

Nature and Nurture

- Genes
- Parents
- Culture

- 23 chromosomes from the mother
- 23 chromosomes from the father
- Dominant
- Recessive
- X linked recessive conditions
- X chromosome is larger and has more genetic material than the Y chromosome

- Some X linked recessive conditions – hemophilia, diabetes, color blindness, some forms of night blindness, one form of muscular dystrophy, inability to produce antibodies for some bacterial infections

Environment Gene Interaction

- Range of Reaction (Gottesman, 1963, Plomin, 1995)
 - heredity does not determine behavior but rather presents a range of possibilities that is influenced by the environment
- Critical Periods – stage of the child's development determines if it is susceptible to environmental influence
- Fetus, infant, toddler, child

- Rosenzweig, 1984 - rat pups were raised in either impoverished or enriched environments- those in the enriched environment had heavier and thicker cortexes by 7% and 20% more synapses (Kolb & Whishaw, 1998)

Gene- Environment Interaction

- ***Niche picking*** - people look for, choose or create environments that are suited to their predispositions (Scarr, 1996)

- Human Behavior Genetics - relative contribution that genes and environment make to individual differences in traits and abilities

Twin Studies

- Fraternal Twins Dz - similar to siblings but sharing the same environment since conception
- Identical Twins Mz - genetically identical
- Research lit - studied identical twins reared apart to understand the role of heredity vs environment.

- Bouchard et al, 1990 – more than 100 sets of reared apart twins or triplets – a week of psychological and physiological assessments – temperament, leisure time activities, attitudes were as similar as Mz twins reared together

scores	Correlation bet IQ
Mz twins reared together	.86
Mz reared apart	.79
Fraternal twins reared together	.60
Siblings reared together	.47
Parent and child	.40
Foster parent and child	.31
Siblings reared apart	.24
Cousins	.15

Bouchard & McGue, 1981

Temperament and Personality

- Mode of responding to the environment
- Thomas & Chess, 1986 - proposed
 - Difficult, easy and slow to warm up
- Emotionality, activity and sociability (Plomin, 1995) most influenced by inheritance – the influence of which declines with age
- Parental Differences
 - Birth order – first borns – new parents

Parenting

- Imprinting
- Harlow
- Bowlby
- Ainsworth

Imprinting

Imprinting
(Lorenz.K 1935)

Pre-programmed to
follow the first thing
they see after
emerging from the egg

<http://www.flickr.com/>



Harlow's Monkeys

<https://sites.google.com/site/hookapppsychology2a/key-experiments-by-maticyn-milia/harry-harlow-s-monkey-experiment>



<http://muskingum.edu/~psych/psycweb/history/harlow.htm>



Bowlby

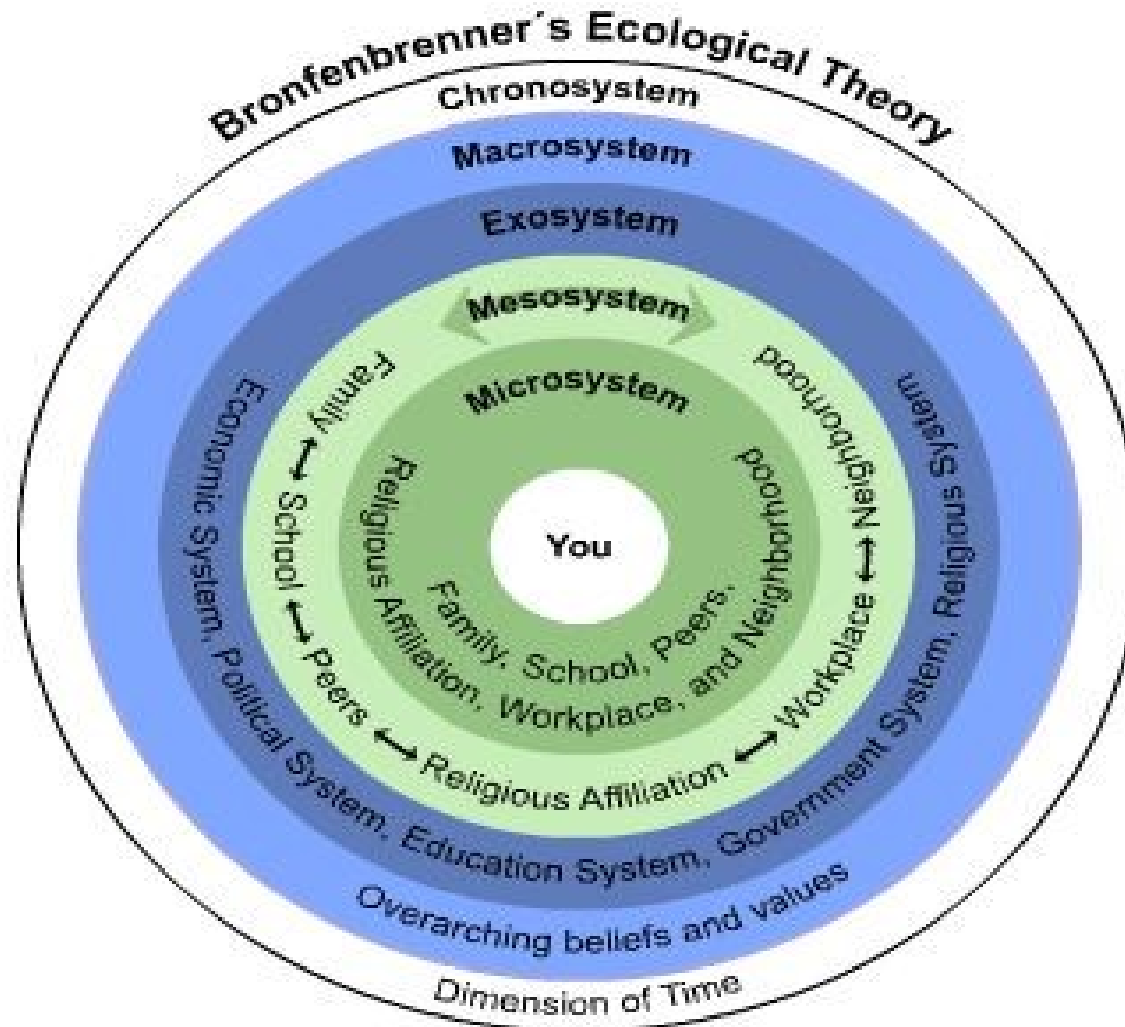
- Instinctual infant responses – sucking, clinging, following and smiling
- Elicits parental responses – leads to nurturance and bonding
- Early signaling system that leads to mutual attachment - relationship

Ainsworth - Strange Situation

- Secure Attachment – slightly disturbed by separation – easily soothed by mother on return
- Insecure Avoidant – Avoid and ignore mother on reunion
- Insecure-Disorganised – Crying at the door – then running away - freeze

Bronfenbrenner's Ecological Theory

<https://geopolicraticus.wordpress.com/tag/urie-bronfenbrenner/>



Parenting Style

Baumrind (1967) – observation of
nursery school children

- Authoritative
- Authoritarian
- Permissive

- Authoritative Parenting – Sets standards – communicate them clearly, enforce them firmly – does not yield to coercion from the child – Confronts disobedient behavior (firm but not overly emotional)

Expects mature behavior – age appropriate
Warm, responsive, supportive of constructive behavior, considers child's opinion – offers alternatives, involved with the child's life

- Children – energetic - friendly
Cheerful, interested, purposive,
Friendly, cooperative
Reasonable
Self control

- Authoritarian Parenting

Enforce rules rigidly – Confronts bad behavior – shows anger displeasure

harsh punitive discipline

very controlling

Not warm and involved

- Children – conflicted – irritable
Moody, apprehensive, easily annoyed

Alternates between aggressive
behavior and sulky withdrawal

Vulnerable to stress

- Permissive

allows free expression of impulses and desires

Rules not communicated clearly

Ignore bad behavior

Inconsistent discipline – yields to coercion

Does not demand mature behavior

Warm

- Children - Aggressive -Impulsive
Aggressive, domineering
Resistant
Lacks self control
Aimless

- Uninvolved - Maccoby & Martin (1983)

Self centered, uninvolved with the child

does not monitor child's activities
may have depression, other problems.

- Children – Neglected

Moody, insecure attachment
aggressive

Low self esteem

Irresponsible

Truancy

- Two Dimensions of Parenting
- Control – High - low
- Emotionality – warmth - lack of it

- Child's personality/temperament
- Parent's personality
- Both parents style
- Culture

Culture

- Traditional vs Modern societies
- Individualism vs Collectivism

Collectivists are closely linked individuals who view themselves primarily as parts of a whole, be it a family, a network of co-workers, a tribe, or a nation. Such people are mainly motivated by the norms and duties imposed by the collective entity.

Individualists are motivated by their own preferences, needs, and rights, giving priority to personal rather than to group goals.

Triandis

- Collectivist Societies

Extended family, sub community -
matter

norms

fit in

- Individualist Societies

Independence

Personal Goals

Social Class

- Working Class
- Middle Class
- Upper Class

Values, Time Spent with children,
Involvement

- Peers & Friends
- School
- Teachers
- TV
- Internet