



## PROJECT SYLLABUS INTERNATIONAL

**Name of course:** Developmental Psychology/Lifespan Psychology

**Type of course:** Study-abroad. You will travel with students in three other classes.

**International locations:** Dublin, London, Paris (one week in each city). You will stay with faculty and students at these addresses: (1) Dublin City University, Glasnevin, Dublin 9, Ireland; (2) Regent's University London, Inner Circle Regent's Park, London NW1 4NS; and (3) Maison des Provinces de France Cité Internationale Universitaire de Paris 55, Boulevard Jourdan, 75014 Paris.

**Type of institution:** University/college. This course is offered as part of the Tennessee Consortium of International Studies (TnCIS), a cooperative program for faculty and students from public universities and community colleges in Tennessee. For information about TnCIS, visit their website at (link follows) [TN Consortium for International Studies](#).

**The academic level of students:** Primarily undergraduate but also graduate (cross-listed).

**Individually or team-taught:** Individually taught. Our class occasionally shares speakers and field trips with other TnCIS classes on-site.

**Relevance of this syllabus to Project Syllabus International:** Project Syllabus International is aimed at promoting internationalization as a process in teaching and learning. This syllabus uses a unifying theme—identity and resilience—to focus on two aspects of internationalization: Examining cultural assumptions, and developing the ability to take “transnational, transcultural and transdisciplinary” perspectives (Bullock, 2014). For example, you’ll analyze news articles about immigration-related museums in Dublin, London, Paris, and New York in order to examine national and cultural assumptions about assimilation and multiculturalism. You’ll experience transdisciplinary thinking when you will learn about attachment through the history of the World War II evacuation of British children, who in some cases spent years apart from their parents.

**Expanding access to international study:** The first step in developing this syllabus was to select the topic, level, and location of the course. In an effort to increase participation among students who are historically underrepresented in international study, I chose to teach a course that is often required in popular undergraduate majors, to cross-list it to include graduate students, and to teach it in a program that went to three cities-- two of them English-speaking--where first-time international travelers are more at ease and are able to have conversations. I hope this class inspires you to seek other international adventures!

Bullock, M. (2014, March). Internationalization in psychology and in APA: A process, not an outcome. *Psychology International Newsletter*. (Link follows)  
<http://www.apa.org/international/pi/2014/03/column.aspx>

## **HOW TRAVEL SUPPORTS OUR LEARNING GOALS**

Our Developmental/Lifespan Psychology course is based in Dublin, London, and Paris, three international cities known for their strong national identities, rich ethnic diversity, and complex, sometimes brutal histories. In each city, we will visit places that are tied to the theme of identity and resilience in human development.

First, we'll be in Dublin learning about risk factors and resilience. Our visits to the Jeanie Johnston Tall Ship and Famine Museum and the Kilmainham Gaol (Jail) will frame our discussion of how poverty, violence, and separation can have damaging effects on development; and our visit to EPIC: The Irish Emigration Museum will help us to understand how strong family and cultural ties can be life-saving. As an optional tour, you are encouraged to see the Book of Kells, which relates to the theme of resilience and provides a deep view of the role of religion in Irish culture.

During our second week, we'll be in London studying attachment, early and middle childhood, and identity development. Our visit to the Imperial War Museum will tell the story of the children who were separated from their families when they were evacuated from deadly areas during World War II. Our visit to the Tavistock Institute will frame a lecture on John Bowlby and Virginia Ainsworth, who studied these children at the Tavistock Clinic and founded the study of attachment. As part of our study of identity development, we will visit with a young friend who will talk about growing up in two worlds, London and Dubai. As an optional tour, you are encouraged to visit the British Library, the largest library in the world, where you can obtain a Readers Pass to access a world of material, including online treasures.

During our third week, we'll be in Paris studying aging, death, memorials, and the cultural meaning of the French motto, "Liberté, Égalité, Fraternité." Our visit to Le Musée National de l'Histoire de l'Immigration (National Museum of Immigration) will help us to understand tension in France regarding diverse cultures among immigrants. Two excursions will help us to learn about aging, death, and private and public memorials: We will all go to Père Lachaise Cemetery, and then each of us will choose between the Catacombs of Paris or the Louvre, and we'll go in two groups.

## PROJECT SYLLABUS INTERNATIONAL: DEVELOPMENTAL/LIFESPAN PSYCHOLOGY



The Silent Protest Parade. Led by community leaders and small children dressed in white, holding hands. © George Rinhart/Corbis Historical/Getty Images

### **Making Connections**

You're reading this syllabus because we're going to Dublin, London, and Paris. Are you wondering about the photo? It was taken in New York at a silent parade to protest racial oppression, lynching and mob violence. At least 800 children marched at the front, ahead of over 7,000 women and men (*New York Times*, 1917). This is one of my favorite photos because it draws me in. When I look at it, I wonder what the children at the front were feeling, and I think about what they experienced as they grew up and grew old. In every developmental psychology class, we learn about the connections between nature and nurture. In our class, we'll also learn about the connections between cultures. We'll do our best to be people watchers rather than sightseers; and we'll focus on identity, community, and *resilience*—or strength in the face of hard times.

## **SYLLABUS: Developmental Psychology/Lifespan Psychology**

**Course Title:** Developmental Psychology/Lifespan Psychology

**Course Number:** PSYC 3510/PSYC 7902.

**Course Level:** This course is a cross-listed course that is offered for both undergraduate and graduate students who are participating in the Tennessee Consortium for International Studies (TnCIS) program, Great European Capitals I (GEC-I).

**Tennessee State University Catalog Course Description:** The growth and development of the human organism from a theoretical perspective: biological, cognitive, social, and emotional.

**Instructor:** Mary V. Shelton, PhD

**Contact:** My email address is [mshelton@tnstate.edu](mailto:mshelton@tnstate.edu). All students and faculty communicate with each other through GroupMe, but I will also give you my cell number.

**Office Hours:** Use email or GroupMe to ask for an appointment. I can usually meet with you after 6:00 pm in the common area of our residence hall.

**Textbook:** Fiore, L.B. (2011) *LifeSmart: Exploring Human Development*. New York: McGraw-Hill. ISBN: 9780078035241. You will also read academic journal articles and news articles.

### **COURSE GOALS AND COMPETENCIES**

- Goal 1: The course will familiarize you with the central issues of developmental psychology. Upon completion, you will have demonstrated the ability to explain central issues in developmental psychology (e.g., lifespan development, nature-nurture).
- Goal 2: The course will enable you to understand the significance of landmark studies in human development. Upon completion, you will have demonstrated the ability to explain the significance of at least three landmark studies, including the work of Bowlby and Ainsworth on attachment and the work of Werner on resilience.
- Goal 3: The course will prepare you to understand and conduct research by teaching you basic research designs used in developmental psychology. Upon completion, you will have demonstrated the ability to describe methods used to study infant cognition and to identify the appropriate use of observational studies, qualitative and mixed-methods designs, meta-analyses, and cross-sectional, longitudinal, and sequential designs.
- Goal 4: The course will prepare you for health- and education-related careers by providing information on human development in the context of culture. Upon completion, you will have demonstrated the ability to identify age-typical development and to discuss play, rites of passage, and gender roles in three cultures.

Goal 5: The course will enable you to understand human diversity, to identify cultural assumptions, and to take a transcultural perspective on issues related to behavior. Upon completion, you will have demonstrated the ability to provide examples of cultural assumptions in four cultures or subcultures, including your own.

Goal 6: The course will prepare you for informed engagement in policy decisions on issues related to development. Upon completion, you will have demonstrated the ability to identify and make use of main ideas, evidence, implications, and limitations in reading and writing.

## **ASSESSMENT OF LEARNING OUTCOMES (SUMMARY)**

### **Quizzes/Exams**

Daily Mini-Quizzes address Goals 1-4 and count as 20% of your final grade.

Final Exam, Goals 1-4, counts 20%.

### **Writing Assignments**

One-Page Essays, Goals 1-6, count 20%.

Short Research Paper, Goals 3 and 6, counts 20%.

### **Problem-Based Assignment** (choose one)

Option 1: Considering the Alternatives, Goals 5 and 6, counts 20%.

Option 2: Analyzing an Organization's Website, Goals 5 and 6, counts 20%.

Option 3: Analyzing a City's Website, Goals 5 and 6, counts 20%.

**GRADING SCALE:** A = 90-100   B = 80-89   C = 70-79   D = 60-69   F = 0-59

## **ASSESSMENT OF LEARNING OUTCOMES (INSTRUCTIONS AND SCORING)**

### **1. Daily Mini-Quizzes.**

At the beginning of most classes, we will have short quizzes on the assigned readings. Each quiz will have five multiple choice or short-answer questions. Undergraduate and graduate students will often take the same 5-item quizzes, but in some cases graduate students' quizzes will cover also cover readings that undergraduates were not assigned. Although these are daily quizzes, we will not always have time for a quiz, and I will sometimes give two quizzes in one day if I am retesting in an area of weakness (both scores will count). You will take about 12 quizzes and drop your three lowest scores. All quizzes will be taken in class and returned during the next class period.

### **2. Final Exam.**

Your final exam will cover central issues, landmark studies, research designs, and stages of development. The exam for all students will include 30-35 multiple choice and short answer questions plus 2 extra credit questions; in addition, graduate students will answer 2-3 discussion questions. You will be given a final exam study guide on the first day of class, and I will sometimes ask practice questions in class discussions. I will not return final exams, but we can go over your exam and final grade privately, at your request, on the last day or on our way home to Nashville.

### **3. Daily One-Page Essays.**

At the beginning of most classes, you will turn in a short essay on something that you learned or experienced the day before. I will occasionally cancel the daily essay requirement when we're out late the night before, so you will probably submit 8-10 essays. Your three lowest scores will be dropped, and the average of your remaining scores will count as 20% of your final grade.

On the first day of class, I will provide a handout with the rubric and models of strong and weak essays. Scoring will be on a 5-point scale, with one point each for having: (1) a main idea; (2) supporting ideas; (3) a statement about what your idea or experience might mean and why it matters; (4) good organization of your ideas and/or some originality or depth in your writing; and (5) no more than one writing error. The assignment is the same for graduate students, but the scoring is different on one point: In order to get a point for error-free writing, graduate students must submit an essay that is completely error-free. Both undergraduate and graduate students have the option of earning one additional point for submitting a photograph that relates to your short essay. You may earn an extra point up to four times. Submit photos by sending them to me and your classmates on GroupMe.

### **4. Short Research Paper.**

The paper should be about three pages long and must use at least two academic sources, including one of the following: (1) a longitudinal study; (2) a meta-analysis; (3) an observational study; (4) a qualitative study; or (5) an international collaboration with a cross-cultural component. For your second source, you may use other types of peer-reviewed journal articles, academic book chapters, and articles from European or American news archives. I have listed some options for you at the end of the syllabus, but you can select your own. I *strongly* suggest that you select and print out your articles before leaving home. Accessing printers in student residences can be hard.

The maximum score for this assignment is 100 points: Fifty points will be determined by your choice of sources. For the remaining 50 points, you may earn up to ten points each for having: (1) a well-developed main idea; (2) thorough use of your articles as evidence for your main idea; (3) a strong conclusion; (4) good organization and/or some originality or depth in your paper; and (5) few or no writing errors. You will submit a hard copy in class, and I will return your graded paper when you turn in your final exam.

### **5. Problem-Based Assignment Option 1: Considering Alternatives.**

Pick something that you might need if you lived in London: Health care or college, for example. How would you get it? What would you get? Who would pay for it? In your opinion, what *should* you get, and who *should* pay for it? In a 1-3 minute report, tell us what you figured out.

The maximum score is 100 points, with up to 20 points each for: (1) a clear main idea; (2) thorough research; (3) clear answers to your assigned questions; (4) a well-organized and interesting presentation; and (5) the ability to answer at least three questions from me or a classmate.

### **6. Problem-Based Assignments Option 2: Analyzing an Organizational Website**

If you choose this option, you will explore the website for the Tavistock Institute for Human Relations (link follows: [Tavistock Institute](#)). You will identify a project that

interests you, and you will develop a question that you are willing to ask during our visit to the Tavistock Institute. In a 1-3 minute presentation, you will explain the project and your question. Scoring for this option is the same as the scoring for Option 1.

### **7. Problem-Based Assignment Option 3: Analyzing a City's Website.**

Using Google's translate function, you will open the official website for the city of Paris (link follows: [City of Paris Services](#)) and go to the section on volunteer services and opportunities. You will explore this section and then give a 1-3 minute oral report on your findings. For example, what does the website tell you about the city's problems? What does it say about its values—and are these Parisian values or French values? If you could talk to the group that developed this website, what would you ask? Scoring for this option is the same as the scoring for Option 1.

## **YOUR FIRST ASSIGNMENT**

Your first assignment is to watch a video clip about making decision-making in emergencies.

Amanda Ripley: Resilient You—What to Do in an Emergency [Full Keynote]

Link follows: [Amanda Ripley video on what to do in an Emergency](#) (36:55)

Watch it the week before we leave. Speaking on behalf of the TnCIS faculty and all the people in your life who love you, I have three requests:

- Let's not walk down the streets blindly. If we need to stare at our phones for a few minutes, let's step into a store or doorway.
- Let's make a habit of noticing stairs and other exits everywhere we go, especially in our residence and when we're in crowds.
- And most of all, let's make a rule that if one person in a group isn't sure about a situation, we all leave.

## **TENTATIVE CLASS SCHEDULE**

### **Week 1: Dublin**

**Week 1 Topics:** The psychology of surviving dangerous situations; the psychology of photography; what museums tell us about "us;" lifespan psychology; environment, genetics, and epigenetics; when at-risk kids thrive; the genetics of parenting; the evolution of cuteness, crying, and morality in babies; research designs; and pregnancy and infancy.

**Sunday, June 4:** Leaving Nashville

Activity: On our layover, we'll discuss the safety video and our hopes for the trip.

**Monday, June 5:** Arriving in Dublin

Assignments: Read 3/4 articles on photography: American Psychological Association; DeAngelis; Zeeberg. Graduate students add Diehl et al.

Activities/Excursions: Program Orientation and Walking Tour.

**Tuesday, June 6**

Assignments: Read 4 articles on museums (Dunlap; Kenny; Kimmelman; and Shabi) and 2/3 articles on evolution (Anger 2017; and Zimmer). Graduate students add Bloom.

Assessments: Mini-quiz, short essay

Activities/Excursions: (1) Jeanie Johnston Tall Ship and Hunger Museum  
(2) Epic Irish Emigration Museum.

**Wednesday, June 7**

Assignments: Werner. Graduate students add Chen & Miller.

Activities/Excursions: Kilmainham Gaol.

**Thursday, June 8**

Assignments: Fiore (your textbook) Ch. 1 (pp. 4-8; pp. 15-21).

Assessments: Mini-quiz, short essay

**Friday, June 9**

Assignments: Fiore Ch. 3 (pp. 54-55; pp. 64-70; Ch. 4 (pp. 80-90).

Assessment: Mini-quiz, short essay

Activities/Excursions: Leinster House.

**Saturday, June 10**

Activities/Excursions: Howth Island Hike (optional)

**Sunday, June 11**

Ferry to Holyhead, Wales and train to London.

Orientation to Regents University and London.

**Week 2: LONDON.**

**Week 2 Topics:** Children who are separated from their parents; ethology and attachment theory; early childhood and middle childhood; rites of passage; identity development and multinational identity; and how websites express cultural assumptions and values.

**Monday, June 12**

Assignments: Clouting (n.d.); Bowlby et al. (1939); Bretherton, 1992).

Assessments: Mini-quiz, short essay

**Tuesday, June 13**

Assignments: Ch. 5 (pp. 103-110; pp. 115-124).

Assessments: Present on Problem-Based Assignment Option 1 or Option 2

**Wednesday, June 14**

Assignments: Ch. 6 (pp. 140-149).

Assessments: Mini-quiz, short essay

Activities/Excursions: Visit Tavistock Institute

**Thursday, June 15**

Assignments: Ch. 7 (pp. 173-178).

Activities/Excursions: Visit my friend Samer to talk about multinational identity.

**Friday, June 16**

Assignments: Angier (2011).

Activities/Excursions: Tower of London, River Tour

**Saturday, June 17**

**Sunday, June 18:** Train to Paris.

### **Week 3: PARIS**

**Week 3 topics:** Adolescence; emerging adulthood; middle adulthood; aging; death; the psychology of monuments and memorials; and the cultural meaning of “Liberté, Égalité, Fraternité.”

**Monday, June 19**

Assignments: Ch. 8 (p. 186-190 & pp. 193-196.)

Assessments: 3-page paper research paper. Submit and discuss.

**Tuesday, June 20**

Assignments: Ch. 9 (pp. 208-211); Henig

Assessments: Present on Problem-Based Assignment Option 3.

Activities/Excursions: Musée Nationale de l’Histoire de l’Immigration

**Wednesday, June 21**

Assignments: Ch. 10 (pp. 233-239, pp. 246-250).

Assessments: Mini-quiz, short essay,

Activities/Excursions: The Louvre or the Catacombs of Paris (your choice)

**Thursday, June 22**

Assignments: Ch. 11 (pp. 256-263 & pp. 268-270).

Assessments: Final exam

**Friday, June 23**

Our last day—and night—in a beautiful city.

**Saturday, June 24: Flying from Paris to Nashville.**

THANK YOU FOR MAKING THIS A GREAT TRIP!

### **DISABILITY ACCOMMODATION STATEMENT**

TnCIS is committed to creating inclusive learning and living environments that make it possible for all students to succeed academically and to participate fully in international studies. If you have a disability or condition that might interfere with your class performance, attendance, or participation, we will work with you to make reasonable accommodations. Please contact me ([mshelton@tnstate.edu](mailto:mshelton@tnstate.edu)) and the TnCIS Director ([tncis@ptscc.edu](mailto:tncis@ptscc.edu)) as soon as possible so that we can start the process. To fully experience Europe, you’ll want to travel with friends in the program to places that are not on our class itinerary. If you have a disability that limits your mobility, you may want to visit these sites (links follow):

[Disability Access Dublin](#)  
[Disability Access London](#)  
[Disability Access Paris](#)

## **RELIGIOUS ACCOMMODATIONS**

If you need accommodations for religious obligations (including religious services, holidays or fasts, or time-based prayer) please inform me at least a month before our trip begins so that I can take that into account in scheduling our activities.

## **ATTENDANCE POLICY**

Attendance in class and on all excursions is extremely important in study abroad courses. Unexcused absences are grounds for removal from the program. Being on time to class and excursions is also mandatory, not just for educational reasons but for safety reasons.

## **ILLNESS OR INJURY**

If you have to miss required activities because of an illness or injury, report this immediately to the GEC program director. If your roommate or friend is ill or injured and is unable to contact the director, then you should report it immediately.

## **ACADEMIC HONESTY**

I know that you want to learn and that you care about fairness and honesty. But just in case, let me remind you of your obligations. The following acts are subject to disciplinary action, including 0 on the test or assignment and a ceiling on your letter grade, regardless of your actual final average:

- Cheating, including unauthorized assistance from material, people, or devices when taking a test or completing academic assignments.
- Plagiarizing, including paraphrasing, summarizing, or directly quoting the published or unpublished work of another person without proper documentation of the original source (even by accident).
- Purchasing or otherwise obtaining prewritten materials prepared by another person or agency that sells term papers or other academic materials.

## **REQUIRED READINGS**

- American Psychological Association. (2016). *Take a picture, you'll enjoy it more*. [Press Release]. Retrieved from (link follows) <http://www.apa.org/news/press/releases/2016/06/picture-enjoy.aspx>
- Angier, N. (2017, Sept. 4). A baby wails, and the adult world comes running. *New York Times*. Retrieved from (link follows) <https://www.nytimes.com/2017/09/04/science/crying-babies-animals.html>
- Angier, N. (2011, Dec. 26). The hormone surge of middle childhood. *New York Times*. Retrieved from (link follows) <http://www.nytimes.com/2011/12/27/science/now-we-are-six-the-hormone-surge-of-middle-childhood.html?pagewanted=all>
- Bloom, P. (2010, May 5). The moral life of babies. *New York Times*. Retrieved from (link follows) <http://www.nytimes.com/2010/05/09/magazine/09babies-t.html?mcubz=3>
- Bowlby, J., Miller, E., & Winnicott, D.W. (1939, December 16). Evacuation of small children [Letter to the editor]. *British Medical Journal*, 2, 1202-1203. Retrieved from (link follows) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2178618/pdf/brmedj04176-0033c.pdf>
- Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth, *Developmental Psychology*, 28,759-775. [http://www.psychology.sunysb.edu/attachment/online/inge\\_origins.pdf](http://www.psychology.sunysb.edu/attachment/online/inge_origins.pdf)
- Chen, E. & Miller, G.E. (2012). "Shift-and-Persist" strategies: Why low socioeconomic status isn't always bad for health. *Perspectives on Psychological Science*, 7(2), 135-159. doi: 10.1177/1745691612436694. Retrieved from (link follows) <http://www.apa.org/pubs/journals/releases/psp-pspa0000055.pdf>
- Clouting, L. (n.d.). The evacuated children of the Second World War. Imperial War Museum. Retrieved from (link follows) <http://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war>
- DeAngelis, T. (2017). Psychologist's photo project puts a lens on youth concerns. *APA Monitor*, 48(7), 24. Retrieved from (link follows) <http://www.apa.org/monitor/2017/07-08/photo-project.aspx>
- Diehl, K., Zauberman, G., & Barasch, A. (2016). How taking photos increases enjoyment of experiences. *Journal of Personality and Social Psychology*, 111(2), 119–140. doi: <http://dx.doi.org/10.1037/pspa0000055>. Retrieved from (link follows) <http://www.apa.org/pubs/journals/releases/psp-pspa0000055.pdf>
- Dunlap, D. (2015, Apr. 26). Ellis Island Museum to update the story of immigration in America. *New York Times*. Retrieved from (link follows)

<https://www.nytimes.com/2015/04/27/nyregion/ellis-island-museum-to-update-the-story-of-immigration-in-america.html>

Henig, R. M. (2010, Aug. 18). What is it about 20-somethings? *New York Times*. Retrieved from (link follows) <http://www.nytimes.com/2010/08/22/magazine/22Adulthood-t.html?pagewanted=all&mcubz=3>

Kenny, C. (2016, Apr. 21). Epic Ireland digital museum to tell story of Irish diaspora. *The Irish Times*. Retrieved from (link follows) <https://www.irishtimes.com/life-and-style/generation-emigration/epic-ireland-digital-museum-to-tell-story-of-irish-diaspora-1.2629425>

Kimmelman, M. (2017, Oct. 17). Ready or not, France opens museum on immigration. *New York Times*. Retrieved from (link follows) <http://www.nytimes.com/2007/10/17/arts/design/17abroad.html?mcubz=3>

Shabi, R. (2017, Mar. 9). Britain is an immigration nation. *New York Times*. Retrieved from (link follows) <https://www.nytimes.com/2017/03/09/opinion/britain-the-immigration-nation.html?mcubz=3>

Werner, E. E. (1989). Children of the garden island. *Scientific American*, 260(4), 107-111. Retrieved from (link follows) <http://people.uncw.edu/hungerforda/Infancy/PDF/gardenisland.pdf>

Zeeberg, A. (2016, Jan. 6). How images trigger empathy. *The Atlantic*. Retrieved from (link follows) <https://www.theatlantic.com/science/archive/2016/01/cultivate-empathy-photograph/422793/>

Zimmer, C. (2017, Apr. 19). Why are some mice (and people) monogamous? A study points to genes. *New York Times*. Retrieved from (link follows) [https://www.nytimes.com/2017/04/19/science/parenting-genes-study.html?mcubz=3&\\_r=0](https://www.nytimes.com/2017/04/19/science/parenting-genes-study.html?mcubz=3&_r=0)

## **PARTIAL LIST OF OPTIONS FOR THE SHORT RESEARCH PAPER**

Most of the references listed below were selected because they fit into one of the five options for your short research paper. The rest were selected because they relate to resilience or identity or because they come from old newspapers and can give you a view from “inside” the past. (*If time travel interests you, come with us when we visit the British Library!*)

**International Collaborations:** Gebauer et al. (2017); Glick et al.; O’Connor et al. (2017)

**Longitudinal studies:** Loughlin-Presnal & Bierman (2017); Rickenbach et al. (2014)

**Meta-analyses:** Mitnick et al. (2009); Geshoff (2002)

**Observational studies:** Bai et al. (2016); Rose et al. (2014)

**Qualitative studies:** O’Beglaich et al. (2015); Doyle et al. (2015); Higginson (1998)

**Archival (newspapers):** “Negroes in protest march in Fifth Av.” (1917); Reeves (2000)

- Bai, S., Repetti, R.L., & Sperling, J.B. (2016). Children’s expressions of positive emotion are sustained by smiling, touching, and playing with parents and siblings: A naturalistic observational study of family life. *Developmental Psychology*, 52(1), 88-101.  
<http://dx.doi.org/10.1037/a0039854>
- Bonanno, G.A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59(1), 20-28.  
doi: 10.1037/0003-066X.59.1.20
- Dodge, K.A. (2008). Framing public policy and prevention of chronic violence in American youths, *American Psychologist*, 63(7), 573-590. doi: 10.1037/0003-066X.63.7.573  
Retrieved from (link follows) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2760968/>
- Eisenberg, N., & Silver, R.C. (2011). *Growing up in the shadow of terrorism: Youth in America after 9/11*. *American Psychologist*, 66(6), 468-81. doi: 10.1037/a0024619
- Doyle, O., Clark, T.T., Cryer-Coupet, Q., Nebbitt, V.E., Goldston, D.B., Estroff, S.E., & Magan, I. (2015). Unheard voices: African American fathers speak about their parenting practices. *Psychology of Men and Masculinity*, 16(3), 274-283.  
<http://dx.doi.org/10.1037/a0038730>
- Gebauer, J.E., Sedikides, C., Schönbrodt, F.D., Bleidorn, W., Rentfrow, P.J., Potter J., & Gosling, S.D., (2017). The religiosity as social value hypothesis: A multi-method replication and extension across 65 countries and three levels of spatial aggregation. *Journal of Personality and Social Psychology*, 113(3), e18-e39.  
<http://dx.doi.org/10.1037/pspp000104>
- Geshoff, E.T. (2002). Corporal punishment by parents and associated child behaviors and experiences: A meta-analysis and theoretical review. *Psychological Bulletin*, 136 (2), 155-173. doi: 10.1037/aa00182551
- Glick, P., Fiske, S.T., Mladinic, J.L., Abrams, D., Masser, B., Adetoun, B, ... & López López, W.L.(2000). Beyond prejudice as simple antipathy: Hostile and benevolent sexism across cultures. *Journal of Personality and Social Psychology*, 79(5), 763-775. doi: 10.1037//0022-3514.79.5.763
- Higginson, J.G. (1998). Competitive parenting: The culture of teen mothers. *Journal of Marriage and Family*, 60(1), 135-149. doi: 10.2307/353447

- Hobbs, A. (2014). *A chosen exile: A history of racial passing*. Cambridge, MA: Harvard University Press.
- Jacobs, M.D. (2014). *A generation removed: The fostering and adoption of indigenous children in the postwar world*. Lincoln, NB: University of Nebraska Press. (pp. xii-4).
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