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Graduate Liberal Studies Program

Summer 2010
Wesleyan University

SCIE 655: Life-Span Development

This class provides an overview of developmental issues across the life span. One theme involves how we are all similar at different ages – what does it mean to be a 1-year-old, a 7-year-old, or a 42-year-old? And how do we change over time, what are the common human developmental trajectories that we travel during our lifetimes? Another major theme is how, despite our commonalities, we differ from one another beginning even in infancy. For example, some infants sleep through the night and are easy to soothe, while others are irritable and fussy almost from birth. A 3rd theme is whether these individual differences really matter in the long run. Does the fussy baby become an even-tempered toddler; does the aggressive preschooler just grow out of it? In more general terms, is development relatively continuous or discontinuous for most of us? Finally, we will discuss how gender, culture, class, and race/ethnicity influence all of these developmental themes.

Our overall goal will be to explore how Life-Span Psychology addresses the social-emotional and cognitive psychological underpinnings of who we are as humans and how we got that way. Among the topics that will be covered are: life-span attachment issues (e.g., early parent-child relationships); developmental psychopathology (i.e., risk and resilience); normative and atypical emotional development; personality development; different approaches to cognitive functioning; and a general focus on developmental continuities and discontinuities.

Class sessions will typically include a lecture during the first part of the class, followed by breakout discussion groups and ad-hoc group summaries of discussion themes. In addition to lectures and class discussions, we will also see several developmentally relevant movies (including *28-Up* and *Piaget on Piaget*) and participate in one informal class experiment. During the last week, each student will give a brief oral summary of a theme related to his or her final research paper.

Course Requirements.

- 1) The major written requirement is a 12-15 page term paper on a topic relevant to Life-Span Psychology. The paper is due no later than the last day of GLSP classes, xxxx, Papers must be mailed to me at 335 Ridge Rd., Middletown, CT 06457. Please, no email attachments will be accepted. On-going feedback will be provided regarding possible topics, guidelines on how to write Psychology papers, how to use available library resources at Wesleyan, etc
- 2) A brief oral summary (10 minutes) on a theme related to the term paper. More details will be provided in class.

Please complete the readings for the first week (Santrock, J. (2008). Chapters 1 & 2 in *A Topical Approach to Life-Span Development*. Boston: McGraw Hill) prior to attending the first class.

Required Text

Required Text - Santrock, J. (2008). *A Topical Approach to Life-Span Development (4th Ed.)*. Boston: McGraw Hill.

Other readings in the form of xeroxed articles and chapters will be available from PIP Printing (see p. 6 for ordering instructions)

Readings

Class 1 Class Overview- Readings, Assignments, & Major Themes

Santrock, J. (2008). Chapters 1 & 2 in *A Topical Approach to Life-Span Development*. Boston: McGraw Hill.

Movie “Short”– *7-Up*

Class 2 Cognitive Development

Santrock, J. (2008). Chapters 6, “Cognitive Developmental Approaches” and 7 “Information-Processing” in *A Topical Approach to Life-Span Development*. Boston: McGraw Hill.

Movie – *Piaget on Piaget*

Class 3 Attachment Across the Life Span

Santrock, J. (2008). Chapter 10, “Emotional Development” (pp. 348-359 only) in *A Topical Approach to Life-Span Development*. Boston: McGraw Hill.

Thompson, R. (2000). The legacy of early attachments. *Child Development, 71*, 145-152.

Kochanska, G., Barry, R., Stellern, S., & O’Bleness, J. (2009). Early attachment organization moderates the parent-child mutually coercive pathway to children’s antisocial conduct. *Child Development, 80*, 1288-1300.

Class 4 Emotions and Emotional Development – Basic Themes

Santrock, J. (2008). Chapter 10 (skip pp. 348-359), “Emotional Development” in *A Topical Approach to Life-Span Development*. Boston: McGraw Hill.

Plutchik, R (1984). Emotions: A general psychoevolutionary theory. In K. Scherer & P. Ekman (Eds.), *Approaches to emotions* (pp. 197-219). Hillsdale NJ: LEA.

Bates, J., Goodnight, J., & Fite, J. (2008). Temperament and emotion. In M. Lewis, J. Haviland-Jones, & L. Barrett (Eds.), *Handbook of emotions, 3rd Ed.* New York: Guilford Press.

Movie – *Emotional Development*

Class 5 Emotions – From Individual Differences to Psychopathology

Cole, P., Michel, M., & Teti, L. (1994). The development of emotion regulation and dysregulation: A clinical perspective. In N. Fox (Ed.), *The development of emotion regulation: Biological and behavioral considerations* (pp. 73-100). *Monographs of the Society for Research in Child Development*, 59 (2-3, Serial No. 240).

Arsenio, W., Segin, M., & Siegel, L. (2004). Emotion-related abilities in depressed and non-depressed Latina mothers and their children. *Development & Psychopathology*, 16, 95-112.

Farach, F., & Mennin, D. (2007). Emotion-based approaches to the anxiety disorders. In *Emotion and Psychopathology: Bridging affective and clinical science* (pp. 243-261). Washington DC: American Psychological Association Press.

Oatley, K., Keltner, D., & Jenkins, J. (2006). Childhood Psychopathology. In *Understanding emotions (2nd ed)*. Malden, MA: Blackwell.

In-class experiment on Emotion Knowledge

Class 6 The Self, Identity, and Personality

Santrock, J. (2008). Chapter 11 in *A topical Approach to Life-Span Development*. Boston: McGraw Hill.

McCrae, R., Costa, P., Lima, M., Simoes, A., & Ostendorf, F, et al., (1999). Age differences in personality across the lifespan: Parallels in five cultures. *Developmental Psychology*, 35, 466-477.

Movie - First half of *28-Up*

Class 7 Gender, Sexuality & Cultural Issues in Life-Span Development

Santrock, J. (2008). Chapter 12, “Gender and Sexuality” in *A topical Approach to Life-Span Development*. Boston: McGraw Hill.

Brody, L., & Hall, J. (2008). Gender and emotion in context. In M. Lewis, J. Haviland-Jones, & L. Barrett (Eds.), *Handbook of emotions, 3rd Ed.* New York: Guilford Press.

Oatley, K., Keltner, D., & Jenkins, J. (2006). Cultural understandings of emotions. In *Understanding emotions (2nd ed., pp. 57 -79)*. Malden, MA: Blackwell.

Movie – Second half of *28-Up*

Class 8 Parent-Child Interactions and the Family

Santrock, J. (2008). Chapter 14, “Families, Lifestyles, & Parenting” in *A Topical Approach to Life-Span Development*. Boston: McGraw Hill.

Gottman, J., Katz, L. & Hooven, C. (1996). Parental meta-emotion philosophy and the emotional life of families: Theoretical models and preliminary data. *Journal of Family Psychology, 10*, 243-269.

Steinberg, L., Blatt-Eisengart, I. (2006). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent and neglectful homes: A replication in a sample of serious juvenile offenders. *Journal of Research on Adolescence, 16(1)*, 47-58.

Movie- First half of *42-Up*

Class 9 Social Relations – Peers & Friends

Santrock, J. (2008). Chapter 15, “Peers and the Sociocultural World” in *A Topical Approach to Life-Span Development*. Boston: McGraw Hill.

Bierman, K. (2004). Chapters 2 & 3 in *Peer Rejection: Developmental Processes and Interventions Strategies*. New York: Guilford Press.

Movie- Second half of *42-Up*

Class 10 Social Relations – School, Work, & Achievement

Santrock, J. (2008). Chapter 16 in *A topical Approach to Life-Span Development*. Boston: McGraw Hill.

Good, C, Aronson, J., & Inzlicht, M. (2004). Improving adolescents’ standardized test performance: An intervention to reduce the effects of stereotype threat. *Journal of Applied Developmental Psychology, 24*, 645-662.

Gumora, G., & Arsenio, W. (2002). Emotionality, emotion regulation, and school performance in middle school children. *Journal of School Psychology, 40*, 395-413.

Class Oral Presentations

Class 11 Risk & Resilience: Developmental Psychopathology

Arsenio, W., Adams, E., & Gold, J. (2009). Social information processing, moral reasoning, and emotion attributions: Relations with adolescents' reactive and proactive aggression. *Child Development*.

Werner, E. (1989, April). Children of the garden island. *Scientific American*, 106-111.

Sameroff, A. (1996). Democratic and Republican Models of Development: Paradigms or perspectives. *Developmental Psychology Newsletter*, Fall.

Masten, A., & Coatsworth, J. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist, 53*, 205-220.

Class Oral Presentations

Class 12 Late Adulthood: Aging, Living, & Dying

Erikson, E. (1968). The life cycle epigenesis of identity/identity confusion in life history and case history. In *Identity: Youth and Crisis*. New York: W. W. Norton & Co.

Elder, G. (1998). The life course as developmental theory. *Child Development, 69*, 1-12.

Shenk, J. W. (2009). What makes us happy? *Atlantic Monthly*, June, 36-54.

Vaillant, G. (2002). *Aging Well*, Chapters 1 & 7. Little & Brown: New York.

Class Oral Presentations