



EXPERIENCING THE LIFESPAN

FOURTH EDITION

Janet Belsky



EXPERIENCING THE LIFESPAN Fourth Edition

Macmillan Education LaunchPad for EXPERIENCING THE LIFESPAN, Fourth Edition

Available March 2016 at <http://www.macmillanhighereducation.com/launchpad/belsky4e>

Each chapter in Macmillan Education LaunchPad for *EXPERIENCING THE LIFESPAN, Fourth Edition*, features a collection of activities carefully chosen to help master the major concepts. The site serves students as a comprehensive online study guide, available any time, with opportunities for self-quizzing with instant feedback, exam preparation, and further exploration of topics from the textbook. For instructors, all units and activities can be instantly assigned, and students' results and analytics are collected in the Gradebook.

FOR STUDENTS

- Full e-Book of *EXPERIENCING THE LIFESPAN, Fourth Edition*
- LearningCurve Quizzing
- Student Video Activities
- Interactive Flashcards
- PsychSim 6.0
- *Scientific American* Newsfeed
- Experience the Lifespan Activities

FOR INSTRUCTORS

- Test Bank and Gradebook
- Presentation Slides
- iClicker Questions
- Electronic Figures, Photos, and Tables
- Resource Manual with Lecture Notes and Suggested Activities
- Videos



Experiencing the Lifespan

Experiencing the Lifespan

FOURTH
EDITION

JANET BELSKY

Middle Tennessee State University

WORTH
PUBLISHERS

A Macmillan Education Imprint
New York

FOR DAVID

A world-class intellectual and the world's best possible husband

Publisher: Rachel Losh
Associate Publisher: Jessica Bayne
Senior Acquisitions Editor: Christine M. Cardone
Developmental Editor: Elaine Epstein
Assistant Editor: Catherine Michaelsen
Marketing Manager: Lindsay Johnson
Marketing Assistant: Allison Greco
Director, Content Management Enhancement: Tracey Kuehn
Media Editor: Lauren Samuelson
Photo Editor: Sheena Goldstein
Art Director: Diana Blume
Cover and Interior Designer: Blake Logan
Managing Editor: Lisa Kinne
Project Editor: Julio Espin
Production Manager: Sarah Segal
Art Manager: Matthew McAdams
Composition: codeMantra
Printing and Binding: RR Donnelley
Cover photo: Stephen St. John/National Geographic Creative
Photo of brain icon: RENGraphic/Getty Images
Photo of flame icon: rilora/Getty Images

Library of Congress Control Number: 2015942394

ISBN-13: 978-1-4641-7594-7

ISBN-10: 1-4641-7594-2

© 2016, 2013, 2010, 2007 by Worth Publishers

All rights reserved.

Printed in the United States of America

First printing

Worth Publishers
One New York Plaza
Suite 4500
New York, NY
10004-1562

About the Author



Steven James

Born in New York City, Janet Belsky always wanted to be a writer but was also very interested in people. After receiving her undergraduate degree from the University of Pennsylvania, she deferred to her more practical and people-loving side and got her Ph.D. in clinical psychology at the University of Chicago. Janet spent her thirties in New York

City teaching at Lehman College, CUNY, and doing clinical work in hospitals and nursing homes. During this time, she wrote one trade book, *Here Tomorrow, Making the Most of Life After 50*, got married, adopted a child and, with the publication of the first undergraduate textbook in the psychology of aging, began what turned into a lifelong developmental science textbook writing career. In 1991, Janet moved to Tennessee with her family to write and teach undergraduate courses in psychology at Middle Tennessee State University. After her husband died in 2012, Janet enrolled in the Master's Program in Liberal Arts at the University of Chicago (a beginning graduate student again at the U of C, after 45-plus years!). Still, she remains committed to her life passion—exciting readers in the marvelous human lifespan through this book.

Brief Contents

Preface xvii

PART I The Foundation 1

Chapter 1 The People and the Field 3

Chapter 2 Prenatal Development, Pregnancy, and Birth 35

PART II Infancy 71

Chapter 3 Infancy: Physical and Cognitive Development 73

Chapter 4 Infancy: Socioemotional Development 107

PART III Childhood 133

Chapter 5 Physical and Cognitive Development 135

Chapter 6 Socioemotional Development 169

Chapter 7 Settings for Development: Home and School 199

PART IV Adolescence 229

Chapter 8 Physical Development 231

Chapter 9 Cognitive and Socioemotional Development 259

PART V Early and Middle Adulthood 291

Chapter 10 Constructing an Adult Life 293

Chapter 11 Relationships and Roles 327

Chapter 12 Midlife 357

PART VI	Later Life	387
Chapter 13	Later Life: Cognitive and Socioemotional Development	389
Chapter 14	The Physical Challenges of Old Age	417

PART VII	Epilogue	447
Chapter 15	Death and Dying	449

Final Thoughts 475

Glossary G-1

References R-1

Name Index NI-1

Subject Index SI-1

Contents

Preface xvii

PART I The Foundation 1

Chapter 1 The People and the Field 3

Who We Are and What We Study 4

Setting the Context 5

The Impact of Cohort 5

The Impact of Socioeconomic Status 9

The Impact of Culture and Ethnicity 10

The Impact of Gender 10

Theories: Lenses for Looking at the Lifespan 12

Behaviorism: The Original Blockbuster “Nurture” Theory 12

Psychoanalytic Theory: Focus on Early Childhood and Unconscious Motivations 14

Attachment Theory: Focus on Nurture, Nature, and Love 15

Evolutionary Psychology: Theorizing About the
“Nature” of Human Similarities 16

Behavioral Genetics: Scientifically Exploring the “Nature” of Human Differences 16

HOW DO WE KNOW . . . that our nature affects our upbringing? 18

Nature and Nurture Combine: Where We Are Today 18

HOT IN DEVELOPMENTAL SCIENCE: Environment-Sensitive Genes and Epigenetically Programmed Pathways 19

Emphasis on Age-Linked Theories 20

The Developmental Systems Perspective 22

Research Methods: The Tools of the Trade 25

Two Standard Research Strategies: Correlations and Experiments 25

Designs for Studying Development: Cross-Sectional and Longitudinal Studies 27

Critiquing the Research 29

Emerging Research Trends 29

Some Concluding Introductory Thoughts 30

Chapter 2 Prenatal Development, Pregnancy, and Birth 35

Setting the Context 36

The First Step: Fertilization 36

The Reproductive Systems 36

The Process of Fertilization 36

The Genetics of Fertilization 38



STEPHEN ST. JOHN/National Geographic Creative

Prenatal Development 39
 First Two Weeks: The Germinal Stage 39
 Week 3 to Week 8: The Embryonic Stage 40
 Principles of Prenatal Development 40
 Week 9 to Birth: The Fetal Stage 41

Pregnancy 42
 Scanning the Trimesters 42
 Pregnancy Is Not a Solo Act 44
 What About Dads? 45

Threats to the Developing Baby 46
 Threats from Outside: Teratogens 46

HOT IN DEVELOPMENTAL SCIENCE: What Is the Impact of Prenatal Stress? 50
 Threats from Within: Chromosomal and Genetic Disorders 51

HOW DO WE KNOW . . . about the gene for Huntington’s disease? 54
 Interventions 55
 Infertility and New Reproductive Technologies 56

INTERVENTIONS: Exploring ART 58

Birth 60
 Stage 1: Dilation and Effacement 60
 Stage 2: Birth 60
 Stage 3: The Expulsion of the Placenta 60
 Threats at Birth 61
 Birth Options, Past and Present 61

The Newborn 63
 Tools of Discovery: Testing Newborns 63
 Threats to Development Just After Birth 64

EXPERIENCING THE LIFESPAN: Marcia’s Story 65
 A Few Final Thoughts on Biological Determinism and Biological Parents 66



© Nicole Hill/RubberBall/AGE Fotostock

PART II Infancy 71

Chapter 3 Infancy: Physical and Cognitive Development 73

Setting the Context 74
 The Expanding Brain 74
 Neural Pruning and Brain Plasticity 74

Basic Newborn States 76
 Eating: The Basis of Living 76

EXPERIENCING THE LIFESPAN: A Passion to Eradicate Malnutrition: A Career in Public Health 80
 Crying: The First Communication Signal 80

INTERVENTIONS: What Quiets a Young Baby? 81
 Sleeping: The Main Newborn State 82

INTERVENTIONS: What Helps a Baby Self-Soothe? 84

HOT IN DEVELOPMENTAL SCIENCE: SIDS 86

Sensory and Motor Development 88

- What Do Newborns See? 88
- Expanding Body Size 90
- Mastering Motor Milestones 91

INTERVENTIONS: Baby-Proofing, the First Person–Environment Fit 92

Cognition 93

- Piaget’s Sensorimotor Stage 93
- Critiquing Piaget 97
- Tackling the Core of What Makes Us Human: Infant Social Cognition 98

Language: The Endpoint of Infancy 99

- Nature, Nurture, and the Passion to Learn Language 99
- Tracking Emerging Language 100

Chapter 4 Infancy: Socioemotional Development 107

Attachment: The Basic Life Bond 108

- Setting the Context: How Developmentalists (Slowly) Got Attached to Attachment 108
- Exploring the Attachment Response 109
- Is Infant Attachment Universal? 113
- Does Infant Attachment Predict Later Relationships and Mental Health? 115
- Exploring the Genetics of Attachment Stability and Change 115

HOT IN DEVELOPMENTAL SCIENCE: Experiencing Early Life’s Worst Deprivation 116

- Wrapping Up Attachment 117

Settings for Development 117

- The Impact of Poverty in the United States 117

INTERVENTIONS: Giving Disadvantaged Children an Intellectual and Social Boost 120

- The Impact of Child Care 120

INTERVENTIONS: Choosing Child Care 123

Toddlerhood: Age of Autonomy and Shame and Doubt 124

- Socialization: The Challenge for 2-Year-Olds 125

HOW DO WE KNOW . . . that shy and exuberant children differ dramatically in self-control? 126

- Being Exuberant and Being Shy 126

INTERVENTIONS: Providing The Right Temperament–Socialization Fit 127

PART III Childhood 133

Chapter 5 Physical and Cognitive Development 135

Setting the Context 136

- Special Mindreading Skills 136
- Slow-Growing Frontal Lobes 136

Physical Development 137

- Two Types of Motor Talents 138
- Threats to Growth and Motor Skills 139
- Childhood Obesity 139



DenisNatal/Shutterstock

INTERVENTIONS: Limiting Overweight	141
Cognitive Development	142
Piaget's Preoperational and Concrete Operational Stages	142
EXPERIENCING THE LIFESPAN: Childhood Fears, Animism, and the Power of Stephen King	146
INTERVENTIONS: Using Piaget's Ideas at Home and at Work	147
Vygotsky's Zone of Proximal Development	149
INTERVENTIONS: Becoming an Effective Scaffolder	150
The Information-Processing Perspective	151
INTERVENTIONS: Using Information-Processing Theory at Home and at Work	153
HOT IN DEVELOPMENTAL SCIENCE: Attention-Deficit/Hyperactivity Disorder	154
INTERVENTIONS: Helping Children with ADHD	155
Wrapping Up Cognition	156
Language	157
Inner Speech	157
Developing Speech	157
Specific Social Cognitive Skills	159
Constructing Our Personal Past	159
Making Sense of Other Minds	160
HOT IN DEVELOPMENTAL SCIENCE: Autism Spectrum Disorders	162
Chapter 6 Socioemotional Development	169
Setting the Challenge: Emotion Regulation	170
Personality (and the Emerging Self)	170
Observing the Self	170
INTERVENTIONS: Promoting Realistic Self-Esteem	174
Doing Good: Prosocial Behavior	175
INTERVENTIONS: Socializing Prosocial Children	177
Doing Harm: Aggression	179
Relationships	182
Play	182
Girls' and Boys' Play Worlds	185
Friendships	188
Popularity	189
Bullying: A Core Contemporary Childhood Concern	192
EXPERIENCING THE LIFESPAN: Middle-Aged Reflections on My Middle-Childhood Victimization	192
HOT IN DEVELOPMENTAL SCIENCE: Cyberbullying	193
INTERVENTIONS: Attacking Bullying and Helping Rejected Children	193
Chapter 7 Settings for Development: Home and School	199
Setting the Context	200
Home	200
Parenting Styles	200
How Much Do Parents Matter?	203
HOT IN DEVELOPMENTAL SCIENCE: Resilient Children	203

INTERVENTIONS: Lessons for Readers Who Are Parents 205

Spanking 206

Child Abuse 207

INTERVENTIONS: Taking Action Against Child Abuse 209

Divorce 209

School 212

Setting the Context: Unequal at the Starting Gate 212

Intelligence and IQ Tests 213

EXPERIENCING THE LIFESPAN: From Dyslexic Child to College Professor Adult 215

INTERVENTIONS: Lessons for Schools 219

Classroom Learning 219

HOT IN DEVELOPMENTAL SCIENCE: The Common Core State Standards 223

PART IV Adolescence 229

Chapter 8 Physical Development 231

Puberty 232

Setting the Context: Culture, History, and Puberty 232

The Hormonal Programmers 234

The Physical Changes 235

Individual Differences in Puberty Timetables 238

An Insider's View of Puberty 240

Wrapping Up Puberty 243

INTERVENTIONS: Minimizing Puberty Distress 243

Body Image Issues 244

The Differing Body Concerns of Girls and Boys 244

Eating Disorders 246

INTERVENTIONS: Improving Teenagers' Body Image 248

Sexuality 248

Exploring Sexual Desire 249

Who Is Having Intercourse? 250

Who Are Teens Having Intercourse With? 251

HOT IN DEVELOPMENTAL SCIENCE: Is There Still a Sexual Double Standard? 252

Wrapping Up Sexuality: Contemporary Trends 253

INTERVENTIONS: Toward Teenager-Friendly Sex Education 253

Chapter 9 Cognitive and Socioemotional Development 259

Setting the Context 260

The Mysterious Teenage Mind 261

Three Classic Theories of Teenage Thinking 261

Studying Three Aspects of Storm and Stress 266

HOW DO WE KNOW . . . that adolescents make riskier decisions when they are with their peers? 267



iStock/Getty Images

HOT IN DEVELOPMENTAL SCIENCE: A Potential Pubertal Problem, Popularity 272

- Different Teenage Pathways 272
- Wrapping Things Up: The Blossoming Teenage Brain 274

INTERVENTIONS: Making the World Fit the Teenage Mind 275

EXPERIENCING THE LIFESPAN: Innocently Imprisoned at 16 276

- Another Perspective on the Teenage Mind 278

Teenage Relationships 279

- Separating from Parents 279
- Connecting in Groups 282
- A Note on Adolescence Worldwide 286

PART V Early and Middle Adulthood 291

Chapter 10 Constructing an Adult Life 293

Emerging into Adulthood 294

- Setting the Context: Culture and History 295
- Beginning and End Points 296

Constructing an Identity 300

- Marcia’s Identity Statuses 300
- The Identity Statuses in Action 302
- Ethnic Identity, a Minority Theme 302

Finding a Career 304

- Entering with High (but Often Unrealistic) Career Goals 304
- Self-Esteem and Emotional Growth During College and Beyond 304
- Finding Flow 305
- Emerging into Adulthood Without a College Degree (in the United States) 306
- INTERVENTIONS: Smoothing the School Path and School-to-Work Transition 308**
- Being in College 309
- INTERVENTIONS: Making College an Inner-Growth Flow Zone 309**

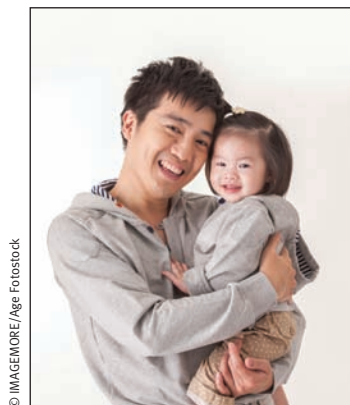
Finding Love 311

- Setting the Context: Seismic Shifts in Searching for Love 311
- HOT IN DEVELOPMENTAL SCIENCE: Same-Sex Romance 312**
- Similarity and Structured Relationship Stages: A Classic Model of Love, and a Critique 315
- HOT IN DEVELOPMENTAL SCIENCE: Facebook Romance 317**
- Love Through the Lens of Attachment Theory 318
- HOW DO WE KNOW . . . that a person is securely or insecurely attached? 319**
- INTERVENTIONS: Evaluating Your Own Relationship 321**

Chapter 11 Relationships and Roles 327

Marriage 328

- Setting the Context: The Changing Landscape of Marriage 328
- The Main Marital Pathway: Downhill and Then Up 332
- The Triangular Theory Perspective on Happiness 333



© IMAGEMORE/AGE Fotostock

Commitment, Sanctification, and Compassion: The Core Attitudes in Relationship Success 335

Couple Communications and Happiness 335

INTERVENTIONS: Staying Together Happily for Life 336

Divorce 337

HOT IN DEVELOPMENTAL SCIENCE: Marriage the Second or Third or “X” Time Around 338

Parenthood 340

Setting the Context: More Parenting Possibilities, Fewer Children 340

The Transition to Parenthood 340

Exploring Motherhood 341

Exploring Fatherhood 344

Work 347

Setting the Context: The Changing Landscape of Work 347

Exploring Career Happiness (and Success) 348

HOT IN DEVELOPMENTAL SCIENCE: A Final Status Report on Men, Women, and Work 350

Chapter 12 Midlife 357

Setting the Context 358

Exploring Personality (and Well-Being) 358

Tracking the Big Five 358

HOT IN DEVELOPMENTAL SCIENCE: Tracking the Fate of C (Conscientiousness) 359

Generativity: The Key to a Happy Life 362

Wrapping Up Personality (and Well-Being) 367

Exploring Intelligence (and Wisdom) 368

Taking the Traditional Approach: Looking at Standard IQ Tests 368

INTERVENTIONS: Keeping a Fine-Tuned Mind 373

Taking a Nontraditional Approach: Examining Postformal Thought 374

Midlife Roles and Issues 376

Grandparenthood 377

Parent Care 379

Body Image, Sex, and Menopause 381

PART VI Later Life 387

Chapter 13 Later Life: Cognitive and Socioemotional Development 389

Setting the Context 390

EXPERIENCING THE LIFESPAN: Ageism Through the Ages 391

The Evolving Self 392

Memory 392

INTERVENTIONS: Keeping Memory Fine-Tuned 396

Personal Priorities (and Well-Being) 398

EXPERIENCING THE LIFESPAN: Jules: Fully Functioning at 94 401

INTERVENTIONS: Using the Research to Help Older Adults 402



Fuse/Getty Images

Later-Life Transitions 404
 Retirement 404
HOT IN DEVELOPMENTAL SCIENCE: U.S. Retirement Realities 405
 Widowhood 409
EXPERIENCING THE LIFESPAN: Visiting a Widowed Persons' Support Group 409

Chapter 14 The Physical Challenges of Old Age 417

Tracing Physical Aging 418
 Can We Live to 1,000? 419
 Socioeconomic Status, Aging, and Disease 420
 Gender, Aging, and Disease 422
INTERVENTIONS: Taking a Holistic Lifespan Disease-Prevention Approach 423

Sensory-Motor Changes 424
 Our Windows on the World: Vision 424
INTERVENTIONS: Clarifying Sight 425
 Our Bridge to Others: Hearing 426
INTERVENTIONS: Amplifying Hearing 428
 Motor Performances 428
INTERVENTIONS: Managing Motor Problems 429
HOT IN DEVELOPMENTAL SCIENCE: Driving in Old Age 430

Neurocognitive Disorders (NCDs) 432
EXPERIENCING THE LIFESPAN: An Insider Describes His Unraveling Mind 433
 The Dimensions of These Disorders 433
 Neurocognitive Disorders' Two Main Causes 434
 Targeting the Beginnings: The Quest to Nip Alzheimer's in the Bud 434
INTERVENTIONS: Dealing with These Devastating Disorders 435

Options and Services for the Frail Elderly 438
 Setting the Context: Scanning the Global Elder-Care Scene 438
 Alternatives to Institutions in the United States 439
 Nursing Home Care 440
EXPERIENCING THE LIFESPAN: Getting It Together in the Nursing Home 441
 A Few Concluding Thoughts 442

PART VII Epilogue 447

Chapter 15 Death and Dying 449

Setting the Context 450
A Short History of Death 450
 Cultural Variations on a Theme 451
The Dying Person 452
 Kübler-Ross's Stages of Dying: Description and Critique 452
 The More Realistic View: Many Different Emotions; Wanting Life to Go On 454
EXPERIENCING THE LIFESPAN: Hospice Hopes 455
 In Search of a Good Death 455
HOT IN DEVELOPMENTAL SCIENCE: Evolving Ideas About Grieving 457



Image Source/Alamy

A Small, Final Note on Mourning a Child 458

The Health-Care System 460

 What’s Wrong with Traditional Hospital Care for the Dying? 460

INTERVENTIONS: Providing Superior Palliative Care 462

 Unhooking Death from Doctors and Hospitals: Hospice Care 463

EXPERIENCING THE LIFESPAN: Hospice Team 463

The Dying Person: Taking Control of How We Die 466

 Giving Instructions: Advance Directives 467

 Deciding When to Die: Active Euthanasia and Physician-Assisted Suicide 468

 A Looming Social Issue: Age-Based Rationing of Care 469

Final Thoughts 475

Glossary G-1

References R-1

Name Index NI-1

Subject Index SI-1

Preface

I spent my thirties and forties writing textbooks on adult development and aging. I spent more than 15 years writing and revising this book. I've spent almost 40 years (virtually all of my adult life!) joyously teaching this course. My mission in this book is simple: to excite students in our field.

Because I want to showcase the most cutting-edge research, in this edition of *Experiencing the Lifespan*, you will find hundreds of citations dating just from 2013. I've added new sections to every chapter, covering topics as varied as our scientific strides in epigenetics, to the personal experience of providing hospice care. I've constructed dozens of new figures and tables, rewritten almost every sentence, and given this text a new social media-oriented thrust. But, readers who have used *Experiencing the Lifespan* in the past will be comforted to know that this edition has the same familiar structure and plan. It reflects my commitment to convey the beauty of our science in the same compelling way. What *exactly* makes this book compelling? What makes each chapter special? What makes this edition stand out?

What Makes This Book Compelling?

- ***Experiencing the Lifespan* unfolds like a story.** The main feature that makes this book special is the writing style. *Experiencing the Lifespan* reads like a conversation rather than a traditional text. Each chapter begins with a vignette constructed to highlight the material I will be discussing. I've designed my narrative to flow from topic to topic; and I've planned every chapter to interconnect. In this book, the main themes that underlie developmental science flow throughout the *entire* book. I want students to have the sense that they are reading an exciting, ongoing story. Most of all, I want them to feel that they are learning about a coherent, *organized* field.
- ***Experiencing the Lifespan* is uniquely organized to highlight development.** A second mission that has driven my writing is to highlight how our lives evolve. What exactly makes an 8-year-old mentally different from a 4-year-old, or a 60-year-old different from a person of 85. In order to emphasize how children develop, I decided to cover all of childhood in a single three-chapter part. This strategy allowed me to fully explore the magic of Piaget's preoperational and concrete operational stages and to trace the development of aggression, childhood friendships, and gender-stereotyped play. It permitted me to show *concretely* how the ability to think through their actions changes as children travel from preschool through elementary school. I decided to put early and middle adulthood in one unit (Part IV) for similar reasons: It simply made logical sense to discuss important topics that transcend a single life stage, such as marriage, parenting, and work (Chapter 11) and adult personality and cognitive development (Chapter 12) together in the same place. In fact, I've designed this *whole* text to highlight development. I follow the characters in the chapter-opening vignettes throughout each several-chapter book part. I've planned each life-stage segment to flow in a developmental way. In the first infancy chapter, I begin with a discussion of newborn states. The second chapter in this sequence (Infancy: Socioemotional Development) ends with a discussion of toddlerhood. My three-chapter Early and Middle Adulthood book part starts with an exploration of the challenges of emerging adulthood (Chapter 10), then tackles marriage, parenthood, and career (Chapter 11), and culminates with a chapter tracking adult personality and intelligence through midlife, and exploring "older" family roles such as parent care and grandparenthood (Chapter 12). In Part VI, Later Life, I begin with a chapter devoted to topics, such as retirement, that typically take place during the young-old years. Then I focus on physical aging (Chapter 14, The Physical Challenges of Old Age) because sensory-motor impairments, dementing diseases, and interventions for



B. Tamaka/Getty

For this grandmother, mother, and daughter, getting dressed up to visit this Shinto family shrine and pay their respects to their ancestors is an important ritual. It is one way that the lesson “honor your elders” is taught to children living in collectivist societies such as Japan from an early age.



Ariel Skelley/Blend Images/Getty Images

These teens are probably taking great pleasure in serving meals to the homeless as part of their school community-service project. Was a high school experience, like this one, life changing for you?



AP Photo/Lincoln Journal Star, Krista Niles

As she translates an oath of naturalization to her non-English-speaking Iraq mom, this daughter is engaging in a role reversal that can be distressing, but can also offer a lifelong sense of empathy and self-efficacy.

late-life frailty become crucial concerns mainly in the eighties and beyond. Yes, this textbook does—for the most part—move through the lifespan stage by stage. However, it's targeted to highlight the aspects of development—such as constructing an adult life in the twenties or physical disabilities in the eighties—that become salient at particular times of life. I believe that my textbook captures the best features of the chronological and topical approaches.

- ***Experiencing the Lifespan* is both shorter and more in-depth.** Adopting this flexible, development-friendly organization makes for a more manageable, teacher-friendly book. With 15 chapters and at fewer than 475 pages, my textbook *really* can be mastered in a one-semester course! Not being locked into covering each slice of life in defined bits also gives me the freedom to focus on what is most important in special depth. As you will discover while reading my comprehensive discussions of central topics in our field, such as attachment, parenting, puberty, and adult personality consistency and change, omitting superficial coverage of “everything” allows time to explore the core issues in developmental science in a deeper, more thoughtful way.
- ***Experiencing the Lifespan* actively fosters critical thinking.** Guiding students to reflect on what they are reading is actually another of my writing goals. A great advantage of engaging readers in a conversation is that I can naturally embed critical thinking into the actual narrative. For example, as I move from discussing Piaget's ideas on cognition to Vygotsky's theory to the information-processing approach in Chapter 5, I point out the gaps in each perspective and highlight *why* each approach offers a unique contribution to understanding children's intellectual growth. On a policy-oriented level, after discussing day care, teenage storm and stress, or physical aging, I ask readers to think critically about how to improve the way our culture cares for young families, treats teenagers, and can make life more user-friendly for the baby boomers now traveling into their older years.
- ***Experiencing the Lifespan* has a global orientation.** Intrinsic to getting students to evaluate their own cultural practices is the need to highlight alternate perspectives on our developing life. Therefore, *Experiencing the Lifespan* is a firmly international book. I introduce this global orientation in the first chapter when I spell out the differences between collectivist and individualistic cultures and between the developed and developing worlds. In the childhood chapters, when discussing topics from pregnancy to parenting, I pay special attention to cultural variations. In the adulthood sections, standard “Setting the Context” heads, preceding the research, offer snapshots of love and marriage in different nations, discuss retirement around the world, and explore different societal practices and attitudes toward death. (In fact, “How do other groups handle this?” is a question that crops up when I talk about practically every topic in the book!)
- ***Experiencing the Lifespan* highlights the multiple forces that shape development.** Given my emphasis on cultural variations within our universal human experience, it should come as no surprise that the main theoretical framework I've used to organize this book is the developmental systems approach. Throughout the chapters, I explore the many influences that interact to predict life milestones—from puberty to physical aging. Erikson's stages, attachment theory, behavioral genetics, evolutionary theory, self-efficacy, and, especially, the importance of looking at nature and nurture and providing the best person–environment fit—all are concepts that I introduce in the first chapter and continue to stress as the book unfolds. Another theme that runs through this text is the impact of socioeconomic status on shaping everything from breast-feeding practices to the rate at which we age and die.

- *Experiencing the Lifespan* is applications-oriented, and focused on how to construct a satisfying life. Because of my background as a clinical psychologist, my other passion is to concretely bring home how we can use the scientific findings to improve the quality of life. So most topics in this text end with “Interventions” sections spelling out practical implications of the research. With its varied Interventions, such as “How Can You Get Babies to Sleep Through the Night?” or “Using Piaget’s Theory at Home and at Work,” to its adulthood tables, such as “How to Flourish During Adulthood” and sections devoted to “Aging Optimally,” *Experiencing the Lifespan* is designed to show how the science of development can make a difference in people’s lives.
- *Experiencing the Lifespan* is a person-centered, hands-on textbook. This book is also designed to bring the experience of the lifespan home in a personal way. Therefore, in “Experiencing the Lifespan” boxes, I report on interviews I’ve conducted with people ranging from a 16-year-old (a student of mine) who was charged as an adult with second-degree murder to a 70-year-old man with Alzheimer’s disease. To entice readers to empathize with the challenges of other life stages, I continually ask students to “imagine you are a toddler” or “a sleep-deprived mother” or “an 80-year-old struggling with the challenges of driving in later life.”

Another strategy I use to make the research vivid and personal are questionnaires (often based on the chapter content) that get readers to think more deeply about their own lives: the checklist to identify your parenting priorities in Chapter 7; a scale for “using selective optimization with compensation at home and work” in Chapter 12; surveys for “evaluating your relationships” in Chapters 10 and 11; true/false quizzes at the beginning of my chapters on adolescence (Chapter 9), adult roles (Chapter 11), and later life (Chapter 13) that provide a hands-on preview of the content and entice students into reading the chapter so that they can assess the scientific accuracy of their ideas.

- *Experiencing the Lifespan* is designed to get students to learn the material while they read. The chapter-opening vignettes, the applications sections with their summary tables, the hands-on exercises, and the end-of-section questionnaires (such as “Evaluating Your Own Relationship: A Section Summary Checklist” in Chapter 10) are part of an overall pedagogical plan. As I explain in my introductory letter to students on page 2, I want this to be a textbook you don’t have to struggle to decode—one that helps you *naturally* cement the concepts in mind. The centerpiece of this effort is the “Tying It All Together” quizzes, which follow each major section. These mini-tests, involving multiple-choice, essay, and critical-thinking questions, allow students to test themselves on what they have absorbed. I’ve also planned the photo program in *Experiencing the Lifespan* to illustrate the major terms and concepts. As you page through the text, you may notice that the pictures and their captions feel organically connected to the writing. They visually bring the main text messages home. When it’s important for students to learn a series of terms or related concepts, I provide a summary series of photos. You can see examples in the photographs illustrating the different infant and adult attachment styles on pages 112 and 319, and in Table 3.7 on page 95, highlighting Jean Piaget’s infant circular reactions.

As you scan this book, you will see other special features: “How do we know . . . ?” boxes in some chapters that delve more deeply into particular research programs; “Hot in Developmental Science” sections in each chapter showcasing cutting-edge topics, from prenatal stress to preteen popularity; timelines that pull everything together at the end of complex sections (such as the chart summarizing the landmarks of pregnancy and prenatal development on pages 55–56).

What will make this text a pleasure to teach from? How can I make this book a joy to read? These are questions I have been grappling with as I’ve been glued to my computer—often seven days a week—during this decade-and-a-half-long labor of love.



BananaStock/Getty Images Plus

This new member of the Efé people of central Africa will be lovingly cared for by the whole community, males as well as females, from his first minutes of life. Because he sleeps with his mother, however, at the “right” age he will develop his primary attachment to her.



© Sean Locke Photography/Shutterstock

If you can relate to this photo the next time you are tempted to text during that not-so-interesting class, keep this message in mind: *Divided attention tasks make memory worse!*

What Makes Each Chapter Special?

Now that I've spelled out my general writing missions, here are some highlights of each chapter, and a preview of exactly what's new.

PART I: The Foundation

CHAPTER 1: The People and the Field

- Outlines the basic contexts of development: social class, culture, ethnicity, and cohort.
- Traces the evolution of the lifespan over the centuries and explores the classic developmental science theories that have shaped our understanding of life.
- Spells out the concepts, the perspectives, and the research strategies I will be exploring in each chapter of the book.

What's New?

- Introduces epigenetics and emerging research on environment-sensitive genes (to be discussed in subsequent chapters), and sets readers up for this edition's focus on social media.
- Describes economic trends since the Great Recession.
- Includes psychoanalytic theory as a major perspective in developmental science.
- Revises items in the Tying It All Together quizzes and updates figures to offer data on recent demographic trends. (I've made similar changes to the quiz items and relevant figures throughout the book.)
- Provides a new example to teach students about correlational and experimental research.

CHAPTER 2: Prenatal Development, Pregnancy, and Birth

- Discusses pregnancy rituals and superstitions around the world.
- Highlights the latest research on fetal brain development.
- Fully explores the experience of pregnancy from both the mother's and father's points of view and discusses infertility.
- Looks at the experience of birth historically and discusses policy issues relating to pregnancy and birth in the United States and around the world.

What's New

- Explores the impact of pregnancy stress on the fetus.
- Offers a more thorough look at the emotional effects of infertility.
- Provides international data on smoking and alcohol use during pregnancy.
- Updates material on c-sections and infant mortality worldwide.



TEH ENG KOON/AFP/Getty Images

Imagine being this terrified woman as she surveys the rubble of her collapsed house. What is the impact of disasters, like this Malaysian landslide, on babies in the womb? Fetal programming research offers fascinating answers.

PART II: Infancy

CHAPTER 3: Infancy: Physical and Cognitive Development

- Covers the latest research on brain development.
- Focuses in depth on basic infant states such as eating, crying, and sleep.
- Explores breast-feeding and scans global undernutrition.
- Provides an in-depth, personal, and practice-oriented look at infant motor development, Piaget's sensorimotor stage, and beginning language.
- Explores the cutting-edge findings on infant social cognition.

What's New?

- Discusses physical hurdles to breast-feeding and explores variations in developed-world pressures for new mothers to nurse.
- Showcases research demonstrating that kangaroo care is superior to swaddling, at calming babies.
- Explores how visual pruning during the first year of life may smooth the path to racial prejudice.
- Amplifies my third-edition discussion of infant social cognition by discussing several recent studies suggesting that our basic sense of fairness and morality kicks in at a very young age.
- Includes a new figure illustrating the early neural correlates of emerging language.

CHAPTER 4: Infancy: Socioemotional Development

- Provides unusually in-depth coverage of attachment theory.
- Offers an honest, comprehensive look at day care in the United States and discusses early childhood poverty.
- Highlights exuberant and shy toddler temperaments, explores research on the genetics of temperament, and stresses the need to promote the right temperament–environment fit for each child.

What's New?

- Explores research suggesting plasticity genes may affect how vulnerable infants are to less-than-optimal attachment environments, influence how much attachment can change, and predict how young children adapt to day care. Bottom line: Our “genetics” may set us up to either be more or less reactive to environmental events.
- Updates research exploring the life paths of orphanage-reared babies.
- Introduces the hormones oxytocin and cortisol and discusses the impact of urban and rural poverty on later academic development.

PART III: Childhood

CHAPTER 5: Physical and Cognitive Development

- Begins by exploring why we have childhood, illustrating what makes human beings qualitatively different from other species.
- Covers childhood obesity, including its emotional aspects, in depth.

- Showcases Piaget's, Vygotsky's, and the information-processing models of childhood cognition—with examples that stress the practical implications of these landmark perspectives for parents and people who work with children.
- Discusses ADHD, autobiographical memory, and theory of mind.

What's New?

- Explores new findings suggesting that complex fine-motor skills during early childhood foreshadow later academic performance.
- Offers the latest statistics on child overweight, expands on obesity's epigenetics, and focuses directly on strategies to limit later obesity by changing the environment in utero and during the first months of life.
- Updates the research on ADHD, autobiographical memory, and theory of mind.
- Includes a new section on autism spectrum disorders (accompanied by a figure highlighting autism's increasing prevalence).

CHAPTER 6: Socioemotional Development

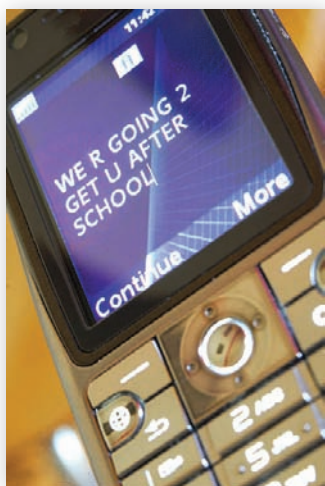
- Discusses the development of self-understanding, prosocial behavior, aggression, and fantasy play, and explores friendships and popularity throughout childhood.
- Clearly spells out the developmental pathway to becoming an aggressive child.
- Highlights the challenge of emotion regulation, and focuses on internalizing and externalizing disorders.
- Covers the causes and consequences of bullying in older childhood.

What's New?

- Includes a study showing that praising toddlers for effort enhances later academic self-efficacy.
- Tackles gender differences in prosocial behavior, in depth.
- Showcases findings that toddlers are naturally prosocial, and emphasizes how important it is to allow young children to spontaneously share.
- Explores (in the discussion on play) whether pretend play is crucial to development.
- Revises the popularity discussion (accompanied by a new figure and table) by exploring the impact of relational aggression in promoting high status during elementary school and discussing how children's social goals in fifth grade relate to preteen popularity.
- Provides a new section on cyberbullying.

CHAPTER 7: Settings for Development: Home and School

- This final childhood chapter shifts from the process of development to the major settings for development—home and school—and tackles important controversies in the field, such as the influence of parents versus peers versus genetics in shaping development and the pros and cons of intelligence testing.
- Offers extensive discussions of ethnic variations in parenting styles and describes the latest research on how to stimulate intrinsic motivation.
- Showcases schools that beat the odds and targets the core qualities involved in effective teaching.



© Rawdon Wyatt/Alamy

Imagine how you would feel if this terrifying, anonymous threat appeared on your screen, and you will immediately understand why cyberbullying is more distressing than bullying of the face-to-face kind.

What's New?

- Expands on the discussion of cultural differences in parenting styles.
- Revises sections on child maltreatment and, especially, divorce; the latter includes an introduction to the concept of parental alienation and more material on custody issues and their impact on the child (this discussion features a new summary table and figure).
- Describes a newer edition of the WISC and updates the standard IQ diagnostic labels to reflect the new *DSM-5* terminology.
- Presents the Common Core State Standards for education in a new concluding section.

PART IV: Adolescence

CHAPTER 8: Physical Development

- Offers an in-depth look at puberty, including the multiple forces that program the timing of this life transition, and looks at historical and cultural variations in puberty timetables.
- Explores the emotional experience of puberty (an “insider’s” view) and the emotional impact of maturing early for girls.
- Provides up-to-date coverage of teenage body image issues, eating disorders, and emerging sexuality.



Image Source/Getty Images

What's New?

- Offers new findings on pubertal progression rates, discusses the impact of being an early maturer for boys, and showcases a cross-national study (accompanied by a figure) suggesting that a nation’s norms determine the tendency for early-maturing girls to act out as teens.
- Links dieting problems during puberty to in-utero hormones, discusses binge-eating disorder, and greatly expands the discussion of eating-disorder treatments.
- Explores social-media research related to the sexual double standard, and highlights the global need for relationship education versus just sex education.



Brendan O'Sullivan/Photolibrary/Getty Images

What are teens who avidly scan the photos on a social-network site likely to do? The surprise is that girls may decide to post more sexually oriented comments than boys.

CHAPTER 9: Cognitive and Socioemotional Development

- Covers the developmental science research on teenage brain development and various facets of adolescent “storm and stress.”
- Spells out the forces that enable adolescents to thrive and explains what society can do (and also may not be doing!) to promote optimal development in teens.
- Explores parent–child relationships and discusses teenage peer groups.

What's New?

- Showcases new fMRI research exploring preteens’ social sensitivities and impulsiveness.
- Offers a more thorough treatment of nonsuicidal self-injury, explores recent studies tracking adolescent child–parent separation, and pinpoints the issues that are most problematic for teens and parents in different world regions.

PART V: Early and Middle Adulthood

CHAPTER 10: Constructing an Adult Life

- Devotes a whole chapter to the concerns of emerging adulthood.
- Offers extensive coverage of diversity issues during this life stage, such as forming an ethnic and biracial identity, interracial dating, and issues related to coming out gay.
- Gives students tips for succeeding in college and spells out career issues for non-college emerging adults.
- Introduces career-relevant topics, such as the concept of “flow,” and provides extensive coverage of the research relating to selecting a mate and adult attachment styles.
- Focuses on current social policy issues such as the impact socioeconomic status makes on attending and completing college, and discusses “nest residing,” given that so many twenty-somethings now live at home.

What’s New?

- Includes an expanded leaving-the-nest discussion, focused more specifically on variations in different European nations.
- Updates the section on identity styles, and introduces a new term, *ruminative moratorium*.
- Discusses self-esteem changes, specifically during college.
- Presents a *completely rewritten* “Finding Love” section that features a variety of new topics such as on-line dating, the tendency for young people to put off having romantic relationships until later in their twenties, and how Facebook is changing contemporary love relationships. This section also features a new table entitled “Everything (or Some Interesting Things) You Wanted to Know About Cyberspace Love Relationships,” in addition to updating the research on same-sex relationships and offering a more nuanced look at the qualities we look for in a mate.

CHAPTER 11: Relationships and Roles

- Focuses directly on the core issues of adult life: work and family.
- Provides an extensive discussion of the research relating to how to have happy, enduring relationships, the challenges of parenting, and women’s and men’s work and family roles.
- Looks at marriage, parenthood, and work in their cultural and historical contexts.
- Offers research-based tips for having a satisfying marriage and career.
- Discusses job insecurity in our more fragile economy.

What’s New?

- Includes a rewritten demographics of marriage discussion that explores marriage in India and Iran, current cohabitation trends in the United States, varying attitudes toward cohabitation, and having babies outside of marriage, in different nations (accompanied by two new figures).
- Offers a new section (“Marriage the Second or Third or ‘X’ Time Around”) that discusses remarriage, as well as generally updating the research on what makes for happy marriages.
- Includes a revised parenthood section and features a new summary table entitled “Research Forces that Erode the Quality of the Day-to-Day Motherhood Experience.”
- Includes a new section in the Work discussion, entitled “A Final Status Report on Men, Women, and Work” (accompanied by a figure tracking parental leave in Sweden for women and men). This section also introduces the concept of career as a calling.



Jamie Grill/Iconica/Getty Images

Having the flexibility to work at home is definitely a double-edged sword. Not only are you tempted to work on assignments when you should be paying attention to your child, but you are probably working far longer hours than if you had gone to the office.

CHAPTER 12: Midlife

- Describes the complexities of measuring adult personality development.
- Anchors the research on adult intellectual change (the fluid and crystallized distinctions) to lifespan changes in creativity and careers.
- Offers thorough coverage of the research on generativity and adult well-being.
- Provides research-based advice for constructing a fulfilling adult life.
- Covers age-related changes in sexuality, menopause, grandparenthood, and parent care.

What's New?

- Tracks the lifespan impact of conscientiousness in a new Hot in Developmental Science feature.
- Provides (in the section on Personality) additional data suggesting we get happier into later life and that adult stress can sometimes promote emotional growth. (To make these points, I've included several new figures as well as a new research summary table.)
- Introduces the concept of allostatic load (in the discussion on intelligence), and explores how this global index of physical functioning predicts midlife intellectual change.
- Includes a study of on-line relationships between grandparents and grandchildren, and elaborates on the forces that make for closeness or more distance in this core family relationship.
- Features a new section that specifically discusses research demonstrating that sex continues to be highly fulfilling in old age.

PART VI: Later Life

CHAPTER 13: Later Life: Cognitive and Socioemotional Development

- Offers an extensive discussion of Carstensen's socioemotional selectivity theory.
- Helps decode our contradictory stereotypes about later-life emotional states, the core qualities that make for a happy or unsatisfying old age, and offers a section on "aging optimally."
- Describes the research on aging memory, retirement, and widowhood.
- Discusses salient social issues such as age discrimination in hiring and intergenerational equity.
- Looks at later life developmentally by tracing changes from the young-old to the old-old years.

What's New?

- Provides an enhanced discussion of old-age perceptions and includes a new key term, *ageism*.
- Explores new neuroscience research on late-life memory and offers evidence that evoking age stereotypes impairs older people's laboratory performance on memory tests.
- Includes a new term, *age paradox* (in the section on Personality), and showcases research revealing that happiness is high *well into later life*.
- Includes a new Hot in Developmental Science feature exploring current retirement realities in the United States (and other developed nations).
- Offers a rewritten widowhood section showcasing the latest research on spousal mourning, and highlights the importance, specifically, of friends in determining how well older women cope with this life event.



Ronnie Kaufman/Getty Images

Although his main goal is to greet this woman in a warm, personal way, in order to remember his new friend's name, this elderly man might want to step back and use the mnemonic strategy of forming a mental image, thinking, "I'll remember it's Mrs. Silver because of her hair."

CHAPTER 14: The Physical Challenges of Old Age

- Offers a clear developmental look at how normal aging shades into chronic disease and ADL impairments and looks at the impact of gender and socioeconomic forces on physical aging.
- Focuses on how to change the environment to compensate for sensorimotor declines.
- Provides an in-depth look at neurocognitive disorders, accompanied by compelling first-hand descriptions of their inner experience by people with Alzheimer’s disease.
- Explores alternatives to institutionalization and provides a full description of nursing home care.
- Strives to provide a realistic, honest, and yet action-oriented and uplifting portrait of the physical frailties of advanced old age.

What’s New?

- Includes a new head (Can we live to 1,000?) that summarizes the biological life-extension research and offers reasons why extending our human maximum lifespan, in the near future, is an unrealistic dream.



© Stuart Monk/Alamy

The huge domed ceilings are awe-inspiring, but combined with bare floors and the clatter of commuters they make New York City’s Grand Central Station an acoustic nightmare. However, thanks to the miracle of the hearing loop, people can now bypass that background noise via loudspeaker train announcements beamed directly to their hearing aids.

- Ties the socioeconomic health gap directly to biology, by looking at telomeres and allostatic load; explores the impact specifically of education on longevity; and introduces a new key term, *healthy-life years*.
- Expands the gender discussion by offering an E.U. nation-by-nation chart, graphically showing that women spend more time than men living frailer.
- Updates sections on vision and hearing, and also provides new data on late-life falling and driving (the latter in a new Hot in Developmental Science feature).
- Revises the diagnostic labels for serious aging pathologies such as Alzheimer’s disease and neurocognitive disorder (dementia) to conform with DSM-5, as well as exploring the latest findings relating to these conditions.
- Discussion in the section on options for the frail elderly section includes research on “social issues” related to moving to continuing care.
- Includes updates in the nursing home discussion.

PART VII: Epilogue

CHAPTER 15: Death and Dying

- Explores cross-cultural variations in dying and offers an historical look at death practices from the Middle Ages to today.
- Discusses the pros and cons of the hospice movement, with its focus on dying at home.
- Offers a look at the pros and cons of different types of advance directives and explores controversial topics such as physician-assisted suicide.

What’s New?

- Includes a new Hot in Developmental Science feature devoted to mourning, accompanied by a table summarizing the research on children’s bereavement, and introduces new key terms, *complex bereavement-related disorder* and *prolonged grief*.
- Includes a new section devoted to the concerns caregivers face in providing home hospice care. (In this edition, I also discuss my experience caring for my husband in hospice—in a new Experiencing the Lifespan interview.)

- Offers data on how euthanasia attitudes vary in different European nations, how older people feel about physician-assisted suicide, and generally updates the findings on advance directives.

Final Thoughts

This wrap-up section summarizes my new four top-pick research trends since the previous edition of *Experiencing the Lifespan*.

What Media and Supplements Come with This Book?

When you decide to use this book, you're adopting far more than just this text. You have access to an incredible learning system—everything from tests to video clips that bring the material to life. The Worth team and several dozen dedicated instructors have worked to provide an array of supplements to my text to foster student learning and make this course memorable: Video clips convey the magic of prenatal development, clarify Piaget's tasks, highlight child under-nutrition, and showcase the life stories of active and healthy people in their ninth and tenth decades of life. Lecture slides and clicker questions make class sessions more visual and interactive. My publisher has amassed a rich archive of developmental science materials. For additional information, please contact your Worth Publishers sales consultant or look at the Worth Web site at <http://www.macmillanhighered.com/Catalog/product/experiencingthelifespan-fourthedition-belsky>. Here are descriptions of the supplements:



A comprehensive Web resource for teaching and learning, Worth Publishers' online course space offers:

- Prebuilt units for each chapter, curated by experienced educators, with relevant media organized and ready to be assigned or customized to suit your course
- One location for all online resources, including an interactive e-Book, LearningCurve's adaptive quizzing (see below), videos, activities, and more
- Intuitive and useful analytics, with a gradebook that lets you track how students in the class are performing individually and as a whole
- A streamlined and intuitive interface that lets you build an entire course in minutes

The LaunchPad can be previewed at www.macmillanhighered.com/launchpad/

LearningCurve

The LearningCurve quizzing system reflects the latest findings from learning and memory research. LearningCurve's adaptive and formative quizzing provides an effective way to get students involved in the coursework. It combines:

- A unique learning path for each student, with quizzes shaped by each individual's correct and incorrect answers
- A personalized study plan to guide students' preparation for class and for exams
- Feedback for each question with live links to relevant e-Book pages, guiding students to the resources they need to improve their areas of weakness

The screenshot shows the LaunchPad interface for the course 'Experiencing the Lifespan, Fourth Edition'. The interface is dark-themed with a sidebar on the left containing navigation icons for e-Book, Gradebook, Calendar, Resources, Release Center, Instructor Course, and Preview as Student. The main content area displays a notification: 'You have 2 assignments due in the next 7 days'. Below this, there is a section for 'Assignments: 4' with a 'Show past due' link. The assignments are listed as follows:

Chapter	Topic	Due Date
Chapter 08	Physical Development	March 7 - 14
Chapter 09	Cognitive and Socioemotional Development	March 24
Chapter 10	Constructing an Adult Life	April 15
Chapter 11	Relationships and Roles	April 25

Below the assignments, there is a section for 'Unassigned' with a 'Hide' button and '+ Add New' and '+ Add from Resources' options. The unassigned chapters are:

Chapter	Topic
Chapter 01	The People and the Field
Chapter 02	Prenatal Development, Pregnancy, and Birth
Chapter 03	Infancy: Physical and Cognitive Development
Chapter 04	Infancy: Socioemotional Development

The footer of the interface includes the Macmillan Education logo, navigation links for LaunchPad, eLearning, Support, and Policies, and a System Check button.

The LearningCurve system combines adaptive question selection, immediate feedback, and an interactive interface to engage students in a learning experience that is unique to them. Each LearningCurve quiz is fully integrated with other resources in LaunchPad, so students will be able to review using Worth's extensive library of videos and activities. And state-of-the-art question-analysis reports allow instructors to track the progress of individual students as well as their class as a whole.

You'll find the following in our LaunchPad:

Human Development Videos

In collaboration with dozens of instructors and researchers, Worth has developed an extensive archive of video clips. This collection covers the full range of the course, from classic experiments (like the Strange Situation and Piaget's conservation tasks) to investigations of children's play, to adolescent risk taking. Instructors can assign these videos to students through LaunchPad or choose one of 50 popular video activities that combine videos with short-answer and multiple-choice questions. For presentation purposes, our videos are available in a variety of formats to suit your needs, and highlights of the series appear periodically in the text's margin.

Interactive Presentation Slides

A new extraordinary series of "next generation" interactive presentation lectures give instructors a dynamic, yet easy-to-use, new way to engage students during classroom presentations of core developmental psychology topics. Each lecture provides opportunities for discussion and interaction and enlivens the psychology classroom with an unprecedented number of embedded video clips and animations.

Lecture Slides

There are two slide sets for each chapter of *Experiencing the Lifespan* (one featuring a full chapter lecture, the other featuring all chapter art and illustrations).

Instructor's Resources in Launchpad

Now fully integrated with LaunchPad, this collection of resources has been hailed as a rich collection of instructor's resources in developmental psychology. The resources include learning objectives, springboard topics for discussion and debate, handouts for student projects, course-planning suggestions, ideas for term projects, and a guide to audiovisual and online materials.

Assessment

- **LearningCurve: Formative Quizzing Engine.** Developed by a team of psychology instructors with extensive backgrounds in course design and online education, LearningCurve combines adaptive question selection, personalized study plans, and state-of-the-art question analysis reports. LearningCurve is based on the simple yet powerful concept of testing-to-learn, with gamelike quizzing activities that keep students engaged in the material while helping them learn key concepts. A team of dedicated instructors have worked closely to develop more than 3,000 quizzing questions developed specifically for this edition of *Experiencing the Lifespan*.
- **Downloadable Diploma Computerized Test Bank (for Windows and Macintosh).** This Test Bank offers an easy-to-use test-generation system that guides you through the process of creating tests. The Diploma software allows you to add an unlimited number of questions, edit questions, format a test, scramble questions, and include pictures, equations, or

multimedia links. The Diploma software will also allow you to export into a variety of formats that are compatible with many Internet-based testing products. For more information on Diploma, visit: www.brownstone.net/publishers/products/dip6.asp.

Course Management

Worth Publishers supports multiple Course Management Systems with enhanced cartridges for upload into Blackboard, Desire2Learn, Sakai, Canvas, and Moodle. Cartridges are provided free upon adoption of *Experiencing the Lifespan* and can be downloaded from Worth's online catalog at www.macmillanhighered.com. Deep integration is also available between LaunchPad products and Blackboard, Brightspace by D2L, and Canvas. These deep integrations offer educators single sign-on and gradebook sync now with autorefresh.

Who Made This Book Possible?

This book was a completely collaborative endeavor engineered by the finest publishing company in the world: Worth (and not many authors can make that statement)! Firstly, again heartfelt thanks go to Elaine Epstein. Elaine, who I have been fortunate to have as my “developmental editor” for several editions of this book, has been working more than full time on this edition for over a year. She meticulously pored over every sentence of this manuscript multiple times, helped prepare all the figures and tables, skillfully guided everything into production, and is guiding this book into print as we speak. Elaine, as usual, is my real, unseen, full partner on this book.

The other genuine collaborator on this book is my masterful hands-on acquisitions editor Chris Cardone. After decades spent working with publishers, I can honestly say that in terms of attentiveness to authors, sensitivity to their needs, reliability, and genuine good smarts, Chris ranks in the top 1 percent. (Kudos also go to my editors for previous editions of this book, Catherine Woods and Jessica Bayne.)

Then there are the talented people who transformed this manuscript into print. Thanks go to Julio Espin, my hardworking Project Editor, for coordinating this intricate process, to Catherine Michaelsen, Assistant Editor, and to Sarah Segal, my Production Manager, for helping ensure everything fit together and pushing everyone to get things out on time. It's been my great fortune to rely on the advice of Worth's accomplished Director of Content Management Enhancement Tracey Kuehn, and to have Deb Heimann, my eagle-eyed copy editor check the manuscript for accuracy. Sheena Goldstein had the heroic task of helping select photos that embodied my thoughts. At the final stage of this process, Christine Hastings meticulously picked through the manuscript to place my commas correctly and make sure each sentence made grammatical sense.

Then there are the talented people who make *Experiencing the Lifespan* look like a breathtaking work of art. As you delight in looking at these fabulous pictures, you can thank Sheena Goldstein for coordinating the photo program. The Art Director, Diana Blume, along with Designer Blake Logan are responsible for planning this book's gorgeous design.

Thanks to Laura Burden my Media Editor, and to the supplements and media authors.

Without good marketing, no one would read this book. And, as usual, this arm of the Worth team gets my A+ rating. Kate Nurre, our Executive Marketing Manager, and Lindsay Johnson, Senior Marketing Manager, do an outstanding job. They go to many conferences and spend countless hours in the field advocating for my work. Although I may not meet many of you personally, I want take this chance to thank all the sales reps for working so hard to get “Belsky” out in the real world.

I am grateful for those student readers who took the time to personally e-mail and tell me, “You did a good job,” or, “Dr. Belsky, I like it; but here's where you went wrong.” These kinds of comments really make an author's day! This book has benefited from the insights of an incredible number of reviewers over the years. Here are the lifespan instructors who helped improve each edition of *Experiencing the Lifespan*:

- Heather Adams, *Ball State University*
- Daisuke Akiba, *Queens College*
- Cecilia Alvarez, *San Antonio College*
- Andrea S. Anastasiou, *Mary Baldwin College*
- Emilie Aubert, *Marquette University*
- Pamela Auburn, *University of Houston Downtown*
- Tracy Babcock, *Montana State University*
- Harriet Bachner, *Northeastern State University*
- Carol Bailey, *Rochester Community and Technical College*
- Thomas Bailey, *University of Baltimore*
- Shelly Ball, *Western Kentucky University*
- Mary Ballard, *Appalachian State University*
- Lacy Barnes-Mileham, *Reedley College*
- Kay Bartosz, *Eastern Kentucky University*
- Laura Barwegen, *Wheaton College*
- Jonathan Bates, *Hunter College, CUNY*
- Don Beach, *Tarleton State University*
- Lori Beasley, *University of Central Oklahoma*
- Martha-Ann Bell, *Virginia Tech*
- Daniel Bellack, *Trident Technical College*
- Jennifer Bellingtier, *University of Northern Iowa*
- Karen Bendersky, *Georgia College and State University*
- Keisha Bentley, *University of La Verne*
- Robert Billingham, *Indiana University*
- Kathi J. Bivens, *Asheville-Buncombe Technical Community College*
- Jim Blonsky, *University of Tulsa*
- Cheryl Bluestone, *Queensborough Community College, CUNY*
- Greg Bonanno, *Teachers College, Columbia University*
- Aviva Bower, *College of St. Rose*
- Marlys Bratteli, *North Dakota State University*
- Bonnie Breitmayer, *University of Illinois, Chicago*
- Jennifer Brennom, *Kirkwood Community College*
- Tom Brian, *University of Tulsa*
- Sabrina Brinson, *Missouri State University*
- Adam Brown, *St. Bonaventure University*
- Kimberly D. Brown, *Ball State University*
- Donna Browning, *Mississippi State University*
- Janine Buckner, *Seton Hall University*
- Ted Bulling, *Nebraska Wesleyan University*
- Holly Bunje, *University of Minnesota, Twin Cities*
- Melinda Burgess, *Southwestern Oklahoma State University*
- Barbara Burns, *University of Louisville*
- Marilyn Burns, *Modesto Junior College*
- Joni Caldwell, *Spalding University*
- Norma Caltagirone, *Hillsborough Community College, Ybor City*
- Lanthan Camblin, *University of Cincinnati*
- Debb Campbell, *College of Sequoias*
- Lee H. Campbell, *Edison Community College*
- Robin Campbell, *Brevard Community College*
- Kathryn A. Canter, *Penn State Fayette*
- Peter Carson, *South Florida Community College*
- Michael Casey, *College of Wooster*
- Kimberly Chapman, *Blue River Community College*
- Tom Chiaromonte, *Fullerton College*
- Yiling Chow, *North Island College, Port Albernia*
- Toni Christopherson, *California State University, Dominguez Hills*
- Wanda Clark, *South Plains College*
- Judy Collmer, *Cedar Valley College*
- David Conner, *Truman State University*
- Deborah Conway, *University of Virginia*
- Diana Cooper, *Purdue University*
- Ellen Cotter, *Georgia Southwestern State University*
- Deborah M. Cox, *Madisonville Community College*
- Kim B. Cragin, *Snow College*
- Charles P. Cummings, *Asheville-Buncombe Technical Community College*
- Karen Curran, *Mt. San Antonio College*
- Antonio Cutolo-Ring, *Kansas City (KS) Community College*
- Ken Damstrom, *Valley Forge Christian College*
- Leslie Daniels, *Florida State College at Jacksonville*
- Nancy Darling, *Bard College*
- Paul Dawson, *Weber State University*
- Janet B. Dean, *Asbury University*
- Lynda DeDee, *University of Wisconsin, Oshkosh*
- David C. Devonis, *Graceland University*
- Charles Dickel, *Creighton University*
- Darryl Dietrich, *College of St. Scholastica*
- Stephanie Ding, *Del Mar College*
- Lugenia Dixon, *Bainbridge College*
- Benjamin Dobrin, *Virginia Wesleyan College*
- Delores Doench, *Southwestern Community College*
- Melanie Domenech Rodriguez, *Utah State University*
- Sundi Donovan, *Liberty University*
- Lana Dryden, *Sir Sanford Fleming College*
- Gwenden Dueker, *Grand Valley State University*
- Bryan Duke, *University of Central Oklahoma*
- Trisha M. Dunkel, *Loyola University, Chicago*
- Robin Eliason, *Piedmont Virginia Community College*
- Traci Elliot, *Alvin Community College*
- Frank Ellis, *University of Maine, Augusta*
- Kelley Eltzroth, *Mid Michigan Community College*
- Marya Endriga, *California State University, Stanislaus*
- Lena Ericksen, *Western Washington University*
- Kathryn Fagan, *California Baptist University*
- Daniel Fasko, *Bowling Green State University*
- Nancy Feehan, *University of San Francisco*
- Meredyth C. Fellows, *West Chester University of Pennsylvania*
- Gary Felt, *City University of New York*
- Martha Fewell, *Barat College*
- Mark A. Fine, *University of Missouri*

- Roseanne L. Flores, *Hunter College, CUNY*
 John Foley, *Hagerstown Community College*
 James Foster, *George Fox University*
 Geri Fox, *University of Illinois, Chicago*
 Thomas Francigetto, *Northampton Community College*
 James Francis, *San Jacinto College*
 Doug Friedrich, *University of West Florida*
 Lynn Garrioch, *Colby-Sawyer College*
 Bill Garris, *Cumberland College*
 Caroline Gee, *Palomar College*
 C. Ray Gentry, *Lenoir-Rhyne College*
 Carol George, *Mills College*
 Elizabeth Gersten, *Victor Valley College*
 Linde Getahun, *Bethel University*
 Afshin Gharib, *California State University, East Bay*
 Nada Glick, *Yeshiva University*
 Andrea Goldstein, *Kaplan University*
 Arthur Gonchar, *University of La Verne*
 Helen Gore-Laird, *University of Houston, University Park*
 Tyhesha N. Goss, *University of Pennsylvania*
 Dan Grangaard, *Austin Community College, Rio Grande*
 Julie Graul, *St. Louis Community College, Florissant Valley*
 Elizabeth Gray, *North Park University*
 Stefanie Gray Greiner, *Mississippi University for Women*
 Erinn L. Green, *Wilmington College*
 Dale D. Grubb, *Baldwin-Wallace College*
 Laura Gruntmeir, *Redlands Community College*
 Lisa Hager, *Spring Hill College*
 Michael Hall, *Iowa Western Community College*
 Andre Halliburton, *Prairie State College*
 Laura Hanish, *Arizona State University*
 Robert Hansson, *University of Tulsa*
 Richard Harland, *West Texas A&M University*
 Gregory Harris, *Polk Community College*
 Virginia Harvey, *University of Massachusetts, Boston*
 Margaret Hellie Huyck, *Illinois Institute of Technology*
 Janice L. Hendrix, *Missouri State University*
 Gertrude Henry, *Hampton University*
 Rod Hetzel, *Baylor University*
 Heather Hill, *University of Texas, San Antonio*
 Elaine Hogan, *University of North Carolina, Wilmington*
 Judith Holland, *Hawaii Pacific University*
 Debra Hollister, *Valencia Community College*
 Heather Holmes-Lonergan, *Metropolitan State College of Denver*
 Rosemary Hornak, *Meredith College*
 Suzy Horton, *Mesa Community College*
 Rebecca Hoss, *College of Saint Mary*
 Cynthia Hudley, *University of California, Santa Barbara*
 Alycia Hund, *Illinois State University*
 David P. Hurford, *Pittsburgh State University*
 Elaine Ironsmith, *East Carolina University*
 Jessica Jablonski, *Richard Stockton College*
 Sabra Jacobs, *Big Sandy Community and Technical College*
 David Johnson, *John Brown University*
 Emilie Johnson, *Lindenwood University*
 Mary Johnson, *Loras College*
 Mike Johnson, *Hawaii Pacific University*
 Peggy Jordan, *Oklahoma City Community College*
 Lisa Judd, *Western Wisconsin Technical College*
 Tracy R. Juliao, *University of Michigan Flint*
 Elaine Justice, *Old Dominion University*
 Steve Kaatz, *Bethel University*
 Jyotsna M. Kalavar, *Penn State New Kensington*
 Chi-Ming Kam, *City College of New York, CUNY*
 Richard Kandus, *Mt. San Jacinto College*
 Skip Keith, *Delaware Technical and Community College*
 Michelle L. Kelley, *Old Dominion University*
 Richie Kelley, *Baptist Bible College and Seminary*
 Robert Kelley, *Mira Costa College*
 Jeff Kellogg, *Marian College*
 Colleen Kennedy, *Roosevelt University*
 Sarah Kern, *The College of New Jersey*
 Marcia Killien, *University of Washington*
 Kenyon Knapp, *Troy State University*
 Cynthia Koenig, *Mt. St. Mary's College of Maryland*
 Steve Kohn, *Valdosta State University*
 Holly Krogh, *Mississippi University for Women*
 Martha Kuehn, *Central Lakes College*
 Alvin Kuest, *Great Lakes Christian College*
 Rich Lanthier, *George Washington University*
 Peggy Lauria, *Central Connecticut State University*
 Melisa Layne, *Danville Community College*
 John LeChapitaine, *University of Wisconsin, River Falls*
 Barbara Lehmann, *Augsburg College*
 Rhinehart Lintonen, *Gateway Technical College*
 Nancy Lobb, *Alvin Community College*
 Martha V. Low, *Winston-Salem State University*
 Carol Ludders, *University of St. Francis*
 Dunja Lund Trunk, *Bloomfield College*
 Vickie Luttrell, *Drury University*
 Nina Lyon Jenkins, *University of Maryland, Eastern Shore*
 Christine Malecki, *Northern Illinois University*
 Marlowe Manger, *Stanly Community College*
 Pamela Manners, *Troy State University*
 Kathy Manuel, *Bossier Parish Community College*
 Howard Markowitz, *Hawaii Pacific University*
 Jayne D. B. Marsh, *University of Southern Maine, Lewiston-Auburn College*
 Esther Martin, *California State University, Dominguez Hills*
 Jan Mast, *Miami Dade College, North Campus*
 Pan Maxson, *Duke University*
 Nancy Mazurek, *Long Beach City College*
 Christine McCormick, *Eastern Illinois University*

- Jim McDonald, *California State University, Fresno*
- Clark McKinney, *Southwest Tennessee Community College*
- George Meyer, *Suffolk County Community College*
- Barbara J. Miller, *Pasadena City College*
- Christy Miller, *Coker College*
- Mary Beth Miller, *Fresno City College*
- Al Montgomery, *Our Lady of Holy Cross College*
- Robin Montvilo, *Rhode Island College*
- Peggy Moody, *St. Louis Community College*
- Michelle Moriarty, *Johnson County Community College*
- Wendy Bianchini Morrison, *Montana State University-Bozeman*
- Ken Mumm, *University of Nebraska, Kearney*
- Joyce Munsch, *Texas Tech University*
- Jeannette Murphey, *Meridian Community College*
- Lori Myers, *Louisiana Tech University*
- Lana Nenide, *University of Wisconsin, Madison*
- Margaret Nettles, *Alliant University*
- Gregory Newton, *Diablo Valley College*
- Barbara Nicoll, *University of La Verne*
- Nancy Nolan, *Nashville State Community College*
- Harriett Nordstrom, *University of Michigan, Flint*
- Wendy North-Ollendorf, *Northwestern Connecticut Community College*
- Elizabeth O'Connor, *St. Mary's College*
- Susan O'Donnell, *George Fox University*
- Jane Ogden, *East Texas Baptist University*
- Shirley Ogletree, *Texas State University*
- Claudius Oni, *South Piedmont Community College*
- Randall E. Osborne, *Texas State University, San Marcos*
- John Otey, *Southern Arkansas University*
- Carol Ott, *University of Wisconsin, Milwaukee*
- Patti Owen-Smith, *Oxford College*
- Heidi Pasek, *Montana State University*
- Margaret Patton, *University of North Carolina, Charlotte*
- Julie Hicks Patrick, *West Virginia University*
- Evelyn Payne, *Albany State University*
- Ian E. Payton, *Bethune-Cookman University*
- Carole Penner-Faje, *Molloy College*
- Michelle L. Pilati, *Rio Hondo College*
- Meril Posy, *Touro College, Brooklyn*
- Shannon M. Pruden, *Temple University*
- Ellery Pullman, *Briarcrest Bible College*
- Samuel Putnam, *Bowdoin College*
- Jeanne Quarles, *Oregon Coast Community College*
- Mark Rafter, *College of the Canyons*
- Cynthia Rand-Johnson, *Albany State University*
- Janet Rangel, *Palo Alto College*
- Jean Raniseski, *Alvin Community College*
- Frances Raphael-Howell, *Montgomery College*
- Celinda Reese, *Oklahoma State University*
- Ethan Rimmel, *Western Washington University*
- Paul Rhoads, *Williams Baptist College*
- Kerri A. Riggs, *Lourdes College*
- Mark Rittman, *Cuyahoga Community College*
- Jeanne Rivers, *Finger Lakes Community College*
- Wendy Robertson, *Western Michigan University*
- Richard Robins, *University of California, Davis*
- Millie Roqueta, *Miami Dade College*
- June Rosenberg, *Lyndon State College*
- Christopher Rosnick, *University of South Florida*
- Trisha Rossi, *Adelphi University*
- Rodger Rossman, *College of the Albemarle*
- Lisa Routh, *Pikes Peak Community College*
- Stephanie Rowley, *University of Michigan, Ann Arbor*
- Randall Russac, *University of North Florida*
- Dawn Ella Rust, *Stephen F. Austin State University*
- Tara Saathoff-Wells, *Central Michigan University*
- Traci Sachteleben, *Southwestern Illinois College*
- Douglas Sauber, *Arcadia University*
- Chris Saxild, *Wisconsin Indianhead Technical College*
- Barbara Schaudt, *California State University, Bakersfield*
- Daniela E. Schreier, *Chicago School of Professional Psychology*
- Pamela Schuetze, *SUNY College at Buffalo*
- Donna Seagle, *Chattanooga State Technical Community College*
- Bonnie Seegmiller, *Hunter College, CUNY*
- Chris Seifert, *Montana State University*
- Marianne Shablousky, *Community College of Allegheny County*
- Susan Shapiro, *Indiana University, East*
- Elliot Sharpe, *Maryville University*
- Lawrence Shelton, *University of Vermont*
- Shamani Shikwambi, *University of Northern Iowa*
- Denise Simonsen, *Fort Lewis College*
- Penny Skemp, *Mira Costa College*
- Peggy Skinner, *South Plains College*
- Barbara Smith, *Westminster College*
- Valerie Smith, *Collin County Community College*
- Edward Sofranko, *University of Rio Grande*
- Joan Spiegel, *West Los Angeles College*
- Jason S. Spiegelman, *Community College of Baltimore County*
- Carolyn I. Spies, *Bloomfield College*
- Scott Stein, *Southern Vermont College*
- Stephanie Stein, *Central Washington University*
- Sheila Steiner, *Jamestown College*
- Jacqueline Stewart, *Seminole State College*
- Robert Stewart, Jr., *Oakland University*
- Cynthia Suarez, *Wofford College*
- Joshua Susskind, *University of Northern Iowa*

Josephine Swalloway, <i>Curry College</i>	Mary Vandendorpe, <i>Lewis University</i>	Nancy A. Wilson, <i>Haywood Community College</i>
Emily Sweitzer, <i>California University of Pennsylvania</i>	Janice Vidic, <i>University of Rio Grande</i>	Steffen Wilson, <i>Eastern Kentucky University</i>
Chuck Talor, <i>Valdosta State University</i>	Steven Voss, <i>Moberly Area Community College</i>	Bernadette Wise, <i>Iowa Lakes Community College</i>
Jamie Tanner, <i>South Georgia College</i>	William Walkup, <i>Southwest Baptist University</i>	Steve Wisecarver, <i>Lord Fairfax Community College</i>
Norma Tedder, <i>Edison Community College</i>	Anne Weiher, <i>Metropolitan State College of Denver</i>	Alex Wiseman, <i>University of Tulsa</i>
George Thatcher, <i>Texas Tech University</i>	Robert Weis, <i>University of Wisconsin, Stevens Point</i>	Rebecca Witt Stoffel, <i>West Liberty State College</i>
Shannon Thomas, <i>Wallace Community College</i>	Lori Werdenschlag, <i>Lyndon State College</i>	Nanci Woods, <i>Austin Peay State University</i>
Donna Thompson, <i>Midland College</i>	Noel Wescombe, <i>Whitworth College</i>	Chrysalis L. Wright, <i>University of Central Florida</i>
Vicki Tinsley, <i>Brescia University</i>	Andrea White, <i>Ithaca College</i>	Stephanie Wright, <i>Georgetown University</i>
Eugene Tootle, <i>Barry University</i>	Meade Whorton, <i>Louisiana Delta Community College</i>	David Yarbrough, <i>Texas State University</i>
David Tracer, <i>University of Colorado, Denver</i>	Wanda A. Willard, <i>Monroe Community College</i>	Nikki Yonts, <i>Lyon College</i>
Stephen Truhon, <i>Austin Peay Centre, Fort Campbell</i>	Joylyne Wills, <i>Howard University</i>	Ling-Yi Zhou, <i>University of St. Francis</i>
Dana Van Abbema, <i>St. Mary's College of Maryland</i>		

On the home front, I am indebted to my colleagues at Middle Tennessee State University and to my students over the years. As any teacher will tell you, I learn as much—or more—from you each semester as you do from me. I want to thank my incredibly competent reference checker, Jac Mitchell, for performing the difficult task of ferreting out the full source of every new citation in this book. I'm grateful to my baby, Thomas, for being born, and giving my life such meaning, and to Shelly for brightening my life since I moved to Chicago this past year. But the real credit for this book still belongs to my late husband David, for putting this book and my happiness center stage and for giving me the best possible life.

Janet Belsky
August 25, 2015



The Foundation

This two-chapter part offers you the foundations for understanding the lifespan journey.

Chapter 1—The People and the Field introduces *all* the major concepts and themes in this course. In this chapter, I'll describe our discipline's basic terminology, provide a bird's-eye view of the evolving lifespan, offer a framework for how to think about world cultures, and highlight some new twenty-first-century life stages. Most important, in this chapter you will learn about the themes, theories, and research strategies that have shaped our field. Bottom line: Chapter 1 gives you the tools you will need for understanding this book.

Chapter 2—Prenatal Development, Pregnancy, and Birth lays the foundation for our developing lives. Here, you will learn about how a baby develops from a tiny clump of cells, and get insights into the experience of pregnancy from the point of view of mothers and fathers. This chapter describes pregnancy rituals in different cultures, discusses the impact of prenatal issues such as stress and infertility, and offers an in-depth look at the miracle of birth.

PART I

CHAPTER 1

CHAPTER OUTLINE

Who We Are and What We Study

Setting the Context

- The Impact of Cohort
- The Impact of Socioeconomic Status
- The Impact of Culture and Ethnicity
- The Impact of Gender

Theories: Lenses for Looking at the Lifespan

- Behaviorism
- Psychoanalytic Theory
- Attachment Theory
- Evolutionary Psychology
- Behavioral Genetics

HOW DO WE KNOW . . .

That Our Nature Affects Our Upbringing?

Nature and Nurture Combine: Where We Are Today

HOT IN DEVELOPMENTAL SCIENCE: Environment-Sensitive Genes and Epigenetically Programmed Pathways

Emphasis on Age-Linked Theories

The Developmental Systems Perspective

Research Methods: The Tools of the Trade

Two Standard Research Strategies

Designs for Studying Development

Critiquing the Research

Emerging Research Trends

Some Concluding Introductory Thoughts

Dear Students,

Welcome to lifespan development! This course is about your parents and grandparents, friends and colleagues, the children you have or expect to have. If you plan to work with children, adults, or the elderly, this course will give you a good foundation for your career. Most important, this course is all about your *own* evolving life. This semester, starting with the first minutes in the womb, I'll provide a motion picture of development in the flesh.

As we travel through the lifespan, I urge you to look outward to the wider world. While reading the infancy sections, visit a relative with a baby. In the chapters on childhood and adolescence, pay attention to boys and girls at school, spend an afternoon with a 4-year-old, watch preteens at the mall. Then, interview a twenty-something friend or a middle-aged relative. Talk to a 65-year-old about to retire or an 80-year-old coping with the physical challenges of old age. The purpose of this class is to widen your horizons, to enable you to look at each stage of life in a more empathic way.

How can you fully enjoy the scenery on this semester-long trip and still get a great grade in this course? Follow the principle that learning happens when we are emotionally engaged: Make it relevant; make it personal; see the concepts come alive in the world. To help you, I've begun each chapter with a fictional life story. Enjoy the vignette. I've constructed it to alert you to some major chapter themes. Look at each photo and chart. Concentrate on the section-end summary tables. Complete the Tying It All Together quizzes and other checklists. I've planned these hands-on activities to enrich your self-understanding, plus help you effortlessly learn the material. My goal in writing this book is simple: I want you to share my passion for the marvelous human lifespan and to think more deeply about life. I want to prove that textbooks can be scholarly and a joy to read!

Now that you know my main agendas (stay tuned for more about the scholarly ones later), let's get started. In this chapter I'll introduce the basic themes in the course. Let's begin by introducing the people you will be meeting in the introductory vignettes.

Janet Belsky

The People and the Field

Susan is having a party to celebrate Carl's wonderful life. Losing her husband was tough, but Susan takes comfort in the fact that during their 50-plus-year-long marriage, she and her husband amassed so many friends—people of every age, ethnicity, and social group. After Carl's death, everyone flooded Susan's Facebook page with expressions of love. But, being from a different era, Susan craves having her friends physically close, to hug and reminisce about Carl.

First to arrive on Saturday were Maria and baby Josiah, whom Susan and Carl met on a cross-country trip to Las Vegas five years ago. Then, Mathew and Jamila, the lovely couple who were on last year's Alaskan cruise, knocked on the door. For Susan, bonding with her new 40-something friends on that 10-day trip through the Glaciers offered a lesson in how the world has changed. Susan and Carl married at age 21—at a time when middle-class women often stopped working after getting married, and gender roles were clearly defined. Jamila waited until she got her career in order at age 35 to get married, met Matt on-line, and even selected a husband of a different race. How, despite juggling step-kids and full-time jobs, have Matt and Jamila mastered the secret of staying in love for more than 10 years?

Finally, Kim, her husband Jeff, and baby Elissa drove up. Although Susan was devastated when this close neighborhood couple moved across the country 9 months ago, she has been thrilled to witness Elissa's transformations through the miracles of Skype. Now, it's time to (finally) envelope that precious 1-year-old in her arms and hear, in person, about everyone else's lives!

As they sit down to dinner, Kim reports that since Elissa began walking, she doesn't slow down for a minute. Actually, it's kind of depressing. Elissa used to go to Susan with a smile. Now, all she wants is Mom. The transformation in Josiah is even more astonishing. Now that he is 8, that precious child can talk to you like an adult!

Over the next hour, the talk turns to deeper issues: Kim shares her anxieties about putting Elissa in day care. Matt talks about the trials and joys of step-fatherhood. Maria opens up about the challenges of being a single parent, an immigrant, and ethnic minority in the United States. Jamila informs the group that she wants to make a difference. She is returning to school for a Ph.D. But can she make it academically at age 53?

Susan tells the group not to worry. The sixties and early seventies (until Carl's massive stroke) were the happiest time of their lives. Now, with her slowness, her progressing vision problems, and especially that frightening fall she took at Kroger's last week, the future looks bleaker. Susan knows that life is precious. She treasures every moment she has left. But the eighties won't be like the seventies. What will happen when she really gets old?

Is Susan right that the sixties and early seventies are life's happiest stage? If you met Susan at age 30 or 50, would she be the same upbeat person as today? Are Jamila's worries about her mental abilities realistic, and what *are* some secrets for staying passionately in love with your spouse? Why do 1-year-olds such as Elissa get clingy just as they begin walking, and what mental leaps

make children at age 8, such as Josiah, seem so grown up? How has the social media revolution affected how we relate?

Developmentalists, also called **developmental scientists**—researchers who study the lifespan—are about to answer these questions and hundreds of others about our unfolding life.

developmentalists

Researchers and practitioners whose professional interest lies in the study of the human lifespan.

lifespan development

The scientific study of development through life.

child development

The scientific study of development from birth through adolescence.

gerontology The scientific study of the aging process and older adults.

adult development The scientific study of the adult part of life.

normative transitions

Predictable life changes that occur during development.

non-normative transitions

Unpredictable or atypical life changes that occur during development.

Who We Are and What We Study

Lifespan development, the scientific study of human growth throughout life, is a latecomer to psychology. Its roots lie in **child development**, the study of childhood and the teenage years. Child development traces its origins back more than a century. In 1877, Charles Darwin published an article based on notes he had made about his baby during the first years of life. In the 1890s, a pioneering psychologist named G. Stanley Hall established the first institute in the United States devoted to research on the child. Child development began to take off between World Wars I and II (Lerner, 1998). It remains the passion of thousands of developmental scientists working in every corner of the globe.

Gerontology, the scientific study of aging—the other core discipline in lifespan development—had a slower start. Researchers began to really study the aging process only after World War II (Birren & Birren, 1990). Gerontology and its related field, **adult development**, underwent their phenomenal growth spurt during the final third of the twentieth century.

Lifespan development puts it all together. It synthesizes what researchers know about our unfolding life. Who works in this huge mega-discipline, and what passions drive developmentalists?

- **Lifespan development is multidisciplinary.** It draws on fields as different as neuroscience, nursing, psychology, and social policy to understand human development. A biologically oriented developmentalist might examine toddlers' output of salivary cortisol (a stress hormone) when they arrive at day care. An anthropologist might look at cultural values shaping the day-care choice. A social policy expert might explore the impact of offering universal government-funded day care in Finland and France. A biochemist who studies Alzheimer's disease might decode what produces the plaques and tangles that ravage the brain. A nurse might head an innovative Alzheimer's unit. A research-oriented psychologist might construct a scale to measure the impairments produced by this devastating disease.

- **Lifespan development explores the predictable milestones on our human journey**, from walking to working, to Elissa's sudden shyness and attachment to her mother. Are people right to worry about their learning abilities in their fifties? What is physical aging, or puberty, or menopause all about? Are there specific emotions we feel as we approach that final universal milestone, death?

- **Lifespan development focuses on the individual differences that give spice to human life.** Can we really see the person we will be at age 73, by age 50, or 30? How much does personality or intelligence change as we travel through life? Developmentalists want to understand what *causes* the striking differences between people in temperament, talents, and traits. They are interested in exploring individual differences in the timing of developmental milestones, too; examining, for instance, why people reach puberty earlier or later or age more quickly or slowly than their peers.

They are interested in exploring individual differences in the timing of developmental milestones, too; examining, for instance, why people reach puberty earlier or later or age more quickly or slowly than their peers.

- **Lifespan development explores the impact of life transitions and practices.** It deals with **normative**, or predictable, **transitions**, such as retirement, becoming parents, or beginning middle school. It focuses on **non-normative**, or atypical, **transitions**, such as divorce, the death of a child, or how declines in the economy affect how we approach the world. It explores life practices, such as smoking, spanking, or sleeping in the same bed with your child.

Developmentalists realize that life transitions that we consider normative, such as retiring or starting middle school, are products of living in a particular time in



Colin Cuthbert/Science Source

This researcher is among the thousands of developmental scientists whose mission is to decode the causes of that later life scourge, Alzheimer's disease.

history. They understand that practices such as smoking or sleeping in bed with a child vary, depending on our social class and cultural background. They know that several basic markers, or overall conditions of life, affect our development.

Now it's time to introduce some **contexts of development**, or broad general influences, which I will be continually discussing throughout this book.

Setting the Context

How does being born in a particular historical time affect our lifespan journey? What about our social class, cultural background, or that basic biological difference, being female or male?

The Impact of Cohort

Cohort refers to our birth group, the age group with whom we travel through life. In the vignette, you can immediately see the heavy role our cohort plays in influencing adult life. Susan reached adult life in 1960, when women married in their early twenties and typically stayed married for life. Jamila came of age during the final decade of the twentieth century, when women began to feel they needed to get their careers together before finding a mate. As an interracial couple, Matt and Jamila are taking a life path unusual even for today! Because they are in their late forties, this couple is at an interesting cutting point. They are traveling through life after that huge bulge in the population called the baby boom.

The **baby boom cohort**, defined as people born from 1946 to 1964, has made a huge impact on the Western world as it moves through society. The reason lies in size. When soldiers returned from World War II and got married, the average family size ballooned to almost four children. When this huge group was growing up during the 1950s, families were traditional, with the two-parent, stay-at-home-mother family being our national ideal. Then, as rebellious adolescents during the 1960s and 1970s, the baby boomers helped usher in a radical transformation in these attitudes and roles (more about this lifestyle revolution soon). Society, as we know, is now experiencing an old-age explosion as the baby boom cohort floods into later life.

The cohorts living in the early twenty-first century are part of an endless march of cohorts stretching back thousands of years. Let's now take a brief historical tour to get a sense of the dramatic changes in childhood, old age, and adulthood during just the past few centuries, and pinpoint what our lifespan looks like today.

Changing Conceptions of Childhood

At age ten he began his work life helping . . . manufacture candles and soap. He . . . wanted to go to sea, but his father refused and apprenticed him to a master printer. At age 17 he ran away from Boston to Philadelphia to search for work.

His father died when he was 11, and he left school. At 17 he was appointed official surveyor for Culpepper County in Virginia. By age 20 he was in charge of managing his family's plantation.

(Mintz, 2004)

Who were these boys? Their names were Benjamin Franklin and George Washington.

Imagine being born in Colonial times. In addition to reaching adulthood at a much younger age, your chance of having *any* lifespan would have been far from secure. In seventeenth-century Paris, roughly 1 in every 3 babies died in early infancy (Ariès, 1962; Hrdy, 1999). As late as 1900, almost 3 of every 10 U.S. children did not live beyond age 5 (Konner, 2010; Mintz, 2004).



© Leonid Prokhi/Alamy

Our cultural background affects every aspect of development. So, culturally oriented developmentalists might study how this coming-of-age ritual expresses this society's messages about adult life.

contexts of development

Fundamental markers, including cohort, socioeconomic status, culture, and gender, that shape how we develop throughout the lifespan.

cohort The age group with whom we travel through life.

baby boom cohort The huge age group born between 1946 and 1964.

The incredible childhood mortality rates, plus poverty, may have partly explained why child-rearing practices that we would label as abusive used to be routine. Children were often beaten and, at their parents' whim, might be abandoned at birth (Konner, 2010; Pinker, 2011). In the early 1800s in Paris, about one in five newborns was “exposed”—placed in the doorways of churches, or simply left outside to die. In cities such as St. Petersburg, Russia, the statistic might have been as high as one in two (Ariès, 1962; Hrdy, 1999).

In addition, for most of history, people did not have our feeling that childhood is a special life stage (Ariès, 1962; Mintz, 2004). Children, as you saw above, began to work at a young age. During the early industrial revolution, poor boys and girls made up more than a third of the labor force in British mills (Mintz, 2004).

In the seventeenth and eighteenth centuries, enlightenment philosophers such as John Locke and Jean Jacques Rousseau spelled out a strikingly different vision of childhood and human life (Pinker, 2011). Locke believed that human beings are born a *tabula rasa*, a blank slate on which anything could be written, and that the way we treat children shapes their adult lives. Rousseau argued that babies enter life totally innocent; he felt we should shower these dependent creatures with love. However, this message could not fully penetrate society until the advances of the early twentieth century dramatically improved living standards, and we entered our modern age.

One force producing this kinder, gentler view of childhood was universal education. During the late nineteenth century in Western Europe and much of the United States, attendance at primary school became mandatory (Ariès, 1962). School kept children from working and insulated these years as a protected, dependent life phase. Still, as late as 1915, only 1 in 10 U.S. children attended high school; most people entered their work lives after seventh or eighth grade (Mintz, 2004).

At the beginning of the twentieth century, the developmentalist G. Stanley Hall (1904/1969) identified a stage of “storm and stress,” located between childhood and adulthood, which he named *adolescence*. However, it was during the Great Depression of the 1930s, when President Franklin Roosevelt signed a bill making high school attendance mandatory, that adolescence became a standard U.S. life stage (Mintz, 2004). Our famous teenage culture has existed for only 70 or 80 years!

In recent decades, with many of us going to college and graduate school, we have delayed the beginning of adulthood to an older age. Developmentalists (see Tanner & Amett, 2010) have identified a new in-between stage of life in affluent countries. **Emerging adulthood**, lasting from age 18 to roughly the late twenties, is devoted to exploring our place in the world. One reason that we feel comfortable postponing marriage or settling down to a career is that we can expect to live an amazingly long time.

Changing Conceptions of Later Life

In every culture, a few people always lived to “old age.” However, for most of history, largely due to the high rates of infant and childhood mortality, **average life expectancy**, our fifty-fifty chance at birth of living to a given age, was shockingly low. In Maryland during Colonial times, average life expectancy was only age 20, for both masters and their slaves (Fischer, 1977).

Toward the end of the nineteenth century, life expectancy in the United States rapidly improved. By 1900, it was 46. Then, in the next century, it shot up to 76.7. During the twentieth century, life expectancy in North America and Western Europe increased by almost 30 years! (Centers for Disease Control and Prevention [CDC], Health United States, 2007.)

Library of Congress, Prints & Photographs Division, National Child Labor Committee Collection



In the nineteenth century, if you visited factories such as this cannery, you would see many young children at work—showing how far we have come in just a bit more than a century in our attitudes about childhood.

emerging adulthood The phase of life that begins after high school, tapers off toward the late twenties, and is devoted to constructing an adult life.

average life expectancy A person's fifty-fifty chance at birth of living to a given age.

The **twentieth-century life expectancy revolution** may be the most important milestone in human history. The most dramatic increases in longevity occurred about 100 years ago, when public health improvements and medical advances, such as antibiotics, wiped out deaths from many *infectious diseases*. Since these illnesses, such as diphtheria, killed both the young and old, their conquest allowed us to live past midlife. In the last 50 years, our progress has been slower because the illnesses we now die from, called *chronic diseases*—such as heart disease, cancer, and stroke—are tied to the aging process itself.

As you can see in Figure 1.1, the outcome is that today, life expectancies have zoomed into the upper seventies in North America, Western Europe, New Zealand, Israel, and Japan. A baby born in affluent parts of the world, especially if that child is female, now has a good chance of making it close to our **maximum lifespan**, the biological limit of human life (about age 105).

This extension of the lifespan has changed how we think about *every* life stage. It has moved grandparenthood, once a sign of being “old,” down into middle age. If you become a grandparent in your forties, expect to be called grandma or grandpa for half of your life! Women can start new careers in their early fifties, given that U.S. females at that age can expect to live on average for roughly 32 more years (U.S. Census Bureau, 2012). Most important, we have moved the beginning of old age beyond age 65.

Today, people in their sixties and even early seventies are often active and relatively healthy. But in our eighties, our chance of being disabled by disease increases dramatically. Because of this, developmentalists make a distinction between two groups of older adults. The **young-old**, defined as people in their sixties and early seventies, often look and feel middle-aged. They reject the idea that they are old (Lachman, 2004). The **old-old**, people in their late seventies and beyond, seem in a different class. Since they are more likely to have physical and mental disabilities, they are more prone to fit the stereotype of the frail, dependent older adult. In sum, Susan in the vignette was right: Today the eighties are a different stage of life!

Changing Conceptions of Adult Life

If health-care strides during the early twentieth century allowed us to survive to old age, during the last third of the twentieth century, a revolution in lifestyles changed the way we live our adult lives. This transformation, in the West, which has now spread around the globe, began when the baby boomers entered their teenage years.

The 1960s “Decade of Protest” included the civil rights and women’s movements, the sexual revolution, and the “counterculture” movement that emphasized liberation in every area of life (Bengtson, 1989). People could have sex without being married. Women could fulfill themselves in a career. We encouraged husbands to share the housework and child care equally with their wives. Divorce became an acceptable alternative to living in an unfulfilling marriage. To have a baby, women no longer needed to be married at all.

Today, with women making up more than half the U.S. labor force, only a minority of couples fit the traditional 1950s roles of breadwinner husband and homemaker wife (U.S. Bureau of Labor Statistics, 2014). With roughly one out of two U.S. marriages ending in divorce, we can no longer be confident of staying together for life. While divorce rates are now declining, the Western trend toward having children without being married continues to rise. As of 2013, almost 48 percent of U.S. babies were born to single moms (Hymowitz and others, 2013).

twentieth-century life expectancy revolution The dramatic increase in average life expectancy that occurred during the first half of the twentieth century in the developed world.

maximum lifespan The biological limit of human life (about 105 years).

young-old People in their sixties and seventies.

old-old People in their late seventies and older.

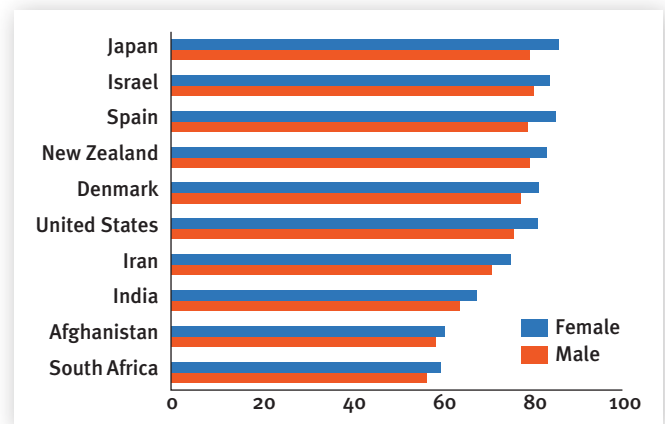


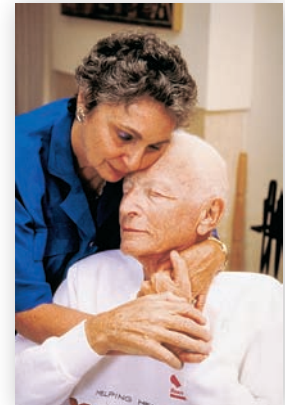
FIGURE 1.1: Average life expectancy of men and women in some selected nations, 2013: Notice the gap in life expectancy between the developed and developing worlds. Notice also the astonishingly high life expectancy for women in Spain, New Zealand, Israel, and Japan. Women today can expect to live close to the maximum lifespan in these developed countries. (As of 2007, the United States ranked forty-ninth globally in average life expectancy.)

Data from: <http://www.worldlifeexpectancy.com/> retrieved September 3, 2014.

The healthy, active couple in their sixties (*left*) have little in common with the disabled 90-year-old man living in a nursing home (*right*)—showing why developmentalists divide the elderly into the *young-old* and the *old-old*.



George Shellye/Masterfile



Myrieen Ferguson Cate/Photo Edit

The timeline at the bottom of this page illustrates the twentieth-century shifts in life expectancy and family life, as well as charting the passage of the mammoth baby boom as it moves through life. In later chapters, I'll pay special attention to the late-twentieth-century lifestyle revolution—highlighting single parenthood, the trend toward having stepchildren, exploring gay and bisexual relationships, and shedding light on the changing family roles of women and men. While this text does divide development into its standard categories (infancy, childhood, adolescence, adulthood, and later life), I'll also devote a chapter to emerging adulthood—that life stage many of you are in right now. In the later-life section, I'll continually emphasize the distinction between the young-old and old-old (being 60 is miles different physically and mentally from being 80 or 95) and focus on the issues we face as the baby boomers flood into their older years.

But, as history is always advancing, let's end this section by touching on two twenty-first-century transformations: The first is a permanent change in how we relate; the second temporarily affects the economic path we take as adults.

From Relating in the Real World to Residing in Cyberspace: On-line Relationships

Meet the Alvin family. . . . Sandra, a former journalist . . . has over 800 followers on twitter and keeps an elaborate . . . blog; their 16-year-old daughter Zara is a fanatic Facebook user—464 friends right now—and she also uses Pinterest for “pinning and sharing photos”. . . .

(quoted in Van Dijck, 2013, p 3)

Julia, . . . a Sophomore at a . . . public high school turns texting into a kind of polling. After Julia sends out a text, she is uncomfortable until she gets one back: “I’m always looking for a text that says, “Oh I’m sorry” or “Oh that’s great.” Without this feedback, she says, “It’s hard to calm down.” Julia describes how painful it is to text about her feelings and get no response: “If . . . they don’t answer me . . . I’ll text them again “are you mad? . . . Is everything Ok?”

(adapted from Turkle, 2011, p. 175)

How many of you feel the urge to check Facebook or your cell phone as you are reading these lines? Perhaps, like Sandra, you have followers on Twitter or keep a

TIMELINE	Selected Twentieth-Century Milestones and the Progress of the Huge Baby Boom														
	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020	2030	
MAJOR SOCIETAL CHANGE	Life Expectancy Takes Off Deaths shift from infectious to chronic diseases						Lifestyle Revolution Women’s movement/rise in divorce and single parenthood/more lifestyle freedom								
BABY BOOM COHORT							Born		Teenagers			Young-old		→ Old-old	

personal blog, or can relate to Julia's anxiety when you text and don't get an immediate response.

Cell phones and texting instituted what one expert (Van Dijck, 2013) has labeled our twenty-first century "culture of connectivity," by tethering us to our significant others every moment of the day. Then that early-twentieth-century advance in technology, called Web 2.0, accelerated this revolution, by allowing us to interact 24/7 with strangers around the globe (Van Dijck, 2013). In particular, Web 2.0 fostered the development of **social networking sites**, such as Facebook, that permit us to broadcast every feeling to an expanding array of "friends."

How has Facebook transformed romantic relationships? Does bullying online differ from real-life bullying, and can texting (or sexting) reveal our inner lives? Stay tuned for subsequent chapters when I showcase studies delving into the impact of the on-line revolution on how we relate.

From Living in an Expanding Economy, to Facing Financial Hardship: The Great Recession

I was laid off from my job on April 1st. I've used up all my retirement funds and savings. I have never seen anything this bad in this country.

(Sandra K, Cleveland Heights, Ohio)

Welcome to the **Great Recession of 2008**, which began with the bursting of an 8-trillion-dollar-housing bubble, producing sharp cutbacks in U.S. consumer spending, followed by a loss of 8.4 million jobs within the following two years (Economic Policy Institute [EPI], 2011). The Great Recession has caused us to rethink standard adult markers, from retirement to leaving home for college (see Chapters 10 and 13). It has weakened our historic American faith in constructing a secure middle-class life. As this storm rolled in, it uncovered a festering problem called **income inequality**—the widening gap between the superrich and everyone else (EPI, 2011; Wilkinson & Pickett, 2009).

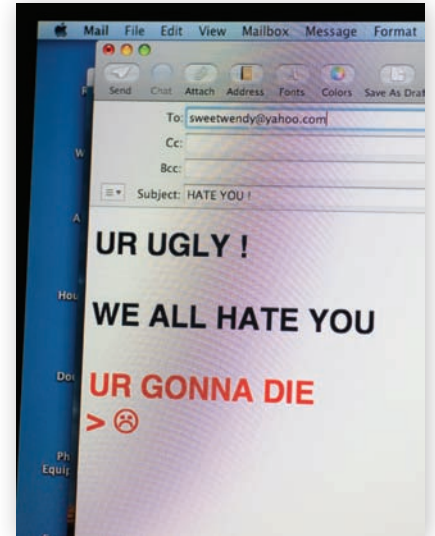
As I'm writing this chapter (in early 2015), the economy has improved in the United States and many European nations. Will the economic landscape turn truly sunny as you are reading these pages? Whatever the answer, our economic situation has an important impact on our journey through life. How *exactly* does being affluent or poor affect how we develop and behave?

The Impact of Socioeconomic Status

This question brings up the role of **socioeconomic status (SES)**—a term referring to our education and income—on our unfolding lives. As you will see throughout this book, living in poverty makes people vulnerable to a cascade of problems—from being born less healthy, to attending lower-quality schools; from living in more dangerous neighborhoods, to dying at a younger age. Not only do developmentalists rank individuals by socioeconomic status, but they rank nations, too.

Developed-world nations are defined by their wealth, or high median per-person incomes. In these countries, life expectancy is high (Central Intelligence Agency [CIA], 2007). Technology is advanced. People have widespread access to education and medical care. Traditionally, the United States, Canada, Australia, New Zealand, and Japan, as well as every Western European nation, have been classified in this "most affluent" category, although its ranks *may* be expanding as the economies of nations such as China and India explode.

Developing-world countries stand in sharp contrast to these most affluent world regions. Here people may not have indoor plumbing, clean running water, or access to education. They even may die at a young age from "curable" infectious disease. Babies born in the poorest regions of the globe face a twenty-first-century lifespan that has striking similarities to the one developed-world children faced more than a century ago.



© Doug Staley C/Alamy

This consequence of the social-media revolution is all too familiar. In Chapter 6, you will learn what forces might make cyberbullying more distressing than bullying of the face-to-face kind.

social networking sites

Internet sites whose goal is to forge personal connections between users.

Great Recession of 2008

Dramatic loss of jobs (and consumer spending) that began with the bursting of the U.S. housing bubble in late 2007.

income inequality The gap between the rich and poor within a nation. Specifically, when income inequality is wide, a nation has a few very affluent residents and a mass of disadvantaged citizens.

socioeconomic status (SES)

A basic marker referring to status on the educational and—especially—income rungs.

developed world The most affluent countries in the world.

developing world The more impoverished countries of the world.