Chapter 1

A CULTURAL APPROACH TO CHILD DEVELOPMENT
Learning Objectives

LO 1.1  Distinguish between the demographic profiles of developed countries and developing countries in terms of population, income, and education.
LO 1.2  Define the term socioeconomic status (SeS) and explain why SeS, gender, and ethnicity are important aspects of human development within countries.
LO 1.3  Trace the evolutionary origins of the human species and summarize the features of the first human cultures.
LO 1.4  Apply information about human evolution to how human development takes place today.
LO 1.5  Summarize Freud’s psychosexual theory and Erikson’s psychosocial theory of human development and describe the main limitations of each.
LO 1.6  Summarize the behaviorist theories of Watson, Skinner, and Bandura.
Learning Objectives

LO 1.7 Summarize the constructivist theories of Piaget and Vygotsky
LO 1.8 Define the five systems of Bronfenbrenner’s ecological theory and explain how it differs from stage theories
LO 1.9 Recall the five steps of the scientific method and the meanings and functions of hypotheses, sampling, and procedure in scientific research
LO 1.10 Describe some ethical standards for human development research
LO 1.11 Summarize the main methods used in research on human development
LO 1.12 Describe the major types of research designs used in human development research
Introduction to Child Development

• **Human Development** - the way people grow and change across the lifespan

• **Culture** - the total pattern of a group’s customs, beliefs, art, and technology handed down through language.

• **Globalization** - connections between different parts of the world in trade, travel, migration and communication
Human Development Today and Its Origins
Figure 1.1  World Population Growth, Past 10,000 years  What happened in recent human history to cause population to rise so dramatically? Source: Ember (2007)
Why did the population increase?
Why did the population increase?

1. agriculture

2. domestication of animals
Variations Across Countries
LO 1.1 Demographic Profiles of Developed and Developing Countries

• Developed Countries—most affluent countries in the world
  ▪ 17% of total world population
  ▪ US, Canada, Japan, S.Korea, Australia, New Zealand, Chile, Almost all European countries.

• Developing Countries—less wealth than developed countries
  ▪ 82% of total world population
• Two reasons the US follows a different demographic path
  ▪ Total Fertility rate is higher than most developing countries
  ▪ United States allows more LEGAL immigration than most developing countries
  ▪ Tens of millions of undocumented immigrants
Map 1.1 Projected Ethnic Changes in U.S. Population to 2050 Which ethnic group is projected to change the most in the coming decades, and why?
More Cultural Variation

- Variations between developing and developed countries
  - Income
  - Education
  - Cultural Beliefs
    - Individualistic - value independence & self expression
    - Collectivistic - value obedience & group harmony
Map 1.2  Worldwide Variations in Population and Income Levels  Developed countries represent only 18% of the world population yet they are much wealthier than developing countries. At what point in its economic development should a developing country be reclassified as a developed country? (continued on next slide)
Map 1.2 Worldwide Variations in Population and Income Levels

Developed countries represent only 18% of the world population yet they are much wealthier than developing countries. At what point in its economic development should a developing country be reclassified as a developed country?

(continued from previous slide)
Variations Within Countries

LO 1.2 Define socioeconomic status

• **Majority culture**—sets norms & standards, holds most positions of power (political, economic, intellectual, media)

• **Contexts**—Settings & circumstances such as: family, school, community, media,

• **SES (Socioeconomic Status)**—social class including educational level, income level and occupational status

What do you think is the majority culture in the US?
Variations Within Countries

LO 1.2 Define socioeconomic status

1. SES (Socioeconomic Status)-social class including educational level, income level and occupational status
2. Gender-Expectations of male and female roles
3. Ethnicity-Cultural origin, traditions, race, religion and language
The Origins of Human Diversity
Evolutionary Beginnings

LO 1.3 Evolutionary origins of humans

• Evolutionary theory proposed by Charles Darwin “The Origin of Species” 1859

• Natural selection
  ▪ Young are born with variations of characteristics
  ▪ Species change little by little each generation
  ▪ The ones who will survive and reproduce are the ones who can best adapt to their environment.
Evolutionary Beginnings

LO 1.3 Evolutionary origins of humans

• Humans’ evolutionary beginning shares ancestry with chimpanzees and gorillas
  
  we share 99.4% of the same genes w/chimps!!!!!!

• Human evolutionary line called hominid line from other primates (6 million years ago).

  Bipedal locomotion: walking on 2 legs

  Why was bipedal locomotion a efficient adaptation?

• Hominid line split into 2 lines. 1 died out the other was called Homo species (3 million years ago).

• Homo species evolved into Homo sapiens aka modern humans (200,000 years ago)
The Origins of Human Diversity

LO 1.4 Applying Evolution to Development Today

• We share many characteristics with our hominid relatives:
  ▪ Large brains relative to our body size
  ▪ Long period of dependence on adults
  ▪ Cooperative living in small groups
Biologically, we have changed little since the origin of homo sapiens. Our larger brains meant that we were capable of altering our environments.
Human Evolution and Human Development Today

- Human development can be understood by understanding human evolution
  - Development is partly based on evolution
  - Little biological change since Homo sapiens
  - Development of larger brain contributes to culture and environmental expansion
Figure 1.2  Time Line of Human History From Upper Paleolithic Period to the Present
(continued on next slide)
Figure 1.2  Time Line of Human History From Upper Paleolithic Period to the Present
(continued from previous slide)
Theories of Human Development
Classic Theories
LO 1.5 Freud and Erikson

• Scientific theories have been around for a short time (only about 120 years)
• The major theories of conceptualizing development are:
  ▪ Psychoanalytic approach
    – Psychosexual-Freud
    – Psychosocial-Erikson
  ▪ Behaviorist approach
  ▪ Constructivist approach
The mind consists of three basic parts:
the *id* – primitive sexual and aggressive instincts inherited through evolution, completely unconscious
the *ego* – rational thought, the self
the *superego* – ethics, morals, conscience

constant state of conflict between the three components
when arguing with someone

\textbf{id} = hitting or pushing that person

\textbf{superego} = not polite to hit someone

\textbf{ego} = angry words and walk away
• During these stages that a person develops their ego and superego in order to tame the id.
Freud’s Psychosexual Theory

LO 1.5 Freud and Erikson

- Psychosexual stages focused on areas of sensation and fixation
- Limits include: Complexity of human behavior and Freud’s research methodology
<table>
<thead>
<tr>
<th>Age period</th>
<th>Psychosexual stage</th>
<th>Main features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy</td>
<td>Oral</td>
<td>Sexual sensations centered on the mouth; pleasure derived from sucking, chewing, biting</td>
</tr>
<tr>
<td>Toddlerhood</td>
<td>Anal</td>
<td>Sexual sensations centered on the anus; high interest in feces; pleasure derived from elimination</td>
</tr>
<tr>
<td>Early childhood</td>
<td>Phallic</td>
<td>Sexual sensations move to genitals; sexual desire for other-sex parent and fear of same-sex parent</td>
</tr>
<tr>
<td>Middle childhood</td>
<td>Latency</td>
<td>Sexual desires repressed; focus on developing social and cognitive skills</td>
</tr>
<tr>
<td>Adolescence</td>
<td>Genital</td>
<td>Reemergence of sexual desire, now directed outside the family</td>
</tr>
</tbody>
</table>
Erikson’s Psychosocial Theory

LO 1.5 Freud and Erikson

- Focuses on social and cultural environment and not sexuality
- Continued throughout lifespan and not limited to first six years as Freud
- Eight stages of development characterized by crisis and resolution
<table>
<thead>
<tr>
<th>Age period</th>
<th>Psychosocial stage</th>
<th>Main developmental challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy</td>
<td>Trust vs. mistrust</td>
<td>Establish bond with trusted caregiver</td>
</tr>
<tr>
<td>Toddlerhood</td>
<td>Autonomy vs. shame and doubt</td>
<td>Develop a healthy sense of self as distinct from others</td>
</tr>
<tr>
<td>Early childhood</td>
<td>Initiative vs. guilt</td>
<td>Initiate activities in a purposeful way</td>
</tr>
<tr>
<td>Middle childhood</td>
<td>Industry vs. inferiority</td>
<td>Begin to learn knowledge and skills of culture</td>
</tr>
<tr>
<td>Adolescence</td>
<td>Identity vs. identity confusion</td>
<td>Develop a secure and coherent identity</td>
</tr>
<tr>
<td>Early adulthood</td>
<td>Intimacy vs. isolation</td>
<td>Establish a committed, long-term love relationship</td>
</tr>
<tr>
<td>Middle adulthood</td>
<td>Generativity vs. stagnation</td>
<td>Care for others and contribute to well-being of the young</td>
</tr>
<tr>
<td>Late adulthood</td>
<td>Ego integrity vs. despair</td>
<td>Evaluate lifetime, accept it as it is</td>
</tr>
</tbody>
</table>

Table 1.2  Erikson’s Eight Stages of Psychosocial Development
Behaviorist and Learning Theories

LO 1.6 Watson, Skinner, & Bandura

- **Watson** - argued that psychologists can only study observable behavior. Recall Little Albert.
- **Pavlov** - classical conditioning studies with dogs.
- **Skinner** - operant conditioning experiments with rats and pigeons showed how reinforcers can shape behavior.
Behaviorist and Learning Theories

LO 1.6 Watson, Skinner, & Bandura

• Social learning theory - learning can also occur via observation, without directly experiencing reinforcement or conditioning.

• Bandura - Bobo doll experiments
Constructivist Theories
LO 1.7 Piaget and Vygotsky

• Knowledge is not a copy of reality
• People actively construct reality in the mind as they interact with objects & people in the world

1. Jean Piaget
2. Lev Vygotsky
Constructivist Theories

LO 1.7 Piaget and Vygotsky

Cognitive Constructivist

Children actively adjust their understanding about the world as they learn about it.

A. **mental schemes**: children’s cognitive structures for processing, organizing, and interpreting information.
B. **assimilation**: process of bringing new objects or information into a scheme that already exists in the mind.
C. **accommodation**: process of adjusting a scheme so it better fits the new experience.
Vygotsky’s Social Constructivist Theory- views cognitive development as a social and cultural process.

Aka sociocultural theory

Social b/c we learn from interactions

Cultural b/c what we need to know is determined by the culture we live in.

zone of proximal development (ZPD)
scaffolding
Bronfenbrenner’s Ecological Theory

• Focuses on multiple influences that shape behavior.

• Five levels:
  ▪ Microsystem-Immediate environment
  ▪ Mesosystem-Interconnections between microsystems
  ▪ Exosystem-institutions that have indirect effects on development
  ▪ Macrosystem-Cultural Beliefs
  ▪ Chronosystem-Time
Figure 1.3 The Systems in Bronfenbrenner's Ecological Theory

How does this theory of human development differ from Freud's and Erikson's?

L.O. 1.10
How We Study Human Development
Scientific Study of Human Development

• The scientific method
  ▪ Composed of 5 steps:
    – Identifying a question
    – Forming a hypothesis
    – Choosing a research method or design
    – Collecting data
    – Drawing conclusions
The Scientific Method

LO 1.9 Scientific Method

Figure 1.4   The Steps of the Scientific Method

- Identify a Research Question
- Propose a Hypothesis
- Choose a Research Method/Design
- Collect Data
- Draw Conclusions
1. Every study starts with an idea or question
   - Can come from previous research, a theory or personal observation

2. Forming a hypothesis
   - The researcher’s idea about a possible answer to a research question
   - Will dictate research methods, design, and analysis
The Five Steps of the Scientific Method

3. Choose a research method and design
   ▪ The way hypotheses are investigated

4. Collecting data
   ▪ Researchers try to collect a sample that represents the population

5. Draw conclusions
   ▪ Data is inferred and peer reviewed
   ▪ Can lead to theory modification or changes
Ethics in Human Development Research

• Institutional Review Boards work to prevent ethical violations
• Ethical guidelines include:
  ▪ Protection from physical and psychological harm
  ▪ Informed consent prior to participation
  ▪ Confidentiality
  ▪ Deception and debriefing

(LO 1.10 Ethical standards)
Researchers use various methods to investigate human development:

- Questionnaires
  - Closed- or Open-ended
- Interviews-qualitative
- Observations
- Ethnographic Research
- Case studies
- Biological Methods
Experimental Research

Experiments establish cause and effect

• Tend to have basic components
  ▪ Experimental Group- receives the treatment
  ▪ Control Group- receives NO treatment
  ▪ Independent Variable-variable that is different for the experimental group than for the control group.
  ▪ Dependent Variable- the outcome that is measures to calculate the results of the experiment by comparing the two groups

Natural experiments

• Situation that happens naturally
• Ex: adoption, twin studies,
<table>
<thead>
<tr>
<th>Methods</th>
<th>Advantages</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire</td>
<td>Large sample, quick data collection</td>
<td>Preset responses, no depth</td>
</tr>
<tr>
<td>Interview</td>
<td>Individuality and complexity</td>
<td>Time and effort of coding</td>
</tr>
<tr>
<td>Observations</td>
<td>Actual behavior, not self-report</td>
<td>Observation may affect behavior</td>
</tr>
<tr>
<td>Ethnographic research</td>
<td>Entire span of daily life</td>
<td>Researcher must live among participants; possible bias</td>
</tr>
<tr>
<td>Case studies</td>
<td>Rich, detailed data</td>
<td>Difficult to generalize results</td>
</tr>
<tr>
<td>Biological measurements</td>
<td>Precise data</td>
<td>Expensive; relation to behavior may not be clear</td>
</tr>
<tr>
<td>Experiment</td>
<td>Control, identification of cause and effect</td>
<td>May not reflect real life</td>
</tr>
<tr>
<td>Natural experiment</td>
<td>Illuminate gene–environment relations</td>
<td>Unusual circumstances; rare</td>
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Table 1.4  Research Methods: Advantages and Limitations
Methods and Designs in Research

• Researchers use multiple methods, but it is important that they have reliability and validity
  ▪ Reliability-Consistency of measurement ex: asking the same question w/in 6 months of each other and getting the same response.
  ▪ Validity-Truthfulness of the measure
    – Does it measure what it claims to measure?
    – Do IQ tests really measure intelligence?
Developmental Research Designs

LO 1.12 Research designs

• These designs allow researchers to examine changes over time

1. Cross-sectional
   - Gathers information from wide age range on one occasion.
   - Yields a Correlation - measures relation between two variables, but can not prove causation.
   - EX: correlations between parenting behavior & children's functioning

   • Positive correlation - great parenting = great kids
   • Increase in sun exposure = severity of burn
   • Negative correlation - great parenting = troubled kids
   • Temperature outside = number of layers people wear
Figure 1.5  Physical Health and Exercise Are Correlated—But Which Causes Which?
2. Longitudinal design follows same persons over time
   - Can focus on how people change over time
   - Can deal with cohort effects to SOME degree
   - Explanation of group differences among people of different ages.
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<th>Method</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cross-sectional</td>
<td>Quick and inexpensive</td>
<td>Correlations difficult to interpret</td>
</tr>
<tr>
<td>Longitudinal</td>
<td>Monitors change over time</td>
<td>Time, expense, attrition</td>
</tr>
</tbody>
</table>