



THIRD EDITION

# **Human Development**

A Cultural Approach

**Jeffrey Jensen Arnett**

**Lene Arnett Jensen**



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*To our twins, who have taught us so much  
about the wonders of human development.*

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# Preface

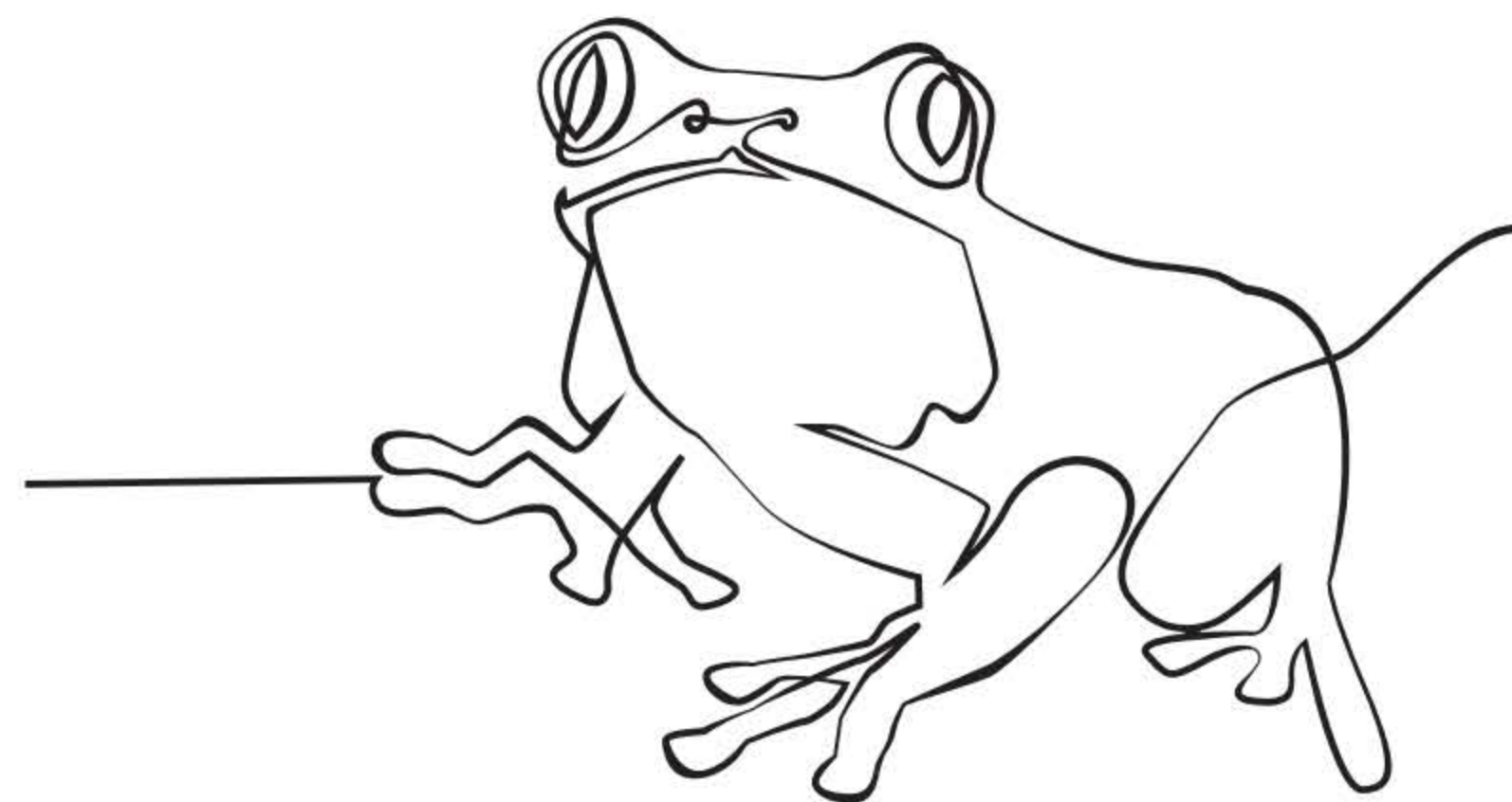
## Introducing the Third Edition

Welcome to the third edition of *Human Development: A Cultural Approach*! This edition features updated coverage and current research throughout, as well as an increased focus on the cultural diversity that exists within the United States. During the revision process, we have worked closely with the Pearson team to develop and enhance a wide range of interactive features that make the content and cultural approach even more engaging. Throughout the text, you'll see exciting new videos, interactive maps and figures, digital writing prompts, and self-assessments with instant feedback that will allow students to become more active and enthusiastic learners. We tailored this edition to fit the learning approach of the most tech-savvy generation of college students yet, and we think you will find that the interactive resources are unmatched by any other human development text.

### Thinking Culturally

What sets this text apart more than anything else is that it presents a portrayal of development that covers the whole amazing range of human cultural diversity. Having taught human development courses for years and being familiar with the available texts, we are struck by how narrow they seem to be. They focus on human development in the United States as if it is the typical pattern for people everywhere, with only the occasional mention of people in other parts of the world. If you knew nothing about human development except what you read in a standard textbook, you would conclude that 95% of the human population must reside in the United States. Yet the United States makes up less than 5% of the world's population, and there is an immense range of patterns of human development in cultures around the globe, with most of those patterns strikingly different than the mainstream model characteristic of the American majority culture. Indeed, even within the United States, cultural diversity is much greater than what is found in the typical textbook.

So here, we take a cultural approach. We portray the different cultural pathways of development that people have devised in response to their local conditions and the creative inspiration of their imaginations. To be clear, this does not mean that biology is not important. Transcending the old "nature versus nurture" division, students will learn that



humans have evolved to be an incomparably cultural and global species, and that current research shows startling ways that genes and the environment influence one another.

While we cover scientific findings from across the world, our goal is to do something even more important. We wish to teach students to *think culturally*, so that when they apply human development to the work they do or to their own lives, they understand that there is, always and everywhere, a cultural basis to development. The cultural approach also includes learning how to critique research for the extent to which it does or does not take the cultural basis of development into account. We provide this kind of critique at numerous points throughout the text, with the intent that students will learn how to do it themselves by the time they reach the end.

We know from our experience as teachers that students find it fascinating to learn about the different forms that human development takes in various cultures, but there are also practical benefits to the cultural approach. It is more important than ever for students to have knowledge of the wider world because of the increasingly globalized economy and because so many problems, such as disease and climate change, cross borders. Whether they travel the globe or remain in their home towns, in a culturally diverse and globalized world, students will benefit from being able to think culturally about development. They are likely to encounter people from diverse backgrounds in social interactions with family, friends, and neighbors, or in their careers, as they may have patients, students, or coworkers who come from different cultures.

Were you surprised by the frog on the cover of the text? The Chinese have an expression that loosely translates as "the frog in the well knows not of the great ocean," and it is often used as a cautionary reminder to look beyond our own experience and not to assume that what is true for ourselves is true for everyone else as well. All of us are like that frog, in a way. We've grown up in a certain culture. We've learned to think about life in a certain way. And most of us don't realize how broad and diverse our world really is. On the cover, do you also see how the black dots are the eyes in the profiles of two human faces? With *Human Development: A Cultural Approach*, we hope that you will come to understand the interactions of culture and development in ways previously unseen.

The cultural approach makes this text much different from other life-span texts. This will be clear from the outset. Chapter 1 provides students not only with an introduction to major developmental theories and the scientific method, but also an account of how humans evolved to be an incomparable cultural species and a description of how the diverse cultures that exist both within and across nations often intersect in important ways with socioeconomic circumstances, ethnicity, and gender.

## Rethinking the Life Span

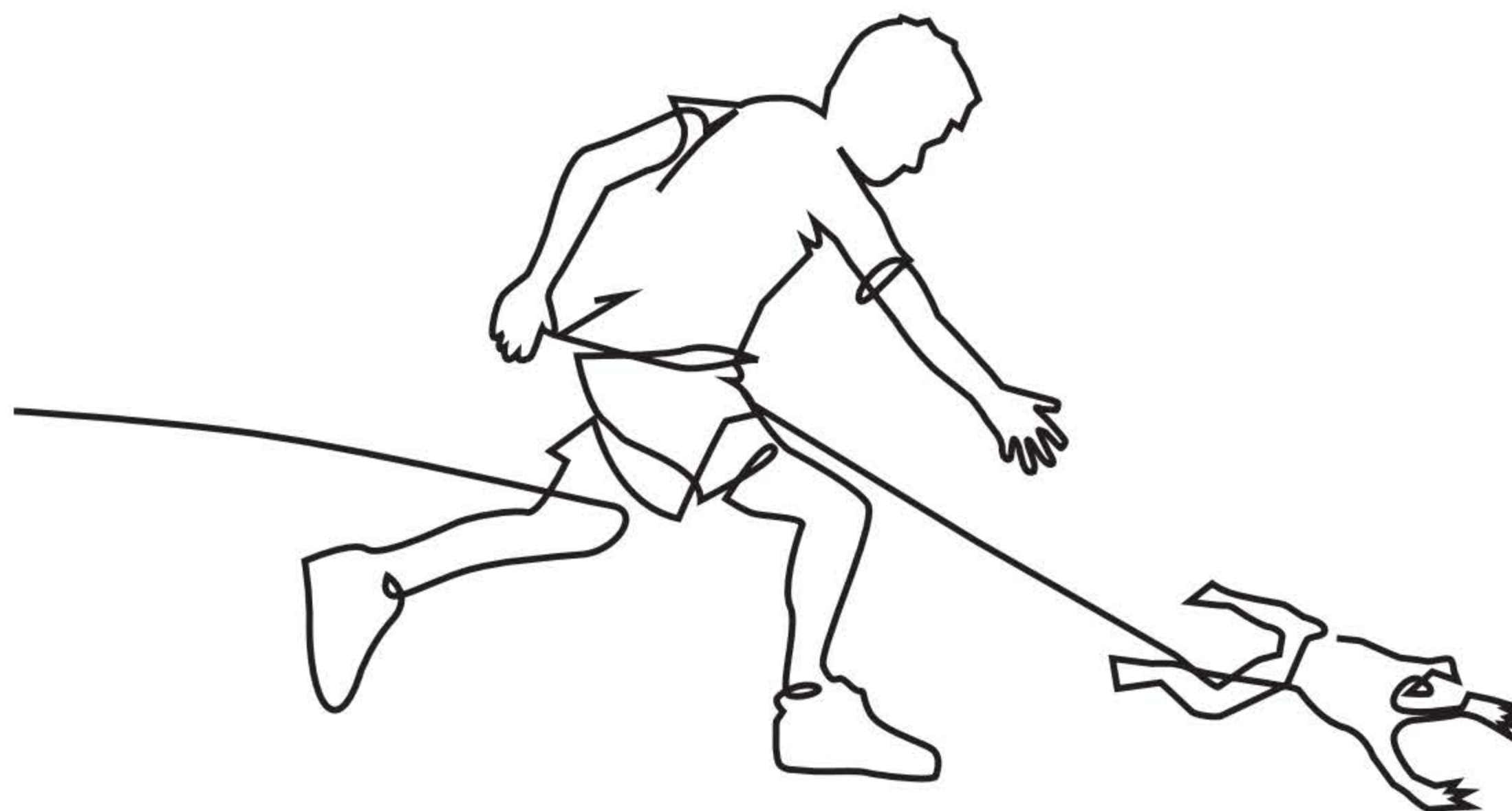
There are other features that make this text distinct. This is the only major text to include a separate chapter on toddlerhood, the second and third years of life. We have always been puzzled by the way other texts gloss over toddlerhood, usually including the second year of life as part of “infancy” and the third year of life as part of “early childhood.” Yet any parent or caretaker knows that years 2 and 3 are a lot different from what comes before or after, and we remember this well from our own experiences as parents of twins. Infants cannot walk or talk, and once toddlers learn to do both in years 2 and 3, their experience of life—and the experiences of those around them—change utterly. Toddlers are also different from older children, in that their ability for emotional self-regulation and their awareness of what is and is not acceptable behavior in their culture is much more limited.

This text is also alone among major texts in dividing the adult life span into stages of emerging adulthood, young adulthood, middle adulthood, and late adulthood. Emerging adulthood, roughly ages 18–25, is a new life stage that has arisen in developed countries over the past 50 years, as people have entered later into

the commitments that structure adult life in most cultures: marriage, parenthood, and stable work. Some texts call the whole period from age 18 through 40 “young adulthood,” but that makes little sense, in that for most people in developed countries the ages 18–29 are vastly different than the ages 30–40. Jeff originally proposed the theory of emerging adulthood in 2000, and it has now become widely used in the social sciences. It is a fascinating and dynamic time of life, and we know students enjoy learning about it, as many of them are in that life stage or have recently passed through it.

Some texts do include a chapter on emerging adulthood, then lump young and middle adulthood together as “adulthood.” That does not make much sense either, given that it means applying one life-stage term to ages 25–60. Being in the later part of middle adulthood ourselves, we are acutely aware on a personal level of how many changes take place in the course of adult development. More broadly, as the length of the typical life expectancy continues to increase worldwide, and the proportion of adults relative to children increases in every society, it is more important than ever to provide students with a full understanding of changes and cultural variations during the adult years.

This text is somewhat shorter than most other texts on human development. There is one chapter devoted to each phase of life, for a total of 13 chapters. Each chapter is divided into three major sections, which correspond to the physical, the cognitive, and the emotional and social domains of development. This is an introductory text, and the goal is not to teach students everything there is to know about every aspect of human development, but rather to provide them with a foundation of knowledge on human development that hopefully will inspire them to learn more, in other courses and throughout life.



## What's New in the Third Edition?

The third edition marks the addition of a new coauthor, along with several exciting new enhancements to students' learning experience. Here, we also highlight some of the most important and compelling content changes to this edition.

### Lene Arnett Jensen is Now a Coauthor with Jeffrey Jensen Arnett

As you might guess from our names, we are related. When we married, we each took the other person's last name as a new middle name. In addition to being partners in marriage and parenthood, for more than two decades we have thoroughly enjoyed coauthoring. Our first publication was in the journal *Child Development* in 1993 on the cultural bases of risk behavior among Danish adolescents. Our most recent publication is a first edition of a topical child development text, *Child Development Worldwide: A Cultural Approach* (Pearson, 2018).

Lene received her Ph.D. from the Committee on Comparative Human Development at the University of Chicago, a program renowned for its attention to culture. As described in more detail later in "About the Authors,"

her research focuses on moral development across the life course among diverse groups within the United States as well as in several other countries. She has also written extensively on identity development in the context of globalization. Just as is the case for Jeff, Lene has taught a wide range of developmental psychology courses at different colleges and universities.

While our attention to culture draws on our teaching and research experiences, it also grows out of our personal lives. Lene grew up in Denmark and Belgium, and Jeff in the United States. Together, we have lived in Denmark, France, India, and the United States. We have shared the wonderful experience of being involved in the development of our twins, now 18 years old, who have traveled with us to all those places and consider themselves fully American and fully Danish.

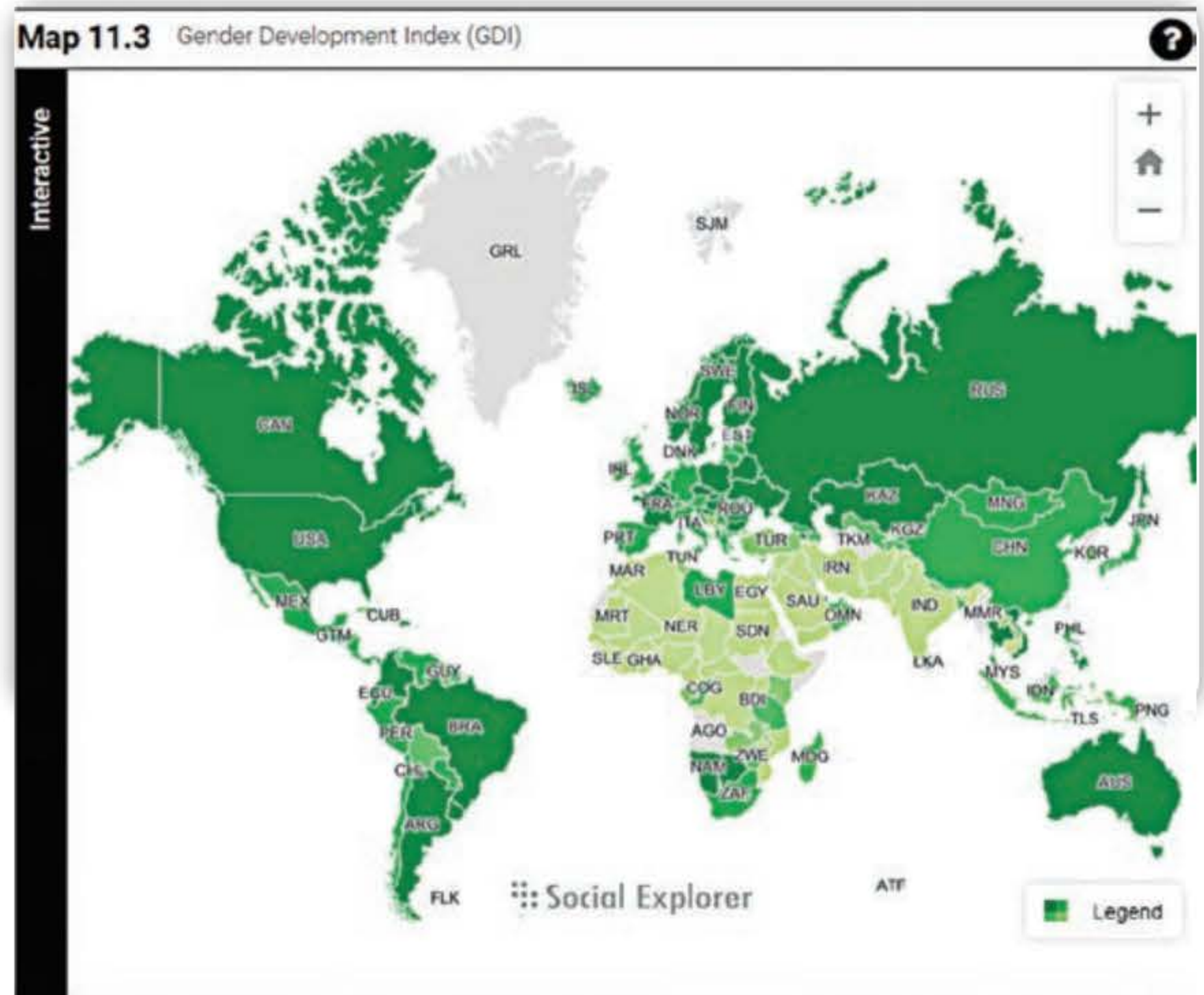
For decades, we have valued writing together and here, too, we have aimed to use a lively, clear, and coherent writing style to keep students focused and thinking. We ask questions, give vivid examples, and use active voice. We have also included a carefully chosen selection of anecdotes about our twins' adventures that have proven to be memorable and illustrative to students. Both of us take a cultural approach to understanding human development, but we have different childhood experiences and different areas of expertise in our research, so we hope students will benefit from the combination of our voices throughout the text.

## Enhanced Emphasis on Cultural Diversity

**ADDITIONAL CULTURAL VIDEOS.** The second edition introduced culturally-based "Chapter Introduction" videos with diverse Americans for each chapter, as well as "Cultural Focus" videos filmed in Botswana, Mexico, and the United States. In this third edition we have added new videos to broaden and deepen understanding of culture, for example on the interaction between genes and culture in childhood obesity, and an unforgettable account of a young adolescent boy in Congo who sells cakes on the street to help support his family. There are also new videos homing in on cultural diversity within the United States, including one with Latina adolescents recounting changes to views of gender in their community and one on religiosity among African American adolescents and emerging adults.



**NEW INTERACTIVE RESEARCH AND ARTWORK.** Building on the previous edition, we have continued to incorporate interactive maps, figures, and tables to help students appreciate the diversity that exists within the United States, and understand the role of culture, ethnicity, SES, and other factors in human development. In this edition, we have also added new “Social Explorer” interactive maps of the world that allows students to examine both regional patterns and country-specific statistics for phenomena such as postpartum maternal depression and cosleeping.



The map shows GDI ratings from 1 to 5, with 1 indicating highest gender equality and 5 lowest. Click Legend and scroll over percentage ranges. Scroll over map to explore variations by country. Source: Based on UNDP (2017).

## Expanded Opportunities to Apply Knowledge

### Apply Your Knowledge as a Professional

The topics covered in this chapter apply to a wide variety of career professions. Watch this video to learn how they apply to an instructor of maternity nursing.

**Watch** INSTRUCTOR OF MATERNITY NURSING

Video



Connie Beal, RN, MS  
Professor, Nursing  
Sinclair Community College

**UPGRADED “APPLY YOUR KNOWLEDGE AS A PROFESSIONAL” VIDEOS.** The previous edition featured several videos at the end of each chapter with career professionals who describe their jobs and explain how a knowledge of human development and culture influence their work on a daily basis. In this edition, based on instructor and student feedback, we have chosen the best video clip for each chapter and shortened them all to 3–4 minutes. These pithy and engaging videos allow students to learn about a wide variety of career paths. Diverse careers are profiled in the course of the text, including a reproductive endocrinologist, a pediatric nurse practitioner, a nanny, an early learning specialist, a college counselor, a marriage and family counselor, and the president of the advisory board at a senior center.

**NEW “JOURNALING QUESTIONS.”** A new feature in this edition is a “Journaling Question” at the end of each chapter in the digital Revel format of the text. This question encourages students to apply key information from across a chapter to their everyday experiences. Students’ responses are easily shared with the instructor, providing the instructor with feedback on how well students are attaining and applying new knowledge.

Journaling Question: Apply the topics from this chapter to your everyday experiences.

Reflect on your own development. How did you become the person you are now? This chapter has introduced a variety of dimensions such as culture, developmental stage, ethnicity, gender, SES, and globalization. Which of these dimensions, and potentially others too, are most important to how you have developed?

The response entered here will appear in the performance dashboard and can be viewed by your instructor.

Submit

## New Feature to Stay Up-to-Date

**“BREAKING DEVELOPMENTS.”** Important new findings on human development are published continuously. In the digital Revel format of the text we have added a new feature in this edition called “Breaking Developments,” in which we summarize an exciting new research finding at the end of a chapter. We also include summaries of new landmark cultural trends pertaining to human development. This feature allows students and instructors to keep up with the latest findings in human development research, rather than waiting 3–4 years between editions for updates of current research. We will add “Breaking Developments” at the beginning of January and July of each year, in selected chapters as research warrants.

## Content Highlights of New Research

Pooling our energies for this third edition, we have revised every chapter to incorporate the latest and most important human development research, as well as to enhance existing materials. While we cannot catalog every change here, we will highlight two key updates to each chapter. We have included:

### Chapter 1: Introduction

- New data on the global demographic divide, including a new video.
- A differentiation of research measurements from research designs, including new summary tables.

### Chapter 2: Genes and Prenatal Development

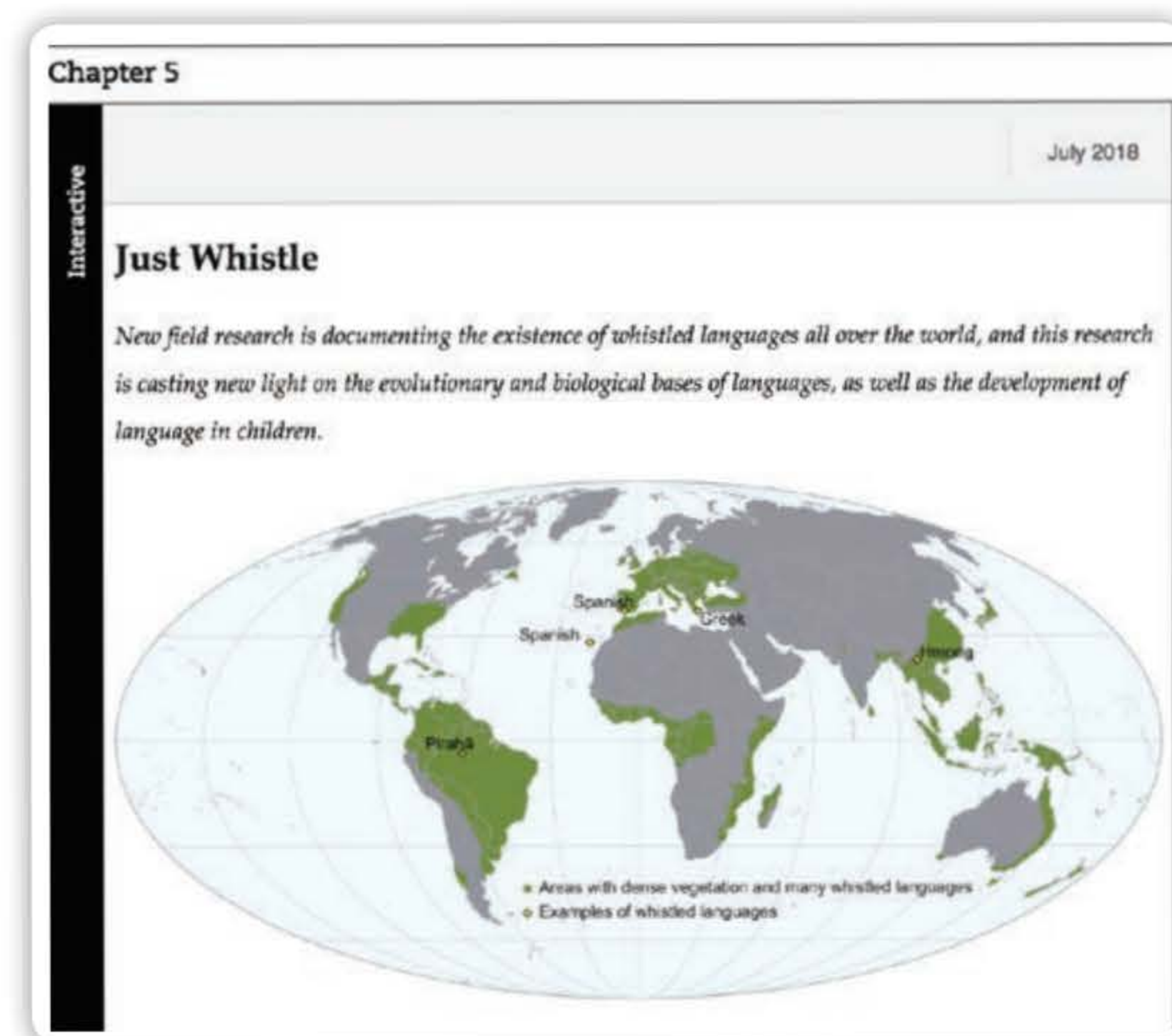
- The latest statistics on assisted reproductive technologies and age of viability in developed countries, as well as sex ratios at birth across diverse countries.
- New glossary terms and descriptions pertaining to neurogenesis, multifactorial disorders, and maternal blood screening.

### Chapter 3: Birth and the Newborn

- Information from diverse countries on maternal and paternal postpartum depression.
- The latest statistics for episiotomies (within the United States) and C-section rates (across countries).

### Chapter 4: Infancy

- Exciting contemporary cognitive development research on object permanence across species, and the roles of babbling, gesturing, and turn-taking in the emergence of speech. (The substages of Piaget’s sensorimotor stage were deleted to make room for these current research foci).



- Findings on the impact of culture on the development of the social smile.

### Chapter 5: Toddlerhood

- Updated information on the parent-child relationship, including findings from a meta-analysis on the long-term implications of early attachment, research on father involvement, and Scandinavian public policies to encourage paternal care of young children.
- Revised terminology and diagnostic criteria for autism spectrum disorder (ASD), including a new video with a clinician who diagnoses ASD in children.

### Chapter 6: Early Childhood

- Information on the diets of American children, including the roles of SES, ethnicity, and immigrant generation.
- A new section on theory of mind, including how different measurement techniques yield different findings on when children acquire it.

### Chapter 7: Middle Childhood

- A new section on executive function in middle childhood, including how its development is impacted by physical exercise and multilingualism.
- Explication of the revised Wechsler-V measurement of IQ.

### Chapter 8: Adolescence

- New material on adolescents’ work in developing countries, including a memorable new video on a Cambodian girl sifting through discarded food at a dump at dawn to find food for her family’s pigs.
- Updated statistics and research on adolescents’ uses of digital devices.



### Chapter 9: Emerging Adulthood

- Important information about sleep in emerging adulthood, including the concepts of delayed sleep phase syndrome and sleep debt, as well as tips for sleep hygiene.
- A new section on the opportunities and limitations of online learning, and on blended learning, in which students learn partly online and partly through face-to-face learning in the classroom.

### Chapter 10: Young Adulthood

- Intriguing new ideas on the neuropsychology of expertise.
- New findings showing the relation between marriage timing and divorce risk.

### Chapter 11: Middle Adulthood

- Exciting new research on the use of immunotherapy to treat cancer.
- The addition of the important concept of the “motherhood penalty” that is evident in the careers of midlife

women who have been involved in caring for one or more children, along with a new video in which women in midlife discuss their diverse approaches to balancing work and family.

### Chapter 12: Late Adulthood

- The latest research on the *ApoE* gene and the risk of Alzheimer’s disease.
- Introduction of the concept of the bridge job, in which older workers reduce their work hours but remain in the labor force, or they take another job that is less demanding and involves fewer hours per week.

### Chapter 13: Death and Afterlife Beliefs

- The latest statistics on the continued dramatic decline in rates of heart disease in the United States, across ethnic groups.
- Addition of the concept of “prolonged grief disorder,” including an examination of the difficulty of determining what classifies as “prolonged.”

# Teaching and Learning Aids

## Learning Objectives

Learning Objectives (LOs) for each chapter are listed at the start of each section as well as alongside every section heading. Based on Bloom's taxonomy, these numbered objectives help students better organize and understand the material. The end-of-section summary is organized around these same objectives, as are all of the supplements and assessment materials.

### Five Features

**LO 9.1** Name the four revolutions that contributed to the rise of emerging adulthood, and the five developmental features distinctive to emerging adulthood.

Perhaps the most obvious indicator of the emergence of emerging adulthood as a normative life stage in developed countries is the rise in the ages of entering marriage and parenthood. As recently as 1960 the median age of marriage in most developed countries was in the very early 20s, around 21 for women and 23 for men (Douglass, 2005). Now the median age of marriage is 28 in the United States, and close to 30 in most other developed countries, as **Figure 9.1** shows (Arnett, 2015). Age at entering parenthood followed a similar rise.

### Summary: PHYSICAL DEVELOPMENT

**LO 9.1** Name the four revolutions that contributed to the rise of emerging adulthood, and the five developmental features distinctive to emerging adulthood.

The rise of emerging adulthood was due to four revolutions that began in the 1960s and '70s: the Technological Revolution, the Sexual Revolution, the Women's Movement, and the Youth Movement. The five features of emerging adulthood include identity explorations, instability, self-focus, feeling in-between, and possibilities/optimism.

**LO 9.2** Describe some of the ways emerging adulthood varies among cultures, with specific reference to European and Asian countries.

Good sleep hygiene includes waking up at the same time each day, getting regular exercise, and limiting caffeine and alcohol consumption.

**LO 9.5** Explain why young drivers have the highest rates of crashes, and name the most effective approach to reducing those rates.

Rates of automobile fatalities are high in adolescence and emerging adulthood due to a combination of inexperience and risky driving behaviors such as driving too fast or while intoxicated. Factors that influence emerging adults' risky driving include being male, sensation seeking and aggressiveness, and the belief that peers approve of risky driving. Fatalities among novice drivers have been reduced substantially by GDL programs.

## Section Summaries

Organized by Learning Objective (LO), a summary appears at the end of each major section.

## Practice Quizzes and Chapter Quiz

In the digital Revel version of this third edition, multiple-choice practice quizzes appear after each section to help students assess their comprehension of the material. A cumulative multiple-choice test appears at the end of every chapter.

Chapter 5 Quiz: Toddlerhood Question 6 of 20

Worth 5 Points

Among the Fulani people of West Africa, toddlers are sent to their \_\_\_\_\_ household during weaning.

aunt's

grandmother's

father's

older sibling's

3 attempts remaining

Submit



## REVEL

### Educational Technology Designed for the Way Today's Students Read, Think, and Learn

When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of Revel: an immersive learning experience designed for the way today's students read, think, and learn. Built in collaboration with educators and students nationwide, Revel is the newest, fully digital way to deliver respected Pearson content.

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 experience boosts student engagement, which leads to better understanding of concepts and improved performance throughout the course.

### Learn More about Revel

<http://www.pearsonhighered.com/revel/>

The third edition includes integrated videos and media content throughout, allowing students to explore topics more deeply at the point of relevancy.

Research has also shown that newborns prefer tastes, smells, voices, and even languages that they experienced while in the womb (Mennella et al., 2001; Moon et al., 1993; Varendi et al., 2002). Even prenatally, then, fetuses are learning and remembering, and they are developing initial preferences that are culturally shaped, such as for spicy or mild flavors, and for French or Russian. For more, watch the video *Key Events in Prenatal Development*.

#### Watch KEY EVENTS IN PRENATAL DEVELOPMENT



Revel also offers the ability for students to assess their content mastery by taking multiple-choice quizzes that offer instant feedback and by participating in a variety of writing assignments such as peer-reviewed questions and auto-graded assignments. Additionally:

- **MyVirtualChild and MyVirtualLife.** MyVirtualChild is an interactive simulation now available in Revel that allows students to play the role of a parent and raise their

own virtual child. By making decisions about specific scenarios, students can raise their children from birth to age 18 and learn firsthand how their own decisions and other parenting actions affect their child over time. In MyVirtualLife, students make decisions for a virtual version of themselves from emerging adulthood through the end of life.

- **Media assignments** for each chapter—including videos with assignable questions—feed directly into the gradebook, enabling instructors to track student progress automatically.
- **The Pearson eText** lets students access their text anytime and anywhere, and any way they want, including listening online.

## Presentation and Teaching Resources

The Instructor's Resource Center ([www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc)) provides information on the following supplements and downloadable files:

**TEST BANK (ISBN: 0134635825)** Revised by Professor Regina M. Hughes (Collin College), the Test Bank contains over 4,000 questions, many of which were class-tested in multiple classes at both 2-year and 4-year institutions across the country prior to publication. Item analysis is provided for all class-tested items. All conceptual and applied multiple-choice questions include rationales for each correct answer and the key distracter. The item analysis helps instructors create balanced tests, while the rationales serve both as an added guarantee of quality and as a time-saver when students challenge the keyed answer for a specific item. Each chapter of the test bank includes a Total Assessment Guide, an easy-to-reference grid that organizes all test items by learning objective and question type.

The test bank comes with Pearson MyTest (ISBN: 0134625366), a powerful test generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments wherever and whenever they want. Instructors can easily access existing questions and then edit, create, and store using simple drag-and-drop and Word-like controls. Data on each question provides information relevant to difficulty level and page number. In addition, each question maps to the text's major section and learning objective. For more information go to [www.PearsonMyTest.com](http://www.PearsonMyTest.com).

**ENHANCED LECTURE POWERPOINT SLIDES WITH EMBEDDED VIDEOS (ISBN: 0134891856)** The Enhanced Lecture PowerPoints offer detailed outlines of key points for each chapter supported by selected visuals from the text, and include the videos from the human development video series featured in the text. ADA compliant Standard Lecture PowerPoints (ISBN: 0134635744) without embedded videos are also available. A separate *Art and Figure* version (ISBN: 0134891864) of these presentations contains all art from the text for which Pearson has been granted electronic permissions.

**INSTRUCTOR'S MANUAL (ISBN: 0134635752)** Written and compiled by Paul G. Kochmanski (Niagara University), the Instructor's Manual includes suggestions for preparing for the course, sample syllabi, and current trends and strategies for successful teaching. Each chapter offers integrated teaching outlines and a list of the key terms for quick reference, and includes an extensive bank of lecture launchers, as well as activities. Answers to the in-text features are provided. Detailed critical-thinking problems with accompanying rubrics and a set of questions for using MyVirtualChild with the cultural approach are also included. The electronic format features click-and-view hotlinks that allow instructors to quickly review or print any resource from a particular chapter. This tool saves prep work and helps you maximize your classroom time.

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# About the Authors

**Jeffrey Jensen Arnett** is a Research Professor in the Department of Psychology at Clark University in Worcester, Massachusetts. He received his Ph.D. in developmental psychology in 1986 from the University of Virginia, and did 3 years of postdoctoral work at the University of Chicago. From 1992 through 1998 he was Associate Professor in the Department of Human Development and Family Studies at the University of Missouri, where he taught a 300-student life span development course every semester. In the fall of 2005, he was a Fulbright Scholar at the University of Copenhagen in Denmark; in 2010–2011 he was the Nehru Chair at Maharaja Sayajirao University in India; and in 2017–2018 he was a Visiting Professor at the University of Bordeaux in France.

His primary scholarly interest for the past 20 years has been in emerging adulthood. He coined the term, and he has conducted research on emerging adults concerning a wide variety of topics, involving several different ethnic groups in American society. He is the Founding President and Executive Director of the Society for the Study of Emerging Adulthood (SSEA; [www.ssea.org](http://www.ssea.org)). From 2005 to 2014 he was the editor of the *Journal of Adolescent Research (JAR)*, and currently he is on the Editorial Board of *JAR* and five other journals. He has published many theoretical and research papers on emerging adulthood in peer-reviewed journals, as well as the book *Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties* (2015, 2nd edition, Oxford University Press), among many others. For more information, see [www.jeffreyarnett.com](http://www.jeffreyarnett.com).



Jeff at ages 8 months, 6 years, and 12 years.

**Lene Arnett Jensen** is Associate Professor in the Department of Psychology at Clark University in Worcester, Massachusetts. She received her Ph.D. in developmental psychology in 1994 from the University of Chicago, and did a 1-year postdoctoral fellowship at the University of California–Berkeley. Prior to coming to Clark University, she taught at the University of Missouri and Catholic University of America. She has also been a visiting professor at Stanford University, Aalborg University in Denmark, Maharaja Sayajirao University in India, and the University of Bordeaux in France.

She aims through scholarship and professional collaboration to move the discipline of psychology toward understanding development both in terms of what is universal and what is cultural. She terms this a “cultural-developmental approach.” Her research addresses moral development and cultural identity formation. Together with her students, she has conducted research in countries such as Denmark, India, Thailand,

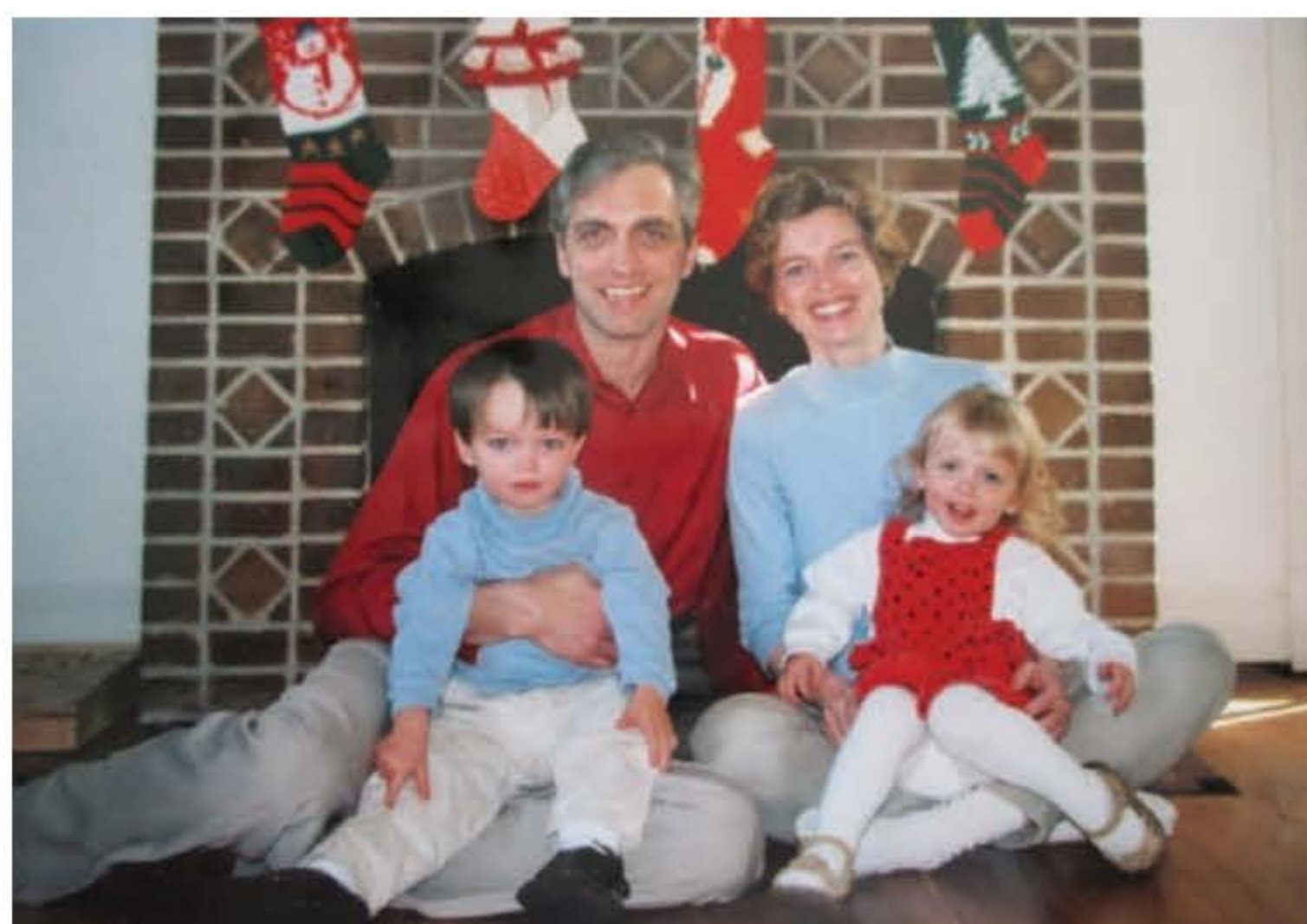
Turkey, and the United States. Her publications include *New Horizons in Developmental Theory and Research* (2005, with Reed Larson, Jossey-Bass/Wiley), *Immigrant Civic Engagement: New Translations* (2008, with Constance Flanagan, Taylor-Francis), *Bridging Cultural and Developmental Psychology: New Syntheses for Theory, Research and Policy* (2011, Oxford University Press), the *Oxford Handbook of Human Development and Culture* (2015, Oxford University Press), *Moral Development in a Global World: Research from a Cultural-Developmental Perspective* (2015, Cambridge University Press), and the *Oxford Handbook of Moral Development* (forthcoming, Oxford University Press).

From 2004 to 2015, she was editor-in-chief for the journal *New Directions for Child and Adolescent Development* (with Reed Larson). She served as program chair for the 2012 biennial conference of the Society for Research on Adolescence (with Xinyin Chen), and currently serves on awards committees for the Society for Research on Child Development (SRCD) and the Society for Research on Adolescence (SRA). For more information, see [www.lenearnettjensen.com](http://www.lenearnettjensen.com).



Lene at ages 3, 11, and 17 years.

Jeff and Lene live in Worcester, Massachusetts, with their twins, Miles and Paris.



The authors with their twins when they were toddlers and now on the cusp of emerging adulthood.

# Acknowledgments

We are grateful to all of the talented and dedicated people who contributed to the third edition. We would especially like to thank Amber Chow, Senior Acquisitions Editor, and Kelli Strieby, Senior Producer and Strategy Manager, who enthusiastically supported our vision for this third edition and mobilized all the resources necessary to bring it to fruition. Debbie Coniglio, the Managing Editor, brought her characteristic thoughtfulness, energy, and organizational skills to the entire project. Nic Albert performed superbly as the Senior Development Editor, repeatedly reviewing and improving the writing, the artwork, and a variety of other features of every chapter. Thanks also go to Lisa Mafriaci at Pearson and to Allison Campbell at Integra Software Services for coordinating all aspects of production. Katie Toulmin and Sabrina Avilés from Cabin 3 Media produced an outstanding slate of new videos, and Elissa Senra-Sargent produced the Revel product. Christopher Brown, Senior Product Marketing Manager, handled the marketing of the text and organized focus groups that provided valuable feedback on the Revel text. Liz Kincaid found the photos that do a great job of reflecting the cultural approach of the text, and Pentagram/Lumina Datamatics Ltd. created the cover design. We'd also like to thank Noma Bar for the cover illustration, and Louis Fierro for coordinating the reviews.

Finally, we would like to thank the hundreds of reviewers who reviewed chapters, sections, and other materials in the course of the development of the text. We benefited greatly from their suggestions and corrections, and now instructors and students reading the text will benefit, too.

## The Development of Human Development: A Cultural Approach

This text is the product of the most extensive development effort this market has ever witnessed. *Human Development: A Cultural Approach* reflects the countless hours and extraordinary efforts of a team of authors, editors, and reviewers that shared a vision for not only a unique human development text, but also the most comprehensive and integrated supplements program on the market. Over 250 manuscript reviewers provided invaluable feedback for making this text as accessible and relevant to students as possible. Each chapter was also reviewed by a panel of subject-matter experts to ensure accuracy and currency. Dozens of focus-group participants helped guide every aspect of the program, from content coverage to the art style and design to the configuration of the supplements. In fact, some of those focus-group participants were so invested in the project

that they became members of the supplements author team themselves. Dozens of students compared the manuscript to their current textbooks and provided suggestions for improving the prose and design. We thank everyone who participated in ways great and small, and hope that you are as pleased with the finished product as we are!

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## Chapter 1

# A Cultural Approach to Human Development

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### **SECTION 1** HUMAN DEVELOPMENT TODAY AND ITS ORIGINS

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#### A Demographic Profile of Humanity

- Population Growth and Change
- Variations Across Countries
- Variations Within Countries

#### Human Origins: The Rise of a Cultural and Global Species

- Our Evolutionary Beginnings
- The Origin of Cultures and Civilizations
- Human Evolution and Human Development Today

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### **SECTION 2** THEORIES OF HUMAN DEVELOPMENT

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#### Ancient Conceptions

- Conceptions of Development in Three Traditions

#### Scientific Conceptions

- Freud's Psychosexual Theory
- Erikson's Psychosocial Theory
- Bronfenbrenner's Ecological Theory
- A Cultural-Developmental Model for This Text

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### **SECTION 3** HOW WE STUDY HUMAN DEVELOPMENT

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#### The Scientific Method

- The Five Steps of the Scientific Method

#### Research Measurements, Designs, and Ethics

- Research Measurements
- Research Designs
- Ethics in Human Development Research

THE CHINESE HAVE AN EXPRESSION FOR THE LIMITED WAY ALL OF US LEARN TO SEE THE WORLD: *jing di zhi wa*, meaning “frog in the bottom of a well.” The expression comes from a fable about a frog that has lived its entire life in a small well. The frog assumes that its tiny world is all there is, and has no idea of the true size of the world. It is only when a passing turtle tells the frog of the great ocean to the east that the frog realizes there is much more to the world than it had known.

All of us are like that frog. We grow up as members of a culture and learn, through direct and indirect teaching, to see the world from the perspective that becomes most familiar to us. Because the people around us usually share that perspective, we seldom have cause to question it. Like the frog, we rarely suspect how big and diverse our human species really is.

The goal of this text is to rise out of the well together, by taking a cultural approach to understanding **human development**, the ways people grow and change across the life span. This means that the emphasis of the text is on how persons develop as members of a culture. **Culture** is the total pattern of a group’s customs, beliefs, art, and technology. In other words, a culture is a group’s common way of life, passed on from one generation to the next. From the day we are born, all of us experience our lives as members of a culture (sometimes more than one), and this profoundly influences how we develop, how we behave, how we think, how we see the world, and how we experience life.

Biology is important, too, of course, and at various points we will discuss the interaction between biological and cultural influences. However, human beings everywhere have essentially the same biological constitution, yet their paths through the life span are remarkably varied depending on the culture in which their development takes place.

As authors of this text, we will be your fellow frogs, your guides and companions as we rise with you out of

the well to gaze at the broad, diverse, fascinating cultural panorama of the human journey. The text will introduce you to many variations in human development and cultural practices you may not have known about before, which may lead you to see your own development and your own cultural practices in a new light. You will also learn to analyze and critique research based on whether it does or does not take culture into account. By the time you finish this text, you should be able to *think culturally*.

The field of human development is different from fields like geology or astronomy in that everyone studying human development has direct personal experience with it. As two developing humans, age 60 (Jeff) and 51 (Lene), we certainly draw upon our life experiences in understanding human development and in presenting it to you in this text. Our experiences have been culturally diverse: one of us grew up in Denmark (Lene) and one in the U.S. (Jeff), and together we have lived in the U.S., Denmark, France, and India. We have also had the wonderful and informative experience of being parents to our twins, Paris and Miles, now 18 years old, and we will occasionally share stories from their childhood that illustrate concepts presented in the text. However, we will also emphasize that although your personal experience is an important source of insights into human development, it may not be reflective of how most humans develop, either now or in the human past. In fact, if you have grown up in the United States, Canada, or Europe, you will find that your experience is in many ways highly unusual compared to most other people. Once you get to the top of the well—and we hope to bring you there, by the end of the text—you will see that human development is marvelously variable in ways you may find astonishing and remarkable.

In this chapter, we set the stage for the rest of the text. The first section provides a broad summary of human life today around the world, as well as an examination of

how cultures developed out of our common evolutionary history. In the second section, we look at the history of theoretical conceptions of human development along with a new cultural-developmental model that will be the framework for this text. Finally, the third section

provides an overview of human development as a scientific field. We review the steps and tools of the scientific method, including distinctive opportunities and challenges of conducting research across the life span and across cultures.

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**Watch** CHAPTER INTRODUCTION: A CULTURAL APPROACH TO HUMAN DEVELOPMENT