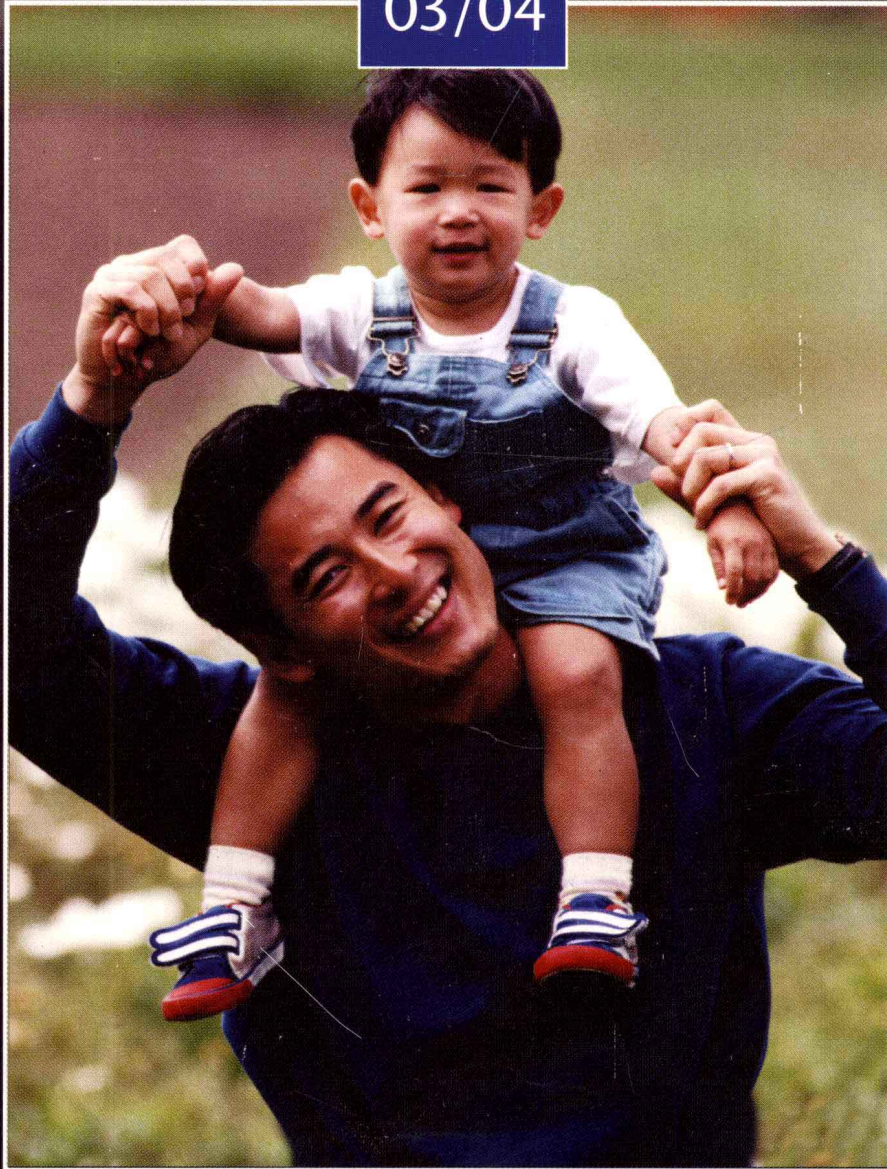


ANNUAL EDITIONS

Human Development

03/04



A·N·N·U·A·L E·D·I·T·I·O·N·S

Human Development

03/04

Thirty-First Edition

EDITOR

Karen L. Freiberg

University of Maryland, Baltimore County

Dr. Karen Freiberg has an interdisciplinary educational and employment background in nursing, education, and developmental psychology. She received her B.S. from the State University of New York at Plattsburgh, her M.S. from Cornell University, and her Ph.D. from Syracuse University. Dr. Freiberg has worked as a school nurse, a pediatric nurse, a public health nurse for the Navajo Indians, an associate project director for a child development clinic, a researcher in several areas of child development, and a university professor. She is the author of an award-winning textbook, *Human Development: A Life-Span Approach*, which is now in its fourth edition. Dr. Freiberg is currently on the faculty at the University of Maryland, Baltimore County.

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3. Development During Childhood: Cognition and Schooling

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Thirty-First Edition

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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To the Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

In the United States and Canada 2002 was a year of debating what to do after the September 11, 2001, terrorist attacks. What might hold terror at bay? What could keep terror from taking root again? Is our democracy safe for human development? Is reform needed in our American way of life, or just in the Arab world? Is the value of human life great in a country with high rates of homicide and suicide? What can we do to make the world safer for human beings?

An anthology on human development that looks chronologically at development from birth through death could choose to start with birth. But, does human life begin at birth, at conception, or somewhere in between? Is a cloned organism new or recycled? Cloning and stem cell research are to scientific debate what the war on terrorism is to political debate. George W. Bush's administration, with its strong pro-life stance, has infuriated many scientists by suggesting that a stem cell (a fertilized egg a few days old) is already a human life. If a stem cell is a human life, can it be transformed from a future baby into some type of replacement tissue to cure diabetes, Parkinson's, Alzheimer's, or heart disease? Even some opponents of abortion are arguing that an embryo on a Petri dish is not a human life, while the same embryo attached to a woman's uterine lining is a life. This thorniest of human ethical dilemmas is yet to be resolved. This question speaks as much to the value of human life as does terrorism.

The Human Genome Project's completion in 2000 allowed us to decode the human genome. This means that we have knowledge of the sequencing of CATG (cytosine, adenine, thymine, guanine), the chemicals that form DNA. It means that we can replace strands of DNA (genes) with altered CATG sequences. It means that we can alter human development!


Should twenty-first-century scientists be allowed to alter genes? Who will pay for resequencing of CATG to bring about new behaviors? Will human cloning be allowed for exceptional individuals? These and other questions are likely to lead to contentious debates for many years to come.

Annual Editions: Human Development 03/04 has been developed to look at genes and environment/free-will issues. Selected articles look at other important questions about growth and change as well: shared versus unique, non-shared events, and continuity versus discontinuity in human development.

As you explore this anthology, you will discover that many articles ask questions that have no answers. As a student, I felt frustrated by such writing. I wanted answers, right answers, right away. Lessons that are necessary to achieve maturity include accepting relativity and acknowledging extenuating circumstances. Life frequently has no right or wrong answers, but rather various alternatives with multiple consequences. Instead of right versus wrong, a more helpful consideration is "What will bring about the greater good for the greater number?" Controversies, whether about terrorism or stem cells, promote healthy discussion. Different viewpoints should be weighed against societal standards. Different philosophies should be celebrated for what they offer in creativity and adaptability to changing circumstances.

The selections for *Annual Editions: Human Development 03/04* have attempted to reflect an ecological view. Some articles deal with microsystems such as family, school, and employment. Some deal with exosystems such as gender roles and community. Some discuss macrosystems such as economics and culture. Most of the articles deal with mesosystems, those that link systems such as health, nutrition, and stress. The unique individual's contribution to every system and every system's linkage are always paramount.

We hope you will be energized and enriched by the readings in this compendium. Please complete and return the postage-paid *article rating form* on the last page to express your opinions. We value your input and will heed it in future revisions of *Annual Editions: Human Development*.



Karen Freiberg, Ph.D.
Editor

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

Adolescence

- 24. Meet the Gamma Girls
- 25. Why the Young Kill
- 26. Generation 9-11

Adulthood, late

- 34. The New Unretirement
- 35. The Disappearing Mind
- 36. The Nun Study: Alzheimer's
- 37. Start the Conversation

Adulthood, middle

- 30. Man Power
- 31. Sorting Through the Confusion Over Estrogen
- 32. An American Epidemic: Diabetes
- 33. 12 Things You Must Know to Survive and Thrive in America

Adulthood, young

- 26. Generation 9-11
- 27. The Feminization of American Culture
- 28. The Happy Divorce: How to Break Up and Make Up
- 29. The Coming Job Boom

Aggression

- 11. Raising a Moral Child
- 18. The Trauma of Terrorism: Helping Children Cope
- 19. Raising Happy Achieving Children in the New Millennium
- 22. Are Boys the Weaker Sex?
- 23. Effects of Maltreatment and Ways to Promote Children's Resiliency
- 24. Meet the Gamma Girls
- 25. Why the Young Kill
- 26. Generation 9-11
- 30. Man Power

Aging

- 30. Man Power
- 31. Sorting Through the Confusion Over Estrogen
- 37. Start the Conversation

Anxiety

- 30. Man Power
- 31. Sorting Through the Confusion Over Estrogen

Attachment

- 6. Four Things You Need to Know About Raising Baby
- 9. Wired for Thought
- 24. Meet the Gamma Girls

Brain development

- 7. The World of the Senses
- 9. Wired for Thought
- 12. Intelligence: The Surprising Truth
- 25. Why the Young Kill

Career

- 33. 12 Things You Must Know to Survive and Thrive in America

Child abuse

- 23. Effects of Maltreatment and Ways to Promote Children's Resiliency
- 25. Why the Young Kill

Children

- 6. Four Things You Need to Know About Raising Baby
- 13. Child Psychologist: Jean Piaget
- 25. Why the Young Kill

Cognition

- 5. The Mystery of Fetal Life: Secrets of the Womb
- 6. Four Things You Need to Know About Raising Baby
- 7. The World of the Senses
- 9. Wired for Thought
- 10. Psychosexual Development in Infants and Young Children
- 12. Intelligence: The Surprising Truth
- 13. Child Psychologist: Jean Piaget
- 14. Metacognitive Development
- 16. The Future of Computer Technology in K-12 Education
- 19. Raising Happy Achieving Children in the New Millennium
- 23. Effects of Maltreatment and Ways to Promote Children's Resiliency
- 30. Man Power
- 31. Sorting Through the Confusion Over Estrogen
- 34. The New Unretirement
- 35. The Disappearing Mind

Cognitive maturation

- 12. Intelligence: The Surprising Truth
- 17. Choosing to Learn

Creativity

- 13. Child Psychologist: Jean Piaget
- 15. "High Stakes Are for Tomatoes"
- 16. The Future of Computer Technology in K-12 Education
- 17. Choosing to Learn
- 19. Raising Happy Achieving Children in the New Millennium
- 29. The Coming Job Boom
- 34. The New Unretirement

Culture

- 11. Raising a Moral Child
- 15. "High Stakes Are for Tomatoes"
- 16. The Future of Computer Technology in K-12 Education
- 18. The Trauma of Terrorism: Helping Children Cope
- 19. Raising Happy Achieving Children in the New Millennium
- 22. Are Boys the Weaker Sex?
- 23. Effects of Maltreatment and Ways to Promote Children's Resiliency
- 24. Meet the Gamma Girls
- 26. Generation 9-11
- 27. The Feminization of American Culture
- 29. The Coming Job Boom
- 33. 12 Things You Must Know to Survive and Thrive in America
- 34. The New Unretirement

Death

- 37. Start the Conversation

Depression

19. Raising Happy Achieving Children in the New Millennium
22. Are Boys the Weaker Sex?
23. Effects of Maltreatment and Ways to Promote Children's Resiliency
30. Man Power
31. Sorting Through the Confusion Over Estrogen
33. 12 Things You Must Know to Survive and Thrive in America

Disengagement

34. The New Unretirement

Drug abuse

4. *Shaped by Life in the Womb*
5. The Mystery of Fetal Life: Secrets of the Womb
19. Raising Happy Achieving Children in the New Millennium
26. Generation 9-11

Dying and death

37. Start the Conversation

Early childhood

9. Wired for Thought
10. Psychosexual Development in Infants and Young Children
11. Raising a Moral Child

Education

9. Wired for Thought
12. Intelligence: The Surprising Truth
13. Child Psychologist: Jean Piaget
14. Metacognitive Development
15. "High Stakes Are for Tomatoes"
16. *The Future of Computer Technology in K-12 Education*
17. Choosing to Learn
18. The Trauma of Terrorism: Helping Children Cope
19. Raising Happy Achieving Children in the New Millennium
20. Generation XXL
21. Kids Who Don't Fit In
22. Are Boys the Weaker Sex?
29. The Coming Job Boom
33. 12 Things You Must Know to Survive and Thrive in America
34. The New Unretirement
36. The Nun Study: Alzheimer's

Emotional development

7. The World of the Senses
23. Effects of Maltreatment and Ways to Promote Children's Resiliency
25. Why the Young Kill

Emotions

6. Four Things You Need to Know About Raising Baby
8. Who's Raising Baby?
9. Wired for Thought
10. Psychosexual Development in Infants and Young Children
19. Raising Happy Achieving Children in the New Millennium
20. Generation XXL
21. Kids Who Don't Fit In
22. Are Boys the Weaker Sex?
23. Effects of Maltreatment and Ways to Promote Children's Resiliency
24. Meet the Gamma Girls
25. Why the Young Kill
27. The Feminization of American Culture
28. The Happy Divorce: How to Break Up and Make Up
30. Man Power
31. Sorting Through the Confusion Over Estrogen
33. 12 Things You Must Know to Survive and Thrive in America
34. The New Unretirement
35. *The Disappearing Mind*
36. The Nun Study: Alzheimer's

37. Start the Conversation

Ethics

1. Brave New World
2. *The First Human Cloned Embryo*
11. Raising a Moral Child
17. Choosing to Learn
22. Are Boys the Weaker Sex?
25. Why the Young Kill
37. Start the Conversation

Exercise

4. Shaped by Life in the Womb
5. The Mystery of Fetal Life: Secrets of the Womb
20. Generation XXL
24. Meet the Gamma Girls
31. Sorting Through the Confusion Over Estrogen
32. An American Epidemic: Diabetes
36. The Nun Study: Alzheimer's

Family

6. Four Things You Need to Know About Raising Baby
8. Who's Raising Baby?
10. Psychosexual Development in Infants and Young Children
11. Raising a Moral Child
16. *The Future of Computer Technology in K-12 Education*
19. Raising Happy Achieving Children in the New Millennium
20. Generation XXL
21. Kids Who Don't Fit In
23. Effects of Maltreatment and Ways to Promote Children's Resiliency
24. Meet the Gamma Girls
25. Why the Young Kill
26. Generation 9-11
33. 12 Things You Must Know to Survive and Thrive in America

Friendship

21. Kids Who Don't Fit In
33. 12 Things You Must Know to Survive and Thrive in America

Gender

8. Who's Raising Baby?
9. Wired for Thought
22. Are Boys the Weaker Sex?
24. Meet the Gamma Girls
26. Generation 9-11
27. The Feminization of American Culture
28. The Happy Divorce: How to Break Up and Make Up
30. Man Power
31. Sorting Through the Confusion Over Estrogen

Genetics

1. Brave New World
2. *The First Human Cloned Embryo*
4. *Shaped by Life in the Womb*
6. Four Things You Need to Know About Raising Baby
8. Who's Raising Baby?
9. Wired for Thought
12. Intelligence: The Surprising Truth
21. Kids Who Don't Fit In
25. Why the Young Kill
27. The Feminization of American Culture
32. An American Epidemic: Diabetes
36. The Nun Study: Alzheimer's

Health

3. A State of the Art Pregnancy
4. Shaped by Life in the Womb
5. The Mystery of Fetal Life: Secrets of the Womb
20. Generation XXL
23. Effects of Maltreatment and Ways to Promote Children's Resiliency

- 28. The Happy Divorce: How to Break Up and Make Up
- 29. The Coming Job Boom
- 30. Man Power
- 31. Sorting Through the Confusion Over Estrogen
- 32. An American Epidemic: Diabetes
- 33. 12 Things You Must Know to Survive and Thrive in America
- 34. The New Unretirement
- 35. The Disappearing Mind
- 36. The Nun Study: Alzheimer's

Infancy

- 6. Four Things You Need to Know About Raising Baby
- 7. The World of the Senses
- 8. Who's Raising Baby?

Infant development

- 7. The World of the Senses

Language

- 9. Wired for Thought
- 13. Child Psychologist: Jean Piaget
- 26. Generation 9-11
- 27. The Feminization of American Culture
- 36. The Nun Study: Alzheimer's

Living will

- 37. Start the Conversation

Love

- 34. The New Unretirement

Male sexuality

- 22. Are Boys the Weaker Sex?
- 30. Man Power

Marriage

- 28. The Happy Divorce: How to Break Up and Make Up
- 31. Sorting Through the Confusion Over Estrogen
- 33. 12 Things You Must Know to Survive and Thrive in America

Memory

- 7. The World of the Senses
- 30. Man Power
- 31. Sorting Through the Confusion Over Estrogen

Men

- 30. Man Power
- 33. 12 Things You Must Know to Survive and Thrive in America

Mental illness

- 23. Effects of Maltreatment and Ways to Promote Children's Resiliency

Morality

- 1. Brave New World
- 2. The First Human Cloned Embryo
- 11. Raising a Moral Child
- 17. Choosing to Learn
- 22. Are Boys the Weaker Sex?
- 25. Why the Young Kill
- 26. Generation 9-11
- 37. Start the Conversation

Motivation

- 17. Choosing to Learn
- 33. 12 Things You Must Know to Survive and Thrive in America

Multiple Intelligences

- 12. Intelligence: The Surprising Truth

Nature vs. nurture

- 7. The World of the Senses

Nutrition

- 4. Shaped by Life in the Womb
- 5. The Mystery of Fetal Life: Secrets of the Womb
- 12. Intelligence: The Surprising Truth
- 20. Generation XXL
- 32. An American Epidemic: Diabetes
- 33. 12 Things You Must Know to Survive and Thrive in America
- 36. The Nun Study: Alzheimer's

Parenting

- 6. Four Things You Need to Know About Raising Baby
- 8. Who's Raising Baby?
- 10. Psychosexual Development in Infants and Young Children
- 11. Raising a Moral Child
- 16. The Future of Computer Technology in K-12 Education
- 19. Raising Happy Achieving Children in the New Millennium
- 20. Generation XXL
- 21. Kids Who Don't Fit In
- 23. Effects of Maltreatment and Ways to Promote Children's Resiliency
- 24. Meet the Gamma Girls
- 25. Why the Young Kill
- 26. Generation 9-11
- 33. 12 Things You Must Know to Survive and Thrive in America

Peers

- 18. The Trauma of Terrorism: Helping Children Cope
- 21. Kids Who Don't Fit In
- 22. Are Boys the Weaker Sex?
- 24. Meet the Gamma Girls
- 26. Generation 9-11

Personality

- 6. Four Things You Need to Know About Raising Baby
- 8. Who's Raising Baby?
- 9. Wired for Thought
- 10. Psychosexual Development in Infants and Young Children
- 19. Raising Happy Achieving Children in the New Millennium
- 20. Generation XXL
- 21. Kids Who Don't Fit In
- 22. Are Boys the Weaker Sex?
- 23. Effects of Maltreatment and Ways to Promote Children's Resiliency
- 24. Meet the Gamma Girls
- 25. Why the Young Kill
- 27. The Feminization of American Culture
- 36. The Nun Study: Alzheimer's
- 37. Start the Conversation

Personality development

- 23. Effects of Maltreatment and Ways to Promote Children's Resiliency

Physical development

- 7. The World of the Senses

Physical status

- 3. A State of the Art Pregnancy
- 5. The Mystery of Fetal Life: Secrets of the Womb
- 6. Four Things You Need to Know About Raising Baby
- 7. The World of the Senses
- 10. Psychosexual Development in Infants and Young Children
- 20. Generation XXL
- 24. Meet the Gamma Girls
- 30. Man Power

- 31. Sorting Through the Confusion Over Estrogen
- 32. An American Epidemic: Diabetes
- 33. 12 Things You Must Know to Survive and Thrive in America
- 34. The New Unretirement
- 35. The Disappearing Mind

Pregnancy

- 4. Shaped by Life in the Womb

Prenatal

- 3. A State of the Art Pregnancy
- 4. Shaped by Life in the Womb
- 5. The Mystery of Fetal Life: Secrets of the Womb

Resiliency

- 23. Effects of Maltreatment and Ways to Promote Children's Resiliency

Self-esteem

- 8. Who's Raising Baby?
- 10. Psychosexual Development in Infants and Young Children
- 17. Choosing to Learn
- 18. The Trauma of Terrorism: Helping Children Cope
- 19. Raising Happy Achieving Children in the New Millennium
- 20. Generation XXL
- 22. Are Boys the Weaker Sex?
- 24. Meet the Gamma Girls
- 25. Why the Young Kill
- 27. The Feminization of American Culture
- 30. Man Power

Sex

- 8. Who's Raising Baby?
- 9. Wired for Thought
- 22. Are Boys the Weaker Sex?
- 24. Meet the Gamma Girls
- 26. Generation 9-11
- 27. The Feminization of American Culture
- 28. The Happy Divorce: How to Break Up and Make Up
- 30. Man Power
- 31. Sorting Through the Confusion Over Estrogen

Social development

- 11. Raising a Moral Child

Stress

- 4. Shaped by Life in the Womb
- 15. "High Stakes Are for Tomatoes"
- 23. Effects of Maltreatment and Ways to Promote Children's Resiliency
- 25. Why the Young Kill
- 26. Generation 9-11
- 29. The Coming Job Boom
- 31. Sorting Through the Confusion Over Estrogen
- 33. 12 Things You Must Know to Survive and Thrive in America

Violence

- 11. Raising a Moral Child
- 18. The Trauma of Terrorism: Helping Children Cope
- 19. Raising Happy Achieving Children in the New Millennium
- 23. Effects of Maltreatment and Ways to Promote Children's Resiliency
- 25. Why the Young Kill
- 26. Generation 9-11

Volunteering

- 34. The New Unretirement

Women

- 31. Sorting Through the Confusion Over Estrogen

World Wide Web Sites

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

AE: Human Development 03/04

The following sites were available at the time of publication. Visit our Web site—we update DUSHKIN ONLINE regularly to reflect any changes.

General Sources

Association for Moral Education

<http://www.wittenberg.edu/ame/index.html>

This association is dedicated to fostering communication, cooperation, training, curriculum development, and research that links moral theory to educational practices.

Behavior Analysis Resources

<http://www.coedu.usf.edu/behavior/bares.htm>

Dedicated to promoting the experimental, theoretical, and applied analysis of behavior, this site encompasses contemporary scientific and social issues, theoretical advances, and the dissemination of professional and public information.

Healthfinder

<http://www.healthfinder.gov>

Healthfinder is a consumer health site that contains the latest health news, prevention and care choices, and information about every phase of human development.

Social Influence

<http://www.workingpsychology.com/intro.html>

Persuasion, compliance, and propaganda are the main focus of this site. It includes practical examples and applications.

UNIT 1: Genetic and Prenatal Influences on Development

American Academy of Pediatrics (AAP)

<http://www.aap.org>

AAP provides data for optimal physical, mental, and social health for all children. The site links to professional educational sources and current research.

Basic Neural Processes

<http://psych.hanover.edu/Krantz/neurotut.html>

An extensive tutorial on brain structures is provided here.

Evolutionary Psychology: A Primer

<http://www.psych.ucsb.edu/research/cep/>

A link to an evolutionary psychology primer is available on this site. Extensive background information is included.

Genetics Education Center

<http://www.kumc.edu/gec/>

The University of Kansas Medical Center provides information on human genetics and the human genome project at this site. Included are a number of links to research areas.

Serendip

<http://serendip.brynmawr.edu/serendip/>

Organized into five subject areas (brain and behavior, complex systems, genes and behavior, science and culture, and science education), this site contains interactive exhibits, articles, links to other resources, and a forum.

UNIT 2: Development During Infancy and Early Childhood

Aggression and Cooperation: Helping Young Children Develop Constructive Strategies

<http://ericps.crc.uiuc.edu/eece/pubs/digests/1992/jewett92.html>

This ERIC Digest report is on helping children deal effectively with aggression. Developing prosocial attitudes and behaviors is its goal.

Children's Nutrition Research Center (CNRC)

<http://www.bcm.tmc.edu/cnrc/>

CNRC is dedicated to defining the nutrient needs of healthy children, from conception through adolescence, and of pregnant and nursing mothers.

Early Childhood Care and Development

<http://www.ecdgroup.com>

Child development theory, programming and parenting data, and research can be found on this site of the Consultative Group. It is dedicated to the improvement of conditions of young children at risk.

Zero to Three: National Center for Infants, Toddlers, and Families

<http://www.zerotothree.org>

Zero to Three is dedicated solely to infants, toddlers, and their families. Organized by recognized experts in the field, it provides technical assistance to communities, states, and the federal government.

UNIT 3: Development During Childhood: Cognition and Schooling

Children Now

<http://www.childrennow.org>

Children Now focuses on improving conditions for children who are poor or at risk. Articles include information on education, the influence of media, health, and security.

Council for Exceptional Children

<http://www.cec.sped.org>

This is the home page of the Council for Exceptional Children, which is dedicated to improving education for exceptional children and the gifted child.

Educational Resources Information Center (ERIC)

<http://www.ed.gov/pubs/pubdb.html>

Sponsored by the U.S. Department of Education, this site will lead to numerous documents related to elementary and early childhood education.

Federation of Behavioral, Psychological, and Cognitive Science

<http://federation.apa.org>

The Federation's mission is fulfilled through legislative and regulatory advocacy, education, and information dissemination to the scientific community. Hotlink to the National Institutes of Health's Project on the Decade of the Brain.

The National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org>

NAEYC is the nation's largest organization of early childhood professionals. It is devoted to improving the quality of early childhood education programs for children from birth through the age of eight.

Project Zero

<http://pzweb.harvard.edu>

Following 30 years of research on the development of learning processes in children and adults, Project Zero is now helping to create communities of reflective, independent learners; to enhance deep understanding within disciplines; and to promote critical and creative thinking.

UNIT 4: Development During Childhood: Family and Culture

Childhood Injury Prevention Interventions

<http://depts.washington.edu/hiprc/>

Systematic reviews of childhood injury prevention interventions on such diverse subjects as adolescent suicide, child abuse, accidental injuries, and youth violence are offered on this site.

Families and Work Institute

<http://www.familiesandworkinst.org>

The Families and Work Institute conducts policy research on issues related to the changing workforce, and it operates a national clearinghouse on work and family life.

The National Parent Information Network (NPIN)

<http://ericps.crc.uiuc.edu/npin>

NPIN's site contains resources related to many of the controversial issues faced by parents raising children in contemporary society. Discussion groups are also available.

Parentsplace.com: Single Parenting

<http://www.parentsplace.com/>

This resource focuses on issues concerning single parents and their children. The articles range from parenting children from infancy through adolescence.

UNIT 5: Development During Adolescence and Young Adulthood

Adolescence: Change and Continuity

<http://www.personal.psu.edu/nxd10/adolesce.htm>

This site offers a discussion of puberty, sexuality, biological changes, cross-cultural differences, and nutrition for adolescents, including a look at obesity.

AMA—Adolescent Health On-Line

<http://www.ama-assn.org/ama/pub/category/1947.html>

This AMA adolescent health initiative describes clinical preventive services that primary care physicians and other health professionals can provide to young people.

American Academy of Child and Adolescent Psychiatry

<http://www.aacap.org/web/aacap/>

Up-to-date data on a host of topics that include facts for families, public health, and clinical practice may be found here.

Ask NOAH About: Mental Health

<http://www.noah-health.org/english/illness/mentalhealth/mental.html>

NOAH's Web site contains information about child and adolescent family problems, mental conditions and disorders, suicide prevention, and much more.

UNIT 6: Development During Middle and Late Adulthood

The Alzheimer Page

<http://www.biostat.wustl.edu/ALZHEIMER/>

Links to a wide range of sites devoted to Alzheimer's disease and dementia can be found here.

American Psychological Association's Division 20, Adult Development and Aging

<http://www.aging.ufl.edu/apadiv20/apadiv20.htm>

Dedicated to studying the psychology of adult development and aging, this division provides links to research guides, laboratories, instructional resources, and other related areas.

Grief Net

<http://rivendell.org>

Produced by a nonprofit group, Rivendell Resources, this site provides many links to the Web on the bereavement process, resources for grievers, and support groups.

National Aging Information Center (NAIC)

<http://www.aoa.dhhs.gov/naic/>

This service by the Administration on Aging is a central source of data on demographic, health, economic, and social status of older Americans.

Rose.Net's "For Seniors Only"

<http://www.rose.net/seniors.htm>

Several sites are listed here that could be of interest to members of the senior community.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.dushkin.com/annualeditions/>.

UNIT 1

Genetic and Prenatal Influences on Development

Unit Selections

1. **Brave New World**, James Trefil
2. **The First Human Cloned Embryo**, Jose B. Cibelli, Robert P. Lanza, Michael D. West, and Carol Ezzell
3. **A State of the Art Pregnancy**, Karen Springen
4. **Shaped by Life in the Womb**, Sharon Begley
5. **The Mystery of Fetal Life: Secrets of the Womb**, John Pekkanen

Key Points to Consider

- Will knowledge of the human genome and embryonic stem cell research lead to an operating and repair manual for the human body? Why do some people oppose stem cell research?
- What is cloning? What is therapeutic cloning? What is parthenogenesis? What ethical considerations are involved in these new technologies?
- How will technology change the course of pregnancy in the future? Will state-of-the-art gestation include medical care of the fetus?
- What are the long-term effects of pregnancy on adult health?
- Describe the long-term effects of health status during pregnancy on the development of mental abilities in infants and children.



Links: www.dushkin.com/online/

These sites are annotated in the World Wide Web pages.

American Academy of Pediatrics (AAP)

<http://www.aap.org>

Basic Neural Processes

<http://psych.hanover.edu/Krantz/neurotut.html>

Evolutionary Psychology: A Primer

<http://www.psych.ucsb.edu/research/cep/>

Genetics Education Center

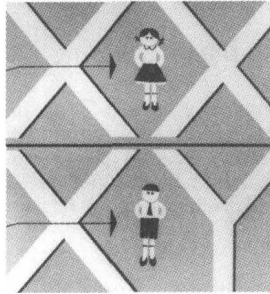
<http://www.kumc.edu/gec/>

Serendip

<http://serendip.brynmawr.edu/serendip/>

Contents

<i>To the Reader</i>	iv
<i>Topic Guide</i>	xii
<i>Selected World Wide Web Sites</i>	xvi



UNIT 1 Genetic and Prenatal Influences on Development

Five selections discuss genetic influences on development and the role of lifestyle, including the effects of substance abuse, on prenatal development.

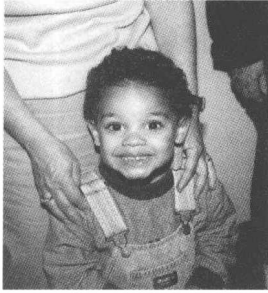
Unit Overview	xviii
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Part A. Genetic Influences

- 1. Brave New World**, James Trefil, *Smithsonian*, December 2001
 James Trefil articulates the who, what, where, when, and why of stem-cell research in this article. He answers most of the questions you wanted to know about stem cells, cloning, and **genetic engineering**. The history of in-vitro fertilization and DNA manipulation in the 1970s is followed by an up-to-date statement of President George Bush's position on stem cells. 2
- 2. The First Human Cloned Embryo**, Jose B. Cibelli, Robert P. Lanza, Michael D. West, and Carol Ezzell, *Scientific American*, January 2002
 Will human cloning represent the dawn of a new age in biology and medicine? What are the **moral and ethical** concerns of making **genetic** materials from cloned humans? Will researchers stop with therapeutic cloning for treatment of diseases or move to reproductive cloning to make new humans? These issues are discussed by three researchers who are very involved in cloning. 6

Part B. Prenatal Influences

- 3. A State of the Art Pregnancy**, Karen Springen, *Newsweek*, Special Issue, Spring 1999
Prenatal diagnosis in the twenty-first century will assess the **health** of unborn babies and predict future **physical development** very early in pregnancy. Fetal DNA analysis will also allow more fetal surgery to repair malformations. A transmitter in the uterus may prevent preterm deliveries. This article also gives 10 tips for a healthy pregnancy without using technological assistance. 13
- 4. Shaped by Life in the Womb**, Sharon Begley, *Newsweek*, September 27, 1999
 The **genetic** basis of diabetes and other diseases is undisputed. However, new research suggests that conditions during gestation influence the risk of manifesting adult disease. This new **health** paradigm is creating a plethora of suggestions for altering **nutrition, stress, exercise, and drug use** during the **prenatal** period. 16
- 5. The Mystery of Fetal Life: Secrets of the Womb**, John Pekkanen, *Current*, September 2001
 Environment affects **prenatal development**. This article reviews known dangers (e.g., **alcohol and drug use**, viral infections) and recently discovered endocrine disrupters (e.g., chemicals in our air, food, and water). The author gives advice on **exercise, nutrition, and health maintenance** to optimize the **physical and cognitive status** of the offspring. 23



UNIT 2

Development During Infancy and Early Childhood

Six selections profile the impressive abilities of infants and young children, examine the ways in which children learn, and discuss the development of ethics and morality in early childhood.

Unit Overview

32

Part A. Infancy

6. Four Things You Need to Know About Raising Baby, Joanna Lipari, *Psychology Today*, July/August 2000

In this article, Joanna Lipari explains the synthesis of important aspects of areas of **infant development**—**genetic inheritance**, **physical development**, **cognitive skills**, and **emotional attachment**—into a new view that equates **parenting** behaviors to software that promotes the growth of the baby's brain (hardware). Lipari discusses **attachment** theory and compares "old thinking" about raising baby with research-guided "new thinking."

34

7. The World of the Senses, Joan Raymond, *Newsweek*, Special Issue, Fall/Winter 2000

The human infant arrives in the world with **physically developed** senses, which are fine-tuned at a rapid pace. The most rapid brain metabolism occurs in the areas that process vision, hearing, and touch in the first 3 months. This article describes each of the senses and gives suggestions for how they can be exercised to maximize **cognitive** abilities.

37

8. Who's Raising Baby?, Anne R. Pierce, *The World & I*, February 2002

What happens to **self-esteem** and **emotional/personality development** when babies are rushed to do everything sooner and better than others? The author contends that **parenting** and **infancy** should be more about love of learning. Through play, babies discover their individuality and **genetically** driven interests. Pressuring them to conform to **gender-appropriate** activities (e.g., sports, ballet) or academic pursuits is miseducation.

40

Part B. Early Childhood

9. Wired for Thought, Sharon Begley, *Newsweek*, Special Issue, Fall/Winter 2000

The "Mozart effect" suggests that playing classical music in **early childhood** stimulates **cognition**. New research supports the idea that **genetically preprogrammed** children's brains learn early and quickly. **Education** should emphasize **language** and playful interactions with **emotionally attached** caregivers as well as music.

45

10. Psychosexual Development in Infants and Young Children, Alice Sterling Honig, *Young Children*, September 2000

Early childhood is a time of sexual curiosity. **Parenting** and caregiving practices that are open, honest, and accepting of this fact encourage **emotional health**, **self-esteem**, and **gender identity**. The author discusses **physical and cognitive development**, sexuality, and the major theories regarding **psychosexual development**.

48

11. Raising a Moral Child, Karen Springen, *Newsweek*, Special Issue, Fall/Winter 2000

Parents are held responsible for **ethics and morality** training during **early childhood**. Our **culture** has fewer moral role models than before and more and more **aggression and violence**, increasing the urgency for moral lessons. Karen Springen relays the advice of several experts on how to help preschoolers learn right from wrong.

56



UNIT 3

Development During Childhood: Cognition and Schooling

Seven selections examine human development during childhood, paying specific attention to social and emotional development, cognitive and language development, and development problems.

Unit Overview

58

Part A. Cognition

12. Intelligence: The Surprising Truth, Stephen Ceci, *Psychology Today*, July/August 2001

How much intelligence is **genetically predetermined** and how much depends on **education**? Stephen Ceci presents a dozen research-supported facts about **cognition** and IQ that will surprise many readers. There are many types of intelligences and some of them are correlated with simple things like **nutrition** and reflex speed.

60

13. Child Psychologist: Jean Piaget, Seymour Papert, *Time*, March 29, 1999

Jean Piaget, named one of the top 100 people of the twentieth century, was neither an **education** nor a psychology expert, yet he founded the field of **cognitive science**. His **creative** genius took children's thoughts and **language** seriously. Children, he correctly states, are **creative**. They test theories like scientists do. Their ways of learning require that they be given time to do so.

64

14. Metacognitive Development, Deanna Kuhn, *Current Directions in Psychological Science*, October 2000

Cognitive development that reflects on itself is called metacognition. Understanding intellectual performance will allow parents, teachers, and others to help children develop effective metacognitive awareness. Deanna Kuhn suggests that knowledge of metastrategies will help us to understand how **education** occurs or fails to occur.

66

Part B. Schooling

15. "High Stakes Are for Tomatoes", Peter Schrag, *The Atlantic Monthly*, August 2000

This article raises questions about the widespread use of assessment tests to judge the performance of students and **schools**. The frenzy for higher performance and accountability is shackling **creative** teaching, driving out good teachers, and creating undue student **stress**. Are tests **culturally biased**? Will a testing backlash lower **educational standards**?

70

16. The Future of Computer Technology in K–12 Education, Frederick Bennett, *Phi Delta Kappan*, April 2002

The author argues that the **computer culture** will benefit **education**. **Creative** individuals can develop software with many **cognitive** advantages. However, the improvements will not happen until teaching undergoes a major alteration. **Parents**, politicians, and citizens must want this to happen.

74

17. Choosing to Learn, Bobby Ann Starnes and Cynthia Paris, *Phi Delta Kappan*, January 2000

In the Foxfire approach to **education**, students help **create** curriculum and decide how they will learn. Their **self-esteem** as well as their grades improve when they are allowed to make academic and **ethics** choices. The authors argue that academic choice and academic integrity can be interdependent without anarchy.

79

18. **The Trauma of Terrorism: Helping Children Cope**, Ilene R. Berson and Michael J. Berson, *Social Education*, October 2001
The **violence** in New York and Washington, D.C., on September 11, 2001, touched the lives of schoolchildren in a profound way. A **culture** of terrorism fed their imaginations and rocked their **self-esteem**. Ilene and Michael Berson suggest the importance of **education** about diversity in **peers** and others. Adults help when they understand students' vulnerabilities, hopelessness, powerlessness, and impaired performance. Students need to discuss feelings and regain a sense of safety.

85



UNIT 4

Development During Childhood: Family and Culture

Five selections discuss the impact of home and culture on child rearing and child development. The topics include parenting styles, family structure, violence, and cultural influences.

Unit Overview

92

Part A. Family

19. **Raising Happy Achieving Children in the New Millennium**, Alice Sterling Honig, *Early Child Development and Care*, Volume 163, 2000
This article is packed with excellent advice on care that **creates self-esteem and emotionally happy** and **cognitively achieving** children. Alice Honig stresses the need to **educate parents** early, even before the birth of their child, especially if parents have experienced **depression, drug abuse, or family violence**. Family aides must be sensitive to different **cultures**.

94

20. **Generation XXL**, Geoffrey Cowley, *Newsweek*, July 3, 2000
Obese children suffer **physically** and **emotionally**. In the United States, one in three children is overweight or at risk of becoming so. **Health** problems due to obesity affect 6 million American children. Physical education classes have vanished in a majority of **schools**. Family/parenting recommendations include more **exercise** and better **nutrition**, including portion control, for children to achieve vigor and **self-esteem** benefits.

111

21. **Kids Who Don't Fit In**, Pat Wingert, *Newsweek*, March 22, 1999
A child's **emotional intelligence** may have a genetic basis, but **family/parenting** skills can help children fit in better with **peers** and in social situations. This article discusses early signs of emotional disability. **Play and kindness stories in school** and at home can foster more empathy. Social skills therapy may also help both parents and children.

114

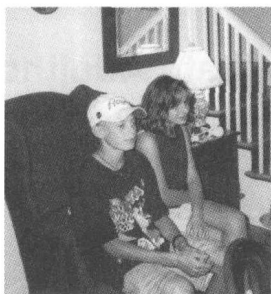
Part B. Culture

22. **Are Boys the Weaker Sex?**, Anna Mulrine, *U.S. News & World Report*, July 30, 2001
American **culture, parents, and schools** are struggling with boys. **Gender** differences include more **aggression** and impulsivity but less efficient learning, less **emotional** control, and less **peer** intimacy. Male emotions are linked more with action than words. Consequences include **moral** problems, insults to **self-esteem**, and **depression**.

117

23. **Effects of Maltreatment and Ways to Promote Children's Resiliency**, Barbara Lowenthal, *Childhood Education*, Summer 1999
Violence (abuse, severe injuries, natural disorders) leaves children at risk for **stress** disorders, **emotional/personality** disorders, **health** problems, **cognitive** disorders, and **depression**. Such negative experiences cause abnormal neuronal activity that, in turn, disrupts brain development, creating greater risks to the neurons now than in adulthood. Interventions to prevent further maltreatment and to promote resiliency are suggested.

121



UNIT 5

Development During Adolescence and Young Adulthood

Six selections explore a wide range of issues and topics concerning adolescence and early adulthood.

Unit Overview

126

Part A. Adolescence

24. **Meet the Gamma Girls**, Susannah Meadows, *Newsweek*, June 3, 2002

Is **gender** convergence creating more **aggression** in the **peer culture** of bitchy **adolescent** girls? This article describes "mean girls," "wannabes," and "Gamma girls." The latter are emotionally healthy, attached to their **parents**, **self-confident**, and **physically fit**, engaging in **exercise** and extracurricular activities.

128

25. **Why the Young Kill**, Sharon Begley, *Newsweek*, May 3, 1999

Quotes from experts on **adolescent psychology** and neurobiology show that **aggression/violence** probably requires a particular environment of **stress**, lack of **morality** training, and/or negligent **parenting** imposed on a temperamentally vulnerable child with a **genetic** predisposition to an antisocial **personality**. Such doubly jeopardized youth lack the skills to restore their sense of **self-esteem** when faced with perceived injustices.

134

26. **Generation 9-11**, Barbara Kantrowitz and Keith Naughton, *Newsweek*, November 12, 2001

Adolescents are reexamining their **moral values**, **drug use**, **language**, **racism**, **gender roles**, and **career choices** in the wake of September 11, 2001. **Family** and patriotism have become cool again. Many more students want to understand Arabs and Islam than react aggressively against them. Reducing **stress** and seeking peace are goals of **youth**.

137

Part B. Young Adulthood

27. **The Feminization of American Culture**, Leonard Sax, *The World & I*, October 2001

Emotional maturity is equated with expressing feelings in contemporary **culture**. In 50 years, **gender** stereotypes have reversed: women are now being considered more mature than men. School girls are 3 years ahead of boys in **language** skills. Male **self-esteem** is plummeting. Are males' **genetic** traits being feminized by estrogen-like modern chemicals? The author explores this possibility.

143

28. **The Happy Divorce: How to Break Up and Make Up**, Nora Underwood, *Maclean's*, January 21, 2002

In the United States and Canada, collaborative law is making happier **divorces** as well as happier **marriages** possible for **young adults**. Old **gender** interests are set aside and neither man nor woman seeks to be victor over loser. The couple's primary interests are to remain friends and not to harm children. These win-win methods leave everyone **emotionally healthier**.

149

29. **The Coming Job Boom**, Daniel Eisenberg, *Time*, May 6, 2002

The author contends that the **young adult culture** can **create** jobs for themselves by attending to trends and getting training and **education** in coming boom areas. **Stressful jobs** such as those in **health care** (e.g., nursing, pharmacy) are already plentiful. Skilled tradespeople, computer experts, administrators, and geologists will be in greater demand as the baby boomers retire.

153