

Chapter 1: The People and the Field

- I. Who We Are and What We Study
- II. Setting the Context
 - A. The Impact of Cohort
 - B. The Impact of Socioeconomic Status
 - C. The Impact of Culture and Ethnicity
 - D. The Impact of Gender
- III. Theories: Lenses for Looking at the Lifespan
 - A. Behaviorism: The Original Blockbuster “Nurture” Theory
 - B. Psychoanalytic Theory: Focus on Early Childhood and Unconscious Motivations
 - C. Attachment Theory: Focus on Nurture, Nature, and Love
 - D. Evolutionary Psychology: Theorizing About the Nature of Human Similarities
 - E. Behavioral Genetics: Scientifically Exploring the “Nature” of Human Differences
 - F. Nature and Nurture Combine: Where We Are Today
 - G. Emphasis on Age-Linked Theories
 - H. The Ecological Developmental Systems Perspective
- IV. Research Methods: The Tools of the Trade
 - A. Two Standard Research Strategies: Correlations and Experiments
 - B. Designs for Studying Development: Cross-Sectional and Longitudinal Studies
 - C. Critiquing the Research
 - D. Emerging Research Trends
 - E. Some Concluding Introductory Thoughts

Chapter 2: Prenatal Development, Pregnancy, and Birth

- I. Setting the Context
- II. The First Step: Fertilization
 - A. The Reproductive Systems
 - B. The Process of Fertilization
 - C. The Genetics of Fertilization
- III. Prenatal Development
 - A. First Two Weeks: The Germinal Stage
 - B. Week 3 to Week 8: The Embryonic Stage
 - C. Principles of Prenatal Development
 - D. Week 9 to Birth: The Fetal Stage
- IV. Pregnancy
 - A. Scanning the Trimesters
 - B. Pregnancy Is Not a Solo Act
 - C. What About Dads?
- V. Threats to the Developing Baby
 - A. Threats from Outside: Teratogens
 - B. Threats from Within: Chromosomal and Genetic Disorders
 - C. Interventions
 - D. Infertility and New Reproductive Technologies
- VI. Birth
 - A. Stage 1: Dilation and Effacement
 - B. Stage 2: Birth
 - C. Stage 3: The Expulsion of the Placenta
 - D. Threats at Birth
 - E. Birth Options, Past and Present
- VII. The Newborn
 - A. Tools of Discovery: Testing Newborns
 - B. Threats to Development Just After Birth
 - C. A Few Final Thoughts on Resilience

Chapter 3: Physical and Cognitive Development in Infants and Toddlers

- I. Setting the Context
 - A. The Expanding Brain
 - B. Neural Pruning and Brain Plasticity

- II. Basic Newborn States
 - A. Eating: The Basis of Living
 - B. Crying: The First Communication Signal
 - C. Sleeping: The Main Newborn State

- III. Sensory and Motor Development
 - A. What Do Newborns See?
 - B. Expanding Body Size
 - C. Mastering Motor Milestones

- IV. Cognition
 - A. Piaget's Sensorimotor Stage
 - B. Critiquing Piaget
 - C. Tackling the Core of What Makes Us Human: Infant Social Cognition

- V. Language: The Endpoint of Infancy
 - A. Nature, Nurture, and the Passion to Learn Language
 - B. Tracking Emerging Speech

Chapter 4: Emotional and Social Development in Infants and Toddlers

- I. Attachment: The Basic Life Bond
 - A. Setting the Context: How Developmentalists (Slowly) Got Attached to Attachment
 - B. Exploring the Attachment Response
 - C. Is Infant Attachment Universal?
 - D. Does Infant Attachment Predict Later Relationships and Mental Health?
 - E. Exploring the Genetics of Attachment Stability and Change
 - F. Wrapping Up Attachment

- II. Settings for Development
 - A. The Impact of Poverty in the United States
 - B. The Impact of Child Care

- III. Toddlerhood: Age of Autonomy and Shame and Doubt
 - A. Socialization: The Challenge for 2-Year-Olds
 - B. Being Exuberant and Being Shy

Chapter 5: Early Childhood

- I. Setting the Context
 - A. Special Mindreading Skills
 - B. Age of Exploration
- II. Physical Development
 - A. Two Types of Motor Talents
 - B. Threats to Preschool Physical Skills
- III. Cognitive Development
 - A. Piaget's Preoperational Stage
 - B. Vygotsky's Zone of Proximal Development
 - C. Language
- IV. Emotional Development
 - A. Constructing Our Personal Past
 - B. Making Sense of Other People's Minds
- V. Social Development
 - A. Play: The Work of Early Childhood
 - B. Girls' and Boys' Play Worlds

Chapter 6: Middle Childhood

- I. Setting the Context
- II. Physical Development
 - A. Brain Development: Slow Growing Frontal Lobes
 - B. Motor Skills, Obesity, and Health
- III. Cognitive Development
 - A. The Information-Processing Perspective
- IV. Emotional Development
 - A. Observing and Evaluating the Self
 - B. Doing Good: Morality and Prosocial Behavior
 - C. Doing Harm: Aggression
- V. Social Development
 - A. Friendships: The Proving Ground for Relationships
 - B. Popularity: Rising in the Peer Ranks
 - C. Bullying: Moral Disengagement in Action

Chapter 7: Settings for Development: Home, School, and Community

- I. Setting the Context
- II. Home
 - A. Parenting Styles
 - B. How Much Do Parents Matter?
 - C. Spanking
 - D. Child Abuse
 - E. Divorce
- III. School
 - A. Unequal at the Starting Gate
 - B. Intelligence and IQ Tests
 - C. Classroom Learning

Chapter 8: Physical Development in Adolescents

- I. Puberty
 - A. Setting the Context: Culture, History, and Puberty
 - B. The Hormonal Programmers
 - C. The Physical Changes
 - D. Individual Differences in Puberty Timetables
 - E. An Insider's View of Puberty
 - F. Wrapping Up Puberty

- II. Body Image Issues
 - A. The Differing Body Concerns of Girls and Boys
 - B. Eating Disorders

- III. Sexuality
 - A. Exploring Sexual Desire
 - B. Who Is Having Intercourse?
 - C. Who Are Teens Having Intercourse With?
 - D. Wrapping Up Sexuality: Contemporary Trends

Chapter 9: Cognitive, Emotional, and Social Development in Adolescents

- I. Setting the Context
 - A. Generational Education Gap

- II. Cognitive and Emotional Development: The Mysterious Teenage Mind
 - A. Three Classic Theories of Teenage Thinking
 - B. Studying Three Aspects of Storm and Stress
 - C. Different Teenage Pathways
 - D. Wrapping Things Up: The Blossoming Teenage Brain
 - E. Another Perspective on the Teenage Mind

- III. Social Development
 - A. Separating from Parents
 - B. Connecting in Groups
 - C. A Note on Adolescence Worldwide

Chapter 10: The Next Step: Emerging into Adulthood and Final Thoughts

- I. Setting the Context
 - A. Culture and History
 - B. Beginning and End Points
- II. Constructing an Identity
 - A. Marcia's Identity Statuses
 - B. The Identity Statuses in Action
 - C. Ethnic Identity: A Minority Theme
- III. Finding a Career
 - A. Entering with High (but Often Unrealistic) Career Goals
 - B. Experiencing Emotional Growth
 - C. Finding Flow
 - D. Emerging into Adulthood Without a College Degree
 - E. Being in College
- IV. Finding Love
 - A. Setting the Context: Seismic Shifts in Searching for Love
 - B. Similarity and Structured Relationship Stages: A Classic Model of Love, and a Critique
 - C. Love Through the Lens of Attachment Theory

Chapter 11: Social Development: Relationships and Roles

- I. Marriage
 - A. Setting the Context: The Changing Landscape of Marriage
 - B. The Main Marital Pathway: Downhill and Then Maybe Up
 - C. The Triangular Theory Perspective on Happiness
 - D. Commitment, Sacrifice, and Compassion: Core Attitudes in Relationship Success
 - E. Couple Communications and Happiness
 - F. Divorce

- II. Parenthood
 - A. Setting the Context: More Parenting Possibilities, Fewer Children
 - B. The Transition to Parenthood
 - C. Exploring Motherhood
 - D. Exploring Fatherhood

- III. Work
 - A. Setting the Context: The Changing Landscape of Work
 - B. Exploring Career Happiness (and Success)

Chapter 14: The Physical Challenges of Old Age

- I. Tracing Physical Aging
 - A. Can We Live to 200?
 - B. Socioeconomic Status, Aging, and Disease
 - C. Gender, Aging, and Disease

- II. Sensory-Motor Changes
 - A. Our Windows on the World: Vision
 - B. Our Bridge to Others: Hearing
 - C. Motor Performances

- III. Dementia (Neurocognitive Disorders)
 - A. The Dimensions of Dementia
 - B. Dementia's Two Main Causes
 - C. Targeting the Beginnings: The Quest to Nip Alzheimer's in the Bud

- IV. Options and Services for the Frail Elderly
 - A. Setting the Context: Scanning the Global Elder-Care Scene
 - B. Alternatives to Institutions in the United States
 - C. Nursing Home Care
 - D. Wrapping Up Age-Related Physical Decline

Chapter 15: Death and Dying

- I. Setting the Context
 - A. A Short History of Death
 - B. Cultural Variations on a Theme

- II. The Dying Person
 - A. Kübler-Ross's Stages of Dying: Description and Critique
 - B. The More Realistic View: Many Different Emotions; Wanting Life to Go On
 - C. In Search of a Good Death
 - D. Mourning a Child

- III. The Health-Care System
 - A. What's Wrong with Traditional Hospital Care for the Dying?
 - B. Unhooking Death from Doctors and Hospitals: Hospice Care

- IV. The Dying Person: Taking Control of How We Die
 - A. Giving Instructions: Advance Directives
 - B. Deciding When to Die: Active Euthanasia and Physician-Assisted Suicide
 - C. A Looming Social Issue: Age-Based Rationing of Care