Lawrence B. Schiamberg

Second Edition

Human Development

Human Development

SECOND EDITION

Lawrence B. Schiamberg
MICHIGAN STATE UNIVERSITY

with contributions by Gale Spirtas Schiamberg

Macmillan Publishing Company
NEW YORK

Collier Macmillan Publishers
LONDON

Copyright © 1985, Macmillan Publishing Company,
a division of Macmillan, Inc.

Printed in the United States of America.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the Publisher.

Earlier edition copyright © 1982 by Macmillan Publishing Company.

Macmillan Publishing Company
866 Third Avenue, New York, New York 10022

Collier Macmillan Canada, Inc.

Library of Congress Cataloging in Publication Data

Schiamberg, Lawrence B.
Human development.

Includes bibliographies and index.
1. Developmental psychology. I. Title.
[DNLM: 1. Human Development. BF 713 S329h]
BF713.S33 1985 155 84-16996
ISBN 0-02-406870-5

Printing: 1 2 3 4 5 6 7 8 Year: 5 6 7 8 9 0 1 2

ISBN 0-02-406870-5

Dedication

For a book that deals, in part, with the vital contributions of the family to human development, it is fitting that this book be dedicated to my family—Gale, Scott, Bruce, and Elizabeth Schiamberg, Mr. and Mrs. Louis Schiamberg, and to the memory of Mr. and Mrs. Abraham Spirtas.

Preface

This book is primarily intended for introductory courses in life-span human development offered in departments of child/human development and family studies. It is appropriate for similar courses in such fields as psychology, social work, medicine, nursing, and education. The basic approach of the book is to treat human development as a process that involves the *mutual, reciprocal,* and *dynamic interaction* of the human being with the significant *contexts* of life (e.g., family, work, community, neighborhood, and culture) including the "significant others" of the life experience (e.g., parents, siblings, peers, neighbors, friends, and teachers). I shall refer to this approach as the *systems* or *ecological* perspective to human development. My intent is to organize and present to the beginning student vital and up-to-date theory and research in human development in such a *systems* or *ecological* framework. I believe that such a perspective provides the beginning student with a useful technique for approaching the significant issues and problems of human development. The systems perspective in its simplest form is a way of understanding and approaching the holistic and interactive dimensions of human development. Such an approach enables one to understand the complex nature of human development, human behavior, and related social problems. By calling attention to the mutual adaptation between the developing person and the significant contexts of life, the systems perspective helps the student to ask the right "questions" about human development rather than relying on simplistic, overly general, or convenient "solutions." Ackoff (1974) summarizes this position as follows:

*We fail more often because we solve the wrong problem than because we get the wrong solution to the right problem.**

*R. L. Ackoff, *Redesigning the Future: A Systems Approach to Societal Problems* (New York: Wiley, 1974), p. 8.

此为试读,需要完整PDF请访问: www.ertongbook.com

The author believes that a systems perspective provides the student with an important analytical tool as well as a beginning preparation for many significant careers and professional roles involving (but not limited to) housing and environmental design, nutrition, medicine and health sciences, nursing, child development, teaching, adolescent and youth services, gerontology, extension work, social work and social welfare, family economics, psychology, and business.

A major feature of this book is the emphasis on the vital role of contexts of development such as work, family, and neighborhood in human development. This is a unique and much needed perspective since the study of human development is much more than simply describing changes in the individual over time. Rather, the meaningful and practical application of human development concepts requires attention to the *progressive interaction* and *mutual adaptation* of human beings and the significant environments or contexts of life throughout the life span. In the same manner that biologists and zoologists have undertaken to describe plant and animal life by examining the *ecology* or mutual relationships between organisms and their environments, the study of human development becomes richer and more complete by focusing on the ecological or systems perspective. In contrast to the ecology of plant and animal development, the ecological or systems view of human development includes a major focus on the man-made and culturally evolved environments (e.g., schools, computers, television, and work arrangements) which dramatically influence human adaptation and development.

A significant aspect of this book is the complete and comprehensive consideration of the role of the family throughout the life span. Material on the family is presented in such a way that it clearly and specifically relates to the development of the individual human being at each stage of the life cycle. Furthermore, the book gives credence to the still relatively new concept of the family as a *system.* This family-systems approach is consistent with the overall approach of the book as well as providing a critical set of ideas for examining and analyzing the contributions of the family to human growth and development. Attention is given to alternative family forms including the single-parent family as well as to the impact of working mothers.

The balance of coverage of material in this book is appropriate for an introductory course. Each chapter or stage of development is thoroughly covered. The presentation of research is complete, practical, accurate, and up-to-date. A concerted effort has been made to balance necessary depth with a breadth of subjects that introduces the student to important and unique perspectives in a human development textbook (e.g., the issues of teenage pregnancy, home birth, home care for the aged, and the responsibility of middle aged adults for their aging parents).

The text is written in clear, simple, and upbeat prose. The writing style should be particularly appealing to college freshmen and sophomores. The language is straightforward. Students will find the writing style to be refreshingly direct as the more theoretical or research-oriented examples have been intentionally brought "down-to-earth" by specific examples, practical applications, and discussion questions. This has been accomplished without "watering down" the concepts or by "talking down" to the reader. Furthermore, the writing is uncluttered by jargon, flows well and, in so doing, motivates students to read on without getting them bogged down in theory or research.

Given the target audience of this book (the college freshman or sopho-

more), the book incorporates many useful pedagogical devices including application boxes, scenarios, discussion questions (at the end of each chapter and throughout the book), and extra "human" examples—all designed to elaborate on significant theoretical, practical, or research issues, such as day care or emotional stress and physical growth. They encourage students to reflect on their thoughts and opinions and to generate group discussion.

The use of pedagogical devices is designed to personally involve the student through specific questions—"your opinion"—as well as through application boxes and scenarios. In addition, the general variation of topics and the "change of pace" throughout the book makes it enjoyable to read. Another technique to encourage student involvement is the clarification of the "direction" of chapters through outlines at the beginning of each chapter and summaries at the end of each chapter. Furthermore, the text material is intentionally written in a manner that makes ideas "flow" in a natural order. Central ideas are clearly presented followed by clarifying examples and, in many instances, application boxes or scenarios which make the reader "want to" think and talk about the ideas.

The text is accompanied by an instructor's manual and a student guide. The instructor's manual contains student examination questions (including multiple choice questions, true-false questions, short-answer questions, and essay questions), lists of appropriate films, slides, television tapes, numerous student activities, and further information on the systems perspective to human development. The student guide contains chapter outlines, behavioral objectives for each chapter, student review questions, and suggested activities. Overhead projections of selected text material are available from the publisher.

There have been many individuals—family members, professional colleagues, reviewers, friends, photographers, students, typists and staff of Macmillan Publishing Co. Inc.—who have provided important assistance in the rather large and significant task of writing about human development. In particular, I would like to thank my family (Gale, Scott, Bruce, and Elizabeth) for their faithful cooperation and patience in an effort which took many years to complete.

My wife, Gale, deserves particular recognition for her numerous contributions to this book. She was responsible for arranging the vast majority of excellent photographs in the book, updating vital census information, doing thorough research on the many dimensions of human development, and carefully reading the manuscript, galley pages, and page proofs. Her insistence on accuracy, detail, and clear writing will surely be appreciated by students of human development. Were it not for these invaluable contributions, this book would not be a reality.

A special note of appreciation to parents—Mr. and Mrs. Louis Schiamberg—and sisters, brothers, and their families for their longstanding concern and interest. In addition, appreciation is extended to colleagues in the College of Human Ecology at Michigan State University for creating an atmosphere in which such a book can be written: Dean Lois Lund, Dr. Robert Giffore, Dr. Eileen Earhart, the late Dr. Beatrice Paolucci, Dr. Robert Boger, Dr. Jane Oyer, Dr. Donald Melcer, and Dr. Verna Hildebrand. The many excellent photographs in this book are largely the professional work of Darryl Jacobson, David Kostelnik, Wayne Mason, Sylvia Byers, Shan Rucinski, and Hope and Jeffrey Morris. Many students and colleagues in the College of Human

Ecology, Michigan State University provided invaluable contributions to the formulation of ideas that are central to this book.

The contribution of the reviewers was instrumental in the development of this book. Their knowledge of both the field of human development and its students was invaluable. For the first edition, I wish to thank Professors Trevor R. McKee, Joan N. McNeil, Gail F. Melson, Mary Jane S. Van Meter, and Sally Van Zandt, for the second edition, I wish to thank Professors Karen Peterson, Jean E. Poppei, and Bruce Roscoe. I also wish to thank Dr. Dorothy McMeekin of the Department of Natural Science at Michigan State University for her helpful review, suggestions, and critique of genetic factors in Chapter Four. Recognition of appreciation is also extended to the staff of the Lansing Public Library, especially Mr. Joseph Brooks, to the staff of the East Lansing Public Library, especially Sylvia Maribate and John Gleason, and to the staff of the M.S.U. and Library of Michigan Documents Division for their able assistance. Invaluable help arranging infant photographs was provided by the following Lansing, Michigan hospitals: Lansing General, St. Lawrence, and Sparrow.

The editorial and production staff of the college division of Macmillan Publishing Company provided invaluable assistance, guidance, and advice. In particular the senior editor, Mr. Peter Gordon, and the production editor, Eileen Schlesinger, were ever ready with professional advice and personal support. The manuscript was typed most ably by Martha West with contributions by Michele Meyrowitz.

Lawrence B. Schiamberg
East Lansing, Michigan

Contents

1 Basic Concepts and General Principles of Human Development

Purposes of This Book 2

Why Examine Human Development from a Life-Span Perspective? 1

Why Examine Human Development from an Interactional or "Systems" Perspective? 4

The Nature of Human Development 5
Periods of Human Development 6
Principles of Human Development 7

Summary 8

2 Theories of Human Development

Reasons for Examining Theories of Human Development 13

Maturation Theories 13
Major Contributors 15
Evaluation of Maturation Theories 19

Behavior and Learning Theories 19
The Beginnings of Behaviorism and Learning Theories 19
Types of Conditioning 21
An Evaluation of Traditional Behaviorism and Learning Theory 22
Social Learning Theory 23

Cognitive Theory: Piaget 25
Intellectual Organization and Adaptation 25

Assimilation and Accommodation 27
Stages of Cognitive Development 27
Evaluation 28

The Psychoanalytic Tradition 29
Freud 29
Erikson 31
Evaluation of the Psychoanalytic Approach 39

Ecological or Systems Theories 39
European Origins 40
The Kansas Tradition 40
The Ethologists 41
Bronfenbrenner and the "Ecology" of Human Development 41
Evaluation of the Ecological/Systems Perspective 46

Summary 48

3 *The Determinants of Human Development*

Types of Determinants of Development 55
Biological Determinants 56
Environments or "Contexts" of Development 69

The Contexts of Life and the Stages of Human Development 77

Methods for Studying Human Development 81
Naturalistic Studies 81
Clinical Studies 82
Experimental Research 84
Cross-Sectional and Longitudinal Designs 85
Ethical Considerations in Research 87

Summary 88

4 *The Beginning of Life: Genetic Factors and Prenatal Development*

Life Begins 94
Conception 94
Chromosomes and Genes 96
The Production of Body Cells and Sex (Germ) Cells 98
Simple Genetic Transmission 100
Complex Genetic Transmission 111

Prenatal Development: Three Stages 112
Germinal Stage 113
Embryonic Stage 114
Fetal Stage 117

Prenatal Environmental Influences 123
Maternal Nutrition 123
Rh-factor Incompatibility 124
Maternal Physical Characteristics: Age and Size 126

Maternal Emotional State 127
Drugs 128
Smoking and Alcoholic Beverages 131
Maternal Diseases and Disorders During Pregnancy 132

Summary 132

5 The Birth of the Baby: An Emerging Family Relationship

The Birth Process in Context 138

The Development of a Parent—Newborn Relationship 139
Factors in the Relationship 139
Prior to Pregnancy 140
During Pregnancy 142

Birth: Labor and Delivery 143
The Stages of Labor 145
Caesarean Birth 147
Special Techniques 148

After the Birth 150
The Parents 150
The Baby 152
The Relationship Between Parent and Newborn 168
Programs for Families 171

Summary 174

6 Infancy and Toddlerhood

The Infant in the Context of the Family System 180
Why Look at the Family? 183
What Is a Family? 183
What Do Families Do? 186

Physical and Motor Development 190
Physical Growth 190
Motor Development 194

Infant Cognitive Development 199
The Sensorimotor Period 199
Construction of the Permanent Object 203
Space and Time 205
Memory 206

Language Development 206
Functions of Language 207
What Is Language? 207
Properties of Language 207
Theories of Language Acquisition 208
The Course of Early Language Development 210

此为试读,需要完整PDF请访问: www.ertongbook.com

Biological and Maturational Factors 211
The Context of Language Development: The Role of the Family 222

Social and Personality Development 224
The Attachment Relationship: The Context of Selfhood 224
The Emergence of the Sociable Self 235

Summary 238

7 The Preschool Child

The Preschool Child in Context 249
The Family 249
The Neighborhood and the Community as Contexts for Preschooler Development 256
The Peer Group as a Preschool Context 266
The Preschool as a Context for Development 267

Physical Characteristics and Motor Development of Preschool Children 269
Physical Characteristics 269
Environmental Factors Influencing Growth 272
Perceptual Development 274
Motor Development 275

Thinking, Play, and Art 282
The Preoperational Period 283
Play: The Integration of Doing, Thinking, and Language 289
Children's Drawing: The Integration of Movement, Thinking, and Self-Perception 295

Language and the Preschool Child 298
Language and Thinking 298
Language and Communication 298
Language Learning in the Family 301
Language and Culture 302
The Cultural Functions of Language 302

Personality Development 305
The Sense of Self 306
Sex-Role Development 307
Prosocial Behavior 310
Aggression in Preschoolers 314

Summary 317

8 Middle Childhood: A Cultural Beginning

A Systems Overview: The Developing Self in the Contexts of Middle Childhood 328
The Child as a "Competent" Person 328
The School: A Cultural Transfer Mechanism 330
The Family 332

The Community and the Neighborhood 333
The Peer Group 333

The Contexts of the Middle Childhood System 334
The Family Context and the Emerging Self 334
The Neighborhood—Community and the Emerging Self 340
The School as a Context for Development 343
The Peer Group 352
The Impact of the Culture on the Developing Child: Television—a Specific Example 359

Motor Development and Athletic Skills 365
General Characteristics (Six to Twelve Years) 366
Specific Skills 367
Sex Differences in Motor Skills 371

Cognitive Skills 372
The Concrete Operational Period: General Characteristics 373
Dealing with Concepts 374
Conservation 375
Understanding Causality 376

Social and Personality Development 377
Social Cognition 377
Moral Development 381

Summary 388

9 Adolescence

What Is the Period of Adolescence? 396

Who Are Adolescents? 398

The System of Adolescence: An Overview 400
Early Adolescence: The Self in Context 400
Later Adolescence or Youth: The Self in Context 403

The Contexts of the Adolescent System 409
The Culture and the Society as a Context 409
The Community 409
The Family 411
The Peer Group as a Context for Development 417
Education as a Context for Development 424
The World of Work 429

Physical and Sexual Changes in Adolescence 430
General Physical Maturation 431
Sexual Changes 437

Cognitive Development 439
Quantitative Changes in Intelligence 440
Qualitative Changes in Intelligence 440

The Progression of Adolescent Thinking 443
Does Every Adolescent Attain Formal Operations? 443

Social and Personality Development 444
Occupational Identity 445
Sex Role, Identity, and Marriage 448
Moral Development and an Emerging Philosophy of Life 455

A Special Issue—Drug Use 457

Summary 461

10 Early Adulthood: The Entry Years

Who Are Young Adults? 470

The Concept of Maturity 472

Frames of Reference for Looking at Adult Development 474
A Chronological Viewpoint 475
A Biological Perspective 475
A Cultural Perspective 477
A Developmental Perspective 477

The Young Adulthood System: An Overview 482
Organizing an External World 483
Organizing an Internal World 484

The Contexts of the Young Adulthood System 484
The Family 485
The Community 498
The World of Work 498

The Development of the Self in Young Adulthood 503
Physical Changes 503
Intellectual and Cognitive Functioning of Young Adults 508
Personality Development 512

Summary 514

11 Middle Adulthood: The Prime of Life or the Beginning of the End?

Who Are Middle-Aged Adults? 522

The Middle Adulthood System: An Overview 524
Organizing the External World 524
Organizing the Internal World 524

The Contexts of the Middle Adulthood System 528
The Family 528
The Community 537
Career Development and Work 539

The Development of the Self in Middle Adulthood 546
Physical Changes in Middle Age 547

Cognitive Functioning and Learning 555
Personality Development 560

Summary 563

12 Later Adulthood and Aging

Who Are Older Adults? 571
Numbers of Elderly Adults 571
Other Population Characteristics 574

The Later Adulthood System: An Overview 579
The Organization of an External World 579
The Organization of an Internal World 582

The Contexts of the Later Adulthood System 583
The Family 583
The Community 592
Work and Retirement 597

The Development of the Self in Later Adulthood 602
Physical Changes 602
Cognitive Functioning 610
Personality Patterns and Changes 612

Death and Dying 618
The Meaning of Death 619
The Process of Dying 622
Care for Dying Persons 624

Summary 625

Glossary 635

Name Index 649

Subject Index 657

1

Basic Concepts and General Principles of Human Development

Purposes of this Book

Why Examine Human Development from a Life-Span Perspective?

Why Examine Human Development from an Interactional or "Systems" Perspective?

The Nature of Human Development

Periods of Human Development

Principles of Human Development

Summary

Purposes of This Book

This book is written with essentially two purposes in mind.

1. The *first purpose* is to introduce the beginning student of human development to the excitement and challenges of studying the human being through the life span (birth to death).
2. The *second purpose* of this book is to present a framework for thinking about the developing human being in relationship to the significant environments of his or her life. For example, such environments include the family, the school, the peer group, the world of work, the neighborhood, the media, and the community. We will call this holistic approach the *systems perspective*.

Why Examine Human Development from a Life-Span Perspective?

By looking at the development of the person from birth to death, we can begin to understand how each period of development has its own challenges and frustrations and how it relates to other periods of development. The infant and the toddler learn how to control their behavior and fashion a sense of self in relation to the world of the family and of play. The school-aged child adjusts to a new environment (the school) and to a new adult (the teacher) while learning to read, write, and socialize with peers. The adolescent comes to grips with the self in terms of the world of work, career, and social development. The young adult further clarifies vocational direction and lifestyle and may begin intimate social or family relationships. The middle-aged adult consolidates self-development by generating activities that support and strengthen career and social/family associations. And finally, the aging adult

The course of human development is influenced by many people and experiences.

Photograph by Dr. Donald Melcer

此为试读,需要完整PDF请访问: www.ertongbook.com