**Chapter 1**

**The People and the Field**

**Outline of Resources**

**Opening Vignette (p. 1.3)**

Handout 1-1 (p. 1.19)

**I. Who We Are and What We Study**

Lecture/Discussion Topic: Features of Lifespan Development (p. 1.3)

Classroom Exercise: Transitions Between Stages (p. 1.4)

Handout 1-2 (p. 1.20)

**II. Setting the Context**

A. The Impact of Cohort

Lecture/Discussion Topic: Cohort Effects (p. 1.4)

Handout 1-3 (p. 1.21)

Classroom Exercise: When I Was a Teenager . . . (p. 1.5)

Handout 1-4 (p. 1.22)

Video Collection for Human Development:

*Excerpts from* Up *Documentary: Aggression* (p. 1.5)

B. The Impact of Socioeconomic Status

Lecture/Discussion Topic: Features of SES (p. 1.5)

Classroom Exercise: SES Effects (p. 1.5)

Video Collection for Human Development:

*Excerpts from* Up *Documentary: Discipline and Self-Discipline* (p. 1.6)

*Excerpts from* Up *Documentary: Introduction* (p. 1.6)

*Excerpts from* Up *Documentary: John Rebuts the Filmmaker* (p. 1.6)

*Excerpts from* Up *Documentary: Meet the Children* (p. 1.7)

*Excerpts from* Up *Documentary: Neil, a Boy Who Develops Emotional Problems* (p. 1.7)

*Excerpts from* Up *Documentary: Nicholas as a Young Man* (p. 1.7)

*Excerpts from* Up *Documentary: Paul and Simon, Two Children Who Lived in a Group Home* (p. 1.7)

*Excerpts from* Up *Documentary: Three Boys from Upper-Class Backgrounds* (p. 1.7)

*Excerpts from* Up *Documentary: Three Girls from Working-Class Backgrounds* (p. 1.8)

*Excerpts from* Up *Documentary: Tony, the Boy Who Wanted to Be a Jockey* (p. 1.8)

C. The Impact of Culture and Ethnicity

Lecture/Discussion Topic: Features of Cultural Values (p. 1.8)

Video Collection for Human Development:

*Research of Geoffrey Saxe* (p. 1.8)

*Interview with Barbara Rogoff* (p. 1.8)

Classroom Exercise: Personal Characteristics, Culture, and Cohort (p. 1.8)

Handout 1-5 (p. 1.23)

Additional Media Suggestion: *East is East* (p. 1.9)

D. The Impact of Gender

Lecture/Discussion Topic: The Biological Impact (p. 1.9)

Classroom Exercise: Gender Stereotypes (p. 1.9)

Handout 1-6 (p. 1.24)

Student Project: Children and Gender Stereotypes (p. 1.9)

Handout 1-7 (p. 1.25)

Video Collection for Human Development:

*The Wisdom of Generations: Boys' and Girls' Initiations Among the Chokwe and Related Peoples* (p. 1.10)

**III. Theories: Lenses for Looking at the Lifespan**

A. Behaviorism: The Original Blockbuster “Nurture” Theory

Lecture/Discussion Topics:

Features of Externally Based Theories (p. 1.10)

Celebrity Role Models (p. 1.10)

Classroom Exercise: Exploring Reinforcements (p. 1.11)

Handout 1-8 (p. 1.27)

Additional Media Suggestions:

*The Power of Positive Reinforcement* (p. 1.11)

*The Skinner Revolution* (p. 1.11)

B. Psychoanalytic Theory: Focus on Early Childhood and Unconscious Motivations

C. Attachment Theory: Focus on Nurture, Nature, and Love

Video Collection for Human Development:

*Parenting in Infancy: Beng Caretaking Practice: Carrying Babies* (p. 1.11)

*Parenting in Infancy: Beng Infant Caretaking Practice: Jewelry* (p. 1.12)

*Parenting in Infancy: Beng Infant Caretaking Practices: Playing* (p. 1.12)

*Parenting in Infancy: Beng Infant Caretaking Practices: Speech* (p. 1.12)

D. Evolutionary Psychology: Theorizing About the Nature of Human Similarities

Classroom Exercise: Evolutionary Psychology (p. 1.12)

E. Behavioral Genetics: Scientifically Exploring the “Nature” of Human Differences Lecture/Discussion Topic: Features of Twin Studies (p. 1.13)

Video Collection for Human Development: Nature versus Nurture: Growing Up Apart (p. 1.13)

F. Nature and Nurture Combine: Where We Are Today

Lecture/Discussion Topic: Siblings and Family Environment (p. 1.13)

Student Project: A Dialogue About Your Clone (p. 1.14)

Lecture/Discussion Topic: The Flynn Effect (p. 1.14)

Class Discussion: What About Freud? (p. 1.14)

G. Emphasis on Age-Linked Theories

Classroom Exercise: Examples of Erikson’s Stages (p. 1.14)

Additional Media Suggestions:

*Piaget’s Developmental Theory* (p. 1.15)

*Cognitive Development* (p. 1.15)

*Erik Erikson: A Life’s Work* (p. 1.15)

*Everybody Rides the Carousel* (p. 1.15)

Student Project: Analyzing Television Characters and Their Stage of Cognitive Development (p. 1.15)

H. The Developmental Systems Perspective

Student Project: Applying a Development Systems Perspective (p. 1.15)

**IV. Research Methods: The Tools of the Trade**

A. Two Standard Research Strategies: Correlations and Experiments

Lecture/Discussion Topic: Understanding Correlation (p. 1.15)

Additional Media Suggestion: *Experimental Design* (p. 1.16)

Classroom Exercise: Correlation or Experiment? (p. 1.16)

Handout 1-9 (p. 1.28)

Student Project: Identifying Research Strategies (p. 1.16)

B. Designs for Studying Development: Cross-Sectional and Longitudinal Studies

Lecture/Discussion Topic: Features of Development Studies (p. 1.17)

C. Critiquing the Research

Classroom Exercises:

Prioritizing Evidence (p. 1.17)

Handout 1-10 (p. 1.29)

A Demonstration in Research Ethics Experience and Coercion in Research (p. 1.17)

Handout 1-11 (p. 1.30)

D. Emerging Research Trends

Additional Media Suggestion: *Against All Odds: Inside Statistics* (p. 1.18)

E. Some Concluding Introductory Thoughts

**Chapter Objectives**

*After students have completed their study of this chapter, they should be able to:*

1.1 Define development and discuss the meaning of lifespan development, including its multidisciplinary structure.

1.2 Define the concept of cohort group, and describe how being a part of a particular cohort might impact an individual’s life course.

1.3 Describe the biological/social/cultural contexts that influence the life course, such as changing views of life stages, historical events, and socioeconomic status (SES).

1.4 Explain the difference between collectivist and individualistic cultures and the potential impact of those differences on cultural values.

1.5 Discuss the impact on development of one or two gender differences.

1.6 Define the concept of a theory and describe how a theory is useful to those who try to understand development.

1.7 Describe the main idea of behaviorism and discuss how reinforcements operate.

1.8 Discuss the differences between traditional behaviorism and social cognitive theory.

1.9 Define self-efficacy and give an example of its potential influence on an individual’s functioning.

1.10 Compare Bowlby’s concept of attachment to the concept of species survival.

1.11 Compare the main ideas of evolutionary psychology and behavioral genetics.

1.12 Define evocative forces and active forces, and discuss the interactive process of nature and nurture.

1.13 Describe Piaget’s view of how the growth process proceeds.

1.14 Name and describe Piaget’s four stages of development.

1.15 Discuss Erik Erikson’s eight psychosocial stages of development.

1.16 Describe how Bronfenbrenner’s developmental systems perspective encompasses the other six major theories.

1.17 Define correlation and experimental research and discuss their similarities and differences.

1.18 Describe and give examples of cross-sectional and longitudinal studies.

1.19 Critique a research study’s sampling and methods.

**Chapter Outline**

**Opening Vignette**

Before engaging the class in discussion, have students read the opening vignette silently. Point out that each individual in the vignette is in a different life stage and a different life circumstance.

Either divide the class into nine small groups (one for each character), or make sure to apportion the vignette characters among groups of students. (The vignette characters are Theresa, Sal, Maria, baby Manuel, David, Doreen, Kim, Jeff, and Elissa.) Provide each group with one copy of Handout 1-1 for every character they have been assigned. While meeting in their groups, have students read aloud the small section of the vignette that pertains to their character, and discuss the main traits of their character and the life stage that character represents. Findings about each vignette character may be recorded by answering the questions on the handout. When the handouts have been completed, ask groups to share their findings about their vignette character(s). Follow up the group summaries by promoting a whole class discussion that touches on the groups’ primary concerns.

**I. Who We Are and What We Study**

***Lecture/Discussion Topic:***Features of Lifespan Development

During class discussion, you may wish to emphasize the following points and ask questions that reflect back on the opening vignette:

• Development represents change over time—changes that are both physical and emotional.

• Social and cultural changes impact this biological process because the process is interactive.

• Lifespan development includes all stages of childhood development, adult development, and gerontology.

• More people are living longer and receiving better medical treatment for disease than ever before, with today’s baby boomers (born between 1946 and 1964) as the largest cohort to reach late adulthood in U.S. history.

*Ask:*

— The fact that children develop has seemed obvious to most of us, but what physical and/or emotional changes do you think occur in adulthood? What about older adults? Do you see physical or emotional changes in your family members as they progress through adulthood and into old age?

*—* What other explanations can you think of for the increasing interest in late adult development?

***Classroom Exercise:***Transitions Between Stages

Have students think about personal experiences that exemplify developmental changes they have observed in themselves and/or family members. They can show their examples on Handout 1–2. After the handouts have been completed, promote a class discussion.

*Ask:*

— Do any of your examples represent transitions that are normative or non-normative?

— Did you find any examples of individuals who experienced similar transitions, but had differing outcomes?

— How do your examples relate to social, cultural, or family values?

— What types of examples relate to SES?

— Keeping in mind that the study of development is multidisciplinary, can you relate one of your examples to a particular field of social science?

(*Note:* In discussion, respect the privacy of students who do not want to share specific, personal observations they have made on the handouts.)

**II. Setting the Context**

A. The Impact of Cohort

***Lecture/Discussion Topic:***Cohort Effects

Cohort effects are often an abstract idea for students. You can make it more concrete for them by introducing the National Bureau of Economic Research working paper Hurd and Rohwedder, cited below.

You may choose to introduce the idea of cohort effects by pointing out some more distant cohorts such as those comprised of individuals who fought in World War II, Vietnam, or Desert Storm.

*Ask:*

— “To what cohort do you belong?” Students may have difficulty identifying with the cohort as a whole. They frequently identify with a smaller cohort of their high school class, sport team, etc. To help them move to a broader perspective, ask what the distinctives of the current cohort (the one to which they belong) might be. Allow students to speculate: They are the millennial generation, they experienced the Great Recession of 2008, they are tech savvy, etc.

Emphasize the 2008 Recession by asking students to think about the impact the Recession had on their own households. It is likely many of their parents experienced job loss and that they, in turn, experienced the resulting loss of any number of things, including their family home, status items, change in access to health care, change in socioeconomic class, etc.

Thinking about themselves as part of the bigger picture may be a new cognitive exercise for those emerging from the egocentricity of adolescence. Summarize the findings of Hurd and Rohwedder’s longitudinal study:

Between November 2008 and April 2010 about 39 percent of households had either been unemployed, had negative equity in their house, or had been in arrears in their house payments. Reductions in spending were common, especially following unemployment.

At the time of the initial survey, 13.2 percent were in financial distress, and in the last survey in April 2010, 16.8 percent were in financial distress.

Younger people are more likely to be in households in financial distress1: 23 percent of those aged 18–34 are in households in distress versus 8 percent aged 60–69.2

1Hurd and Rohwedder determine “financial distress if the respondent and/or spouse is unemployed, or if the household is more than two months behind on mortgage payments (or in foreclosure), or if the value of the house is less than the amount of the mortgage.”

2© 2010 by Michael D. Hurd and Susann Rohwedder. All rights reserved.

The survey also indicates negative consequences to overall physical and emotional health, pessimism in regard to prospective retirement age, and ability to retain the current standard of living, as well as pessimism in regard to current employment stability. Use this discussion as a springboard to the Classroom Exercise below.

Follow up the summary of some findings from Hurd and Rohwedder (2010) by distributing Handout 1-3, which helps students speculate on the effects of history on their cohorts. Use the completed handouts to promote class discussion by linking Hurd and Rohwedder’s findings with students’ speculations. Help students understand that individuals who are born within a particular time frame in a similar environment might see the need for similar actions, or they might influence or be influenced by others in their cohort. For example, during the Civil War there was a great need for political action, so the parents of those politicians may have inadvertently encouraged them to go into politics in order to protect what they had fought for.

*Source:* Hurd, M. D., & Rohwedder, S. (2010). *Effects of the financial crisis and great recession on American households* [(working paper 16407). http://www.nber.org/papers/w16407](http://www.nber.org/papers/w16407)

***Classroom Exercise:*** When I Was a Teenager…

Divide the class into cohort groups (i.e., baby boomers, generation Xers, and millennials). Since the majority of your students will likely be millennials, you might need to further divide that group into subgroups, each with a manageable number of members. Once the students are settled into their cohort groups, have them complete Handout 1-4. After the handouts are completed, have each group designate a speaker and a writer. The writers will record their group’s answers on the board and the speakers will present the answers to the rest of the class. (*Note:* If time allows, you might consider giving the above assignment as an outside project and have each group present a live performance of their examples.)

***Video Collection for Human Development****:*

*Excerpts from* Up *Documentary: Aggression*

**Length:** 02:28 minutes

**File Name:** excerpts\_from\_up\_documentary\_aggression

**Source:** ITN

**Description**

This video excerpt from the documentary *Up* includes a focus on an upscale kindergarten class (John, Charles, and Andrew) and lower-income schoolchildren. Footage includes kids fighting on the playground and then interviews with the children about their differing views on fighting. Includes interview with girls Jackie, Susan and Lindsay on fighting as well.

B. The Impact of Socioeconomic Status

***Lecture/Discussion Topic:*** Features of SES

Present students with the following information from the U.S. Bureau of Labor Statistics (2011). Use this information to begin the exercise.

During the recent recession, the U.S. unemployment rate peaked at 9.3 percent, a 26-year high. Since the beginning of the economic crisis in the last part of 2007, almost 15 million jobs have been lost. Another 9 million people work part-time because their hours have been cut or they cannot find full-time employment. Among those who are unemployed, an estimated 30 percent have children under 18 years of age (Bureau of Labor Statistics, 2010).

As you discuss the impact of socioeconomic status, point out the following:

• SES is a sociological term, which combines levels of education and income.

• Research has found profound levels of influence of SES on development.

• Poverty alone is not debilitating, but combined with decreased educational opportunities, poor nutrition, and lack of health care, the effects of poverty are potentially devastating.

***Classroom Exercise:***SES Effects

To encourage critical thinking, create a Socratic dialogue with students in which you ask questions that students discuss—and through their discussion (without you providing the answers), they come to conclusions on their own. Have students read this section carefully.

*Ask*:

— Lower-income parents often lack the ability to provide prenatal care for their children. Could this influence the lifespan of the unborn child? If so, how?

Students often answer this question by stating the obvious: the newborn may be small, or there may be problems during the birth process. In Socratic dialogue, you might follow up an initial response by asking for more responses and then asking, “Would these problems affect how long the individual might live? Would any of these problems affect later stages of development?”

— Lower-income parents often lack the ability to obtain highly nutritious food. How might this affect the life course of children?

Again, students may first think of the obvious: lack of nutritious food might slow the child’s growth. You might follow up by asking if there is a possibility that poor food quality could affect health in later life stages, especially in terms of health problems such as diabetes and obesity.

— In the poorest countries of the world, child health care and medical practices that prevent infectious diseases are often unavailable. How might this affect an individual’s life course?

Students might respond that preventable diseases such as measles have an impact on the whole population when there is no medical care.

— Why would education be an important component of social circumstances that promote longevity?

After students give their initial responses, you might follow up with the question, “What do educated people learn that promotes longevity?”

— What kind of stressors do you think a person in poverty experiences? Stress has been suggested as a cause of detrimental effects of poverty. How could stress cause health or longevity problems?’

Students may initially respond by relating stress to heart attacks. Expand students’ thinking by asking about influences of stress on habits related to diet, smoking, and drinking.

— Half of the world’s population, including half of all children, lives in poverty. What does that high poverty rate in the developing world mean for the life course of the rest of us?

Students may at first consider the interdependence of the countries of the world in relationship to economic resources. Encourage students to continue their discussion and relate global interconnectedness to the experience of economic prosperity, or recession and job loss.

***Video Collection for Human Development****:*

*Excerpts from* Up *Documentary: Discipline and Self-Discipline*

**Length:** 02:07 minutes

**File Name:** excerpts\_from\_up\_documentary\_discipline\_and\_self-discipline

**Source:** ITN

**Description**

This video segment from the documentary *Up* shows footage of the kids engaged in exercise varying from classical ballet for the upper income girl to free play on the playground for the lower-income kids. Discussion of distinction between freedom and discipline for the kids and interviews with the kids about what they do in their spare time (e.g., disciplined schedule of bedtime at 7pm for upper-income child compared to bedtime of 11pm for lower-income child).

*Excerpts from* Up *Documentary: Introduction*

**Length:** 01:39 minutes

**File Name:** excerpts\_from\_up\_documentary\_introduction

**Source:** ITN

**Description**

This video segment describes the *Up* documentary series, following 7-year-olds from starkly different backgrounds (primarily socio-economic differences). Video footage is of all the kids together at the London Zoo and includes the quote “give me the child until he is seven and I will give you the man.”

*Excerpts from* Up *Documentary: John Rebuts the Filmmaker*

**Length:** 02:09 minutes

**File Name:** excerpts\_from\_up\_documentary\_john\_rebuts\_the\_filmmaker

**Source:** ITN

**Description**

This video segment from the documentary *Up* shows an interview with John at adolescence (age not specified). In it John discusses how the documentary doesn’t show all the hard work the upper-class kids still had to put in to achieve their successes later in life, but rather presented it as if their successes were handed to them.

*Excerpts from* Up *Documentary: Meet the Children*

**Length:** 02:27 minutes

**File Name:** excerpts\_from\_up\_documentary\_meet\_the\_children

**Source:** ITN

**Description**

This video segment from the documentary *Up* shows footage of the documentary children meeting each other in what appears to be adolescence (ages not specified) and discussing how they have and have not changed from their earlier years. Also included in this video segment are the participants’ opinions on the messages from the *Up* documentary.

*Excerpts from* Up *Documentary: Neil, a Boy Who Develops Emotional Problems*

**Length:** 03:22 minutes

**File Name:** excerpts\_from\_up\_documentary\_neil

**Source:** ITN

**Description**

This video footage from the documentary *Up* focuses on one of the middle-class boys, Neil. The video segment shows clips of Neil at various ages, including an interview with him in early adulthood when he is working as a laborer and “squatting” in an apartment in London. Later footage shows Neil hitchhiking as an adult. He is still unsettled, unemployed, and living off of social security.

*Excerpts from* Up *Documentary: Nicholas as a Young Man*

**Length:** 02:44 minutes

**File Name:** excerpts\_from\_up\_documentary\_nicholas\_as\_a\_young\_man

**Source:** ITN

**Description**

This video footage from the documentary *Up* focuses on one of the rural children, Nicholas, who went to a one-room school in the Yorkshire Dales. The segment includes footage of him discussing (or refusing to discuss) girls and his romantic life. Nicholas, who is working on being a physicist at Oxford, also discusses his attempts at being less shy and more outgoing in general.

*Excerpts from* Up *Documentary: Paul and Simon, Two Children Who Lived in a Group Home*

**Length:** 02:21 minutes

**File Name:** excerpts\_from\_up\_documentary\_paul\_and\_simon

**Source:** ITN

**Description**

This video discusses the life trajectories of two boys from a group home, Paul and Simon. Paul left the group home when he was 8 years old and moved back in with his father, who remarried. They then moved to Australia. As an adult, Paul married and then later divorced. Simon left the group home when he was 13 years old and moved back in with his mom, whom he still lives with. Simon says that he has more of a friendship relationship with his mother, rather than a mother-son relationship, and that he feels like he has to take care of her.

*Excerpts from* Up *Documentary: Three Boys from Upper-Class Backgrounds*

**Length:** 03:02 minutes

**File Name:** excerpts\_from\_up\_documentary\_three\_boys\_from\_upperclass\_backgrounds

**Source:** ITN

**Description**

This excerpt from the documentary “Up” focuses on three upper-class boys. The video footage includes interviews of the boys at different ages. For example: at age 7 the boys discuss the newspapers they read, at early and late adolescence they discuss how the program typecasts them. They discuss “public” schools (which are private in England) and the importance of good education.

*Excerpts from* Up *Documentary: Three Girls from Working-Class Backgrounds*

**Length:** 04:22 minutes

**File Name:** excerpts\_from\_up\_documentary\_three\_girls\_from\_working-class\_backgrounds

**Source:** ITN

**Description**

This video discusses the life expectations and trajectories of three different women from working-class backgrounds. Employment, career, marriage and family are discussed. The time of marriage is also discussed from the perspective of each woman.

*Excerpts from* Up *Documentary: Tony, the Boy Who Wanted to Be a Jockey*

**Length:** 01:54 minutes

**File Name:** excerpts\_from\_up\_documentary\_tony\_who\_wanted\_to\_be\_a\_jockey

**Source:** ITN

**Description**

Tony wanted to be a jockey when he grew up. He left his school at the age of 15 in order to pursue his dream. Tony was a successful jockey and realized the fulfillment of his dream.

C. The Impact of Culture and Ethnicity

***Lecture/Discussion Topic:*** Features of Cultural Values

The following are points to include in your discussion of this chapter:

• Children gain many behaviors related to culture before they are 5 years old.

• These behaviors relate to deeply ingrained interaction patterns.

• One way to describe these interaction patterns is to use the categories listed in the text— individualist cultures and collectivist cultures.

• Cultures are not static and they change over time.

• Differences within any culture are often greater than differences between cultures, as a result of specific family values and child-rearing practices.

• We must be very careful not to stereotype individuals because of their apparent cultural background.

***Video Collection for Human Development:***

*Research of Geoffrey Saxe*

**Length**: 03:01 minutes

**File Name:** research\_of\_geoffrey\_saxe

**Source:** Courtesy of Geoffrey Saxe

**Description**

Video is an interview with Geoffrey Saxe(Ph.D., UC Berkeley) about cross-cultural differences in counting procedures. It includes footage of children in Papa New Guinea counting, using many other body parts beyond fingers, as in the U.S. The video clip also discusses the development of arithmetic strategies and a discussion of how humans construct knowledge.

*Interview with Barbara Rogoff*

**Length:** 02:28 minutes

**File Name:** interview\_with\_barbara\_rogoff

**Description**

Barbara Rogoff (University of California, Santa Cruz), a leading researcher, conducts research into the ways cultural practices, goals, and beliefs affect human development. In this clip, she talks about the importance of culture and community in a child’s development and how this varies from one country to another.

***Classroom Exercise:***Personal Characteristics, Culture, and Cohort

Being in touch with one’s own characteristics helps each of us understand ourselves individually, as well as our relationship to our peers (cohort) and the wider world. Some of our characteristics are the result of our inborn personality. Other characteristics are the result of our family values, and still other characteristics are the result of our culture. Have students fill out Handout 1-5 in order to consider how these issues apply to them individually. When the handouts are completed, begin a discussion in which student volunteers share their discoveries. (*Note:* Before launching into this discussion, emphasize that sharing personal information is up to each student; no class member has to share any personal information unless he or she is comfortable doing so.)

***Additional Media Suggestion****: East Is East* (Walt Disney/Miramax available on DVD, 96 min.)

If possible, purchase or rent from a local DVD/video store the 1999 movie titled *East Is East*—a movie about a Pakistani family that has settled in England. The children in this family are westernized, but the father wants to arrange marriages for his two oldest sons. As students will see in this video, culture clash may be funny and painful at the same time. After viewing the video, encourage a class discussion about experiences your students have had or observed related to this type of culture clash.

D. The Impact of Gender

***Lecture/Discussion Topic:***The Biological Impact

Engage students in a discussion about gender issues.

*Ask:*

— What might change another student’s opinion to match yours?

— What kind of evidence do you think researchers should collect in order to help us understand our gender differences more completely?

In answer to the questions, know that students often want to discuss differences between the genders in relationship to math ability. Many tend to believe that there is a difference and that the difference is a biological one. The text reports that there is no evidence to support a biological difference in ability, because recorded math scores for women have steadily risen since the mid-1980s.

Students may also be interested in some of the following amusing gender differences as pointed out by Carol Ann Rinzler in “The Annotated Adam and Eve”: (1) Male hands are warmer at room temperature because they have a greater flow of blood to their fingers than do healthy females, but the warmth of women’s hands exceeds that of men over time because women’s blood vessels are more expandable; (2) a woman has smellier armpits than a man because men perspire more heavily on the upper chest from glands secreting salts and water, whereas women sweat most heavily under the arms from glands located in the armpits. When bacteria digest the fatty substances, the result is a foul odor.

There are other beliefs for which students may or may not have evidence, but ask them to keep an open mind and pay attention to the research that they will read about later in the text.

*Source:* Rinzler, C. A. (1988). The annotated Adam and Eve. *Hippocrates,* 78–79.

***Classroom Exercise:***Gender Stereotypes

Using Handout 1-6, have each student fill in the table by describing how he or she believes personal characteristics relate to cultural stereotypes about gender. Then invite students to participate in a classroom walkabout, by posting a large sheet of paper for each box on the handout in different areas of the classroom. (There are six boxes on the handout, so you will need six large sheets of paper posted on the walls around your classroom. Also provide tape or pushpins that students can use to post their responses.) Have students cut or carefully tear apart the six boxes on their handout, which show their responses. Ask them to put their responses on the related posters displayed around the classroom, and to take the time to view the other responses that classmates have posted. When the students’ postings for each stereotype are complete, walk around and look at all of the answers on the wall. Use the students’ input to begin a class discussion on how similar or different student experiences are in relationship to cultural stereotypes of gender differences.

***Student Project:*** Children and Gender Stereotypes

This assignment requires students to investigate gender stereotypes. Distribute Handout 1-7, and tell students that they will use this handout to conduct a survey about parents’ decisions before the birth of their child. After students have completed the survey, promote a class discussion that begins with summaries of the survey findings. By depending on the survey responses, students learn that often their peers (the survey respondents) hold similar views—and this discovery often helps students become less timid in sharing their own opinions. You might wish to steer discussion toward issues of partner choosing and child raising. For example, female students in the class of one instructor who uses this project are often more likely to declare that they would let their sons play with Barbie® dolls than would male students. You might want to point out the differences in opinion and ask whether this would be an issue when choosing a lifelong partner. In addition, discussions of baby room colors, baby clothing colors, and toy preferences are a perfect segue into topics of societal values, gender stereotyping, and gender theory. Class time can also be used to compile all of the data collected, allowing students to see the overall class results and learn something about research methods at the same time.

This project was developed by Karen Bendersky, Ph.D., at Georgia College & State University.

***Video Collection for Human Development:***

*The Wisdom of Generations: Boys' and Girls' Initiations Amount the Chokwe and Related People*

**Length**: 05:50 minutes

**File Name:** wisdom\_of\_generations

**Source:** © Ramón Rivera Moret, Based on field research by Dr. Manuel Jordán

**Description**

The boy and girl initiations of the Chokwe people from Northwestern Zambia are demonstrated. The initiations are viewed as the symbolic death of the child and birth of the adult. Boys are initiated in groups and are taught matters of religion, morals, sexuality, and technology. Girls are initiated individually in order to prepare them for womanhood.

***Additional Media Suggestion:*** *Brain Sex* (Insight Media)

This series of three films explores gender differences in learning styles, attitudes, behaviors, and brain functioning. It also probes the impact of fetal sex hormone levels and evolution on gender differences.

**III. Theories: Lenses for Looking at the Lifespan**

A. Behaviorism: The Original Blockbuster “Nurture” Theory

***Lecture/Discussion Topic:*** Features of Externally Based Theories

First point out that the comment by John Watson, quoted on page 12 in the text, often evokes a strong reaction. Invite students to describe their reaction to Watson’s boast about his ability to create professionals or criminals—also ask students to share why they reacted as they did. Then, as you lecture, consider including the following points:

• A developmental theory explains how the developmental process works, and why.

• Externally based theories postulate that the environment, or things going on outside of the individual, explain why people behave the way that they do.

• Internally based theories suggest that biological mechanisms such as genetics, health, and unconscious neurological processes influence the developmental process.

• The conflict between these two approaches is the basis for the “nature–nurture” debates over the last century. Currently, most developmental specialists recognize that both internal and external influences are important. Behaviorism postulates that “reinforcements” (a system of rewards and punishments) explain behavior. Behaviorists believe that a truly scientific view can only be accomplished through the observation of external behavior. Cognitive behaviorism recognizes that humans think, reason, and observe each other.

***Lecture/Discussion Topic:***Celebrity Role Models

It is likely that your students are well aware of the fact that children, as well as adults, imitate celebrities’ behavior, clothing style, and so on. While some celebrities provide positive examples (Hillary Clinton as the first woman to run for president), others provide negative, sometimes harmful examples (Paris Hilton, whose claim to fame is based on partying and shopping).

*Ask:*

— What are some other examples of positive and negative celebrity role models?

— What are some potential consequences—good ones and bad—associated with imitating that role model?

***Classroom Exercise:*** Exploring Reinforcements

Using one or more of the following behavioral examples, ask students to think about how the adults in the examples may be reinforcing the negative/difficult behaviors they would like the children to change. Ask students also to think about a different kind of reinforcement that might work better.

Sally asks her 6-year-old daughter, Amy, to clean up her room every Saturday morning. Usually an argument starts because Amy wants to watch cartoons. Mom says Amy can watch the cartoons when the room is cleaned up, but an argument ensues anyway.

Sammy is a fussy eater. Mom has tried lots of strategies to encourage Sammy to eat a variety of foods. She has tried sneaking nutritious food into things he may like, not letting him eat snacks, and just letting him go without a meal if he won’t eat what is on the table; she also rewards him for eating whatever is put in front of him.

Jimmy doesn’t like going to school. His teacher has tried to make it more fun for him by having him work with small groups of children who appear to be his friends.

Several children in Mr. Jones’s first grade class go outside on cold days without wearing their jackets. The children are unable to get their jackets once they are outside because the classroom is locked. Mr. Jones begins giving the children extra time for fun activities in class if they remember to wear their jackets when they go outside, but this strategy has not worked for Carla. She begins to cry when she gets cold, and she is inconsolable until she can go inside again.

Before you complete this exercise, have students identify life situations in which adults, not children, are being reinforced—since reinforcement techniques are not limited to the use of parents with their children. As an example, point out the description of newlyweds who continually reinforce each other’s expression of love (p. 13 of the text). Also mention as an example that adults get reinforcement for their jobs when they receive their paychecks.

***Additional Media Suggestions:***

*The Power of Positive Reinforcement* (CRM/McGraw-Hill, 28 min.)

This film provides a good introduction to the application of the principles of operant conditioning to business and industry. Its message is that all workers—from factory workers to executives—are searching for feedback (reinforcement) for their job performance. The effectiveness of positive reinforcement is examined at a 3M plant in California, an amusement park in Minnesota, on members of the Minnesota Vikings football team, and with sanitation department workers in the city of Detroit.

*The Skinner Revolution* (Research Press, 23 min.)

This movie emphasizes Skinner as a person. It includes a biographical sketch, scenes of Skinner at home, interviews with his associates, and demonstrations of some of the practical applications of the basic laws of behaviorism.

B. Psychoanalytic Theory: Focus on Early Childhood and Unconscious Motivations

C. Attachment Theory: Focus on Nurture, Nature, and Love

***Video Collection for Human Development:***

*Parenting in Infancy: Beng Caretaking Practice: Carrying Babies*

**Length:** 01:13 minutes

**File Name:** parenting\_in\_infancy\_beng\_caretaking\_carrying babies

**Source:** Courtesy of Alma Gottlieb

**Description**

The video shows young Beng infants being carried using cloths strapped to others’ backs including the back of a young child (probably 6–10 years old). This clip also shows a mother using a mortar and pestle (repetitive motion) and an infant strapped to her back being lulled to sleep by the repetitive movement.

*Parenting in Infancy: Beng Infant Caretaking Practice: Jewelry*

**Length:** 01:55 minutes

**File Name:** parenting\_in\_infancy\_beng\_caretaking\_jewelry

**Source:** Courtesy of Alma Gottlieb

**Description**

This video footage shows a Beng mother making jewelry for a 4-day-old infant. Also shown in this segment is footage of mothers tying bracelets and necklaces on to young infants and using a lime to wash infants’ jewelry.

*Parenting in Infancy: Beng Infant Caretaking Practices: Playing*

**Length:** 01:36 minutes

**File Name:** parenting\_in\_infancy\_beng\_caretaking\_playing

**Source:** Courtesy of Alma Gottlieb

**Description**

This video segment shows Beng people playing with infants. Video footage shows a mother holding and playing with a 1-month-old, young children playing instruments and showing a 6-month-old how to dance, an older sibling pushing an 8-month-old around in a cardboard box, and playing peek-a-boo with a face covering. The video clip also shows a few other examples of infant play in the Beng culture.

*Parenting in Infancy: Beng Infant Caretaking Practices: Speech*

**Length**: 01:10 minutes

**File Name:** parenting\_in\_infancy\_beng\_caretaking\_speech

**Source:** Courtesy of Alma Gottlieb

**Description**

This video segment shows footage of Beng children saying “sorry you are feeling bad” (in their own language) to a 6-month-old infant who is sick and then repeating the appropriate male response “maaaa” to him to teach him the proper response. The clip also shows footage of a mother playing with a young girl named “Hallelujah” and repeating her name over and over to her.

D. Evolutionary Psychology: Theorizing About the “Nature”of Human Similarities

***Classroom Exercise:***Evolutionary Psychology

Students might find the following ideas of Bernard Weiner interesting and worthy of debate. According to evolutionary psychologists, all organisms, including humans, are “gene-producing machines” with the basic motivation of perpetuating their own genetic pool. This motive is at the root of all our behavior. Here are some situations that would most likely be true, according to humans making decisions as “gene-producing machines”:

• If you had to choose between saving a 5-year-old or 1-year-old of the same sex, you would choose the 5-year-old because that individual would be more likely to reproduce. If you had to choose between a 20-year-old and 40-year-old of the same sex, you would choose the 20-year-old for the same reason you would have chosen the 5-year-old in the previous situation.

• If you were a female who had to choose between someone younger or older than yourself as a mate, you would prefer to mate with older males because older males would have more resources to help in child care. On the other hand, if you were a male making the same choice, you would prefer younger females because they would be more likely to give birth.

• In the event that you and your spouse had a child, the maternal grandparents would be especially happy because they would be assured of 25 percent genetic carryover since the female of a couple can always be sure that the child is hers.

*Source:* Weiner, B. (1992). *Human motivation: Metaphors, theories, and research.* Newbury Park, CA: Sage Publications. Adapted from Bolt, M. (2007). Instructor’s resources to accompany David G. Myers, *Psychology* (8th ed.). New York: Worth Publishers.

E. Behavioral Genetics: Scientifically Exploring the “Nature” of Human Differences

***Lecture/Discussion Topic:***Features of Twin Studies

To determine how closely related certain characteristics are to genetic heritability, researchers have compared identical twins with non-identical twins. According to this research, the following are some of the characteristics that identical twins are significantly more likely to share than other siblings or family members:

• whether a person divorces or not

• the age at which a person dies

• marijuana abuse in adolescence

• serious depression experienced several times over the course of life

• suicide attempts

• bulimia

The above characteristics involve environmental influence, and there is no “gene” for divorce or marijuana abuse. While there seems to be no known gene(s) to explain divorce or marijuana abuse, some personality characteristics do seem to be related to genetics. For example, there is high concordance between identical twins for depression, as well as disorders such as bulimia. At this point, invite students who have some knowledge of identical twins to make some personal observations (qualitative analysis) about the above-mentioned findings. Moreover, students may have additional examples to share with the class.

*Ask:*

— If heritability happens for particular characteristics, what should we do about it?

— Describe a few characteristics that you believe are influenced by your genes.

— Do you believe that if you have a genetic push toward a characteristic, you can change the influence of that heritability?

— What do you think scientists should be focusing on in their studies related to this issue?

— Have you observed heritability in identical twins? If so, for which characteristics?

***Video Collection for Human Development:*** *Nature versus Nurture: Growing Up Apart*

***Length:*** *02:00 minutes*

***File Name:*** *nature\_nurture\_growing\_up\_apart*

***Source:*** *“In the Genes”, 48 Hours (CBS News)*

***Description***

Psychologists use twin studies to help sort out the relative contributions of nature and nurture to human development. Jerry and Mark are identical twins who share the same profession, same interests, and even the same mannerisms. As children they watched the same television programs. All of this is surprising because they were separated at birth, were raised by different families, and did not meet until they were age 31. First and most obvious is their striking physical resemblance. As they spend time together and share their life stories, similarities of behavior also become evident. How they walk and even hold a beer are the same. They learn that they share the same hobby of white-water rafting and even the same occupation. Why do we have these striking similarities, ask the twins? They conclude it must be the result of shared genes. Indeed, studies of identical twins separated at birth have helped shift scientific thinking toward a greater appreciation of genetic influences. Jerry and Mark are not unique in demonstrating startling similarities of personalities, abilities, interests, and even fears.

F. Nature and Nurture Combine: Where We Are Today

***Lecture/Discussion Topic:*** Siblings and Family Environment

Parents will often report that they “treat all of their children the same.” But is this really true? Or would we even want it to be true? Personalities and abilities differ among siblings; therefore, each sibling will evoke different responses from his/her parents. Moreover, each sibling will respond individually to his or her parents' response, and so forth. So is treating every child in a family alike a realistic or appropriate goal to pursue? Allow opportunity for students to discuss this aspect of nurture in general terms. Not surprisingly, birth order discussions may take the forefront, which will spark a lively discussion. Through this discussion, encourage students to consider gender and family size, as well as other differences.

*Source*: Feinberg, M., McHale, S., Crouter, A., & Cumsille, P. (2003). Sibling differentiation: Sibling and parent relationship trajectories in adolescence. *Child Development*, *74*(5), 1261–1274. Retrieved August 8, 2009, doi:10.1111/1467-8624.00606

***Student Project:*** A Dialogue About Your Clone

On the chalkboard, write the following question, and ask students to use the question to explore *nature* and *nurture* concepts:

If you were cloned, would your clone grow up to be exactly like you, a lot like you, somewhat like you, or not like you at all?

In answer to the question, have students write essays that range between 300 to 400 words, in which they include (1) an explanation of at least one way in which their clone would differ or be the same psychologically as them (e.g., behavior, attitudes, interests, beliefs, personality, intelligence—but not physical appearance); (2) at least two concepts and terms from Chapter 1—such as *nature, nurture, heritability, evocative forces, bidirectionality, active forces,* and so on; (3) important environmental facts about the clone that are relevant in answer to the essay question.

When the essays have been completed and collected, have students respond to one another. If possible, have students post their essays to a computer bulletin board and then choose the essay of another student to respond to in an essay of 100 to 200 words (again using concepts and terms presented in Chapter 1). (*Note:* If you don’t have access to a computer bulletin board, you can collect essays and redistribute them to students for responses.)

This project was developed by Darryl M. Dietrich, Ph.D., at the College of Scholastica.

***Lecture/Discussion Topic:***The Flynn Effect

Begin a discussion by referring students to the appropriate text discussion on the Flynn effect. Ask their thoughts on heritability of IQ. Do they know anyone who doesn’t “fit the mold”? Chances are several students can identify someone they know who has succeeded in spite of all the obvious negative forces in his or her life. What is their explanation for this? Ask what programs offer children access to nutrition, health care, or education. Programs such as WIC, Head Start, and others are aimed at helping to provide the best environment, and many students are given resources and opportunity that they would not otherwise have had. If the genetic capacity for intellectual superiority is present, but the home environment cannot support it, these programs and access to them may help a child develop into his or her potential. Show the students Bronfenbrenner’s model and help them see how the Flynn effect fits within the model. What are their perceptions of the model in their own lives?

***Class Discussion:*** What About Freud?

Freud’s psychoanalytic theory was quite unpopular in his time. Given what you know of Victorian-era Europe, why would his theory have been a problem for most people? What are your thoughts regarding self-knowledge and its relationship to overall mental health? Is it really important to know yourself? If so, how thorough should the knowledge be? Are there places in life where it is best to “leave well enough alone”? Why or why not?

G. Emphasis on Age-Linked Theories

***Classroom Exercise:***Examples of Erikson’s Stages

Have students work in small groups, assigning one or more of Erikson’s eight stages to each group. Ask the groups to describe an individual who exemplifies their assigned stage. (The individual may be a person from real life such as a family member, a well-known figure or celebrity, or a character from literature or media.) Students should include the person’s age, life circumstances, personality traits, and reasons why they think this person exemplifies the stage. Ask groups also to predict how this person may develop in later stages of life. After groups have fully discussed their examples, have them take turns presenting their examples and supporting reasons to the class.

***Additional Media Suggestions:***

*Piaget’s Developmental Theory* (Set of three films from Davidson Films: *Classification,* 17 min; *Conservation,* 28 min.; *Formal Thought,* 32 min.)

Piaget’s theory, methods of classification, and stages in the development of intelligence are described. This film incorporates many demonstrations of children’s thinking at different stages of development and explains how educational programs based on Piagetian principles can help children make transitions from one stage to the next.

*Cognitive Development* (CRM/McGraw-Hill, 20 min.)

This film begins with a brief review of Piaget’s stages and some of his terminology. It then shows two contrasting kindergartens, one based on “discovery” learning and the other on a strict application of behaviorist principles, as interpreted by Bereiter and Englemann. In class, the instructor and the students can identify comparable types of education for older children and for adolescents, and then discuss the merits of carefully preprogrammed instruction versus more spontaneous learning. Showing this movie is a good way to help students see that various theoretical ideas can lead to contrasting and controversial applications.

***Student Project:*** Analyzing Television Characters and Their Stage of Cognitive Development

The following is an outside assignment, which may also stimulate class discussion. Ask students to watch a television program that includes a main character between the ages of 3 and 18. Ask students to write a one- to two-page analysis of the character’s displayed behaviors in relationship to Piaget’s cognitive development theory. In this analysis, ask students to give specific examples of how the television character displays behaviors typical of Piaget’s sensorimotor, preoperations, concrete operations, or formal operations stages (see Table 1.3 on text p. 21). Since a number of students may be familiar with many of the television shows discussed in this assignment, these analyses can spark some lively class discussion about the application and understanding of Piaget’s cognitive development theory.

This project was developed by John P. Foley, Ph.D., at Hagerstown Community College.

***Additional Media Suggestions:***

*Erik Erikson: A Life’s Work* (Insight Media, 38 min.)

Working from the perspective of the biopsychosocial model, this film combines biographical information and interviews with Erik Erikson with a thorough description of the theorist’s eight psychosocial crises.

*Everybody Rides the Carousel* (Pyramid, 25 min. each)

Erikson’s eight psychosocial stages of development are portrayed in this three-part series. The specific crisis of each stage is depicted through an animated vignette. Part I takes the viewer into the child’s world from infancy to preschool and depicts Erikson’s first three stages. Part II, which covers the school years through early adulthood, highlights Erikson’s middle three stages. Part III concludes the series with a look at the crises of middle and late adulthood.

H. The Developmental Systems Perspective

***Student Project:*** Applying a Development Systems Perspective

Review Janet Belsky’s example of contextual markers, found on page 24 in the text. Using that example as a guide, ask students to prepare a brief oral report in which they apply the developmental systems perspective to the situation of a character in film, literature, or real-life (reported in the public media). In the report, have them focus on and identify contextual markers in the life of this character or real-life person that help explain the situation that he or she is in.

**IV. Research Methods: The Tools of the Trade**

A. Two Standard Research Strategies: Correlations and Experiments

***Lecture/Discussion Topic:***Understanding Correlation

To help students correctly interpret correlations and/or cause and effect, the following two examples might be helpful:

Scientists have linked television watching with childhood obesity. They discovered that the degree of obesity rises 2 percent for each hour of television viewed per week by children aged 12 to 17, according to a study in the *Journal of the American Academy of Pediatrics*. One explanation is that television watching results in less exercise and more snacking (often on high-calorie, low-nutrition foods pitched in commercials). Is that conclusion justified? What are some alternative explanations for the correlation? The causal relationship may be reversed. Obesity may lead children to prefer more sedentary activities, such as TV viewing. Some third factor may explain the relationship—for instance, parents having little formal education may not emphasize good nutrition or good use of leisure time.

Children with high self-esteem also tend to have high academic achievement. Why is this? Some might argue that a healthy self-concept boosts school achievement. Others are convinced that high achievement produces a favorable self-image. Reports of a recent nationwide sample indicate neither is true. In other words, self-esteem and achievement are not casually connected. Rather, their correlation is due to their both being linked to intelligence and family social status. Remove the effect of these two variables, and the correlation between self-esteem and achievement evaporates.

*Source:* Tierney, J. (1987). Good news! Better health linked to sin, sloth. *Hippocrates,* 30–35.

***Additional Media Suggestion:*** *Experimental Design* (Annenberg/CPB, 2 segments, 30 min. each)

Divided into two segments, this film provides a broad overview of observational studies and experimental studies. Segment 1 focuses on basic principles of experimental design, including randomization, sampling, bias, and replication. Segment 2 focuses on the question of causation in research.

***Classroom Exercise:***Correlation or Experiment?

The following exercise will provide students opportunities to distinguish between a correlational study and a true experiment, as well as help them identify variables. Using Handout 1-9, ask students to meet in small groups, read the examples, and determine whether each example is a correlational study or true experiment. When you review the examples with the entire class, make sure students understand that Example 1 is experimental, Example 2 is correlational, and Example 3 is quasi-experimental because it doesn’t meet all of the requirements of an experiment (in some cases, a researcher finds a group that something has happened to and tries to analyze what the effect was). You can extend this exercise by also having groups determine the variables in each example. For instance, in Example 1, the variables are “type of music” and “scores on final exam”; for Example 2, the variables are “test scores” and “success in school”; for Example 3, the variable is “reading scores at the end of the year.”

When the whole class reconvenes, continue a discussion by asking the following questions:

— Once a correlation is found, what can be done to determine a cause and effect? (Answer: an experiment could find out a cause and effect after a correlation is found.) Use one of the examples on the handout to describe what a scientist might do.

— What characteristics of an experiment make it more likely to be believed? (Answer: random sample; matched sample; large, representative populations.)

— Which of the examples on the handout are high-quality experiments? What could be done to improve them? (Answer: None; the experiments could be improved by increasing the number of classrooms, making sure the students were randomly assigned to the classrooms that receive the music and the control groups, and making sure the populations are representative.)

— What correlations or experiments in development would you like to see done?

***Student Project:***Identifying Research Strategies

To help students better understand and distinguish among research techniques, have them bring to class two newspaper or magazine articles about recent studies related to aspects of human behavior. Students should identify the research technique used in each study as correlational, a true experiment, a naturalistic observation, or self-report. Along with a copy of each article, ask students to write a brief explanation that identifies the research strategy used and, where appropriate, distinguish between correlations and cause-and-effect interpretations presented as the studies’ results.

B. Designs for Studying Development: Cross-Sectional and Longitudinal Studies

***Lecture/Discussion Topic:***Features of Development Studies

As you discuss cross-sectional and longitudinal studies, point out that using longitudinal research is particularly important in lifespan development. Researchers want to document real changes over time that reflect actual developmental changes in specific individuals. There are several longitudinal studies that have covered, or will cover, the lifespan of individuals and, thereby, have occurred over the lifetimes of the researchers.

Examples of this kind of study are as follows:

• Perry Preschool Project: A study designed to determine the effectiveness of a cognitively based curriculum (called High Scope) developed by David Weikert. Children have been followed far into adulthood; they are currently in their forties.

• Carolina Abecederian Project: A study of at-risk children treated with a high-quality early childhood program begun in the early 1980s by Craig Ramey.

• Childhood IQ and Survival to age 76: A study undertaken in Aberdeen, Scotland, in 1921, in order to determine the relationship between IQ and longevity.

• Minnesota Longitudinal Study of Parents and Children: A University of Minnesota study undertaken to determine, among other things, the effects of attachment on future development.

• 1950–1990 Study of Atomic Bomb Survivors: A study of atomic bomb survivors to determine the health effects of the atomic bomb.

C. Critiquing the Research

***Classroom Exercise:***Prioritizing Evidence

Using Handout 1-10, ask students to review each research question presented, and then have them decide which piece of evidence provides the highest-quality evidence. Extend this exercise by asking students to order the evidence from best evidence to least likely to be true. That order is as follows: C, B, A, and then D.

***Classroom Exercise:***A Demonstration of Research Ethics, Experience, and Coercion in Research

Before beginning this exercise, tell students that an Institutional Review Board reviews and then okays ethical practices in research proposals. This exercise comes from Nanci Woods, who received a Ph.D. in developmental psychology from the University of Florida. She was a member of a research team studying the impact of prenatal cocaine exposure on infants and children. The serious ethical issues involved in these types of studies led her to develop an interest in the ethics of human research. She found that faculty and students often fail to recognize the coercive potential of research situations. The following demonstration is a quick way to help students recognize how easily situations can involve coercion or undue influence.

To begin the demonstration, enter your classroom in a rush and hand out to students the consent form, on Handout 1-11, while saying, “Today, we will be talking about the ethics of human research. In my opinion, the best way for students to understand the ethical issues involved in research is to participate in a study. I happen to be ready to start a new study under the supervision of Dr. Nanci Stewart Woods, Ph.D., Professor of Psychology, so I thought it would be best for you to participate in my study the first 15 minutes of class, and then we can spend the rest of the period talking about the ethical conduct of human research and how Institutional Review Boards function. Now, we do need to be quick about this. Hopefully, you have had enough time to read the consent form. If you would please sign it and pass it forward, we can get started with the first questionnaire.”

Next, pause for about 60 seconds to see if any students will ask you whether they have to participate or not in the research study. To generate discussion, I ask a series of questions similar to the following:

— Any questions?

— How did this feel?

— Did you feel like you had to participate in this study?

— Did you want to tell me about your negative childhood experiences?

— Did you feel like you could talk to me about feeling coerced or unduly influenced?

This activity has never failed to generate good discussions about the ethical issues relevant to this study, such as coercion, dual relationships (i.e., professor/student, doctor/patient), differing perspectives on privacy, how participants may supply false data in coercive situations, how the process of Institutional Review Board (IRB) review may identify concerns that a researcher is not aware of, why IRBs generally require protections such as anonymity, and the absence of the faculty member for faculty/student research. *Please note:* Be careful to collect all of the fabricated consent forms (many of which will have been signed by students), and clearly tell students this was a “simulated” study that is not approved by the IRB.

This exercise was developed by Nanci Woods, Ph.D., at Austin Peay State University.

D. Emerging Research Trends

***Additional Media Suggestion:*** *Against All Odds: Inside Statistics* (Annenberg/CPB, 30 min. each)

This series, from the Annenberg/CPB Collection, contains 26 half-hour programs, each covering an aspect of statistics. The purchase might benefit your department for selected use in your course, as well as introductory and more advanced courses in which statistics and methodology are presented. The programs consist of lectures on key concepts, accompanied by minidocumentaries from everyday life. Specific program titles, such as “What Is Statistics?” will help you select smaller segments for viewing in connection with your course needs.

Purchase price for the entire series in $389; individual programs are available at $29.95. Call 1-800-LEARNER to order or for more information.

**Handout 1-1**

**Considering Life Stages**

*Directions:* Analyze a vignette character by discussing the following questions or items. Write your response in the space provided and, if more space is needed, use the back of this handout sheet. If you feel that you don’t have enough information to answer the question based on actual details in the vignette, use your imagination along with your life experience to speculate about the answers.

1. Name of your character:

2. Age and life stage of your character:

3. What are some of the issues your character is facing in this life stage?

4. What are some of the historical and cultural issues that might have impacted your character?

5. What are some of the potential physical and health issues that might impact your character in his or her life stage?

6. What are some of the cognitive (thinking) issues that might impact your character in his or her life stage?

7. How would economic (financial) circumstances impact your character?

8. Considering all of the above, what might you expect to happen to your character in his or her next stage of life?

**Handout 1-2**

**Developmental Transitions**

*Directions:* Fill out the following chart. In each box, briefly describe a personal developmental change

or transition that you have experienced or observed. Remember that changes can be physical, social, or cognitive. Here are a couple of examples:

In fifth grade, I was very “boy crazy.” I chased them on the playground and, at least, every day was “in love” with one of them. The boys, of course, thought I was crazy. By the time I got to middle school, I was embarrassed to even talk to a boy.

I know someone who has identical twin brothers. He is two years older than the twins, but he always felt like an outsider in his family because the twins got a lot of attention. As an adult, he seems to feel like a central part of his family.

|  |  |  |
| --- | --- | --- |
| **Childhood—Ages 0–20** | **Adulthood—Ages 20–65** | **Older Adult—Ages 65 +** |
| Transition experience:  Transition experience: | Transition experience:  Transition experience: | Transition experience:  Transition experience: |

**Handout 1-3**

**Effects of Historical Context on a Cohort**

*Directions:* Answer the following questions about your own cohort group (your cohort group includes

the people who were born during your birth year, or very close to it).

1. What cultural phenomenon occurred during your childhood that may have affected your point of view about life?

2. What historical event occurred that may have affected your future behaviors?

3. Looking at your cohort group in adulthood, can you see similarities in life course, decision making, or points of view?

4. What similar experiences of your cohort group might account for any of the above similarities?

5. What do you believe is the most common characteristic of those in your cohort group?

**Handout 1-4**

**When I Was a Teenager . . .**

*Directions:* Every cohort has its own fads, icons, music, etc. Take a moment to complete the following

sentences based on YOUR cohort.

1. When I was a teenager the following songs were popular:

2. When I was a teenager we used to wear:

3. When I was a teenager the following movies were popular:

4. When I was a teenager the following slang words were used:

5. When I was a teenager the following people were celebrities:

6. When I was a teenager the following television shows were popular:

7. When I was a teenager we loved to eat:

8. When I was a teenager the best known athletes were:

9. When I was a teenager boys and girls wore their hair like this:

10. When I was a teenager my favorite candy was:

**Handout 1-5**

**Personal Characteristics, Family Values, and Culture**

*Directions:* Answer the following questions related to your own cultural heritage.

1. Some individuals can name a specific cultural heritage. Others cannot because either they have a mixed heritage, or they are from a dominant culture. If you can name a cultural heritage, what is it?

2. If you were unable to name a culture, can you describe it?

3. People tend to think of food and dress related to culture. What foods and/or clothes were central to your experience as a child?

4. Within cultures, family experiences vary a great deal. What kinds of nuclear family gatherings were important to you as a child? How often did they occur?

5. What kinds of extended family gatherings were important and how often did they occur?

6. Would you say that your family values were consistent with or different from the apparent values of your culture?

7. Considering your personality traits, do you think you fit in well within your family or culture, or are there things about you that make you feel like you don’t fit in?

**Handout 1-6**

**Gender Stereotypes**

*Directions:* Each box below has a statement that represents a gender stereotype. For your gender, write

“Yes” in the box if you think that stereotype is relevant to you; write “No” if you think you are different than the stereotype, and note in what way. For the gender other than your own, write “Yes” or “No” (again, with a note that says in what way) about how a friend of that gender does or does not conform to the stereotype.

|  |  |
| --- | --- |
| **Female Stereotypes** | **Male Stereotypes** |
| Women share their problems with many friends. | Men do not talk about their problems. |
| Women are no good at math. | Men excel at math and science. |
| Women do not appreciate kind, quiet men. They want strong, assertive men. | Men want women who will take care of them. |
| Women want to get married. | Men want to stay single. |
| Women look for men who can support them financially. | Men are only interested in women’s looks. |
| Women are overly emotional. | Men are unemotional and aloof. |
| Women want to be mothers. | Men don’t want to be weighed down by children. |

**Handout 1-7**

**Children and Gender Stereotypes**

*Directions:* This assignment requires that you interview four individuals (two men, two women). You will carefully record each individual’s responses to the interview questions and then interpret his or her responses.

*Instructions:*

1. Locate four individuals (two men, two women) who are willing to spend some time answering your questions. Let them know that their responses are completely anonymous. Interview them separately.

2. Complete the interview sheet on the back of this page. Do not record participant names.

3. Ask participants the interview questions below. Do not deviate from the order of information. Carefully record their responses.

a. Do you want to know the gender of your baby before it is born? Why or why not?

b. Would you allow your daughter to play with Barbie® dolls and toy cars? Why or why not?

c. Would you allow your son to play with Barbie® dolls and toy cars? Why or why not?

4. After your interviews, answer the questions below. You may want to read or review your textbook for background information.

**Handout 1-7 (*continued*)**

*Questions:*

1. What was the most common response to Question 1? Describe the most common explanations for their answers.

2. Did the men and women surveyed respond differently to Question 2? In other words, were the men more or less likely than the women to respond a particular way if their child was a boy rather than a girl? Explain briefly.

3. How many of your respondents would allow a son to play with Barbie® dolls? Describe the most common explanations for their answers.

4. Based on your data, do you think your participants will have children who are more gender stereotyped or who are less gender stereotyped? Explain and support your answer with examples from your data.

**Handout 1-8**

**Naturalistic Observation of Reinforcement**

*Directions:* Find a public place where you can sit and watch people without being noticed. Use the following observation chart to record any example of reinforcement you witness.

Location you chose for your naturalistic observation of reinforcement:

Date and time of observation:

People involved in the observation (age, gender, race, etc.):

Situation you witnessed:

Reinforcer:

Reinforcement used:

**Handout 1-9**

**Correlation or Experiment?**

*Directions:* For each of the following examples, describe the variables. Then decide whether the study

is a correlational study or a true experiment.

1. A teacher wanted to know if playing music in the background while students were working affected student performance. She had six classes and played music for three of them, playing jazz in one, hip hop in one, and classical in the other. She found that students who listened to the music, regardless of the type of music, had higher scores on their final exams.

2. A researcher wanted to know if there was a relationship between PSAT scores, SAT scores, and how successful students were in their freshman year at college. It was found that PSAT scores and SAT scores were closely related, but their relationship to success in the freshman year was less evident.

3. A teacher wanted to know whether using the STAR Reading Program improved students’ scores on their end-of-the-year exams. She found four classroom teachers who were using the STAR Reading Program and four who were not. The end-of-the-year scores were similar, regardless of which program was used.

**Handout 1-10**

**Considering the Quality of the Evidence**

*Directions:* Following the research question shown below are four different types of evidence. Order

the quality of the evidence by putting a 1 by the best evidence, a 2 by the second-best evidence, etc.

*Research Question:*

Do children as young as 4 years old change the quality of their language according to who is listening to them?

\_\_\_\_\_\_Evidence A:

Sally Smith is an expert in early childhood development, and gives a speech in which she says she has read all of the research. She states that 4-year-olds do change their language by speaking a form of baby talk to younger children.

\_\_\_\_\_\_Evidence B:

A study reports that a comparison of language used by 4-year-olds and younger children shows that as 4-year-olds talk to younger children, there is a relationship between the level of language used by the 4-year-olds and the level of language used by the younger children. In other words, as the younger children’s language level increases, so does the language level of the 4-year-olds.

\_\_\_\_\_\_Evidence C:

A study reports that a group of 4-year-olds was put in two different play activities. In the first play activity, this group of 4-year-olds played with other 4-year-olds. In the second play activity, the group played with younger children. The group’s language was then measured for complexity, and it was learned that they used more complex language with other 4-year-olds than they did with younger children.

\_\_\_\_\_\_Evidence D:

A study reports that 4-year-olds use sentences with mean length of utterance of about five words, and use vocabulary from a total vocabulary base of about 5,000 words.

**Handout 1-11**

**Consent to Participate in a Research Study**

You are being asked to participate in a research study. This form is intended to provide you with information about this study. You may ask the researchers listed below about this study, or you may call the Office of Grants and Sponsored Research with questions about the rights of research participants.

**1. TITLE OF RESEARCH STUDY**

The Relationship Between Test Anxiety and Childhood Experiences

**2. PRINCIPAL INVESTIGATOR**

Nanci Stewart Woods, Ph.D., Professor of Psychology

**3. THE PURPOSE OF THE RESEARCH**

The purpose of this study is to measure how childhood experiences affect the development of test anxiety. You will be asked questions about your feelings and potentially sensitive questions about your childhood experiences. You will also be tested on your knowledge of algebraic expressions.

**4. PROCEDURES FOR THIS STUDY**

If you choose to participate in this study, you will fill out a questionnaire about your current feelings and emotions. You will then take a math test. Finally, you will report again about your current emotions and also about your family experiences as a child. Your name will not be recorded on any of the questionnaires, and therefore your answers cannot be connected with you. This study should take no more than 15 minutes.

**5. POTENTIAL RISKS OR BENEFITS TO YOU**

You may not enjoy answering some of the questions. You may choose to stop at any time and have your data destroyed.

**6. INFORMED CONSENT STATEMENT**

I have read the information about this study, why it is being done, and any benefits or risks involved. I have been informed that I do not have to take part in this study, and my refusal to participate will involve no penalty or loss of rights. I agree to participate in this study. I have been informed that I have the right to withdraw my consent and stop participating at any time during the study, and all data collected from me will be destroyed. If I choose to withdraw, that choice will be respected, and I will not be penalized or coerced to continue. I understand that I will receive a copy of this form. If I have questions about this study, I may contact Dr. Nanci Woods.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Research Participant Date