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UNIT 1 Genetic and Prenatal Influences on Development

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Part A. Genetic Influences

- 1. Your DNA, Decoded**, Mark Anderson, *Delta Skymagazine*, August 2010
This article explains the 6 billion **genes** (half from father, half from mother), made up of base pairs (A, C, G and T), which comprise each unique human's instruction manual. One's **health, emotions, and personality** are influenced by one's genome **prenatally**. Environmental factors after birth also affect human functioning. 3
- 2. Seeking Genetic Fate**, Patrick Barry, *Science News*, July 4, 2009
The cost of having small variations in your **genes** analyzed (over 99% of all human genes are identical), has dropped precipitously. Several genomic **technology** companies now offer to forecast your personal disease risks. Most **health** hazards also involve diet, exercise, and environmental factors. The **ethics** of predicting complex maladies from saliva is questionable. 7

Part B. Prenatal Influences

- 3. What's Killing the Babies of Kettleman City?**, Jacques Leslie, *Mother Jones*, July/August 2010
The **women** of Kettleman City, CA are exposed to multiple toxic wastes during their **pregnancies**. Their **infants** have abnormally high rates of birth defects. Scientists explain this as due to cumulative impacts. State officials have stopped the expansion of a nearby hazardous waste dump. Can **technology** find an **ethical** way to dispose of contaminated waste in the future? 13
- 4. Truth and Consequences at Pregnancy High**, Alex Morris, *New York Magazine*, May 18, 2009
The rate of unmarried teen **parenting** in the United States is rising, after a decade of decline. Approximately 60% of **adolescent** moms drop out of **school** and 64% live in a **culture** of poverty. Most have no **health** care, eat junk food, and live dangerously during **pregnancy**. Response to an online survey showed that 20% of girls in the United States want to become teen moms. This article describes the negative outcomes for these **women**. 17

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.



UNIT 2

Development during Infancy and Early Childhood

Unit Overview 22

Part A. Infancy

5. **Sudden Infant Death Syndrome: New Recommendations**, Louise Parks, *Texas Child Care*, Winter 2008
SIDS is the #1 reason for **infant** deaths in the United States. Its cause is unexplained. **Genetic** factors, **brain** abnormalities, and **pregnancy** shortcomings (smoking, drinking) are suspected determinants. This article recommends that **parents** use back sleeping, pacifiers, firm bedding, tummy time when awake, and a smoke-free, relatively cool indoor environment. 25

6. **Vaccination Nation**, Chris Mooney, *Discover*, June 2009
Parents have been scared by activists claiming (falsely) that vaccines cause **infant** autism. Science proves otherwise; this article cites multiple studies. The **ethics** of skeptics are dubious. Withholding vaccines can cause epidemics of largely vanquished diseases. Other environmental factors which trigger **genetic** diseases must be explored, and **motivation** to vaccinate must increase. 28

Part B. Early Childhood

7. **How to Help Your Toddler Begin Developing Empathy**, Rebecca Pariakian and Claire Lerner, *Zero to Three*, July 2009
Personality is **socialized** as well as inherited. Teaching **empathy** in **parenting** practices during **early childhood** helps toddlers understand **emotions** and develop **self-esteem**. This article explains how to foster this complex skill. 32

8. **5 Skills Kids Need before They Read**, Peg Tyre, *Instructor*, August 2009
No Child Left Behind legislation and high state testing ended many **self-esteem** programs in **education**. **Emotional** curriculum is now returning. **Stressors** from **culture** and **families** inhibit **children's brain** development. Reading proficiency rises and discipline problems plummet when kids learn social skills. 34

9. **Little by Little**, Laura Beil, *Science News*, September 12, 2009
Food allergies are 20 percent more frequent than 10 years ago. Scientists believe **infants** and young **children** raised in antiseptic **cultures** may have immature immunity. **Parents** may promote **health** and **nutrition** by introducing small portions of allergy-prone foods earlier. Other new strategies for reducing food allergies are discussed as well. 37

10. **Accountability Comes to Preschool: Can We Make It Work for Young Children?**, Deborah Stipek, *Phi Delta Kappan*, June 2006
The author suggests playful ways to effectively teach numbers and letters to young **children**. **Early childhood education** requires active interaction; questions and answers that seize teaching moments. **Physical**, **emotional**, and **social** well-being should be emphasized in early childhood education, as they directly affect later academic learning. Positive **peer** relationships promote better problem-solving skills in **school**. 40

11. **“Early Sprouts”**: Establishing Healthy Food Choices for Young Children, Karrie A. Kalich, Dottie Bauer, and Deirdre McPartlin, *Young Children*, July 2009
Early childhood nutrition practices are decisive for lifelong eating habits. A positive approach is given—veggies taste great!—rather than no dessert until veggies are eaten. “Early Sprouts” programs encourage gardening, sensory exploration, cooking, and **family** involvement with **healthy** foods. Most children in the United States have diets high in sugar, salt, and fat, and low in whole grains, fruits, and vegetables. **Education** can change this.

45



UNIT 3

Development during Childhood: Cognition and Schooling

Unit Overview

50

Part A. Cognition

12. **The Creativity Crisis**, Po Bronson and Ashley Merryman, *Newsweek*, July 19, 2010

Creativity is declining in the United States as **schools** and **educators** focus on test scores. Imagination predicts **adult** achievement better than **intelligence**. Inventive **children** handle **stress** and strong **emotions** well. **Brain development** is enhanced with original problem-finding and solving exercises.

53

13. **An Educator’s Journey toward Multiple Intelligences**, Scott Seider, Edutopia, 2008

Can **intelligence** be defined as a general ability? The theory of multiple intelligences (MI), put forth by Howard Gardner, answers NO. The author describes his appreciation of a poor student’s “smartness” on the athletic field. Gardner’s theory focuses on different ways in which **children** use **cognitive** processes (e.g., body-kinesthetic, music). **Schools** are not required to **educate** for every area of MI.

57

14. **In Defense of Distraction**, Sam Anderson, *New York Magazine*, May 25, 2009

This article is an exposition about the massive amounts of multitasking, electronic **technology** interpretation and distractions added to our lives by the **culture’s** “Information Age.” (An average **adolescent** in the United States spends six hours per day online.) While hyper-focusing programs abound, the author argues that harnessing distractions may increase **brain** efficiency for complex **cognitive** processing.

60

Part B. Schooling

15. **What Really Motivates Kids**, Dana Truby, *Instructor*, January/February 2010

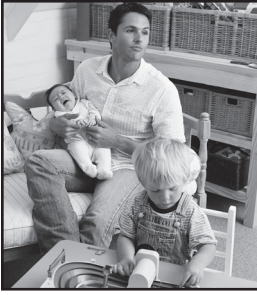
Children and **adolescents** are **motivated** by self-chosen, relevant, **cognitive** problems. **Educators** too often praise high test scores. **Intelligence** grows through experimenting, **creativity**, and persistence. Students from **schools** that engage them in complex tasks often score better on standardized tests.

66

16. **The Truth about Kids & Money**, Peg Tyre, *Instructor*, September/October 2009

Many states require some financial **education** for **adolescents**. **Parents** should talk to **children** about money earlier and often. The **stress** of the recession with lost jobs, foreclosures, and bankruptcy forces this issue. Instruction on **careers**, income, credit, and savings should be an essential part of **schooling**.

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UNIT 4

Development during Childhood: Family and Culture

Unit Overview

72

Part A. Family

17. **Role Reversal**, Sara Eckel, *Working Mother*, February/March 2010

The **stress** of the recession with **career** losses is changing **family** life. **Men** do more cleaning and caring for **children**. Over one-half of employed workers in the United States are **women**. Problems of bruised egos and low **self-esteem** occur with **gender** role-reversals. Some **emotions**, such as empathy, make **marriage** easier.

75

18. **The Angry Smile**, Signe L. Whitson, *Going Bonkers Magazine*, October 2009
Children learn how to behave in unhelpful passive-aggressive modes from **parents**, peers, **school** personnel, **television** characters, and in **cultural contexts**. Passive-aggression is not **genetic**. It can be changed through **socialization**. This article tells how to substitute assertive expression for passive-aggression.

78

19. **Fast Times**, Deborah Swaney, *Family Circle Magazine*, November 29, 2008

The **culture** of pre-teens is becoming one of **sexualization** over **socialization**. **Friends' language** (be "hot," "shake your booty") often trumps **family** values. Rather than **exercise** (sports, play) to see what one's body can do, **children** experiment with sensuous appearances. The author suggests ways to raise **self-esteem** without precocious sexuality.

80

Part B. Culture

20. **Engaging Young Children in Activities and Conversations about Race and Social Class**, Rebekka Lee, Patricia G. Ramsey, and Barbara Sweeney, *Young Children*, November 2008

The United States has one of the most diverse populations in the world. **Education** about race and social class through positive activities (art, role-play, games, books) can reduce biases. Conversations, and **language** used, are vital to influencing attitudes. It is valuable to **socialize children** to adopt cross-race and cross-social class **friendships**.

84

21. **Use the Science of What Works to Change the Odds for Children at Risk**, Susan B. Neuman, *Phi Delta Kappan*, April 2009

Research documents that **intelligence** is not all **genetic**, but grows with targeting **language** and **motivation** in **cultures** of poverty. **Education** of **single-parents** in their homes which focuses on child-caregiver activities increases both **cognitive** and **social-emotional development**. Early intervention can break the cycle of disadvantage.

90



UNIT 5

Development during Adolescence and Young Adulthood

Unit Overview

94

Part A. Adolescence

22. **Foresight Conquers Fear of the Future**, Edward Cornish, *The Futurist*, January/February 2010

Adolescents are experiencing rapid changes in **socialization**. They fear a future with widespread **aggression, drug abuse**, and **moral/ethical** decline. Do they have “future phobia”? The author reports that trend analysts have predicted future outcomes. **Young adults** who have foresight and **creativity** will choose **careers** and lifestyles that embrace **technology’s** advances.

97

23. **Interview with Dr. Craig Anderson: Video Game Violence**, Sarah Howe, Jennifer Stigge, and Brooke Sixta, *Eye on Psi Chi*, Summer 2008

A scientist with ongoing research on video game **technology** has ample evidence to support increased **aggression** in **children** and **adolescents** who play **violent** video games. Those with high trait aggressiveness are more influenced to behave with hostility. However, those low in trait aggressiveness are equally affected. Studies about the effect on **brain development** (ADHD, drug addiction) continue.

99

24. **Portrait of a Hunger Artist**, Emily Troscianko, *Psychology Today*, March/April 2010

The author uncovers the truths behind the **malnutrition** experienced by an **adolescent** with anorexia nervosa. Her **genetics** and **family stress** contributed to her **health** problems. Food became her best **friend**, as well as her obsession. Her **emotions** (envy, resentment, scorn) were triggered by weight-consciousness. Her recovery was dramatic.

102

25. **Between Two Worlds: Educational Experiences of Incarcerated Youth**, Signe Nelson and Lynn Olcott, *American Jails*, July/August 2007

The authors studied reasons for **adolescents** in jail dropping out of **school**. **Drug abuse, peer pressures, violence, aggression**, and **family** problems were frequently cited. More than half had poor school attendance before jail. Less than 3 percent continued **education** after discharge. Many desired some type of **career** preparation and continued learning in jail.

105

Part B. Young Adulthood

26. **Finding a Job in the 21st Century**, John A. Challenger, *The Futurist*, September/October 2009

The author suggests an **educational** semester abroad for young **adults**. Future **careers** will require **creative** candidates who have **cultural** flexibility. **Technology** will allow employees to face their clients overseas and telecommute home. Over 17 million Americans now work remotely from their offices. **Health** care is an industry especially in need of remote e-learning and computer databases.

108

27. **How to “Ace” Your Freshman Year in the Workplace with C’s: Culture, Competence, & Consequences**, Paul Hettich, *Eye On Psi Chi*, Spring 2010

Most **young adults** have unrealistic job expectations. The author recommends **career** counseling by one’s junior year. The transition from **school** to work includes less structure, more uncertainty, team effort, and skills at **communicating** in language and writing. Factors that lead to promotions and those that influence termination are presented.

112

28. **Heartbreak and Home Runs: The Power of First Experiences**, Jay Dixit, *Psychology Today*, January/February 2010
 First **memories** (love, **sex**, victories, losses, lying) last longest. They shape our **personalities**. **Young adults** use the **language** of self-talk to convince themselves about what kinds of persons they are. While these early experiences have power, they do not determine all future behavior. **Emotions** are sufficient, but not necessarily the only, reason for determining personal ways of reacting to events. 117
29. **All Joy and No Fun: Why Parents Hate Parenting**, Jennifer Senior, *New York Magazine*, July 12, 2010
Adulthood is less happy when **marriage** leads to **parenting**. **Children** make demands and add **stressors** unknown to childless couples. The **emotions** of **family** life range from agony to ecstasy. **Gender differences** are minimal. Nobel Prize-winning economist Daniel Kahneman found that child care ranked very low on all adults' lists of pleasurable activities. 121



UNIT 6

Development during Middle and Late Adulthood

Unit Overview 126

Part A. Middle Adulthood

30. **Tearing: Breakthrough in Human Emotional Signaling**, Robert Provine, Kurt A. Krosnowski, and Nicole W. Brocato, *Evolutionary Psychology*, Vol. 71, No. 1, January 2009
 Shedding tears in **adulthood** signals the **emotion** of sadness to onlookers. Students viewed 200 facial images and estimated sadness on a 7-point scale. On duplicate photos with tears removed **sadness** was not seen; rather, awe, concern, or puzzlement. There were no **gender differences**. Humans unable to secrete tears (dry eye condition) may have to verbally explain their sadness to others. 129
31. **Good Morning, Heartache**, Kathleen McGowan, *Psychology Today*, March/April 2009
Adulthood depression is common. **Genetic** factors and life **stressors** affect **brain chemistry**, creating negative **emotions**. This article describes journeys back to **health** with multiple components. Meditation, **spirituality**, **creativity**, humor, **nutrition**, **exercise**, sleep, acupuncture, medication, and **cognitive therapy** all help. 132
32. **The New Survivors**, Pamela Weintraub, *Psychology Today*, July/August 2009
 The link between cancer and **death** is being broken. The **stress** of surviving cancer is making some **adults** psychologically hardier. Transformative benefits include more positive **emotions**, **spirituality**, **self-esteem**, and **friendships**. Empowered by hope, survivors generate more forgiveness, gratitude, kindness, and humor than in the past. 136

Part B. Late Adulthood

33. **Healthy Aging in Later Life**, Jill Duba Onedera and Fred Stickle, *The Family Journal*, January 2008
 Two theories of **aging** are discussed in this article; the activity theory is advocated. **Physical status** limits rigorous **exercise**. Beneficial **retirement** activities include volunteer work, continuing **cognitive** and **creative** endeavors from earlier years, and maintaining ties with **family** and **friends**. The Internet and e-mail are **technological** aides from our **culture** that make this easier. 141

34. More Good Years , Dan Buettner, <i>AARP Bulletin</i> , September/October 2009 The Earth has a few “Blue Zones.” These are cultures where many people reach age 90+ in good health with physical stamina. On the Greek island of Ikaria, there is no Alzheimer’s and little cancer, heart disease, or diabetes. Aging well is attributed to good nutrition (Mediterranean diet), exercise , spiritual values, strong family and friendship bonds, optimistic emotions and few stressors .	145
35. This Is Your Brain. Aging. , Sharon Begley, <i>Newsweek</i> , June 28 and July 5, 2010 Brain development does not cease with aging . Research with retired persons who had 40 minutes of aerobic exercise , three times a week over six months, demonstrated new learning and improved memory and reasoning in that group. Emotional intelligence , vocabulary, and recalling the past typically are well or improve with age. Genetics matter, but cognitive interventions , like walking, can affect improvements.	147
36. The Caregiving Boomerang , Gail Sheehy, <i>Newsweek</i> , June 28 and July 5, 2010 Retirement from child care often boomerangs back to unexpected elder care. Gender differences abound. Women are stressed with more primary care. Men usually participate administratively, from a distance. Long-term caregiving sometimes results in physical and emotional exhaustion and/or premature death . The author suggests several survival strategies.	150
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The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.