b. Gullibility “Candy Witch”
c. 3 year olds – joint commitment
d. Egocentric
e. Ross Thompson

C. Middle and Late Childhood
a. Perspective talking: ability to assume other people’s perspectives and understand their thoughts and feelings
   i. Increases
b. Robert Selman
   i. 6-8 understand others have different perspectives because some people have more access to information
c. Important in determining whether children develop prosocial behavior
d. Becomes skeptical

XVIII. What are Self-Esteem and Self-Concept? (329)
A. Self Esteem: a person’s self-worth or self-image, a global evaluation of the self
B. Self Concept: domain-specific evaluations of the self

XIX. Assessment
A. Susan Harter
   a. Self-Perception Profile for Children
      i. Five basic domains
         1. Scholastic competence
         2. Athletic competence
         3. Social acceptance
         4. Physical appearance
         5. Behavioral conduct
   b. Self-Perception Profile for Adolescence
      i. As self-esteem, global self-worth, and five domains plus three addition
         1. Close friendship
         2. Romantic appeal
         3. Job competence

B. Self-esteem has a strong tie with self-perception – physical appearance

XX. Developmental Changes (331)
A. Males is higher than females
   a. Negative body image

XXI. Variations in Self-Esteem (332)
A. Correlation rather than experimental
B. Moderate correlations between school performance and self-esteem
C. High Self Esteem
   a. Greater initiative
   b. Prosocial actions
   c. Antisocial actions
D. Low Self Esteem
   a. More depressed
   b. Suicide attempts
   c. Anorexia nervosa
E. Boys High Self-Esteem and Parents
   a. Expression of affection
   b. Concern about problems
   c. Harmony in the home
   d. Participation in family activities
   e. Availability to give competent, organized help
XXVI. First Page (345)
A. Stephanie Shields
B. Jerry Maquire
C. Gender in emotions and relationships

XXVII. Preview (346)
A. Gender: refers to the characteristics of people as males and females
B. Gender identity: involves a sense of one’s own gender, including knowledge, understanding, and acceptance of being male or female
C. Gender roles: sets of expectations that prescribe how females or males should think, act, and feel
D. Gender typing: refers to acquisition of a traditional masculine or feminine roles

XXVIII. Biological Influences (347)
A. Hormones
   a. Estrogens: primarily influence the development of female physical sex characteristics and help regulate the menstrual cycle
      i. Estradiol
   b. Androgens: primarily promote the development of male genitals and secondary sex characteristics
      i. Testosterone
      ii. Produced by adrenal gland – males and females
      iii. Produced by testes – males
   c. Males XY
   d. Females XX
   e. Unusual Amounts of Sex Hormones
      i. Congenital adrenal hyperplasia (CAH)
      ii. Androgen insensitive males
      iii. Male-female deficit
B. Evolutionary Psychology View (348)
   a. Emphasis the adaptation during the evolution of humans produced psychological differences between males and females
   b. Primarily because of their differing roles in reproduction, males and females faced different pressures in primeval environments when the human species was evolving

XXIX. Social Influences (348)
A. Alice Eagly
   a. Social Role Theory: states that gender differences result from the contrasting roles of women and men
   b. Psychoanalytic theory of gender: Sigmund Freud's view that the preschool child develops erotic feelings toward the opposite sex parents
   c. Social cognitive theory of gender: children’s gender development occurs through observation and imitation, and through the rewards and punishments children experience for gender-appropriate and gender inappropriate behavior
B. Less likely to become divorced when have sons
C. Mothers Role
   a. Caregiving
   b. Teaching activities
D. Fathers Role
   a. Leisure activities
E. Phyllis Bronstein
   a. Mothers socialization strategies
   b. Fathers’ socialization strategies