

Human Development Throughout Life

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Human development has been studied since the beginning of time. Scientists and psychologists have been curious as to how humans grow and change from conception, throughout adult hood, and even death. The three developmental domains that are studied are physical, cognitive, and psychosocial. These domains are broken down to explain and answer how, and why, humans develop, and what is normal development.

The three domains that psychologists continually analyze and study are used to determine whether children reach specific developmental milestones. They're guidelines that are used to compare children against peers of the same age to determine specificities of when certain events should be reached. Examples of milestones that are looked at to determine whether a child is developing normally are crawling, walking, talking, speaking in sentences, and even make appropriate choices using abstract thinking.

The domains that are looked at to determine developmental changes and progress that take place throughout a human's life are viewed as questions. The first question asks whether the change is smooth or uneven (continuous and discontinuous), or rather does the development gradually change or, does it stop and go, and occur at specific times. Question two looks at whether development is exactly the same for everyone, or is it different and depends on the human's genetics and environment (one course of development or many). And lastly, question three, are human traits and personalities a product of genetic and biological makeup or are they shaped because of environmental factors (nature and nurture). (Berk, 2017)

After researching all three domains, the writer sits in the middle rather than taking a specific side, while agreeing that some aspects of change and growth occur within the parameters on one side of the domain, yet other processes tend to lean toward the opposing view. Within the

question of whether development is continuous or discontinuous, an example of growth for both arguments would be as follows: a child's physical growth is a continuous, meaning that inches and pounds are continually added on year after year. However, in contrast, some development is discontinuous and happens at specific stages, such as an infant's ability to understand object permanence. Within the study of language, it can be agreed that that infants within all cultures learn to coo before they babble. This is in agreement with the idea that development is essentially the same. However, if you compare cultures that carry their infants on their back such as the Aché and learn to walk around 23-25 months, versus the Western culture where they learn to walk by 9-12 months. This supports the idea that development is influenced by several different factors, but they all eventually learn to walk. Development is certainly influenced by both nature and nurture. Eye and hair colors are both examples of why nature helps us with development. Yet, personalities and traits are both shaped by environment, specifically peers, parents, and society around us, allowing nurture to intervene and help shape who we are.

(McLeod, 2017)

The writer most identifies with the Nature versus Nurture theory, as environmental and genetic factors can both greatly influence how and why humans develop. Traits are inherited from the child's parents, and genetics break down what hair and eye color will be. But, sometimes, children act like their parents, so is it genetics or environmental that are the reason, or perhaps it's both. The writer believes that both can influence how a child personality is shaped. And yet, a further question is how are siblings so different, yet raised the same within a household of the same parents.

The reason the writer chose this specific theory is because the science behind genetics is clear and understandable, yet environmentally it's equally just as easy to interpret why peers and

culture can have such a huge influence on how humans develop. This theory explores both science and psychology and clearly separates the two depending on what aspect of human development is being looked at. The writer believes that the aspect of nature within this theory is the easiest to understand, and least argumentative because genetics is the only option as to why genes are passed down from generation to generation, and explains why children receive blue or brown eyes, or brown or blonde hair from their parents. The validity behind genetics doesn't allow for another argument to interrupt.