

SEMINAR IN DEVELOPMENTAL PSYCHOLOGY

COURSE OUTLINE

PSYC 4010 section M (location: FC 110)

(Winter 2016)

Thursdays 11:30 am - 2:30 pm

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Description: We will focus largely on contemporary issues/debates concerning age-related cognitive changes and processing strategies employed by individuals in order to adapt to our continually changing environments. We will look at both behavioural and neural evidence from journal articles to examine changes in cognition across the lifespan.

Every week, students will read a few journal articles that we will all discuss and critically evaluate.

At the end of this course, students will take away critical writing, presentation, and communication skills that can be transferred to many academic and professional settings.

Prerequisites:

- AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C;
- AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00;
- One of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00;
- AK/AS/HH/SC/PSYC 2110 3.00 or AK/HH/PSYC 3240 3.00.
- Course credit exclusions: AK/AS/HH/SC/PSYC 4010 6.00, AK/PSYC 4140 3.00 (prior to Summer 2002), GL/PSYC 4510 3.00.

Course readings: There is no textbook for this course. Articles will be assigned on a weekly basis. The following timetable contents are some of the topics and assigned readings (one or two additional articles may be assigned one week prior to the relevant class) for the course.

Tentative schedule*

Date	Topic	Reading (s)
January 7	Introduction	
14	Effects of bilingualism on development of dementia and cognitive function: We will discuss how lifelong experience with multiple languages can delay the onset of symptoms of dementia (e.g. Alzheimer's) and discuss reasons for why this	<ul style="list-style-type: none"> • Alladi et al. (2013). Bilingualism delays age at onset of dementia, independent of education and immigration status (<i>Neurology</i>, 81, 1938–1944.) • Bialystok, E., Craik, F. I., & Freedman, M. (2007). Bilingualism as a protection against the onset of symptoms of dementia. <i>Neuropsychologia</i>, 45(2), 459-

	happens (e.g. functional vs. structural brain changes).	464.
21	Effects of bilingualism on development of cognition in early life: We will discuss how bilingualism influences cognitive function in the early years of life (infancy and childhood), including both advantages and disadvantages.	<ul style="list-style-type: none"> • Kovács, Á. M., & Mehler, J. (2009). Cognitive gains in 7-month-old bilingual infants. <i>Proceedings of the National Academy of Sciences</i>, 106(16), 6556-6560. • Pons, F., Bosch, L., & Lewkowicz, D. J. (2015). Bilingualism modulates infants' selective attention to the mouth of a talking face. <i>Psychological Science</i>, 26, 490-498.
28	Development of emotion and motivation: We will discuss how emotion and motivation develop and why.	<ul style="list-style-type: none"> • Bradley, M. M., Codispoti, M., Cuthbert, B. N., & Lang, P. J. (2001). Emotion and motivation I: defensive and appetitive reactions in picture processing. <i>Emotion</i>, 1(3), 276. • Batson, C. D., Duncan, B. D., Ackerman, P., Buckley, T., & Birch, K. (1981). Is empathic emotion a source of altruistic motivation?. <i>Journal of Personality and Social Psychology</i>, 40(2), 290-302.
February 4	Development of self-esteem (part 1): We will examine how self-worth and self-evaluation change across the lifespan, including how low self-esteem in childhood/adolescence may influence problems later in life.	<ul style="list-style-type: none"> • Steiger, A. E., Allemand, M., Robins, R. W., & Fend, H. A. (2014). Low and decreasing self-esteem during adolescence predict adult depression two decades later. <i>Journal of personality and social psychology</i>, 106(2), 325. • Brown, J. D., & Marshall, M. A. (2001). Self-esteem and emotion: Some thoughts about feelings. <i>Personality and Social Psychology Bulletin</i>, 27(5), 575-584.
11	Development of self-esteem (part 2): We will examine how implicit and explicit self-esteem develop and discuss the emerging controversy revolving around the idea that implicit and explicit self-esteem measures are not measuring two constructs, but instead measuring the same construct in two different ways.	<ul style="list-style-type: none"> • Greenwald, A. G., & Farnham, S. D. (2000). Using the implicit association test to measure self-esteem and self-concept. <i>Journal of personality and social psychology</i>, 79(6), 1022. • Olson, M. A., Fazio, R. H., & Hermann, A. D. (2007). Reporting Tendencies Underlie Discrepancies Between Implicit and Explicit Measures of Self-Esteem. <i>Psychological Science</i>, 18(4), 287-291. • Koole, S. L., Govorun, O., Cheng, C. M., & Gallucci, M. (2009). Pulling yourself together: Meditation promotes congruence between implicit and explicit self-esteem. <i>Journal of Experimental Social Psychology</i>, 45(6), 1220-1226.
18		

NO CLASSS – READING WEEK		
25	Development in the brain (part 1): We will examine <i>structural</i> changes in the developing brain and their implications, including the development of psychopathology later in life	<ul style="list-style-type: none"> • Gogtay, N., Giedd, J. N., Lusk, L., Hayashi, K. M., Greenstein, D., Vaituzis, A. C., ... & Rapoport, J. L. (2004). Dynamic mapping of human cortical development during childhood through early adulthood. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 101(21), 8174-8179. • Wolff, J. J., Gu, H., Gerig, G., Ellison, J. T., Styner, M., Gouttard, S., ... & Evans, A. C. (2014). Differences in white matter fiber tract development present from 6 to 24 months in infants with autism. <i>American Journal of Psychiatry</i>, 169(6), 589-600.
March 3	Development in the brain (part2): We will examine <i>functional</i> changes in the developing brain and their implications.	<ul style="list-style-type: none"> • Shaw, P., Kabani, N. J., Lerch, J. P., Eckstrand, K., Lenroot, R., Gogtay, N., ... & Giedd, J. N. (2008). Neurodevelopmental trajectories of the human cerebral cortex. <i>The Journal of Neuroscience</i>, 28(14), 3586-3594. • Vanhatalo & Kaila (2006). Development of neonatal EEG activity: From phenomenology to physiology, <i>Seminars in Fetal and Neonatal Medicine</i>, 11(6), 471-478.
10	Development of consciousness: We will discuss the contents of consciousness, the extent to which these contents emerge in a reflex-like manner, and how self-perception and conscious thought develop in early infancy.	<ul style="list-style-type: none"> • Allen, A. K., Wilkins, K., Gazzaley, A., & Morsella, E. (2013). Conscious thoughts from reflex-like processes: A new experimental paradigm for consciousness research. <i>Consciousness and cognition</i>, 22(4), 1318-1331. • Trevarthen, C. (2011). What is it like to be a person who knows nothing? Defining the active intersubjective mind of a newborn human being. <i>Infant and Child Development</i>, 20(1), 119-135.
17	Development of body image: We will discuss how body image develops and how societal norms and pressures play a pivotal role.	<ul style="list-style-type: none"> • Pope, H. G., Olivardia, R., Gruber, A., & Borowiecki, J. (1999). Evolving ideals of male body image as seen through action toys. <i>International Journal of Eating Disorders</i>, 26(1), 65-72. • Wardle, J., Bindra, R., Fairclough, B., & Westcombe, A. (1993). Culture and body image: Body perception and weight

		concern in young Asian and Caucasian British women. <i>Journal of Community & Applied Social Psychology</i> , 3(3), 173-181.
24	Class choice topic	TBA one week prior
31	Wrap-up class and summary	

Evaluation*:

- **Weekly quizzes: 20%**
 - At the beginning of each class, short quizzes will be administered based on the previous week’s readings and presentations (beginning July 14th).
- **Short papers (x4): 40%**
 - Students will be required to write short papers (1-2 pages double-spaced) that briefly discuss potential problems and/or possible future directions for one of the relevant articles of that week (x 4). These must be handed in at the beginning of the class discussing the target article.
- **Presentation: 20%**
 - Each student will be required to give a 30-min powerpoint presentation based on the assigned readings that summarizes and critically evaluates the articles for a particular week.
- **Participation in class: 20%**

University policies

All students should familiarize themselves with the following policies on academic honesty:

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

*Note: The schedule and evaluation are subject to change based on the instructor’s discretion.