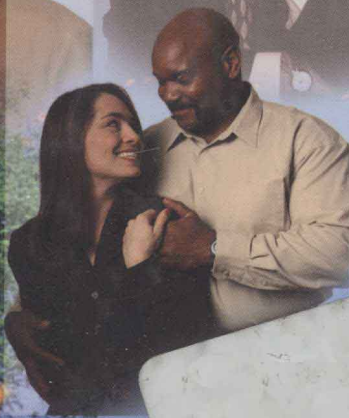


# ADULT DEVELOPMENT AND AGING

SECOND  
EDITION



Diane E. Papalia  
Harvey L. Sterns  
Ruth Duskin Feldman  
Cameron J. Camp

*Second Edition*

# Adult Development and Aging

**Diane E. Papalia**

**Harvey L. Sterns**

**Ruth Duskin Feldman**

**Cameron J. Camp**



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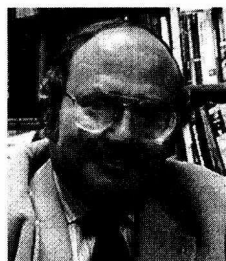
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# About the Authors



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 lifespan 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 intellectual development and factors that contribute to the maintenance of intellectual functioning. She is a Fellow in the Gerontological Society of America. She is the coauthor, with Sally Wendkos Olds and Ruth Duskin Feldman, of *Human Development*, now in its Eighth Edition.



**Harvey L. Sterns** has three decades of experience in teaching undergraduate and graduate students lifespan development and adult development and aging. He received his bachelor's degree from Bard College with a double major in biology and psychology, his master's degree in experimental psychology from the State University of New York at Buffalo and a Ph.D. in lifespan developmental psychology from West Virginia University. Additional training in gerontology was received at the University of Southern California and the Pennsylvania State University. He is Professor of Psychology and Director of the Institute for Life-Span Development and Gerontology at The University of Akron. Dr. Sterns is also Research Professor of Gerontology and Co-Director of the Western Reserve Geriatric Education Center at the Northeastern Ohio Universities College of Medicine. He has published over 80 book chapters and articles in professional journals including the *Journal of Gerontology*, *Journal of Vocational Behavior*, *Developmental Psychology*, *Experimental Aging Research*; and *Applied Psychology: An International Review*. He is a licensed psychologist in Ohio and is a Fellow of the American Psychological Association, American Psychological Society, Gerontological Society of America, and the Association for Gerontology in Higher Education. He was recently named President Elect of Division 20, Adult Development and Aging, of the American Psychological Association. He has been editor/co-editor of three books.

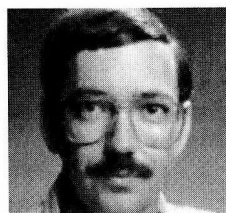
His research has focused on improving older adult learning and problem solving; improving skills related to older adult driving; family and friends intervention with older drivers; maintaining professional competence; training and career development; personality and housing choices by older adults; and life planning research and curriculum development for adults and older adults

with MR/DD as part of the Rehabilitation Research and Training Center on Aging and Mental Retardation.



**Ruth Duskin Feldman** is an award-winning writer and educator. With Diane E. Papalia and Sally Wendkos Olds, she coauthored the Fourth, Seventh, Eighth Editions of *Human Development* and the Eighth and Ninth Editions of *A Child's World*. 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.com). She has written for numerous newspapers and magazines and

has lectured extensively and 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.



**Cameron J. Camp** is a noted psychologist specializing in applied research in gerontology. He received a bachelor's degree in psychology from the University of Houston, where he graduated summa cum laude, and master's and doctoral degrees in experimental psychology from the same institution. For 16 years, he taught undergraduate courses in adult development and aging, as well as in memory, general psychology, child development, and experimental design, first at Fort Hays University in Kansas, and then at the University of New Orleans. He is the author of numerous articles in professional

journals such as *Psychology and Aging*, *Journal of Gerontology*, *The Gerontologist*, *Experimental Aging Research*, *Human Development*, and *Clinical Gerontologist*. He has contributed chapters to books on memory and aging, problem solving, and lifespan development and is coauthor of a college textbook, *Human Sexuality Today*. Currently he is Director and Senior Research Scientist at the Myers Research Institute of Menorah Park Center for the Aging in Cleveland, Ohio. Much of his research involves the development of behavioral and cognitive interventions to help persons with dementia live more independent and fulfilling lives and to reduce burdens on caregivers. He is a member of the Gerontological Society of America and is a Fellow of the American Psychological Association's division on adult development and aging.

### *Dedication*

*To our parents,  
Edward and Madeline Papalia;  
Fred J. Sterns and Sarah H. Sterns;  
Boris and Rita Duskin;  
and Cameron, Frieda, and Paula Camp;  
who lighted the way  
and encouraged us on our chosen paths.*

*And to our life partners,  
Ronni Sterns,  
Gilbert Feldman,  
and Linda Camp,  
who helped us over the rough spots  
and exulted with us at the peaks.*

*And to our children,  
Anna Victoria Finlay;  
Anthony, Randy, and George Sterns;  
Steven, Laurie, and Heidi Feldman;  
and Kathy, Karen, and Jenson Camp;  
who will continue the journey  
in directions we can only imagine.*



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# Preface

To write a textbook about adult development and aging is an exciting challenge. This rapidly growing field of study about a vital, diverse, and expanding population draws on the findings of many academic disciplines. This book takes a topical rather than a chronological approach. We discuss each aspect of development—physical, cognitive, social, and personality development—in relation to all periods of the adult life span, with special emphasis on late adulthood.

By combining the talents and experience of the author of a leading textbook on lifespan development, noted researchers in adult development and aging who have extensive teaching experience in the field, and a professional writer who has written textbook material and peripherals in developmental psychology, we believe we have achieved not only a high degree of accuracy and thoroughness, but also a tone and a writing style that are fresh, lively, clear, engaging, thought-provoking, and accessible.

Every book is written by real people, whose selection of subject matter, examples, and interpretations is inevitably colored by their experiences and attitudes. We four authors make up a diversified team. Our ages range from the forties to the sixties; our combined life experience encompasses the periods from the Great Depression of the 1930s to the present. Our ethnic origins are Italian, eastern European Jewish, Irish, Norwegian, and Native American. All of us are parents, and two of us are grandparents.

What sets this book apart from others in the field? What were our aims in writing it?

- We believe that central to the study of adult development and aging is that people have the potential to develop as long as they live. In this vein we try to present adult development as a very human story. Each chapter begins with a biographical vignette about a real person. The subjects are well-known men and women (such as Betty Friedan and Nelson Mandela) of varying racial, national, and ethnic origin, whose lives dramatize important themes in the chapter. Students will enjoy and identify with these stories, which lead directly and smoothly into the body of each chapter.
- We believe that adults live in a wide array of cultures that exhibit the richness and complexity of human aspirations and experience. Hence, we take a consistently cross-cultural perspective. Extensive multicultural and multiethnic material is woven into topical discus-

sions throughout the book. In addition, a series of boxes called “The Multicultural Context” focuses on specific topics such as how traditional beliefs influence the course of disease, whether intelligent behavior is the same in all cultures, and how rural Malaysians cope with economic change. Photographs reinforce the themes of diversity and demographic balance.

- We believe that adults help to shape their own development, and to this effect, we discuss contemporary trends and lifestyles in a complex, changing world. The introductory chapter sets the tone for current, issue-oriented coverage. As an integral part of our discussions of relationships and family life, we deal with such topics as single parenting, dual-earner families, homosexuality, and caregiving grandparents.
- We take a positive yet realistic view of aging; a natural process of development that includes both losses and gains. We believe that all periods of adulthood are equally important and provide opportunities for growth. Throughout the book, we point out insights to be gained from a life span developmental perspective and a multidisciplinary approach.
- We balance theoretical, empirical, and practical concerns. To emphasize the evolving nature of scientific knowledge, a series of boxes called “The Cutting Edge” describes groundbreaking and controversial research, past and present. Another series of boxes, “The Art of Aging,” features specific research applications such as environmental adaptations to meet the needs of an aging population. Where controversy exists, we explore it. We present the field of adult development as it is: a developing field whose practitioners still have much to discover.

Designed primarily for undergraduates—sophomores or juniors—taking courses in adult development and aging, *Adult Development and Aging* may also be used for advanced and graduate level courses. It is also appropriate for life span developmental courses, in conjunction with a text on child and adolescent development. No prior knowledge of psychology is necessary, because basic concepts and methods are explained as needed.

In this edition, we have incorporated new demographic material while at the same time maintaining material on issues that are still current and relevant today. We group the thirteen chapters as follows: Chapters 1 and 2 include an introductory overview of the field and a chapter on metatheories and research methods. Chapters 3–7 cover physical, cognitive, and moral development. Chapters 8–10 explore education, work, retirement, and leisure; relationships and lifestyles; and living arrangements, caregiving, and community support. Chapters 11–13 turn to personality development, mental health and coping, and death and bereavement. We believe that this organization provides a clear, logical treatment of the most salient topics in the study of adult development and aging. Augmenting the material in the text



is a new epilogue, which summarizes contemporary topics in the field of adult development and aging.

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## Learning Aids

As in the first edition, this book contains a number of pedagogical aids for the student:

- *Chapter openers.* Each chapter continues to open with a chapter outline that previews the major topics, and a short biographical vignette that brings those topics into focus.
- *Critical thinking questions.* Marginal questions in each chapter challenge the student to think more critically about the subject matter.
- *Chapter summaries.* Each chapter offers brief statements organized around the main topics in the chapter that review the important concepts.
- *Boxes.* Existing boxed material [the Art of Aging, the Cutting Edge, the Multicultural context] has been replaced with more contemporary examples. For example, material on Genetic Testing and Genetic Engineering has been included in chapter 4.
- *Illustrations, figures, and tables.* Drawings, graphs, charts and photographs are carefully chosen to underscore important points in the text.
- *Key terms.* As each important new term is introduced, it is highlighted and defined in the text. Key terms and the pages on which they first appear, are listed at the end of each chapter.
- *Glossary.* Key terms and their definitions appear in alphabetical order in an end-of-book glossary.
- *Bibliography.* A complete listing of references appears alphabetically by author at the end of the book.

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## Supplementary materials

*Adult Development and Aging* is accompanied by a complete learning and teaching package consisting of a combined Instructor's Manual and Test Bank prepared by Rita M. Curl, Minot State University, North Dakota, and Dean Blevins of the University of Akron, Ohio. The Instructor's Manual contains interesting new features such as a *chapter introduction*; a *total teaching package outline* directing instructors to all the MGH resources available that correlate to material in each chapter; *scenarios/vignettes* that include key points from the chapter to aid identification of concepts in applied contexts and to promote class discussion; *class activities* incorporating use of the web; *critical thinking exercises* based on those in the new edition; and a list of *recommended popular films*. A Computerized Test Bank is also available with full editing and selection capabilities, for use on either Mac or IBM systems. Please consult your McGraw-Hill representative for availability of these and other supplements.

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## Acknowledgements

We would like to thank all the people who graciously reviewed text and supplementary material for this edition, including the following: Rita M. Curl, Minot State University; Dean Blevins, University of Akron; Elin J. Cormican, Mohawk Valley Community College; Joanna Gonsalves, Saint Anselm College; Beth Ober, University of California at Davis; and Richard D. Tucker, University of Central Florida

We appreciate the strong support we have had from our publisher. We would like to express our special thanks to Jane Karpacz, editorial director; Rebecca Hope, senior sponsoring editor; Rita Lombard, developmental editor, whose good humor and constant editorial support made this an enjoyable process; Sheila Frank, project manager, who has been instrumental in making this project run smoothly; David Hash, our designer; John Leland, senior photo research coordinator; Sharon Geary, director of development; Stacy Patch, senior supplement producer, who edited the supplements; and Inge King, photo editor for this and the first edition of *Adult Development and Aging*, who again used her sensitivity, her interest, and her good eye to find outstanding photographs.

Most especially we would like to thank Joanna Miller, graduate assistant Department of Psychology, and Ginger Golz from the Institute for Lifespan Development and Gerontology, both at the University of Akron, for their outstanding contributions and support throughout this project.

Our sincere hope for this edition is that it fosters an appreciation of the study of adult development and aging, that is, the study of changing individuals in an ever-changing world. As always, we welcome and appreciate comments from readers, which help us continue to improve *Adult Development and Aging*

**Diane E. Papalia**

**Harvey L. Sterns**

**Ruth Duskin Feldman**

**Cameron J. Camp**

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# Adult Development and Aging in a Changing World

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What Is Adult Development?

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Meanings of Age

Influences on the Course of Adult Development and Aging

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Cultural Views of Aging

The Shifting Demographics of Aging

The Aging Population: A Profile of Diversity

Challenges and Dilemmas of a Graying World

New Roles for Older Adults

## Focus: Betty Friedan

*There is nothing permanent except change.*  
—Heraclitus, fragment (sixth century B.C.)

Betty Friedan\* stands a feisty 5 feet 2 inches tall and does not shrink from a fight. At age 42, she wrote *The Feminine Mystique* (1963), a call to arms for the women's movement in the United States. Three decades later, Friedan has become a standard-bearer for another crusade with *The Fountain of Age* (1993), aimed at freeing older adults from a restrictive image of aging. Most recently, Friedan has written her memoir, *A Life So Far* (2000), which recounts the hardships and triumphs she has experienced as an active leader in these movements. Friedan's involvement in both causes is deeply rooted in her own experience.



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\*Sources for biographical information about Betty Friedan are Carlson & Crowley (1992), Friedan (1963, 1976, 1981, 1993, 1994, 2000), Klagsbrun (1993), and *Who's Who in America* (1994).



## Focus: Betty Friedan (continued)

Friedan's odyssey from her beginnings in Peoria, Illinois, a small town in the American heartland, tells much, not only about her personal development as an adult but about the changing social context of adult development and aging. Not wanting to be like her mother, who always regretted having given up her career for marriage, the bright, energetic young woman went east to Smith College, a prestigious women's school. She majored in psychology, graduated summa cum laude, and later did postgraduate work with such leaders in the field as Kurt Lewin and Erik Erikson. She also worked as a reporter for a labor news service but was bumped by a returning World War II veteran—a common experience for working women who had been recruited to fill in for fighting men, only to be told, after the war, to go home where they “belonged.”

In 1947, Friedan was married. Two years later, fired from a newspaper job for being pregnant, she (like most other young women of her time and place) became a self-described housewife, seeking the feminine fulfillment her mother had failed to achieve. But somehow she wanted more. During the 1950s, while raising her three children in a New York suburb, she wrote articles for national women's magazines and secretly began work on her myth-shattering book, *The Feminine Mystique*.

“I never set out to write a book to change women's lives, to change history,” Friedan recalls in *A Life So Far*. “To get behind the facade of the feminine mystique, to dig out its origins and the base of its appeal, I had to go beyond that women's magazine world. I had to dig deep into my intellectual roots in psychology, and into the misery, the mystery, of my own flight from it” (Friedan, 2000, pp. 106, 111).

*The Feminine Mystique*—which has so far sold more than 3 million copies—expressed Friedan's growing frustration with her role in a male-dominated society in which a woman's “place” was in the home and her sole identity was “wife and mother.” It articulated the unacknowledged rage, emptiness, and desperation of millions of women who chafed under the bonds of domesticity yet succumbed to societal pressures against having lives and careers of their own. The

message was threatening to many women but liberating to many others.

Friedan became an organizer of the women's movement, the founder and first president of the National Organization for Women (NOW), and the convener of the National Women's Political Caucus. On August 26, 1970, a year after she divorced her husband, she called a “Women's Strike for Equality” and led an estimated 50,000 marchers down Manhattan's Fifth Avenue. Friedan (1976, 1981) gradually broadened her sights, pressing for new approaches to divorce, abortion reform, housing, employment, and education; for equality within marriage as well as in the workplace; and for societal supports for women who wanted to balance a career and children.

Now in her late seventies, the woman who raised the consciousness of a generation of young and middle-aged women is determined to do the same for older adults. Before starting 10 years of research for *The Fountain of Age*, she had to break through her psychological denial of her own aging. Ultimately, Friedan (who has six grandchildren and two step-granddaughters and is a visiting professor at New York University) set out “to debunk the ‘age mystique’ that defines older people as passive objects of care and . . . denies them their ‘personhood,’ just as the feminine mystique denied women theirs” (Carlson & Crowley, 1992, pp. 20, 15).

*The Fountain of Age* has been hailed by some critics, but dismissed by others as too upbeat. It seeks to change the prevalent view of aging as a process of inevitable deterioration, helplessness, and disease, and of older adults as a burden and a drain on society—an image that does not match the real lives of vast numbers of older adults. Instead of defining old age merely as a loss of youth, Friedan sees it as another stage of development with its own, as yet largely untested, possibilities and strengths—“an adventure, not a problem” (Carlson & Crowley, 1992). “I was determined to break through the view of age only as deny-at-all-cost deterioration and decline-from-youth-as-peak-of-life to the new years of life that so many Americans were in fact living so well” (Friedan, 2000, p. 321).

Betty Friedan's adult life and work demonstrate what she learned from her teachers of psychology: that human beings develop in a context. Her story dramatizes how an individual adult can affect and be affected by changing social conditions. Friedan's dissatisfaction with her role as a suburban wife and mother in the 1950s sparked a movement that changed the lives of many American women—and her own as well. Now, with the “baby boom” generation—fully one-third of the nation's population—approaching later life, a major shift is occurring in how adults think about and deal with their own development.

This shift is reflected in a growing interest in the study of adult development and aging. In introducing you to that study, we start with basic questions and concepts: What does it mean for an adult to develop? Is aging more than a process of decline? How has adult development been studied? Does age have more than one meaning? Why do some people seem to age differently from others? What kinds of influences can alter the course of adult development? We go on to discuss changing views and realities of aging. We briefly describe the diverse composition of a graying population in the United States and worldwide, and the challenges and dilemmas it presents.

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## ✧ Approaching the Study of Adult Development and Aging: An Overview

Before beginning a study of adult development and aging, we need to raise a basic question: Do adults actually *develop*, or do human beings reach maturity in their early twenties and then decline? Until the middle of the twentieth century, most psychologists would have given the second answer. Sigmund Freud, the father of psychoanalysis, saw puberty as the end point of development. Researchers limited their attention to children; even adolescence was not considered a separate stage of life until the turn of the twentieth century. Only during the past 50 years has there been serious, scientific study of adult development. That study is still in an early phase, and many of its discoveries are still quite tentative; but developmentalists are asking and exploring important questions.

### Critical Thinking

What evidence do you have to support the conclusion that development continues across the life span?

## What Is Adult Development?

We've been speaking about *development* but what, precisely, does this term mean? In ordinary speech, forms of the word are used in many contexts. For example:

- Horace is developing a cold.
- Flowers develop from buds.
- Many developing nations are rapidly becoming industrialized.
- Lindsay took a roll of film to be developed.
- Detectives reported a new development in the murder case.

Obviously, development involves change. But not all change is developmental. If a person changes clothes, or changes the bedsheets, we hardly would call that *development*.