**Unit 9 – Development**

**Nature vs. Nurture (Genetics or environment?)**

**Continuity vs. Stages (do we go through life in stages or smoothly?)**

**Stability vs. Change (do our early traits persist?)**

**Zygote** (fertilized egg) – fewer than half survive 2 weeks

10 days after conception, zygote becomes **embryo**

9 weeks after conception – embryo = **fetus** (looks like a living thing)

**Teratogen** = harmful agents that can attack the embryo (viruses and drugs)

FAS (fetal alcohol syndrome) drinking during pregnancy – small disproportionate head, and brain damage

Face preference (three dots on board)

**Schemas** – **assimilation** – **accommodation**

Cow (what is a cow? Counterexamples)

Vygotsky

**Scaffolding**

**Zone of Proximal Development**

**Critical Period**

**Imprinting** – Critical period near beginning of life in animals (mommy)

**Temperament** – A person’s characteristic emotional reactivity and intensity

**“Basic Trust”** – sense that the world is basically good and trustworthy by infants with good experiences

**Self-Concept** (Who are you?)

**Self-Esteem** (How do you feel about yourself)

**Piaget’s stages**

1. Sensorimotor (Birth – 2 years)
   * 1. Experience world through senses (look, hear, touch…)
   1. Object permanence
   2. Stranger anxiety
2. Preoperational (2- 7)
   * 1. Representing things with symbols (language), intuitive reasoning, rather than logical
   1. Pretend play
   2. Egocentrism
3. Concrete Operational (7-11)
   * 1. Logic, concrete not abstract
   1. Conservation
   2. Mathematical transformations
4. Formal Operational (11-adulthood)
   * 1. Abstract reasoning
   1. Abstract logic
   2. Moral reasoning

**Three parenting styles**

**Authoritarian** – demanding, no exceptions, “because I said so”

**Permissive** – Submit to children’s desires. Little punishment, little demands

**Authoritative** – mix between demanding and permissive. Rules, but explanations of rules, and exceptions are possible

What Happens?

Authoritarian = lower social skills, lower self-esteem,

Permissive = Aggressive and immature

Authoritative = High self-esteem, self-reliance, socially competent

Real gender differences

Women: Puberty 2 years earlier - lives 5 years longer - 70% more body fat - 40% less muscle - 5 inches shorter - better sense of smell - express emotion more freely - and offer to help more often - 2x susceptible to anxiety and depression - 10x eating disorders

Men: 4x likely suicide & alcoholism – more likely autism, color-blindness, ADHD, antisocial personality disorder – place more importance on power and domination

**Testosterone** – Primary male sex hormone (creates male sex characteristics)

**Role** – the way we are expected to act in any given situation

**Gender** **Role** – the way our gender is expected to act in a given situation

**Social Learning Theory** – We develop our sense of roles from watching others act

Kohlberg’s moral development stages

**Preconventional morality** (<9yo) follow rules because of consequences

**Conventional morality** (early adolescence) follow rules because they are rules

**Postconventional morality** (post-adolescence) judge morality of actions based on situational context, rather than only through “rules”

Types of studies:

**Cross-Sectional** – different people at different times

**Longitudinal** – same people followed over time

**Crystallized Intelligence** – accumulation of knowledge (increases with age)

**Fluid Intelligence** – Abstract reasoning ability (slowly decreases with age)

Erikson’s Psychosocial Stages

|  |  |  |
| --- | --- | --- |
| **Age** | **Stage Name** | **Description** |
| Up to 1yo (Infancy) | Trust vs. Mistrust | If needs are met, infants develop a basic sense of trust |
| 1 to 3 (Toddler) | Autonomy vs. Shame and Doubt | Toddlers learn to exercise their will, or doubt their abilities |
| 3 to 6 (Preschool) | Initiative vs. Guilt | Preschoolers learn to initiate tasks, or feel guilty about their independence |
| 6 to puberty (Elementary) | Industry vs. Inferiority | Feel pleasure applying themselves, or feel inferior |
| teen to 20s (Adolescence) | Identity vs. Role Confusion | Test out integrating and refining new roles for the self, or become confused |
| 20s to 40s (Young Adult) | Intimacy vs. Isolation | Form close relationships, or feel isolated |
| 40s to 60s (Middle Adult) | Generativity vs. Stagnation | Sense of contribution, or lack of purpose |
| 60s + (Late Adult) | Integrity vs. Despair | Upon life reflection, satisfaction or failure |