Brief Contents

1 Fundamentals of Human Development 1

2 Heredity and Environment 32

3 Prenatal Development and Childbirth 60

4 Physical, Cognitive, and Language Development in Infancy and Toddlerhood 96

5 Personality and Sociocultural Development in Infancy and Toddlerhood 131

6 Physical, Cognitive, and Language Development in Early Childhood 159

7 Personality and Sociocultural Development in Early Childhood 187

8 Physical and Cognitive Development in Middle Childhood 223

9 Personality and Sociocultural Development in Middle Childhood 258

10 Physical and Cognitive Development in Adolescence and Emerging Adulthood 285

11 Personality and Sociocultural Development in Adolescence and Emerging Adulthood 316

12 Physical and Cognitive Development in Young Adulthood 349

13 Personality and Sociocultural Development in Young Adulthood 379

14 Physical and Cognitive Development in Middle Adulthood 412

15 Personality and Sociocultural Development in Middle Adulthood 439

16 Physical and Cognitive Development in Older Adulthood 467

17 Personality and Sociocultural Development in Older Adulthood 501

18 Death and Dying 526
Contents

Preface xi

1 Fundamentals of Human Development
1.1 The Nature of Human Development
1.1.1 A Chronological Approach to Lifespan Development
1.1.2 Biology and Environment
1.1.3 The Sociocultural Context
1.1.4 The Domains of Human Development
1.2 Biological and Psychodynamic Frameworks for Human Development
1.2.1 The Role of Theory
1.2.2 Biological Views of Human Development
1.2.3 Psychodynamic Views of Human Development
1.3 Behavioral and Cognitive Frameworks for Human Development
1.3.1 Behavioral Views of Human Development
1.3.2 Cognitive Views of Human Development
1.3.3 Integrating Theoretical Approaches
1.4 The Scientific Approach: Descriptive and Chronological Methods
1.4.1 Descriptive Methods: Case Studies
1.4.2 Studying Development Across Time
1.4.3 Correlation as a Descriptive Tool
1.5 Experimental Approaches: The Study of Cause and Effect
1.5.1 Experiments Focusing on Groups
1.5.2 The Bobo Doll Experiment
1.5.3 The Quasi-Experimental Method
1.5.4 Replication
1.5.5 Summary of Research Methods
1.6 Ethics in Developmental Research
1.6.1 Protection From Harm
1.6.2 Informed Consent
1.6.3 Other Ethics Concerns
1.6.4 Development in Context
Summary 29

2 Heredity and Environment
2.1 Molecular Genetics
2.1.1 Human Cells
2.1.2 DNA
2.1.3 Genes
2.1.4 Protein Synthesis
2.2 Chromosomes, Genes, and Cell Division
2.2.1 Cell Division and Reproduction
2.2.2 From Genotype to Phenotype
2.2.3 The Variation of Traits Among Individuals
2.2.4 Gene–Environment Interactions: The Study of Epigenetics
2.3 Genetic Disorders
2.3.1 Sex-Linked Disorders
2.3.2 Autosomal Disorders
2.3.3 Mitochondrial Disorders
2.3.4 Genetic Counseling
2.3.5 Advances in Genetic Research and Treatment
2.4 Behavior and Environment
2.4.1 Behavior Genetics
2.4.2 Twin and Adoption Studies
2.4.3 Environmental Influences and Contexts
2.4.4 Applied Behavior Analysis
2.5 Environment in a Broader Context: Family and Culture
2.5.1 Family Systems
2.5.2 The Family as Transmitter of Culture
2.5.3 Sociocultural Influences on Development Across the Lifespan

Summary 57

3 Prenatal Development and Childbirth
3.1 Prenatal Growth and Development
3.1.1 Conception and the Germinal Period
3.1.2 The Embryonic Period
3.1.3 The Fetal Period
3.1.4 Developmental Trends
3.2 Prenatal Environmental Influences
3.2.1 Maternal Age
3.2.2 Maternal Health and Nutrition
3.2.3 Prenatal Healthcare
3.2.4 Maternal Diseases
3.3 Drugs and Pollutants in the Prenatal Environment
3.3.1 Prescription and Over-the-Counter Drugs
3.3.2 Alcohol
3.3.3 Tobacco
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.4 Marijuana</td>
<td>75</td>
</tr>
<tr>
<td>3.3.5 Cocaine and Other Amphetamine Drugs</td>
<td>75</td>
</tr>
<tr>
<td>3.3.6 Environmental Pollutants and Radiation</td>
<td>76</td>
</tr>
<tr>
<td>■ Changing Perspectives: Nurse–Family Partnership Program</td>
<td></td>
</tr>
<tr>
<td>3.4 Childbirth</td>
<td>78</td>
</tr>
<tr>
<td>3.4.1 Stages of Childbirth</td>
<td>78</td>
</tr>
<tr>
<td>3.4.2 Approaches to Childbirth</td>
<td>79</td>
</tr>
<tr>
<td>3.4.3 Advances in Technology</td>
<td>80</td>
</tr>
<tr>
<td>3.4.4 Complications in Childbirth</td>
<td>83</td>
</tr>
<tr>
<td>3.5 The Evolving Family</td>
<td>85</td>
</tr>
<tr>
<td>3.5.1 The Transition to Parenthood</td>
<td>85</td>
</tr>
<tr>
<td>■ Current Issues: Kangaroo Care for Low-Birth-Weight Infants</td>
<td>85</td>
</tr>
<tr>
<td>3.5.2 Pregnancy in a Changing World</td>
<td>88</td>
</tr>
<tr>
<td>3.5.3 The Arrival of the Neonate</td>
<td>89</td>
</tr>
<tr>
<td>Summary</td>
<td>92</td>
</tr>
<tr>
<td>4 Physical, Cognitive, and Language Development in Infancy and Toddlerhood</td>
<td>96</td>
</tr>
<tr>
<td>4.1 The Developing Brain</td>
<td>97</td>
</tr>
<tr>
<td>4.1.1 Myelination</td>
<td>97</td>
</tr>
<tr>
<td>4.1.2 Brain Plasticity</td>
<td>97</td>
</tr>
<tr>
<td>4.2 The Neonatal Period</td>
<td>98</td>
</tr>
<tr>
<td>4.2.1 States of Arousal</td>
<td>98</td>
</tr>
<tr>
<td>4.2.2 Learning and Habituation</td>
<td>99</td>
</tr>
<tr>
<td>4.2.3 Neonatal Assessment</td>
<td>99</td>
</tr>
<tr>
<td>4.3 Physical and Motor Development</td>
<td>100</td>
</tr>
<tr>
<td>4.3.1 Cultural Influences on Maturation</td>
<td>100</td>
</tr>
<tr>
<td>4.3.2 An Overview of Physical and Motor Development During the First 2 Years</td>
<td>101</td>
</tr>
<tr>
<td>■ Changing Perspectives: Sudden Infant Death Syndrome and Shaken Baby Syndrome</td>
<td>102</td>
</tr>
<tr>
<td>4.4 Nutrition and Malnutrition</td>
<td>106</td>
</tr>
<tr>
<td>4.4.1 Types of Malnutrition</td>
<td>107</td>
</tr>
<tr>
<td>4.4.2 Breastfeeding Versus Bottle-Feeding</td>
<td>109</td>
</tr>
<tr>
<td>4.4.3 Weaning and the Introduction of Solid Foods</td>
<td>111</td>
</tr>
<tr>
<td>4.5 Vision and Visual Perception</td>
<td>111</td>
</tr>
<tr>
<td>4.5.1 The Early Development of Visual Perception</td>
<td>112</td>
</tr>
<tr>
<td>4.5.2 Selective Attention in Visual Development</td>
<td>112</td>
</tr>
<tr>
<td>4.5.3 Mirror Neurons and Imitation</td>
<td>113</td>
</tr>
<tr>
<td>4.5.4 Depth and Distance Perception</td>
<td>114</td>
</tr>
<tr>
<td>4.6 Perceptual Development and Integration of Other Senses</td>
<td>115</td>
</tr>
<tr>
<td>4.6.1 Hearing and Auditory Perception</td>
<td>115</td>
</tr>
<tr>
<td>4.6.2 Taste, Smell, and Touch</td>
<td>115</td>
</tr>
<tr>
<td>4.6.3 Sensory Integration</td>
<td>116</td>
</tr>
<tr>
<td>4.7 Cognitive Development</td>
<td>116</td>
</tr>
<tr>
<td>4.7.1 Perceptual Organization and Categories</td>
<td>116</td>
</tr>
<tr>
<td>4.7.2 Piaget’s Concept of Schemes</td>
<td>117</td>
</tr>
<tr>
<td>4.7.3 Evaluating Piaget’s View</td>
<td>120</td>
</tr>
<tr>
<td>4.8 Language Development</td>
<td>121</td>
</tr>
<tr>
<td>4.8.1 Language Development in the First Year</td>
<td>122</td>
</tr>
<tr>
<td>4.8.2 Words and Sentences</td>
<td>123</td>
</tr>
<tr>
<td>■ Current Issues: Cats, Horses, and Tight Fits—Is Language Involved in Category Formation?</td>
<td>124</td>
</tr>
<tr>
<td>4.8.3 The Language Explosion</td>
<td>125</td>
</tr>
<tr>
<td>4.8.4 Theories of Language Development</td>
<td>126</td>
</tr>
<tr>
<td>4.8.5 Cultural Aspects of Language Development</td>
<td>127</td>
</tr>
<tr>
<td>Summary</td>
<td>127</td>
</tr>
<tr>
<td>5 Personality and Sociocultural Development in Infancy and Toddlerhood</td>
<td>131</td>
</tr>
<tr>
<td>5.1 The Foundations of Personality and Social Development</td>
<td>131</td>
</tr>
<tr>
<td>5.1.1 Emotional Development</td>
<td>132</td>
</tr>
<tr>
<td>5.1.2 Temperament</td>
<td>133</td>
</tr>
<tr>
<td>5.2 The Development of Trust</td>
<td>135</td>
</tr>
<tr>
<td>5.2.1 Feeding and Comforting</td>
<td>135</td>
</tr>
<tr>
<td>5.2.2 Cross-Cultural Comparisons on the Development of Trust</td>
<td>135</td>
</tr>
<tr>
<td>5.2.3 The Relationship Between Attachment and Trust</td>
<td>136</td>
</tr>
<tr>
<td>5.3 Attachment</td>
<td>136</td>
</tr>
<tr>
<td>5.3.1 Studying Infant and Toddler Attachment</td>
<td>136</td>
</tr>
<tr>
<td>5.3.2 The Effects of Attachment</td>
<td>137</td>
</tr>
<tr>
<td>5.3.3 Explaining Attachment</td>
<td>138</td>
</tr>
<tr>
<td>5.3.4 The Reciprocal Nature of Attachment</td>
<td>138</td>
</tr>
<tr>
<td>5.3.5 The Role of Culture in Attachment</td>
<td>140</td>
</tr>
<tr>
<td>5.4 Separating from the Caregiver</td>
<td>141</td>
</tr>
<tr>
<td>5.4.1 Social Referencing and Culture</td>
<td>141</td>
</tr>
<tr>
<td>5.4.2 The Development of Autonomy</td>
<td>142</td>
</tr>
<tr>
<td>5.4.3 The Development of Prosocial Behavior</td>
<td>143</td>
</tr>
<tr>
<td>5.4.4 The Development of the Self</td>
<td>144</td>
</tr>
<tr>
<td>5.4.5 Attachment and Separation</td>
<td>145</td>
</tr>
<tr>
<td>5.5 A Broader Context of The Family System</td>
<td>145</td>
</tr>
<tr>
<td>5.5.1 Fathers</td>
<td>146</td>
</tr>
<tr>
<td>■ Changing Perspectives: Fatherhood in the Changing American Family—What Matters?</td>
<td>146</td>
</tr>
<tr>
<td>5.5.2 Other Family Members as Caregivers</td>
<td>148</td>
</tr>
<tr>
<td>5.5.3 The Social Ecology of Child Care</td>
<td>149</td>
</tr>
<tr>
<td>■ Current Issues: Infant and Toddler Child Care</td>
<td>150</td>
</tr>
<tr>
<td>5.6 Infants and Toddlers With Special Needs</td>
<td>152</td>
</tr>
<tr>
<td>5.6.1 Infants and Toddlers With Visual Impairments</td>
<td>152</td>
</tr>
<tr>
<td>5.6.2 Infants and Toddlers With Hearing Impairments</td>
<td>153</td>
</tr>
<tr>
<td>5.6.3 Infants and Toddlers With Severe Disabilities</td>
<td>154</td>
</tr>
<tr>
<td>5.7 Infants and Toddlers Who Suffer From Abuse or Neglect</td>
<td>154</td>
</tr>
<tr>
<td>5.7.1 Child Abuse and Neglect</td>
<td>154</td>
</tr>
<tr>
<td>5.7.2 Responding to Abuse and Neglect</td>
<td>155</td>
</tr>
<tr>
<td>Summary</td>
<td>156</td>
</tr>
</tbody>
</table>
6 Physical, Cognitive, and Language Development in Early Childhood

6.1 Physical Development
6.1.1 Changes in the Body
6.1.2 Brain Development
6.1.3 An Interactive and Individual Approach to Human Development

6.2 Motor Skills Development
6.2.1 Gross Motor Skills
6.2.2 Fine Motor Skills
6.2.3 Learning and Motor Skills

6.3 Preoperational Thinking in Cognitive Development
6.3.1 Preoperational Substages and Thought
6.3.2 Limitations of Preoperational Thinking
6.3.3 Evaluating Piaget’s Theory
6.3.4 Other Social Perspectives

6.4 The Role of Memory
6.4.1 A Brief Overview of Memory Processes
6.4.2 Recognition and Recall
6.4.3 Developing Memory Strategies
6.4.4 Memory for Scripts

6.5 Language Development
6.5.1 Expanding Grammar
6.5.2 Mastering the Subtleties of Speech
6.5.3 The Influence of Parents’ Language Use
6.5.4 Multicultural Aspects of Language Development

6.6 Play and Learning
6.6.1 Exploring Physical Objects
6.6.2 Play and Egocentrism
6.6.3 Dramatic Play and Social Knowledge
6.6.4 The Role of Peers

Summary

7 Personality and Sociocultural Development in Early Childhood

7.1 Fear and Anxiety
7.1.1 Causes of Fear and Anxiety
7.1.2 Individual Differences in Fearfulness and Anxiety
7.1.3 Historical, Cultural, and Developmental Influences
7.1.4 Coping With Fear and Anxiety

7.2 Emotional Regulation
7.2.1 Shame and Guilt
7.2.2 Learning to Restrain Emotions
7.2.3 Sensuality and Sexual Curiosity

7.3 Childhood Aggression
7.3.1 Aggression
7.3.2 Punishment and Modeling
7.3.3 Media and Violence

7.4 Prosocial Behavior and Developmental Conflicts
7.4.1 Prosocial Behavior
7.4.2 The Roots of Prosocial Behavior
7.4.3 Modeling and Prosocial Behavior
7.4.4 Developmental Conflicts
7.4.5 Initiative Versus Guilt
7.4.6 Results of Limited Independence

7.5 Peers, Play, and the Development of Social Competence
7.5.1 Social Pretend Play
7.5.2 Social Competence and the Development of Social Skills

7.6 The Development of the Self
7.6.1 Self-Concept
7.6.2 Gender: Binary and Nonbinary Concepts
7.6.3 The Development of Gender Identity

7.7 Family Dynamics
7.7.1 Parenting Styles
7.7.2 Discipline and Self-Control
7.7.3 Sibling Dynamics

7.8 Child Maltreatment
7.8.1 Physical Abuse and Neglect
7.8.2 Psychological Abuse
7.8.3 Effects of Child Abuse
7.8.4 Causes of Child Maltreatment

Summary

8 Physical and Cognitive Development in Middle Childhood

8.1 Physical and Motor Development
8.1.1 Physical Growth and Change
8.1.2 Motor Skills Development
8.1.3 Brain Development

8.2 Health
8.2.1 Physical Fitness
8.2.2 Obesity
8.2.3 Asthma

8.3 Cognitive Development
8.3.1 Piaget and Concrete Operational Thinking

8.4 Developmental Conflicts
8.4.1 Initiative Versus Guilt
8.4.2 Prosocial Behavior
8.4.3 Results of Limited Independence

Summary
9 Personality and Sociocultural Development in Middle Childhood 258

9.1 Personality Development in an Expanding Social World 259
  9.1.1 Self-Concept 259
  9.1.2 Industry Versus Inferiority 260
  9.1.3 Self-Esteem 260

9.2 Social Knowledge and Reasoning 261
  9.2.1 The Development of Social Cognition 261
  9.2.2 The Development of Morality 262
  9.2.3 Kohlberg’s Preconventional, Conventional, and Postconventional Reasoning 263
  9.2.4 Gender Differences in Moral Development 264

9.3 Peer Relationships 265
  9.3.1 Developmental Patterns in Friendship 265
    ■ Current Issues: Friends and Enemies, Bullies and Victims—The Social Life of School 267
  9.3.2 Peer Groups 268
  9.3.3 Peer Group Conformity 269
  9.3.4 Popularity Within the Peer Group 269

9.4 Identity and Prejudice 271
  9.4.1 The Development of Ethnic Identity 272

9.5 Family Influences in Middle Childhood 273
  9.5.1 Parent-Child Interactions and Relationships 273
  9.5.2 Self-Regulated Behavior 274

9.6 The Changing Nature of the Family 275
  9.6.1 Families Headed by Same-Sex Parents 275
  9.6.2 Economic Challenges Associated With Family Structure 275
  9.6.3 Child Care and the Working Family 277
  9.6.4 Stress and Resilience 277
  9.6.5 Stress and Single Parenting 278
    ■ Changing Perspectives: Families Coping in Difficult Circumstances 279
  9.6.6 Children of Divorce 280

Summary 282

10 Physical and Cognitive Development in Adolescence and Emerging Adulthood 285

10.1 Adolescent Development in a Cultural and Historical Context 286
  10.1.1 The Cultural Context of U.S. Adolescence 286
  10.1.2 Age Segregation and Economic Dependence 287
  10.1.3 Adolescent Response to Sociocultural Crisis 287

10.2 Physical Development in Adolescence 288
  10.2.1 Physical Growth and Change 288
  10.2.2 Puberty 290

10.3 Body Image and Adjustment 292
  10.3.1 Concerns About Body Image 292
    ■ Current Issues: Diet and Exercise—Building a Healthy Lifestyle or an Eating Disorder? 293
  10.3.2 Early and Late Maturity in Boys 295
  10.3.3 Early and Late Maturity in Girls 295

10.4 Attitudes Toward Sex in the United States 296
  10.4.1 The Sexual Revolution 296
  10.4.2 The Conservative Trend 297
  10.4.3 Current Cultural Attitudes Regarding Teenage Sexuality 297
  10.4.4 Factors That Influence Early Sexual Relationships 298

10.5 Adolescent Sexual Behavior 299
  10.5.1 Sexually Transmitted Infections 299
  10.5.2 Unplanned Pregnancy 300
  10.5.3 The Effects of Early Parenthood 301

10.6 Cognitive Development in Adolescence 303
  10.6.1 Brain Imaging 303
  10.6.2 Changes in the Adolescent Brain 303
  10.6.3 The Influence of Hormones on the Brain 304
  10.6.4 Piaget’s Period of Formal Operations 305

10.7 The Scope and Content of Adolescent Thought 306
    ■ Changing Perspectives: How Adolescents Around the World Spend Their Time 307
  10.7.1 Examining the World and the Family 308
  10.7.2 Adolescent Egocentrism 309
  10.7.3 Decision Making in Adolescence and Emerging Adulthood 310
  10.7.4 Moral Development in Adolescence 311

Summary 312
### 12 Physical and Cognitive Development in Young Adulthood

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 Perspectives on Adult Development</td>
<td>350</td>
</tr>
<tr>
<td>12.1.1 Age Clocks and Social Norms</td>
<td>350</td>
</tr>
<tr>
<td>12.1.2 Contextual Paradigms</td>
<td>351</td>
</tr>
<tr>
<td>■ Changing Perspectives: History, Culture, and the Information Age</td>
<td>352</td>
</tr>
<tr>
<td>12.2 General Physical Development</td>
<td>353</td>
</tr>
<tr>
<td>12.2.1 Strength and Stamina</td>
<td>353</td>
</tr>
<tr>
<td>12.2.2 Fitness and Health</td>
<td>354</td>
</tr>
<tr>
<td>■ Current Issues: The Changing Face of HIV/AIDS</td>
<td>357</td>
</tr>
<tr>
<td>12.3 Sex and Sexuality</td>
<td>358</td>
</tr>
<tr>
<td>12.3.1 Fertility</td>
<td>358</td>
</tr>
<tr>
<td>12.3.2 Sexually Transmitted Infections</td>
<td>359</td>
</tr>
<tr>
<td>12.3.3 Sexual Attitudes and Behavior</td>
<td>360</td>
</tr>
<tr>
<td>12.4 Sexual Identity and Sexual Orientation</td>
<td>362</td>
</tr>
<tr>
<td>12.4.1 Origins of Same-Sex Orientation</td>
<td>363</td>
</tr>
<tr>
<td>12.4.2 Understanding Sexual Orientation</td>
<td>364</td>
</tr>
<tr>
<td>12.4.3 Homophobia</td>
<td>365</td>
</tr>
</tbody>
</table>

**Summary**

346

### 13 Personality and Sociocultural Development in Young Adulthood

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 Self, Family, and Work</td>
<td>380</td>
</tr>
<tr>
<td>13.1.1 The Personal Self</td>
<td>380</td>
</tr>
<tr>
<td>13.1.2 Self as Family Member</td>
<td>381</td>
</tr>
<tr>
<td>13.1.3 Self as Worker</td>
<td>382</td>
</tr>
<tr>
<td>13.2 Forming Close Relationships</td>
<td>383</td>
</tr>
<tr>
<td>13.2.1 Couple Formation and Development</td>
<td>383</td>
</tr>
<tr>
<td>13.2.2 Marriage</td>
<td>386</td>
</tr>
<tr>
<td>13.2.3 Cohabitation</td>
<td>390</td>
</tr>
<tr>
<td>13.2.4 Staying Single</td>
<td>391</td>
</tr>
<tr>
<td>■ Changing Perspectives: Living Together or Living Alone</td>
<td>392</td>
</tr>
<tr>
<td>13.3 The Family Life Cycle and Adult Development</td>
<td>393</td>
</tr>
<tr>
<td>13.3.1 The Transition to Parenthood</td>
<td>393</td>
</tr>
<tr>
<td>13.3.2 Coping With Children’s Developmental Stages</td>
<td>395</td>
</tr>
<tr>
<td>13.3.3 Single Parenthood</td>
<td>395</td>
</tr>
<tr>
<td>13.4 The Occupational Cycle</td>
<td>398</td>
</tr>
<tr>
<td>13.4.1 Stages of Occupational Life</td>
<td>399</td>
</tr>
<tr>
<td>13.4.2 Gaining a Place in the Workforce</td>
<td>399</td>
</tr>
<tr>
<td>13.4.3 Careers and Career Choices</td>
<td>400</td>
</tr>
<tr>
<td>13.4.4 Occupational Choice and Preparation</td>
<td>401</td>
</tr>
<tr>
<td>13.5 Work and Gender</td>
<td>402</td>
</tr>
<tr>
<td>13.5.1 Changes in Women’s Work Patterns</td>
<td>403</td>
</tr>
<tr>
<td>13.5.2 The Many Meanings of Work</td>
<td>405</td>
</tr>
<tr>
<td>13.5.3 The Role of Women in Careers</td>
<td>405</td>
</tr>
<tr>
<td>13.5.4 The Dynamics of Dual-Earner Couples</td>
<td>405</td>
</tr>
<tr>
<td>■ Current Issues: Juggling Work and Family Roles—The Special Challenge for Low-Income, Dual-Career Couples</td>
<td>407</td>
</tr>
</tbody>
</table>

**Summary**

409

### 14 Physical and Cognitive Development in Middle Adulthood

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1 Development in Middle Adulthood</td>
<td>412</td>
</tr>
<tr>
<td>14.1.1 Prime Time or the Beginning of the End?</td>
<td>413</td>
</tr>
</tbody>
</table>
14.1.2 Midlife Crisis: Is It Real? 413
14.1.3 Perceptions and Realities at Midlife 415
14.2 The Climacteric 415
14.2.1 The Physical Changes and Symptoms of Menopause 415
14.2.2 The Emotional Effects Associated With Menopause 416
14.2.3 Long-Term Effects 417
14.2.4 Hormone Replacement Therapy 418
14.2.5 Changes in Men 419
14.3 Physical Continuity and Change 419
14.3.1 Changes in Capabilities 420
14.3.2 Sexuality in the Middle Years 421
14.4 Health and Disease 422
14.4.1 Good Health Habits 424
14.4.2 Poor Health Habits 426
14.4.3 Stress and Health 427
14.4.4 Ethnicity, Poverty, and Health 428
  ■ Current Issues: Health and Social Issues—Why Are Some Groups at Risk? 429
14.5 Cognitive Continuity and Change 431
14.5.1 Fluid Versus Crystallized Intelligence 431
14.5.2 Experience and Expertise 433
14.5.3 Cognitive Skills in the Workplace 433
  ■ Changing Perspectives: Retraining for Today’s Technological Jobs 434
Summary 435

15 Personality and Sociocultural Development in Middle Adulthood 439
15.1 Personality Continuity and Change 440
15.1.1 The Tasks of Middle Adulthood 440
15.1.2 Middle Adulthood as the Crossroads of Life 441
15.1.3 Personal Reactions to Middle Adulthood 442
  ■ Current Issues: Studying Generativity in African-American and White U.S. Families 444
15.2 Interpersonal Contexts of Relationships with Adult Children 445
15.2.1 Launching Adolescents and Young Adults 445
15.2.2 The “Boomerang Generation” 445
15.2.3 The Empty Nest 446
15.2.4 Mutually Reciprocal Relationships 447
15.3 Interpersonal Contexts Relating to Parents, Grandparents, and Friends 448
15.3.1 Relationships With Aging Parents 448
15.3.2 Becoming a Grandparent 449
15.3.3 A Lifelong Perspective on Friendship 451
15.4 The Changing Family 451
15.4.1 Marriage, Divorce, and Remarriage 452
15.4.2 Blended Families 456
15.5 Occupational Continuity and Change 457
  ■ Changing Perspectives: Blended Families—Themes and Variations 458
  15.5.1 Job Change and Stress 459
  15.5.2 Job Loss 460
  15.5.3 Job Burnout 461
  15.5.4 Midcareer Reassessment 461
15.6 Continuity and Change in the Structure of Personality 462
  15.6.1 The Five-Factor Model 462
  15.6.2 Stability or Change? 462
Summary 464

16 Physical and Cognitive Development in Older Adulthood 467
16.1 Four Decades of Later Life 467
  16.1.1 Ages 60 to 69 468
  16.1.2 Ages 70 to 79 468
  16.1.3 Ages 80 to 89 468
  16.1.4 Ages 90 and Over 469
16.2 Ageism and Stereotypes 470
  16.2.1 A Sociocultural Perspective 471
  16.2.2 Is Ageism Alive and Well? 472
  16.2.3 Responses to Changes in Appearance 473
16.3 The Physical Aspects of Aging 474
  16.3.1 The Changing Body 474
  16.3.2 Muscles and the Skeleton 474
  16.3.3 Mobility 475
  16.3.4 The Internal Organs 475
  16.3.5 Sleep Problems 476
  16.3.6 The Senses 476
16.4 Health, Disease, and Nutrition 478
  16.4.1 Chronic Health Problems 478
  ■ Changing Perspectives: Diabetes—Will Type 2 Diabetes Be the New Lifestyle Disease Epidemic? 479
  16.4.2 Nutrition 480
  16.4.3 The Misuse of Prescribed Medication 481
16.5 The Causes of Aging 482
  16.5.1 Stochastic Theories 483
  16.5.2 Biological Clock Theories 484
16.6 Neurological and Cognitive Changes in Advanced Age 484
  16.6.1 The Brain and the Nervous System 484
  16.6.2 Cognitive Speed 485
  16.6.3 Memory 486
  16.6.4 Wisdom 489
  ■ Current Issues: Wisdom—Cross-Cultural or Culture Specific? 490
16.7 Cognitive Decline 491
  16.7.1 Dementia 492
  16.7.2 Cardiovascular and Circulatory Problems 492
  16.7.3 Alzheimer’s Disease 493
  16.7.4 Compensating for an Aging Mind 497
Summary 497
17 Personality and Sociocultural Development in Older Adulthood

17.1 Personality and Aging
   17.1.1 Erikson's Stage of Integrity Versus Despair 502
   17.1.2 Maintaining Identity
   17.1.3 Emotional Development in Older Adulthood

17.2 Continuity and Change in Older Adulthood
   17.2.1 Continuity and Change in Personality 504
   17.2.2 Coping Styles 506
   17.2.3 Successful Aging 507

17.3 Retirement
   17.3.1 The Stages of Retirement 509
   17.3.2 Adjusting to Retirement
   17.3.3 Retirement Options 511

17.4 The Interpersonal Contexts of Family and Friends
   17.4.1 When Parenting Is Over 512
   17.4.2 Caring for an Ill Spouse or Partner
   17.4.3 Widows and Widowers 514

17.5 U.S. Social Policy and Older Adulthood
   17.5.1 Social Security and Medicare 517
   17.5.2 Lifestyle Options for Older Adults
   17.5.3 Goals for the Care of Older Adults 520

Summary 523

18 Death and Dying

18.1 Thoughts and Fears of Death
   18.1.1 Denial of Death
   18.1.2 Reactions to Death 527

18.2 Confronting One's Own Death
   18.2.1 Death as the Final Developmental Task 531
   18.2.2 Stages of Adjustment
   18.2.3 Coping With Terminal Illness
   18.2.4 Alternative Trajectories 532

18.3 The Search for a Humane Death
   18.3.1 Hospice 535
   18.3.2 Active Euthanasia 536
   18.3.3 Passive Euthanasia 537
   18.3.4 Palliative and End-of-Life Care 538

18.4 Grief and Bereavement
   18.4.1 Grieving 540
   18.4.2 Bereavement in Cross-Cultural Perspective
   18.4.3 Rituals and Customs 542

18.5 The Death of a Child
   18.5.1 Statistics of Child Death 543
   18.5.2 Grief and Individuals With Disabilities
   18.5.3 Grieving When a Child Dies 544
   18.5.4 Changing Perspectives: Humane End-of-Life Care for Children Who Are Dying and for Their Families 544

18.6 Completing the Life Cycle
   18.6.1 The Continuity of Birth and Death 546
   18.6.2 Finding the Meaning in Death
   18.6.3 Death Is Natural 546

Summary 547

Glossary 550

References 561

Credits 676

Name Index 684

Subject Index 714
Preface

*Understanding Human Development*, Fourth Edition, represents our belief that the story of each human life is a rich and compelling drama—one that deserves to be appreciated and understood. Our overarching goal for this course is to provide all readers with a balanced view for understanding human development as it unfolds across the lifespan—a view that emphasizes the dynamic interactions among biological, psychological, and sociocultural forces. Indeed, we believe that a modern understanding of developmental processes must consider the biological and psychological changes that occur at various points in the lifespan and must do so within relevant social and cultural contexts. Clearly, to ignore the important influences of family, society, and culture would leave us with explanations that are not only incomplete, but also flat and empty.

Reflecting the fact that development proceeds from the multiple interactions of many relevant variables across time, it is perhaps not surprising that our knowledge about human developmental processes and events has accumulated from a variety of perspectives. This course draws from many fields (psychology, biology, neuroscience, sociology, anthropology, history, nursing, medicine, and public health, to name a few) to provide an up-to-date presentation of key topics, issues, and controversies in the field of lifespan development. It has been our goal to prepare a text that reflects this comprehensive view of development across the lifespan.

We, of course, recognize that college and university students today are a diverse group—varying widely in age, ethnicity, identity, personal experiences, and outlook, and in academic background and personal and career interests as well. Some are already parents, and many will become parents in the near future; all have been children. Thus, although each student has followed and will follow a unique developmental trajectory, all students have considerable first-hand experience with human development; each has been “doing” it for a number of years. Indeed, because the study of human development is such a diverse enterprise, each of us “knows” the subject matter of human development from our own experience-based point of view. Thus, students come to their studies enriched by, but also embedded in, their attitudes, beliefs, biases, hopes, talents, language patterns, traumas, and more. We hope that as students study this course content, they begin to not only see themselves more clearly, but also see others in a wider context. We think that understanding development from a broader, more objective point of view is an important goal for students of human development. Because many students of human development will pursue a future in career fields in which they will work closely with individuals of various ages—including social work, education, nursing, public health, counseling, various areas of psychology, and program administration—one of our goals in writing this text is to prepare these students not only with facts relevant to their future career success, but also with an understanding of the intricacies and the interactive nature of the forces that propel developmental processes across the lifespan.

We believe that the study of human development is fascinating—that most students have an irresistible curiosity about how humans “develop” and about how infancy, childhood, adolescence, and adulthood unfold, one into the other. This text encourages that curiosity through its emphasis on human diversity. *Understanding Human Development* presents people as they are in the context of culture and subculture, both within the United States and beyond. The contemporary case studies and research efforts incorporated in the body of the text, as well as those highlighted in its special features, reflect this variety of experiences. It is our hope that all students will find themselves mirrored in this course, and that all will see the defining principles and ideas of human development as self-descriptive as well as pertaining to human nature in general.

Finally, our approach incorporates applications and examples drawn from everyday life to illuminate the basic principles we describe. We encourage students to draw on their own experiences, and we hope students will weigh the evidence and ideas we present against these and, in the process, develop an informed, critical perspective on how we come to be who and what we are as human beings, on how our culture—broadly and narrowly defined—contributes to our development, and on what each of us can expect in our years to come.

—Wendy L. Dunn and Grace J. Craig

Features

Although it follows the basic outline of the third edition, the fourth edition of *Understanding Human Development* incorporates a substantive revision with a notable expansion and improvement in the quality of the learning and study tools that support the text. In particular, the fourth edition embeds the newest research findings in developmental science within its coverage, with more than 80 new
Preface

Reference citations added in each of the text’s 18 chapters—in total, more than 1,500 new sources of information have been included since the third edition was published, with many of these focused on the rapidly expanding literature on brain development across the lifespan. In addition, the text’s coverage has been updated to reflect current thinking on many important issues, especially those pertaining to family structure and personal identity, as social views on these topics continue to evolve. More attention is devoted, too, to cross-cultural perspectives and to understanding development as a process reflective of not only biological and psychology factors but also culture and self-understanding.

In terms of its pedagogical focus, care has been taken with the organization of the text, so that it works equally well in digital as well as traditional text formatting. As was the third edition, the fourth edition is exceptionally well supported by the carefully integrated use of learning objectives, which are tied to not only chapter content, but also chapter summary statements, self-test opportunities, and questions provided to instructors in the test bank. Throughout, students have access to figures and tables that help to organize the text content, as well as to challenge students to develop their critical thinking and problem-solving abilities. The fourth edition also is supported by a rich array of video resources to illuminate various developmental concepts and processes.

Learning Objectives presented at the beginning of each chapter pose overarching themes, stimulating interest in the main topics and serving as a preview of the upcoming chapter. Learning objectives also are linked to the content of the chapter summaries and to all questions in the test bank.

Changing Perspectives explores controversies about human development, often within a specific cultural context, that encourage thought and discussion.

Current Issues emphasizes the “doing” of developmental research and provides an opportunity for students to conceptualize how research projects help us better understand the processes involved in human development.

Videos provide students using the text’s digital resources with greater detail on compelling topics, such as adolescent cliques, body image and eating disorders, making a career choice, genetic counseling, and much more.

Interactive Figures allow students using the digital text to delve into the statistics and compare different sets of data to fully understand how researchers have studied human development.

Journal Questions encourage students to reflect on text content and relate it to their own experiences.

Fill-in Application Questions provide additional opportunities at the end of each chapter for students using the digital text to think about how their experiences fit into the development across the lifespan.

Shared Writing prompts allow students to write their own essays and then to read and comment on fellow students’ essays, giving them a broader understanding of different experiences and perspectives.

New to This Edition

Because the fourth edition of Understanding Human Development has involved a comprehensive review and revision, we have added significant new content to every chapter. Of particular note are the additions outlined in the following chapter-by chapter list.

Chapter 1: Fundamentals of Human Development

• Expanded and updated coverage of “children in war,” reflecting recent world events
• Updated coverage of developmental neuroscience and the role of neurological forces in shaping development
• New section on relational systems models, emphasizing the role of epigenetic forces
• Updated information on the Fragile Families and Child Wellbeing Study

Chapter 2: Heredity and Environment

• Expanded and updated coverage of the human genome
• Updated information on single-gene traits, such as eye color
• A more detailed explanation of epigenetic processes, with new information on the epigenome and gene-environment interactions
• Updated information on mitochondrial disorders
• A more nuanced explanation of heritability, focusing on the role of epigenetic processes
• A specific focus on how millennials differ from baby boomers, to illustrate age cohort differences

Chapter 3: Prenatal Development and Childbirth

• Expanded and updated information on preterm and low-birth-weight interventions and outcomes
• Updated information on HIV/AIDS worldwide
• New information on the Zika virus and its teratogenic effects
• Updated statistics on drug use during pregnancy
• More recent information about the use of episiotomy during delivery
• Update of the Nurse-Family Partnership program
• New section on first trimester screening techniques
• Updated and expanded section on fertility treatments
• Expanded coverage of how adults make the transition to parenthood—for mothers, fathers, and nontraditional parents, both within U.S. culture and in other cultures around the world

Chapter 4: Physical, Cognitive, and Language Development in Infancy and Toddlerhood
• Updated information on early brain development, including myelination
• Expanded coverage of how habituation experiments are used to study infant cognition
• Updated information on sudden infant death syndrome and other traumatic events of infancy
• New information on the interrelated nature of infant behavior and brain activity
• New and expanded coverage of nutritional deficiencies in infancy, especially anemia
• Updated information on child malnutrition worldwide, with an emphasis on breastfeeding
• Updated coverage of infant perceptual development and early language development

Chapter 5: Personality and Sociocultural Development in Infancy and Toddlerhood
• Expanded coverage of emotional development in childhood
• Updated coverage of temperament and its role in development
• New information on the significance of early mother-infant communication
• Broadened coverage of the family as a system, emphasizing changing definitions of what constitutes a “family”
• Expanded coverage of the role fathers play in early childhood development
• Updated statistics on labor force participation and child-care arrangements in the United States
• Greater attention to the topic of young children with disabilities
• Expanded coverage of intervention programs aimed at reducing child maltreatment

Chapter 6: Physical, Cognitive, and Language Development in Early Childhood
• Updated and expanded information on brain development in early childhood
• New information on learning to write, emphasizing the concept of automaticity
• Expanded coverage of theory-of-mind research, especially regarding its link to the development of social relationships
• Updated coverage of memory development in early childhood
• Expanded discussion of private speech and how it prepares the child for subsequent developmental tasks
• New information on how children learn to use gestures as part of their communication repertoire
• Updated information on bilingualism and its impact on cognitive development
• New information on how play can be used to encourage positive development among children who have developmental difficulties

Chapter 7: Personality and Sociocultural Development in Early Childhood
• Updated information on the biological forces that underlie early personality development
• Updated coverage of emotion regulation in early childhood
• Expanded information on cross-cultural aspects of parental use of punishment
• New information on children’s use of media, especially digital media, and its impact on development
• Expanded and updated information on how children’s use of media is linked to aggression and violence, as well as to other aspects of development, and especially to sleep
• New coverage of how play is linked to the development of social competencies
• Updated coverage of the development of self-concept in early childhood
• Updated information about the effects of birth order and sibling dynamics
• Updated statistics and information on child maltreatment in the United States, including a discussion of race and ethnicity and of economic forces that are implicated
Chapter 8: Physical and Cognitive Development in Middle Childhood

- Expanded treatment of cerebellar development and its role in complex behavioral and cognitive functions
- Additional focus on the need for longitudinal methods when looking at brain changes
- Updates on the leveling off of childhood obesity trends in recent years
- Updates on common causes of illness and death in childhood
- Additional coverage of media use involving tablets and other new technology
- New information on single-sex schools and their impact on development in childhood
- Updated coverage of gender gaps in educational outcomes
- Updated content on autism spectrum disorder, to correspond to the DSM-5

Chapter 9: Personality and Sociocultural Development in Middle Childhood

- New information on the development of moral reasoning
- Updated treatment of bullying, including cyberbullying, and a new section on the negative impact of bullying on bullies themselves
- New research on the two dimensions of popularity: likeability and social status
- Reconceptualized and updated treatment of labor force participation by single and married mothers
- New section on increasingly diverse conceptualizations of the family
- Updates on recent changes in the U.S. economy and how these affect family stress and children’s development

Chapter 10: Physical and Cognitive Development in Adolescence and Emerging Adulthood

- Discussion of social media as a way in which adolescents spend time
- Expanded discussion of factors affecting the secular trend of earlier menarche, including both cultural and historical perspectives
- Inclusion of DSM-5’s of binge eating disorder as one of the eating disorders affecting adolescents
- Updated statistics on obesity
- Discussion of pubertal timing and pace as factors affecting developmental trajectories
- Updated coverage of changing attitudes about sexuality, especially pertaining to homosexuality and sexual diversity
- New statistics on the sexual behavior of adolescents
- Updated discussion of HIV/AIDS
- Updated statistics on births to adolescent girls, focused on the dramatic decline in teenage birth rates in all U.S. ethnic groups
- Expanded coverage of brain development in adolescence
- Updated coverage of risk taking and moral development in adolescence

Chapter 11: Personality and Sociocultural Development in Adolescence and Emerging Adulthood

- Updated coverage of identity development throughout adolescence, emphasizing gender identity and its development
- Updated coverage of ethnic identity development and its significance
- New content pertaining to generational changes for millennials
- Enhanced attention to cross-cultural aspects of parenting influences on adolescent development
- Updated coverage of media use by adolescents, including trends in social media use
- New content on how youth use social media in dating and how this is changing dating patterns and behaviors
- Updated coverage of drug use and usage trends by teenagers in the United States, including the changing laws regarding marijuana use
- Updated coverage of sexual abuse in adolescence, including new coverage of online sexual abuse
- Increased coverage of how epigenetic processes are involved in a risk–resilience model for mental health

Chapter 12: Physical and Cognitive Development in Young Adulthood

- Updates to statistics on physical health and changes in health status in early adulthood
- Updated coverage of HIV/AIDS in the United States and globally, including antiretroviral therapies and the impact these are having on AIDS
Preface xv

- Updated statistics on sexually transmitted infections
- New information on how sexual attitudes and behavior are changing, including an expanded discussion of homophobia
- Expanded and updated coverage of gender identity and sexual orientation, including a discussion of LGBTQ issues, and emphasizing current thinking about nonconforming sexual identity
- New section on the origins of gender orientation and sexual identity
- Updated information on postformal thought

Chapter 13: Personality and Sociocultural Development in Young Adulthood
- Updated coverage of the topic of romantic love
- New and updated coverage of changing patterns of marriage and divorce in the United States today
- New information on same-sex marriage and same-sex parenting
- Updated statistics on cohabitation trends and living arrangements in families
- Updated coverage of government assistance for families (Personal Responsibility and Work Opportunity Reconciliation Act)
- Additional attention on mentoring in work relationships
- New information on racial or ethnic differences in work and pay
- Updated statistics on work trends among gender groups
- Updated information on work–family balance in dual-career families

Chapter 14: Physical and Cognitive Development in Middle Adulthood
- Updated treatment of physical changes in middle adulthood
- New and expanded treatment of menopause in a cross-cultural context
- New information on the side effects of hormone replacement therapy
- Updated statistics on life expectancy and causes of death in the United States today
- Updated treatment of obesity and overweight as a problem for middle-aged adults
- Expanded attention on how stress affects health
- New discussion of the stress associated with being a member of a disadvantaged group
- Expanded coverage of protective factors associated with maintaining cognitive functions into older adulthood

Chapter 15: Personality and Sociocultural Development in Middle Adulthood
- New treatment of the importance of middle adulthood as the crossroads from adolescence to older adulthood, with some abilities in decline but others characterized by growth
- Expanded and updated coverage of shifts in family composition and family dynamics
- Updated coverage of “boomerang” children who return home to live with parents
- Updated statistics on life expectancy, living arrangements, marital arrangements, and grandparenting
- Revised statistics about marriage and divorce rates
- New coverage of factors that increase and decrease the probability of divorce
- Enhanced coverage of job loss and job burnout

Chapter 16: Physical and Cognitive Development in Older Adulthood
- Expanded discussion of cultural differences in age-related stereotypes
- Revised population statistics projections in the United States and the world
- Expanded discussion of aging in various cultures throughout the world
- Updated and expanded coverage of medical approaches to looking younger
- New coverage of links between heart disease, cognitive impairment, and physical exercise
- Updated and expanded coverage of cognitive training for brain health, including Web and computer exercises
- Expanded analysis of the “obesity epidemic” in older adulthood and its effect on diabetes
- Updated statistics on usage and costs of the prescription drugs used by older adults, including information about Medicare Part D
- Inclusion of information about melatonin as a dietary aid to prolong the lifespan
- Updated information on Alzheimer’s disease, including protective factors, new recommendations about diagnosis, and advances in biomarker development
Revel enlivens course content with media interactives and assessments—integrated directly within the authors’ narrative—that provide opportunities for students to read about and practice course material in tandem. This immersive educational technology boosts student engagement, which leads to better understanding of concepts and improved performance throughout the course.

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Available Instructor Resources

The following resources are available for instructors. These can be downloaded at https://www.pearsonhighered.com. Login is required.

- PowerPoint—provides an ADA compliant template of the main ideas, concepts, and select images covered throughout the text. These can easily be customized for your classroom.
- Instructor’s Manual—including lecture suggestions, classroom activities and exercises along with a supplementary reading list for classroom use.
- Test Bank—includes additional questions in multiple-choice and open-ended—short and essay response—formats. Each question includes a corresponding skill, difficulty level, text reference, and learning objective.
- MyTest—an electronic version of the Test Bank to customize in-class tests or quizzes.

Acknowledgments

Understanding Human Development reflects the contributions of many individuals, although ultimately the responsibility for the content of the book rests with the authors. Foremost among the people we wish to acknowledge are the teachers, mentors, and colleagues who have encouraged and inspired us in our own study. We also wish to recognize the significance of the contributions of people of all ages we have learned from, including especially our students and research assistants, but also people with whom we have interacted across a wide variety of circumstances. We are grateful for the support of family and friends as well, and we wish to note that our closest personal relationships have perhaps taught us the most about the nuances and complexity of human development. Combined, the experiences, ideas, and insights of many people are reflected in this text.

Specifically, we would like to thank the professionals who contributed directly to the preparation and production of the fourth edition of this text. We owe considerable
gratitude to the many instructors who generously agreed to review this text and make suggestions for improvements: Lisa Caya, University of Wisconsin–La Crosse; Jay Slosar, Chapman University; Courtney McManus, Colby-Sawyer College; Wanda Moore, University of Phoenix; Stephanie Thorne, Florida State University; and Melodie Hunnicutt, Midlands Technical College. Along with the reviewers for the second and third editions of this book, we owe many of the improvements in this edition to suggestions offered by these thoughtful and insightful people. We wish to thank all of these reviewers; we owe you a debt and want to recognize your efforts.

At Pearson, many, many people worked to bring the fourth edition of Understanding Human Development to life. These people are identified on the copyright page of the text; however, several are deserving of special mention. Our sincere thanks and deep appreciation go to Ashley Dodge, Sutapa Mukherjee, and Tanima Mehra, who all played a role in planning the fourth edition and helped us bring it to fruition. Our editorial project manager, Michelle Hacker, and our developmental editor, Robyn Alvarez, have been superb in providing us with the advice and assistance we needed to prepare this fourth edition. Although we have not collaborated directly with the design artists who developed the art plan for the book or with the production editors who made everything work, we are grateful to them for creating and producing an engaging, clear, and attractive layout and design for the fourth edition. And finally, thanks again to Rochelle Diogenes for suggesting our partnership on this book, which we believe has leveraged our specific skills, interests, and passions.

We also wish to thank other colleagues who helped us with various tasks. We are grateful to Beth Valenta and Paige Nelson at Coe College for their assistance with the preparation of the manuscript. Finally, Wendy Dunn wishes to acknowledge the support of the ever-patient and always-encouraging Greg—he’s the best—and her parents and her two children, Whitney and Robert, from whom she’s learned much about how the lifespan unfolds.
About the Authors

Wendy L. Dunn is the James Y. Canfield Professor of Psychology at Coe College in Cedar Rapids, Iowa. A first-generation college student who grew up on a farm in Iowa, Wendy earned her undergraduate and master’s degrees from Iowa State University; she holds two PhDs, both from the University of Iowa. Although she has assumed a variety of administrative appointments during her academic career, including serving for a time as Vice President of Academic Affairs and Dean of Faculty and currently as Executive Director of Planning, Wendy takes the greatest pleasure in teaching and mentoring undergraduate students. She is the recipient of the C. J. Lynch Outstanding Teacher award at Coe College.

Wendy’s research centers on human learning and decision making. She has long been interested in how students learn and has written a wide variety of instructor’s manuals and student study guides to accompany many well-known psychology books. She is a co-author of two Introductory Psychology texts: Psychology: A Concise Introduction, with Lyle Bourne and Bruce Ekstand, and Psychology: Concepts and Applications, with Charles Morris and Al Maisto. Her partnership with Grace Craig through four editions of Understanding Human Development has been an especially rich collaboration.

Outside of her academic career, Wendy has been an active community volunteer, serving in leadership roles on boards for the Metropolitan YMCA, the United Way, Orchestra Iowa, the Cedar Rapids Museum of Art, and Brucemore, Inc., a property of the National Trust for Historic Preservation. Wendy has been happily married to Greg Dunn for more than 40 years; together they have a son, Bobby; a daughter, Whitney; a son-in-law, Eliot; and a 2-year old grandson, Jake. Wendy believes that the study of human development comes alive when contextualized through the events of one’s own life and that her experiences as daughter, wife, mother, and grandmother have contributed a rich and valuable perspective to how she views the unfolding of life’s story.

Grace J. Craig is Professor Emerita at the University of Massachusetts Amherst, where she taught for more than 40 years after teaching for 4 years at Smith College. She taught a variety of courses throughout her career, including child psychology, early childhood education, special education, lifespan development, and child development. She has been an associate dean, acting dean, and, intermittently, the head of the Departments of Human Development, Student and Personnel Development, and Teacher Education and Curriculum Studies before her retirement in 2012. Grace’s focus throughout her career was always on helping students, through teaching, advising, and guiding them in their research. She has done research on child and family studies, lifespan development, and early childhood education, but she prefers working with students.

Grace earned her undergraduate degree in sociology and anthropology, and her master’s degree and PhD in psychology, from the University of Massachusetts. She was a school psychologist for a few years while her daughter was young. She also supervised facilities such as a day-care center, a center for children with special needs, and preschools. Throughout her career, she has authored and co-authored several textbooks, including Human Development, now in its ninth edition; Children Today; and Human Development: A Social Work Perspective.

Now retired, Grace enjoys birding. Her husband, Ralph, taught in Massachusetts public schools before his death in 2015. Her daughter, Talli McCormick, is a nurse practitioner who currently teaches Nursing at Massachusetts General Hospital, Institute for Allied Health Professionals. Her grandson, Edward McCormick, is earning his bachelor’s degree at the University of Massachusetts.