

PSYCHOLOGY 615
CONTEMPORARY ISSUES IN PSYCHOLOGY:
DEVELOPMENT - WINTER 2007
Straub 143 Mon. & Wed. 10:00 - 11:50

Professor:

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Overview:

In this section of the Issues course we will discuss a series of topics in developmental psychology. The goals are to provide some historical perspective on the study of children, introduce contemporary theoretical and empirical issues, and to acquaint you with some of the developmental work being conducted at the University of Oregon. I hope you will find this section intriguing as well as challenging, and that you will gain insight into the ways in which developmental data are crucial to promoting our understanding of human behavior and human capabilities more generally.

Readings:

- (a) The *Handbook of Child Development* is published every 10-12 years, providing state-of-the-art reviews by leaders in the field. In 2006, the 6th edition of this handbook (edited by W. Damon & R. M. Lerner) was published. Chapters from Volumes 2 and 3 of this handbook will constitute the focal readings for this course.
- (b) Empirical papers by UO faculty.
- (c) Empirical papers by the finalists in Development Search: Candidates for a developmental faculty position will be interviewing this quarter. Thus, we have the opportunity to coordinate discussions of the research papers of four leading young investigators with their visits to Oregon to give departmental colloquia.

Requirements:

1. **Class Attendance and Participation (50%).** The most enjoyable seminars are those in which everyone comes well prepared and makes thoughtful contributions to the discussion. To enhance the quality of discussion, everyone should read the assigned material *before* the relevant class meeting, and post at least one question, comment, or reaction concerning the reading on our Blackboard web site by 9 a.m. on the morning of each class.
2. **Class presentation (25%).** Students will work together in groups of 2 or 3 to present information and lead discussion for several of the class meetings. Feel free to be innovative in your plan for these presentations (e.g., organize a debate for controversial issues, assign different readings to subsets of students, etc.). On the Thursday or Friday before a presentation the students involved must meet with me (during my Friday office hour or at a scheduled meeting) to discuss their plan for their presentation.
3. **Paper (25%)**
Option A: Write a 4-5 page evaluation of the research of one of the candidates in the Developmental Search, and make an argument for hiring the candidate (or not). The evaluation should mainly focus

on the quality of the candidate's research. What are the strengths and weaknesses of the research? Is the research theoretically well-conceived and methodologically well conducted? Are the candidate's ideas and/or methods creative or groundbreaking? Is the research programmatic (i.e., do the individual pieces of research coherently build on one another, and does the candidate have well-developed ideas concerning future research)? Can you think of ways of improving the research, or of extending it in new directions? Brief consideration might also be given to the candidate's communicative skills and interactional style, as these are important in predicting how good a teacher and colleague he or she is likely to be.

Option B: Write a 4-5 page proposal in which you describe an experiment that you have designed to address an interesting developmental question. You are NOT limited by practical considerations (e.g., availability of participant populations, cost, time, etc.). This should be an experiment that you really think could yield important and exciting results.

Schedule of meetings

January 8 Introduction, historical perspectives

Spelke, E. (1998). Nativism, empiricism, and the origins of knowledge. *Infant Behavior and Development*, 21, 181-200.

Haith, (1998). Who put the cog in infant cognition? Is rich interpretation too costly? *Infant Behavior and Development*, 21, 167-179.

January 10 Remembering childhood trauma: Guest lecture by Jennifer Freyd

Bauer, P. (2006). Event memory. In D. Kuhn & R. S. Siegler (Vol. Eds.) *Handbook of Child Development Vol 2: Cognition, Perception and Language*, pp. 373-425. Hoboken, N.J.: John Wiley & Sons.

Freyd, J. J., DePrince, A. P., & Gleaves, D. (in press). The state of Betrayal Trauma Theory: A reply to McNally (2006). Conceptual issues and future directions. *Memory*.

Becker-Blease, K. A., Freyd, J.J., & Pears, K. C. (2004). Preschoolers' memory for threatening information depends on trauma history and attentional context: Implications for the development of dissociation. *Journal of Trauma & Dissociation*, 5, 113-1341.

January 15 Martin Luther King Day (no class)

January 17 Early social understanding: Robyn Grimes, Laura Kaehler, and Erica Musser

Thompson, R. A. (2006). The development of the person" Social understanding, relationships, conscience, self. In N. Eisenberg (Vol. Ed.) *Handbook of Child Development Vol 3: Social, Emotional and Personality Development* pp.24-98. Hoboken, N.J.: John Wiley & Sons.

Edelstein, R. S. Alexander, K. W., Shaver, P. R., Schaaf, J. M., Quas, J.A., Lovas, G. S., & Goodman, G. S. (2004). Adult attachment style and parental responsiveness during a stressful event. *Attachment and Human Behavior*, 6, 31-52.

- Edelstein, R. S., Ghetti, S., Quas, J. A., Goodman, G. S., Alexander, K. W., Redlich, A. D., Cordon, I. & Jones, D. P. (2005). Individual differences in emotional memory: Adult attachment and long term memory for child sexual abuse.
- Baldwin, D.A. (2000). Interpersonal understanding fuels knowledge acquisition. *Current Directions in Psychological Science*, 9, 40-45.
- Baldwin, D.A., Baird, J.A. (2001). Discerning intentions in dynamic human action. *Trends in Cognitive Sciences*, 5, 171-178.
- Measelle, J.R., Ablow, J.C., Cowan, P.A., Cowan, C.P. (1998). Assessing young children's views of their academic, social, and emotional lives: An evaluation of the Self-Perception Scales of the Berkeley Puppet Interview. *Child Development*, 69, 1556-1576.

January 18, 4-5:30 Departmental colloquium by Robin Edelstein

January 22 Aggression: Claudia Vincent and Janet Ng

- Dodge, K. A. Coie, J. D., & Lynam, D. (2006). Aggression and antisocial behavior in youth. In N. Eisenberg (Vol. Ed.) *Handbook of Child Development Vol 3: Social, Emotional and Personality Development* pp.719--788. Hoboken, N.J.: John Wiley & Sons.
- Murray-Close, D., Ostrov, J. M., & Crick, N. R. (in press). Growth of relational aggression during middle childhood: Associations with gender, friendship intimacy, and internalizing problems. *Development and Psychopathology*.
- Murray-Close, D., Crick, N. R., & Galotti, K. M. (2006) Children's moral reasoning regarding physical and relational aggression. *Social Development*, 15, 345-372.
- Dishion, T.J., Nelson, S.E., Witner, C.E., & Bullock, B.M. (2004). Adolescent friendship as a dynamic system: Entropy and deviance in the etiology and course of male antisocial behavior. *Journal of Abnormal Child Psychology*, 1(2), 651-663.
- Dishion, T.J., Nelson, S.E., & Yasui, M. (2005). The development and ecology of early adolescent gang involvement: A longitudinal analysis of school-based predictors. *Journal of Clinical Child and Adolescent Psychology*, 34(1), 62-73.

January 22, 4-5:30 Departmental colloquium by Annie Murray-Close

January 24 Temperament and personality: Laura Akers, Amber Thalmayer and Ida Moadab

- Caspi, A., & Shiner, R. L. (2006). Personality development. In N. Eisenberg (Vol. Ed.) *Handbook of Child Development Vol 3: Social Emotional and Personality Development* pp.300-365. Hoboken, N.J.: John Wiley & Sons.
- Rothbart, M.K., & Bates, J. E. (2006). Temperament. In N. Eisenberg (Vol. Ed.) *Handbook of Child Development Vol 3: Social, Emotional and Personality Development* pp. 99-166. Hoboken, N.J.: John Wiley & Sons.

January 29 Guest lecture by Jeff Measelle

- Measelle, J.R., John, O.P., Ablow, J.C., Cowan, P.A., & Cowan, C. (2005). Can young children provide coherent, stable, and valid self-reports on the Big Five dimension? A longitudinal study from ages 5 to 7. *Journal of Personality and Social Psychology*, 89, 90-106.
- Measelle, J.R. (2005). Children's self-perceptions as a link between family relationship quality and social adaptation to school. In P.A. Cowan, C.P. Cowan, J.C. Ablow, V. Kahen-Johnson, J.R. Measelle (Eds.), *The family context of parenting in children's adaptation to school* (pp. 163-188). *Monographs in Parenting*. Marc H. Bornstein (Series Editor), Mahwah, NJ: Erlbaum Publishers.

January 31 Concepts and categories: Edward Ester and Keisuke Fukuda

- Gelman, S. A.m & Kalish, C W. (2006). Conceptual development. In D. Kuhn & R. S. Siegler (Vol. Eds.) *Handbook of Child Development Vol 2: Cognition, Perception and Language* pp. 687-733. Hoboken, N.J.: John Wiley & Sons.
- Patterson, M. M. & Bigler, R. S. (2006). Preschool children's attention to environmental messages about groups: Social categorization and the origins of intergroup bias. *Child Development*, 77, 847-860.
- Pfeifer, J. H., Ruble, D. N., Bachman, M. A., Alvarez, J. M., & Cameron, J. A. , & Fuligni, A J. (in press). Social identity and intergroup attitudes in immigrant and nonimmigrant children. *Developmental Psychology*.

February 2, 4-5:30 Departmental colloquium by Meagan Patterson

February 5 Social Cognition: Ariane Hasse, Stephanie Neilsen, and Jun Ishikawa

- Harris, P. L. (2006). Social Cognition. In D. Kuhn & R. S. Siegler (Vol. Eds.) *Handbook of Child Development Vol 2: Cognition, Perception and Language* pp. 811-858. Hoboken, N.J.: John Wiley & Sons.
- Moses, L. (2001). Executive accounts of theory-of-mind development, *Child Development*, 8, 1-25.
- Pfeifer, J. H., & Lieberman, M. D. (in press). Inhibiting ones' own perspective to take the perspective of others: A developmental social neuroscience approach. *Cognitive Science*.
- Pfeifer, J. H., Lieberman, M., & Dapretto, M. (under review) "I know you are but what am I?": Neural bases of self- and social knowledge retrieval in children and adults.

February 7 Imagination

- Taylor, M., & Mannering, A. M. (in press). Of Hobbes and Harvey: The imaginary companions of children and adults. In A. Goncu & S. Gaskins (Eds.) *Play and Development: Evolutionary, Sociocultural and Functional Perspectives*. Lawrence Erlbaum.

February 7 Paper is due by 12:00 midnight

February 12 Departmental Colloquium by Jennifer Pfeifer