

REVIEWER COMMENTS

"This edited volume presents exciting, comprehensive, and informative chapters by leading scholars in developmental science. Each chapter strikes an ideal balance in the presentation of classical theories, historical foundations, and cutting-edge research and findings. This volume will appeal to students, researchers, practitioners, and policy makers from psychology and related disciplines interested in learning about the current landscape of developmental science."
– **Catherine Tamis-LeMonda, New York University, USA**

"The latest edition of ...Developmental Science continues the book's longstanding tradition of providing the most current coverage of the most important topics in the field, authored by some of the disciplines' most important scientists. This is the perfect textbook for an advanced course in human development." – **Laurence Steinberg, Temple University, USA**

"The latest edition of ...Developmental Science is a welcome entry into the developmental marketplace. This volume provides in depth coverage and critical analyses of current research by leading researchers in the field and offers a valuable resource for advanced undergraduates, graduate students as well as developmental scholars. Highly recommended." – **Ross D. Parke, University of California, Riverside, USA**

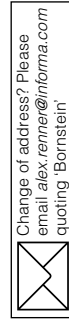
 **Psychology Press**
Taylor & Francis Group

 **Psychology Press**
Taylor & Francis Group

Psychology Press
c/o CMFS
31 Styertowne Road
Clifton, NJ 07012
RETURN SERVICE REQUESTED

PRSR STD
U.S. Postage
PAID
Wayne, NJ
Permit No. 1104

an informa business
Psychology Press is part of the Taylor & Francis group,
a trading division of Informa UK Ltd.
Registered in England under no. 1072954
Registered Office: Mortimer House,
37-41 Mortimer Street, London W1T 3JH



Please recycle this
catalog when you have
finished reading it.

DEVELOPMENTAL SCIENCE

AN ADVANCED TEXTBOOK

Sixth Edition



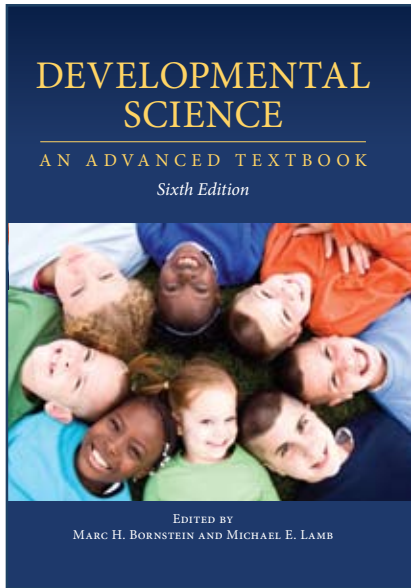
EDITED BY
MARC H. BORNSTEIN AND MICHAEL E. LAMB

NEW EDITION

Developmental Science

An Advanced Textbook

Sixth Edition



Marc H. Bornstein, *Eunice Kennedy Shriver National Institute of Child Health and Human Development, USA* and **Michael E. Lamb**, *Cambridge University, UK*

Noted as one of the most *comprehensive* textbooks in the field, *Developmental Science, 6th Edition* introduces readers to all of areas in developmental psychology: neuroscience, genetics, perception, cognition, language, emotion, self, and social interaction. Each of the world-renowned contributors masterfully introduces the history and systems, methodologies, and measurement and analytic techniques used to understand the area of human development under review. The relevance of the field is illustrated through engaging applications in each chapter. As a whole, this highly-respected text illuminates substantive phenomena in developmental science, its applications across the life span, and its relevance to everyday life.

Each chapter has been substantially revised for this new edition to reflect the current state of the field and is now accompanied by online resources. Students and

instructors will find chapter outlines, topics to think about before reading the chapters, a glossary, and suggested readings with active reference links on the website. Electronic access to the text's figures and tables, suggestions for classroom assignments and/or discussion, and a test bank with multiple-choice, short answer, and essay questions is limited to instructors only.

The book opens with an overview of developmental science -- its history and theory, the cultural orientation to thinking about human development, and the manner in which empirical research is designed, conducted, and analyzed. Part 2 focuses on the field's major substantive areas: neuroscience and genetics, physical and motor skills, perception, and cognitive and language development. Part 3 examines personality and social development within the context of the various relationships and situations in which developing individuals function and by which they are shaped. The book concludes with a new chapter on the latest applications of developmental science. Ways in which developmental thinking and research affect and are affected by practice and social policy are particularly emphasized. Each chapter features an introduction, up-to-date overviews of the field, summary and conclusion, and numerous classical and contemporary references.

Used primarily as a graduate level text for courses on developmental psychology/science, life span, and/or human development, the book can also be used at the advanced undergraduate level. Researchers interested in staying abreast of the latest developments in the field also appreciate the book's comprehensive nature.

September 2010 • 760pp HB: 978-1-84872-871-4: \$85.00

www.developmentalpsychologyarena.com

TABLE OF CONTENTS

Part 1: Foundations of Developmental Science *R. M. Lerner, S. Lewin-Bizan, & A. E. Alberts Warren*, Concepts and Theories of Human Development. *M. Cole & M. Packer*, Culture in Development. *D. P. Hartmann, K. E. Pelzel, & C. B. Abbott*, Design, Measurement, and Analysis in Developmental Research.

Part 2: Neuroscience, Perceptual, Cognitive, and Language Development *M. H. Johnson*, Developmental Neuroscience, Psychophysiology, and Genetics. *K. E. Adolph & S. E. Berger*, Physical and Motor Development. *M. H. Bornstein, M. E. Arterberry, & C. Mash*, Perceptual Development. *D. P. Birney & R. J. Sternberg*, The Development of Cognitive Abilities. *B. MacWhinney*, Language Development.

Part 3: Personality and The Social Contexts of Development *R. A. Thompson, A. C. Winer, & R. Goodvin*, The Individual Child: Temperament, Emotion, Self, and Personality. *M. E. Lamb & C. Lewis*, The Role of Parent-Child Relationships in Child Development. *K. H. Rubin, R. Coplan, X. Chen, J. Bowker, & K. L. McDonald*, Peer Relationships in Childhood. *J. S. Eccles & R. W. Roeser*, School and Community Influences on Human Development. *L. C. Malloy, M. E. Lamb, & C. Katz*, Children and the Law: Examples of Applied Developmental Psychology in Action.

ONLINE RESOURCES

Developmental Science: 6th Edition is accompanied by a rich array of supplementary materials available to qualified adopters and their students **free of charge**. Our online material is hosted on Moodle.

Student & Instructor Resources:

- Chapter outlines
- Student reading guide
- Glossary of the text's key terms & concepts
- Suggested readings

Instructor Resources:

- Test bank with multiple choice, short answer, and essay questions
- PowerPoint's with all of the text's figures and tables
- Suggestions for classroom discussion/ assignments



Visit www.psypress.com/9781848728714 to:

- Download a free sample chapter
- Request your examination copy
- Buy online at a 10% discount with free shipping

HOW TO ORDER

Customers in the US, Canada and Latin America

Taylor & Francis Group, 7625 Empire Drive, Florence, KY 41042, USA.

Call Toll Free: 1-800-634-7064, Mon-Fri, 8am-5:00pm, EST

Fax Toll Free: 1-800-248-4724 anytime

Email: orders@taylorandfrancis.com

Call international: (561) 361-6000, ext 6418

Fax international: (561) 361-6075

Download Chapter 6 free of charge!

Just click on the 'Download Sample Chapter' link on the right-hand side of the webpage.

❖ 6 ❖

PERCEPTUAL DEVELOPMENT

Marc H. Bornstein
Editor, *Parenting: Science and Practice*
Eunice Kennedy Shriver, National Institute of Child Health and Human Development
Martha E. Arterberry
Gettysburg College
Clay Mash
Eunice Kennedy Shriver, National Institute of Child Health and Human Development

All that a mammal does is fundamentally dependent on perception, past or present.
(D. O. Hebb, 1953, p. 44)

INTRODUCTION

Perception begins our experience and interpretation of the world, and so is crucial to the growth of thought, to the regulation of emotions, to interaction in social relationships, and indeed to most aspects of our development. The input, translation, and encoding of sensory information in perception are essential to thought and action. Even very young children recognize the fundamental position of perception in life (Pillow, 1989). Three-year-olds will attribute knowledge about an object only to people who have viewed the object, and not to people who have not viewed the object (Gopnik, Slaughter, & Meltzoff, 1994). For all these reasons, philosophers, physicists, physiologists, and psychologists have been strongly motivated to study perception and especially its development.

Our everyday experiences raise many challenging questions about perception. How faithful are our perceptions of properties, objects, people, and events in the world? How is a stable world perceived in the midst of continuous environmental variation and biological fluctuation? How are perceptual aspects of the world invested with meaning? How and why do perceptual qualities differ across modalities? How do we apprehend individual features of things and simultaneously know their synthesized whole?

Philosophy provided major initial impetus to study perceptual development. Epistemology asks questions about the origins and nature of human knowledge. Extreme views on epistemology were proposed by empiricists, who asserted that all perceptual knowledge derives from the senses and grows by way of experience, and by nativists, who reasoned that some kinds of knowledge cannot possibly rely on experience and thus that human beings enter the world with a sensory apparatus equipped (at the very least) to order and organize their percepts. Philosophical speculation also focused attention on the early ontogenesis of perception, a period during which epistemologically meaningful issues related to the origins of knowledge are most directly addressed. Thus, the study of perceptual development initially

BONUS FEATURE!

Visit <http://bit.ly/parentingburch> to download a Free Journal Article

Parenting: Science and Practice

EDITOR-IN-CHIEF
Marc H. Bornstein

Read the popular recent article *European American and African American Mothers' Beliefs About Parenting and Disciplining Infants: A Mixed-Method Analysis* by Margaret Burchinal, Debra Skinner and J. Steven Reznick (Vol. 10:2, 2010, 79-96).



<http://bit.ly/parentingburch>
www.psypress.com/parenting