

CONTENTS

<i>About the Author</i>	xv
<i>Acknowledgements</i>	xvi
<i>The Online Resources</i>	xvii
<i>Preface</i>	xix
1. A Cultural Perspective on Children's Development	xix
2. Stages, Transitions, and Pathways	xxi
Conclusion	xxiii
1 Theoretical Perspectives in Developmental Psychology	1
Introduction	2
1.1 Genetic Psychology	3
1.1.1 Granville Stanley Hall	3
1.1.2 Arnold Gesell	5
1.1.3 Erik Erikson	6
1.1.4 The Concept of Development in the Genetic Perspective	7
1.1.5 The Child Study Movement	7
1.1.6 Research Methods in the Genetic Perspective	7
1.2 Behaviorism	8
1.2.1 John B. Watson	9
1.2.2 Ivan Pavlov	10
1.2.3 Burrhus F. Skinner	10
Fun Fact: How Skinner's Daughter Was Conditioned	12
1.2.4 Albert Bandura	12
1.2.5 The Concept of Development in the Behaviorist Perspective	13
1.2.6 Research Methods in the Behaviorist Perspective	13
1.3 Cognitive Developmental Psychology	14
1.3.1 The Computer Metaphor: The Information-Processing Model	14
1.3.2 Noam Chomsky	15
1.3.3 The Concept of Development in the Cognitive Perspective	16
1.3.4 Research Methods in the Cognitive Perspective	17
1.4 Constructivism	17
1.4.1 Jean Piaget	17
1.4.2 The Concept of Development in the Constructivist Perspective	18

1.4.3 The Stages of Cognitive Development in the Constructivist Perspective	20
1.4.3.1 Infant and Toddler: Sensorimotor Intelligence (0–2.5 years)	20
1.4.3.2 Early Childhood: Preoperational Thinking (2.5–7 years)	20
1.4.3.3 Middle Childhood: Concrete Operational Thinking (7–11 years)	21
1.4.3.4 Adolescence: Formal Operational Thinking (11 years ...)	21
1.4.4 Research Methods in the Constructivist Perspective	21
1.5 The Cultural Perspective	21
1.5.1 Origins of the Cultural Perspective	22
1.5.1.1 Lev Vygotsky	22
1.5.1.2 Alexander Luria	24
1.5.1.3 Aleksei Leontiev	24
1.5.2 Cultural Psychology Outside Russia	25
1.5.2.1 Jerome Bruner	25
1.5.2.2 Richard Shweder	25
1.5.2.3 Michael Cole	26
1.5.2.4 Barbara Rogoff	26
1.5.2.5 Urie Bronfenbrenner	26
1.5.3 The Concept of Development in the Cultural Perspective	28
1.5.4 Research Methods in the Cultural Perspective	29
Stop & Think: Collectivism and Individualism?	31
Stop & Think: Nature and Nurture?	31
Conclusion	33
Summary	35
Further Resources	37
2 Evolution and Human Development	39
Introduction	41
2.1 What is Evolution?	41
2.1.1 Steps to the Emergence of Hominins	41
2.1.2 What Kind of Process is Evolution?	43
2.2 Evolution of Human Beings	44
2.2.1 <i>Australopithecus</i> : Single Mothers (4–3 mya)	46
2.2.2 Evolution of the Life Cycle	48
2.2.3 <i>Homo Ergaster</i> : Pair Bonds (1.8–1.4 mya)	51
Key Research: Tracing the Origins of Language	53
2.2.4 <i>Homo Sapiens</i> : Kinship Obligations for Childcare (200,000 ya–today)	56
Case Study: Introducing the Efe Hunter-Gatherers	57
2.2.5 Agricultural Settlement (15,000 ya–today)	59
Fun Fact: Weaning Bottles	60
2.2.6 Urbanization (4,000 ya–today)	60
Key Research: John Searle and Institutional Reality	61

2.3 Theories of Human Evolution in Psychology	63
2.3.1 Evolutionary Psychology	63
2.3.2 Evolutionary Developmental Psychology	63
2.3.3 Cultural Evolution Theory	63
2.3.4 Triple Inheritance Theory	63
2.3.5 Institutional Evolution Theory	64
2.3.6 Shared Intentionality Theory	64
2.3.7 Evolution, Reproduction, and Ontogenesis	65
Conclusion	66
Summary	68
Further Resources	69
3 Prenatal Development, Birth, and the Newborn (Conception to 6 weeks of age)	71
Introduction	72
3.1 Prenatal Development of Body and Brain	73
3.1.1 Conception	73
3.1.2 Steps in Prenatal Development	75
Fun Fact: The Placenta, the Bundle of Life	78
3.1.3 Epigenetic Programming	78
3.1.4 Pathways of Sex and Gender	79
Case Study: Olympic Athlete Mokgadi Caster Semenya	80
Stop & Think: Equal Numbers of Boy and Girl Babies?	81
3.1.5 Prenatal Brain Development	82
3.1.6 How the Brain Works	83
3.1.6.1 Is the Brain a Digital Computer?	85
3.1.6.2 The Embodied Brain	86
Key Research: Joaquin Fuster and the Perception–Action Cycle	87
3.2 Cultural Pathways through Conception, Pregnancy, and Childbirth	89
3.2.1 Restrictions on Conception	89
Fun Fact: Sex and Yams	90
3.2.2 Birth: The First Developmental Transition	90
3.2.3 Care during Pregnancy and Childbirth	90
3.2.4 The Medicalization of Childbirth	92
Fun Fact: Birth by Caesarean Section	92
3.2.5 Becoming a Caregiver	92
3.3 Infant Dependence: What the Newborn Cannot Do	95
3.4 Neonatal Capabilities: What the Newborn Can Do	97
3.4.1 Neonatal Assessment	98
3.4.2 The Newborn's Sensory Abilities	99
3.4.3 Coordination between Newborn and Caregiver	101
Conclusion	103
Summary	104
Further Resources	105

4	Infancy: A Practical Understanding of the World (6 weeks–12 months)	107
	Introduction	108
	4.1 The Infant's Practical Understanding	109
	4.1.1 The Early Substages of Sensorimotor Intelligence	110
	4.1.1.1 Substages 1 to 4 of Sensorimotor Intelligence	111
	4.1.1.2 The A-not-B Error	113
	4.1.2 Cognitive Developmental Research with Infants and "Theory Theory"	115
	4.1.3 Dynamic Field Theory	117
	4.1.4 Dual Systems Theory	119
	4.2 The Social World of Infancy	121
	4.2.1 Primary Intersubjectivity	122
	4.2.2 The "Great-We" of Infancy	124
	4.2.3 Understanding Other People: The Contingent Stance	125
	4.3 Cultural Pathways through Infancy	127
	4.3.1 Is Parenting Intuitive?	127
	4.3.2 Caregiving, Culture, and Ecology	128
	4.3.3 Ethnographies of Infancy	130
	4.3.3.1 Birth and Infancy among the Efe	130
	4.3.3.2 Aka Hunter-Gatherers	132
	4.3.3.3 Agricultural Communities	132
	4.3.4 Caregivers' Goals	133
	4.3.5 Caregiving as Niche Construction	134
	4.3.6 Diverging Developmental Pathways	135
	4.3.6.1 Systems of Caregiving	136
	Case Study: Introducing the Nso Farmers	139
	4.3.6.2 Cultural Models, Caregiving Styles, and Developmental Pathways	141
	4.3.6.3 Other Cultural Models and Developmental Pathways	143
	4.3.7 Overview: Looking Back and Looking Forward	144
	Stop & Think: The Landscape of Ontogenesis	147
	Conclusion	148
	Summary	150
	Further Resources	150
5	Infancy: Towards Biological Differentiation (6 weeks–12 months)	153
	Introduction	154
	5.1 Biological Developments during the First Year	155
	5.1.1 Physical Growth and Motor Development	155
	5.1.2 Brain Growth and Development	157
	5.1.3 Dorsal and Ventral Streams: What and Where	162
	5.2 Precursor Emotions and their Regulation	163
	5.2.1 What is an Emotion?	164
	5.2.2 Biology and Culture in Emotion	165
	5.2.3 Regulation of Emotion	167

5.3 The Transition at 1 Year: Biological Differentiation	170
5.3.1 Starting to Walk	171
5.3.1.1 The Psychological Consequences of Locomotion	173
5.3.2 Starting to Talk	176
5.3.2.1 The Levels of Language	176
Stop & Think: Questions to Learn a Language	178
5.3.2.2 Learning How to Mean	180
5.3.2.3 The First Words: Holophrastic Utterances	181
Key Research: The "Word Gap" between Rich and Poor	182
5.3.3 Attachment	184
5.3.3.1 Bowlby's Theory of Attachment	184
5.3.3.2 Patterns of Attachment	187
5.3.4 Secondary Intersubjectivity	189
Conclusion	190
Summary	191
Further Resources	192
6 Toddlerhood: A World of Irresistible Invitations (1 year–30 months)	193
Introduction	194
6.1 The World of Toddlerhood: Irresistible Invitations	195
6.1.1 Affordances	195
6.1.2 Sensorimotor Substages 5 and 6	197
6.1.2.1 Substage 5: Tertiary Circular Reactions, and the Discovery of New Means through Active Experimentation (12–18 months)	197
6.1.2.2 Substage 6: Inventions through Sudden Comprehension (18–30 months)	198
6.1.3 Changes in Brain and Body	199
6.2 Cultural Pathways through Toddlerhood	199
6.2.1 The Toddler's Attachment to Caregivers	201
6.2.1.1 The Secure Base Hypothesis	202
6.2.1.2 The Sensitivity Hypothesis	204
6.2.1.3 The Normativity Hypothesis	206
6.2.1.4 The Competence Hypothesis	209
6.2.1.5 Overview: The Value of Attachment	210
Case Study: Nso Toddlers	212
6.2.2 Guided Participation and Learning by Observing and Pitching In	213
Case Study: Efe Toddlers	216
6.2.3 Weaning	217
Case Study: Weaning in the !Kung	220
6.3 Understanding Other People: Intentions in Action and Family Customs	221
6.3.1 The Teleological Stance	222
6.3.2 Joint Intentionality	226
Key Research: Michael Tomasello and Shared Intentionality Theory	227
6.3.3 The Customary Stance	228
Conclusion	232

Summary	233
Further Resources	234
7 Toddlerhood: Towards Psychological Differentiation (1 year–30 months)	235
Introduction	236
7.1 The Toddler's Talk	237
7.1.1 A Year of Great Linguistic Effort	237
7.1.2 Chomsky's Influence	238
7.1.3 The Functional Approach	242
7.1.4 Learning Words	244
Stop & Think: What Does a Word Mean?	247
7.1.5 Language as Emergent	247
7.1.6 Overview: Toddlers' Talk	248
Stop & Think: Language without Speech	249
7.2 How Language Changes the World of the Toddler	251
7.2.1 Cultural Categories and Generalization	251
7.2.2 Paying Attention to Shape	253
7.2.3 Frames of Reference	255
7.2.4 Dynamic Fields and Word-Learning	256
7.2.5 Words and Self-Control	257
7.3 Understanding Material Representations	259
7.3.1 Understanding Pictures and Models	260
7.3.2 Creating Material Representations: Toddlers' Play	262
7.3.3 Origins of the Semiotic Function	264
7.3.3.1 De Saussure and Piaget	264
7.3.3.2 Peirce and Vygotsky	267
Key Research: Raymond Noack and Frontal Feedback in Human	
Evolution and Ontogenesis	270
7.4 The Transition at 3 Years: Psychological Differentiation	272
7.4.1 Self-Referential Language	273
7.4.2 Self-Evaluative Emotions	273
7.4.3 Mirror Self-Recognition	275
7.4.4 Collective Intentionality?	276
7.4.5 Mental Concept, or Material Artifact?	277
7.4.6 Cultural Pathways to Self-Consciousness	278
7.4.7 Aspects of Self-Consciousness	280
Conclusion	284
Summary	285
Further Resources	286
8 Early Childhood: Captured by Appearances (3–6 years)	287
Introduction	288
8.1 Play and Work	289
8.1.1 Sociodramatic Play	290

8.1.2 Why Do Young Children Play?	294
Key Research: Suzanne Gaskins on Interpretive and Inventive Play	296
8.1.3 Play across Cultures	297
8.1.4 The Colonization of Young Children's Creativity	301
8.1.5 The Preschool as a Developmental Niche	301
8.1.6 Play as Making Culture	303
8.2 Cultural Pathways through Early Childhood	305
8.2.1 Styles of Caregiving	306
Case Study: Early Childhood in the Nso	311
Case Study: Early Childhood in the Efe	311
8.2.2 Emancipation or Compliance?	312
8.3 Captured by Appearances	315
8.3.1 The Young Child's Thinking about the World	315
8.3.2 Preoperational Intelligence	318
8.3.2.1 The Allure of the Visual	319
8.3.2.2 Breaking from the Visual	320
8.3.3 Thinking about Animals and Plants	322
8.3.4 Culture and Cosmology	325
Conclusion	327
Summary	328
Further Resources	329
9 Early Childhood: Origins of Verbal Thought (3–6 years)	331
Introduction	332
9.1 Talking as Both Doing and Understanding	333
9.2 The Origins of Verbal Thinking	335
9.2.1 Self-Directed Speech	335
9.2.2 What is Thinking?	337
9.2.3 Internalization or New Functional Organs?	338
9.3 Understanding Other People: Prior Intentions and Conventional Scenarios	340
9.3.1 The Intentional Stance	341
9.3.1.1 Understanding Perspective	342
9.3.1.2 Understanding Beliefs	342
9.3.1.3 Mind across Cultures	344
9.3.1.4 The Role of the Family	347
9.3.1.5 Pretense and Theory of Mind	348
9.3.1.6 Failing True-Belief Tasks	348
9.3.2 The Conventional Stance	351
9.3.2.1 Understanding and Enforcing Agreements	352
9.3.2.2 Conventions versus Morality	352
9.3.2.3 The Conventions of Sociodramatic Play	353
9.3.2.4 Agreements and Promises	354
9.3.3 Overview	355
9.4 Becoming a Type of Person	356

Case Study: Raising a Gender-Neutral Child	357
9.4.1 Gender and Relations with Parents	357
9.4.1.1 Sigmund Freud	358
9.4.1.2 Nancy Chodorow	359
9.4.2 Cultural Constitution of Gender	361
9.5 Biological Changes during Early Childhood	361
9.5.1 Physical Growth	361
9.5.2 Brain Growth	362
Conclusion	362
Summary	364
Further Resources	365
10 Middle Childhood: In Work and School (6–12 years)	367
Introduction	368
10.1 The Transition at 5 to 7 Years	369
10.1.1 Changes in Body and Brain	369
10.1.2 Differentiation of Inner and Outer	371
10.1.3 The Constitution of Middle Childhood	373
Case Study: Street Children in Colombia	375
10.2 Cultural Pathways through Middle Childhood	376
10.2.1 Learning through Participation	377
Case Study: Middle Childhood among the Nso	381
10.2.2 Learning through Apprenticeship	381
10.2.3 Formal versus Informal Education?	382
Case Study: Middle Childhood among the Efe	383
10.2.4 Caregiving in Middle Childhood	383
10.2.5 Culture and the Regulation of Emotion	385
10.3 Outside School and Work	387
10.3.1 Organizations for Children	387
10.3.2 The Peer Group	388
10.3.2.1 Sociometric Types	388
10.3.2.2 Friendship	390
10.3.3 Play: Games with Rules	392
10.3.4 Gender Roles in Middle Childhood	394
Conclusion	396
Summary	397
Further Resources	398
11 Middle Childhood: Understanding Institutional Roles (6–12 years)	399
Introduction	400
11.1 Understanding Other People: Mental States and Institutions with Roles and Rules	401
11.1.1 Studies of Moral Judgment	401
Stop & Think: The Heinz Dilemma	402
11.1.2 The Mentalistic Stance	406

11.1.3 The Institutional Stance	407
11.2 The Institution of School	413
11.2.1 The Historical Roots of Schooling	416
11.2.2 Psychological Consequences of Schooling	416
11.2.2.1 Schooling and Intelligence	418
11.2.2.2 Schooling and Concept Development	419
11.2.3 Schooling and Concrete Operational Reasoning	420
11.2.3.1 Concrete Operations and Culture	421
11.2.4 Schooling and the Higher Psychological Functions	426
11.2.4.1 Learning to Write	427
11.2.4.2 The Zone of Proximal Development	428
11.2.5 The Psychological Consequences of Literacy	429
11.2.5.1 Reorganized Functions: New Functional Systems	430
11.2.5.2 Literacy and the Brain	434
11.2.6 School as a Societal Institution	435
11.2.6.1 Second-Generation Effects	436
Conclusion	437
Summary	438
Further Resources	439
12 The Teenage Years: Adolescent or Adult? (12 years and up)	441
Introduction	442
12.1 Cultural Pathways through the Teenage Years	443
12.1.1 Constituting Adolescence	444
Case Study: Efe Teenagers	446
12.1.2 Puberty and its Timing	447
12.1.2.1 The Biology of Puberty	447
12.1.2.2 The Timing of Puberty	449
12.1.2.3 Psychosocial Acceleration	449
Case Study: Nso Teenagers	450
Stop & Think: Child Brides	451
12.1.3 Teenage Years in the West	451
12.2 Who is the Adolescent?	454
12.2.1 The Task of Forming an Identity	454
12.2.1.1 The Identity Status Model	455
12.2.1.2 Arriving at Identity Status	457
12.2.2 Culture as a Constituent of Identity	457
12.2.2.1 Family Context: Caregiving and Identity	459
12.2.2.2 Identity as an Ethnic Minority	459
12.2.2.3 Migration and Identity	460
12.2.2.4 Identity and Cultural Model	461
12.2.3 Overview: What is Identity?	463
12.3 Peer Culture	465
12.3.1 Cliques, Crowds, and Romance	465

12.3.2 Arranging Contact between the Genders	469
12.3.3 Caregiving in Adolescence	470
Conclusion	472
Summary	473
Further Resources	474
13 The Teenage Years: Differentiation between Actual and Possible (12 years and up)	475
Introduction	476
13.1 Teenage Reasoning and Decision Making	477
Stop & Think: The Pizza Problem	478
13.1.1 Piaget and Formal Operational Reasoning	479
13.1.2 Formal Operational Reasoning and Culture	481
13.1.3 Judgment and Decision Making	484
13.1.4 Changes in Prefrontal Cortex and Limbic System	486
13.1.5 Peer Influence on Decisions and Reasoning	488
13.1.6 Positive Youth Development	489
13.1.7 The Higher Psychological Functions	491
13.1.7.1 Conscious Awareness and Deliberate Control	493
13.2 Understanding Other People: Ethical and Epistemological Relativism	494
13.2.1 Epistemological Relativism	495
Stop & Think: The Fable of the Porcupine and the Moles	498
13.2.2 Ethical Relativism: Danger or Achievement?	499
13.2.3 The Critical Stance and the Societal Stance	503
13.3 And on to Adulthood ...	507
Conclusion	509
Summary	510
Further Resources	511
Glossary	513
References	537
Index	587