

Syllabus

Psych 217, Developmental Proseminar

Winter 2009, Wednesdays, 10:00-1:00

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Course Requirements

Participation and Assigned Readings

Download the assigned readings here: <http://psy.ucsd.edu/~gheyman/P217.html>

Leading Class Discussion (1)

Each student will choose one class meeting to present material related to the week's topic. The presentation will involve raising questions and highlighting points of interest relevant to the assigned articles, as well as discussing one additional article to be selected by the student.

Reading Response (6)

Students will write short responses (about one page each) to one or more of the weekly readings. For example, a student might link an article to information outside of class, make links between different assigned readings, or suggest a new direction for research. Each paper should be turned in before class on the day the relevant article will be discussed.

Take-Home Final Exam (1)

Students will receive a take-home final exam on March 4 and will have until March 18 to complete it. Consulting with others regarding the exam is prohibited.

Schedule

January 7 Introduction

January 14 Infant Cognition

Brooks, R., & Meltzoff, A.N. (2002). The importance of eyes: How infants interpret adult looking behavior. *Developmental Psychology, 38*, 958-966

Meltzoff, A. (1995). Understanding the intentions of others: Re-enactment of intended acts by 18-month-old children. *Developmental Psychology, 31*, 838-850.

Moses, L.J., Baldwin, D.A., Rosicky, J.G., & Tidball, G. (2001). Evidence for referential understanding in the emotions domain at twelve and eighteen months. *Child Development, 72*, 718-735.

Mumme, D.L., & Fernald, A. (2003). The infant as onlooker: Learning from emotional reactions observed in a television scenario. *Child Development, 74*, 221-237.

Tomasello, M., Carpenter, M., & Liszkowski, U. (2007). A new look at infant pointing. *Child Development, 78*, 705-722.

January 21 Issues in Language and Thought

Bloom, P. (2004). Children think before they speak. *Nature, 430*, 410-411.

Boroditsky, L. (2000). Metaphoric structuring: understanding time through spatial metaphors. *Cognition, 75*, 1-28.

Gentner, D. (2007). Spatial cognition in apes and humans. *Trends in Cognitive Science, 11*, 192-194.

Goldin-Meadow, S. (2006). Talking and thinking with our hands. *Current Directions in Psychological Science, 15*, 34-39.

Papafragou, A., Massey, C., & Gleitman, L. (2002). Shake, rattle, n' roll: The representation of motion in language and cognition. *Cognition, 84*, 189-219.

January 28 Language Acquisition 1

Akhtar, N., & Tomasello, M. (2000). The social nature of words and word learning. In R. Golinkoff & K. Hirsh-Pasek (Eds.), *Becoming a word learner: A debate on lexical acquisition* (pp. 115-135). Oxford: Oxford University Press.

Cimpian, A., & Markman, E.M. (2005). The absence of a shape bias in children's word learning. *Developmental Psychology, 41*, 1003-1019.

Diesendruck, G., Markson, L., & Bloom, P. (2003). Children's reliance on creator's intent in extending names for artifacts. *Psychological Science, 14*, 164-168.

Smith, L.B., & Samuelson, L. (2006). An attentional learning account of the shape bias: Reply to Cimpian & Markman (2005) and Booth, Waxman & Huang (2005). *Developmental Psychology, 42*, 1339-1343.

Son, J.Y., Smith, L.B., & Goldstone, R.L. (2008). Simplicity and generalization: Short-cutting abstraction in children's object categorizations. *Cognition, 108*, 626-638.

February 4 Language Acquisition 2

- Kuhl, P.K. (2000). A new view of language acquisition. *Proceedings of the National Academy of Science*, 97, 11850-11857.
- Saffran, J.R. (2003). Statistical language learning: mechanisms and constraints. *Current Directions in Psychological Science*, 12, 110-114.
- Saffran, J.R., Pollak, S.D., Seibel, R.L., & Shkolnik, A. (2007). Dog is a dog is a dog: Infant rule learning is not specific to language. *Cognition*, 105, 669-680.
- Singleton, J.L., & Newport, E. (2004). When learners surpass their models: The acquisition of American Sign Language from inconsistent input. *Cognitive Psychology*, 49, 370-407.
- Zapf, J., & Smith, L.B. (2008). Meaning matters in children's plural productions. *Cognition*, 108, 466-476.

February 11 Social Cognition 1

- Astington, J.W. (2001). The future of theory-of-mind research: Understanding motivational states, the role of language, and real-world consequences. *Child Development*, 72, 685-687.
- Bloom, P., & German, T.P. (2000). Two reasons to abandon the false belief task as a test of theory of mind. *Cognition*, 77, B25-B31.
- Peterson, C.C., Wellman, H., & Liu, D. (2005). Steps in theory-of-mind development for children with deafness or autism. *Child Development*, 76, 502-517.
- Tomasello, M., Call, P., & Hare, B. (2003). Chimpanzees understand psychological states -- the question is which ones and to what extent. *Trends in Cognitive Sciences*, 7, 153-156.
- Wellman, H.M., Cross, D., & Watson, J. (2001). Meta-analysis of theory-of-mind development: The truth about false belief. *Child Development*, 72, 655-684.

February 18 Social Cognition 2

- Bigler, R.S., Spears Brown, C., & Markell, M. (2001). When groups are not created equal: Effects of group status on the formation of intergroup attitudes in children. *Child Development*, 72, 1151-1162.
- Covington, M.V. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review of Psychology*, 51, 171-200.
- Harris, P.L. (2007). Trust. *Developmental Science*, 10, 135-138.
- Lagattuta, K.H. (2005). When you shouldn't do what you want to do: Young children's understanding of desires, rules, and emotions. *Child Development*, 76, 713-733.
- Mueller, C.M. & Dweck, C.S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology*, 75, 33-52.

February 25 Culture and Development

- Heyman, G.D., Fu, G., & Lee, K. (2007). Evaluating claims people make about themselves: The development of skepticism. *Child Development*, 78, 367-375.
- Legare, C.L., & Gelman, S.A. (2008). Bewitchment, biology, or both: The co-existence of natural and supernatural explanatory frameworks across development. *Cognitive Science*, 32, 607-642.
- Miller, P.J., Wiley, A., Fung, H., & Liang, C-H. (1997). Personal storytelling as a medium of socialization in Chinese and American families. *Child Development*, 68, 557-568.

March 4 Representation and Explanation

- DeLoache, J.S. (2004). Becoming symbol-minded. *Trends in Cognitive Sciences*, 8, 66-70.
- Gelman, S.A. (2004). Psychological essentialism in children. *Trends in Cognitive Sciences*, 8, 404-409.
- Keil, F.C. (2006). Explanation and understanding. *Annual Review of Psychology*, 57, 227-254.
- Siegler, R.S. (2007). Cognitive variability. *Developmental Science*, 10, 104-109.

March 11 Memory

- Brainerd, C.J., & Reyna, V.F. (2002). Fuzzy-trace theory and false memory. *Current Directions in Psychological Science*, 11, 164-169.
- Cordon, I.M., Pipe, M.E., Sayfan, L., Melinder, A., & Goodman, G.S. (2004). Memory for traumatic experiences in early childhood. *Developmental Review*, 24, 101-132.
- Howe, M.L. (2003). Memories from the cradle. *Current Directions in Psychological Science*, 12, 62-65.
- Principe, G.F., Kanaya, T., Ceci, S.J., & Singh, M. (2006). Believing is seeing: How rumors can engender false memories in preschoolers. *Psychological Science*, 17, 243-248.

March 18 Final Exam Due