

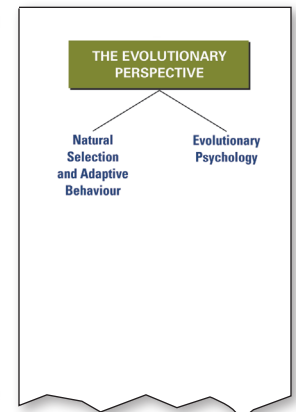
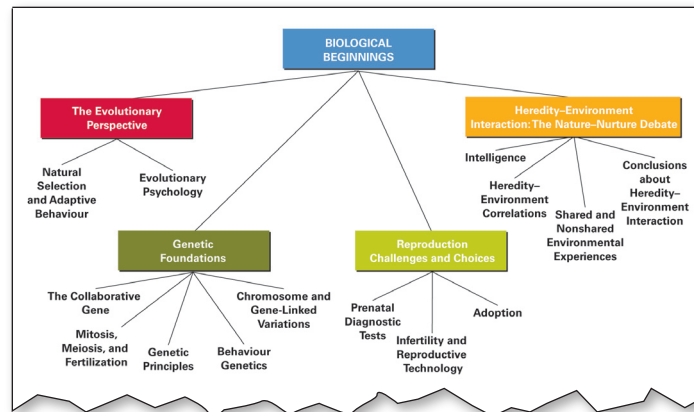
Fully Integrated Canadian Content and Sensitivity to the Canadian Mosaic

The Third Canadian Edition incorporates current and relevant Canadian content into every aspect of the text—from the body of the chapters, to its pedagogical features, to the supplementary material that supports teaching and learning.

We want our students to see themselves in the text as much as possible and to understand how cultural contexts and experiences influence development over the life span. New features, photographs, and illustrations have been added to enhance the relevance of the content to readers of various cultures, ethnicities, sexes, ages, family structures, and other variables of the Canadian mosaic: Examples include opening vignettes on Hannah Taylor’s altruistic reasons to start a foundation to help the homeless (Chapter 10), the Special Olympics (Chapter 13), George Carter (Chapter 17), and Dr. Herbert Clifford Belcourt (Chapter 18). New opening vignettes have been written to illustrate the personal impact of concepts that face individuals such as the opening vignette to the text’s Introduction and Chapter 3. Additional care has been taken to ensure that the language used in the text is even more sensitive and inclusive. For example, discussions that formerly used the language of ‘defects’ now use the term ‘variations’ to avoid perpetuating the notion that an individual could somehow be defective.

Life-Span Development, 3rd Canadian Edition Helps Students Learn and Apply Core Concepts

- **Cognitive Maps** open each chapter with a visual preview of the entire chapter. Within each chapter, mini cognitive maps appear with each major text heading, helping students identify and recall relationships among key concepts.



We reach backward to our parents and forward to our children, and through their children to a future we will never see, but about which we need to care.

Carl Jung, Swiss Psychiatrist, 20th Century



IMAGES OF LIFE-SPAN DEVELOPMENT

Spirits of the North—Strong and Free

Two rising stars, two separate spirits: Terence and Jordin Tootoo emerge as inspirational figures for young people the world over, but particularly for the Inuit youth of Rankin Inlet, Nunavut. Both played



suicide note addressed to Jordin, “Jor, go all the way. Take care of the family. You’re the man, Ter.” Nearly 1,100 people attended the memorial ceremonies paying tribute to Terence Tootoo. Parents, Rose and Barney, struggled to compre

- **Images of Life-Span Development:** These chapter-opening vignettes establish the context (Canadian, when possible) and set the tone for the content to follow with personal stories.

- **Key Terms** are defined in the margins as they appear in the text.

adoption study
A study in which investigators seek to discover whether, in behaviour and psychological characteristics, adopted children are more like their adoptive parents, who provided a home environment, or more like their biological parents, who contributed their heredity. Another form of the adoption study compares adoptive and biological siblings.

environmentally influenced.
In an **adoption study**, investigators seek to discover whether, in behaviour and psychological characteristics, adopted children are more like their adoptive parents, who provided a home environment, or more like their biological parents, who contributed their heredity. Another form of the adoption study compares adoptive and biological siblings. In one investigation, the educational levels attained by the biological parents were better predictors of the adopted children's IQ scores than were the IQs of the children's adopted parents (Scarr & Weinberg, 1983). The implication is that heredity influences children's IQ scores.


known about the way genes (Havron et al., 2005, 2007). A number of sex-linked genes, polygenic inheritance are outlined here.

ive gene exerts its influence on a recessive gene from only

Critical Thinking

According to Genome Canada, (2007) new technologies are all highly contentious and raise a host of complex ethical issues. What are some of the arguments for and against developments such as cloning, genetic screening, and genetically modified foods? Should our genetic information be stored, and if so, who should have access? Should we patent our genes? Or, should we weed out undesirable genetic traits? If so, who decides which traits are desirable and which are not?

by Bill Watterson



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See the Quiz!

Evolutionary Psychology Handbook of Evolutionary Psychology Evolutionary Psychology Resources

- **Critical Thinking** boxes challenge students to discuss and debate contemporary issues of concern to Canadians.
- **Web Icons** indicate that links to additional resources on the topic are available at the Online Learning Centre.


- **Spotlight on Research and Social Policy** boxes highlight life-span development research activities and its influence on social policy and students' lives.

SPOTLIGHT ON SOCIAL POLICY

The Human Genome Project: An Update

Each gene has its own location, its own designated place on a particular chromosome. Today, there is a great deal of enthusiasm about efforts to discover the specific locations of genes that are linked to certain functions (Enger, 2007; Lewin, 2006; Lewis, 2007; Nester & others, 2007; Plomin, 2004). The Human Genome Project was initiated in 1990 as an international effort to locate genes in the human genome and determine their sequencing (Health Canada, 2005). An important step in this direction was accomplished when the

cell can excite or inhibit genetic expression (Gottlieb, Wahlsten, & Lickliter, 2006).
Some of the medical applications of new genetic knowledge are revolutionary. The use of molecular genetics can help us to discover the specific locations of genes that determine an individual's susceptibility to many diseases, as well as other aspects of health and well being. After this knowledge is attained, what next? One possible strategy would be to identify a healthy copy of the missing gene and




SOCIO-CULTURAL WORLDS OF DEVELOPMENT

Does Gender Make a Difference?

FOUR PROMINENT clinical psychoanalysts, Carol Gilligan, Karen Horney, Harriet Lerner, and Jean Baker Miller, contend that the traditional socialization of men and women has been vastly different. Men have been socialized to externalize their emotions through achievement, independence, and occasionally even unruly behaviour; whereas women internalize their emotions, seek out relationships, and are expected to care for others. These four prominent theorists argue that applying a framework designed by and for men to women is

Karen Horney (1885 – 1952) Founder of the Association for the Advancement of Psychoanalysis and the American Institute for Psychoanalysis, Karen Horney profoundly influenced psychoanalytic training by challenging the current psychoanalytic thought of the time. She questioned Freud's theories, in particular his psychosexual development theory, arguing that cultural and experiential factors are primary in determining personality for men and women. Horney's major contribution to the field is her theory of neurosis, the



- **Socio-cultural Worlds of Development** boxes give special attention to culture, ethnicity, and gender.

- **Summary Tables** at the end of each major section cue students to reflect and review before moving on.
- **Chapter Review** material includes a recap of the chapter cognitive map, page-referenced lists of summary tables, key terms, and key people.

Summary Table 3.2 Genetic Foundations

Concept	Characteristics/Description
The Collaborative Gene	<ul style="list-style-type: none"> • The nucleus of each human cell contains 46 chromosomes, which are composed of DNA. • Genes are short segments of DNA and act as a blueprint for cells to reproduce and manufacture proteins that maintain life.
Mitosis, Meiosis, and Fertilization	<ul style="list-style-type: none"> • Mitosis is the process of cell division. • Genes are transmitted from parents to offspring by gametes, or sex cells. • Gametes are formed by the splitting of cells, a process called "meiosis." • Reproduction takes place when a female gamete (ovum) is fertilized by male gamete (sperm) to create a zygote.
Genetic Principles	<ul style="list-style-type: none"> • Genetic principles include those involving dominant-recessive genes, sex-linked genes, polygenic inheritance, genotype-phenotype influences, reaction range, and canalization.
Behaviour	<ul style="list-style-type: none"> • Behaviour genetics is the field concerned with the degree and nature of behaviour's hereditary basis.