

The Developing Person Through the Life Span

Fourth Edition

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City University of New York

With the assistance of

ROSS A. THOMPSON

University of Nebraska—Lincoln

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The Developing Person Through the Life Span, Fourth Edition

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About the Author



Kathleen Stassen Berger received her undergraduate education at Stanford University and Radcliffe College, and earned an M.A.T. from Harvard University and an M.S. and Ph.D. from Yeshiva University. Her broad experience as an educator includes directing a preschool, teaching philosophy and humanities at the United Nations International School, teaching child and adolescent development to graduate students at Fordham University, and teaching social psychology to inmates earning a paralegal degree at Sing Sing Prison.

For the past twenty-five years at Bronx Community College of the City University of New York, Professor Berger has taught introductory psychology, child and adolescent development, adulthood and aging, social psychology, abnormal psychology, and human motivation. Her students—who come from many ethnic, economic, and educational backgrounds and have a wide range of interests—consistently honor her with the highest teaching evaluations. She recently received the Golden Acorn Award for Outstanding Service to Children.

Professor Berger is the author of *The Developing Person Through Childhood and Adolescence*, currently being used at over 460 colleges and universities, and she has contributed articles on developmental topics to the *Wiley Encyclopedia of Psychology* as well as book reviews to various professional journals. Her research interests include adolescent identity, sibling relationships, and employed mothers. She is also active in the community, including serving as president of her local school board. As the mother of four daughters and the daughter of two parents in their 90s, Kathleen Stassen Berger brings to her teaching and writing ample first-hand experience with human development.

Preface

Teaching and learning are not just my profession and my vocation: they are my passion. I deeply believe that we all live richer, fuller, and more connected lives when we understand ourselves and others and the social contexts that affect us all. Just as deeply, I believe that developmental psychology can be a powerful impetus and guide for moving people toward such understanding.

Consequently, when I began the first edition of this book sixteen years ago, I had a single goal in mind: to reveal the study of life-span development as the intriguing, exciting, and critically important discipline I myself find it to be. Years of teaching and studying had convinced me that a text should respect students' interests and experiences and at the same time reflect the complexity of human development—without being condescending or, alternatively, so overburdened with theoretical and academic details as to be dull and difficult. I wanted to present theory, research, practical examples, and controversial issues in such a way as to inspire critical thinking, insight, and pleasure as well. The response of instructors and students to *The Developing Person Through the Life Span* has been enormously gratifying, encouraging me to believe that the book is fulfilling its goal, and at the same time making me eager to improve as well as update each new edition.

Changes and Highlights of This Edition

Development means change, day-by-day, year-by-year, era-by-era, as well as continuity throughout. Every new life is similar to those that preceded it, but is also affected by new circumstances—scientific, technological, cultural, and so on. Accordingly, this new edition reflects new research, perspectives, and contexts that shape our lives. Revisions are apparent on every page, but four particularly pervasive shifts should be noted.

Social Contexts

Throughout this edition I have given added emphasis both to the ways development is shaped by each individual's specific social context and to the developmental diversity that exists across social contexts. This added emphasis includes particular attention to the impact that income, education, ethnicity, race, sex, and historical period can have on developmental outcomes.

The theme of diversity within universal patterns is evidenced especially in discussions of cultural influences on development. On a wide variety of topics—ranging from infants' sleep schedules, children's perception of spanking, and adolescents' propensity to take risks to adults' selection of career patterns and mates and elders' decisions about whether to retire, where to live, and how to die—I have tried to show how cultural differences in values and customs shape individual development throughout the life span.

Cognitive Development

The cognitive chapters have been reorganized and reoriented to reflect the latest research findings. In infancy, perception and memory are given new prominence, as is theory of mind in preschool development. This current perspective means that Piagetian theory is no longer preeminent, but I have retained many of Piaget's insights that provide illumination into the thought processes of children and adolescents.

Intellectual development over the years of adulthood is portrayed in its multidimensional complexity, influenced by physical and mental health, personal motivation, past and current education, genetic makeup, declines in information-processing capacity, ageist stereotypes, and social opportunities for new learning. Special emphasis is now given to practical intelligence, creativity, expertise, and ongoing education.

Generations and Cohorts

I see each of us as a link in a generational line of ancestors and descendants, with every birth date signifying membership in a particular cohort. Accordingly, intergenerational themes are woven into the text throughout, helping students to more fully appreciate their own location in the developmental path. Families are shown as the multigenerational, extralegal units that they are, defined more by the support and commitment they provide than by genetic overlap or the specifics of household occupancy. I have also given greater attention to differences in historical experience, showing how these differences affect not only development itself but our understanding of it as well.

Public Policy

It is obvious that laws and institutions can enhance or limit development; it is less apparent but equally true that individual decisions—and often the individual voice—can influence the political process. To highlight this interactive view, Public Policy boxes have been included in this edition to focus on some of the most compelling policy issues in human development. Critical issues, both practical and ethical, are presented in their multisided complexity.

New Topics

In addition to the changes and shifts in emphasis noted above, this edition includes a great many new topics that will be of special interest to students.

Here is a sampling of just a few of them:

- heritability and what it does and does not mean
- implications of the Human Genome Project
- teratogenic risk and genetic vulnerability
- preventive medicine in infancy
- sudden infant death syndrome
- the “transient exuberance” of early neural development
- infants’ surprising long-term memory
- effects of early day care
- the contextual dimensions of child maltreatment
- the effects of spanking
- autism and ADHD
- IQ testing and multiple intelligences
- bullies and their victims
- the impact of poverty and homelessness on children
- “gateway drugs” and adolescent drug abuse
- suicide contagion among adolescents
- legal and ethical questions surrounding fertility technology
- spouse abuse
- adapting to the modern workplace
- balancing work and family roles
- health differences related to SES, ethnicity, gender, and geography
- hormone replacement therapy
- the myth of the midlife crisis
- caring for disabled adult children
- the squaring of the population pyramid
- generational equity
- new views on intellectual decline in old age
- assisted suicide and hastening death

In a number of important ways, the book remains unchanged, including its basic organization. The first part consists of four chapters that deal with, respectively, the definitions and goals of development study, the major theories and methodologies of the field, the interplay of heredity and environment, and prenatal development and birth. The remainder of the book is divided into seven parts that correspond to the seven major periods of life-span development—infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood. Each of these parts consists of a trio of chapters dealing with, respectively, biosocial development, cognitive development, and psychosocial development. This topical organization within a chronological framework fosters students’ appreciation of how the various aspects of development are interrelated—of how body, intellect, and personality develop through interaction rather than separately.

The pedagogical aids have also been retained. Thus, at the end of each chapter there is a chapter summary, a list of key terms (with page numbers indicating where the term was introduced), and a series of key questions for reviewing important concepts. At the end of each part there is a full-page chart that provides an overview of the significant biosocial, cognitive, and psychological events covered in that part. A comprehensive glossary at the back of the book lists all the key terms that appear in the text, along with the page number for each term's initial use. One important new pedagogical aid is the addition of an on-page glossary, with definitions of key terms occurring in the margin of the page on which the terms are first used.

Supplementary Materials

As one who has taught many courses in college and graduate school for twenty years, I know that some instructor's aids are not very helpful, and that many of my colleagues ignore them. If this describes you, I urge you to examine the resources available with this book. I think you will be pleasantly surprised by the exceptional quality and usefulness of these supplements.

The *Study Guide* by Richard Straub (University of Michigan, Dearborn) uses the SQ3R format to help students learn more and retain their learning longer. Each chapter includes a review of the key concepts, guided study questions, and section reviews that make students active participants in the learning process. Two practice tests and a challenge test of multiple-choice, true/false, and matching questions help students to determine their degree of mastery of the material. The correct answers to test questions are explained, to ensure understanding.

Each chapter of the *Instructor's Resource Manual* by Richard Straub features a chapter preview and lecture guide, learning objectives, lecture/discussion/debate topics, handouts for group and individual student projects, and supplementary readings from journal articles with introductions and questions. The general resources include course planning suggestions, ideas for term projects, including observational activities, and a guide to commercially available audio-visual and software materials. New to this edition of the Instructor's Resource Manual are internet assignments for instructors to help students access the World Wide Web for better research resources.

A set of acetate *transparencies* of key illustrations, charts, tables, and summary information from the textbook, as well as supplemental material by Richard Straub, is available to adopters.

An extensive *Test Bank*, revised by Carolyn Meyer (Lake Sumter Community College), includes approximately 80 multiple-choice questions and 50 fill-in, true/false, and essay questions for each chapter. Each question is keyed to the textbook topic and page numbers, and its level of difficulty is noted. The *Test Bank* questions are also available with test-generation systems for Windows and Macintosh.

A new supplement, *The Scientific American Frontiers Video Collection for Developmental Psychology*, provides instructors with twelve video segments (approximately 15 minutes each). Use these videos as lecture launchers or to emphasize or clarify material from the text.

The Developing Person Through the Life Span is the textbook that accompanies "Seasons of Life," a telecourse produced by The Annenberg/CPB

Project that first aired on public television in September 1989. A new edition of the telecourse study guide is available from Worth Publishers. Information about the telecourse and its other supplements can be obtained by calling The Annenberg/CPB Project at 1-800-LEARNER.

Finally, students and instructors are encouraged to visit our new World Wide Web site at <http://worthpublishers.com/berger> for additional learning and teaching resources.

Thanks

This book has benefited from the work of the entire community of scholars involved in human development. Foremost of these is Ross A. Thompson, renowned scholar and professor of psychology at the University of Nebraska, Lincoln, who was my coauthor for the fourth edition of *The Developing Person Through Childhood and Adolescence*. His work and influence are strongly felt throughout this book. I have also learned much from conferences, journals, and conversations with fellow developmentalists. Of course, I am particularly indebted to the many academic reviewers who have read various drafts of this book in each edition, providing suggestions, criticisms, references, and encouragement. Each of them has made the book a better one, and I thank them all. I especially wish to thank those who reviewed this new edition:

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The editorial, production, and marketing people at Worth Publishers are dedicated to meeting the highest standards of excellence. Their devotion of time, effort, and talent to every aspect of publishing is a model for the industry. When I decided to publish with them, I was told I would have to work twice as hard as I would for any other publisher, and that the result would be many times better. It is true, and I am grateful.

I particularly would like to thank Peter Deane, my editor, who has helped me through every edition of this book, maintaining his perseverance,

brilliance, creativity, and humor despite sometimes compelling reasons not to. Without him, the book would lose much of its elegance and good sense. I also deeply appreciate the efforts of the production staff, and of Timothy Prairie, a meticulous and unflappable production editor, who are responsible for the high quality of the book's appearance. My thanks also go to Barbara Anne Seixas, who bore the burden of trying to keep this book on schedule.

Dedication

The first edition of my first textbook was dedicated to "my students, who have provided inspiration throughout." Later editions were dedicated to various family members and to my editor. With this edition I return to students, but now in a wider perspective and context. *The Developing Person Through the Life Span*, 4th edition, is dedicated to the synergy of all students and their teachers, and to the sparks that connect them when learning transforms them.

New York City
May, 1997

A handwritten signature in cursive script that reads "Katharine Stassen Berger". The signature is written in dark ink and is positioned to the right of the typed name and date.

The Developing Person
Through the Life Span



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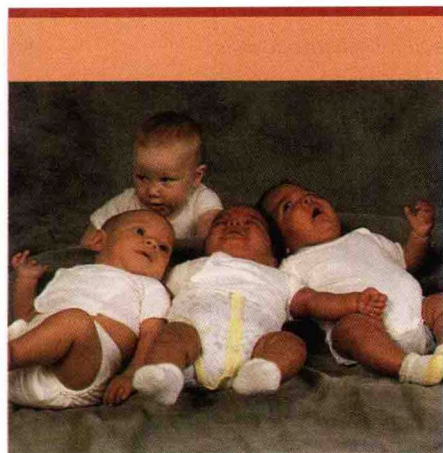
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