

Lecture 1 - History & Themes

History of Childhood

1. Before 1600
 - a. Children 6 & older treated as little adults in Europe
 - i. Dress
 - ii. Work
 - iii. Adult leisure
 - iv. Little child-specific law
2. After 1600
 - a. Religious leaders advocate
 - i. Schooling (esp. morality)
 - ii. Protecting children from adult activity
 - iii. Curbing stubbornness

Theory & scientific testing

1. Psychological theory
 - a. Set of concept and "if/then" propositions that explain why patterns of behaviour occur
 - b. Personal vs. scientific theory
 - i. Test of systematic evidence

Controversies in Human Development

1. Initial state: good vs. bad
 - a. Bad: Original sin
 - i. Hobbes, 1600s
 - ii. Child as selfish egoist that must be controlled
 - b. Good: Innate purity / noble savage
 - i. Rousseau, 1700s
 - ii. Intuitive sense of right and wrong, can be misdirected
 - c. Neither: Tabula rasa/blank slate
 - i. Lock, later 1600s
2. Nature vs. nurture
 - a. Depends on aspect of development
 - b. Dynamic interplay
3. Active vs. passive
 - a. Continuous reciprocal interaction between child & environment
4. Continuous vs. discontinuous
5. Universal vs. particularistic / ideographic
 - a. Normative development vs individual differences