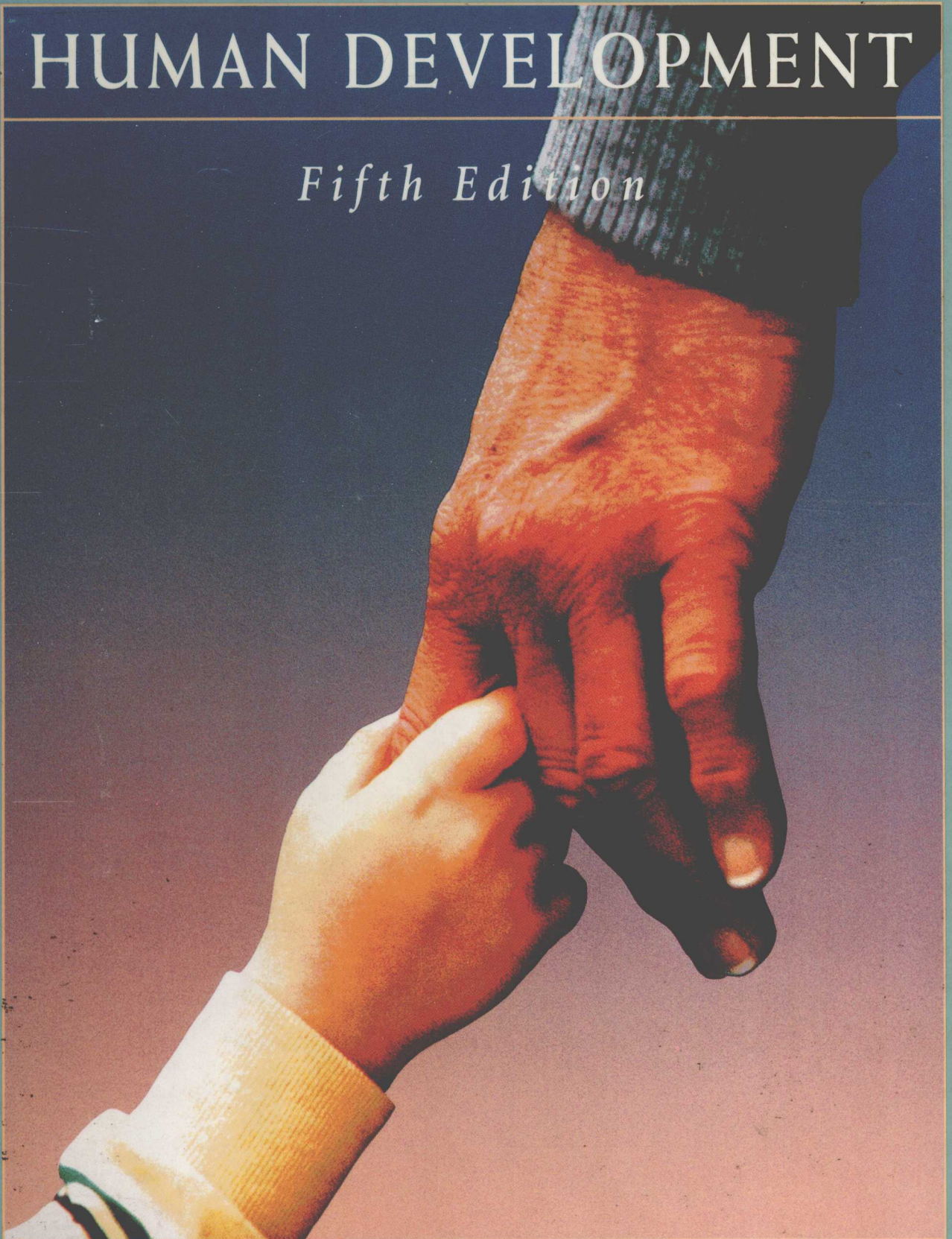


HUMAN DEVELOPMENT

Fifth Edition



James W. Vander Zanden

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James W. Vander Zanden

The Ohio State University



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HUMAN DEVELOPMENT

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Preface

I write this preface with a twinge of guilt. It is not uncommon for authors to recount the considerable anguish and burden they experienced while writing their books. Usually, the authors also relate the sacrifices made by their loved ones—typically the spouse and children—while “the author” absorbed himself or herself in the tedious labor. Yet, in all candor, researching and writing this and the earlier editions of *Human Development* has not caused me personal anguish, nor has it imposed hardships on my family. I enjoy the work immensely, and both my family and I have benefited from the insights we have gained from the project across the years.

As noted in the prefaces to previous editions, I had an important personal reason for my deep concern with many of the matters discussed in the text. Several years prior to beginning the first edition, my wife became ill and subsequently died. Our younger son was then an infant and his older brother a toddler. Consequently, except for teaching part-time at Ohio State University, I dropped out of academic life for about five years and functioned more or less as a full-time parent. I found that researching and writing *Human Development* (and subsequently seeing it through later editions) offered profound help in the rearing of my sons. In the early editions, the boys were frequently about, playing in the yard or the living room while I worked on the book in the adjoining den. As is characteristic of youngsters, they were periodically in and out of the den on one matter or another. From time to time, I would take breaks and visit or play with them and their friends. Time has marched on. My sons are now young adults, have received their Ph.D. degrees

in computer science (one from Cornell University at age 24 and the other from the University of Illinois at age 25), and are living happy, productive, and rewarding lives. Even though they are no longer home, we continue to share a warm, caring, and rich relationship.

As a male who reared his youngsters in a single-parent home, I find truth in the argument that equal opportunity for women in public spheres is severely impaired by a gender-role differentiation in which women are assigned primary responsibility for raising children. The childrearing years are also the years that are typically most critical in the development of a career. During this period of the life span, professors secure tenure at good universities; lawyers and accountants become partners in top firms; business managers make it onto the fast track; and blue-collar workers find positions that generate high earnings and seniority. Rearing youngsters is time consuming and disruptive of the activities that commonly make for an orderly and successful career. It is a tragic commentary on our society that those individuals most immediately charged with caring for and raising children are penalized for doing so in countless social and economic ways, particularly in the workplace. I, too, encountered these difficulties. Yet, in hindsight, I would not exchange the rewards and satisfactions I found in parenthood for all the laurels offered by the academic community.

Seeing this textbook through its various editions has been a highly personal and satisfying experience for another reason. As a youngster, I experienced considerable abuse. Indeed, at two-and-a-half years of age I underwent surgery to

repair severe internal damage and bleeding inflicted by my father. Due to this and continuing abuse, it is hardly surprising that I had a troubled childhood and adolescence. Nor is it accidental that, in adulthood, I became intrigued by the study of human behavior and made it my career. *Human Development* is testimony to my own search for answers and my dedication to the betterment of the human condition.

I hope that students who read this textbook find answers to questions they have about their own lives, much as I have done in researching and writing it. It is my earnest desire that, through courses in human development and developmental psychology, people may move toward Abraham Maslow's ideal and become self-actualized men and women. From such courses, they should acquire a new vision of the human experience and a sharpening of their observational and analytical skills. In doing so, perhaps they may come to lead fuller, richer, and more fruitful lives.

Most of us share the belief that education is not the sum of eight, twelve, sixteen, or even twenty years of schooling. Instead, it is a lifelong habit, a striving for growth and wise living. Education is something we retain when we have lost our texts, burnt our lecture notes, and forgotten the minutiae we have learned for an exam. Therefore, textbooks that are bereft of controversy and unanswered questions leave students believing that facts are the stuff of education. From these textbooks students derive a false sense of security borne of cramming their heads with information rather than refining their minds with analysis. Consequently, many of the boxes in this edition of *Human Development* offer students an opportunity to think critically about social issues and how these issues relate to their personal lives and world. In sum, the stuff of human development is ultimately real people living their lives in a real world.

Happily, I have seen the field of human development grow and mature over the five editions of this text. I find this fact extremely gratifying and rewarding. In preparing the first edition—published in 1978—I found abundant literature on infancy, early childhood, and old age. But the intervening years of the life span (early and middle adulthood) were only sparsely represented by authoritative studies. Fortunately, this state of affairs has changed. A rich core of material on adulthood now exists, and we can draw upon it for a deeper understanding of this section of the

life span. The growth of this field has increased the satisfaction I have felt in preparing this fifth edition.

Readers of earlier editions will find other evidence of change. In the initial editions, for instance, I highlighted the work of Harry F. Harlow and his associates that dealt with deprivation in infant monkeys. Due to advances in current research and theory, I no longer include this information. We now possess studies that directly examine deprivation and abuse in human infants, research that is not subject to species-specific concerns. Although a number of professors have urged me to reintroduce the material on Harlow, I am committed to utilizing research that is both current and timely. At points, this task has not been an easy one, especially when certain research studies evoke such fond memories. I vividly remember Harlow recounting his excitement and enthusiasm about the infant monkeys during a course I took with him at the University of Wisconsin!

Organization and Focus

As in its previous editions, the fifth edition of *Human Development* features a chronological approach to studying the life span. The twenty-one chapters are organized, by age periods, into nine parts. Within each of these parts, the first chapter addresses physical and cognitive development, and the second chapter discusses issues in psychosocial development. The revised Part One introduces the student to central methods and theories utilized in the study of human development, such as Chapter 1's detailed discussion of how we literally change ourselves in the course of our behavior through the interaction of heredity and environment. Part Two, which discusses prenatal and neonatal periods, commences the study of the individual throughout the life span.

In terms of the text's approach to the study of the life span, this edition of *Human Development* emphasizes development in context. This approach focuses on the development of people within families and the larger ecological context implied by this theme. By examining the groundbreaking work of developmentalists Urie Bronfenbrenner and Paul Baltes, students will fully understand the complex network of "developmental tasks" that shape us as we move through the life span.

Multidisciplinary Approach

Human Development provides students with a vast wealth of information, both in terms of theory and application. This information, however, is not limited only to psychological research and theory. Prepared with a multidisciplinary approach, this edition of *Human Development* draws upon recent contributions made to the disciplines of medicine, sociology, anthropology, biology, history, and women's studies. This approach allows students to see that the study of human development is contingent upon a diverse body of knowledge which incorporates a variety of world views and theoretical approaches.

Thinking Critically

As stated above, a course on human development should do more than provide students with a body of scientific findings. Rote memorization of definitions and facts does not "do justice" to the dynamic nature of this subject matter. We must encourage students to think critically and creatively about their own development and how it is shaped by the world around them. This text will provide students with a deeper understanding of the human experience and the factors that mold our life course.

In addition, *Human Development* will aid students in honing their analytical and observational skills. These new abilities, however, will not be limited only to the classroom. Students will emerge from this course with skills and strategies for overcoming the numerous obstacles that face them throughout the life span. Examples of this kind of material include a detailed discussion of in vitro fertilization (Chapter 3), substance abuse and its effects during pregnancy (Chapter 4), alternative birthing methods (Chapter 4), sexual abuse (Chapter 10), divorce and its correlation to aggressive behavior in children (Chapter 10), teenage parents (Chapter 14), role conflicts and depression in women (Chapter 15), homosexuality (Chapter 16), mid-life changes (Chapter 17), battered women (Chapter 18), and caring for aging parents (Chapter 20).

Commitment to Diversity

In the past, *Human Development* was lauded for its sensitivity to issues of race, class, gender, and

ethnicity. The fifth edition continues this legacy by integrating information on cross-cultural, minority, and gender differences wherever possible. Many texts relegate this material to one section, thus perpetuating the marginalization that is so prevalent in our society. The fifth edition of *Human Development* utilizes an integrative approach to demonstrate our commitment to diversity. As teachers and students, constant attention to these issues is an imperative component of our task.

Specific examples of extensive cross-cultural coverage are an examination of the plight of children throughout the world (Chapter 6), cross-cultural communication patterns and research on deaf babies (Chapter 7), a discussion of cross-cultural intelligence findings (Chapter 9), minority students and school performance (Chapter 12), prejudice in later childhood (Chapter 12), cross-cultural issues at work in adolescence (Chapter 14), cross-cultural pregnancy statistics (Chapter 14), and cross-cultural differences in aging (Chapter 20).

New to the Fifth Edition

Expanded Section Coverage on Crucial Issues in Life Span Development. The fifth edition of *Human Development* is unrivaled in its detailed coverage of numerous critical issues. Each chapter features new sections that seek to expand coverage of important new findings. This unique feature manifests our commitment to students' learning and overall breadth of knowledge. Included are detailed discussions of AIDS in children and adults (Chapters 4, 14, and 21), comprehensive coverage of Carol Gilligan's groundbreaking research on self-esteem in adolescent girls (Chapter 13), an updated discussion of genetic screening and counseling (Chapter 3), an important section on Sudden Infant Death Syndrome and drug babies (Chapter 5), a thoroughly revised and much applauded section on language acquisition (Chapter 7), an updated section on learning disabilities and their relationship to the locus of control and learning theory (Chapter 12), new material on maternal employment (Chapter 16), and a searching look at the right-to-die movement (Chapter 21).

Practical and Informative Boxed Material. In an effort to highlight the most current issues in a comprehensive and accessible manner, new

boxes are included in almost every chapter of the text. These boxes reinforce important points in the text's coverage and allow students to understand the real-life applications implicit in the study of human development. New boxes cover the sharp rise in cesarean sections (Chapter 4), the crisis in foster care and its implications for the potential resurgence of orphanages (Chapter 8), the mother-blaming epidemic in our culture (Chapter 8), Robert Coles's work on the spiritual life of children (Chapter 11), hyperactivity (Chapter 12), new findings on academic achievement in Japanese, Taiwanese, and U.S. children (Chapter 12), rape and sexual assault (Chapter 15), sociological approaches to poverty (Chapter 16), and the controversy surrounding the "living will" issue (Chapter 21).

Positive Approach to Adulthood and Aging.

The text features an extensive, honest discussion of the aging process. Topics discussed include the latest research and theory on biological aging, Alzheimer's disease, memory and cognitive functioning, elderly satisfaction, theories of adjustment, institutional care, psychosocial aging, and bereavement windows.

The Most Current Research and Theory.

Human Development's fifth edition includes comprehensive discussions of the ground broken by inspirational researchers and theorists such as Bruner, Maccoby, Elkind, Gilligan, Ainsworth, Sroufe, Kübler-Ross, Kagan, Belsky, Baumrind, and Izard. By featuring the most current findings in research and theory, we may truly see evidence of our increased understanding of the life span.

New Photo Program. In thumbing through this new edition, one will undoubtedly note the beauty and creativity of our new photo program. The photos and illustrations utilized in *Human Development* display our continued commitment to diversity. Sensitivity to race, class, gender, ethnicity, and ability (or disability) is of tantamount importance, and this is reflected in the photos we have chosen for this edition.

New References. The fifth edition is not only a useful teaching tool but a thoroughly updated resource for students and instructors as well. Hundreds of new references have been added to the fifth edition of *Human Development*. These new elements are integrated throughout the entire text.

Supplements

Human Development is accompanied by a complete ancillary package of the highest caliber, conceptualized and crafted by Corinne Crandell and Thomas Crandell. The *Student Study Guide* features chapter outlines, summaries, key terms, learning objectives, and self-tests to aid the student in preparing for exams. The *Instructor's Manual* is an excellent resource and reference for the professor, providing learning objectives, alternative ideas for teaching the material that are both creative and rigorous, discussion questions, lecture outlines, student projects, and class exercises. The *Test Bank* includes a balanced mix of factual and conceptual multiple-choice questions that are indexed to the text. Computerized versions of the test bank are available for IBM compatible PCs (5¼" and 3½" disk sizes) and Macintosh PCs.

Acknowledgments

In truth, authors have but a small part in the production of textbooks. Consider the thousands upon thousands of researchers who have dedicated themselves to the scholarly investigation of human behavior and life-span development. Consider the labors of countless journal editors and reviewers who assist them in fashioning intelligible reports of their research findings. And, consider the enormous effort expended by the personnel of research-grant agencies and reviewers who seek to funnel scarce resources to the most promising studies. Indeed, a vast number of scholars across the generations have contributed to our contemporary reservoir of knowledge regarding human development. Textbook authors simply seek to assemble the research in a coherent and meaningful manner.

More specifically, a number of reviewers helped me shape and guide the manuscript into its final form. They appraised the clarity of expression, technical accuracy, and completeness of coverage. Their help was invaluable, and I am deeply indebted to them. They include: Dana H. Davidson, University of Hawaii; Timothy Lehmann, Valencia Community College; Bonnie R. Seegmiller, Hunter College; Paul A. Susen, Mount Wachusett Community College; Dennis Thompson, Georgia State University; Joseph M. Tinnin, Richland College; and Alvin Y. Wang, University of Central Florida. Also, many thanks to Linda Mittiga for helping me organize the many pages of unwieldy manuscript.

I thank everyone at McGraw-Hill who helped to produce this attractive, stylish book: James R. Belser, senior editing supervisor; Armen Kojoyian, designer; Richard Ausburn, production supervisor; Kathy Bendo, photo manager; and Barbara Salz, photo editor. It has been a team undertaking at all times.

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James W. Vander Zanden

HUMAN DEVELOPMENT

Contents in Brief

Preface	xiii	
PART ONE <i>The Study of Human Development</i>		1
Chapter 1	Introduction	3
Chapter 2	Developmental Theories	33
Chapter 3	Biological Foundations	65
PART TWO <i>The Prenatal and Neonatal Periods</i>		89
Chapter 4	Prenatal Development and Birth	91
Chapter 5	The Newborn	123
PART THREE <i>Infancy: The First Two Years</i>		145
Chapter 6	Infancy: Development of Basic Competencies	147
Chapter 7	Infancy: Cognitive and Language Development	175
Chapter 8	Infancy: Psychosocial Development	199
PART FOUR <i>Early Childhood: 2 to 6</i>		229
Chapter 9	Early Childhood: Expanding Competencies	231
Chapter 10	Early Childhood: Integration into the Human Group	265
PART FIVE <i>Later Childhood: 7 to 12</i>		299
Chapter 11	Later Childhood: Advances in Cognitive and Moral Development	301
Chapter 12	Later Childhood: The Broadening Social Environment	329
PART SIX <i>Adolescence</i>		353
Chapter 13	Adolescence: Developmental Acceleration and Gains	355
Chapter 14	Adolescence: Threshold of Adulthood	389
PART SEVEN <i>Early Adulthood</i>		413
Chapter 15	Early Adulthood: Perspectives and Development	415
Chapter 16	Early Adulthood: Love and Work	449
PART EIGHT <i>Middle Adulthood</i>		479
Chapter 17	Middle Adulthood: Continuity and Change	481
Chapter 18	Middle Adulthood: Love and Work	509
PART NINE <i>Later Adulthood</i>		537
Chapter 19	Later Adulthood: Physical and Cognitive Development	539
Chapter 20	Later Adulthood: Psychosocial Development	565
Chapter 21	Death	589
Appendix A: Genetics and Heredity		611
Bibliography		621
Indexes		689

Contents

PREFACE xiii

PART ONE *The Study of Human Development* 1

CHAPTER 1

INTRODUCTION 3

- The Major Concerns of Science 4
- A Framework for Studying Development 5
- Partitioning the Life Span: Cultural and Historical Perspectives 12
- The Nature of Developmental Research 15
- Ethical Standards for Human Development Research 27
- SUMMARY 28 KEY TERMS 29

CHAPTER 2

DEVELOPMENTAL THEORIES 33

- Psychoanalytic Theories 35
- Behavioral Theory 43
- Humanistic Theory 45
- Cognitive Theory 47
- Evolutionary Adaptation Theory 53
- Theoretical Controversy 58
- SUMMARY 60 KEY TERMS 61

CHAPTER 3

BIOLOGICAL FOUNDATIONS 65

- Reproduction 66
- Genetics 73
- Heredity-Environment Interactions 84
- SUMMARY 92 KEY TERMS 92

PART TWO *The Prenatal and Neonatal Periods* 89**CHAPTER 4****PRENATAL DEVELOPMENT AND BIRTH** 91

Stages of Prenatal Development 92

Prenatal Environmental Influences 98

Birth 106

Complications of Pregnancy and Birth 115

SUMMARY 119 **KEY TERMS** 120**CHAPTER 5****THE NEWBORN** 123

Newborn Behaviors 124

The Senses 135

Individual Differences among Newborns 139

SUMMARY 144 **KEY TERMS** 144**PART THREE** *Infancy: The First Two Years* 145**CHAPTER 6****INFANCY: DEVELOPMENT OF BASIC COMPETENCIES** 147

Physical Growth 148

Motor Development 158

Perceptual Development 164

SUMMARY 171 **KEY TERMS** 172**CHAPTER 7****INFANCY: COGNITIVE AND LANGUAGE DEVELOPMENT** 175

Cognitive Development 176

Language and Thought 180

Theories of Language Acquisition 185

Language Development 191

SUMMARY 196 **KEY TERMS** 197

CHAPTER 8

INFANCY: PSYCHOSOCIAL DEVELOPMENT 199

The Development of Emotion and Social Bonds 200

Early Parenting: Myths and Facts 214

SUMMARY 227 **KEY TERMS** 228**PART FOUR** *Early Childhood: 2 to 6* 229

CHAPTER 9

EARLY CHILDHOOD: EXPANDING COMPETENCIES 231

Cognitive Development 232

Information Processing and Memory 245

Cognitive Foundations for Social Interaction 248

Gender Identification 252

SUMMARY 261 **KEY TERMS** 262

CHAPTER 10

**EARLY CHILDHOOD: INTEGRATION
INTO THE HUMAN GROUP** 265

Family Influences 266

Peer Relationships 284

SUMMARY 297 **KEY TERMS** 297**PART FIVE** *Later Childhood: 7 to 12* 299

CHAPTER 11

**LATER CHILDHOOD: ADVANCES IN COGNITIVE
AND MORAL DEVELOPMENT** 301

Cognitive Sophistication 302

Understanding Emotion and Dealing with Fear 309

Moral Development 311

Prosocial Behavior 323

SUMMARY 325 **KEY TERMS** 326

CHAPTER 12

LATER CHILDHOOD: THE BROADENING SOCIAL ENVIRONMENT 329

The World of Peer Relationships 330

The World of School 342

SUMMARY 351 KEY TERMS 352

PART SIX *Adolescence* 353

CHAPTER 13

ADOLESCENCE: DEVELOPMENTAL ACCELERATION AND GAINS 355

Puberty 356

The Development of Identities and Self-Concepts 366

Cognitive and Moral Development 374

SUMMARY 385 KEY TERMS 386

CHAPTER 14

ADOLESCENCE: THRESHOLD OF ADULTHOOD 389

Peers and Family 390

Dating, Love, and Sexuality 394

Vocational Choice 403

Some Special Issues 404

SUMMARY 412 KEY TERMS 412

PART SEVEN *Early Adulthood* 413

CHAPTER 15

EARLY ADULTHOOD: PERSPECTIVES AND DEVELOPMENT 415

Developmental Perspectives 416

The Search for Periods in Adult Development 424

Physical Changes and Health 434

Cognitive Development 440

SUMMARY 445 KEY TERMS 446

CHAPTER 16

EARLY ADULthood: LOVE AND WORK 449

Options in Lifestyles 449

The Family Life Cycle and Parenthood 460

Work 472

SUMMARY 475 KEY TERMS 477

PART EIGHT *Middle Adulthood* 479

CHAPTER 17

MIDDLE ADULthood: CONTINUITY
AND CHANGE 481

Physical Changes and Health 482

Personality Across the Adult Years 494

Adaptation Across the Adult Years 501

SUMMARY 506 KEY TERMS 506

CHAPTER 18

MIDDLE ADULthood: LOVE AND WORK 509

The Psychosocial Domain 510

The Workplace 524

SUMMARY 535 KEY TERMS 536

PART NINE *Later Adulthood* 537

CHAPTER 19

LATER ADULthood: PHYSICAL AND COGNITIVE
DEVELOPMENT 539

Aging: Myth and Reality 540

Biological Aging 550

Cognitive Functioning 553

SUMMARY 561 KEY TERMS 561

CHAPTER 20**LATER ADULTHOOD: PSYCHOSOCIAL
DEVELOPMENT 565**

The Psychosocial Domain 566

Theories of Adjustment to Aging 569

Psychosocial Aspects of Aging 572

SUMMARY 585 KEY TERMS 586**CHAPTER 21****DEATH 589**

The Dying Process 590

The Quest for "Healthy Dying" 594

Bereavement 602

SUMMARY 608 KEY TERMS 609**APPENDIX A****GENETICS AND HEREDITY 611****BIBLIOGRAPHY 621****KEY TERM INDEX 689****INDEXES****Name Index 691****Subject Index 705**

Part One



The Study of Human Development

