Cognitive and Social Development Across the Lifespan
PSYC 660
Course Syllabus
Spring 2025

Section 52758

Updated: January 16, 2025

Lecture Meeting Time:	W & F 10:00 - 11:50
Room:	Kaprielian Hall (KAP) Room 166
Instructor:	Christopher R. Beam, Ph.D.
Office:	Seeley G. Mudd (SGM), Room 934
Office Hours:	Wed 1:00 - 2:00 (or by appointment)
Email:	beamc@usc.edu

1 Required Texts

2 Course Description & Overview

The purpose of this course is to provide an overview of historical and current issues in cognitive and social development across the lifespan. Course content is designed to provide a depth and breadth of lifespan issues related to normative development that will aid students in applying a lifespan orientation in their mentored and independent research. Coursework meets the definitions of cognitive, social, and developmental basis of behavior as laid out by the American Psychological Association but is meant for all students in all areas of Psychology. Cognitive development will include topics that range from the development of learning, memory, thought processes, and decision-making to issues around retaining these abilities in the second half of the lifespan. Social developmental topics encompass group processes (both familial and nonfamilial, attributions, discrimination, and attitudes. Each will be covered that contextualize abilities and processes during the early stages of development, major life transitions,

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and the adult lifespan.

Although most classes will begin with a short lecture, as much as possible a seminar atmosphere will be maintained in the sessions. Students are encouraged to bring research issues and data pertinent to their own interests to class for discussion and critique.

Given the quantity of content, the course will be organized so the cognitive development will be covered on Wednesdays and social development will be covered on Fridays.

2.1 Prerequisites

There are no prerequisites for this course.

2.2 Attendance

Student attendance is expected, but no record of attendance will be taken. If students plan to miss a class, please notify Dr. Beam as a courtesy and consult with peers or Dr. Beam during office hours to review and/or clarify missed material.

2.3 Blackboard

Announcements and emails will be made via Brightspace. Routinely check the course site for updates, as all students are responsible for keeping track of all updates in this course.

3 Student Evaluation

Evaluation and course grades are based on two research papers, a class presentation, and class participation.

3.1 Short Papers (60%)

Two 5–10 page research papers comprise the majority of the course grade. Each paper is worth 30% of the final grade. One research paper must focus on cognitive development, and one must focus on social development. The format of the paper needs to consist of a research question, a study design, and proposed analyses. No data are required for these papers. Due dates for each paper are suggested in the Course Schedule (See Section 6 below) but students may turn in papers at any point during the semester through the final day of USC's spring finals period (May 14, 2025).

3.2 Class Presentation (40%)

Class presentations can be on a lifespan developmental topic of students' choice but most focus on some aspect of cognitive development, social development, or both. Presentations are 20-minutes in length, including questions, and may be one, both, or neither of the topics students select for their short papers. Presentations can be theoretical/conceptual in nature or empirically focused. A rubric for giving cogent presentations will be provided mid-semester.

3.3 Class Participation

Class participation is strongly encouraged but it is not clear how it will weigh in the determination of final grades. Frequency and quality of participation are factors that are difficult to weight.

3.4 Course Grades

Letter grades will be assigned based on the percentage of points earned (traditional rounding rules to 2 decimal places apply):

A: $\geq$ 93%   A-: 90-92.99
B+: 87-89.99   B: 83-86.99   B-: 80-82.99
C+: 77-79.99   C: 73-76.99   C-: 70-72.99
D+: 67-69.99   D: 63-66.99   D-: 60-62.99
F: $\leq$ 59.99%

3.5 Makeup Policy

Students who are ill should not attend lecture or lab. Make-up work will be assessed on a case-by-case basis.

4 Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook (https://policy.usc.edu/studenthandbook/). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook (https://policy.usc.edu/studenthandbook/) or the Office of Academic Integrity's website (https://academicintegrity.usc.edu/), and university policies on Research and Scholarship Misconduct (https://policy.usc.edu/research-and-scholarship-misconduct/).

All students are expected to complete their own work. Collaborations are not discouraged, but students need to be the first-author of their work. For more information on Academic Integrity consult the Trojan Integrity Guide at http://www.usc.edu/student-affairs/SJACS/forms/tio.pdf. If you are caught cheating (regardless of level of involvement), you will automatically fail the course and a report will be filed with USC's Office of Student Judicial Affairs and Community Standards.

Regarding large language models (LLMs; e.g., ChatGPT), I personally discourage their use, as I view research as a labor of love that takes many hours to do thoroughly and to do well. LLMs disincentivize spending the long hours tussling through how to write your own scripts, write about complicated methods, and interpret findings that lead to expertise. For purposes of this class, however, *Nature*'s editorial policy will be adopted: https://www.nature.com/nature/for-authors/initial-submission. Proper documentation of an LLM includes, but is not limited to, the specific LLM that you used (e.g., ChatGPT), the prompts that you used, and the date on which you searched them.

5 Statement on Academic Conduct and Support Systems

5.1 Academic Conduct

Plagiarism - presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on Research and Scholarship Misconduct.

5.2 Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Students who elect to use their acommodations for knowledge check quizzes will be administered their quizzes through OSAS.

5.3 Support Systems

Counseling and Mental Health - (213) 740-9355 - 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours - 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office

for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 - 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 - 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323) 442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

6 Course Schedule & Readings

Week 1: Orientation and Review of Lifespan Development

1/15 (Some General Readings)

Paul B Baltes. Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental psychology*, 23(5):611, 1987

Willis F. Overton. *Life-Span Development*, chapter 1, pages 1–29. 2010

Paul B Baltes and Alexandra M Freund. The intermarriage of wisdom and selective optimization with compensation: Two meta-heuristics guiding the conduct of life. 2003

1/17 (Some More General Readings)

Eric Turkheimer. Spinach and ice cream: Why social science is so difficult. 2004

Christopher Hertzog and John R Nesselroade. Assessing psychological change in adulthood: an overview of methodological issues. *Psychology and aging*, 18(4):639, 2003

Clancy Blair and C Cybele Raver. Child development in the context of adversity: experiential canalization of brain and behavior. *American psychologist*, 67(4):309, 2012

Week 2: Infancy & Childhood

1/22 (Social)

Henrike Moll and Michael Tomasello. Cooperation and human cognition: the vygotskian intelligence hypothesis. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 362(1480):639–648, 2007

Robert S Marvin, Preston A Britner, and Beth S Russell. Normative development: The ontogeny of attachment in childhood. In *Handbook of attachment: Theory, research, and clinical applications*, chapter 3, pages 273–290. Guilford Press New York, NY, 2016

Esther Herrmann, Josep Call, María Victoria Hernández-Lloreda, Brian Hare, and Michael Tomasello. Humans have evolved specialized skills of social cognition: The cultural intelligence hypothesis. *science*, 317(5843):1360–1366, 2007

1/24 (Cognitive)

Jean Piaget. The epigenetic system and the development of cognitive functions. In *Biology and knowledge*, pages 14–23. University of Chicago Press, 1971

Stephanie M Carlson and Andrew N Meltzoff. Bilingual experience and executive functioning in young children. *Developmental science*, 11(2):282–298, 2008

Elizabeth Spelke. Core knowledge. In *Functional Neuroimaging of Visual Cognition: Attention and Performance*. Oxford University Press, 2004

Week 3: Infancy & Childhood

1/29 (Social)

Renée Baillargeon, Rose M Scott, Zijing He, Stephanie Sloane, Peipei Setoh, Kyong-sun Jin, Di Wu, and Lin Bian. Psychological and sociomoral reasoning in infancy. In M Mikulincer, P.R. Shaver, E Borgida, and J.A. Bargh, editors, *APA handbook of personality and social psychology, Vol. 1. Attitudes and social cognition*, chapter 3, pages 79–150. American Psychological Association, 2015

1/31 (Cognitive)

Elliot M Tucker-Drob, Mijke Rhemtulla, K Paige Harden, Eric Turkheimer, and David Fask. Emergence of a gene× socioeconomic status interaction on infant mental ability between 10 months and 2 years. *Psychological science*, 22(1):125–133, 2011

Assal Habibi, Antonio Damasio, Beatriz Ilari, Matthew Elliott Sachs, and Hanna Damasio. Music training and child development: a review of recent findings from a longitudinal study. *Annals of the New York Academy of Sciences*, 1423(1):73–81, 2018

Christopher R Beam, Eric Turkheimer, William T Dickens, and Deborah Winders Davis. Twin differentiation of cognitive ability through phenotype to environment transmission: The louisville twin study. *Behavior Genetics*, 45:622–634, 2015

Week 4: Adolescence

2/5 (Social)

Suparna Choudhury, Sarah-Jayne Blakemore, and Tony Charman. Social cognitive development during adolescence. *Social cognitive and affective neuroscience*, 1(3):165, 2006

Hazel R Markus and Shinobu Kitayama. Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2):224, 1991

Mark Feinberg and E Mavis Hetherington. Differential parenting as a within-family variable. *Journal of family psychology*, 15(1):22, 2001

2/7 (Cognitive)

Miguel Burgaleta, Wendy Johnson, Deborah P Waber, Roberto Colom, and Sherif Karama. Cognitive ability changes and dynamics of cortical thickness development in healthy children and adolescents. *Neuroimage*, 84:810–819, 2014

Delia Fuhrmann, Lisa J Knoll, and Sarah-Jayne Blakemore. Adolescence as a sensitive period of brain development. *Trends in cognitive sciences*, 19(10):558–566, 2015

Bart Larsen and Beatriz Luna. Adolescence as a neurobiological critical period for the development of higher-order cognition. *Neuroscience & Biobehavioral Reviews*, 94:179–195, 2018

Week 5: Adolescence

2/12 (Social)

Emma J Kilford, Emily Garrett, and Sarah-Jayne Blakemore. The development of social cognition in adolescence: An integrated perspective. *Neuroscience & Biobehavioral Reviews*, 70:106–120, 2016

Bart Larsen and Beatriz Luna. Adolescence as a neurobiological critical period for the development of higher-order cognition. *Neuroscience & Biobehavioral Reviews*, 94:179–195, 2018

Julia Lesnick and Jane Mendle. Rejection sensitivity and negative urgency: A proposed framework of intersecting risk for peer stress. *Developmental Review*, 62:100998, 2021

2/14 (Cognitive)

Oisin Butler, Xiao-Fei Yang, Corinna Laube, Simone Kühn, and Mary Helen Immordino-Yang. Community violence exposure correlates with smaller gray matter volume and lower iq in urban adolescents. *Human brain mapping*, 39(5):2088–2097, 2018

Wolfgang Schneider and Peter A Ornstein. Determinants of memory development in childhood and adolescence. *International Journal of Psychology*, 54(3):307–315, 2019

Juliet Y Davidow, Karin Foerde, Adriana Galván, and Daphna Shohamy. An upside to reward sensitivity: the hippocampus supports enhanced reinforcement learning in adolescence. *Neuron*, 92(1):93–99, 2016

Week 6: Transitions to Adulthood

2/19 (Social)

Jeffrey Jensen Arnett. Emerging adulthood: What is it, and what is it good for? *Child development perspectives*, 1(2):68–73, 2007

Carol Hren Hoare. *Erikson on development in adulthood: New insights from the unpublished papers*. Oxford University Press, 2001

2/21 (Cognitive)

Beatriz Luna, Krista E Garver, Trinity A Urban, Nicole A Lazar, and John A Sweeney. Maturation of cognitive processes from late childhood to adulthood. *Child development*, 75(5):1357–1372, 2004

E Ferrer and JJ McArdle. An experimental analysis of dynamic hypotheses about cognitive abilities and achievement from childhood to early adulthood. *Developmental Psychology*, 40(6):935–952, NOV 2004

Alison Gopnik, Shaun O'Grady, Christopher G Lucas, Thomas L Griffiths, Adrienne Wente, Sophie Bridgers, Rosie Aboody, Hoki Fung, and Ronald E Dahl. Changes in cognitive flexibility and hypothesis search across human life history from childhood to adolescence to adulthood. *Proceedings of the National Academy of Sciences*, 114(30):7892–7899, 2017

Week 7: Transitions to Adulthood

2/26 (Social)

Meghan A Costello, Joseph P Allen, Sean R Womack, Emily L Loeb, Jessica A Stern, and Corey Pettit. Characterizing emotional support development: From adolescent best friendships to young adult romantic relationships. *Journal of Research on Adolescence*, 33(2):389–403, 2023

Jana Nikitin and Alexandra M Freund. The role of social approach and avoidance motives for subjective well-being and the successful transition to adulthood. *Applied Psychology*, 57:90–111, 2008

Lawrence Kohlberg. Chapter 8 - continuities in childhood and adult moral development revisited11an expanded version of the ideas presented in this chapter will be published as part of a forthcoming book, c. kohlberg and e. turiel (eds.), recent research in moral development. In Paul B. Baltes and K. Warner Schaie, editors, *Life-Span Developmental Psychology*, pages 179–204. Academic Press, Amsterdam, 1973

2/28 (Cognitive)

Catherine MA Haworth, Margaret J Wright, Michelle Luciano, Nicholas G Martin, Eco JC de Geus, Catharina EM van Beijsterveldt, Meike Bartels, Danielle Posthuma, Dorret I Boomsma, Oliver SP Davis, et al. The heritability of general cognitive ability increases linearly from childhood to young adulthood. *Molecular psychiatry*, 15(11):1112–1120, 2010

Naomi P Friedman, Akira Miyake, Lee J Altamirano, Robin P Corley, Susan E Young, Sally Ann Rhea, and John K Hewitt. Stability and change in executive function abilities from late adolescence to early adulthood: A longitudinal twin study. *Developmental psychology*, 52(2):326, 2016

Colton L Hunter and Grant S Shields. Mediators of the associations between family income during adolescence and adult long-term memory and working memory. *Cognitive Development*, 61:101140, 2022

Week 8: Young Adulthood

3/5 (Social)

Marinus H Van IJzendoorn. Adult attachment representations, parental responsiveness, and infant attachment: a meta-analysis on the predictive validity of the adult attachment interview. *Psychological bulletin*, 117(3):387, 1995

R Chris Fraley. Attachment in adulthood: Recent developments, emerging debates, and future directions. *Annual review of psychology*, 70(1):401–422, 2019

Amy J Rauer and Brenda L Volling. Differential parenting and sibling jealousy: Developmental correlates of young adults' romantic relationships. *Personal Relationships*, 14(4):495–511, 2007

3/7 (Cognitive)

Maverick E Smith, Christopher S Hall, Rachel Membreno, Daniel Quintero, and Jeffrey M Zacks. Attention to event segmentation improves memory in young adults: A lifespan study. *Psychology and Aging*, 2024

Daniel E Gustavson, Jeremy A Elman, Chandra A Reynolds, Lisa T Eyler, Christine Fennema-Notestine, Olivia K Puckett, Matthew S Panizzon, Nathan A Gillespie, Michael C Neale, Michael J Lyons, et al. Brain reserve in midlife is associated with executive function changes across 12 years. *Neurobiology of Aging*, 141:113–120, 2024

Timothy A Salthouse. When does age-related cognitive decline begin? *Neurobiology of aging*, 30(4):507–514, 2009

Week 9: Middle Adulthood

3/12 (Social)

Clare M Mehta, Jeffrey Jensen Arnett, Carlie G Palmer, and Larry J Nelson. Established adulthood: A new conception of ages 30 to 45. *American Psychologist*, 75(4):431, 2020

Frank J Infurna, Denis Gerstorf, and Margie E Lachman. Midlife in the 2020s: Opportunities and challenges. *American Psychologist*, 75(4):470, 2020

3/14 (Cognitive)

William S Kremen, Caitlin S Moore, Carol E Franz, Matthew S Panizzon, and Michael J Lyons. Cognition in middle adulthood. *Behavior genetics of cognition across the lifespan*, pages 105–134, 2014

JoNell Strough and Wändi Bruine de Bruin. Decision making across adulthood. *Annual Review of Developmental Psychology*, 2(1):345–363, 2020

Daniel Zimprich and Anna Mascherek. Five views of a secret: does cognition change during middle adulthood? *European Journal of Ageing*, 7:135–146, 2010

Suggested Deadline for First Paper

Week 10

3/19 (Social): No Class: Spring Recess

3/21 (Cognitive): No Class: Spring Recess

Week 11: Transitions from Middle to Older Adulthood

3/26 (Social)

Lauren L Mitchell, Jonathan M Adler, Johanna Carlsson, Py Liv Eriksson, and Moin Syed. A conceptual review of identity integration across adulthood. *Developmental Psychology*, 57(11):1981, 2021

Gisela Labouvie-Vief, Lisa M Chiodo, Lori A Goguen, and Manfred Diehl. Representations of self across the life span. *Psychology and Aging*, 10(3):404, 1995

Johnathan C Peterson, Kevin B Smith, and John R Hibbing. Do people really become more conservative as they age? *The Journal of Politics*, 82(2):600–611, 2020

3/28 (Cognitive)

John J. McArdle, Kevin J. Grimm, Fumiaki Hamagami, Ryan P. Bowles, and William Meredith. Modeling life-span growth curves of cognition using longitudinal data with multiple samples and changing scales of measurement. *PSYCHOLOGICAL METHODS*, 14(2):126–149, 2009

Matthew L Hughes, Stefan Agrigoroaei, Minjeong Jeon, Molly Bruzzese, and Margie E Lachman. Change in cognitive performance from midlife into old age: Findings from the midlife in the united states (midus) study. *Journal of the International Neuropsychological Society*, 24(8):805–820, 2018

Rebecca G Reed, Judith E Carroll, Anna L Marsland, and Stephen B Manuck. Dna methylation-based measures of biological aging and cognitive decline over 16-years: preliminary longitudinal findings in midlife. *Aging (Albany NY)*, 14(23):9423, 2022

Week 12: Transitions from Middle to Older Adulthood

4/2 (Social)

Yaacov Trope and Nira Liberman. Temporal construal. *Psychological review*, 110(3):403, 2003

Laura L Carstensen, Derek M Isaacowitz, and Susan T Charles. Taking time seriously: A theory of socioemotional selectivity. *American psychologist*, 54(3):165, 1999

4/4 (Cognitive)

Corinna E Löckenhoff. Age, time, and decision making: From processing speed to global time horizons. *Annals of the New York Academy of Sciences*, 1235(1):44–56, 2011

Elliot M Tucker-Drob. Global and domain-specific changes in cognition throughout adulthood. *Developmental psychology*, 47(2):331, 2011

Sherry L Willis and K Warner Schaie. Cognitive trajectories in midlife and cognitive functioning in old age. In *Middle adulthood: A lifespan perspective*, pages 243–276. SAGE Publications, Inc., 2005

Week 13: Older Adulthood

4/9 (Social)

Toni C Antonucci, Kristine J Ajrouch, and Kira S Birditt. The convoy model: Explaining social relations from a multidisciplinary perspective. *The Gerontologist*, 54(1):82–92, 2014

Denis Gerstorf, Christiane A Hoppmann, Corinna E Löckenhoff, Frank J Infurna, Jürgen Schupp, Gert G Wagner, and Nilam Ram. Terminal decline in well-being: The role of social orientation. *Psychology and aging*, 31(2):149, 2016

Jutta Heckhausen, Carsten Wrosch, and Richard Schulz. Agency and motivation in adulthood and old age. *Annual review of psychology*, 70(1):191–217, 2019

4/11 (Cognitive)

Patrick Rabbitt. Does it all go together when it goes? the nineteenth bartlett memorial lecture. *The Quarterly Journal of Experimental Psychology*, 46(3):385–434, 1993

Elliot M Tucker-Drob. Global and domain-specific changes in cognition throughout adulthood. *Developmental psychology*, 47(2):331, 2011

Sy-Miin Chow and John R Nesselroade. General slowing or decreased inhibition? mathematical models of age differences in cognitive functioning. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 59(3):P101–P109, 2004

Week 14: Older Adulthood

4/16 (Social)

Natalie C Ebner, Marilyn Horta, and Dalia El-Shafie. New directions for studying the aging social-cognitive brain. *Current opinion in psychology*, 56:101768, 2024

Marie Hennecke and Sabrina Fuths. Levels of goal adjustment in late adulthood. *Current Opinion in Psychology*, 55:101730, 2024

Laura L Carstensen. Socioemotional selectivity theory: The role of perceived endings in human motivation. *The Gerontologist*, 61(8):1188–1196, 2021

4/18 (Cognitive)

Kristine B Walhovd, Martin Lövden, and Anders M Fjell. Timing of lifespan influences on brain and cognition. *Trends in cognitive sciences*, 2023

Gizem Hülür, Nilam Ram, and Denis Gerstorf. Terminal decline of function. *Handbook of theories of aging*, 3:277–300, 2016

Susanne R de Rooij. Are brain and cognitive reserve shaped by early life circumstances? *Frontiers in neuroscience*, 16:825811, 2022

Suggested Deadline for Second Paper

Week 15: Presentations

4/23 (Social)

4/25 (Cognitive)

Week 16: Presentations

4/30 (Social)

5/2 (Cognitive)

Both short papers must be turned in by May 14th