Psychology Press

# Theories of Human Development

Barbara M. Newman and Philip R. Newman

SECOND EDITION

# Theories of Human Development

Second Edition

Barbara M. Newman
Philip R. Newman

Psychology Press
Taylor & Francis Group
NEW YORK AND LONDON

Second edition published 2016
by Psychology Press
711 Third Avenue, New York, NY 10017

and by Psychology Press
27 Church Road, Hove, East Sussex BN3 2FA

*Psychology Press is an imprint of the Taylor & Francis Group, an informa business*

© 2016 Taylor & Francis

The right of Barbara M. Newman and Philip R. Newman to be identified as the authors of this work has been asserted by them in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

*Trademark notice:* Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

First edition published by Psychology Press 2007

*Library of Congress Cataloging in Publication Data*
Newman, Barbara M.
Theories of human development / by Barbara M. Newman and Philip R. Newman.—Second edition.
pages cm
Includes bibliographical references and index.
1. Developmental psychology. I. Newman, Philip R. II. Title.
BF713.N494 2016
155—dc23 2014050034

ISBN: 978-1-84872-666-6 (hbk)
ISBN: 978-1-84872-667-3 (pbk)
ISBN: 978-1-315-87124-0 (ebk)

Typeset in Minion Pro
by Keystroke, Station Road, Codsall, Wolverhampton

# Theories of Human Development

Key human development theories that continue to guide research and practice are examined in this engaging text. Ten key theories are grouped into three families—those that emphasize biological systems, environmental factors, and those that reflect an interaction between the two. This organization enhances students' ability to evaluate, compare, and contrast theories both within and across families. Each family is introduced with an overview of their unique perspectives and the rationale for grouping them together. Discussion of each theory includes the cultural/historical context during the theory's development, its key concepts and ideas, extensions of the theory in contemporary work, an example showing a modification of the theory, an application of how the theory is used to inform practice, and an analysis of how the theory answers six basic questions that a human development theory should address. Each chapter includes an overview of the strengths and weaknesses of the theories to facilitate comparisons. Theories that have a clear life-span focus along with cases and examples that address issues across the life span are included.

**The second edition features:**

- A new chapter on bioecological theory that highlights the increased use of this theory in the development of family, school, and community intervention programs.
- A new epilogue that examines the same case via each of the ten theories, illustrating their similarities and differences and how these ideas cast a unique light on a common situation.
- New *opening cases* that bring theory to life along with narrative that links the case to the chapter's concepts, *guiding questions* that help students compare theoretical perspectives, *critical thinking questions* that focus on using the theory to interpret the case and personal life experiences, and recommended resources that extend students' understanding.
- More examples from various disciplines that address topics students are likely to encounter as professionals.
- A new glossary that defines the boldfaced key terms.

- Enhanced website at www.psypress.com/9781848726673 that provides *instructors* with a test bank, PowerPoints, discussion questions and activities, additional cases with questions, teaching notes for using the book with various types of majors, and a conversion guide outlining changes to the new edition, and *students* with key terms with hot links to their definitions, chapter summaries and outlines, and additional resources for further study.
- Updated research and applications highlight the latest scientific developments.

Ideal for advanced undergraduate or beginning graduate courses in theories of development, life-span or child development taught in psychology, human development, family studies, education, and social work.

**Barbara M. Newman** is a professor emeritus at the University of Rhode Island in Human Development and Family Studies.

**Philip R. Newman** is a Fellow of the American Psychological Association, SPSSI, and the American Orthopsychiatric Association.

此为试读,需要完整PDF请访问: www.ertongbook.com

# Preface

Think about the power of ideas. Consider how concepts like freedom, justice, or equality have inspired action, or how ideas like loyalty, authority, and discipline have influenced family and military life. Scientific theories are logical, empirically grounded sets of ideas that can have a profound impact on the way one understands oneself and others. Theories draw you into a world of ideas, leading you to consider relationships, processes, time, culture, and self in new ways and suggesting methods for exploring human behavior. The goal of this book is to provide an engaging introduction to theoretical perspectives about human development. The ten theories that are presented have guided research, intervention, and practice in numerous fields including developmental psychology, life-span development, education, medicine and nursing, social work, human services, counseling, parenting, therapy, and mental health.

One weakness of several current books in this area is that they offer a "shotgun" approach to theory. Each chapter is typically devoted to a separate theory, but students have no idea why these theories were selected or how they relate to one another. In contrast, this book is designed to focus on three major families of theories: those that emphasize biological systems in guiding the direction of development; those that emphasize environmental factors in guiding the direction of development; and those that emphasize a dynamic interaction between biological, environmental, and self-directed forces in guiding the direction of development. Within each family, a small number of influential theories are presented. These theories were selected because they have had a major impact on developmental science and continue to evolve because of new insights from contemporary scholarly work. Our hope is that, in examining the concepts and perspectives of the ten theories, students will have new resources to think critically about theoretical ideas, begin to assess the strengths and weaknesses of the theories, and gain a deeper understanding of how the particular emphasis of a theory guides research, application, policy, and public opinion.

The book highlights the role of theories in building a knowledge base. Theories guide research, help to interpret behavior, and guide the design of interventions. Students will appreciate how theories are revised and extended as new issues are brought to light. They will observe, through examples, how the research process contributes to the evaluation and modification of theories. They will be able to appreciate how, over time, ideas that may have been introduced in one theory are revisited in another theoretical framework, and how an emerging societal issue or new research capability brings back the relevance of a theoretical concept from the past. Students will also be encouraged to consider the historical and cultural context within which each theory was developed. This perspective suggests that there are inevitable biases that accompany any individual's efforts to explain and predict human behavior, situated as they are in the prevailing

scientific environment and influenced by the theorist's particular scholarly training, values, and beliefs.

The book was written for upper division undergraduates and beginning graduate students who have already taken one course in human development or developmental psychology. It is comprised of 12 chapters: an introduction, ten theory chapters divided into three families, and an epilogue. The introduction (Chapter 1) reviews the role that theories play in guiding the development of knowledge and the design of interventions. It also highlights some of the challenges of understanding human development across the life span. The introductory chapter introduces six guiding questions that a theory of human development is expected to address. These questions are addressed in each theory chapter, providing a vehicle for students to compare and contrast the contributions of each theory. Each family of theories is introduced with a brief interlude that provides some highlights of each theory and its unique perspectives, and an explanation for why the theories in that section have been grouped together.

The discussion of each theory includes the following sections:

A. Guiding questions: each chapter begins with a small set of guiding questions to help orient the reader to some big ideas and to introduce issues that will be central to the focus of the theory.
B. An opening case and brief narrative that links the case to themes from the theory.
C. The historical and cultural context in which the theory was developed.
D. An overview of the theory's key concepts and important ideas.
E. New directions that extend the theory in contemporary scientific work.
F. A research example that shows how the theory has been tested and modified.
G. An application that shows how the theory has guided the design of an intervention or program, or has been used to inform practice.
H. An analysis of how the theory answers six basic questions that a theory of human development is expected to address.
I. A critique of the theory, pointing out strengths and weaknesses, and a table which summarizes these points.
J. A set of critical thinking questions and exercises.
K. Key terms.
L. Recommended resources.

A major objective of this book is to foster critical thinking and an active approach to learning. The book is written in a clear, comprehensible style without sacrificing the integrity and complexity of ideas. Concepts are explained so that students can grasp the underlying logic of the theory and its basic contributions. Each theory chapter follows the same organization to allow students to do their own comparisons and to learn to anticipate the issues that are likely to be raised. By emphasizing three families of theories and selecting a few examples within each family, we hope to help students begin to grasp the essential features of the family of theories and appreciate how new theories they will encounter fit within one orientation or another. Within each chapter, the use of case material encourages application of concepts to real-life situations. By returning to the six questions that a theory of human development is expected to address, students begin to accumulate a broad and comparative view of the theories, and their relevance for understanding the complexities of human behavior. After reading the critique of each theory, highlighting strengths and weaknesses, students can begin to add their own ideas, possibly combining ideas from several theories to address limitations.

The Epilogue, Chapter 12, is new to this edition. The Epilogue describes a single case that is interpreted using each of the ten theories presented in the text. This approach is intended to foster complex thinking by illustrating how the variety of theoretical ideas and principles can cast a unique light on a common situation. The Epilogue also summarizes some of the similarities and differences among the theories, culminating in a table that compares the theories with regard to basic processes; conceptualizations about periods of life; the universal versus contextual emphasis of the theory; and the timescale that the theory features in its approach to development.

## PEDAGOGICAL FEATURES

The pedagogical features of the text are intended to foster understanding and stimulate conceptual development. An initial outline provides a roadmap of ideas that will be covered in the chapter. The guiding questions help students to formulate a basis for their critical analysis of the theories. As they read several theories, these questions will become increasingly useful to guide efforts to compare and contrast the theories. The initial case vignette provides a real-life situation to help illustrate how the theory can be useful in dealing with individual, family, and/or organizational situations. The narrative that follows the case vignette provides a link from the case to the concepts of the theory, even before the students have explored the theory in depth. Each chapter includes a discussion of strengths and weaknesses of the theory, in order to facilitate comparing theories and evaluating their usefulness for specific educational, counseling, human service, or policy goals.

The chapters close with a set of critical thinking questions and exercises which are intended to promote an analytical review of concepts, link the theory to personal life experiences, and encourage students to return to the opening case with enhanced appreciation for the insights provided by the theoretical lens. Key terms are boldfaced throughout each chapter, and the definition of these words and phrases can be found in the glossary as well as in the student e-resource. These glossary terms will support student assessment and outcomes. Recommended resources are suggested that extend the ideas of the theory through lectures, videos, websites, and additional readings. These resources suggest ways that students who are motivated can continue their exploration of the theory by examining its past as well as its current trends and application.

## NEW TO THE SECOND EDITION

This edition preserves the basic organization and writing style of the first edition. It has been thoroughly updated with new references and contemporary examples of theoretical extensions, research, and applications. As noted above, many pedagogical elements were added to this edition. With respect to the content, a stronger emphasis on application can be seen in the use of opening cases for each theory chapter, a basic question about the practical implications of the theory, and critical thinking questions that focus on using the theory to interpret the case and personal life experiences. A new theory chapter, Chapter 10, Bioecological Theory, was added, based on its importance as a foundational framework in education, human services, and social work. The Epilogue, Chapter 12, was also added to provide a supplemental stimulus for analysis and comparison.

New topics are incorporated into the chapters. A few examples include: research on free-riders in Chapter 2; new research on the cognitive unconscious in Chapter 3; Robbie Case's theory of central conceptual structures in Chapter 4; a discussion of Albert Bandura's social cognitive theory

in Chapter 5; an expanded discussion of gender role development in Chapter 6; a discussion of the effects of the accumulation of advantage and disadvantage over the life course in Chapter 7; a discussion of the practical implications of psychosocial theory in Chapter 8; an explanation of cultural historical activity theory (CHAT) in Chapter 9; and an explanation of Gilbert Gottlieb's concept of probabilistic epigenesis in Chapter 11.

This edition is accompanied by a website at www.psypress.com/9781848726673. The website provides *instructors* with a test bank, PowerPoints, cases, discussion questions and activities, tips for using the book with various types of majors, and a conversion guide outlining changes to the new edition. *Student*s will find a summary, chapter outline, key terms with definitions, and additional readings and websites for further study.

We hope the text will serve instructors well in bringing the realm of theory to life. We hope the content will encourage students to see the field of human development as a living science that invites their critical thinking and creative contributions.

# Acknowledgments

We would like to thank the reviewers who gave us their input on the revision: Davidio Dupree, University of Pennsylvania, Michele Gregoire Gill, University of Central Florida, Hillary Merk, University of Portland, Lydia B. Smith, University of North Carolina at Charlotte, and one anonymous reviewer.

Together, the Newmans have co-authored 13 books in the field of human development as well as numerous journal articles and book chapters on adolescent development, parenting, and psychosocial theory. Their life-span developmental text, *Development through life: A psychosocial approach*, is in its 12th edition.

此为试读,需要完整PDF请访问: www.ertongbook.com

# Contents


Preface xi
Acknowledgments xv
About the Authors xvii

**1. Introduction** 1
Case Vignette 1
What Is Human Development? 3
What Is a Theory? 4
What Do We Expect from a Theory of Human Development? 6
What Are the Challenges to Understanding Human Development Across the Life Span? 9
Why So Many Theories? Which One Should I Choose? 11
The Organization of the Book 11
Critical Thinking Questions and Exercises 13
Key Terms 13
Recommended Resources 14
References 14

**Part I: Theories That Emphasize Biological Factors** 17

**2. Evolutionary Theory** 19
Case Vignette 20
Historical Context 21
Key Concepts 21
New Directions 26
A Research Example: Attachment 30
An Application: The Free-Rider Problem 35
How Does Evolutionary Theory Answer the Basic Questions That a Theory of Human Development Is Expected to Address? 37
Critique of Evolutionary Theory 40
Critical Thinking Questions and Exercises 43
Key Terms 44
Recommended Resources 45
References 46

3. **Psychoanalytic Theory** 49
Case Vignette 50
Historical Context 51
Key Concepts 53
New Directions 62
A Research Example: The Rediscovery of the Unconscious 66
An Application: Psychoanalytic Theory and Parenting 71
How Does Psychoanalytic Theory Answer the Basic Questions That a Theory of Human Development Is Expected to Address? 74
Critique of Psychoanalytic Theory 77
Critical Thinking Questions and Exercises 81
Key Terms 82
Recommended Resources 82
References 83

4. **Cognitive Developmental Theory** 86
Case Vignette 87
Historical Context 88
Key Concepts 89
New Directions 103
A Research Example: Metacognition 111
An Application: Teaching Logico-Mathematical Knowledge 113
How Does Cognitive Developmental Theory Answer the Basic Questions That a Theory of Human Development Is Expected to Address? 115
Critique of Cognitive Developmental Theory 118
Critical Thinking Questions and Exercises 121
Key Terms 122
Recommended Resources 122
References 123

**Part II: Theories That Emphasize Environmental Factors** 129

5. **Learning Theories** 131
Case Vignette 132
Historical Context 133
Key Concepts of Four Theories of Learning 134
New Directions 147
A Research Example: Learned Helplessness and Learned Resourcefulness 150
An Application: Cognitive Behavioral Therapy 152
How Do the Learning Theories Answer the Basic Questions That a Theory of Human Development Is Expected to Address? 154
Critique of the Learning Theories 158
Critical Thinking Questions and Exercises 161
Key Terms 162
Recommended Resources 163
References 163

6. **Social Role Theory** 166
Case Vignette 167
Historical Context 168
Key Concepts 169
New Directions 176
A Research Example: Balancing Work and Family Roles 182
An Application: Supporting Refugee Families and Youth 185
How Does Social Role Theory Answer the Basic Questions That a Theory of Human Development Is Expected to Address? 187
Critique of Social Role Theory 190
Critical Thinking Questions and Exercises 192
Key Terms 193
Recommended Resources 193
References 194

7. **Life Course Theory** 198
Case Vignette 199
Historical Context 200
Key Concepts 202
New Directions 207
A Research Example: Work and Family Trade-Offs in Three Cohorts 209
An Application: Life Course Theory and Trajectories of Criminal Behavior 211
How Does Life Course Theory Answer the Questions That a Theory of Human Development Is Expected to Address? 213
Critique of Life Course Theory 216
Critical Thinking Questions and Exercises 219
Key Terms 219
Recommended Resources 219
References 220

**Part III: Theories That Emphasize the Interaction Between the Person and the Environment** 223

8. **Psychosocial Theory** 225
Case Vignette 226
Historical Context 228
Key Concepts 230
New Directions 235
A Research Example: Individual Identity 240
An Application: The Role of Hope in Coping and Problem Solving 242
How Does Psychosocial Theory Answer the Basic Questions That a Theory of Human Development Is Expected to Address? 243
Critique of Psychosocial Theory 247
Critical Thinking Questions and Exercises 250
Key Terms 250
Recommended Resources 251
References 251

9. **Cognitive Social-Historical Theory** 255
Case Vignette 256
Historical Context 258
Key Concepts 259
New Directions 265
A Research Example: Cultural Management of Attention 268
An Application: Implications of Vygotsky's Theory for Instruction 270
How Does Cognitive Social-Historical Theory Answer the Basic Questions That a Theory of Human Development Is Expected to Address? 272
Critique of Cognitive Social-Historical Theory 276
Critical Thinking Questions and Exercises 279
Key Terms 280
Recommended Resources 280
References 281

10. **Bioecological Theory** 284
Case Vignette 285
Historical Context 287
Key Concepts 290
New Directions 294
A Research Example: Sensitive Care in Two Cultures 295
An Application: Evaluating the Impact of Early Childhood Care on Developmental Outcomes 297
How Does Bioecological Theory Answer the Basic Questions That a Theory of Human Development Is Expected to Address? 298
Critique of Bioecological Theory 302
Critical Thinking Questions and Exercises 304
Key Terms 305
Recommended Resources 305
References 306

11. **Dynamic Systems Theory** 308
Case Vignette 309
Historical Context 311
Key Concepts 312
New Directions 321
A Research Example: The A-not-B Error 325
An Application: A Dynamic Systems Model of Antisocial Development 327
How Does Dynamic Systems Theory Answer the Basic Questions That a Theory of Human Development Is Expected to Address? 329
Critique of Dynamic Systems Theory 333
Critical Thinking Questions and Exercises 335
Key Terms 336
Recommended Resources 336
References 337

12. **Epilogue** 340
Case Vignette and Analysis 341
Why So Many Theories? 348
Which One Shall I Choose? 351

**Glossary** 352
**Author Index** 367
**Subject Index** 369

此为试读,需要完整PDF请访问: www.ertongbook.com