

DEVELOPMENT

Psychology 610, Winter 2019
Mon/Wed 1:00-2:50pm
257 Straub



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OVERVIEW

In this graduate course we will meet weekly with local and off-site developmental scientists to discuss a series of central topics within the study of human development, including, cognitive, affective, social, and biological factors. We will strive for some historical perspective on the study of development as well as discussing important contemporary theoretical and empirical issues. We will focus in particular on fundamental processes and mechanisms that influence development, and the research techniques that are opening new windows on such processes. The following are some of the questions we might be considering:

- What makes infants and young children such remarkable learners – about language, objects, events, social relationships, and so on?
- How do self-concepts, emotions, self-regulatory abilities, and peer relationships change across development?
- In what ways do context and biology interact to shape children's development?
- What are some major milestones in biological development and how do these interact with other facets of development?
- How successfully can we identify children at risk, and how can we improve these children's trajectories once identified?

- What can parents do to promote a healthy and loving relationship with their children, and what impact does the quality of the parent-child relationship have on children's development?

Reflecting the current state of the field, the course will focus heavily on development in the infancy period up through adolescence, but also address aging later in the lifespan. Hopefully, you will find the material both challenging and interesting.

REQUIREMENTS

Class participation (20%). The first half of most class meetings will involve combinations of lecture and discussion; the second half will involve mini student lectures on an article of choice coupled with discussion. Your contributions to the all aspects of the class are key to establishing a lively intellectual climate for the course. If you are the quiet type, please just work on blurting out what occurs to you without censorship.

Student mini-lectures (20%). One 20-minute PowerPoint presentation on an article and topic of the student's choice, plus 10-minutes of relevant discussion. Students will sign-up for a specific day at the start of the term and will be responsible for posting the required article on the course's CANVAS site no later than 1 week before their in-class presentation. The selected article should complement the topic of the day. Rather than simply review the article, student's mini lecture should be framed in terms of a larger theme about developmental psychology, a debate or contentious, unanswered question related to the day's topic (e.g., nativist vs. empiricist perspectives; infant brain plasticity more crucial than adolescent brain plasticity), or some other critical issue. The presentation should spark and shape follow-up discussion.

Brief reading reaction piece and discussion questions (20%). Students are responsible for reading assigned readings for the course (including readings provided by guest lectures and readings selected by students giving mini-lectures). However, students will submit a set of discussion questions just once a week in conjunction with the readings of that specific day. Students will be divide up so that half cover Monday's readings and the other half cover Wednesday's readings; *assigned days will rotate weekly*. Reaction piece/discussion questions will be uploaded to CANVAS and shared with the guest lecturer and the student lecturer. Reaction piece/discussion questions will be due on Sundays (by 5pm) and Tuesdays (by 5pm).

Final Project: A lecture on a developmental psychology topic of your choice and (brief) in-class presentation (40%). There will be numerous important topics NOT covered by the course that should, nevertheless, be covered as part of a complete consideration of the field of developmental psychology. Each class participant will select from a list of potential topics compiled by the instructor. The goal of the assignment is to develop a lecture that provides a reasonably comprehensive overview of a selected topic, and which will be supported by a bibliography of assignable readings used to develop the lecture. The final product will be an annotated PowerPoint slide set that will be shared with the entire class (for future use in teaching!). The following is a list of broad sample topics (groups will submit their top 3 choices) followed by a timeline.

Potential Lecture Topics

- Moral and ethical development
- Identity/self development
- Gender development
- Development of sexuality
- Intelligence

- Perceptual development
- Motor development
- Memory development
- Development of play
- Language development
- Development of reasoning
- Peer relationships
- Siblings
- Self-regulation
- Development of religiousness and spirituality
- Media and development
- Cultural models of parenting
- Emotion development
- Sexuality and gender development

Timeline of due dates

- Wed 1/16: Notify instructor of ranked, top-3 topic preferences
- Wed 2/20: Tentative outline of lecture subsections
- Wed 3/6: Strong draft of lecture due with instructor
- Wed 3/6 & Mon 3/11: In-class presentations
- Fri 3/15: Final PowerPoint uploaded to CANVAS

A more detailed description of this assignment is forthcoming.

SCHEDULE OF TOPICS

Note: readings associated with each class – guest lecturers' and students' mini-lecture reading – will be posted on CANVAS in pdf form at least 2 weeks in advance of their due dates. Please be sure to read in advance of assigned class dates. Once the final list of readings has been compiled, this syllabus will be revised to include course readings for this term

Week 1:

- Jan 7: *****NO CLASS*****
- Jan 9: **Jeff Measelle: Introduction to course & field of developmental psychology**

Week 2:

- Jan 14: **Mike Posner –Development of the attentional brain**
- Jan 16: **Elisabeth Conradt – Prenatal and epigenetic development**

Week 3:

- Jan 21: *****NO CLASS – MLK*****
- Jan 23: **Hanna Gustafsson – Pre- and postnatal programming**

Week 4:

Jan 28: Dare Baldwin – Social bases of learning
 Jan 30: Caitlin Fausey – Environmental affordances and learning

Week 5:

Feb 4 Sanjay Srivastava – Development of personality across the lifespan
 Feb 6: Nick Allen – Adolescent brain development

Week 6:

Feb 11: Jennifer Pfeifer – Neural bases of self-development
 Feb 13: Michelle Byrne – Development of immune system

Week 7:

Feb 18: Joel Nigg – Temperament
 Feb 20: Jennifer Ablow (2-3pm) – Attachment and human development

Week 8:

Feb 25: Jeff Measelle – Parenting and socialization
 Feb 27: Ulrich Mayr – Aging and development later in life

Week 9:

March 4 Melynda Casement – Development of circadian system
 March 6 Student presentation of lectures

Week 10:

March 11 Student presentations of lectures
 March 13 ****NO CLASS****