

Rutgers University, Department of Psychology
Graduate Developmental Psychology

PROFESSOR

| | Office Hours | Office | Phone | Email/Web |
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| Vanessa LoBue | TBA | Smith 341 | 973-353- 3950 | vlobue@psychology.rutgers.edu |

REQUIRED READING

You are responsible to read all of the required chapters and articles **before** the start of every class. There will be one required background reading, approx. 3 required readings, and 3-5 optional readings (only the discussion leader is required to read the optional papers). The individual articles are posted below, but many of the background readings will come from the following textbook:

Developmental psychology: An advanced textbook (6th ed.) (2011) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: *Psychology Press*.

BLACKBOARD

The syllabus is available on blackboard. It is subject to change, and I may post revised versions periodically. Course announcements and grades will be posted on blackboard.

ATTENDANCE AT LECTURES

Class attendance is mandatory. For every class period and preschool appointment missed, ½ letter grade will be deducted from your final grade (5 percentage points).

COMMUNICATION

You are responsible for making sure that the email address on Blackboard and in the Rutgers online directory is a current address where I can actually reach you. You are also responsible for checking Blackboard regularly for announcements and information.

COURSE OBJECTIVES

- You will learn how children behave at various points in development and how their behavior changes from infancy to adulthood. Children are fascinating, both for their amazing competencies and their equally amazing lack of abilities.
- You will learn some of the ways that psychologists conceptualize development and understand the strength and scope of several major theories. You will see that no single theory provides the whole story and competing theories provide different explanations for the same phenomena.
- You will become versed in developmental methods and be able to think about children's behavior using the tools of the trade. Many research methods and terms overlap with other areas of psychology but some techniques were devised specifically to address developmental issues or to obtain data from noncompliant, nonverbal subjects.
- Perhaps most important, you will be able to describe research questions in your respective fields from a developmental perspective. The study of development covers all areas of psychology throughout the lifespan, and is not limited to research with infants and young children.

REQUIREMENTS & EVALUATION

Your grades will be based on a combination of class participation, effectiveness in leading discussion, weekly responses to the required reading, and a final paper.

Class Participation – 10%

Since there are no tests, class participation will be weighted heavily. All students are encouraged to participate fully in discussion through comments, questions, and contributions from personal experience. Thoughtful involvement in every aspect of the class enhances the educational experience of the entire class. Please also be mindful that your classmates need a chance to be heard, too.

Weekly Response Posts – 15%

You are required to write a 1-paragraph response to the readings for the week and post them on the Discussion Forum on Blackboard. Posts are due the morning of class by 7am so that everyone has time to read them before the beginning of class.

Leading Class Discussion – 25%

All students will be required to lead class discussion 1-2 times during the semester. This means you will have to do a formal summary of each article (discussion and optional articles; you do not have to summarize the background reading) using PowerPoint (or the equivalent) at the beginning of your assigned class and then lead the discussion for the remainder of the class period. Be concise – you should be able to summarize each article using a maximum of **3 slides**. You will also have access to the weekly response posts to help you steer the discussion.

Final Paper – 50%

The final paper for the class will require you to describe one or more original studies with a developmental focus. Studies that have a developmental focus do not necessarily require that you use infant or child participants—they should just highlight developmental issues within the domain that you choose to study. Remember that development is part of every domain of psychology, so you can propose studies that are within your area of interest/expertise, as long as they have a developmental focus. You will be required to submit an abstract before the final paper is due so that I can approve it. The paper will follow standard APA format with a cover page, an abstract, an introduction outlining previous research, a methods section describing the proposed methods for your experiments, a results section describing analyses and predicted results, and a general discussion laying out the implications of your proposed findings.

No Make-Up Assignments

There are absolutely no make-ups. Late assignments will not be graded.

No Cheating

Students who cheat will receive a 0, and I will alert the department chair. Students are expected to do their own work at all times. This course adheres strictly to the University policy on academic integrity.

COURSE OVERVIEW

Part 1: Theory, Methods, and Foundations

Part 2: Foundations of Development

Part 3: Cognitive Development

Part 4: Social Development

LECTURE TOPICS & READINGS

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| <p>(1) Wednesday, 9/2 Presenter: Vanessa</p> | <p>INTRODUCTION <i>Overview of Syllabus and Class Policies</i></p> |
| <p>(2) Wednesday 9/9 Presenter:</p> | <p>PART 1 – Theory, Methods, and Foundations <i>Developmental Theories</i></p> <p><u>Background:</u> Lerner, R. M., Lewin-Bizan, S., & Warren, A. E. A. (2011) Concepts and Theories of Human Development. In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: Psychology Press.</p> <p><u>For Discussion:</u> Spelke, E. S., & Kinzler, K. D. (2007). Core knowledge. <i>Developmental Science</i>, 10, 89-96.</p> <p>Spencer, J. P., Blumberg, M. S., McMurray, B., Robinson, S. R., Samuelson, L. K., & Tomlin, J. B. (2009a). Short arms and talking eggs: Why we should no longer abide the nativist-empiricist debate. <i>Child Development Perspectives</i>, 3, 79-87.</p> <p><u>Optional Readings:</u> Landau, B. (2009). The importance of the nativist-empiricist debate: Thinking about primitives without primitive thinking. <i>Child Development Perspectives</i>, 3, 88-90.</p> <p>Moore, D. S. (2009). Predispositions: The pragmatism of a process perspective. <i>Child Development Perspectives</i>, 2, 91-93.</p> <p>Marcus, G. (2009). Misrepresentational innateness. <i>Child Development Perspectives</i>, 3, 94-95.</p> <p>Spelke, E. S., & Kinzler, K. D. (2009). Innateness, learning, and rationality. <i>Child Development Perspectives</i>, 3, 96-98.</p> <p>Karmiloff-Smith, A. (2009). Preaching to the converted? From constructivism to neuroconstructivism. <i>Child Development Perspectives</i>, 3, 99-102.</p> <p>Spencer, J. P., Samuelson, L. K., Blumberg, M. S., McMurray, B., Robinson, S. R., & Tomblin, J. B. (2009b). Seeing the world through a third eye: Developmental systems theory looks beyond the nativist-empiricist debate. <i>Child Development Perspectives</i>, 3, 103-105.</p> |
| <p>(3) Wednesday 9/16 Presenter:</p> | <p>PART 1 – Theory, Methods, and Foundations <i>Developmental Methods</i></p> <p><u>Background:</u> Hartmann, D. P., Pelzel, K. E., & Abbott, C. B. (2011). Design, Measurement,</p> |

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| | <p>and Analysis in Developmental Research. In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: <i>Psychology Press</i>.</p> <p><u>For Discussion:</u> Adolph, K. E., Robinson, S. R., Young, J. W., & Gill-Alvarez, F. (2008). What is the shape of developmental change? <i>Psychological Review</i>, <i>115</i>, 527-543.</p> <p>Aslin, R. N. (2007). What's in a look? <i>Developmental Science</i>, <i>10</i>, 48-53.</p> <p>Thelen, E. (1996). The improvising infant: learning about learning to move. In MR Merreu & GG Brannigan (Eds.), <i>The developmental psychologists: research adventures across the life span</i>. New York: McGraw-Hill.</p> <p><u>Optional Readings:</u> Adolph, K. E. & Robinson, S. R. (2011). Sampling Development. <i>Journal of Cognition and Development</i>, <i>12</i>, 411-423.</p> <p>Blumberg, M.S., & Sokoloff, G. (2001) Do infant rats cry? <i>Psychological Review</i>, <i>108</i>, 83-95.</p> <p>Wohlwill, J. P. (1970). The age variable in psychological research. <i>Psychological Review</i>, <i>77</i>, 49-64.</p> |
| <p>(4) Wednesday 9/23 <i>Presenter:</i></p> | <p>PART 1 – Theory, Methods, and Foundations <i>Fetal Development</i></p> <p><u>Background:</u> Hepper, P. (2007). Prenatal development. In A Slater & M Lewis (Eds.), <i>Introduction to infant development</i>. New York: Oxford University Press.</p> <p><u>For Discussion:</u> DeCasper, A. J., & Spence, M. J. (1986). Prenatal maternal speech influences newborns' perception of speech sounds. <i>Infant Behavior and Development</i>, <i>9</i>, 133-150.</p> <p>Huttunen, M. O., & Niskanen, P. (1978). Prenatal loss of father and psychiatric disorders. <i>Archives of General Psychiatry</i>, <i>35</i>, 429-431.</p> <p>Mennella, J. A., Jagnow, C. P., & Beauchamp, G. K. (2001). Prenatal and postnatal flavor learning by human infants. <i>Pediatrics</i>, <i>107</i>, e88.</p> <p><u>Optional Readings:</u> DeCasper, A. J., Lecanuet, J., Busnel, M., Granier-Deferre, C., & Maugeais, R. (1994). Fetal reactions to recurrent maternal speech. <i>Infant Behavior and Development</i>, <i>17</i>, 159-164.</p> <p>Pedersen, P. & Blass, E. M. (1982). Prenatal and postnatal determinants of the 1st suckling episode in albino rats. <i>Developmental Psychobiology</i>, <i>15</i>, 349-355.</p> |

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| | <p>Schaal, B., Marlier, L. & Soussignan, R. (2000). Human fetuses learn odours from their pregnant mother's diet. <i>Chemical Senses</i>, 25, 729-737.</p> |
| <p>(5) Wednesday 9/30 Presenter:</p> | <p>PART 1 – Theory, Methods, and Foundations <i>Developmental Neuroscience</i></p> <p><u>Background:</u> Johnson, M. H. (2011). Developmental Neuroscience, Psychophysiology, and Genetics. In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: <i>Psychology Press</i>.</p> <p><u>For Discussion:</u> Casey, B. J., Jones, R. M., & Somerville, L. H. (2011). Braking and accelerating of the adolescent brain. <i>Journal of Research in Adolescence</i>, 21, 21-33.</p> <p>Pattwell, S. S., Deuhoux, S., Harley, C. A., Johnson, D. C., Jing, D...et al. (2013). Altered fear learning across development in both mouse and human. <i>Proceedings from the National Academy of Sciences</i>, 9, 16318-16323.</p> <p>Shaw, P., Greenstein, D., Lerch, J., Clasen, L., Lenroot, R., Gogtay, N., Evans, A., Rapoport, J., & Giedd, J. (2006). Intellectual Ability and Cortical Development in Children and Adolescents. <i>Nature</i>, 440 (7084), 676-679.</p> <p><u>Optional Readings:</u> Luna, B. (2009). Developmental changes in cognitive control through adolescence. <i>Advances in Child Development and Behavior</i>, 37, 233-278.</p> <p>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. <i>SCAN</i>, 4, 143-157.</p> <p>Tottenham, N. (2012). Human amygdala development in the absence of species-expected caregiving. <i>Developmental Psychobiology</i>, 54, 598-611.</p> |
| <p>(6) Wednesday 10/7 Presenter:</p> | <p>PART 2 – Cognitive Development <i>Physical and Motor Development</i></p> <p><u>Background:</u> Adolph, K. E., & Berger, S. E. (2011). Physical and Motor Development. In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: <i>Psychology Press</i>.</p> <p><u>For Discussion:</u> Blumberg, M. S. (2008). Do the Locomotion. In <i>Freaks of nature: What anomalies tell us about development and evolution</i>. New York: Oxford University Press (pp. 5-34).</p> <p>Campos, J. J., Bertenthal, B., I., & Kermoian, R. (1992). Early experience and emotional development: The emergence of wariness of heights. <i>Psychological</i></p> |

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| | <p><i>Science</i>, 3, 61-64.</p> <p>Kretch, K., & Adolph, K. (in press). Cliff or step? Posture-specific learning at the edge of a drop-off. <i>Child Development</i>.</p> <p><u>Optional Readings:</u> Adolph, K. E., Kretch, K. S., & LoBue, V. (2014). Fear of heights in infants? <i>Current Directions in Psychological Science</i>, 23, 60-66.</p> <p>Campos, J. J., Anderson, D. I., Barbu-Roth, M. A., Hubbard, E. M., Hertenstein, M. J., & Witherington, D. C. (2000). Travel broadens the mind. <i>Infancy</i>, 1, 149-219.</p> <p>Walk, R. D., Gibson, E. J., & Tighe, T. J. (1957). Behavior of light- and dark-reared rats on a visual cliff. <i>Science</i>, 126, 80-81.</p> |
| <p>(7) Wednesday 10/14 Presenter:</p> | <p>PART 2 – Cognitive Development <i>Perceptual Development</i></p> <p><u>Background:</u> Bornstein, M. H., Arterberry, M. E., & Mash, C. (2011). Perceptual Development. In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: <i>Psychology Press</i>.</p> <p><u>For Discussion:</u> Pascalis, I., de Haan, M., & Nelson, C. (2002). Is face processing species-specific during the first year of life? <i>Science</i>, 296, 1321-1322.</p> <p>Werker, J. (1989). Becoming a native listener. <i>American Scientist</i>, 77, 54-59.</p> <p>Scott, L. S., Pascalis, O., & Nelson, C. A. (2007). A domain-general theory of the development of perceptual discrimination. <i>Current Directions in Psychological Science</i>, 16, 197-201.</p> <p><u>Optional Readings:</u> Anzures, G., Wheeler, A., Quinn, P. C., Pascalis, O., Slater, A. M, et al. (2012). Brief daily exposures to Asian females reverses perceptual narrowing for Asian faces in Caucasian infants. <i>Journal of Experimental Child Psychology</i>, 112, 484-495.</p> <p>Hernandez-Reif, M., Field, T., Diego, M., & Ruddle, M. (2006). Greater arousal and less attentiveness to face/voice stimuli by neonates of depressed mothers on the Brazelton Neonatal Behavioral Assessment Scale. <i>Infant Behavior & Development</i>, 29, 594-598.</p> <p>Pollak, S. D. & Kistler, D. J. (2002). Early experience is associated with the development of categorical representations for facial expressions of emotion. <i>Proceedings of the National Academy of Science</i>, 99, 9072-9076.</p> |
| <p>(8) Wednesday 10/21</p> | <p>PART 2 – Foundations of Development</p> |

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| <p><i>Presenter:</i></p> | <p><i>Cognitive and Conceptual Development</i></p> <p><u>Background:</u> Birney, D. P., & Sternberg, R. J. (2011). The Development of Cognitive Abilities. In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: <i>Psychology Press</i>.</p> <p><u>For Discussion:</u> Newcombe, N. What is neoconstructivism? <i>Child Development Perspectives</i>, 5, 157-160.</p> <p>Baillargeon, R. (1987). Object permanence in 3 ½- and 4 ½-month-old infants. <i>Developmental Psychology</i>, 23, 655-664.</p> <p>Soska, C., Adolph, K. E., & Johnson, S. P. (2010). Systems in development: Motor skill acquisition facilitates three-dimensional objects completion. <i>Developmental Psychology</i>, 46, 129-138.</p> <p><u>Optional Readings:</u> Sommerville, J. A., Woodward, A L., & Needham, A. (2005). Action experience alters 3-month-old infants' perception of others' actions. <i>Cognition</i>, 96, B1-B11.</p> <p>Tenenbaum, J. B., Kemp, C., Griffiths, T. L., & Goodman, N. D. (2011). How to grow a mind: Statistics, structure, and abstraction. <i>Science</i>, 331, 1279-1285.</p> <p>Wynn, K. (1992). Addition and subtraction by human infants. <i>Nature</i>, 358 (6389), 749-750.</p> |
| <p>(9) Wednesday 10/28 <i>Presenter:</i></p> | <p>PART 2 – Cognitive Development <i>Language Development</i></p> <p><u>Background:</u> MacWhinney, B. (2011). Language Development. In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: <i>Psychology Press</i>.</p> <p><u>For Discussion:</u> Gertner, Y., Fisher, C., Eisengart, J. (2006). Learning words and rules: Abstract knowledge of word order in early sentence comprehension. <i>Psychological Science</i>, 17, 684-691.</p> <p>Markman, E. M. (1990). Constraints children place on word meanings. <i>Cognitive Science</i>, 14, 57-77.</p> <p>Markson, L., & Bloom, P. (1997). Evidence against a dedicated system for word learning in children. <i>Nature</i>, 385, 813-815.</p> <p>Saffran, J., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. <i>Science</i>, 274 (5294), 1926-1928,</p> |

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| | <p><u>Optional Readings:</u> Goldstein, M. H., King, A. P., & West, M. J. (2003). Social interaction shapes babbling: Testing parallels between birdsong and speech. <i>Proceedings of the National Academy of Sciences, 100</i>, 8030-8035.</p> <p>Senghas, A., & Coppola, M. (2001). Children creating language: How Nicaraguan sign language acquired a spatial grammar. <i>Psychological Science, 12</i>, 323-328.</p> <p>Smith, L. B., Jones, S. S., Landau, B., Gershkoff-Stowe, L., & Samuelson, L. (2002). Object name learning provides on-the-job training for attention. <i>Psychological Science, 13</i>, 13-19.</p> |
| <p>(10) Wednesday 11/4 Presenter:</p> | <p>PART 3 – Social Development <i>Temperament and Personality Development</i></p> <p><u>Background:</u> Thompson, R. A., Winer, A. C., & Goodvin, R. (2011). The Individual Child: Temperament, Emotion, Self, and Personality. In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: Psychology Press. (pp. 437-439).</p> <p><u>For Discussion:</u> Rothbart, M. (2007). Temperament, development, and personality. <i>Current Directions in Psychological Science, 16</i>, 207-212.</p> <p>Thomas, A., Chess, S., & Birch, H. G. (1970). The origins of personality. <i>Scientific American, 223</i>, 102-109.</p> <p>Kagan, J. (1997). Temperament and the reactions to unfamiliarity. <i>Child Development, 68</i>, 139-143.</p> <p><u>Optional Readings:</u> Casey, B. J., Somerville, L. H., Gotlib, I. H., Ayduk, O., Franklin, N. T., Askren, M. K., Jonides, J., Berman, M. G., Wilson, N. L., Teslovich, T., Glover, G., Zayas, V., Mischel, W., & Shoda, Y. (2011). Behavioral and neural correlates of delay of gratification 40 years later. <i>Proceedings from the National Academy of Sciences, 108</i>, 14998-15003.</p> <p>Kochanska, G. (1997). Multiple pathways to conscience for children with different temperaments: From toddlerhood to age 5. <i>Developmental Psychology, 33</i>, 228-240.</p> <p>Fox, N. A., Coplan, R. J., Rubin, K. H., Porges, S. W., Calkins, S. D., Long, J. M., Marshall, T. R., & Stewart, S. (1995). Frontal activation asymmetry and social competence at four years of age. <i>Child Development, 66</i>, 1770-1784.</p> |
| <p>(11) Wednesday 11/11 Presenter:</p> | <p>PART 3 – Social Development <i>Social and Emotional Development</i></p> <p><u>Background:</u></p> |

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| | <p>Thompson, R. A., Winer, A. C., & Goodvin, R. (2011). The Individual Child: Temperament, Emotion, Self, and Personality. In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: Psychology Press. (pp. 439-461).</p> <p><u>For Discussion:</u> Leslie, A. M., Friedman, O., & German, T. P. (2004). Core mechanisms in 'theory of mind.' <i>Trends in Cognitive Sciences</i>, 8, 528-533.</p> <p>Warneken, F., & Tomasello, M. (2006). Altruistic Helping in Human Infants and Young Chimpanzees. <i>Science</i>, 311(5765), 1301-1303.</p> <p>Wellman, H. M., Cross, D., & Watson, J. (2001). Meta-analysis of theory-of-mind development: The truth about false belief. <i>Child Development</i>, 72, 655-684.</p> <p><u>Optional Readings:</u> Baron-Cohen, S., Leslie, A. M., & Frith, U. (1985). Does the autistic child have a 'theory of mind?' <i>Cognition</i>, 21, 37-46.</p> <p>Onishi, K. H., & Baillargeon, R. (2005). Do 15-month-old infants understand false belief? <i>Science</i>, 308 (5719), 255-258.</p> <p>Wellman, H. M., Lopez-Duran, S., LaBounty, J., & Hamilton, B. (2008). Infant attention to intentional action predicts preschool theory of mind. <i>Developmental Psychology</i>, 44, 618-623.</p> |
| <p>(12) Wednesday 11/18 Presenter:</p> | <p>PART 3 – Social Development <i>Parent-Child Relationships and Attachment</i> ABSTRACT FOR FINAL PAPER DUE</p> <p><u>Background:</u> Lamb, M. E., & Lewis, C. (2011). The Role of Parent—Child Relationships in Child Development. In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: Psychology Press.</p> <p><u>For Discussion:</u> Johnson, S. C., Dweck, C. S., & Chen, F. S. (2007). Evidence for infants' internal working models of attachment. <i>Psychological Science</i>, 18, 501-502.</p> <p>Karen, R. (1990). Becoming attached. <i>The Atlantic Monthly</i>, February, 35-70.</p> <p>Goldsmith, H. H., and Harman, C. (1994). Temperament and attachment; Individuals and relationships. <i>Current Directions in Psychological Science</i>, 3, 53-57.</p> <p><u>Optional Readings:</u> Coan, J. A., Schaefer, H. S., & Davidson, R. J. (2006). Lending a hand: Social regulation of the neural response to threat. <i>Psychological Science</i>, 17, 1032 – 1039.</p> |

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| | <p>Kochanska, G., Aksan, N., Knaack, A., & Rhines, H. M. (2004). Maternal parenting and children's conscience: Early security as a moderator. <i>Child Development, 75</i>, 1229-1242.</p> <p>Smyke, A. T., Koga, S. F., Johnson, D. E., Fox, N. A., Marshall, P. J., Nelson, C. A., Zeanah, C. H., & the BEIP Core Group. The caregiving context in institution-reared and family-reared infants and toddlers in Romania. <i>Journal of Child Psychology and Psychiatry, 48</i>, 210-218.</p> |
| (13) Wednesday 11/25 | THANKSGIVING RECESS – NO CLASS |
| (14) Wednesday 12/2 Presenter: | <p>PART 3 – Social Development <i>Peer-Relationships and Gender Development</i></p> <p><u>Background:</u> Rubin, K. H., Coplan, R., Chen, X., Bowker, J., & McDonald, K. L. (2011). In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: <i>Psychology Press</i>.</p> <p><u>For Discussion:</u> Bem, S. L. (1989). Genital knowledge and gender constancy in preschool children. <i>Child Development, 60</i>, 649-662.</p> <p>Bussey, K., and Bandura, A. (1999). Social cognitive theory of gender development and differentiation. <i>Psychological Review, 106</i>, 676-713.</p> <p>Martin, C. L., & Ruble, D. (2004). Children's search for gender cues: Cognitive perspectives on gender development. <i>Current Directions in Psychological Science, 13</i>, 67-70.</p> <p><u>Optional Readings:</u> Alexander, G. M., & Hines, M. (2002). Sex differences in response to children's toys in nonhuman primates (<i>Cercopithecus aethiops sabaeus</i>). <i>Evolution and Human Behavior, 23</i>, 467-479.</p> <p>Rubin, K. H., Lynch, D., Coplan, R., Rose-Krasnor, L., & Booth, C. L. (1994). Birds of a feather: Behavioral concordances and preferential personal attraction in children. <i>Child Development, 65</i>, 1778-1785.</p> <p>Zousuls, K. M., Ruble, D. N., Tamis-LeMonda, C. S., Shrout, P. E., Bornstein, M. H., & Greulich, F. K. (2009). The acquisition of gender labels in infancy: Implications for sex-typed play. <i>Developmental Psychology, 45</i>, 688-701.</p> |
| (15) Wednesday 12/9 Presenter: | <p>PART 3 – Social Development <i>School and Community Influence on Development</i> FINAL PAPERS DUE</p> <p><u>Background:</u> Eccles, J. S. & Roeser, R. W. (2011). School and Community Influence on Human Development. In <i>Developmental psychology: An advanced textbook</i> (6th ed.) Bornstein, Marc H. (Ed); Lamb, Michael E. (Ed) New York, NY: <i>Psychology</i></p> |

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For Discussion:

Turkheimer, E., Haley, A., Waldron, M., D'Onofrio, B., & Gottesman, I. I. (2003). Socioeconomic status modifies heritability of IQ in young children. *Psychological Science*, *14*, 623-628.

Tucker-Drob, E. M. (in press). Preschools reduce early academic-achievement gaps: A longitudinal twin approach. *Psychological Science*.

Sameroff, A.J. (1998). Environmental risk factors in infancy. In JG Warhol (Ed.), *New Perspectives in Early Emotional Development*. Skillman, NJ: Johnson & Johnson Consumer Products, Incorporated, 159-171.

Optional Readings:

Golinkoff, R. M., Hirsh-Pasek, K., & Singer, D. G. (2006). Why play = learning: A challenge for parents and educators. In Dorothy G. Singer, Roberta Michnick Golinkoff & Kathy Hirsh-Pasek (Eds). *Play = Learning: How play motivates and enhances children's cognitive and social-emotional growth*. New York: Oxford.

Smiley, P. A., & Dweck, C. S. (1994). Individual differences in achievement goals among young children. *Child Development*, *65*, 1723-1743.

Siegler, R. S. (2009). Improving the numerical understanding of children from low-income families. *Child Development Perspectives*, *3*, 118-124.