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 Office Hours: Monday 1:00 – 2:00pm & by appointment

Psychology 704
 Life-Span Development
 Fall 2006

LIFE-SPAN DEVELOPMENT
COURSE SYLLABUS

Goals of Course:

This course should enhance your understanding of development throughout the life span in areas such as physical, perceptual, cognitive, language, personality, and social/emotional. Theoretical and methodological issues will be covered in addition to empirical research.

Readings:

The set of required readings is on reserve in the Johnson Center Library. Some of them are on Electronic Reserve. Many of the readings are also available in the stacks of Fenwick Library. The readings require some background in Child and Adult Development. If you have never had an undergraduate course in these areas, it is strongly recommended that you read an undergraduate text on each topic.

Assignments:

Week 1 (8/30) Issues, Theories, & Methods in Life-Span Research

- Elder, G. H., Jr. (1998). The life course as developmental theory. Child Development, 69, 1-12.
 Horowitz, F. D. (2000). Child Development and the PITS: Simple questions, complex answers, and developmental theory. Child Development, 71, 1-10.

CHILD DEVELOPMENT

Week 2 (9/6) Motor Development; Development of Perception and Attention

- Thompson, R. A., & Nelson, C. A. (2001). Developmental science and the media: Early brain development. American Psychologist, 56, 5-15.
 Thelen, E. (1995). Motor development: A new synthesis. American Psychologist, 50, 79-95.
 Haith, M. M. (1993). Preparing for the 21st. century: Some goals and challenges for studies of infant sensory and perceptual development. Developmental Review, 13, 354-371.

Week 3 (9/13) Conceptual and Intellectual Development

- Keil, F. C. (1999). Cognition, content, and development. In M. Bennett (Ed.), Developmental Psychology: Achievements and prospects (pp. 165-184). Philadelphia, PA: Psychology Press.
 Bronson, M. B. (2000). Self-regulation in early childhood: Nature and nurture. New York: N.Y.: The Guilford Press. (Chapter 5: Controlling cognitive processing, pp. 112-141)
 Neisser, U. et al. (1996). Intelligence: Knowns and unknowns. American Psychologist, 51, 77-101.

Week 4 (9/20) Development of Memory and Language

- Howe, M. L. (2000). The fate of early memories. Washington, D. C., American Psychological Association. (Chapter 5: Development of autobiographical memory, pp. 81-103)
 Nelson, K. (1999). The developmental psychology of language and thought. In M. Bennett (Ed.), Developmental Psychology:

Achievements and prospects (pp. 185-204). Philadelphia, PA: Psychology Press.

Week 5 (9/27) **The Development of the Self (Personality)**

- Shiner, R. I. (1998). How shall we speak of children's personalities in middle childhood: A preliminary taxonomy. Psychological Bulletin, *124*, 308-332.
- Mangelsdorf, S. C., & Frosch, C. A. (2000). Temperament and attachment: One construct or two? In H. W. Reese (Ed.), Advances in child development and behavior (Vol. 27, pp. 181-220). San Diego, CA: Academic Press.
- Block, J., & Block, J. H. (2006). Venturing a 30-year longitudinal study. American Psychologist, *61*, 315-327.

Week 6 (10/4) **Agents of Socialization: The Family, Peer Group, Media, & School**

- Grusec, J. E., & Goodnow, J. J. (1994). Impact of parental discipline methods on the child's internalization of values: A reconceptualization of current points of view. Developmental Psychology, *30*, 4-19.
- Hetherington, E. M., Bridges, M., & Insabella, G. M. (1998). What matters? What does not? Five perspectives on the association between marital transitions and children's adjustment. American Psychologist, *53*, 167-184.
- Maccoby, E. E., & Lewis, C. C. (2003). Less day care or different day care? Child Development, *74*, 1069-1075.
- Steinberg, L., & Morris, A. S. (2001). Adolescent development. Annual Review of Psychology, *52*, 83-110.

Week 7 (10/11) **Targets of Socialization: Morality, Aggression, Prosocial Development, Sex-Role Development**

- Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. American Psychologist, *53*, 205-220.
- Cicchetti, D., & Toth, S. L. (1998). The development of depression in children and adolescents. American Psychologist, *53*, 221-241.
- Bronson, M. B. (2000). Self-regulation in early childhood: Nature and nurture. New York, N.Y.: The Guilford Press. (Chapter 4: Engaging in prosocial behavior, pp. 86-111)

ADULT DEVELOPMENT AND AGING

Week 8 (10/18) **Biological, Physiological, & Sensory Processes**

- Plude, D. J., Schwartz, L. K., & Murphy, L. J. (1996). Active selection and inhibition in the aging of attention. In F. Blanchard-Fields & T. M. Hess, Perspectives on cognitive change in adulthood and aging (pp. 165-191). New York: NY: McGraw-Hill.
- Kramer, A. F., & Willis, S. L. (2002). Enhancing the cognitive vitality of older adults. Current Directions in Psychological Science, *11*, 173-177.
- Lauerman, J. (1996, September-October). Toward a natural history of aging. Harvard Magazine, 57-64.

Week 9 (10/25) **Cognitive and Intellectual Development**

- Schaie, K. W. (1996). Intellectual development in adulthood. In J. E. Birren & K. W. Schaie (Eds.), Handbook of the psychology of aging (4th ed., pp. 266-286). San Diego: Academic Press.
- Jacoby, L. L., & Rhodes, M. G. (2006). False remembering in the aged. Current Directions in Psychological Science, *15*, 49-53.
- Salthouse, T. A. (2006). Mental exercise and mental aging. Perspectives on Psychological Science, *1*, 68-87.

Week 10 (11/1) **Personality**

- McCrae, R. R., Costa, P. T., et al. (1999). Age differences in personality across the adult life span: Parallels in five cultures. Developmental Psychology, *35*, 466-477.
- Stewart, A. J., & Ostrove, J. M. (1998). Women's personality in middle age: Gender, history, and midcourse corrections. American Psychologist, *53*, 1185-1194.
- Lachman, M. E. (2004). Development in midlife. Annual Review of Psychology, *55*, 305-331.

Week 11 (11/8) **Participation in the Family and Social World**

- Carstensen, L. L., & Charles, S. T. (1998). Emotion in the second half of life. Current Issues in Psychological Science, *7*, 144-149.
- Antonucci, T. C., & Akiyama, H. (1997). Social support and the maintenance of competence. In S. L. Willis, K. W. Schaie, & M. Hayward (Eds.), Societal mechanisms for maintaining competence in old age (pp. 182-206). New York: NY: Springer Publishing Company.
- Herzog, A. R., Franks, M. M., Markus, H. R., & Holmberg, D. (1998). Activities and well-being in older age: Effects of self-concept and educational attainment. Psychology and Aging, *13*, 179-185.

Week 12 (11/15) **Lifestyles: Careers, Work, Leisure, Retirement**

- Avolio, B. J., & Sosik, J. J. (1999). A life-span framework for assessing the impact of work on white-collar workers. In S. L. Willis and J. D. Reid (Eds.), Life in the middle: Psychological and social development in middle age (pp. 249-266). San Diego, CA: Academic Press.
- Simonton, D. K. (1998). Career paths and creative lives: A Theoretical perspective on late life potential. In C. E. Adams-Price (Ed.), Creativity and successful aging: Theoretical and empirical approaches (pp. 3-18). New York: N.Y.: Springer Publishing Company.
- Sterns, H. L. (1998). Commentary: The decision to retire or work. In K. W. Schaie & C. Schooler (Eds.), Impact of work on older adults (pp. 131-142). New York, NY: Springer Publishing Company.
- Roisman, G. I., Masten, A. S., Coatsworth, J. D., & Tellegen, A. (2004). Salient and emerging developmental tasks in the transition to adulthood. Child Development, *75*, 123-133.

Week 13 (11/29) **Mental Health and Successful Aging**

- Baltes, P. B., & Baltes, M. M. (1990). Psychological

- perspectives on successful aging: The model of selective optimization with compensation. In P. B. Baltes & M. M. Baltes (Eds.), Successful aging: Perspectives from the behavioral sciences. New York, NY: Cambridge University Press.
- Snowdon, D. A. (1997). Aging and Alzheimer's Disease: Lessons from the nun study. The Gerontologist, *37*, 150-156.
- Keyes, C. L. M., & Waterman, M. B. (2003). Dimensions of well-being and mental health in adulthood. In M. H. Bornstein, L. Davidson, C. L. M. Keyes, & K. A. Moore, Well-being: Positive development across the life course (pp. 477-497). Mahwah, N. J.: Lawrence Erlbaum.

SUMMARY AND CONCLUSIONS

Week 14 (12/6) **Summary and Conclusions**

Grades:

Final grades will be computed as follows:

1. **(35%) A take-home midterm exam** that covers the section on child development. Due date is Wednesday, October 18, 2004, at 4:30pm.
2. **(35%) A take-home final exam** that covers the section on adult development and aging. Due date is Wednesday, December 13, 2004 at 4:30pm.
3. **(30%) Class discussion.**

Each class meeting will consist of lecture and discussion. Students are expected to have read the material assigned for a designated week before coming to class. Additionally, for each reading, all students are required to send the co-discussion leaders and the instructor a list of the three major points in the article, plus any questions that have arisen about the readings and one question for class discussion. This should be done no later than 5:00pm **on Monday** of each week. Each week, all students are expected to be able to call the class's attention to issues of applied interest in their area of concentration.

Each week a small group of students will act as discussion facilitators. They will be responsible for collating student summaries of the readings, for generating and disseminating class discussion questions (and distributing them via e-mail to class members no later than **8:00pm on Tuesday** of each week,) and for co-leading the discussion of the week's topic. Assignments will be made at the first class meeting.

Important Dates:

- Last day to drop with no tuition liability (September 12)
- Last day to add classes (September 12)
- Last day to drop (September 29)

If you are a student with a disability and you need academic accommodations, please see the instructor and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

Honor Code: You are expected to follow all aspects of the University Honor Code. Exams in this course must be your own work. Students are not to discuss their answers with other students.