

FIFTH EDITION

# HUMAN DEVELOPMENT

DIANE E. PAPALIA  
SALLY WENDKOS OLDS



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## HUMAN DEVELOPMENT

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# ABOUT THE AUTHORS



**DIANE E. PAPALIA** is a professor who has 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 intellectual development and factors that contribute to the maintenance of intellectual functioning. She is a Fellow in the Gerontological Society of America.



**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 six books addressed to general readers, in

addition to the three textbooks she has coauthored with Dr. Papalia. Her books *The Complete Book of Breastfeeding* and *The Working Parents' Survival Guide* have both been issued in completely updated and expanded editions. She is also the author of *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 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.

To our husbands  
Jonathan L. Finlay  
and  
David Mark Olds  
Our loved and loving partners  
in growth and development

# PREFACE

In the prefaces to the previous four editions of *Human Development*, we spoke of change as a principle that governs all our lives. As we said then, people change, grow, and develop throughout life. We, the authors, have known many changes in our own lives since we began writing together in 1973. Our life experiences, as much as our professional background (described in “About the Authors” on page v), have enabled us to become more sensitive to a number of the issues covered in this book.

When we launched our collaboration—and our friendship—with the first edition of *A Child's World*, our textbook about child development, Diane Papalia was a single, childless assistant professor at the University of Wisconsin in Madison. Sally Olds, a professional writer, was a married mother of three children—one in high school, one in junior high, and one in elementary school. Both parents of both authors were living, and we dedicated our first textbook to them.

Since then, as both of us have moved from young adulthood into midlife, our lives have changed in many ways. Diane took on more academic responsibilities as she became first an associate professor, then a dean, and then a full professor. Her personal life changed dramatically when she married, moved to California, and later came back to Wisconsin, where she and her husband adopted a baby girl. Since then, other career changes took her and her family to New York City, where they now live. Meanwhile, Sally's children grew up, went to college, chose careers, and left the nest; her husband retired; she knew the grief of losing first her father and then her mother; and then she knew the joy of celebrating a daughter's marriage and the birth of two grandchildren.

As we and our lives have changed, this book, *Human Development*, has reflected some of what we have learned along the way. The fifth edition retains much of the flavor of earlier editions, especially in its emphasis on interrelationships among the different stages of the life span and among physical, intellectual, social, and personality development. There are, however, a number of differences. The changes in this revision continue to represent growth and development in our own thinking, as we present human development from the moment of conception until that moment at the other end of the life span when death ends the continuing process.

## THE FIFTH EDITION

### OUR AIMS FOR THIS EDITION

The goal of this fifth edition is the same as that of the first four—to emphasize the continuity of development throughout the life span; to show how experiences at one time of life affect future development; and to understand how people are influenced by their genes, their families, and the world they live in. We continue to look at the findings of scientific research and the theories of social scientists. We continue to apply these to our understanding of humankind. And we continue to ask the same basic questions: What influences have made people living in the final decades of the twentieth century the way they are? What factors are likely to affect all of us in the future? How much control do people have over their lives? How are people like each other? How is each person unique? What is normal? What is cause for concern?

For this new edition, we also ask some new questions and come up with some new answers. This revision again updates the literature, as we discuss new research studies and new theories, a number of which have been published in the 1990s. As before, we synthesize research findings and help students to interpret them and to think critically about controversial issues. Our continuing work on two other college textbooks, *A Child's World* (for courses in child development) and *Psychology* (for introductory courses), has helped us refine and sharpen our thinking about life-span development. The changes in this revision, then, represent growth and development in our own ideas.

## ORGANIZATION

There are two major approaches to writing about and teaching human development. The chronological approach looks at the functioning of all aspects of development at different stages of life, such as infancy and late adulthood. The topical approach traces one aspect of development at a time. We have chosen the *chronological* approach, which provides a sense of the multifaceted sweep of human development, as we get to know first 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. As we discuss the ages and stages of human beings, we provide evenhanded treatment of *all* periods of the life span; we have taken special pains not to overemphasize some and slight others.

In line with our chronological approach, we have divided this book into eight parts. We begin with introductory material in Chapter 1. Then we discuss physical, intellectual, and social and personality development at each stage of the life span: Part One (Chapters 2 through 5) covers prenatal development, infancy, and toddlerhood; Part Two (Chapters 6 and 7), early childhood; Part Three (Chapters 8 and 9), middle childhood; Part Four (Chapters 10 and 11), adolescence; Part Five (Chapters 12 and 13), young adulthood; Part Six (Chapters 14 and 15), middle adulthood; and Part Seven (Chapters 16 and 17), late adulthood. In Part Eight (Chapter 18), we examine death—the end of life—and bereavement.

Readers who prefer a topical approach may read the book in this order: Chapters 1, 2, and 3 (general theories and issues, and prenatal and early physical development); the first sections of Chapter 6, 8, 10, 12, 14, and 16 (physical development); the second sections of these chapters, plus Chapter 4 (intellectual functioning); then Chapters 5, 7, 9, 11, 13, 15, and 17 (social and personality development); and finally Chapter 18 (death and bereavement).

## CONTENT

This new edition, like the earlier editions, provides comprehensive coverage of development from the crucial prenatal period through late adulthood. There are full descriptions of each stage of the life span, drawing on the most up-to-date information available about physical, intellectual, and social and personality development. The text integrates theoretical issues, issues related to research, and practical concerns for every stage of life, reflecting our belief that all stages of life are important, challenging, and full of opportunities for growth and change.

While we have retained the scope, emphasis, and level of the previous editions of *Human Development*, we have made a number of significant changes in this fifth edition.

- *Personal examples.* We communicate our own personal involvement with the issues we have written about. The book presents many personal examples from the authors' own lives, which relate to the material and personalize it. Perhaps the most dramatic example is the story of Anna's (Diane Papalia's daughter) language development, which serves as a springboard for the discussion of many issues.
- *Photographs.* Our photo program has evolved and is now even more committed than ever before to diversity—in ethnicity, race, age, gender, and ability (or disability). We have carefully chosen our illustrations to be teaching tools—for points in the text and for the demographic diversity of the United States and the world.
- *Updating and reorganization.* As in previous editions, we have updated the text whenever new findings or interpretations have been available, added tables and figures, and updated statistics. We have also reorganized some of the material to make it more effective.
- *New sections.* There are new sections on prenatal and infant care in various countries; the psychological implications of crawling; the mutual-regulation model of emotional communication between babies and parents; AIDS; homelessness; only children in China; comparisons between eastern and western learning styles; relationships between young adults and their parents; the impact of race on health; adults' reactions to their parents' death; cross-cultural patterns of aging among American minorities and in other countries; and the impact of religion on emotional well-being in late adulthood.
- *Important revisions.* Several of the discussions have been significantly revised: the contribution of heredity to intelligence; the prenatal environment, includ-

ing the effect of a pregnant woman's use of cocaine; language development, both normal and delayed; attachment research using the "strange situation" (which is now receiving extensive criticism); stranger and separation anxiety; memory; Piaget's cognitive stages; the transition to parenthood; characteristics of mature thinkers; the midlife crisis; stage theories of adult development (we emphasize these less and criticize them more); and patterns of grieving.

## SPECIAL FEATURES IN THIS EDITION

This edition of *Human Development* includes three kinds of boxed material:

- *"Window on the World."* These boxes have been increased, so that there is now one in every chapter of the book. They give readers glimpses of human development in a variety of societies other than our own, showing that people grow up, live, and thrive in many different kinds of cultures, under many different influences. The discussions treat such issues as cross-cultural differences in acquiring physical, intellectual, and social skills; in education and learning styles; and in moral reasoning.
- *"Practically Speaking."* The "Practically Speaking" boxes build bridges between academic study and everyday life by showing ways to apply research findings on various aspects of human development. They cover such topics as talking with babies and dealing with them when they're fussy; helping children make friends, do well in school, and cope with being on their own without adult supervision; enhancing marriage in midlife; visiting people in nursing homes; helping to prevent suicides; easing the lives of older adults; and evoking memories for a "life review."
- *"Thinking Critically."* These boxes explore important research issues, many of which are quite controversial. They include discussions of how a mother's depression affects her baby; the transition to junior high or high school; the role of rock music in adolescents' lives; and wisdom in late adulthood.

## LEARNING AIDS IN THE TEXT

We continue to provide a number of basic teaching aids:

- *Part overviews.* At the beginning of each part, an overview provides the rationale for the chapters that follow.
- *Chapter-opening outlines.* At the beginning of each chapter, an outline clearly previews its major topics.

- *"Ask Yourself" questions.* At the beginning of each chapter, a few key questions are given to highlight the most important issues that will be addressed in the chapter.
- *Key terms.* Whenever an important new term is introduced in the text, it is highlighted in **boldface italic** and defined. At the end of every chapter, the key terms are listed in order of appearance, and page references are provided. These terms also appear in the end-of-book glossary.
- *Chapter summaries.* At the end of every chapter there is a series of brief statements, organized by the major topics in the chapter, clearly restating the most important points.
- *Recommended readings.* Annotated lists of readings (classic works and lively contemporary treatments) are provided for students who want to explore issues in greater depth than is possible within these covers.
- *Glossary.* The extensive glossary near the end of the book repeats the definitions of key terms and indicates the pages on which they first appear in the text.
- *Bibliography.* A complete listing of references enables students to evaluate the sources of major statements of fact or theory.
- *Indexes.* Separate indexes, by subject and by author, appear at the end of the book.
- *Illustrations.* Many points in the text are underscored pictorially through extensive and carefully selected drawings, graphs, and photographs. The illustration program includes new figures and many full-color photographs.

## SUPPLEMENTARY MATERIALS

A complete package of supplements is available to instructors and students using *Human Development*, fifth edition.

- *Study Guide with Readings* by Thomas Crandell of Broome Community College and George Bieger of Indiana University of Pennsylvania. For each chapter of the text, the study guide provides a brief *chapter summary*, a *chapter outline*, a list of *key terms* cross-referenced by page to the text, *learning objectives* with space for notes, and an engaging *reading* from the popular press accompanied by questions for thought or discussion. A *self-test* for each chapter includes a mix of multiple-choice, true-false, and completion questions. The new edition of the study guide includes a revised and expanded section on how to study and take tests.



- *Instructor's Manual* by Corinne Crandell and Thomas Crandell of Broome Community College. For each chapter of the text, the instructor's manual provides a *chapter outline*, a list of *chapter objectives*, a *chapter summary*, a list of appropriate *audiovisual materials*, *lecture outlines*, a *student debate topic*, *discussion questions*, *student projects and class exercises*, and suggested *essay questions* with answer guidelines. A general resources section includes suggested background readings, a list of audiovisual distributors, and teaching tips.
- *Test Bank* by Ruth Duskin Feldman. The test bank includes a mix of factual and conceptual multiple-choice items indexed to the text, for a total of over 2000 items. Approximately 25 true-false questions are also provided for each chapter. *Computerized versions* of the test bank are available for IBM-compatible PCs (5¼" and 3½" disk sizes) and Macintosh PCs.
- *Overhead Transparencies*. This package of over 70 acetates, many in full color, illustrates all the stages and facets of development across the life span. The figures and tables are taken from several sources, including the text itself.
- *Films and videos*. Films and videos are available on a rental basis through several major distributors. A complete listing is available through your McGraw-Hill representative.
- *Newsletter*. The text will be supplemented regularly by a newsletter highlighting recent research and current issues, including the theme of *cultural differences*, within the United States and around the world.

## ACKNOWLEDGMENTS

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 published fourth edition of *Human Development* and the manuscript drafts of the fifth; their 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 listed on page ii.

We appreciate the strong support we have had from our publisher and would like to express our special thanks to Jane Vaicunas, editorial sponsor of this book; to our meticulous and conscientious production editor, Susan Gamer; and to Renee Leonard and Beth Kaufman, both of whom helped in innumerable ways. Inge King—the photo editor for all five editions of *Human Development*—has again used her sensitivity, her interest, and her good eye to find outstanding photographs. Rafael Hernandez, our designer, produced a creative, unique book and text typography noteworthy for aesthetics, as well as for the rendering of concepts. Marthe Grice provided valuable help with the glossary, bibliography, and suggested readings; Jean Yanega keyboarded the entire manuscript onto computer disks; and Dorri Olds conceived graphic representation of some information.

Diane E. Papalia  
Sally Wendkos Olds

Diane E. Papalia and Sally Wendkos Olds are the coauthors of *A Child's World* (in press for its sixth edition) and *Psychology* (in its second edition).

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