PSY 625 001: Proseminar in Developmental Psychology
University of Kentucky
FALL 2021
Course Syllabus
****Current August 19, 2021****

*Note: _Given the uncertain times we are experiencing in the late stages of a global pandemic, it is critical for us to understand and agree to several things. Firstly, course content, calendar, and grading policies may be changed at the instructor's discretion and in accordance with_ <u>UK's COVID-19 guidelines</u>_. Any changes will be announced in class, by email, and/or on Canvas. Each student is responsible for noting these changes when they occur. For our health and safety, we must work together to uphold certain practices and respond flexibly if circumstances change (e.g., if we need to proceed with the course online). I ensure the quality of your learning and the nature of how you will be assessed in this course will not be tied to the method of content delivery (e.g., Zoom/Canvas vs. in-person). Together, we will continue to get through this, and I look forward to having fun with you as we learn about developmental psychology!_

Instructor: Dr. Rachel H. Farr
Email: <u>rachel.farr@uky.edu</u>; **Office phone:** (859) 257-4393
Office hours: by appointment (Office: Kastle 012-B) – please contact me to schedule.

<u>**Class meets**</u>: Wed 9-11:30am, Whitehall Classroom Bldg., Rm. 336 (see schedule for all dates)

<u>**Course Description and Philosophy:**</u>

        This graduate course is designed to cover major theories and topics in developmental psychology, including discussion of relevant methodology. The readings and course content involve a lifespan perspective, with some emphasis on infancy to young adulthood. The reading list includes reviews, book chapters, and empirical articles (there is no required text to purchase). As a graduate seminar, this course is designed to be discussion-based. I will lecture minimally to convey important information not covered in readings, but we are all responsible for bringing about a stimulating discussion. Thus, it is imperative that all are fully prepared each class to engage in discussion, which will involve three key components: (1) reading the assigned readings carefully, posting your comments and questions about the readings on Canvas (more on that below), and reading others' comments and questions on Canvas prior to each class, (2) take turns throughout the semester as "class discussant" – first providing an integrative summary (i.e., summarizing how the readings work together, comparing and contrasting the articles) and then guiding discussion by using the Canvas posts your classmates have prepared in advance, and (3) take turns as "paper presenter" to present and lead discussion on one outside paper during the semester. The final assessment will be a final project (you can select from several options that emphasize research and/or teaching in developmental psychology) due at the end of the semester.
        I am a big proponent of integrating course assessments that maximize your academic success, such as dovetailing assignments with program requirements, enhancing your teaching experience, and/or furthering your progress as a researcher. In this way, I have made efforts to assign readings, activities, and projects that will facilitate your overall professional development. Please use course assessments as you are able to help you in achieving program milestones (e.g., preparing your Master's thesis, considering your allied area) and/or other scholarly accomplishments (e.g., working toward submitting a manuscript for publication, writing a grant proposal, or developing a lecture for an undergraduate developmental psychology course)!

Course Goals, Objectives, and Student Learning Outcomes:

This course will highlight important processes of infant, child, and adult development. Students will explore how aspects of development interact to produce different outcomes across the lifespan. Course goals will be met through these course objectives and learning outcomes:
1. Explore both seminal and current research in developmental psychology.
2. Identify major milestones in development and understand how these milestones are related to both previous and future development and behavior.
3. Integrate theories of development to create a cohesive theory of lifespan development.
4. Apply research to address controversies and questions about developmental psychology.
5. Practice the tools of psychological research through reading and analyzing research, writing and presenting effectively, and integrating concepts to answer complex questions.

Course Materials:

To contribute actively to the course, students will complete several weekly reading assignments, primarily selected from top-ranked empirical journals and/or written by topic experts available on our course page on Canvas. Log in with your link blue ID and password https://uk.instructure.com/. Here, you will have access to the syllabus, readings, and all other course materials. There is no required text to purchase for the class.

Grading and Requirements:

Each student will complete several assignments (more details for each assignment to follow). First, student attendance, participation, and engagement in class is imperative. Second, discussion posts (questions and comments) based on the weekly readings will be generated by each student prior to class meetings. Third, each student will facilitate (or co-facilitate) class 1-2 times, depending on the size of the class. Fourth, students will prepare a presentation on an outside article of their choosing and facilitate a class discussion of that paper. Lastly, students will do a final project (comprising a final presentation in class and a final paper uploaded to Canvas) regarding developmental psychology topics (options below). All assignments must be completed by the deadlines specified. No unexcused late assignments are accepted. (Please refer to EXCUSED ABSENCES policy below.) Students can generally expect feedback from me on all major assignments within a week, pending extenuating circumstances.

Discussion Participation in Class	**20%**
Discussion Posts on Canvas:	**20%**
Discussion Facilitation in Class:	**15%**
Paper Presentation & Discussion in Class:	**15%**
Final Project Presentation in Class	**10%**
Final Project Paper on Canvas	**20%**

Note for students if they audit the course: the final project will be optional, but all other aspects of the course will be required.
Final grade cutoffs (firm): A (89.5-100%); **B** (79.5-89.4%); **C** (69.5-79.4%); **D** (59.5-69.4%)

Discussion Participation in Class (20%):

As dynamic and interactive discussion is at the heart of this course, it is expected that all students will, at minimum, read all required readings, attend class regularly (especially as we only meet once weekly), and actively participate. I understand that there are some

circumstances in which you may need to miss a class (e.g., conference attendance). If you need to miss a class, you must inform me in advance. One unexcused absence is permitted, but if you are facilitating discussion, you are responsible for finding a substitute. Additional absences (or absences without finding a substitute) will result in a penalty to your final course grade. In addition, after one excused absence, extra assignments will be considered to compensate for missed time. The seminar will only be successful if everyone is consistently actively engaged. Beyond assessments described, there will be no other assignments, homework, or examinations unless extraordinary circumstances prevail.

Discussion Posts on Canvas (20%):

Students should come prepared each week to discuss course readings. **By 11:59pm on Mon before our Wed class**, **please use the Discussion board (via Canvas) to post at least 1 question and 1 comment about at least 1 of the readings** (can be more). Your question(s) and comment(s) should be around 250 words in total at minimum (can be longer). They should reflect critical thinking about the theories, research design, and/or practical application related to the readings. Designated facilitators will use your posts to guide class discussion (see next section). Posts can reflect any of the following (but are not limited to): (1) strengths and weaknesses of the theoretical arguments and evidence presented; (2) relations and integration between the readings for the current week or from across the course; or (3) unanswered questions raised by the work. Your post may focus on a single reading but should be informed by the week's readings as a whole. Posts are meant to help you think through and clarify your reactions to and thoughts about the readings as well as to point me (and discussants) to areas for clarification and interest. My goal is for you to engage deeply and critically with the readings (but note that critical does not mean negative – if you criticize an idea or a study, you should also provide alternative ways of thinking or a possible resolution). Your posts will be evaluated in terms of their relevance, your demonstrated understanding of the readings, and your overall engagement with the topics (e.g., raising critical questions, connections, and/or insights).
Note: you need not submit a post for any weeks in which you are a discussion facilitator or co-facilitator (but you do when you present a paper – see below).

Discussion Facilitation in Class (15%)

Each student, or a pair of students (depending on the size of the class), will be in charge of leading 1-2 classes throughout the semester covering material on the syllabus (there are 11 weeks of content, not counting Week 1, presentation weeks, or other breaks). You are encouraged to sign up for topics that are of particular interest to you (we'll do this in class the first week). For (co-)facilitating **class discussions on the weekly readings**, please prepare a brief (10 minutes max) integrative summary and/or mini-presentation. You do not need to cover every point – focus on the highlights and anything that you found particularly striking about the reading. Compare and contrast the readings – how do they connect and how do they differ? You are welcome to be creative and include other relevant information on the week's topic, including video clips, news articles, and/or other data sources (but this step is not required). Feel free to check in with me for such resources. Using student questions posted by the Mon night deadline, organize and select 4-5 provocative questions (and add your own!) to ask the class and stimulate discussion. Facilitators should come prepared to class at minimum with their brief integrative summary and discussion questions. Your integrative summary and discussion questions can be shared with the class after you facilitate by adding it to a Discussion post.
Note: all except facilitators are expected to complete weekly posts.

Paper Presentation & Discussion in Class (15%):

Once over the course of the semester, you will present a paper to the class and lead discussion about the paper. This will be an empirical paper that you will identify and choose yourself based on the readings for that class. So let's say there are 4 assigned readings for a class. If you are to present during that class, you will read the 4 assigned readings, find one empirical paper either cited in or closely related to those readings that you find especially interesting, intriguing, and/or surprising. You will read that paper in detail and come prepared to describe the paper to the class, answer questions, and lead an informed discussion about the paper and its findings. You should summarize the paper (no PowerPoint needed, but if you do, then please only sparingly), presenting questions, problems, critiques, and connections with the readings for that class (and if you want, with other relevant literature), and guiding the discussion. The most important part of these paper presentations is raising critical, thought-provoking questions, drawing connections with other literature, and leading a strong discussion. Papers could be theoretical or empirical or focus on methodological or statistical approaches. You should pursue a paper from which you (and your classmates) will derive benefit from spending additional time studying it and facilitating discussion about it.

Note: Please send me the paper that you have chosen by the Mon (11:59pm) before class (same deadline as discussion posts, which you are expected to do during the week you are "paper presenter"). After I review your article, please upload to Canvas for reference. If you would like to discuss your paper with me before presenting, please email me by the end of the preceding week with questions/comments and/or to set up a time to meet. Your classmates do not need to read the article you choose in advance of your paper presentation.

Final Project Presentation in Class (10%) and Paper on Canvas (20%; Total: 30%)

For your final project, you have **FOUR** options. Please choose the option that best fits with your current and long-term professional and academic goals. Whatever option you choose, you are required to **submit a 250-word project plan on Canvas** during the 4th week of class. All students will briefly present (i.e., 10-12 minutes via PowerPoint) their final project during the last class meeting. Your presentation will be about a week in advance of your final paper deadline; as such, these presentations need not reflect your fully finished paper product. Rather, the presentation is an opportunity for you to share your thinking and work with your classmates. It also ensures you are making headway on your final paper and provides a time for you to solicit and receive feedback about your project. I am happy to meet with you anytime during the semester to discuss your ideas, review rough drafts, and provide guidance as needed.

Option 1 – Develop a Developmental Psychology Lecture:
Please prepare a full lecture (e.g., 50 minutes) on a developmental psychology topic of your choosing, geared for undergraduate students as a survey course. I recognize that not all of you may later teach a course specifically in developmental psychology, but it is very possible you may teach introductory psychology (an arguably marketable skill!). Thus, the lecture you develop could be part of a broader overview of developmental psychology that you would include in an intro-level course. The lecture could also be on a more specific developmental psychology topic of your choosing, such as Piagetian theory, moral development, theory of mind, language development, gender development, etc. For any lecture you develop, I would strongly encourage you to incorporate attention to interaction and discussion opportunities with the hypothetical students in your class. Please video-record yourself giving the lecture. Plan to upload your lecture PowerPoint and this video file to Canvas as your "final paper." Alternatively, you could give your lecture in PSY 100 or PSY 223 (please talk to the respective instructors to

explore this option). Your presentation in class could be a shortened version of your lecture as well as your reflections on the process of developing and completing this assignment.

Option 2 – Write a Research-Based Paper:
You will write a research paper (approximately 10-12 double-spaced pages without References, APA style) on any aspect of development. This could be a literature review (i.e., think the "Introduction" section of an empirical paper you would write) that also argues for needed improvements (conceptually and/or methodologically) in the field. Alternatively, your final paper could be a full-length manuscript (likely longer than 10-12 pages) regarding your own empirical research in developmental psychology. This paper may also serve as the basis or a part of your Master's thesis, Qualifying Exam proposal, etc. I strongly recommend selecting a topic that goes beyond what is explicitly included in the syllabus, and rather, go into depth about a specific topic related to the broader topics covered in the course. In developing the plan for your final project, it is critical to distinguish how your project goes beyond what we cover in class. Although you may use readings and other resources from class, you must incorporate additional references.

Option 3 – Developmental Psychology Scholar Project:
Students could research the career of a well-known and noteworthy expert in developmental psychology. The paper and presentation would involve a pointed discussion of the theories, empirical contributions, career, and life of a scholar whose work has had a major influence on the field. Some ideas for selecting this scholar could be generated by reviewing the course reading list, and I am happy to brainstorm. This is an opportunity to network and connect with a notable scholar, and to explore their life and work more in-depth. Choose someone of interest to you – perhaps someone you would like to get to know! If feasible (scholar is living and willing), "interview" them by email or phone (or Zoom, etc.). Some biographical information will be helpful. Please also mention why the scholar and their work focus is particularly important to you (e.g., give some autobiographical context for your scholarly interests). Recommended readings (3-4) written by the scholar should be provided as a part of your presentation.

Option 4 – Write a Research Proposal for a Grant Application:
Lastly, if interested, students could use the final project to design a research proposal for a major grant application (e.g., the NSF predoctoral fellowship, Ford Foundation Diversity Fellowship, NIH NRSA F-series grant) that is relevant to developmental psychology.

Student and University Policies Related to Class (see UK's Academic Policy Statements)

Excused Absences:
Attending class and completing assignments are expected. Occasionally, circumstances arise that are out of your control and cause you to miss class or assignments (or be late in turning them in). Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) university-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. Faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the University Liaison in the Dean of Students Office, 2 Alumni Gym, (859) 257- 2754. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Academic Integrity (see Academic Offenses Rules for Students):
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Students with Disabilities:
It is the policy of the University of Kentucky to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. If you have a documented disability that requires academic accommodations, please see me as soon as possible during my scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Contact: Director David T. Beach, dtbeac1@uky.edu; Multidisciplinary Sci Bldg, #407, 725 Rose St, (859) 257-2754; http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/)

Diversity, Equity, and Inclusion:
As a land grant university, the University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). Our institution's goal is to encourage scholarship, learning, and the dissemination of knowledge to all who come to our doors. This means that we are dedicated to promoting a classroom environment free from discrimination. We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community. These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued. We welcome the varied talents, skills, perspectives, and contributions made by all members of the community, and it is this collaboration across differences that makes us a great university. We strive to rectify and change behavior that is inconsistent with our principles and commitment to creating a safe, equitable, and anti-racist environment. If students encounter an experience in opposition to these values related to the course, they are encouraged to first speak to the instructor of record. They may also speak with the college's diversity officer, who is charged with addressing concerns about diversity, equity, and inclusiveness. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, or the dean. To submit an official report of bias, hatred, racism, or identity-based violence, visit the Bias Incident Support Services (provided by UK's Office for Institutional Diversity) website.

Additional Student Resources:
Click for lists of resources available to students offered by the university and department.

Class Schedule:

Date (Wed)	Topic
Week 1: Aug 25	Introduction to the course and allocation of topics
Week 2: Sept 1	Broad themes: Theories, methodologies, and applications
(Mon Sept 6)	*Labor Day – no classes*
Week 3: Sept 8	Broad themes: Diversity, equity, and intersectionality
Week 4: Sept 15	Broad themes: Cognitive and social development ****Notify instructor of Final Project option and topic choice (submit 250-word plan on Canvas)**
Week 5: Sept 22	Broad themes: Individual differences
Week 6: Sept 29	Developmental foundations: The brain and infant cognition
Week 7: Oct 6	Developmental foundations: Attachment and emotion regulation
Week 8: Oct 13	Cognitive development: Memory development and the self
Week 9: Oct 20	Cognitive development: Language development ***midterm: Mon Oct 25; grade window Oct 11-25 (11:59pm)*
(M/T Oct 25-26)	*Fall break – No classes*
Week 10: Oct 27	Cognitive development: Social cognition
Week 11: Nov 3	Social development: Parenting, socialization, and play
Week 12: Nov 10	Social development: Gender and sexuality
Week 13: Nov 17	Social development: Peers, social groups, other family relationships
W-F Nov 24-26	***Thanksgiving break – NO CLASS*
Week 14: Dec 1	**Final Project Presentations *(submit on Canvas; give in class)***
Week 15: Dec 8	**Final Project Presentations** *(last day of classes Wed Dec 8)*
Dec 13 (exams M-Th Dec 13-16)	****Final papers due by 11:59PM (submit on Canvas)** ***final grading window Dec 6-20 (5pm)*

**Fall 2021 semester calendar: https://www.uky.edu/registrar/fall-2021-semester

Detailed List of Readings (by Week):

Wherever possible, attention has been given to readings that represent a diversity of theoretical and methodological perspectives in developmental psychology, as well as research that is international and intersectional in scope. Some readings also purposefully focus on application to policy, practice, and advocacy, or center on needed improvements in the field in terms of conceptual and methodological approaches. While this reading list is not exhaustive, I have made efforts to provide current and rigorous scholarship on developmental psychology topics (while also keeping the number and length of articles reasonable). Recommended resources for further exploration of course content will be added to Canvas as needed.

Week 1: Introduction to the course and allocation of topics

Week 2: Broad themes: Theories, methodologies, and applications

Elder, G. H., Jr. (1998). The life course as developmental theory. *Child Development*, *69*, 1-12. https://doi.org/10.2307/1132065

Fabes, R. A., Martin, C. L., Hanish, L. D., & Updegraff, K. A. (2000). Criteria for evaluating the significance of developmental research in the twenty-first century: Force and counterforce. *Child Development*, *71*, 212-221. https://doi.org/10.1111/1467-8624.00136

Lee, L. O., Aldwin, C. M., Kubzansky, L. D., Mroczek, D. K., & Spiro III, A. (2019). The long arm of childhood experiences on longevity: Testing midlife vulnerability and resilience pathways. *Psychology and Aging*, *34*, 884-899. https://doi.org/10.1037/pag0000394

Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development*, *85*, 6-20. https://doi.org/10.1111/cdev.12205

Tolan, P. H., & Deutsch, N. L. (2015). Mixed methods in developmental science. In W. F. Overton, P. C. M. Molenaar, & R. M. Lerner (Eds.), *Handbook of child psychology and developmental science: Theory and method, Vol. 1, 7th ed.* (pp. 713-757). John Wiley & Sons.

Week 3: Broad themes: Diversity, equity, and intersectionality

Brown, C. S., Mistry, R. S., & Yip, T. (2019). Moving from the margins to the mainstream: Equity and justice as key considerations for developmental science. *Child Development Perspectives*, *13*, 235-240. https://doi.org/10.1111/cdep.12340

Henrich, J., Heine, S., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, *33*, 61-83. https://doi.org/10.1017/S0140525X0999152X

Keating, D. P. (2016). Social inequality in population developmental health: An equity and justice issue. In S. S. Horn, M. D. Ruck, & L. S. Liben (Eds.), Equity and Justice in Developmental Science: Theoretical and Methodological Issues. *Advances in Child Development and Behavior*, *50*, 75-104. http://dx.doi.org/10.1016/bs.acdb.2015.12.002

Santos, C. E., & Toomey, R. B. (2018). Integrating an intersectionality lens in theory and research in developmental science. In C. E. Santos & R. B. Toomey (Eds.), Envisioning the Integration of an Intersectional Lens in Developmental Science. *New Directions for Child and Adolescent Development*, *161*, 7-15. https://doi.org/10.1002/cad.20245

Syed, M., Santos, C., Yoo, H. C. B., & Juang, L. P. (2018). Invisibility of racial/ethnic minorities in developmental science: Implications for research and institutional practices. *American Psychologist*, *73*, 812-826. https://doi.org/10.1037/amp0000294

Week 4: Broad themes: Cognitive and social development

Barrouillet, P. (2015). Theories of cognitive development: From Piaget to today. *Developmental Review*, *38*, 1-12. https://doi.org/10.1016/j.dr.2015.07.004

Bronfenbrenner, U., & Evans, G. W. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs, and empirical findings. *Social Development*, *9*, 115-125. https://doi.org/10.1111/1467-9507.00114

Lillard, A. S., & Erisir, A. (2011). Old dogs learning new tricks: Neuroplasticity before and after critical periods. *Developmental Review, 31*, 207-239. https://doi.org/10.1016/j.dr.2011.07.008

Ong, A. D. (2010). Pathways linking positive emotion and health in later life. *Current Directions in Psychological Science*, *19*, 358-362. https://doi.org/10.1177/0963721410388805

Specht, J., Egloff, B., & Schmukle, S. C. (2011). Stability and change of personality across the life course: the impact of age and major life events on mean-level and rank-order stability of the Big Five. *Journal of Personality and Social Psychology*, *101*, 862-882. https://doi.org/10.1037/a0024950

Week 5: Broad themes: Individual differences

Belsky, J., Bakermans-Kranenburg, M. J., & van IJzendoorn, M. H. (2007). For better and for worse: Differential susceptibility to environmental influences. *Current Directions in Psychological Science*, *16*, 300-304. https://doi.org/10.1111/j.1467-8721.2007.00525.x

Booth-LaForce, C., & Oxford, M. L. (2008). Trajectories of social withdrawal from grades 1 to 6: Prediction from early parenting, attachment, and temperament. *Developmental Psychology, 44*, 1298-1313. https://doi.org/10.1037/a0012954

Gunnar, M. (2016). Early life stress: What is the human chapter of the mammalian story? *Child Development Perspectives*, *10*, 178-183. https://doi.org/10.1111/cdep.12182

Roberts, B. W., & Mroczek, D. (2008). Personality trait change in adulthood. *Current Directions in Psychological Science*, *17*, 31-35. https://doi.org/10.1111/j.1467-8721.2008.00543.x

Rothbart, M. K. (2007). Temperament, development, and personality. *Current Directions in Psychological Science*, *16*, 207-212. https://doi.org/10.1111/j.1467-8721.2007.00505.x

Week 6: Developmental foundations: The brain and infant cognition

Aslin, R. N. (2014). Infant learning: Historical, conceptual, and methodological challenges. *Infancy*, *19*, 2-27. https://doi.org/10.1111/infa.12036

Dunham, Y., Baron, A. S., & Banaji, M. R. (2008). The development of implicit intergroup cognition. *Trends in Cognitive Sciences, 12*, 248-253. https://doi.org/10.1016/j.tics.2008.04.006

Fox, S. E., Levitt, P., & Nelson, C. A., III. (2010). How the timing and quality of early experiences influence the development of brain architecture. *Child Development*, *81*, 28-40. https://doi.org/10.1111/j.1467-8624.2009.01380.x

Marshall, P. J. (2016). Embodiment and human development. *Child Development Perspectives*, *10*, 245-250. https://doi.org/10.1111/cdep.12190

Oakes, L. M. (2009). The "Humpty Dumpty problem" in the study of early cognitive development: Putting the infant back together again. *Perspectives on Psychological Science*, *4*, 352-358. https://doi.org/10.1111/j.1745-6924.2009.01137.x

Week 7: Developmental foundations: Attachment and emotion regulation

Dozier, M., Zeanah, C. H., & Bernard, K. (2013). Infants and toddlers in foster care. *Child Development Perspectives*, *7*, 166-171. https://doi.org/10.1111/cdep.12033

Fraley, R. C. (2019). Attachment in adulthood: Recent developments, emerging debates, and future directions. *Annual Review of Psychology*, *70*, 401-422. https://doi.org/10.1146/annurev-

psych-010418-102813

Fraley, R. C., Roisman, G. I., Booth-LaForce, C., Owen, M. T., & Holland, A. S. (2013). Interpersonal and genetic origins of adult attachment styles: A longitudinal study from infancy to early adulthood. *Journal of Personality and Social Psychology*, *104*, 817-838. https://doi.org/10.1037/a0031435

Groh, A. M., Fearon, R. M. P., IJzendoorn, M. H., Bakermans, K. M. J., & Roisman, G. I. (2017). Attachment in the early life course: Meta-analytic evidence for its role in socioemotional development. *Child Development Perspectives*, *11*, 70-76. https://doi.org/10.1111/cdep.12213

Urry, H. L., & Gross, J. J. (2010). Emotion regulation in older age. *Current Directions in Psychological Science*, *19*, 352-357. https://doi.org/10.1177/0963721410388395

Week 8: Cognitive development: Memory development and the self

Brainerd, C. J., Reyna, V. F., & Ceci, S. J. (2008). Developmental reversals in false memory: A review of data and theory. *Psychological Bulletin*, *134*, 343-382. https://doi.org/10.1037/0033-2909.134.3.343

Ceci, S. J., Fitneva, S. A., & Williams, W. M. (2010). Representational constraints on the development of memory and metamemory: A developmental-representational theory. *Psychological Review*, *117*, 464-495. https://doi.org/10.1037/a0019067

Cunningham, S. J., Brebner, J. L., Quinn, F., & Turk, D. J. (2014). The self-reference effect on memory in early childhood. *Child Development*, *85*, 808-823. https://doi.org/10.1111/cdev.12144

Fivush, R., & Nelson, K. (2004). Culture and language in the emergence of autobiographical memory. *Psychological Science*, *15*, 573-577. https://doi.org/10.1111/j.0956-7976.2004.00722.x

Week 9: Cognitive development: Language development

Behne, T., Carpenter, M., & Tomasello, M. (2014). Young children create iconic gestures to inform others. *Developmental Psychology*, *50*, 2049-2060. https://doi.org/10.1037/a0037224

Emmorey, K., Luk, G., Pyers, J. E., & Bialystok, E. (2008). The source of enhanced cognitive control in bilinguals: Evidence from bimodal bilinguals. *Psychological Science*, *19*, 1201-1206. https://doi.org/10.1111/j.1467-9280.2008.02224.x

Fan, S. P., Liberman, Z., Keysar, B., & Kinzler, K. D. (2015). The exposure advantage: Early exposure to a multilingual environment promotes effective communication. *Psychological Science*, *26*, 1090-1097. https://doi.org/10.1177/0956797615574699

Hindman, A. H., Wasik, B. A., & Snell, E. K. (2016). Closing the 30 million word gap: Next steps in designing research to inform practice. *Child Development Perspectives*, *10*, 134-139. https://doi.org/10.1111/cdep.12177

MacWhinney, B. (2015). Language development. In L. S. Liben, U. Müller, & R. M. Lerner (Eds.), *Handbook of child psychology and developmental science: Cognitive processes, Vol. 2, 7th ed.* (pp. 296-338). John Wiley & Sons Inc.

Week 10: Cognitive development: Social cognition

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Week 11: Social development: Parenting, socialization, and play

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Week 12: Social development: Gender and sexuality

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<u>Week 13</u>: Social development: Peers, social groups, other family relationships

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<u>Weeks 14 and 15</u>: Final Project Presentations

<u>FINALS WEEK:</u> Final papers due