

HUMAN DEVELOPMENT

A CULTURAL APPROACH

Australian and New Zealand edition

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Preface

Welcome to the first edition of *Human Development: A Cultural Approach*, Australian and New Zealand Edition.

This edition features current research throughout, as well as a focus on the cultural diversity that exists around the world, with particular attention to Australia and New Zealand. We have worked closely with the Pearson team to develop a wide range of features that make the content and cultural approach engaging. However, what sets this book apart, more than anything else, is that it presents a portrayal of development that covers the whole amazing range of human cultural diversity. As individuals who have taught human development in higher education for years, and being familiar with the available textbooks, we were struck by how narrow they all seemed to be. Many textbooks focus on human development in the United States as if it were the typical pattern for people everywhere, with only the occasional mention of people in other parts of the world. With this adapted textbook, we have carefully scrutinised the applicability of the mainstream American model for students in Australia and New Zealand. In some cases, the research is similar; sometimes, the content is very different; and sometimes American research serves as an interesting contrast for development patterns in New Zealand and Australia.

So, in writing and adapting this textbook for an Australian and New Zealand audience, we decided to take a cultural approach, and one that pays close attention to development in our own part of the world as well as beyond. We set out to portray human development as it takes place across all the different varieties of cultural patterns that people have devised in response to their local conditions and the creative inspiration of their imaginations. Our goal was 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 book, with the intent that students will learn how to do it themselves by the time they reach the end. By exploring a balance of examples of research from Australia, New Zealand, the United States and throughout the world, students studying with this textbook will learn how culture shapes human development at all stages of the life span.

We know from our experiences as university lecturers 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 globalised 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 globalised world, students will benefit from being able to apply the cultural approach and think culturally about development, whether in social interactions with friends and neighbours, or in their careers, as they may have patients, students or co-workers who come from different cultures.

Did you notice that the front cover is a woven mat? We have taken as inspiration the whāriki from indigenous Māori culture. Whāriki are usually the result of many people working together who are valued for their artistry. There is also a symbolic meaning. The individual strands of the whāriki represent the aspects of life that describe and support human development, and the completed whāriki represents ‘a woven mat for all to stand on’ (Ministry of Education, 2017, p. 10). The weaving metaphor is also present in other cultures. There is a Tongan saying that ‘society is like a mat being woven’, and the Malagasy from Madagascar have a proverb that says, ‘All who live under the sky are woven together like one big mat’. The cover image captures the interwoven nature of culture, experiences and historical context for individuals in their development, as well as biological, cognitive and psychosocial aspects of development. As individuals, we need to look beyond our own experiences and not assume that what is true for ourselves is true for others. We have grown up in a certain cultural context. We have learned to think about life in a certain way. Most of us do not realise how broad and diverse our world really is. Our hope is that this book will help more students identify the strands of the weaving that represent an individual’s development, and appreciate the wonderful diversity of human development.

The cultural approach makes this textbook much different from other life span textbooks, but there are other features that make this textbook distinct. This is the only major textbook to include a separate chapter on toddlerhood, the second and third years of life. We have always been puzzled by the way other textbooks 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 knows that years 2 and 3 are very different from what comes before or after, and we know this well from our own experiences as parents. Infants cannot walk or talk, and once toddlers learn to do both in years 2 and 3, their experience of life—and their parents’ experience—changes completely. 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 behaviour in their culture is much more limited.

This textbook is also alone among major textbooks in dividing the adult life span into stages of emerging adulthood, young adulthood, middle adulthood and late adulthood. Emerging adulthood, roughly ages 18–29, 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. Other textbooks either call the whole period from age 18 to 40 ‘young adulthood’ (which makes little sense, in that for most people in developed countries ages 18–29 are vastly different from ages 30–40), or they have an emerging adulthood chapter and then lump young and middle adulthood together as ‘adulthood’ (which also makes little sense, given that it means applying one life stage term to ages 25–60). Arnett originally proposed the theory of emerging adulthood in 2000, and it has now become widely used in the social sciences. We think 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.

This textbook 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 main sections, which correspond to the physical, the cognitive and the emotional and social domains of development. This is an introductory textbook, 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.

Features



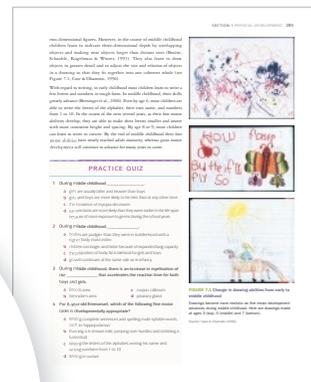
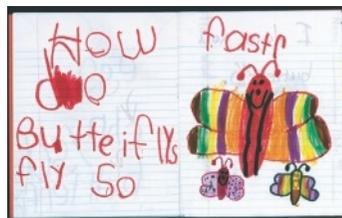
work in developed countries, and
 world work to factory work to feeding domestic
 cultural variations in children's experiences of middle childho



Opening vignettes begin each chapter and provide an overview of the developmental stage being covered. The vignettes feature people from diverse backgrounds and discuss their lives, experiences, and the role that culture has played in their development.

Research and artwork have been incorporated to help students appreciate the diversity that exists within countries, and to understand the role of culture, ethnicity, socioeconomic status and other factors in human development.

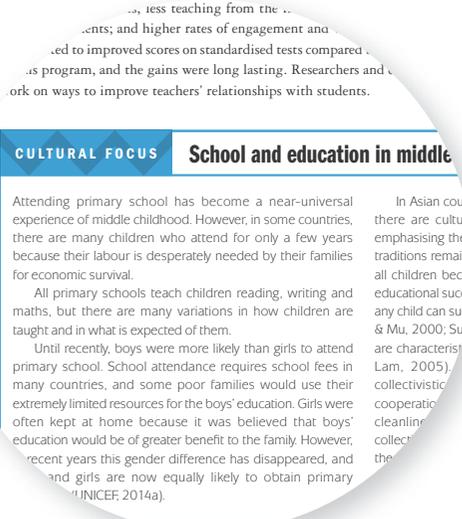
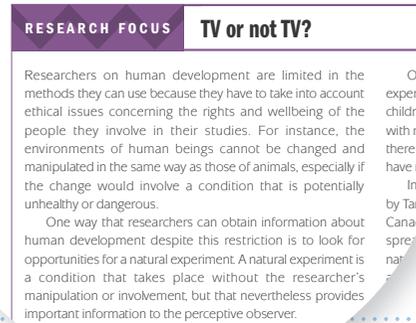
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 and numbers
 fine motor
 and neater
 most children
 od their fine
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Research focus features offer a detailed description of a research study, including its premises, methods, results and limitations. Multiple-choice review questions at the end of the feature ensure that students have a solid understanding of the research study and methodology.

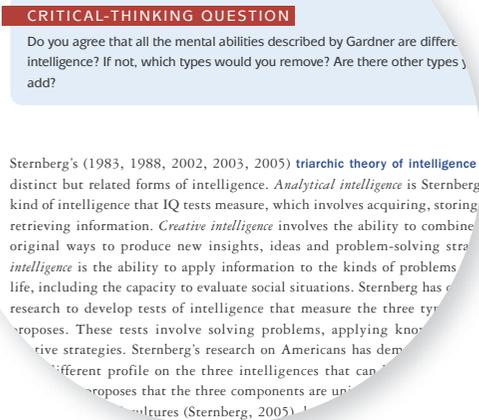


... status and criminal ...
... provides interesting insight.
... perhaps the most persuasive evidence that watching TV ...
... comes from a natural experiment in a Canadian town. The
Research focus: TV or not TV? feature.



Cultural focus features highlight how culture impacts various aspects of development, such as breastfeeding practices, gross motor development, marriage and family relationships, and work and retirement. Students read an overview of the topic and then answer a review question.

Critical thinking questions encourage students to think more deeply and critically about a developmental topic. These questions appear in every main section and often focus on the role of culture in human development.



Practice quizzes appear at the end of each section within the chapter to test knowledge gained during the topic.



PRACTICE QUIZ

Understanding of how genetics

As long as they emphasise the 'within', they should not be concerned about emotional problems.

They should be concerned because of the heightened risk for kidney failure.

They should be concerned because of the chance of ADHD correlated with the obese.

In developed countries, _____

lead poisoning continues to be one of the causes of death during middle childhood.

middle childhood is the least neglected because of an increased need for this period in development.

even children who do not appear to be less susceptible to fads during childhood than children from developed countries have



SUMMARY PHYSICAL DEVELOPMENT

LO 7.1 Identify the changes in physical and sensory development that take place during middle childhood.

In middle childhood, physical growth continues at a slow but steady pace—about 5–8 cm per year in height and about 2.5–3 kg per year in weight. Children lose all 20 primary teeth and their permanent teeth begin to grow in. Ear health improves, but one-quarter of children become nearsighted during middle childhood.

LO 7.2 Explain how motor development advances in middle childhood and how these advancements are related to new skills and participation in games and sports.

Children's gross motor skills improve in middle childhood due to improved balance, increased strength, better coordination,

greater agility and faster development advances, a wide range of game participation in organised advances are especially writing.

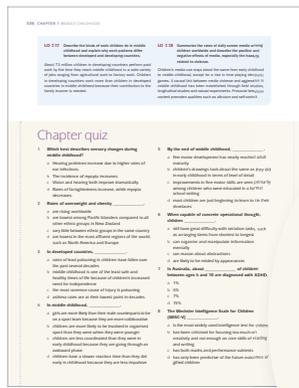
LO 7.3 Describe the changes in vision and obesity of middle childhood.

Studies have shown that children are more energetic, less fat, and taller than in early childhood.

PRACTICE QUIZ

Summary boxes at the end each section cover the key points associated with each learning objective within the section.

Chapter quizzes at the end of each chapter consist of multiple choice questions covering topics raised in all sections of the chapter to ensure good knowledge of content.



Chapter quiz

1 Which best describes sensory changes during middle childhood?

5

a Hearing problems increase due to higher rates of ear infections.

b The incidence of myopia increases.

c Vision and hearing both improve dramatically.

d Rates of farsightedness increase, while myopia decreases.

2 Rates of overweight and obesity _____

a are rising worldwide

b are lowest among Pacific Islanders compared to other ethnic groups in New Zealand

c vary little between ethnic groups in the same country

d are lowest in the most affluent countries



Acknowledgements

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

Reviewers include:

Dr Jessica Paynter, Griffith University

Professor Harsha Perera, University of Southern Queensland

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Dr Jennifer Cartmel, Griffith University

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Dr Tess Knight, Deakin University

Finally, 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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Jeffrey Jensen Arnett is a Research Professor in the Department of Psychology at Clark University in Worcester, Massachusetts. He received his PhD in developmental psychology in 1986 from the University of Virginia, and did 3 years of postdoctoral work at the University of Chicago. From 1992 to 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 autumn of 2005, he was a Fulbright Scholar at the University of Copenhagen in Denmark.

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). 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 books *Adolescence and Emerging Adulthood: A Cultural Approach* (2015, 6th edition, Pearson) and *Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties* (2015, 2nd edition, Oxford University Press).

He lives in Worcester, Massachusetts, with his wife Lene Jensen and their twins, Miles and Paris. For more information on Dr Arnett and his research, see www.jeffreyarnett.com.



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Laurie Chapin is a psychology lecturer at Victoria University in Melbourne, Australia. Originally from the United States, in 2010 she completed her PhD in applied social psychology, with an emphasis on life span development, at Colorado State University. She started teaching adolescent and life span development when she was a Master's student at Charles Sturt University, and this began her passion for teaching in higher education. She moved to Australia in 2011, and currently teaches a variety of psychology units at Victoria University.

Her research interests and publications focus on young people from vulnerable backgrounds and resilience associated with positive outcomes. She supervises student research projects at all levels of study related to resilience, wellbeing and community programs in Melbourne and regional Victoria to support youth development.

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Charlotte Brownlow is an Associate Professor in the School of Psychology and Counselling at the University of Southern Queensland, Australia. Originally from the United Kingdom, she received her PhD in 2007 from The University of Brighton, focusing on the identity construction of people with autism/autistic people. She has written many research papers within the field of autism and has a particular interest in the concept of 'difference'. She

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Charlotte's main teaching interests are developmental psychology and qualitative research methods; she supervises several PhD students who are completing their research within these areas.

She lives in Toowoomba, Queensland, with her husband Neil, their three children and two dogs.