

**Gleitman: Ch. 14, pp. 545 – 562**

1. What is the importance of statements such as “people are not just empty vessels” and “each of us provides part of the context in which other develop”?
2. Summarize what occurs during the stages of prenatal development starting with the *zygote*, then the *embryonic stage*, and finally the *fetal stage*. When in this process is the *neural tube* first evident? What is its initial structure?
3. Describe ways in which the environment of the fetus can influence or alter prenatal development. Cells in the developing brain are initially undifferentiated. How do these cells become specialized, locate themselves, and make the proper connections? What safeguards are there against errors occurring in this complex process?
4. What are *teratogens*? What are some specific examples? Why are they important?
5. What is *fetal alcohol syndrome*? How can it affect the developing brain?
6. Human infants are dependent on parents for much longer than most animals. How does this delayed development provide an evolutionary advantage?
7. What are the roles of genetic and environmental factors in fetal and infant development?
8. Describe how the human brain grows in size and complexity from birth through adolescence. Which sensorimotor functions are reasonably well developed at birth?
9. Describe the *grasp reflex*, *rooting reflex*, and the *sucking reflex*. Why are these reflexes important?
10. Describe five motor control milestones in the first two years.
11. Describe Piaget’s four stages of intellectual growth. Be sure to include the (rough) timing of each stage and characteristic activities that are acquired as the child moves from one stage to the next.
12. What is the A-not-B effect? What role did it play in Piaget’s thinking?
13. What are *schemas* in Piaget’s theory? What role do *accommodation* and *assimilation* play?
14. What is an *operation* according to Piaget? What differences occur in a child’s thinking as he/she move from the preoperational to the concrete operational and then the formal operational stages of development?
15. Describe the logic of an habituation experiment work?
16. Subsequent research has suggested that Piaget underestimated the perceptual sophistication of infants in how much they understand about object permanence. Summarize the methods and findings of this more recent research. What, according to this perspective, led Piaget to the incorrect conclusions?
17. Outline other research that has challenged some of Piaget’s conclusions about number and conservation.
18. What does *theory of mind* mean? What evidence is there that 6-month-old infants can understand the intentions of others? What do children know about *preferences* of other? About beliefs?

**Reader: Gopnik et al., pp. 146-153**

19. Gopnik et al., talk of the “romance of understanding” between a mother and her newborn infant, but then point out that for years “experts” believed that newborn

infants were not actually capable of their side of this interaction. Describe why it is difficult to know what infants perceive and think and summarize two techniques that can get at some of these issues.

20. Using these techniques, summarize what we know about discriminations that infants can make in the first month that would be important for their social interactions? What are some of the ways that these abilities have improved by 9 months of age?
21. How is the vision of infants limited? Gopnik et al. suggest that this might actually be beneficial; why?
22. What is required for one person to imitate the actions of another? What is the evidence that even newborn infants have an innate, if limited ability to imitate? Summarize the argument of Gopnik et al. that imitation and what they call “flirting” suggest that babies are connected to other people in a special way.
23. Gopnik et al. describe a dramatic change that takes place in the way that infants interact with others starting at about one year of age: “they seem to discover that their initial emotional rapport with other people extends to a set of joint attitudes toward the world. ... babies can use other people to figure out the world ... [and] to get things done.” Elaborate this claim; what does it mean? What examples and evidence do they provide to support it?

**Gleitman: Ch. 14, pp. 562 – 576**

24. Discuss what is known about how infants perceive faces and the phenomenon of *social referencing* as examples of the importance of social interaction in their development. What phenomena discussed by Gopnik et al., might fall in this category.
25. What is *attachment*? Summarize the work of Harlow to understand the nature of attachment. How is the attachment process different from *imprinting*? How does attachment involving mothers and fathers typically differ?
26. Describe the procedure of Ainsworth’s *strange situation*. Outline four categories of attachment that this procedure identifies. How do these categories reflect the situations in which children are raised?
27. What is meant in Bowlby’s theory by a *secure base*? Outline his argument that the attachment relationship should be seen as an *internal working model* for social interactions. Summarize evidence that supports this position.
28. Bowlby argued that secure attachments lead to an internal working model that *causes* the improvements in the child’s subsequent relationships. Discuss other interpretations that are possible.
29. What is *temperament*? Why is temperament thought to be largely determined by genetics?
30. Describe Vygotsky’s concept of the *zone of proximal development*. How does this idea help us understand how cultural differences in a child’s environment may influence development?
31. Outline Baumrind’s four categories of parenting style. What are some of the factors that determine which style parents adopt?
32. What is known about how aspects of a child’s situation such as attending daycare or having parents who are in conflict or who divorce affect development? Describe the conclusion often drawn from these data that humans are a resilient species. Against

this background, summarize what is known from the instances of monkeys and infants raised in situations with no early attachments.

33. Summarize the importance of friendships and other relations with peers on development. What is *sociometric* data and how do these data facilitate studies of these relationships?
34. What are the stages of moral development proposed by Kohlberg? Summarize several criticisms that question the generality of his proposal.
35. What is *conscience*? What role does it play in Kohlberg's description of the stages of moral development? What is known about the conditions of a child's upbringing likely to instill this kind of moral feeling?

**Gleitman: Ch. 14, pp. 576 – 582**

36. What is meant by adolescence? How does it differ between cultures?
37. What are the changes associated with puberty? When does puberty typically happen for girls and boys? There is substantial variation between individuals in the onset of puberty; describe ways which these individual differences might be important.
38. What changes in the nervous system are associated with adolescence?
39. What is different for children who have entered the *formal operations* stage of development? Summarize the controversy about how these changes should be interpreted?
40. What are Erikson's eight ages of man?
41. According to Erikson, the challenge of adolescence is to develop *ego identity*: "'a feeling of being at home in one's body, a sense of 'knowing where one is going,' and an inner assuredness of anticipated recognition from those who count.'" Elaborate this claim to explain it to someone who does not understand Erikson's theory. How does it explain the shifting focus and stereotypical drama of adolescence? What are some ways in which this process can fail?
42. What are some of the reasons why risky and unhealthy behaviors are more common among adolescents than among other age groups?

**Reader: Harris, pp. 291 – 303**

43. What, according to Harris, would the proponents of the nurture assumption need to be able to demonstrate that they have not been able to demonstrate?
44. What, according to Harris, are five mistaken ideas about children held by proponents of the nurture assumption?
45. What, given that the nurture assumption is wrong, does Harris suggest is the source of the primary environmental (i.e., non-genetic) influences on children?
46. What does Harris say to the claim that children learn culture from their parents?
47. Summarize Harris's argument that differences between mechanisms of our minds that are and are not accessible to conscious awareness help to explain the prevalence of the nurture assumption.

**Gleitman: Ch. 14, pp. 582 – 588**

48. Summarize the physical changes that take place during adulthood.

49. Summarize the cognitive changes that take place during adulthood. Which capacities decline and which improve? What changes may mask the decline in cognitive capacity? What steps can individuals take to minimize these declines?
50. Summarize three of Erikson's stages that relate to adulthood.
51. Summarize why the text suggests that it is a mistake to think about developmental issues in terms of dichotomies.