

英文版

教育部高等学校心理学教学指导委员会推荐用书

Human Development

发展心理学

第九版

黛安娜·帕帕拉 (Diane E. Papalia)
[美] 萨莉·奥尔兹 (Sally Wendkos Olds) 著
露丝·费尔德曼 (Ruth Duskin Feldman)

 人民邮电出版社
POSTS & TELECOM PRESS

图书在版编目(CIP)数据

发展心理学:第9版/(美)黛安娜·帕帕拉,萨莉·奥尔兹,露丝·费尔德曼 著. —英文版.

—北京:人民邮电出版社,2005.5

ISBN 7-115-12764-6

I. 发… II. ①帕… ②奥… ③费… III. 发展心理学—英文 IV. B844

中国版本图书馆 CIP 数据核字(2005)第 032596 号

Diane E. Papalia, Sally Wendkos Olds, Ruth Duskin Feldman

Human Development, 9th Edition

ISBN:0-07-282030-6

Copyright © 2004 by The McGraw-Hill Companies, Inc.

Original language published by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

The reprinted edition jointly published by McGraw-Hill Education (Asia) Co. and Posts & Telecom Press.

本书由人民邮电出版社和美国麦格劳-希尔教育(亚洲)出版公司合作出版。未经出版者书面许可,不得以任何形式复制或抄袭本书的任何部分。

本书封底贴有 McGraw-Hill 公司防伪标签,无标签者不得销售。

北京市版权局著作权合同登记号:01-2004-6620

版权所有,侵权必究。

发展心理学(第9版)

◆ 著 (美)黛安娜·帕帕拉,萨莉·奥尔兹,露丝·费尔德曼
策 划 刘 力 陆 瑜
责任编辑 陈浩莺

◆ 人民邮电出版社出版发行 北京市崇文区夕照寺街14号A座
邮编 100061 电子函件 315@ptpress.com.cn
网址 <http://www.ptpress.com.cn>
电话 (编辑部)010-64964059 (销售部)010-64983296
北京圣瑞伦印刷厂印刷
新华书店经销

◆ 开本:787×1092 1/16
印张:34.5
字数:882千字 2005年5月第1版 2005年5月第1次印刷
著作权合同登记号 图字:01-2004-6620

ISBN 7-115-12764-6/F·574

定价:68.00元

本书如有印装质量问题,请与本社联系 电话:(010)64981059

总序

王垒

中国心理学有一个很早的开端,却有不长的历史。从1900年京师大学堂开设“心理学概论”课程,1917年北京大学成立中国第一个科学心理学实验室,到随后清华大学、杭州大学等一批学校成立心理学系,说起来有一个多世纪了。但由于20世纪战争与和平的较量以及文化意识形态领域里的跌宕起伏,相当多的时间被耽误了,学科发展被拖了后腿,算起来,真正用心做学问的时间大约不过半个世纪。

中国心理学有一个不错的开端,却有坎坷的历程。早在1908~1910、1912~1913年,蔡元培先生两度在德国游学,两度选修了冯特的“实验心理学”课程,这对他后来极力推动北京大学心理学的发展起了很大的影响。更有20世纪20~30年代,唐钺、孙国华、陈立、潘菽、曹日昌、朱智贤、周先庚等一批学者在美国哈佛、斯坦福、康奈尔、芝加哥大学等名校留学归来,投入国内心理学建设,形成了北方、南方诸多学校心理学齐发展的格局。但由于经费困难,后来的战乱,20世纪50~60年代对心理学的不公正对待和后来的文化大革命,中国心理学“几起几落”。

改革开放以来,中国心理学迎来了大发展的春天,教学和研究迅速普及,师资队伍和学生规模始终呈加速度扩张。在1980年,国内只有北京大学、北京师范大学、华东师范大学和杭州大学4所学校设有心理学系,到20世纪90年代初初中期增加到了约20余所学校,再到21世纪初这几年增加到了100多所学校,几乎是每10年翻两三番!发展速度可谓惊人。

然而,高速发展也产生发展中的瓶颈。一方面,众多学校建设心理学系,开展心理学教学和研究,同时国内社会经济与文化的发展对心理学的需求越来越旺盛;另一方面,国内心理学的总体水平相对西方发达国家还比较落后,教学研究队伍并不壮大,教学研究水平仍亟待提高。这种需求与供给、速度与质量的矛盾,不断激化,要

保证国内心理学的健康发展,必须寻求一些有效的方法和途径。

“西学东渐”、“洋为中用”是可以推荐的诸多方法之一。教育部高教司近年来大力提倡引进外版教材和开展双语教学,这无疑对内地心理学教学的发展产生巨大的推动作用。心理学诞生在西方。据统计,美国每年授予博士学位人数最多的学科是心理学,可见心理学在美国的重要和普及程度。心理学的高等教育在西方积累了较丰富的经验,教材在内容、形式上都比较成熟,而且快速有效地跟进国际心理学科学发展的前沿趋势,对于保持高等教育的水平有举足轻重的作用。相比来看,我国内地一些地区心理学师资匮乏,一些自编教材低水平重复,对教、学质量均有很大负面影响,情况堪忧。

教育部高等学校心理学教学指导委员会是国家教育部设立的心理学高等教育指导、咨询机构,负责制定国家心理学高等人才培养的宏观战略和指导规范。根据教育部发展高等教育的有关精神,我们与国内外多家出版机构合作,作为一个长期的工程,有计划、分期分批地引进外版教材,以期推动我国心理学教学的快速高效发展。

麦格劳-希尔出版公司在出版心理学教材方面富有经验,此次引进的教材均是麦格劳-希尔多年再版,被实践证明为适合高等学校教学的优秀教材。特别是这些教材均经过国内著名专家学者鉴定并大力推荐,这对引进教材的质量起到了重要的把关作用。在此谨对这些专家学者表示特别的感谢和敬意!

希望这套教材对高校的心理学教学有所帮助,并祝愿我国的心理学高等教育事业蓬勃发展!

王垒

北京大学心理学教授
教育部高等学校心理学教学指导委员会主任

序

林崇德

人类个体从受孕的那一刻起,就开始经历着心理与行为发展的过程,历经出生、成熟和衰老等一系列阶段,最后,当心脏停止跳动的那一刻,其毕生心理与行为发展的全部过程才算结束。在个体的毕生发展过程中,其心理与行为的变化呈现出什么样的特点和规律?发展心理学试图科学地描述、解释、预测甚至控制关于这个课题的答案。

实际上,发展心理学的研究本身,也经历了一个不断发展和不断变化的过程。最初,该学科的研究对象仅仅涉及儿童,这即是其发展进程中的儿童心理学时期。后来,发展心理学的研究对象逐渐地延伸,时至今日,已经延伸到包括老年人在内的所有年龄组群体。

在过去的十几年里,我国的发展心理学研究得到十分迅速的发展,不仅有若干重要的发展心理学专著问世,而且有大量相关的研究报告频频发表。不过,我们必须正视,我国发展心理学的研究水平,同美国、德国、英国和法国等西方发达国家的水平之间,还是有一段相当大的差距。因此,有目的、有计划地吸收和消化西方发达国家关于发展心理学领域的优秀成果,当是缩小这种差距的重要途径之一。引进若干有代表性的发展心理学英文原版教科书,并在国内出版,自然是其中的重要组成部分。

手头这部由黛安娜·帕帕拉等三人合作撰写的《发展心理学》一书无疑是发展心理学领域一部比较优秀的教科书。该书形象而生动地提出并回答了一系列有关的问题。例如,什么是人类的发展?关于人类发展的研究是如何兴起如何演变的?关于人类发展的科学研究包括哪些目的?发展心理学家在研究哪些问题?人类发展包括哪些领域?人类发展可以划分为哪几个阶段?究竟是什么原因造成人类之间如此大的个体差异?对于人类发展,遗传与环境何者更为重要?人类的发展是主动的还是被动的?人类的发展具有连续性还是阶段性?较之其他阶段,人类个体早期阶段的发展具有什么样的特点?人类个体的生理发展、认知发展和社会性发展之间是如何密切地联系在一起的?人类个体的诸后早期阶段的发展又呈现出什么样的特点?

通观全书,每一章的开头,都是一段引人入胜的人物传记片断。它生动地再现了真实人物在人生特定时期的真实故事。这些人物来自不同的国家、不同的民族,他们的经历戏剧化地展现了有关章节的重要主题。当读者沉浸于这些故事的时候,不知不觉中进入了本章主体内容的学习与思考之中。

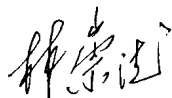
全书又均贯通以一个综合而统一的学习体系或者概念框架：其正文的主体部分，均辅之以“学习导航”、“检查站”、“您的观点”和“总结与关键术语”等重要的提示和引导成分。无疑，该概念框架对于读者有计划地、系统地阅读、复习和记忆相关的内容，具有重要的价值。

我们发现，发展心理学所关注的许多问题，都可以在本书中找到一定的答案。不管是发展心理学的专门研究者，还是一般的业余读者，要了解发展心理学，不妨读一读《发展心理学》一书。

此外，我们一直认为，直接阅读外文原著，是把自己培养成一个严谨而博学之士的基本需要。如果一个学者没有养成阅读和核查外文原著的习惯，那么，他对许多概念的理解可能是错误的。这是因为，外文原著被翻译成中文之后，许多术语的翻译往往会出现偏差。即使由行家翻译的外文译著，似乎也不能例外。案头有一部心理学译著，尽管该部译著的总体翻译水平还是相当高的，但是，也有一些比较严重的错误。例如，该书把 identification and recognition 错误地翻译为“辨认与识别”，而把 eidetic imagery 错误地翻译为“异常清晰表象”。其实，在那部译著中，identification and recognition 应当译为“识别与再认”，eidetic imagery 最好译为“遗觉像”。当然，在这里，我们不是在攻击或者责备有关的翻译者。我们只是想强调，即使是专业水平和外语水平都很高的人，把外文学术著作翻译成中文时，可能都会犯一定的翻译错误，至于不太懂行的人的译作，那错误就更多了。我们也曾经翻译过一些英文原著。尽管在翻译的过程中，我们总是抱以认真而谨慎的态度，但是，过了一段时间之后，我们也时常发现，当初的有些翻译确实不妥，但是，既然已经出版了，要改正过来，那就由不得我们译者了。学术著作翻译的困难性，以及直接阅读外文原著的必要性，由此可见一斑。

《发展心理学》一书准备在我国影印出版，在一定程度上，能够解决许多读者难于找到或者无力支付英文正版图书的问题。此举既有利于读者掌握发展心理学知识，也有利于读者提高英文学术原著阅读水平，值得鼓励。

是为序。



2004年10月21日于北京师范大学

内容简介

美国 500 多所大学及学院采用此书作为教材，其中包括加州大学洛杉矶分校、西北大学、杜克大学、马里兰大学、华盛顿大学和约翰·霍普金斯大学等等，广受赞誉。

本书描述了人生各个发展阶段会涉及到的各种问题，如个人成长、为人父母、子女教养等，还对社会政策、跨文化主题，以及健康问题进行了论述，是一本引人入胜，同时又能让我们每个人获益匪浅的书。

此外，作为一本教科书，本书的基本目标有三个：强调整个生命进程中发展的连续性；着重发展的生理、认知以及社会心理领域之间的内在联系；将理论与实践相结合。

About the Authors



As a professor, **Diane E. Papalia** taught thousands of undergraduates at the University of Wisconsin-Madison. She received her bachelor's degree, majoring in psychology, from Vassar College and both her master's degree in child development and family relations and her Ph.D. in life-span developmental psychology from West Virginia University. She has published numerous articles in such professional journals as *Human Development*, *International Journal of Aging and Human Development*, *Sex Roles*, *Journal of Experimental Child Psychology*, and *Journal of Gerontology*. Most of these papers have dealt with her major research focus, cognitive development from childhood through old age. She is especially interested in intelligence in old age and factors that contribute to the maintenance of intellectual functioning in late adulthood. She is a Fellow in the Gerontological Society of America. She is the coauthor of *A Child's World*, now in its ninth edition, with Sally Wendkos Olds and Ruth Duskin Feldman; of *Adult Development and Aging*, now in its second edition, with Harvey L. Sterns, Ruth Duskin Feldman, and Cameron J. Camp; of *Psychology* with Sally Wendkos Olds; and of *Child Development: A Topical Approach* with Dana Gross and Ruth Duskin Feldman.

Sally Wendkos Olds is an award-winning professional writer who has written more than 200 articles in leading magazines and is the author or coauthor of seven books addressed to general readers, in addition to the three textbooks she has coauthored with Dr. Papalia. Her newest book, *A Balcony in Nepal: Glimpses of a Himalayan Village*, describes her encounters with the people and way of life in a remote hill village in eastern Nepal. The updated and expanded third edition of her classic book *The Complete Book of Breastfeeding* was published in 1999. She is also the author of *The Working Parents' Survival Guide* and *The Eternal Garden: Seasons of Our Sexuality* and the coauthor of *Raising a Hyperactive Child* (winner of the Family Service Association of America National Media Award) and *Helping Your Child Find Values to Live By*. She has spoken widely on the topics of her books and articles to both professional and lay audiences, in person and on television and radio. She received her bachelor's degree from the University of Pennsylvania, where she majored in English literature and minored in psychology. She was elected to Phi Beta Kappa and was graduated summa cum laude.

Ruth Duskin Feldman is an award-winning writer and educator. With Diane E. Papalia and Sally Wendkos Olds, she coauthored the fourth, seventh, and eighth editions of *Human Development* and the eighth and ninth editions of *A Child's World*. She also is coauthor of *Adult Development and Aging* and of *Child Development: A Topical Approach*. A former teacher, she has developed educational materials for all levels from elementary school through college and has prepared ancillaries to accompany the Papalia-Olds books. She is author or coauthor of four books addressed to general readers, including *Whatever Happened to the Quiz Kids? Perils and Profits of Growing Up Gifted*, republished in 2000 by iUniverse. She has written for numerous newspapers and magazines, has lectured extensively, and has made national and local media appearances throughout the United States on education and gifted children. She received her bachelor's degree from Northwestern University, where she was graduated with highest distinction and was elected to Phi Beta Kappa.





To all those who have had an impact
on our own development—
our families and friends and teachers
who have nurtured us, challenged us,
taught us by their example,
provided support and companionship,
and been there for us over the years.



Dana Gross, chief consultant to this edition, is an associate professor of psychology at St. Olaf College. She received her bachelor's degree, majoring in psychology, from Smith College and her Ph.D. in child psychology from the Institute of Child Development at the University of Minnesota. Her broad teaching and research interests include perception, language, cognition, and social cognition, as well as cross-cultural child development. She has published articles in such professional journals as *Child Development*, *Cognitive Development*, *Educational Gerontology*, and the *International Journal of Behavioral Development* and has presented her work at numerous conferences. She has also published chapters in edited books, including *Developing Theories of Mind* and *Play & Culture Studies* (Vol. 5). In addition to membership in several national professional societies, Dr. Gross serves on the Governing Council of the Minnesota Psychological Association and is a founding member of its Division of Academic Psychology. Dr. Gross has prepared instructor's manuals and test banks for several McGraw-Hill textbooks and served as chief consultant on the previous edition of *Human Development* and the eighth and ninth editions of *A Child's World*. She is coauthor, with Dr. Papalia and Ruth Duskin Feldman, of *Child Development: A Topical Approach*.

Preface



Jn the previous, eighth edition, of *Human Development* we completely revamped the entire book—its design, content, and pedagogical features. In this ninth edition we have built on the innovations of the last edition, updating, consolidating, and fine-tuning. At the same time, we have sought to retain the engaging qualities of tone, style, and substance that have contributed to this book's popularity over the years.

Our Aims for This Edition



The primary aims of this ninth edition are the same as those of the first eight: to emphasize the continuity of development throughout the life span; to highlight the interrelationships among the physical, cognitive, and psychosocial realms of development; and to integrate theoretical, research-related, and practical concerns.

A special goal for this edition has been to *enhance coverage of the adult years while reducing overall length*. We have striven to make each chapter as concise and readable as possible, while still doing justice to the vast scope and significance of current theoretical and research work.

The Ninth Edition: What's New?



Organizational Changes

There are two major approaches to the study of human development: the *chronological approach* (describing all aspects of development at each period of life) and the *topical approach* (focusing on one aspect of development at a time). For this book we have chosen the *chronological approach*, which provides a sense of the multifaceted sweep of human development, as we get to know first the developing person-to-be in the womb, then the infant and toddler, then the young child, the schoolchild, the adolescent, the young adult, the adult at midlife, and the person in late adulthood.

In line with our chronological approach, we have divided this book into nine parts. After Part One, which introduces the study of human development, Parts Two through Eight discuss physical, cognitive, and psychosocial development during each of the periods of the life span, concluding with Part Nine, the end of life.

In this edition, we have given special consideration to the *opening and concluding sections*. To make sure that students pay proper attention to important concepts formerly covered in a prologue, we have integrated this material into appropriate sections of Chapter 1. And we have extended our coverage of death and bereavement, from an epilogue to a full chapter.

New Pedagogical Features

In addition to the engaging biographical “*Focus*” vignettes that begin each chapter (see the Visual Walk-Through following this preface), we now end each chapter with a “*Refocus*” feature. This series of interpretive questions encourages students to think back over major chapter themes and their application to the famous person described in the opening vignette. We have also replaced a few of the vignettes with more contemporary or more appropriate subjects.

In the unique *Learning System* introduced in the eighth edition, we have changed the periodic marginal “Consider this . . .” feature to “What’s Your View?” The new title more sharply challenges students to think critically or to apply what they have learned. Also, *marginal definitions* of key terms have been shortened and simplified, where necessary, for ease of retention.

Content Changes

Because we believe that all parts of life are important, challenging, and full of opportunities for growth and change, we provide evenhanded treatment of all periods of the life span, taking care not to overemphasize some and slight others. In line with the growing recognition of human development as a rigorous scientific enterprise, we have *broadened the research base* of each chapter, especially the chapters on adulthood, more extensively than ever before, taking special pains to draw on the most recent information available. We have added many tables and figures and have updated statistics throughout.

This edition continues to expand our *cultural* and *historical* coverage, reflecting the diversity of the population in the United States and around the world and how cultures change across time. Our photo illustrations show an ever greater commitment to depicting this diversity.

Among the important topics given new or greatly revised or expanded coverage, chapter by chapter, are the following:

Chapter 1

- New section on historical contexts of development
- Revised section on the science of human development, including methodological advances
- Expansion of six principles of Baltes’s life-span developmental approach, placed at end of chapter for emphasis and summation

Chapter 2

- Revised explanation of mechanistic and organismic models
- Revised discussion of Bandura’s social learning (social cognitive) theory
- Ethological approach now discussed as part of broader evolutionary/sociobiological perspective
- Expanded discussion of cognitive neuroscience perspective
- Inclusion of qualitative research methods

Chapter 3

- Revised discussions of genetic imprinting, the nonshared environment, and autism, including Asperger’s syndrome
- Updated discussion of prenatal environmental influences
- New Digging Deeper box on fetal welfare versus mothers’ rights

Chapter 4

- Revised discussions of cesarean sections, low birthweight, infant mortality, sudden infant death syndrome, and infant feeding

Chapter 5

- Updated discussions of HOME (Home Observation for Measurement of the Environment) and infant information processing

Chapter 6

- New “Focus” vignette on the anthropologist Mary Catherine Bateson
- Revised and expanded material on emotions, including nonorganic failure to thrive
- Inclusion of Rothbart’s Infant Behavior Questionnaire and Children’s Behavior Questionnaire for measuring temperament
- Expanded discussion of the father’s role, including factors contributing to “responsible fathering”
- Revised information on infant attachment
- New information on implications of infants’ reactions to the “still-face” procedure
- New discussion of the “I-self” and “me-self”
- New information on effects of child care from the NICHD Early Child Care Research Network

Chapter 7

- Revised material on nutrition and obesity
- Updated information on the relationship between socioeconomic status and health
- Revised and updated information on causality, theory of mind, and Early Head Start

Chapter 8

- New “Focus” vignette on the writer Isabel Allende
- Updated material on cultural factors in parenting styles
- New Digging Deeper box on the case against corporal punishment

Chapter 9

- New “Focus” vignette on the polar explorer Ann Bancroft
- Updated information on obesity and asthma
- New Practically Speaking box on the homework debate
- Material on methods of teaching reading moved from box to text

Chapter 10

- New information on effects of joint custody, relational aggression, and sibling relationships in various cultures
- Revised discussion of bullies and of living with gay and lesbian parents
- Revised discussion of stress, including children’s reactions to the September 11 terrorist attacks

Chapter 11

- New information on pubertal development and how family relations may affect it
- Updated information on nutrition, obesity, body image, eating disorders, and drug use
- New section on teenage suicide plus new Practically Speaking box on suicide prevention
- New section on implications of adolescents’ time use
- Updated information on high school dropouts
- New Window on the World box on “pubilect” (teenage dialect)
- Material on working part time moved from box to text

Chapter 12

- Revised discussion of adolescent sexuality, with updated statistics
- Revised discussion of sex education, including abstinence programs
- Updated statistics on sexually transmitted diseases
- Revised information on adjustment to parental divorce, including the role of genetic factors

Chapter 13

- Updated health statistics
- New section on genetic influences on health
- Revised material on lifestyle factors and health

- Updated information on sexually transmitted diseases, assisted reproduction (moved from box to text), and college and work experiences
- New Practically Speaking box on sleep deprivation

Chapter 14

- Updated information on sexual attitudes and behaviors, marital and nonmarital lifestyles, and becoming parents

Supplementary Materials

Human Development, ninth edition, is accompanied by a complete learning and teaching package, keyed into the Learning System. Each component of this package has been thoroughly revised and expanded to include important new course material.

For the Instructor

Instructor's Manual

Saundra K. Ciccarelli, Gulf Coast Community College

Designed specifically for the ninth edition, this manual contains materials and resources for the instructor's use in teaching topics from each of the nineteen chapters of the text. Each chapter in the *Instructor's Manual* begins with the Total Teaching Package Outline, a table that coordinates subject matter within the chapter with the various features in the manual, including the Guideposts for Study, lecture suggestions, classroom activities and demonstrations, film and video suggestions, and web resources. Also included is a detailed Chapter Outline with key terms and definitions as stated in the text; Guideposts for Study, which are also in the main text, as well as in the test bank and study guide; lecture openers; critical thinking exercises; essay questions and answers; activities; and ideas for independent study. Updated audio/visual

resources, suggested readings, and web resources are also included. New to this edition of the *Instructor's Manual* are activities that are specifically geared to education majors and future nurses and health care workers. Also new to this edition is a section of observation, lab, and interview projects, which relate to each chapter's content. The *Instructor's Manual* is available on the instructor's side of the Online Learning Center (<http://www.mhhe.com/papaliah9>) and on the Instructor's Resource CD-ROM. It is also available in hard copy on request from your local McGraw-Hill representative.

Test Bank

Barbara Lane Radigan, Community College of Allegheny County

This comprehensive test bank includes a wide range of multiple-choice, fill-in-the-blank, critical thinking, and essay questions. Each chapter has approximately 100–125 test questions per chapter. Questions are organized around the Guideposts for Study, as presented in the main text. Each item is designated as factual, conceptual, or applied, and includes the answer, the appropriate Guidepost designation, the page in the main text where the information is located, and the question's level of difficulty.

The test bank is available in both printed and computerized format. The computerized test bank is available on the Instructor's Resource CD-ROM (IRCD), and is compatible with both Macintosh and Windows platforms. The program provides an editing feature that enables instructors to integrate their own questions, scramble items, and modify questions, as well as offering the instructor the option of implanting the following features unique to this program: Online Testing Program, Internet Testing, and Grade Management.

Instructor's Resource CD-ROM

This CD-ROM offers instructors the opportunity to customize McGraw-Hill materials to prepare for and create their lecture presentations. Among the resources included on the CD-ROM are the instructor's manual; the test bank in computerized, Word, and Rich Text formats; PowerPoint slides; as well as a link to the Online Learning Center, interactive exercises, and other useful features.

Visual Asset Database

Jasna Jovanovic, University of Illinois–Urbana-Champaign

McGraw-Hill's Visual Assets Database is a password-protected online database of hundreds of multimedia resources for use in classroom presentations, including original video clips, audio clips, photographs, and illustrations—all designed to bring to life concepts in developmental psychology. In addition to offering ready-made multimedia presentations for every stage of the lifespan, the VAD's search engine and unique "My Modules" program allows instructors to select from the database's resources to create their own customized presentations, or "modules." These customized presentations are saved in an instructor's folder on the McGraw-Hill site, and the presentation is then run directly from the VAD to the Internet-equipped classroom.

Annual Editions: Human Development (03/04)

Karen L. Freiberg, University of Maryland

This annually updated reader is a compilation of carefully selected articles from magazines, newspapers, and journals. This title is supported by Dushkin Online, a student website that provides study support and tools and links to related sites. An *Instructor's Manual* and *Using Annual Editions in the Classroom* are available as support materials for instructors.

Sources: Notable Selections in Human Development (2/e)

Rhett Diessner and Jacquelyne K. Tiegs, Lewis Clark State College

This book includes more than forty book excerpts, classic articles, and research studies that have shaped the study of human development and our contemporary understanding of it. Students of human development will appreciate the broad range

of coverage and the accessibility of the material within this volume. An accompanying *Instructor's Manual* is also available.

Online Learning Center

<http://www.mhhe.com/papaliah9>

This extensive website, designed specifically to accompany *Human Development*, offers a variety of resources for both instructors and students. The password-protected instructor side of the site includes the *Instructor's Manual*, PowerPoint slides, links to professional resources, and interactive activities. The Online Learning Center also includes PowerWeb. PowerWeb is a password-protected website that includes current articles, weekly updates with assessment, informative and timely world news, web links, interactive exercises, and much more.

For the Student

Study Guide

Saundra K. Ciccarelli, Gulf Coast Community College

This comprehensive study guide is organized by chapter and integrates the Guideposts for Study found in the main text. It is designed to help students make the most of their time when reviewing the material in the text and studying for exams. The study guide includes a variety of self-tests, including true/false, multiple-choice, and essay questions.

Online Learning Center

<http://www.mhhe.com/papaliah9>

This extensive website, designed to accompany *Human Development*, offers a wide variety of resources for both instructors and students. The student side of the website includes the Guideposts for Study, chapter outlines, and a variety of self-quizzes. The site also includes a glossary of the key terms in the book, a list of helpful and informative websites related to topics highlighted in the text, an Internet guide, a guide to doing electronic research, and a study skills primer. The Online Learning Center also includes PowerWeb. PowerWeb is a password-protected website that includes current articles, weekly updates with assessment, informative and timely world news, web links, interactive exercises, and much more. A PowerWeb access card is free with each copy of the text.

Multimedia Courseware for Child Development

Charlotte J. Patterson, University of Virginia

This interactive CD-ROM covers central phenomena and classic experiments in the field of child development. Included are hours of video footage of classic and contemporary experiments, detailed viewing guides, challenging follow-up and interactive feedback, graduated developmental charts, a variety of hands-on projects, and related websites and navigation aids.

Multimedia Courseware for Adult Development

Carolyn Johnson, Pennsylvania State University

This interactive CD-ROM showcases video clips central to phenomena in adult development. The CD-ROM includes hours of video footage of classic and contemporary experiments, detailed viewing guides, challenging follow-up and interactive feedback, graphics, graduated developmental charges, a variety of hands-on projects, and related websites and navigation aids.

Acknowledgments



Once again, Dana Gross, Ph.D., associate professor of psychology at St. Olaf College in Northfield, Minnesota, has served as consultant for this edition, helping us keep up with the latest findings in a rapidly expanding field. Dr. Gross not only

uncovered many new references, but also participated in the planning of this revision and read and commented on the manuscript. She also prepared the links to relevant websites for material related to boxes in each chapter, to be found on the Online Learning Center. Her current classroom experience provides a valuable perspective on the needs of students today. In addition, as a parent of two young children, she rounds out an author team that consists of the parent of an adolescent and two grandparents whose children are now young and middle-aged adults. (Detailed information about Dr. Gross's career can be found on the dedication page.)

We would like to express our gratitude to the many friends and colleagues who, through their work and their interest, helped us clarify our thinking about human development. We are especially grateful for the valuable help given by those who reviewed the eighth edition of *Human Development* and the manuscript drafts of this ninth edition, whose evaluations and suggestions helped greatly in the preparation of this new edition. These reviewers, who are affiliated with both two- and four-year institutions are as follows:

Gary L. Allen,
University of South Carolina
Margarita Azmitia,
University of California–Santa Cruz
Daniel E. Bontempo,
The Pennsylvania State University
Yiwei Chen,
Bowling Green State University
Jennie Dilworth,
Georgia Southern University
Raymond E. Eilenshtine,
Southeastern Community College
Beverly A. Farrow,
Marshall University

Lynn Haller,
Morehead State University
Sarah Huyvaert,
Eastern Michigan University
Francene Kaplan,
Cypress Community College
Rosalyn M. King,
Northern Virginia Community College
Jerry A. Martin,
University of North Florida
Pamela S. Maykut,
Viterbo University
Jim Hail,
McLennan Community College

Rosemary Rosser,
University of Arizona–Tucson
Jill Schultz,
Frederick Community College
Kaia Skaggs,
Eastern Michigan University
Marilynn Thomas,
Prince George's Community College
Stephen A. Truhon,
Winston-Salem State University
Lori Werdenschlag,
Lyndon State College

We appreciate the strong support we have had from our publisher through the years. We would like to express special thanks to Rebecca Hope, our sponsoring editor; Sienne Patch, developmental editor; Rick Hecker, project manager; Laurie McGee, copy editor; Dave Welsh, supplement producer; Maggie Barbieri, print supplement manager; and our research assistant, Leilani Gjellstad Endicott. Toni Michaels used her sensitivity, her interest, and her good eye to find outstanding photographs. Maureen McCutcheon produced a strikingly new and attractive book design.

As always, we welcome and appreciate comments from readers, which help us continue to improve *Human Development*.

Diane E. Papalia
Sally Wendkos Olds
Ruth Duskin Feldman

Visual Walk-Through

Chapter 1

The Study of Human Development



There is nothing permanent except change.

—Heracleitus, Fragment (6th century B.C.)

Focus: Victor, the Wild Boy of Aveyron*



Victor

On January 8, 1800, a naked boy appeared on the outskirts of the village of Saint-Sernin in the province of Aveyron in south-central France. The boy, who was only four and a half feet tall but looked about 12 years old, had been spotted several times during the previous two and a half years, climbing trees, running on all fours, drinking from streams, and foraging for acorns and roots.

When the dark-eyed boy came to Saint-Sernin, he neither spoke nor responded to speech. Like an animal accustomed to being in the wild, he spurned prepared foods and tore off the clothing people tried to put on him. It seemed clear that he had either lost his parents or been abandoned by them, but how long ago this had occurred was impossible to tell.

The boy appeared during a time of intellectual and social ferment, when a new, scientific outlook was beginning to replace mystical speculation. Philosophers debated questions about the nature of human beings—questions that would become central to the study of child development. Are the qualities, behavior, and ideas that define what it means to be human inborn or acquired, or both? How important is social contact during the formative years? Can its lack be overcome? A study of a child who had grown up in isolation might provide evidence of the relative impact of “nature” (innate characteristics) and “nurture” (upbringing, schooling, and other societal influences).

After initial observation, the boy, who came to be called Victor, was sent to a school for deaf-mutes in Paris. There, he was turned over to Jean-Marc Gaspard Itard, an ambitious 26-year-old practitioner of the emerging science of psychiatry, hard believed that Victor’s development had been limited by isolation and that he simply needed to be taught the skills that children in society normally acquire.

*Sources of information about the wild boy of Aveyron were Itard (1800) and Lenoir (1876).

OUTLINE

FOCUS:

Victor, the Wild Boy of Aveyron

How the Study of Human Development Evolved

Early Approaches

Studying the Life Span

Human Development Today: An Introduction to the Field

Developmental Processes

Change and Stability

Domains of Development

Periods of the Life Span

Influences on Development

Heredity, Environment, and Interaction

Major Contextual Influences

Normative and Nonnormative Influences

Timing of Influences: Critical or Sensitive Periods

Baltes’s Life-Span Developmental Approach

BOXES

1-1 Shaping Disrupting Studying the Life Course: Growing Up in Hard Times

1-2 Practically Speaking: How Impaired Is Timing in Language Acquisition?

A special goal for this edition, like the previous one, has been to increase its pedagogical value. The single-column format has made it possible to introduce a comprehensive, unified Learning System, which will help students focus their reading and review and retain what they learn.

As always, we seek to make the study of human development come alive by telling illustrative stories about actual incidents in the lives of real people. In this edition, each chapter opens with a fascinating biographical vignette from a period in the life of a well-known person (such as Elvis Presley, Isabel Allende, Anne Frank, Jackie Robinson, John Glenn, and Mahatma Gandhi) or a classic case (such as the Wild Boy of Aveyron and Charles Darwin’s diary of his son’s first year). The subjects of these vignettes are people of diverse national and ethnic origins, whose experiences dramatize important themes in the chapter. We believe students will enjoy and identify with these stories, which lead directly into the body of the chapter, are woven into its fabric, and are revisited in the new Refocus feature at the end of each chapter. These vignettes, along with the shorter true anecdotes that appear throughout the book—some of them about the author’s own children and grandchildren—underline the fact that there is no “average” or “typical” human being, that each person is an individual with a unique personality and a unique set of life circumstances. They are reminders that whenever we talk about human development, we talk about real people in a real world.

Learning System

The Learning System forms the conceptual framework of each chapter and is carried through all text supplements. It has the following four parts.

Guideposts for Study

These topical questions, similar to Learning Objectives, are first posted near the beginning of each chapter to capture students' interest and motivate them to look for answers as they read. The questions are broad enough to form a coherent outline of each chapter's content, but specific enough to invite careful study. Each Guidepost is repeated in the margin at the beginning of the section that deals with the topic in question and is repeated in the Chapter Summary to facilitate study.

1. What are the distinguishing features of middle age?
2. What physical changes generally occur during the middle years, and what is their psychological impact?
3. What factors affect health at midlife?
4. What cognitive gains and losses occur during middle age?
5. Do mature adults think differently than younger people do?
6. What accounts for creative achievement, and how does it change with age?
7. How have work patterns changed, and how does work contribute to cognitive development?
8. What is the value of education for mature learners?

Middle Age: A Cultural Construct

Until recently, middle adulthood was the least studied part of the life span. The middle years were considered a relatively uneventful hiatus between the more dramatic changes of young adulthood and old age. Now that the baby-boom generation is in middle age, research on that period is booming (Lachman, 2001; Lachman & James, 1997; Moen & Werhling, 1999). In the United States, by 2015, the 45- to 64-year-old population is expected to reach 80 million, 72 percent more than in 1990. This is the best educated and most affluent cohort ever to reach middle age anywhere, and it is changing our perspective on the importance and meaning of that time of life (Willis & Reid, 1999).

The term "middle age" came into use in Europe and the United States around the turn of the twentieth century as life expectancy began to lengthen. Today, in industrial societies, middle adulthood is considered to be a distinct stage of life with its own societal norms, roles, opportunities, and challenges. Thus, some scholars describe middle age as a socially constructed concept, with culturally ascribed meaning (Gullette, 1998; Menon, 2001; Moen & Werhling, 1999). Some traditional societies, such as upper-caste Hindus in rural India (Menon, 2001) and the Gusi in Kenya (see Box 16-1 in Chapter 16), do not recognize a middle stage of adulthood between youth and old age as all in other parts of India and in Japan, maturation and aging are thought of primarily as social processes involving relationships and roles, rather than in terms of chronological years and biological changes (Menon, 2001).

Ironically, as medical and nutritional advances have opened up an unprecedented second half of life in more developed societies, anxiety about physical and other losses has become a major theme in popular descriptions of middle age. In a youth-oriented culture, adult expectations for these years may be influenced more by images in literature and the media than by what is going on in their own bodies and minds (Gullette, 1998). A life-span developmental perspective (refer back to Chapter 1) presents a more balanced, more complex picture. Middle age can be a time, not only or

Chapter 15 Physical and Cognitive Development in Middle Adulthood 527

Checkpoints

These more detailed marginal questions, placed at or near the end of major sections of text, enable students to test their understanding of what they have read. Students should be encouraged to stop and review any section for which they cannot answer one or more Checkpoints.

sports are important but that she is not athletic, she will lose self-esteem no matter how much praise she gets from others.

Children who are socially withdrawn or isolated may be overly concerned about their performance in social situations. They may attribute rejection to their own personality deficiencies, which they believe they are helpless to change. Rather than trying new ways to gain approval, they repeat unsuccessful strategies or just give up. (This is similar to the "helpless pattern" in younger children, described in Chapter 8.) Children with high self-esteem, by contrast, tend to attribute failure to factors outside themselves or to the need to try harder. If initially unsuccessful, they persevere, trying new strategies until they find one that works (Erdley et al., 1997).

Emotional Growth

As children grow older, they are more aware of their own and other people's feelings. They can better regulate their emotional expression in social situations, and they can respond to others' emotional distress (Saarni et al., 1998).

By age 7 or 8, shame and pride, which depend on awareness of the implications of their actions and on what kind of socialization children have received, affect their opinion of themselves (Harter, 1993, 1996). Increasingly, children can verbalize conflicting emotions (see Table 10-1). As Lisa says, "Most of the boys at school are pretty yucky. I don't feel that way about my little brother Jason, although he does get on my nerves. I love him but at the same time, he also does things that make me mad. But I control my temper. I'd be ashamed of myself if I didn't" (Harter, 1996, p. 208).

Children become more empathic and more inclined to prosocial behavior in middle childhood. Prosocial behavior is a sign of positive adjustment. Prosocial children tend to act appropriately in social situations, to be relatively free from negative emotion, and to cope with problems constructively (Eisenberg, Fabes, & Murphy, 1996).

Control of negative emotions is an aspect of emotional growth. Children learn what makes them angry, fearful, or sad and how other people react to a display of these

Can you . . .

- ✓ Discuss how the self-concept develops in middle childhood?
- ✓ Compare Erikson's and Harter's findings about sources of self-esteem?
- ✓ Describe how the "helpless pattern" can affect children's reactions to social rejection?

Guidepost
2. How do school-age children show emotional growth?

Table 10-1 Levels of Understanding of Conflicting Emotions			
Level	Approximate Age	What Children Understand	What a Child Might Say
Level 0	3-4 years	Children do not understand that any two feelings can coexist. They cannot even acknowledge feeling two similar emotions at once (such as mad and sad).	Carlos says, "You can't have two feelings at the same time because you only have one mind!"
Level 1	4-7 years	Children are developing separate categories for positive and negative emotions. They can be aware of two emotions at the same time, but only if both are either positive or negative and are directed toward the same target.	Kyle says, "If my brother hit me, I would be mad and sad."
Level 2	7-8 years	Children can recognize having two feelings of the same kind directed toward different targets. However, they cannot acknowledge holding contradictory feelings.	Dominic says, "I was excited about going to Mexico and glad to see my grandparents. I wasn't scared. I couldn't feel glad and scared at the same time. I would love to be two people at once!"
Level 3	8-10 years	Children can integrate sets of positive and negative emotions. They can understand having contradictory feelings at the same time, but only if they are directed toward different targets.	Ashley can express a negative feeling toward her baby brother ("I was mad at Tony so I punched him") and a positive feeling toward her father ("I was happy my father didn't spank me"), but she cannot recognize that she has positive and negative feelings toward her brother and father at once.
Level 4	11 years	Children can describe conflicting feelings toward the same target.	Lisa says, "I'm excited about going to my new school, but I'm a little scared too."

Source: Harter, 1996.

Chapter 10 Psychosocial Development in Middle Childhood 353