

EXAMINING LIVES IN CONTEXT

Perspectives on the Ecology
of Human Development

EDITED BY PHYLLIS MOEN,
GLEN H. ELDER, JR., & KURT LÜSCHER

EXAMINING LIVES IN CONTEXT



Perspectives on the Ecology of Human Development

Edited by Phyllis Moen, Glen H. Elder, Jr., and Kurt Lüscher
with the assistance of Heather E. Quick

American Psychological Association • Washington, DC

Copyright © 1995 by the American Psychological Association. All rights reserved. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

First Printing August 1995

Second Printing November 1996

Published by the
American Psychological Association
750 First Street, NE
Washington, DC 20002

Copies may be ordered from
American Psychological Association
Order Department
P.O. Box 92984
Washington, DC 20090-2984

In the UK and Europe, copies may be ordered from
American Psychological Association
3 Henrietta Street
Covent Garden, London
WC2E 8LU England

Typeset in Minion by University Graphics, Inc., York, PA

Printer: Data Reproductions Corp., Rochester Hills, MI

Cover Designer: Berg Design, Albany, NY

Technical/Production Editor: Kathryn Lynch

Library of Congress Cataloging in Publication Data

Examining lives in context : perspectives on the ecology of human

Development / edited by Phyllis Moen, Glen H. Elder, Jr., Kurt

Lüscher; with the assistance of Heather E. Quick

p. cm.

Includes bibliographical references and index.

ISBN 1-55798-293-7

1. Development psychology. 2. Environmental psychology.

3. Nature and nurture. I. Moen, Phyllis. II. Elder, Glen H.

III. Lüscher, Kurt.

BF713. E92 1995

155—dc20

95-5704

CIP

British Library Cataloguing-in-Publication Data

A CIP record is available from the British Library.

Printed in the United States of America

APA Science Volumes

Best Methods for the Analysis of Change: Recent Advances, Unanswered Questions, Future Directions

Cardiovascular Reactivity to Psychological Stress and Disease

The Challenge in Mathematics and Science Education: Psychology's Response

Cognition: Conceptual and Methodological Issues

Cognitive Bases of Musical Communication

Conceptualization and Measurement of Organism–Environment Interaction

Developmental Psychoacoustics

Emotion and Culture: Empirical Studies of Mutual Influence

Emotion, Disclosure, and Health

Examining Lives in Context: Perspectives on the Ecology of Human Development

Hostility, Coping, and Health

Organ Donation and Transplantation: Psychological and Behavioral Factors

The Perception of Structure

Perspectives on Socially Shared Cognition

Psychological Testing of Hispanics

Psychology of Women's Health: Progress and Challenges in Research and Application

Researching Community Psychology: Issues of Theory and Methods

Sleep and Cognition

Sleep Onset: Normal and Abnormal Processes

Studying Lives Through Time: Personality and Development

The Suggestibility of Children's Recollections: Implications for Eyewitness Testimony

Taste, Experience, and Feeding: Development and Learning

Temperament: Individual Differences at the Interface of Biology and Behavior

Through the Looking Glass: Issues of Psychological Well-Being in Captive Nonhuman Primates

APA expects to publish volumes on the following conference topics:

Attribution Processes, Person Perception and Social Interaction: The Legacy of Ned Jones

Changing Ecological Approaches to Development: Organism–Environment Mutualities

Conceptual Structure and Processes: Emergence, Discovery, and Change

Converging Operations in the Study of Visual Selective Attention

Genetic, Ethological and Evolutionary Perspectives on Human Development

Global Prospects for Education: Development, Culture, and Schooling

Maintaining and Promoting Integrity in Behavioral Science Research

Marital and Family Therapy Outcome and Process Research

Measuring Changes in Patients Following Psychological and Pharmacological Interventions

Psychology of Industrial Relations

Psychophysiological Study of Attention

Stereotype Accuracy

Stereotypes: Brain–Behavior Relationships

Work Team Dynamics and Productivity in the Context of Diversity

As part of its continuing and expanding commitment to enhance the dissemination of scientific psychological knowledge, the Science Directorate of the APA established a Scientific Conferences Program. A series of volumes resulting from these conferences is produced jointly by the Science Directorate and the Office of Communications. A call for proposals is issued several times annually by the Scientific Directorate, which, collaboratively with the APA Board of Scientific Affairs, evaluates the pro-

posals and selects several conferences for funding. This important effort has resulted in an exceptional series of meetings and scholarly volumes, each of which has contributed to the dissemination of research and dialogue in these topical areas.

The APA Science Directorate's conferences funding program has supported 35 conferences since its inception in 1988. To date, 24 volumes resulting from conferences have been published.

WILLIAM C. HOWELL, PhD
Executive Director

VIRGINIA E. HOLT
Assistant Executive Director

Contributors

Duane F. Alwin, PhD, Professor of Sociology and Program Director, Institute for Social Research, University of Michigan

Jay Belsky, PhD, Professor of Human Development and Family Studies, Pennsylvania State University

Urie Bronfenbrenner, PhD, Jacob Gould Schurman Professor Emeritus of Human Development and Family Studies and of Psychology, Cornell University

Jeanne Brooks-Gunn, PhD, Virginia and Leonard Marx Professor of Child Development and Education, Teachers College, Columbia University

Beverley D. Cairns, AB, Director of the Social Development–Research Unit, Center for Developmental Science, University of North Carolina, Chapel Hill

Robert B. Cairns, PhD, Cary C. Boshamer Professor of Psychology, University of North Carolina, Chapel Hill

Stephen J. Ceci, PhD, Helen L. Carr Professor of Developmental Psychology, Cornell University

Lorna Champion, PhD, Lecturer in Clinical Psychology, Department of Psychiatry, University of Edinburgh, Scotland

John A. Clausen, PhD, Professor Emeritus of Sociology, Institute of Human Development, University of California, Berkeley

Nancy E. Darling, PhD, Assistant Professor of Psychology, Dickinson College

Glen H. Elder, Jr., PhD, Howard W. Odum Distinguished Professor of Sociology and Research Professor of Psychology, Carolina Population Center, University of North Carolina, Chapel Hill

Mary Ann Erickson, MA, Graduate Student, Human Development and Family Studies, Cornell University

Anne C. Fletcher, PhD, Postdoctoral Fellow, Carolina Consortium on Human Development, University of North Carolina, Chapel Hill

Jacqueline J. Goodnow, PhD, Professor of Behavioral Science, Macquarie University, Sydney, New South Wales, Australia

Helene A. Hembrooke, PhD, Postdoctoral Fellow, Human Development and Family Studies, Cornell University

Gerri Jones, BA, Assistant to Professor Bronfenbrenner, Cornell University

Melvin L. Kohn, PhD, Professor of Sociology, Johns Hopkins University

Kurt Lüscher, PhD, Professor of Sociology, University of Konstanz, Germany

Eleanor E. Maccoby, PhD, Professor Emerita of Psychology, Stanford University

David Magnusson, PhD, Olof Eneerth Professor of Psychology and President of the European Academy of Science, University of Stockholm, Sweden

Barbara Maughan, PhD, Career Scientist, Medical Research Council Child Psychiatry Unit, Institute of Psychiatry, London, England

Phyllis Moen, PhD, Ferris Family Professor of Life Course Studies and Sociology and Director of the Bronfenbrenner Life Course Center, Cornell University

Andrew Pickles, PhD, Career Scientist, Medical Research Council Child Psychiatry Unit, Institute of Psychiatry, London, England

David Quinton, PhD, Career Scientist, Medical Research Council Child Psychiatry Unit, Institute of Psychiatry, London, England

Sir Michael Rutter, MD, FRS, Honorary Director, Medical Research Council Child Psychiatry Unit, Institute of Psychiatry, London, England

Laurence Steinberg, PhD, Professor of Psychology, Temple University

William Julius Wilson, PhD, Lucy Flower University Professor of Sociology and Public Policy, University of Chicago

Preface

It is our privilege and pleasure to edit this volume, compiled in honor of someone we are proud to claim as a valued colleague and a close personal friend, Urie Bronfenbrenner. Most developmentalists need no reminder of Urie's outstanding contributions to the enhancement of human development, as a teacher, as a scholar, and as a major contributor to social policy development. His insights and ideas have been recognized, acclaimed, and acted on, not only in the United States, but throughout the world.

We hope this book will serve a variety of readerships: students who seek an introduction to the ecological and life course theoretical approaches; established scholars who want an overview of advances in the field; researchers who are interested in multilevel, multidimensional approaches to human development; and admirers of Urie Bronfenbrenner who want both a tribute to him and an assessment of his contributions. We believe this volume will serve as testimony to Urie's lifetime of work but also as an intellectual challenge to the social and behavioral science community to engage and extend his evolving theoretical paradigm.

Each of the editors has benefited from lively scholarly exchange with Urie Bronfenbrenner over the years. Phyllis Moen has been fortunate to occupy the office across the hall from Urie's office since she came to Cornell in 1978. His was always an open, and welcoming, door. Over the years, she has found her attention to the links between policy and research heightened by Urie's proximity and provocation. Bronfenbrenner has affirmed Moen's comparative approach to social policy, making clear that the United States has much to learn from the experiences of other nations grappling with similar social, economic, and demographic revolutions in their own societies. Urie always reminds her that the ways American so-

ciety has responded to these challenges differ both in scope and style from the responses of other societies. Bronfenbrenner has also encouraged Moen to investigate the two halves of the life course, a step now begun with her chapter (with Mary Ann Erickson; 6) in this volume.

Glen Elder's intellectual journey with Urie began during his graduate work (circa 1960) at the University of North Carolina, Chapel Hill, and it has continued with growing intensity over more than 3 decades. He visited Cornell during the early 1960s in the fond hope that a faculty post would somehow materialize, and it did, but only after 20 more years—a period in which he devised a life course approach to human development while serving on the faculties of University of California, Berkeley, and University of North Carolina, Chapel Hill. For over 5 marvelous years, he was Urie's departmental colleague and a grateful recipient of his wise counsel and collaboration on teaching ventures, including an unforgettable codirected graduate seminar on human development in the spring of 1984. That was a special moment, but his shared intellectual journey with Urie has provided many others right up to the present. When Glen returned to University of North Carolina, Chapel Hill, and helped to establish (with Robert Cairns) the Carolina Consortium on Human Development, Urie became a founding member of the advisory board and has frequently visited the Consortium proseminar.

Kurt Lüscher first met Urie 30 years ago, at the centennial celebration for Cornell University. A central theme of their ongoing discussions since then, the conceptualization of knowledge and beliefs, is reflected in his chapter (17) in this volume. Lüscher had the great privilege of editing some of Bronfenbrenner's major writings for publication in German, including an edited volume incorporating his intellectual biography published in 1976. Urie was instrumental in introducing Lüscher to the field of childhood socialization and family research, and he encouraged Lüscher to become concerned about social policy for children and families. Bronfenbrenner has served on the Scientific Advisory Committee for the Konstanz Center "Society and Family" since its founding by Kurt Lüscher in 1990.

A key theme in Urie's work is context, and an important context of

this book is its origins. Those origins can be traced back to the Second Konstanz Symposium on “Society and Family,” held in the fall of 1991, in which all three of us participated. At that time, the three of us came together to discuss how we might best celebrate Urie’s distinguished career and intellectual contributions to the field. The seeds planted then have borne an abundance of intellectual fruit, as evident in the quality of the chapters included here.

Early drafts were presented at a symposium in honor of Urie Bronfenbrenner, organized by the Cornell Life Course Institute and sponsored by the Institute, the College of Human Ecology, and the Research Directorate of the American Psychological Association. It was held at Cornell University in September 1993. The symposium and, consequently, the volume offer a reflective assessment and refinement of the ecology of human development. Each contribution builds on Urie’s work while at the same time departing from his work to pursue disparate themes.

The symposium furnished the context for each chapter. After long discussions, we agreed to keep the flavor of oral presentations in the chapters. This makes them more interesting to read, engaging the reader in a free flow of thinking. The original contributions to the symposium have been revised by the authors, however, with many of the reformulations sparked by active discussions among the authors. Other chapters were written by invited participants who were unable to attend the symposium but who wished to contribute to the intellectual exchange regarding Bronfenbrenner’s work.

Still another context of both the symposium and the volume is the Life Course Institute at Cornell. In 1995, in recognition of Urie’s scholarship and leadership in linking fundamental research with social policy, Cornell University renamed the institute the Bronfenbrenner Life Course Center. The creation of the center continues the Cornell tradition, as a land grant university, of combining scientific theory with practice, and basic research with policy analysis, a tradition epitomized by the work of Urie Bronfenbrenner and his legacy of problem-solving research.

We are most grateful to the many people who contributed to organizing the symposium and to editing this volume. First, thanks are due to

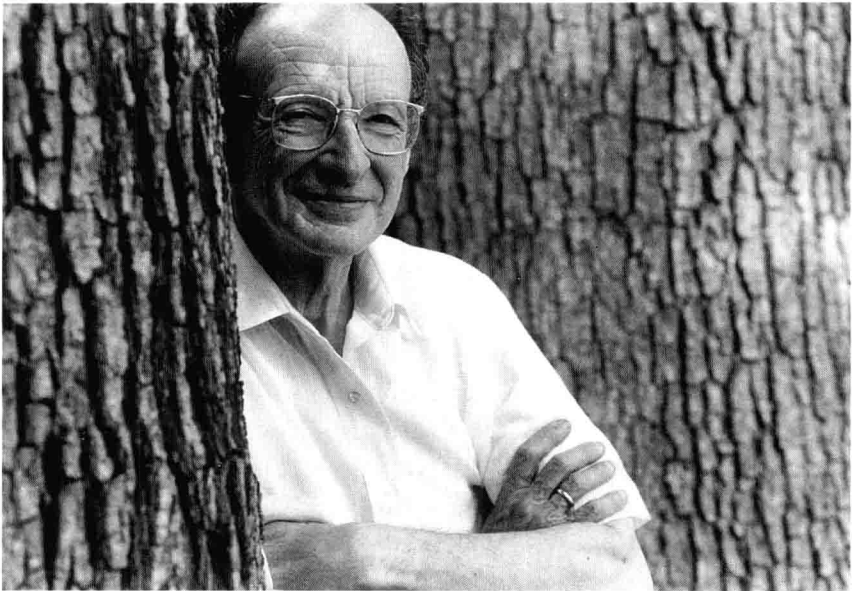
P R E F A C E

Donna Dempster-McClain, Assistant Director of the Bronfenbrenner Life Course Center, who oversaw the myriad of logistic details ensuring the success of the symposium. She was admirably assisted by Heather Quick, Shauna Handrahan, and Irene Pytcher. Heather Quick has also provided valuable assistance in preparing this volume. Thanks also are due to Dean Francille Firebaugh of the College of Human Ecology for her encouragement and financial support and to the American Psychological Association for underwriting this effort.

Support is also acknowledged by the College of Human Ecology at Cornell University, Hatch Funding from the U.S. Department of Agriculture (NYC 321420), the National Institute on Aging (R01-AG05450), National Institute of Mental Health (MH 41327, MH 43270, and MH 51361), a contract with the U.S. Army Research Institute, a grant from the Department of Veterans Affairs Merit Review Program, research support from the John D. and Catherine T. MacArthur Foundation Program for Successful Adolescent Development Among Youth in High-Risk Settings, and a Research Scientist Award for Glen H. Elder, Jr. (MH 00567).

PHYLLIS MOEN, GLEN H. ELDER, JR., AND KURT LÜSCHER

About Urie



Urie Bronfenbrenner is the Jacob Gould Schurman Professor Emeritus of Human Development and Family Studies and of Psychology at Cornell University. Author of the acclaimed *Ecology of Human Development* (Harvard University Press, 1979) and one of the founders of Head Start, he is also the recipient of numerous awards, including the G. Stanley Hall Medal awarded by the American Psychological Association and the Outstanding Achievement Award from the University of Michigan, as well as the James McKeen Cattell Fellow Award for 1993 from the American Psychological Society. He has recently been selected as a foreign member of the Russian Academy of Education in recognition for his “outstanding contributions in psychology and ecology.”

He graduated from Cornell University in 1938, receiving a dual degree in psychology and music. He earned his master's in psychology from Harvard University before entering the University of Michigan, from which he received his doctorate in developmental psychology in 1942. After serving as a psychologist in the U.S. Army/Air Force during World War II, Urie returned to Cornell to teach in 1948.

Urie Bronfenbrenner is the author, coauthor, or editor of 13 books and more than 300 articles, most notably *Two Worlds of Childhood: U.S. and U.S.S.R.* and *The Ecology of Human Development*. (See the Appendix for a listing of his published writings.) He is internationally renowned for his cross-cultural studies and is a recipient of honorary degrees worldwide.

Urie has served on innumerable committees dealing with the need for and nature of public policy on children and families in the United States, as well as abroad. Since the early 1960s, when his testimony to committees of the Congress prepared the way for Project Head Start, he has published a continuing series of articles and chapters.

In addition to his intense dedication to his students and his contributions to theory, to more rigorous research designs, and to public policy, Urie counts high among his achievements his 51-year marriage to artist Liese Price Bronfenbrenner. He is the father of 6 children and has, to date, 11 grandchildren.

Contents

Contributors	xiii
Preface	xv
<i>Phyllis Moen, Glen H. Elder, Jr., and Kurt Lüscher</i>	
About Urie	xix
1 Introduction	1
<i>Phyllis Moen</i>	
Part One: The Dynamics of Individual Development	
Introduction to Part One	15
<i>Glen H. Elder, Jr.</i>	
2 Individual Development: A Holistic, Integrated, Model	19
<i>David Magnusson</i>	
3 Understanding Individual Differences in Environmental- Risk Exposure	61
<i>Michael Rutter, Lorna Champion, David Quinton, Barbara Maughan, and Andrew Pickles</i>	
Part Two: Historical and Social Time	
Introduction to Part Two	97
<i>Kurt Lüscher</i>	
4 The Life Course Paradigm: Social Change and Individual Development	101
<i>Glen H. Elder, Jr.</i>	
5 Social Structure and Personality Through Time and Space	141
<i>Melvin L. Kohn</i>	
6 Linked Lives: A Transgenerational Approach to Resilience	169
<i>Phyllis Moen and Mary Ann Erickson</i>	

- 7 Taking Time Seriously: Social Change, Social Structure, and Human Lives 211
Duane F. Alwin

Part Three: The Multiple Contexts of Human Development

- Introduction to Part Three 265
Kurt Lüscher
- 8 Differentiating Among Social Contexts: By Spatial Features, Forms of Participation, and Social Contracts 269
Jacqueline J. Goodnow
- 9 A Bioecological Model of Intellectual Development 303
Stephen J. Ceci and Helene A. Hembrooke
- 10 The Two Sexes and Their Social Systems 347
Eleanor E. Maccoby
- 11 Gender, Contexts, and Turning Points in Adults' Lives 365
John A. Clausen

Part Four: The Importance of Process

- Introduction to Part Four 393
Glen H. Elder, Jr.
- 12 Social Ecology Over Time and Space 397
Robert B. Cairns and Beverley D. Cairns
- 13 Authoritative Parenting and Adolescent Adjustment: An Ecological Journey 423
Laurence Steinberg, Nancy E. Darling, and Anne C. Fletcher, in collaboration with B. Bradford Brown and Sanford M. Dornbusch
- 14 Children in Families in Communities: Risk and Intervention in the Bronfenbrenner Tradition 467
Jeanne Brooks-Gunn

Part Five: Reflections and New Directions

- Introduction to Part Five 523
Phyllis Moen
- 15 Jobless Ghettos and the Social Outcome of Youngsters 527
William Julius Wilson

CONTENTS

16	Expanding the Ecology of Human Development: An Evolutionary Perspective	545
	<i>Jay Belsky</i>	
17	<i>Homo Interpretans</i> : On the Relevance of Perspectives, Knowledge, and Beliefs in the Ecology of Human Development	563
	<i>Kurt Lüscher</i>	
18	The Bioecological Model From a Life Course Perspective: Reflections of a Participant Observer	599
	<i>Urie Bronfenbrenner</i>	
19	Developmental Ecology Through Space and Time: A Future Perspective	619
	<i>Urie Bronfenbrenner</i>	
	Appendix: The Published Writings of Urie Bronfenbrenner	649
	<i>Compiled by Kurt Lüscher and Gerri Jones</i>	
	Author Index	677
	Subject Index	693
	About the Editors	707