**CHAPTER 1: CHILD DEVELOPMENT WORLDWIDE: WHO, HOW, AND WHY**

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# LEARNING OBJECTIVES

## **Section 1.1: A Worldwide Profile of Humanity Today**

1.1.1 Describe the nature of the “global demographic divide” between developing and developed countries, and explain why the United States is following a different demographic path from other developed countries.

1.1.2 Distinguish between developing and developed countries in terms of income, education, and cultural values.

1.1.3 Explain why socioeconomic status (SES), gender, and ethnicity are important aspects of child development within countries.

## **Section 1.2: Humans: The Cultural and Global Species**

1.2.1 Identify the evolution of characteristics that make modern humans distinct from their nearest great ape species.

1.2.2 Summarize the major changes in human cultures since the Upper Paleolithic period.

1.2.3 Apply information about human evolution to how child development takes place today.

## **Section 1.3: The Field of Child Development: Emergence and Expansion**

1.3.1 Provide some reasons why the field of child development primarily focused on younger children until about the mid-20th century.

1.3.2 Describe when the field of child development began to address adolescence in a notable way, and explain why the age range that Hall had designated for adolescence has been moved downward by contemporary researchers.

1.3.3 Explain how the field of child development has recently expanded anew to encompass emerging adulthood.

1.3.4 Describe the cultural-developmental approach, and why developmental stages and pathways within this approach are somewhat flexible.

## **Section 1.4: How We Study Child Development**

1.4.1 Recall the five steps of the scientific method.

1.4.2 Summarize the main measurements used in research on child development.

1.4.3 Distinguish between major types of research designs.

1.4.4 Describe the two major types of research designs distinctive to developmental psychology.

1.4.5 Identify some key ethical standards for child development research.

## **Section 1.5: Why We Study Child Development Worldwide**

1.5.1 Explain the three general levels at which child development contributes knowledge.

1.5.2 Give examples of how scientific knowledge can be applied across contexts to improve children’s lives.

# KEY TERMS

## **Introduction: Key Terms**

child development p. 2

culture p. 2

## **Section 1.1: Key Terms**

total fertility rate (TFR) p. 4

developed countries p. 4

developing countries p. 4

individualistic p. 8

collectivistic p. 8

traditional cultures p. 9

majority culture p. 9

contexts p. 9

socioeconomic status (SES) p. 10

ethnicity p. 10

## **Section 1.2: Key Terms**

natural selection p. 11

*Homo sapiens* p. 12

civilization p. 13

evolutionary psychology p. 15

## **Section 1.3: Key Terms**

psychosexual theory p. 17

menarche p. 19

emerging adulthood p. 20

cultural-developmental approach p. 22

## **Section 1.4: Key Terms**

scientific method p. 23

hypothesis p. 24

research measurement p. 24

research design p. 24

sample p. 24

population p. 24

procedure p. 24

peer-review p. 25

theory p. 25

questionnaire p. 25

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quantitative p. 26

qualitative p. 26

observations p. 26

biological measurements p. 27

electroencephalogram (EEG) p .27

functional magnetic resonance imaging (fMRI) p. 27

validity p. 27

reliability p. 27

ecological validity p. 28

experimental design p. 28

independent variable p. 28

dependent variable p. 28

interventions p. 28

natural experiment p. 29

correlational design p. 29

correlation p. 30

ethnographic research p. 30

case study p. 30

cross-sectional design p. 32

longitudinal design p. 32

cohort effect p. 32

informed consent p. 34

## **Section 1.5: Key Terms**

child study movement p. 35

nomothetic p. 36

idiographic p. 36

sociocultural p. 36

globalization p. 36

# CHAPTER OUTLINE

# Section 1.1: A Worldwide Profile of Humanity Today

## Population Growth and Change LO 1.1.1 Describe the nature of the “global demographic divide” between developing and developed countries, and explain why the United States is following a different demographic path from other developed countries.

## Variation Across Countries LO 1.1.2 Distinguish between developing and developed countries in terms of income, education, and cultural values.

## Variation Within Countries LO 1.1.3 Explain why socioeconomic status (SES), gender, and ethnicity are important aspects of child development within countries.

# Section 1.2: Humans: The Cultural and Global Species

## From Africa to Distant Destinations LO 1.2.1 Identify the evolution of characteristics that make modern humans distinct from their nearest great ape species.

## Early Cultures and Civilizations LO 1.2.2 Summarize the major changes in human cultures since the Upper Paleolithic period.

## Evolution, Culture, and Child Development Today LO 1.2.3 Apply information about human evolution to how child development takes place today.

# Section 1.3: The Field of Child Development: Emergence and Expansion

## The Emergence of a Science of Child Development LO 1.3.1 Provide some reasons why the field of child development primarily focused on younger children until about the mid-20th century.

### Freud’s Focus on Early Childhood

### Binet and Mandatory Primary School

### Hall’s Preliminary Attention to Adolescence

## Expansion of the Field of Child Development: Adolescence LO 1.3.2 Describe when the field of child development began to address adolescence in a notable way, and explain why the age range that Hall had designated for adolescence has been moved downward by contemporary researchers.

## Another Expansion: Emerging Adulthood LO 1.3.3 Explain how the field of child development has recently expanded anew to encompass emerging adulthood.

## Today’s Child Development LO 1.3.4 Describe the cultural-developmental approach, and why developmental stages and pathways within this approach are somewhat flexible.

# Section 1.4: How We Study Child Development

## The Five Steps of the Scientific Method LO 1.4.1 Recall the five steps of the scientific method.

### Step 1: Identify a Question of Scientific Interest

### Step 2: Form a Hypothesis

### Step 3: Choose Research Measurement and Research Design

### Step 4: Collect Data to Test the Hypothesis

### Step 5: Draw Conclusions and Form New Questions and Hypotheses

## Research Measurements LO 1.4.2 Summarize the main measurements used in research on child development.

### Questionnaires

### Interviews

### Observations

### Biological Measurements

### Reliability and Validity

## Research Designs LO 1.4.3 Distinguish between major types of research designs.

### Experimental Design

### Natural Experiment

### Correlational Design

### Ethnographic Research

### Case Study

## Research Designs in Developmental Psychology LO 1.4.4 Describe the two major types of research designs distinctive to developmental psychology.

### Longitudinal Design

### Cohort Effect

## Ethics in Child Development Research LO 1.4.5 Identify some key ethical standards for child development research.

# Section 1.5: Why We Study Child Development Worldwide

## Contributing Knowledge LO 1.5.1 Explain the three general levels at which child development contributes knowledge.

## Improving Children’s Lives LO 1.5.2 Give examples of how scientific knowledge can be applied across contexts to improve children’s lives.

# LECTURE LAUNCHERS, DISCUSSION TOPICS, ACTIVITIES, AND TEXT QUESTIONS

## **Lecture Launchers**

### Section 1.1 Lecture Launcher: A Worldwide Profile of Humanity Today

Have students break into groups and brainstorm their understanding of development through their cultural upbringing. Have them identify areas of limitation or weakness in their knowledge because of their cultural understanding of development. As described in the beginning of the chapter, each person has a limited view of the world because of his or her culture and experiences (frog in the bottom of the well). How might these limitations affect an understanding of human development? What are students hoping to discover as they take a worldview of development through this text? Once students have recorded a number of ideas, have them share those ideas with the class. Then begin your overview of the approach the text and your class will take to get this worldwide view of development.

### Section 1.2 Lecture Launcher: Humans: The Cultural and Global Species

Because many students will argue creationism versus evolution, it would be best to begin this lecture with an acknowledgement of different beliefs. Because the focus of this textbook and class is on cultural influences, discussing how culture influences our beliefs about creationism and evolution would be a great way to help students focus on a lecture that may not support their belief systems. Discuss how important having differing views is to the advancement of science and study in any topic.

### Section 1.4 Lecture Launcher: How We Study Child Development

Have students brainstorm questions they might like to ask about development in childhood, adolescence, or emerging adulthood. Describe how their questions may require different approaches in research designs to find answers. Use their questions to begin describing various research designs, and identify which questions fit which designs best. Use these examples to begin a discussion of the various research designs and the benefits and limitations of each.

## **Discussion Topics**

**Section 1.1 Discussion Topic: A Worldwide Profile of Humanity Today**

The United States is a culturally diverse but developed country. Ask students to reflect on whether or not there are any examples of collectivistic values evident in its culture.

**Section 1.3 Discussion Topic: The Field of Child Development: Emergence and Expansion**

The text mentions how the median age of menarche has changed in Western countries and countries that have undergone significant economic change. Have students suggest potential contributing factors to these changes in menarche.

**Section 1.4 Discussion Topic: How We Study Child Development**

Have students discuss why ethics are so important in research involving children. Discuss the pros and cons of having a parent give consent for a child to participate in a study. Also, have students discuss the appropriateness of deception with children of various ages. Does it seem that deception should/could be used more appropriately in children of particular ages?

## **Activities**

### Section 1.3 Activity: The Field of Child Development: Emergence and Expansion

Ask students to create a table summary of the primary events/people that contributed to the early study of child development and the expansion into the study of adolescence/emerging adulthood. The table should include the researcher, the timeframe of his or her influence, his or her primary contributions, and secondary contributions to the advancement of research in child/adolescent/emerging adulthood development.

### Section 1.4 Activity: How We Study Child Development

Have students think of a question about child development that they would liketo answer through research. Provide students with Handout 1.1 to guide them to identify the best research design for a study. Have students apply the scientific method to design the study. Give students feedback on the appropriateness of their designs and help them refine their proposals.

### Section 1.5 Activity: Why We Study Child Development Worldwide

Have students write a reaction paper that outlines a few areas in their lives where they have seen child development research applied.

### Critical Thinking Questions

**Critical Thinking Question** (Section 1.1, p. 7): Can you think of three ways that growing up in a country, such as the United States, with a relatively high proportion of immigrants is different from growing up in one, such as Japan, where there are few immigrants?

**Answer:** The goal of the question is to get students to think about the differences that might exist in experiences living in a country where many cultures are represented versus a country where cultural diversity is limited. Answers may consider, but are not limited to, the following:

* Family size and expectations
* Educational experiences and expectations
* Work/job experiences and expectations
* Cohesiveness of ideologies
* Ability to follow cultural values
* Discipline differences in a multicultural environment versus a predominantly singular cultural environment

**Critical Thinking Question** (Section 1.1, p. 10): The American Academy of Pediatrics (2016) recommends that parents not share a bed with their baby. Based on what you have read so far, would you expect differences by cultural values, SES, and ethnicity in how likely parents in the United States are to follow this advice?

**Answer:** The goal of this question is to get students to think about the influence of cultural values, SES, and ethnicity on a cultural practice in the United States. In this case, it is asking students to look at traditions for sleeping or co-sleeping with children. Students’ answers should reflect on cultural values of individuals in American culture who might support co-sleeping due to cultural values. For instance, many European cultures support co-sleeping as a family value. SES can influence whether or not a family might engage in co-sleeping. Students may reflect on how individuals with a low economic status may simply not have a separate room or bed for a child. Finally, ethnicity reflections may include considerations about cultures that support more family cohesiveness and closeness.

**Critical Thinking Question** (Section 1.4, p. 30): Anthropologists who travel abroad to do ethnographic work have to learn the language, dress codes, gender norms, customs, and morals of the foreign culture. Can you think of examples of how this too would be the case for an ethnographer who decided to do a case study among domestic high school students?

**Answer:** This question is intended to help students think about the characteristics of the subculture of domestic high school students. Answers may reflect on, but not be limited to, any of the following:

* How the dress of high school students is different from the dress of other subcultures
* How slang and “text-speak” of high school students is different from that of other subcultures
* How gender norms are different for high school students than for other subcultures
* Common customs of high school students that are different from that of other subcultures
* How the morals and values of high school students are different from that of other subcultures

**Critical Thinking Question** (Section 1.4, p. 32): Can you think of an explanation other than age or development as to why 15-year-olds may report more depressed moods than 8-year-olds?

**Answer:** The goal of this question is to get students to think about what factors may be occurring in 15-year-olds that might contribute to a higher level of reported depression. Answers may include explanations associated with the following:

* Presence/absence of hormones
* Societal demands/stresses
* Peer influence
* Death/life awareness
* Emotional awareness

**Critical Thinking Question** (Section 1.4, p. 34): If you were a member of an IRB, what kinds of concerns—if any—would you have about the three studies described above?

**Answer:** The intent of this question is to get students to evaluate the ethical considerations of each of the studies. In their responses, students should touch on the subtopics of the ethical guidelines as mentioned in the textbook. These topics include protection from physical and psychological harm, informed consent, confidentiality, and deception and debriefing.

### Review Questions

**Review Question: Cultural Focus** (Section 1.1, p. 5)

What are some ways that a high ratio of children-to-adults in a country might influence psychological development?

**Answer:** The goal of this question is to get students to think critically about the relationship between adults and children and their roles in development. Correct responses may include reflections on the impact of high ratios of children-to-adults on the following aspects of psychological development:

* Self-esteem
* Emotional development
* Impulse control
* Temperament expression and control
* Language development
* Cognitive development
* Psychological identity

**Review Question: Education Focus** (Section 1.3, p. 21)

Beyond the financial benefits to an individual of a college degree, what psychological benefits do you think there might be?

**Answer:** The goal of this question is to get students to think beyond the obvious financial benefits of a college degree and reflect on potential psychological benefits. Answers may include, but not be limited to, the following:

* Improved psychological well-being
* Improved self-esteem
* Improved sense of direction
* Improved sense of control
* Being open to broader viewpoints
* Improved life or job satisfaction
* Improved social confidence
* Better social interaction

**Review Questions: Research Focus** (Section 1.4, p. 31)

1. Which of these was one of Darwin’s goals in keeping a diary of his son Doddy’s development?

a. To see whether he preferred breast-feeding or bottle feeding

b. To see how he responded to the family pets

c. **To identify what was innate and what was learned**

d. To give parents guidelines on how to soothe their crying children

2. Which of the emotions did Doddy display vividly at age 13 months?

a. **Anger**

b. Sadness

c. Curiosity

d. Fear

**Journaling Question**

Reflect on your own psychological identity. How do you think of yourself? This chapter has introduced a variety of dimensions such as culture, developmental stage, ethnicity, gender, SES, and globalization. Which of these dimensions, and potentially others too, are most important in how you see yourself?

**Answer:** Students’ journal answers will vary.

**Handout 1.1: Research Designs**

What is your question of interest?

What is the best design for your study?

Does it fit into a true experimental design? Why or why not?

Is it best asked through a correlational design? Why or why not?

Is it best studied using a natural experiment design? Why or why not?

Is it best asked using a case study design? Why or why not?

Is your question best studied using a cross-sectional or longitudinal design?

Steps of the Scientific Method

Step 1: What is your question of interest?

Step 2: Form your hypothesis.

Step 3: What research design did you select above? How will you ask your question using that research design?

Step 4: How will you collect data and test your hypothesis?

Step 5: Propose some conclusions you may draw from your research. What are some new questions you may want to answer once you have answered the question you asked?