

**Developmental Psychology**  
**Psychology 140, Spring 2004**  
**Mon/Wed 2-3pm, 100 Lewis**

**Instructor:**

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**Course Description:** This course covers the central questions and research findings in the field of developmental psychology, including the ways in which psychologists study these issues. We will explore such questions as: What knowledge do infants have at birth? Does early exposure to two languages confuse children? What do children understand about the causes of emotion? Why do school-age children pay more attention to their peers than their parents? Understanding how children develop can help parents raise their children more effectively, lead society as a whole to adopt wiser child welfare policies, and answer intriguing questions about human nature.

**Course Format and Requirements:**

Lectures are twice a week, on Mondays and Wednesdays from 2:00-3:00pm. Class lectures are intended to reinforce and supplement the readings, and may include material that is not covered in the readings. In addition to lectures, students must attend a weekly Section meeting. You are expected to attend and actively participate in these sections. Sections will begin meeting during the second week of classes, January 26-30<sup>th</sup>. **You must attend the section you are enrolled in.** If you do not attend your first Section meeting, you will be automatically dropped from class.

There will be two multiple-choice/matching, short answer, and essay exams. The exams will be given in class during lecture time. The exam dates are: **Wed, March 17<sup>th</sup>** and **Mon, May 10<sup>th</sup>**. Mark these dates on your calendar now. There is no exam during the final exam period. Exams are non-cumulative. Each covers the material presented in the lectures, readings, and sections within the specified dates. You must take the exam during the scheduled time. Make-up exams will only be considered for a truly compelling reason (with documentation to verify the excuse). There will also be two writing assignments. The first assignment will be ~3 pages, and is due at the **beginning of class on Wed, Feb 25<sup>th</sup>**. The second assignment will be ~5 pages, and is due by **12pm noon on Fri, May 14<sup>th</sup>**. Late papers will not be accepted. Descriptions of the writing assignments will be distributed in class and posted in the Assignment folders on ERes.

There is a 3-credit Research Participation Program (RPP) requirement for this course. We will be discussing the results of many psychology experiments throughout the course. Participation in the RPP program should improve your understanding of research in experimental psychology. RPP coordinators will provide information and materials regarding the prescreening survey and enrolling in the online RPP system: Experimentrix (url: <http://www.experimentrix.com/berkeley>).

## Required Readings:

Textbook: Siegler, R., DeLoache, J., & Eisenberg, N. (2003). *How Children Develop*. New York: Worth Publishers.

Articles: Supplementary readings are available on ERes as pdfs: <http://eres.berkeley.edu>

To access the course website on ERes (electronic reserve system) from the url above select: Electronic Reserves and Course Materials. You may then choose to locate the course page by Department (Psychology), Instructor (Markson), or QuickSearch (psych140). You may also access the page directly at: <http://eres.berkeley.edu/coursepage.asp?cid=271>. To access the page, you must enter a password (Plato) and hit the [select] button at the bottom of the screen. Click on folders to view their contents, and on documents to view/download/print pdf files.

*Copies of the textbook are available on reserve in the Education-Psychology Library in Tolman.*

Lecture Notes: Lecture notes will be available through Black Lightning Lecture Notes.

## Grading:

Exam #1 (Midterm)	30%
Exam #2 (Final)	30%
Writing Assignment #1	10%
Writing Assignment #2	15%
Section & RPP Credit	15%

Final letter grades are based on standard percentages, not curves, as follows:

97 - 100%	A+	77 - 79%	C+
93 - 96%	A	73 - 76%	C
90 - 92%	A-	70 - 72%	C-
87 - 89%	B+	63 - 66%	D
83 - 86%	B	63 - 66%	D
80 - 82%	B-	60 - 62%	D-

## Course Schedule:

A schedule of topics and corresponding reading assignments is attached. The schedule is subject to change. Updates to the schedule will be posted in the Syllabus folder on ERes and announced in class. Textbook readings can be found in the assigned textbook. Journal articles can be found on the ERes site (<http://eres.berkeley.edu>) in the appropriate Readings folders. Articles listed in parentheses are optional and will not be on the exam. They are located in the Optional Readings folder. Reading assignments will help most if read before class on the date listed on the syllabus. To do well on Section quizzes and activities, you should do the readings before class. A reading is occasionally listed under both the Lecture and the Section because it is relevant to both.

Date	Topic	Textbook	Journal Articles (ERes)
1/21	Introduction	Ch 1: 2-24	
1/26	Developmental research methods	Ch 1: 24-39	
1/28	Premature birth / Guest speaker: Dr. Alex Espinoza (Neonatology, Children's Hospital Oakland)	Ch 2: 69-81	
Section 1	Prenatal Development	Ch 2: 40-69	
2/2	Genes & Environment	Ch 3: 82-100	
2/4	Brain Development	Ch 3: 100-123	
Section 2	Research Methods & Heritability	24-37, 97-100	Campos, 1992; Scarr, 1983
2/9	The ADHD Brain / Guest speaker: Margaret Sheridan (Helen Wills Brain Imaging Center, UC Berkeley)	Ch 3: 104-106 Ch 8: 319	
2/11	Theories of Cognitive Development: Piaget	Ch 4: 124-142	
Section 3	Understanding Piaget	Ch 4: 124-142	Baillargeon, 1985
2/16	President's Day – No Class		
2/18	Information Processing Theories	Ch 4: 142-154	
Section 4	Sociocultural Theories	Ch 4: 159-165	
2/23	Perception and action in infancy	Ch 5: 168-192	
2/25	Core Knowledge & Infant Cognition <b>Assignment #1 Due</b>	Ch 4: 154-159 Ch 5: 199-207	(Spelke, 1994)
Section 5	Learning and memory in infancy	Ch 5: 193-199	Rovee-Collier, 1999
3/1	Language Development 1	Chapter 6	Werker, 1989
3/3	Language Development 2		
Section 6	Film: Acquiring the Human Language		
3/8	Conceptual Development 1: Biology & Psychology	Ch 7: 250-269	Solomon, 2002
3/10	Autism / Guest speaker: Ian Cook (MIND Institute, UC Davis)		
Section 7	Film & Discussion: Animal Minds		
3/15	Conceptual Development 2: Math & Physics	Ch 7: 269-285	
3/17	<b>Exam #1 (covers 1/26-3/15 material)</b>		
	No Sections this week: Exam review time tba		
3/22-26	Spring Break – No Class		
3/29	Theories of Social Development	Ch 9: 328-350	
3/31	Gender Development	Ch 9: 351-369	
Section 8	Understanding Social Theories		Maccoby, 1988
4/5	Emotional Development 1	Ch 10: 370-394	
4/7	Emotional Development 2	Ch 10: 395-409	
Section 9	Temperament		Kagan, 1997
4/12	Attachment / Guest speaker: Prof. Mary Main	Ch 11: 410-423	
4/14	The Self & Identity	Ch 11: 424-449	
Section 10	Achievement Motivation		Dweck, 2002
4/19	The 21 <sup>st</sup> Century Family:	Ch 12: 450-482	Fuligni, 1998 (Chao, 2001)
4/21	Children & the Law: Adoption / Guest speaker: Prof. Joan H. Hollinger (Boalt Law School)		(Patterson, 1992)
Section 11	Child Care: Current Controversy	Ch 12: 482-489	NICHD-ECN, 2003
4/26	Moral Development	Chapter 14	
4/28	Childhood Adversity: At-Risk Youth / Guest speaker: Lateefah Simon (SF Ctr. for Young Women's Dev.)		
Section 12	Do Parents Matter? (relevant to Assignment 2)		Harris, 1995; Vandell, 2000
5/3	Wrap-up: What have we learned?	Chapter 15	
5/5	Childhood Conflict: Promises (film, 80 minutes)		
	No Sections this week: Exam review time tba		
5/10	<b>Exam #2 (covers 3/29-5/5 material)</b>		
5/14	<b>Assignment #2 Due by 12pm</b>		