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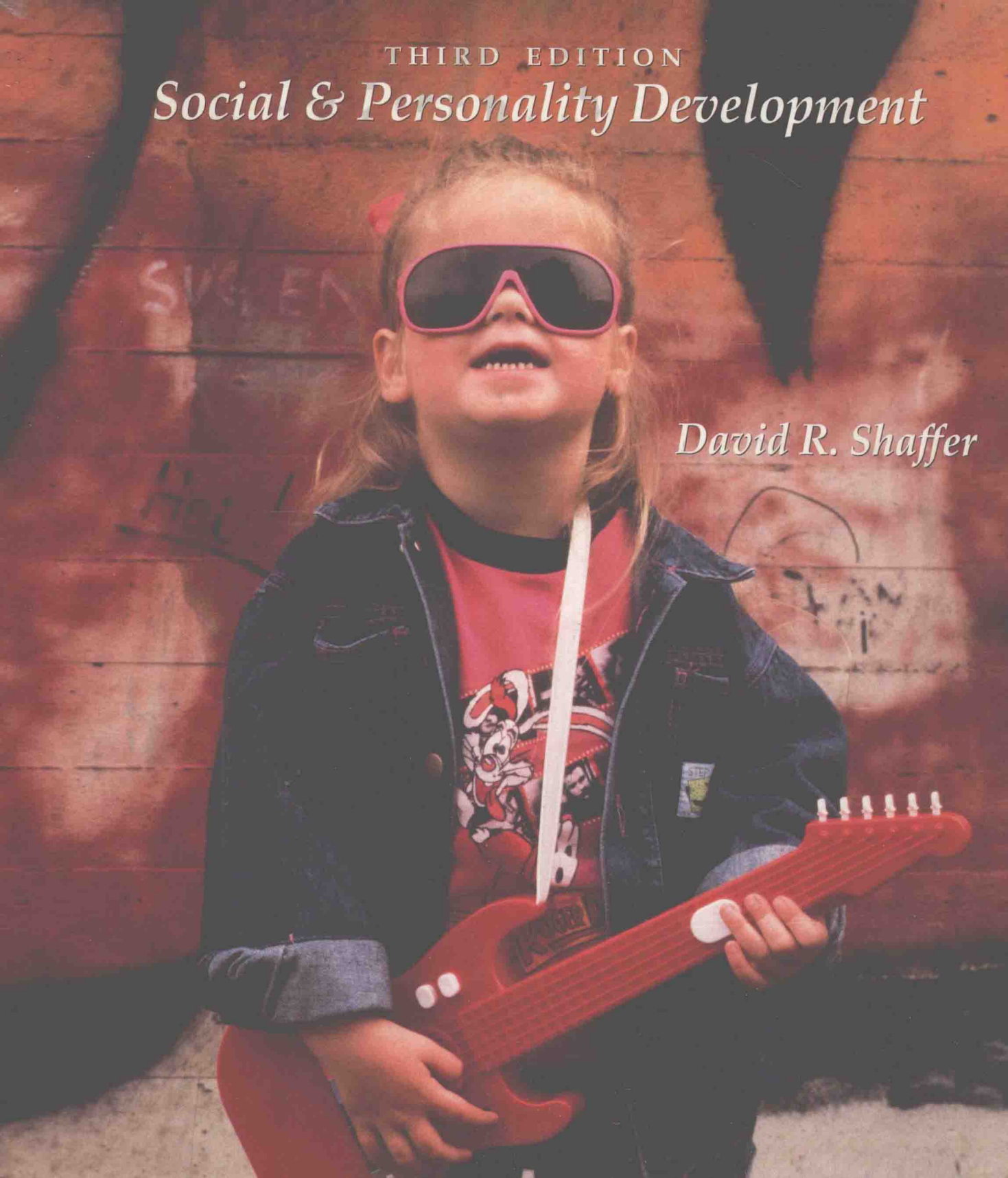

David R. Shaffer

3RD EDITION

Social & Personality Development

David R. Shaffer
UNIVERSITY OF GEORGIA

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Preface

In the preface to the first edition, I expressed an opinion that the study of social and personality development had come of age and the hope that my book reflected that fact. Clearly, the former premise turned out to be correct—so correct, in fact, that the information explosion that has occurred over the past fifteen years has rendered earlier editions of this volume hopelessly obsolete.

My purpose in revising *Social and Personality Development* has been to produce a current and comprehensive overview of the discipline that reflects the best theories, research, and practical wisdom that social developmentalists have to offer. Throughout my many years of teaching, I have tried to select rigorous, research-based textbooks that are also interesting, accurate, up to date, and written in concise, precise language that my students can easily understand. I believe that a good text should talk to, rather than at, its readers, anticipating their interests, questions, and concerns and treating them as active participants in the learning process. A good "developmental" text should also stress the processes that underlie developmental change, so that students come away from the course with a firm understanding of the causes and complexities of whatever aspect(s) of development the text strives to present. Last but not least, a good text is a relevant text—one that shows how the theory and research that students are asked to digest can be applied to a number of real-life settings. The present volume represents my attempt to accomplish all of these objectives.

Philosophy

Certain philosophical views are inherent in any systematic treatment of a discipline as broad as social and personality development. My philosophy can be summarized as follows:

- *I emphasize theory and believe in theoretical eclecticism.* And my reasons for doing so are straightforward: The study of social and personality development is now a well-established scientific discipline—one that has advanced because of the efforts of a large number of researchers who have taught us so much about

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developing children by formulating theory and systematically evaluating their theoretical hypotheses. This area of study has a very rich theoretical tradition, and all the theories we will review have contributed in important ways to our understanding of social and personality development. Consequently, this book will not attempt to convince its readers that any one theoretical viewpoint is "best." The psychoanalytic, behavioristic, cognitive-developmental, social information-processing, ethological, ecological, and behavior genetic viewpoints (as well as several less encompassing theories that address selected aspects of development) are all treated with respect.

- *The best information about human development comes from systematic research.* To teach this course effectively, I believe that one must convince students of the value of theory and systematic research. Although there are many ways to achieve these objectives, I have chosen to contrast modern developmental psychology with its "prescientific" origins and, then, to discuss and illustrate the many methodological approaches that developmentalists use to test their theories and answer important questions about developing children and adolescents. I've taken care to explain why there is no "best method" for studying social and personality development, and I've repeatedly stressed that our most reliable knowledge is based on outcomes that can be replicated using a variety of methods.
- *I favor a strong process orientation.* A major complaint with many developmental texts is that they describe human development without explaining why it occurs. My own "process orientation" is based on the belief that students are more likely to remember what develops and when if they know and understand the reasons why these developments take place.
- *Human development is a holistic process.* Although individual researchers may concentrate on particular topics such as physical development, cognitive development, emotional development, or the development of moral reasoning, development is not piecemeal but *holistic:* Human beings are at once physical, cognitive, social, and emotional creatures, and each of these components of "self" depends, in part, on changes that are taking place in other areas of development. Clearly, this is a "specialty" book that focuses primarily on the social and emotional aspects of development. However, I have striven to paint a holistic portrait of the developing person by stressing the fundamental interplay between biological, cognitive, social, and ecological influences in my coverage of each and every facet of social and personality development that we will discuss.
- *A developmental text should be a resource book for students—one that reflects current knowledge.* I have chosen to cite more than 600 very recent studies and reviews (published since the second edition) to ensure that my coverage, as well as any outside readings that students may undertake, will represent our current understanding of a topic or topics. However, I have tried to avoid the tendency, common in textbooks, to ignore older research simply because it is older. In fact, many of the "classics" of social and personality development are prominently displayed throughout the text to illustrate important breakthroughs and to show how our knowledge about developing persons gradually builds on earlier findings and insights.

Content

Though not formally divided into parts, the book can be viewed in that way. The first four chapters (which could be construed as Part One) present an orientation to the discipline and the tools of the trade, including a thorough discussion and illustration of research methodologies (Chapter 1), and substantive reviews of psychoanalytic, ethological, sociobiological, and behavior genetic theories (Chapter 2), the behavioristic and ecological viewpoints (Chapter 3), and cognitive/social-cognitive perspectives (Chapter 4). An important feature of this coverage is its analyses of the contributions and limitations of each research method and each of the major theoretical traditions.

Chapters 5–12 (which could be labeled Part Two) focus on the "products," or outcomes, of social and personality development, including early social and emotional development (Chapter 5) and its implications for later development (Chapter 6); development of the self (Chapter 7); achievement (Chapter 8); sex typing and sex-role development (Chapter 9); aggression and antisocial conduct (Chapter 10); altruism and prosocial development (Chapter 11); and moral development (Chapter 12).

The final section (or Part Three) of the text explores the settings and contexts in which people develop and could be labeled the "ecology" of development. Here the focus is on the family as an agent of socialization (Chapter 13) and on three important extrafamilial influences: television and schools (Chapter 14) and children's peer groups (Chapter 15).

New to This Edition

The third edition contains several important changes in the treatment of theoretical as well as topical issues. These changes include expanded coverage of both contextual and biological influences on development and a heavier emphasis on adolescent development. The empirical literature has been extensively updated, with the result that nearly half of the references date from 1987 (when the second edition appeared) through early 1993 (when this book went into production).

All chapters have been thoroughly revised to incorporate new topics and to better reflect recent developments in our discipline. The major alterations and additions from the second edition include the following:

- In Chapter 1, the coverage of the discipline's historical underpinnings has been expanded and the discussion of research methods has been reorganized to make this important material easier for the student to learn, remember, and appreciate.
- A discussion of the sociobiological perspective has been added to Chapter 2, which now also includes a stronger critique of inferences and conclusions drawn from behavior genetics research.
- Bronfenbrenner's ecological systems theory is presented in Chapter 3 to illustrate a modern contextualist perspective on social and personality development. Coverage of Vygotsky's "collaborative learning" as a central mechanism in the socialization process is also part of the revision.

- Chapter 4 has been rewritten to compare Piaget's cognitive-developmental theory with attribution theory and other modern social-cognitive perspectives.
- Chapters 5 and 6 have been extensively updated to reflect recent knowledge about the development and regulation of emotions, the personal and contextual factors that contribute to insecure emotional attachments (including the newly identified disorganized/disoriented attachment pattern), the long-term correlates of secure and insecure attachments, and the variables that most influence children's long-term adjustment to maternal employment and day care.
- Chapter 7 includes a major new section on the development of self-regulation and self-control. Also presented are a "new look" at the character of preschool children's self-concepts and extensive coverage of parental and peer contributions to children's self-esteem and adolescents' identity statuses (including recent research on problems minority youths may face in forging a personal identity).
- Recent research on the development of mastery/achievement motivation in preschool children is highlighted in Chapter 8, which also devotes much more attention to cultural and subcultural influences on achievement.
- The latest research on the modification of gender stereotypes and its implications for sex typing is an important addition to Chapter 9.
- Chapter 10 now focuses more intently on the implications of childhood aggression for the development of delinquency and antisocial conduct. Exciting new research on the *victims* of child aggression is also discussed.
- Recent research on the links between empathy, role-taking, felt responsibility, and altruism is an important addition to Chapter 11.
- A comparison of the processes by which parents and peers influence children's moral reasoning is featured in Chapter 12.
- Expanded coverage of the adolescent's quest for autonomy and the parental practices that foster or inhibit this process is included in Chapter 13. This chapter on familial influences also contains new sections on prescriptions for a healthy adjustment to divorce and on long-range developmental implications of family violence and child abuse.
- New cross-national data on schooling and academic achievement are now featured in Chapter 14.
- Chapter 15 is new and represents a broadly expanded coverage of the many ways that peers and peer groups influence social and personality development.

Writing Style

My goal has been to write a book that talks directly to its readers and treats them as active participants in an ongoing discussion. I have tried to be relatively informal and down to earth in my writing style and to rely heavily on questions, thought problems, and a number of other exercises to stimulate student interest and involvement. Many of the chapters were pretested on my own students, who provided many useful ideas for clarification and suggested several of the analo-

gies and occasional anecdotes that I've used when introducing and explaining complex ideas. So, with the valuable assistance of my student-critics, I have attempted to prepare a volume that is substantive and challenging but that reads more like a story than an encyclopedia.

Special Features

Among the features I've included to make the book more interesting and the material easier to learn are the following:

- *Boxes*. Each chapter contains boxes that call attention to important issues, ideas, or applications. The aim of the boxes is to permit a closer and more personal examination of selected topics, while stimulating the reader to think about the questions, controversies, and practices under scrutiny. All the boxes were carefully selected to reinforce central themes in the text.
- *Outlines and chapter summaries*. Outlines at the beginning of each chapter provide the reader with a preview of what will be covered. Each chapter concludes with a succinct summary that allows the student to quickly review the chapter's major themes.
- *Glossary*. A glossary of more than 400 key terms and concepts is provided at the end of the book. It includes all items appearing in boldface type throughout the text. References for the pages in which the glossary items appear for the first time can be found in the index.
- *Subtitles*. Subtitles are employed very frequently to keep the material tightly organized and to divide the coverage into manageable bites.
- *Italics*. Italics are used liberally throughout the text to emphasize important findings and conclusions.
- *Illustrations*. Photographs, figures, and tables appear frequently throughout the text. Although these features are designed, in part, to provide visual relief and to maintain student interest, they are not merely decorations. All visual aids, including the occasional cartoons, were selected to illustrate important principles and outcomes and thereby further the educational goals of the text.
- *Testing file* (for the instructor). An extensive testing file is available to all instructors who adopt *Social and Personality Development*. The text file for each chapter consists of 60 to 110 multiple-choice items, five to ten discussion questions, and page references for the answer to each question.

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As is always the case with projects as large as this one, there are many individuals whose assistance was invaluable in the planning and production of this volume. I'll begin by expressing my gratitude to the following expert reviewers for their many, many constructive and insightful comments and suggestions: James Carson of the University of California–Riverside, Beverly Fagot of the University of Oregon, Lois Hoffman of the University of Michigan–Ann Arbor, Michelle L. Kelley of Old Dominion University, Roberta Kestenbaum of the University of

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Last, but not least, the staff at Brooks/Cole has once again applied its professionalism and skills to the production of *Social and Personality Development* (3rd Edition). I am grateful to Fiorella Ljunggren, Production Services Manager, for her dedication to my books over the course of many years; to Micky Lawler, the manuscript editor, for her meticulous editing; to Cecile Joyner of The Cooper Company for carrying out the production of the book with skill and efficiency; to Vernon T. Boes for contributing his artistic talent and creativity to the design of the book; to Karen Wootten for securing the necessary permissions; and to Larry Molmud and Sue C. Howard for handling the photo program. Finally, sponsoring editor Vicki Knight was there from the inception of the project, providing her knowledge and wisdom and interjecting just enough humor into our discussions to keep me on track. Vicki is truly a consummate professional and is responsible for many of the improvements in this book's latest edition. I am very fortunate to have had her assistance and counsel.

David R. Shaffer

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