Chapter 1

Introduction

University of Guelph
Psychology 3450 — Dr. K. Hennig
Winter 2004 Term

Lecture in outline

- General Course Orientation
- Development as Continuity Through Change/Transformation
  - example
- Questions About Development
- Research Methods (Example: aggression)
  - Measures
  - Research Designs
GENERAL COURSE ORIENTATION

- Assessment, due dates, etc.
- Chapters 1-3: Methods and theories
- Chapters 4-10: Topic by topic overview of what we know about different aspects of social development (personality, self-esteem; omit C.7 achievement)
- Chapters 11-14: Contexts in which development takes place (family, peers; omit C.12 TV, schools)

What is Social & Personality Development?

- A branch of developmental psychology that focuses on the social aspects of a person’s behaviors, thoughts, and feelings
  - Personality / Emotion
  - Attachment style
  - Self-esteem
  - Achievement motivation
  - Sex differences
  - Aggression
  - Altruism and morality
What is NOT Social and Personality Development

- Physical
  - Motor
  - Hormonal
- Cognitive development
  - Sensory
  - Language
  - Memory
  - Intelligence

QUESTIONS ABOUT DEVELOPMENT

- What is “development” (vs. change)?
  - Continuity through change/transformation
  - Is development continuous or discontinuous?
  - What is the appropriate level of analysis for understanding persons? [not in text]
- Activity vs. passivity
- Human nature: innately pure, sinful, or neutral?
- To what end (Grk. telos) is development moving?
What is “development?”
Continuity vs. change: Is this child evil?

Sept. 11, 2001 Twin Towers, NY
Minutes later…
John Walker Lindh, Age 12

- Born in 1981, the second of three children (older brother, younger sister)
- A “Typical” middle class family
- Grew up in Marin county
- Father was a lawyer and mother stayed at home to raise the kids
- Raised and baptized Catholic
- “He’s a really good boy. He’s shy, but sweet. Everyone who knows him loves him.” [his parents]

John Walker Lindh, Age 16

- At age 16, he converted to Islam.
- At age 17, he traveled to Yemen to study Arabic and Islam. [Parents tried to talk him out of going.]
- Told father that killing of 17 U.S. sailors on U.S. Battleship Cole was justified
- At age 19, he traveled to Pakistan to continue his religious studies. [“In the U.S. I feel alone. Here I feel comfortable and at home.”]
- Lost contact with parents
John Walker Lindh, Age 20

- Captured by U.S. military fighting for the Taliban; known by other Taliban soldiers as Abdul Hamid
- Described himself as a “jihadi”, a fighter of holy wars; said he received combat training at Osama bin Laden’s training camp
- Said he supported attack on World Trade Center
- Will probably spend 20 years in jail [gov’t dropped 9 felony charges that would have brought life sentences and possibly the death penalty]

How do you understand John Walker’s change? Is he the same person? How so?

1. To understand the roots of aggression and antisocial behavior, what would we want to learn about Walker’s psychological make-up, family background, childhood experiences, etc.?
2. How would we obtain that information? [Methods]
Development

- Development as stability in and through transformation (whether gradual or stage-like)
- How has John changed?
- How is John the same?
- How do you account for his self-identity through time?

Levels of self-identity (Chandler)

- Self is an ‘entity’ accounts
  - Level 1: Simple inclusion – Larry has the same fingerprints, DNA, looks the same
  - Level 2: Topological – Larry has his different sides
  - Level 3: Essentialist – there is a core, true(?) self
- Functional accounts
  - Level 4: Foundational – one’s past (cause) determines the present (as the effect); autobiographical memory (the present adopts or takes ownership of past memories
  - Level 5: Narrative – the past is a reconstruction for purposes of the present (self as theory-like)
Functional accounts (contd.)
An example

- **Level 4**: flashbacks are used to depict Henry’s past to give an explanation of
  - what has made him the king that he is and
  - what gets him to this point in his life

- **Level 5**
- Shakespeare’s Henry V
  - Lawrence Olivier (1944) – there was a war on and Olivier was seeking to rally the English public for D-Day

Is development...
Continuous of discontinuous?

- Darwin: biological and psychological continuity
- Freud: “three blows to man’s narcissism”
Continuous of discontinuous? (contd)

- Dr. Penny Patterson and KoKo the gorilla
- "Humans can fly about 30 feet - that's what they do in the Olympics. Is that flying? The question is totally meaningless" (Chomsky)
- an educated chimp = a 2-yr-old?

Stages of Development

- Prenatal Conception to birth
- Infancy First 2 years
- Toddlerhood 2-6 years (the play years)
- Childhood 6-12 years (until puberty)
- Adolescence 12-20 years
- Young adulthood 20-40 years
- Middle age 40-65 years
- Old age 65 years or older
Levels of analysis

- Philosophy/Religious Studies (cosmological)
  - what is vs. ought to be (can’t derive one from the other)
- Historical
- Socio-anthropology (cultural)
- Psychology (the individual)
  - cross-cultural psychology
  - social psychology
  - person as individual processor of informat’n
  - neuropsychology
- Biology
- Chemistry
- Physics

Activity vs. Passivity
Agents vs. patients; players vs. pawns?

- Level 1: Pawn
  - A person describes their behavior in passive or reactive terms. Self responsibility: “I am not responsible for the person I have become or will be” rather it is the responsibility of history, society
  - choice is only apparent; fate & circumstance are determining
- Level 2: Limited coping
  - One’s actions are not unfolded from within but elicited from the environment
  - Individuals are self-aware to the point of recognizing what situations evoke from them and thereby exercise control over what situations they find themselves in
Activity (contd.)

- Level 3: Social agent
  - capable of deliberate choices in determining one’s roles
  - but the range of possible roles is limited by society (strong sense of situationalism remains)

- Level 4:
  - self as an active agent capable of forming its own identity in so far as it is free to choose or “construct” its roles
  - while situated in society can break out of assigned roles and rules

- Level 5: Self-determining agent
  - capable of action without preordained purpose
  - who one is or will become are not grounded in any necessary principles (danger of excess? grandiosity?)

Human nature
The moral question?

- innate goodness, badness, or neutrality (tabla rasa)?
  - Freud (good & bad-pessimistic? ambivalent?)
  - Piaget (begin ego-centric but development is fundamentally growth inducing; basically good)
  - Social Learning (tabla rasa)

- assuming responsibility
  - unconscious motivation (Freud)
  - “bad faith” (Sartre)
Towards what is development aimed? What are it’s ideals?

- Erickson and “pathways”
- Socrates’ discussion with the tyrant Callicles
- habits -> character, but character -> valued habits
  - to see the “good” one first has to be good (character is like a perceptual organ)
  - how to break out of this circle? the self-righting potential, openness
- love and work, honesty, ‘where the unconscious was there shall consciousness be (Freud) – increase awareness to provide life with choices
- wisdom (Sternberg, Baltes)

- Mazes (e.g., Carol Shield’s “Larry’s Party”)
INTEGRATION - hard/wet ware
Spock as the ideal rational “man”? 

Star Trek: The Next Generation
Data: Android – subhuman machine

Counselor Deanna Troi; half-human/half-alien (Betazoid)
Wisdom involves knowledge vs. true belief

- “Children have real understanding [knowledge] only of that which they invent themselves, and each time that we try to teach them something too quickly, we keep them from re-inventing it themselves,” (Piaget)

bucket theory of learning – fixed capacities

Basic premise of the course

- we are fundamentally ‘selves-in-relationship
  - the origins of the self development (mirroring)
  - we both grow in the context of relationships, and
  - find our greatest sources of strife & violence within relationships
    - strongest predictor of who becomes friends is physical propinquity; stronger was the finding that propinquity predicted enemies
  - jealousy as the leading cause of homicides and of spouse battering cross-culturally (Daly & Wilson, 1988)
- child abuse
Wisdom and a ‘general empirical method’

- wonder (drive to know) ->
- experience (unavoidable) ->
- question (“What is it?” “Why?”) ->
- insight (“suppose…”; comes with a release from tension)
- Is it so? (collect data and test)
- Is it of value?
- Is it of ultimate value?

Gathering data
E.g., Measuring “aggression”

- Self-report Questionnaires
  - Self
  - Other: Parent, teacher, and peer reports
- Interviews (Structured)
- Observational Methods
  - Naturalistic Observation
  - Structured Observation
    - Behavioral measures
    - Physiological measures
- Case Studies
- Ethnography-participant observation
Measuring “aggressiveness”
Questionnaires

- Questionnaires
  - Self, parent, teacher, and peer reports
  - e.g., Child Behavior Checklist (CBCL; Achenbach)

- Items on the CBCL “Aggressive” subscale
  - “Argues”
  - “Cruel to others”
  - “Disobeys at home/school”
  - “Fights”
  - “Excessive talk”
  - “Teases”
  - “Loud”
  - “Whining”
  - “Impulsive”

Measuring aggressiveness (contd.)
Structured Interview

- Structured Interview
- Diagnostic criteria for Antisocial Personality Disorder:
  A. There is a pervasive pattern of disregard for and violation of the rights of others occurring since age 15 years, as indicated by three (or more) of the following:
    1) failure to conform to social norms with respect to lawful behaviors as indicated by repeated performing acts that are grounds for arrest
    2) deceitfulness, as indicated by repeated lying...
    3) impulsivity or failure to plan ahead
    4) irritability and aggressiveness ....
    7) lack of remorse
  B. The individual is at least age 18 years
Measuring aggression (contd.)
Naturalistic observation

- Naturalistic observation
  - Goodall’s apes
  - playground aggression
- Case Study
  - Piaget’s grandchildren’
  - Freud’s patients
  - Sybil’s multiple personalities

Measuring Shyness (contd.)
Structured observation

- Structured observation context
  - Parent-child interaction
  - Stranger
  - Unfamiliar stimuli (e.g., novel toy)
- Observation measures
  - Behavioral (e.g., running away, crying, facial expressions)
  - Psychophysiology (e.g., heart rate, skin conductance)
Structured observation
(a) Behavioral measures

- E.g., facial coding
- Advantages and Disadvantages

Structured observation
Physiological Measures

- General somatic activity (electromechanical transducer under chair detects motion)
- Skin conductance level
- Heart rate
- Finger & ear pulse transmission time (time it takes blood to go from heart to finger/ear = how hard the heart is beating)
- Finger temperature (lower temp=flight response)
- Cortisol & norepinephrine levels (saliva, blood levels)
- Neural activation (e.g., activation in right frontal lobes associated with shyness)
Correlations: one thing goes with another thing

- Researcher gathers statistical information on already existing groups of individuals without changing their experiences.
  - May show a relationship but not necessarily cause-and-effect.
  - Correlation coefficient
    - A number from +1.00 to -1.00 that indicates how two variables are related
    - Zero correlation indicates no association.
    - A value near +1.00 or -1.00 denotes a strong relationship.
    - Positive sign (+) means that as one variable increases, the other also increases.
    - Negative sign (-) indicates that as one variable increases, the other decreases.

Correlations:

- $r = 1.0$
- $r = 0.42$
- $r = -0.54$
Correlational designs (contd.)
Correlation is NOT causation

- TV viewing, aggression, 3rd variable (neglect)
- Meat consumption and colon cancer
- # of tatoos and motorcycle accidents
- Contraception use and STDs
- Hair length and anti-war attitudes

Experimental Design

- Necessary for causal conclusions:
  - random assignment
    - Control group, treatment group, confounding variables
  - active manipulation of one variable at a time
    - Treatment = soil quality (good vs. poor)
**Structure of a scientific experiment**

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Control Group</th>
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<tr>
<td>pretest</td>
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<td>posttest</td>
<td>posttest</td>
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<tr>
<td>Change?</td>
<td>Change?</td>
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**DESIGNS FOR STUDYING DEVELOPMENT: E.g., shyness**

- Correlational
  - Correlate measures of shyness with parental warmth
- Experimental design
  - Manipulate parental warmth and test effect on child’s shyness
  - Parental warmth training program
- Natural (quasi) experiments
  - Ethics & random assignment
  - Independent & dependent variables (event, outcome)
  - Natural event occurs that influences parental warmth (e.g., neurological damage to parent; depressed parent)
**Procedure**

1. Get three samples:
   - 11 year olds
   - 18 year olds
   - 23 year olds
2. Measure aggression in all three age groups
3. Do the three groups differ in their mean level of aggression?

**Procedure (contd.)**

1. Get a sample of 11-year olds
2. Follow them over time and assess their aggression repeatedly (11, 18, & 23 yrs)
3. Do individuals increase or decrease in aggression across the course of human development?
**RESEARCH QUESTIONS**

- Questions about the causes (explanations) of development …
  - Why does a person become aggressive?
  - What are the appropriate levels of explanation?
- in order to exert volitional/conscious control over our lives.
  - e.g., we now know that certain pollutants (freon) are destroying the environment -> don’t use freon in airconditioning; we know smoking causes cancer -> stop
- Questions about change/continuity over time:
  - Do aggressive kids become aggressive adults?
  - Was Walker a violent kid?
  - When does aggression first emerge and how does it change over the course of development?
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