

UNDERSTANDING DEVELOPMENT



Sandra Scarr • Richard A. Weinberg • Ann Levine

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Sandra Scarr

University of California

Richard A. Weisberg

University of Minnesota

Ann Levine

Under the General Editorship of
Jerome Kagan
Harvard University



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To our children:
Brett and Eric
Karen, Phillip, Rebecca, and Stephanie
who have taught us about human development
from infancy to adulthood
and
about a species made up of distinctive individuals.
Thank you for growing up to be yourselves.
And to our spouses:
James Walker, Gail Weinberg, and Stacy Holmes
Who could ask for anything more?

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PREFACE

Developmental psychology is changing. Many books are still rooted in ideas that have been discarded in the mid-1980s. This textbook is based on current theory and research, in which two of the authors, Sandra Scarr and Richard A. Weinberg, are participants. Most developmentalists have now accepted a cognitive view of complex learning, even while retaining a healthy respect for simple conditioning. Most espouse a biological view of the basic processes of development, grounded in the science of genetics and the theory of evolution, while crediting experience with an important facilitating role. They see social and emotional development both as an expression of the human developmental pattern, with all the variability that implies, and as a product of the individual's personal history of encounters with the social environment. They have discarded old dichotomies of nature and nurture, innate versus learned, body and mind in favor of an integrated view of how all of these factors work together to make our species human and individuals unique.

This text sets forth a modern synthesis that incorporates biological and social knowledge about every aspect of human development. We do not drop genetics after the first two chapters; nor do we ignore social events in the beginning chapters. Rather, the book weaves a coherent story for students about the biosocial wonders of human development from conception to adolescence.

Understanding Development is organized chronologically and topically. Each of the sections on infancy, the preschool years, middle childhood, and adolescence contains chapters on perceptual-cognitive development and social-emotional development, as well as a chapter on



another set of topics especially important to that phase of development. The section on early childhood includes a chapter on language; the section devoted to middle childhood contains a chapter on intelligence and creativity; the section covering adolescence includes a chapter on physical growth and sexuality. By combining the “whole child” approach of a chronologically structured text with a topical organization within each period of development, this book reflects the best of both pedagogical worlds.

We have created a number of special aids to understanding development. Seven *Profiles* featured between chapters are in-depth interviews of prominent investigators by Ann Levine, not excerpts from previously published articles. We believe that these interviews offer students a unique opportunity to visit with some of the leading developmental psychologists in the field. Their accounts of how they became involved in their particular area, what they find most challenging about their work, and what interests them most today constitute a personalized, informal history of modern developmental psychology. Urie Bronfenbrenner recounts the multicultural childhood that led to his interest in human ecology; Robert McCall tells why he is devoting his time to communicating scientific findings to mass audiences; Mary Ainsworth describes how she “discovered” attachment and methods for studying its development; Willard Hartup makes an eloquent statement on the long-overlooked importance of peers in a child's development; John Flavell reevaluates Piaget's theory of cognitive development in light of his own and other contemporary research; Carol Gilligan explains the feminist critique of theories

of moral development; James Marcia describes how he devised empirical measures of Erikson's concept of identity and what he has found.

Boxed *Insights* offer case histories, cross-cultural perspectives, commentary, and applications of ideas and topics discussed in the text. Important terms, highlighted in boldface type, are defined in the text and in a glossary at the end of the book. Each chapter contains a summary and an annotated list of suggested readings. Most chapters conclude with a *Highlights Chart* that gives an overview of developments in the area and age range covered in the chapter. The wall chart enclosed with each copy of the text is designed to help students visualize the intertwining threads of cognitive, social-emotional, and physical development, from conception to adulthood. The set of ethical standards for research with children published by the Society for Research in Child Development makes up the appendix.

The test file, study guide, and instructor's manual for *Understanding Development* focus on a grasp of the major concepts in the text as well as on factual knowledge.

Throughout, our goal has been to make sophisticated ideas easy to understand. We believe that students who are majoring in psychology and considering a career in the field will find the book informative and provocative. We also believe that students who are majoring in business, nursing, English, or another field and are taking developmental psychology as a required course or elective will come away with a deeper appreciation of children, parenthood, friendships, and cognition as these grow and change over the years.

This book arises from a fifteen-year collaboration between two of the authors, Sandra Scarr and Richard A. Weinberg, whose work in developmental behavior genetics and clinical research with schoolchildren, respectively, has produced more than thirty coauthored projects.

Understanding Development is a culmination of our joint thinking, discussions, and synthesizing of developmental psychology. In 1983 we began a fortunate association with writer Ann Levine, whose background in sociology has prompted us to direct more attention to social problems and practical applications.

We thank everyone at Harcourt Brace Jovanovich who helped to turn our dog-eared manuscript into an attractive, stylish book: Marcus Boggs, who supported this project enthusiastically from his first days in San Diego; Craig Avery, our hard-laboring manuscript editor; and the art and production staffs. Judith Greissman, the HBJ alumna who convinced us to write a textbook, has been friend and editor to all of us for many years. We thank Jerome Kagan, General Editor in psychology, for his helpful reviews of early drafts of the manuscript. And we thank the subjects of our profiles for their honesty, humor, insights, and advice.

Sandra Scarr
Richard A. Weinberg
Ann Levine

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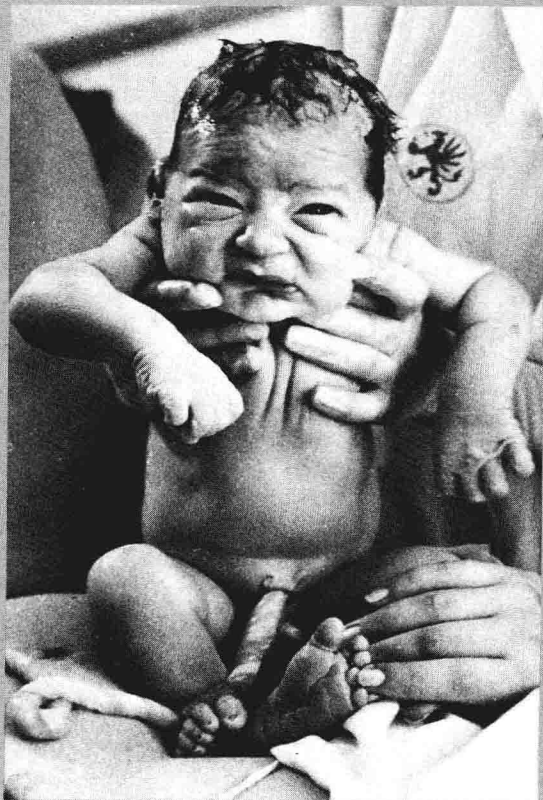
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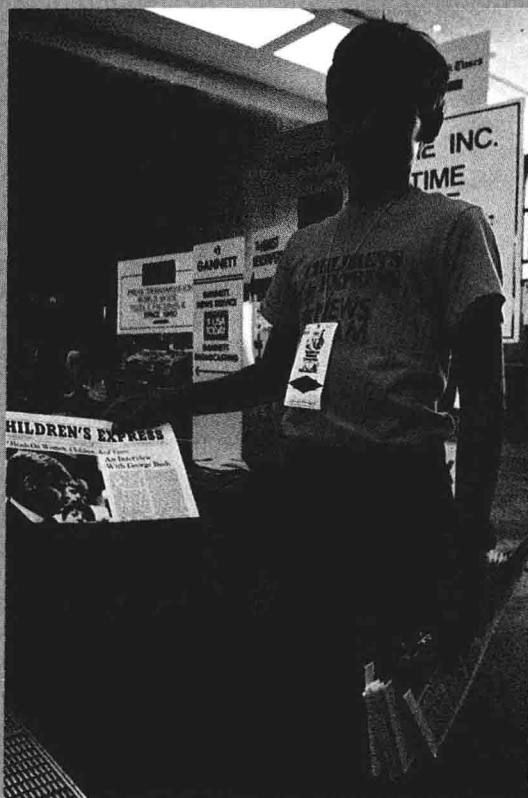
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UNDERSTANDING DEVELOPMENT