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