Child Development
A Cultural Approach

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Second Edition
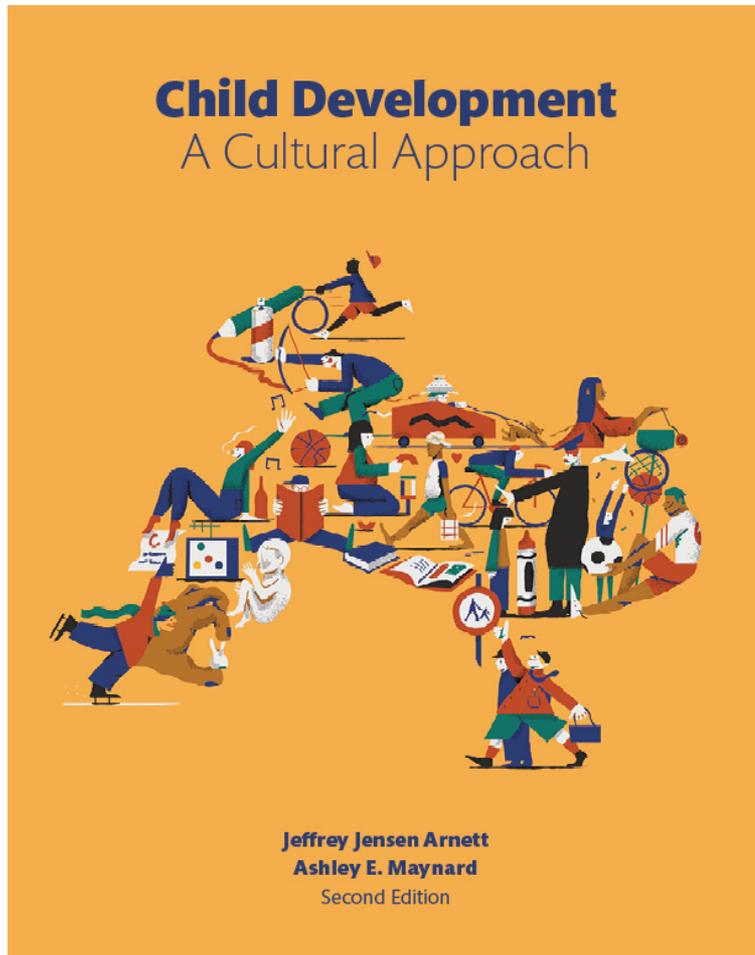
Chapter 1
A Cultural Approach to Child Development

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

Learning Objectives (2 of 4)

1.5 Summarize Freud's psychosexual theory and Erikson's psychosocial theory of child development and describe the main limitations of each.

1.6 Describe behaviorism, including the role of conditioning and the variation known as social learning theory.

1.7 Summarize the constructivists theories of Piaget and Vygotsky.

Learning Objectives (3 of 4)

1.8 Describe the elements of the information-processing model of cognitive functioning.

1.9 Define the five systems of Bronfenbrenner's ecological framework.

1.10 Describe the main components of the ecocultural theory of Weisner and explain how it differs from stage theories.

1.11 Outline the cultural-developmental model that will be the structure of this book and describe the new life stage of emerging adulthood.

Learning Objectives (4 of 4)

1.12 Recall the five steps of the scientific method and the meanings and functions of hypotheses, sampling, and procedure in scientific research.

1.13 Describe some ethical standards for child development research.

1.14 Summarize the main methods used in research on child development.

1.15 Describe the major types of research designs used in child development research.

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Child Development Today and Its Origins

Introduction to Child Development

- <u>Human Development</u>- the way people grow and change across the lifespan

- Child Development– the way people grow and change from conception through emerging adulthood

  – Biological, cognitive, psychological, and social functioning

- <u>Culture</u> – the total pattern of a group's customs, beliefs, art, and technology, transmitted through language

- Individualistic – cultural values such as independence and self expression

- Collectivistic – cultural values such as obedience and group harmony

- Traditional culture – rural culture that adheres more closely to historical traditions than urban people

- Globalization – increasing connections between different parts of the world. Ideas and theories as well like that of Reggio Emilia approach.

Variations Within Countries

- Majority culture – the group that sets most of the norms and standards and hold most of the positions of political, economic, intellectual and media power

- Minority culture-group whose members share characteristics such as ethnicity, religion, or language

- Contexts – settings and circumstances

- Socioeconomic status (SES) – social class including educational level, income level, and occupational status

- Gender – expectations of male and female roles

- Ethnicity – cultural origin and traditions, race, religion, and language

- Darwin – The Origin of Species

  - Natural selection

    - Young are born with variations of characteristics

    - Species change little by little each generation

- Humans' evolutionary beginning shares ancestry with chimpanzees and gorillas

- Human evolutionary line called hominid line

- Hominid line evolved into *Homo sapiens*

- Larger brains

- Wider pelvis (female)

- Longer dependency

- Development of tools

- Control of fire

Evolution and the Birth of Culture (4 of 4)

- Upper Paleolithic Period

  - Art appeared, as did trade and cultural differences

- Neolithic Period

  - 10,000 to 5,000 years ago, animals and plants domesticated

- Development of Civilization

  - Including Egyptian, India, China, and Mediterranean

Figure 1.3 Changes in Brain Size in Early Humans
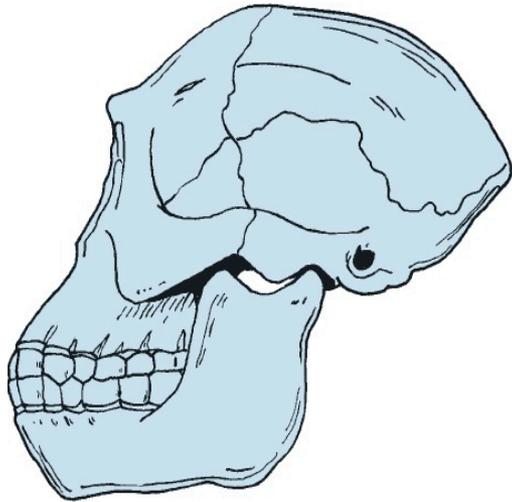
Early Hominid
440 cc
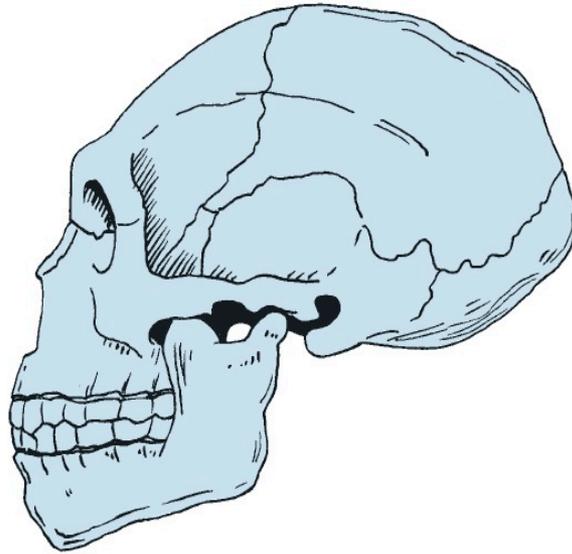
Early Homo
1,000 cc
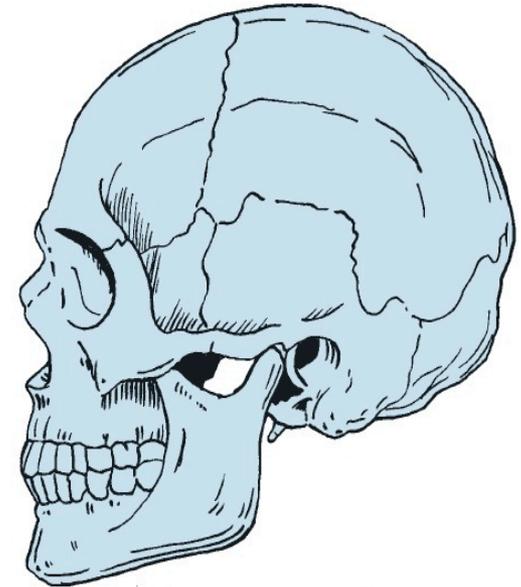
Homo sapiens
1,300+ cc

Human Evolution and Child Development Today

- Human development can be understood by understanding human evolution

  - **Evolutionary psychology** – Branch of psychology that examines how patterns of human functioning and behavior have resulted from adaptations to evolutionary conditions

  - Development is partly based on evolution

  - Little biological change since Homo sapiens

  - Development of larger brain contributes to culture and environmental expansion

Theories of Child Development

Classic Theories

- Classic theories date back 3,000 years

- Greek philosopher, Solon divided early life into 7 year segments

- Human lifespan is not really divided clearly into definitive biological stages

- Scientific study of child development is only about 120 years old

Psychoanalytic Theory: Freud (1 of 2)

- Based on Freud's belief of sexual desire as the driving force behind human development

- Driven by three psychic structures

  - Id: basis is pleasure principle

  - Superego: basis of conscience

  - Ego: basis of reality

Psychoanalytic Theory: Freud (2 of 2)

- Psychosexual stages focused on areas of sensation and fixation

- Limits include complexity of human behavior and Freud's research methodology

Table 1.1 Freud's Psychosexual Stages

Age period	Psychosexual stage	Main features
Infancy	Oral	Sexual sensations centered on the mouth; pleasure derived from sucking, chewing, biting
Toddlerhood	Anal	Sexual sensations centered on the anus; high interest in feces; pleasure derived from elimination
Early childhood	Phallic	Sexual sensations move to genitals; sexual desire for other-sex parent and fear of same-sex parent
Middle childhood	Latency	Sexual desires repressed; focus on developing social and cognitive skills
Adolescence	Genital	Reemergence of sexual desire, now directed outside the family

Psychoanalytic Theory: Erikson

- Focuses on social and cultural environment and not on sexuality

- Continued throughout life span and not limited to first six years, as with Freud

- Eight stages of development characterized by crisis and resolution

Figure 1.5 Erikson's Eight Stages of Psychosocial Development

Infancy:
Trust vs. mistrust
Main developmental challenge is to establish bond with trusted caregiver

Toddlerhood:
Autonomy vs. shame and doubt
Main developmental challenge is to develop a healthy sense of self as distinct from others

Early Childhood:
Initiative vs. guilt
Main developmental challenge is to initiate activities in a purposeful way

Middle Childhood:
Industry vs. inferiority
Main developmental challenge is to begin to learn knowledge and skills of culture

Adolescence:
Identity vs. identity confusion
Main developmental challenge is to develop a secure and coherent identity

Early Adulthood:
Intimacy vs. isolation
Main developmental challenge is to establish a committed, long-term love relationship

Middle Adulthood:
Generativity vs. stagnation
Main developmental challenge is to care for others and contribute to well-being of the young

Late Adulthood:
Ego integrity vs. despair
Main developmental challenge is to evaluate lifetime, accept it as it is

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