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also covers theories in the environmental/learning tradition.

Always reflective of the latest research and thinking in the field, Patricia Miller's acclaimed text offers an ideal way to help students understand and distinguish the major theoretical schools of child development. This fully updated new edition includes a new focus on biological theories of development, and offers new instructor resource materials.

For undergraduate/graduate courses in Theories of Development, Child Development, Child Psychology, Human Development, and Lifespan Development. The result of extensive scholarship and consultation with leading scholars, this classic text introduces students to twenty-four theorists and compares and contrasts their theories on how we develop as individuals. Emphasizing the theories that build upon the developmental tradition established by Rousseau, this text also covers theories in the environmental/learning tradition.

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Explaining the nature of theories in the field of child development (including why theories are useful and why there are multiple theories), Thomas' highly respected book covers the widest range of theories of any text currently available. Using the following criteria: "Has the theory been popular?," "Has the theory been influential?," and "Is the theory representative of a class or family of theories?," Thomas identifies the goals and describes the findings of more than two dozen theorists and inspects a series of child development issues that bridge a variety of theories. Additionally, Thomas suggests a variety of ways to compare theories and existing explanations of how a child develops.

This long-awaited new edition has been fully updated and revised by the original authors as well as two new members of the author team. Based on many years of active research and teaching it takes the discipline's most difficult aspects and makes them accessible and interesting. Each chapter builds up an understanding of the different ways of looking at the world. The clarity of presentation allows students to rapidly develop a theoretical framework and to apply this knowledge widely as a way of understanding both more advanced theoretical texts and events in world politics. Suitable for first and second year undergraduates studying international relations and international relations theory.

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