

Psychology 465
Advanced Developmental Psychology
Spring, 2008
TuTh 2-3:15

Bradford Pillow
359 Psychology Building
753-7079
Email: pillow@niu.edu
Office Hours: TuTh 12:30-1:30,
3:30-4

SYLLABUS

This course examines theory and research concerning six topics in developmental psychology: (1) Memory for events during infancy and early childhood, (2) Children's understanding of themselves and others, (3) Children's awareness of the difference between reality and fantasy, (4) Children's reasoning about biological and social categories, (5) Peer relationships and social interactions, and (6) Developmental Psychopathology: Autism and Williams Syndrome. Class meetings will include lecture and discussion. Assigned readings are available online through electronic reserves at the library.

There will be three exams. Each exam will consist of short essay questions covering both readings and lecture material. The first two exams will be worth 100 points and the third exam will be worth 120 points. There will be one writing assignment worth 80 points.

January 15-17 Infant memory and infantile amnesia

Howe, M. (2003). Memories from the cradle. *Current Directions in Psychological Science*, 12, 62-65

Bauer, P. J. (2007). Recall in infancy: A neurodevelopmental account. *Current Directions in Psychological Science*, 16, 142-146. Retrieved from JSTOR December 10, 2007.

Rovee-Collier, C. (1993). The capacity for long-term memory in infancy. *Current Directions in Psychological Science*, 2, 130-135.

January 22-24 Autobiographical memory in early childhood

Bauer, P. J. (1996). What do infants recall of their lives? Memory for specific events by one- and two-year-olds. *American Psychologist*, 51, 29-41.

Harley, K., & Reese, E. (1999). Origins of autobiographical memory. *Developmental Psychology*, 35, 1338-1348.

January 29-31 Self-concepts in infancy and early childhood

Povinelli, D.P., & Simon, B. (1998). Young children's understanding of delayed versus extremely delayed visual images of the self: Emergence of the autobiographical stance. *Developmental Psychology*, 34, 188-194.

Eder, R. A. (1990). Uncovering young children's psychological selves: Individual and developmental differences. *Child Development*, 61, 849-863. Retrieved from JSTOR December 19, 2006.

February 5-7 Understanding Others

Flavell, J. H., Miller, P. H., & Miller, S. A. (2002). *Cognitive Development, 4th Edition*. Upper Saddle River, NJ: Prentice-Hall. Pp. 187-232.

February 12-14 Children's understanding of fantasy and reality: Real vs. mental entities

EXAM 1 FEBRUARY 12

Harris, P.L., Brown, E., Marriot, C., Whittall, S., & Harmar, S. (1991). Monsters, ghosts, and witches: Testing the limits of the fantasy-reality distinction in young children. *British Journal of Developmental Psychology*, 9, 105-123.

Golomb, C., & Galasso, L. (1995). Make believe and reality: Explorations of the imaginary realm. *Developmental Psychology*, 31, 800-810.

Ma, L., & Lillard, A. S. (2006). Where Is the Real Cheese? Young Children's Ability to Discriminate Between Real and Pretend Acts. *Child Development*, 77, 1762–1777. Retrieved from JSTOR December 10, 2007.

February 19-21 Magical beliefs and causal reasoning

Browne, C. A., & Woolley, J. D. (2004). Preschoolers' magical explanations for violations of physical, social, and mental laws. *Journal of Cognition and Development*, 5, 239-260. Retrieved from JSTOR, December 19, 2006.

February 26-28 Understanding of biological causes: Kinship and biological categories

Solomon, G. E., Johnson, S. C., Zaitchik, D., & Carey, S. (1996). Like father, like son: children's understanding of how and why offspring resemble their parents. *Child Development*, 67, 151-171. Retrieved from JSTOR 12/30/05.

March 4-6 Social categories and stereotypes

Powlisha, K. K. (1995). Intergroup processes in childhood: Social categorization and sex role development. *Developmental Psychology*, 31, 781-788.

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. Retrieved from JSTOR December 10, 2007.

Dunham, Y., Baron, A. S., & Banaji, M. R. (2006). From American city to Japanese village: A cross-cultural study of implicit race attitudes. *Child Development*, 77, 1268-1281. Retrieved from JSTOR December 10, 2007.

EXAM 2 MARCH 6

March 11-13 SPRING BREAK

March 18-20 Peer relationships

Gifford-Smith, M. E., & Brownell, C. A. (2003). Childhood peer relationships: Social acceptance, friendships, and peer networks. *Journal of School Psychology*, 41, 235-284.

Putallaz, M., & Gottman, J. M. (1981). An interactional model of children's entry into peer groups. *Child Development*, 52, 886-994.

March 25-27 Social cognition and peer interactions

Dodge, K. A., & Schwartz, D. (1997). Social information processing mechanisms in aggressive behavior. In D. M. Stoff, J. Breiling, & J. D. Maser (Eds.). *Handbook of antisocial behavior*. New York: John Wiley & Sons, 171-180.

Rose, A. J., & Asher, S. R. (1999). Children's goals and strategies in response to conflicts within a friendship. *Developmental Psychology*, 35 69-79.

April 1-3 Aggression and antisocial behavior

Patterson, G. R., DeBaryshe, B., & Ramsey, E. (1989). A developmental perspective on antisocial behavior. *American Psychologist*, 44, 329-335.

Crick, N. R., Casas, J. F., Nelson, D. A. (2002). Toward a more comprehensive understanding of peer maltreatment: Studies of relational victimization. *Current Directions in Psychological Science*, 11, 98-101.

Chang, L., Schwartz, D., Dodge, K. A., & McBride-Chang, C. (2003). Harsh parenting in relation to child emotion regulation and aggression. *Journal of Family Psychology*, 17, 598-606.

April 8-10 Autism and social understanding

Baron-Cohen, S., Leslie, A., & Frith, U. (1985). Does the autistic child have a theory of mind? *Cognition*, 21, 37-46.

Steele, S., Joseph, R. M., & Tager-Flusberg, H. (2003). Brief report: Developmental change in theory of mind abilities in children with autism. *Journal of Autism and Developmental Disorders*, 33, 461-467.

Hobson, R. P., & Meyer, J. A. (2005). Foundations for self and other: A study in autism. *Developmental Science*, 8, 481-491. Retrieved from EBSCO Host Premier Search 7/05/2007.

April 15-17 Autism and executive functioning

Hughes, C., & Russell, J. (1993). Autistic children's difficulty with mental disengagement from an object: Its implications for theories of autism. *Developmental Psychology*, 29, 498-510.

April 22-24 Williams Syndrome

WRITING ASSIGNMENT DUE APRIL 22

Bellugi, U., Lai, Z., & Wang, P. (1997). Language, communication, and neural systems in Williams syndrome. *Mental Retardation and Developmental Disabilities Research Reviews*, 3, 334-342.

Jones, W., Bellugi, U., Lai, Z., Chiles, M., Reilly, J., Lincoln, A., & Adolphs, R. (2000). Hypersociability in Williams Syndrome. *Journal of Cognitive Neuroscience*, 12, 30-46.

April 29-May 1 Conclusion

FINAL EXAM: Tuesday, May 6, 2-3:50