitive Development: Part I	
	Thurs	3/1/18	Cognitive Development: Part II	
Week 8	Tue	3/6/18	Language Development: Part I	Paper Topic
	Thurs	3/8/18	Language Development: Part II	
	Tue	3/13/18	SPRING BREAK—NO CLASS	
	Thurs	3/15/18	SPRING BREAK—NO CLASS	
Week 9	Tue	3/20/18	Social Cognition: Part I	
	Thurs	3/22/18	Social Cognition: Part II	
Week 10	Tue	3/27/18	Social Development: Part I	Writing Component #1
	Thurs	3/29/18	Social Development: Part II	
Week 11	Tue	4/3/18	Attachment	
	Thurs	4/5/18	<b>Exam #2</b>	
Week 12	Tues	4/10/18	Developmental Contexts: Part I	Writing Component #2
	Thurs	4/12/18	Developmental Contexts: Part II	
Week 13	Tue	4/17/18	Writing Project Presentations	
	Thurs	4/19/18	Writing Project Presentations	
Week 14	Tue	4/24/18	Writing Project Presentations	
	Thurs	4/26/18	Developmental Contexts: Part III & Course Conclusions	Writing Component #3
Final	Tue	5/8/18	<b>FINAL EXAM</b> (AVAILABLE FROM 2:00-4:30pm ON TRACS)	

**\*Discussion questions(s) over the week's readings are due on TRACS by 5pm Monday. Questions over the 1/18 readings are due by 10am on 1/18. No questions are due on 4/16.**

**See next pages for readings due each class day**

## LIST OF READINGS

### Tuesday January 16: Introduction the Developmental Perspective

No Readings

### Thursday January 18: Developmental Perspective & Methodology

Cicchetti, D. & Rogosch F. A. (1996). Equifinality and multifinality in developmental psychopathology. *Development and Psychopathology*, 8, 597- 600.

Masten, A., & Cicchetti, D. (2010). Developmental cascades. *Development and Psychopathology*, 22, 491-495.

### Tuesday January 23: Nature/Nurture (Part I)

Rutter, M. (2007). Gene-environment interdependence. *Developmental Science*, 10, 12-18.

Lewin, R. (1984). Why is development so illogical? *Science*, 224, 1327-1329.

### Thursday January 25: Nature/Nurture (Part II)—STUDENT-LED DISCUSSION

Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W., Taylor, A., & Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children. *Science*, 297(5582), 851-4.

Turkheimer, E.; Haley, A.; Waldron, M. (2003). Socioeconomic status modifies heritability of IQ in young children. *Psychological Science*, 14(6), 623-628.

### Tuesday January 30: Brain Development (Part I)

Munakata, Y., Casey, B. J., & Diamond, A. (2004). Developmental cognitive neuroscience: Progress and potential. *Trends in Cognitive Sciences*, 8(3), 122-128.

### Thursday February 1: Brain Development (Part II)—STUDENT-LED DISCUSSION

Bedny, M., Richardson, H., Saxe, R. (2015) "Visual" cortex response to spoken language in blind children. *Journal of Neuroscience*, 35(33), 11674-81.

Hölzel, B. K., Carmody, J., Evans, K. C., Hoge, E. A., Dusek, J. A., Morgan, L., ... & Lazar, S. W. (2009). Stress reduction correlates with structural changes in the amygdala. *Social Cognitive and Affective Neuroscience*, 5(1), 11-17.

### Tuesday February 6: Self-regulation & Executive Function (Part I)

Casey, B. J., Jones, R.M., & Hare, T. A. (2008). The adolescent brain. *Ann. N.Y. Acad. Sci.* 1124, 111–126.



## **Thursday February 8: Self-regulation & Executive Function (Part II)—STUDENT-LED DISCUSSION**

Chein, J., Albert, D., O'Brien, L., Uckert, K., & Steinberg, L. (2011). Peers increase adolescent risk taking by enhancing activity in the brain's reward circuitry. *Developmental Science, 14*(2), F1-F10.

Diamond, A., Barnett, W. S., Thomas, J., & Munro, S. (2007). Preschool program improves cognitive control. *Science, 318*(5855), 1387-1388.

Hostinar, C. E., Johnson, A. E., & Gunnar, M. R. (2015). Parent support is less effective in buffering cortisol stress reactivity for adolescents compared to children. *Developmental Science, 18*(2), 281-297.

## **Tuesday February 13: The Infant Mind (Part I)**

Keen, R. (2003). Representation of objects and events: Why do infants look so smart and toddlers look so dumb? *Current Directions in Psychological Science, 12*(3), 79-83.

## **Thursday February 15: The Infant Mind (Part II)—STUDENT-LED DISCUSSION**

Baillargeon, R. (1987). Object permanence in 3½- and 4½-month-old infants. *Developmental Psychology, 23*(5), 655-664.

Palmer, S. B., Fais, L., Golinkoff, R. M., & Werker, J. F. (2012). Perceptual narrowing of linguistic sign occurs in the 1st year of life. *Child Development, 83*(2), 543-553.

Sommerville, J. A., Woodward, A. L., & Needham, A. (2005). Action experience alters 3-month-old infants' perception of others' actions. *Cognition, 96*(1), B1-11.

## **Tuesday February 20: Developmental Theories**

Smith, L. B., & Thelen, E. (2003). Development as a dynamic system. *Trends in Cognitive Sciences, 7*(8), 343-348.

## **Thursday February 22: Exam #1**

No Readings

## **Tuesday February 27: Cognitive Development (Part I)**

DeLoache, J. S. (2004). Becoming symbol-minded. *Trends in Cognitive Sciences, 8*(2), 66-70.

Xu, F., & Kushnir, T. (2013). Infants are rational constructivist learners. *Current Directions in Psychological Science, 22*(1), 28-32.

## **Thursday March 1: Cognitive Development (Part II)—STUDENT-LED DISCUSSION**

Cook, C., Goodman, N. D., & Schulz, L. E. (2011). Where science starts: Spontaneous experiments in preschoolers' exploratory play. *Cognition, 120*(3), 341-349.

Halberda, J., Mazocco, M. M., & Feigenson, L. (2008). Individual differences in non-verbal number acuity correlate with maths achievement. *Nature*, 455(7213), 665-668.

Leonard, J. A., Lee, Y., & Schulz, L. E. (2017). Infants make more attempts to achieve a goal when they see adults persist. *Science*, 357(6357), 1290-1294.

### **Tuesday March 6: Language Development (Part I)**

Kuhl, P. (2004). Early language acquisition: Cracking the code. *Nature Reviews/Neuroscience*, 5, 831-843.

### **Thursday March 8: Language Development (Part II)—STUDENT-LED DISCUSSION**

Kuhl, P. K., Tsao, F. M., & Liu, H. M. (2003). Foreign-language experience in infancy: Effects of short-term exposure and social interaction on phonetic learning. *Proceedings of the National Academy of Sciences*, 100(15), 9096-9101.

Senghas, A., Kita, S., & Özyürek, A. (2004). Children creating core properties of language: Evidence from an emerging sign language in Nicaragua. *Science*, 305(5691), 1779-1782.

### **Tuesday March 20: Social Cognition (Part I)**

Csibra, G., & Gergely, G. (2009). Natural pedagogy. *Trends in Cognitive Sciences*, 13(4), 148-153.

### **Thursday March 22: Social Cognition (Part II)—STUDENT-LED DISCUSSION**

Onishi, K. H., & Baillargeon, R. (2005). Do 15-month-old infants understand false beliefs? *Science*, 308(5719), 255-258.

Brooks, R., & Meltzoff, A. N. (2015). Connecting the dots from infancy to childhood: A longitudinal study connecting gaze following, language, and explicit theory of mind. *Journal of Experimental Child Psychology*, 130, 67-78.

### **Tuesday March 27: Social Development (Part I)**

Fabes, R. A., Gaertner, B. M., & Popp, T. K. (2005). Getting along with others: Social competence in early childhood. In K. McCartney, & D. Phillips (Eds.), *Blackwell Handbook of Early Childhood Development* (pp. 297-316). Malden, MA: Blackwell.

### **Thursday March 29: Social Development (Part II)—STUDENT-LED DISCUSSION**

Dunham, Y., Baron, A. S., & Carey, S. (2011). Consequences of "minimal" group affiliations in children. *Child Development*, 82(3), 793-811.

Masten, C. L., Eisenberger, N. I., Borofsky, L. A., Pfeifer, J. H., McNealy, K., Mazziotta, J. C., & Dapretto, M. (2009). Neural correlates of social exclusion during adolescence: understanding the distress of peer rejection. *Social Cognitive and Affective Neuroscience*, 4(2), 143-157.

### **Tuesday April 3: Attachment**

Cassidy, J. (2016). The nature of the child's ties. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of Attachment: Theory, Research, and Clinical Applications* (pp. 3-24; 3<sup>rd</sup> ed.). New York, NY: Guilford Publications.

### **Thursday April 5: Exam #2**

No Readings

### **Tuesday April 10: Developmental Contexts (Part I)**

Belsky, J., Bakermans-Kranenburg, M., & van IJzendoorn, M. (2007). For better and for worse: Differential susceptibility to environmental influences. *Current Directions in Psychological Science*, *16*, 300-304.

Hackman, D.A., Farah, M.J., & Meaney, M.J. (2010). Socioeconomic status and the brain: Mechanistic insights from human and animal research. *Nature Reviews Neuroscience*, *11*, 651-658.

### **Thursday April 12: Developmental Contexts (Part II)**

Clegg, J. M., Wen, N. J., & Legare, C. H. (2017). Is non-conformity WEIRD? Cultural variation in adults' beliefs about children's competency and conformity. *Journal of Experimental Psychology: General*, *146*(3), 428-441.

Wen, N. J., Clegg, J. M., & Legare, C. H. (in press). Smart Conformists: Children and Adolescents Associate Conformity With Intelligence Across Cultures. *Child Development*.

### **Tuesday April 17: Writing Project Presentations**

### **Thursday April 19: Writing Project Presentations**

### **Tuesday April 24: Writing Project Presentations**

### **Thursday April 26: Developmental Contexts (Part III)—STUDENT-LED DISCUSSION**

Casey, B. J., Somerville, L. H., Gotlib, I. H., Ayduk, O., Franklin, N. T., Askren, M. K., ... & Glover, G. (2011). Behavioral and neural correlates of delay of gratification 40 years later. *Proceedings of the National Academy of Sciences*, *108*(36), 14998-15003.

Kidd, C., Palmeri, H., & Aslin, R. N. (2013). Rational snacking: Young children's decision-making on the marshmallow task is moderated by beliefs about environmental reliability. *Cognition*, *126*(1), 109-114.

Lamm, B., Keller, H., Teiser, J., Gudi, H., Yovsi, R. D., Freitag, C., ... & Vöhringer, I. (in press). Waiting for the Second Treat: Developing Culture-Specific Modes of Self-Regulation. *Child Development*.

### **Tuesday May 8: Final Exam**