

SEMINAR IN DEVELOPMENTAL PSYCHOLOGY

COURSE OUTLINE

PSYC 4010 section M (location: FC 110)

(Summer 2015)

Tuesdays and Thursdays 2:30

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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)
July 7	Introduction	
9	Effects of bilingualism on development of dementia and cognitive function: We will discuss how lifelong experience with multiple languages can delay the onset of	<ul style="list-style-type: none"> • Alladi et al. (2013). Bilingualism delays age at onset of dementia, independent of education and immigration

	symptoms of dementia (e.g. Alzheimer's) and discuss reasons for why this happens (e.g. functional vs. structural brain changes).	<p>status (<i>Neurology</i>, 81, 1938–1944.)</p> <ul style="list-style-type: none"> • Guzmán-Vélez & Tranel (2014). Does Bilingualism Contribute to Cognitive Reserve? Cognitive and Neural Perspectives. (<i>Neuropsychology</i>)
14	Guest Lecturer (Dr. Kalinka Timmer): Development of language	<ul style="list-style-type: none"> • Boroditsky, L. (2001). Does language shape thought?: Mandarin and English speakers' conceptions of time. <i>Cognitive psychology</i>, 43(1), 1-22. • Papafragou, A., Massey, C., & Gleitman, L. (2002). Shake, rattle, 'n' roll: The representation of motion in language and cognition. <i>Cognition</i>, 84(2), 189-219.
16	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. • Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. <i>Early Childhood Research Quarterly</i>, 29, 699-714.
21	NO CLASS (SUMMER BREAK)	
23	NO CLASS (SUMMER BREAK)	
28	Development of emotion regulation: We will discuss how emotion regulation develops in early childhood and throughout the lifespan by evaluating how context, family, and cognitive control affect these developments.	<ul style="list-style-type: none"> • Morris, A. S., Silk, J. S., Steinberg, L., Myers, S. S., & Robinson, L. R. (2007). The role of the family context in the development of emotion regulation. <i>Social development</i>, 16(2), 361-388. • Ochsner, K. N., & Gross, J. J. (2005). The cognitive control of emotion. <i>Trends in cognitive sciences</i>, 9(5), 242-249.
30	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	<ul style="list-style-type: none"> • Allen, A. K., Wilkins, K., Gazzaley, A., & Morsella, E. (2013). Conscious thoughts from reflex-like processes: A

	and conscious thought develop in early infancy.	<p>new experimental paradigm for consciousness research. <i>Consciousness and cognition</i>, 22(4), 1318-1331.</p> <ul style="list-style-type: none"> • 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.
August 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.
6	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.
11	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"> • Giedd, J. N., Blumenthal, J., Jeffries, N. O., Castellanos, F. X., Liu, H., Zijdenbos, A., ... & Rapoport, J. L. (1999). Brain development during childhood

		<p>and adolescence: a longitudinal MRI study. <i>Nature neuroscience</i>, 2(10), 861-863.</p> <ul style="list-style-type: none"> • Weinberger, D. R. (1987). Implications of normal brain development for the pathogenesis of schizophrenia. <i>Archives of general psychiatry</i>, 44(7), 660-669.
13	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"> • Blakemore, S. J. (2012). Imaging brain development: the adolescent brain. <i>Neuroimage</i>, 61(2), 397-406. • Vanhatalo & Kaila (2006). Development of neonatal EEG activity: From phenomenology to physiology, <i>Seminars in Fetal and Neonatal Medicine</i>, 11(6), 471-478.
18	Class choice topic	TBA one week prior
20	Wrap-up	TBA one week prior

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.