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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. The Incredible Expanding Adventures of the X Chromosome**, Christopher Badcock, *Psychology Today*, September/October 2011.
This article explains XY (**male**) and XX (**female**) **genetics** and **gender differences**. There is mounting evidence that X-related **brain development** affects **socialization, intelligence, and cognition**. The Y chromosome has about 100 genes compared to about 1,200 X genes. Both genius and autistic spectrum disorders may be X related. 7

Part B. Prenatal Influences

- 3. The Prematurity Puzzle**, Jeneen Interlandi, *Newsweek*, November 1, 2010
Research scientists are focusing on the placenta (an organ) to learn why **premature infants** are more likely to have autism, cerebral palsy, mental retardation, and other developmental disabilities. **Brain development, physical health, and cognitive** abilities are stimulated by placental hormones over 40 weeks of **pregnancy**. The role of **genes** may be less crucial. 11
- 4. Unnatural Selection**, Mara Hvistendahl, *Psychology Today*, July/August 2011
Years of **prenatal** sex selection in China, Korea, India, Balkans, and Caucasus countries has led to 20-30% more **men** and many **stressors**. **Violence, sex** trafficking and arranged **marriages** for **women** are rising. Preimplantation **genetic** diagnosis has arrived in the United States What **ethics** are involved in these **gender** choices? 13
- 5. The Beginnings of Mental Illness**, Kirsten Weir, *Monitor on Psychology*, February 2012
Prenatal stress, malnutrition, and health problems can have lifelong consequences for offspring. All produce excess cytokines. Research has linked **emotional disorders, autistic spectrum disorders, attention-deficit disorders, and schizophrenia** to stressed pregnancies with immune system over-responsiveness. 18

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

20

Part A. Infancy

6. Keys to Quality Infant Care: Nurturing Every Baby's Life Journey, Alice Sterling Honig, *Young Children*, September 2010

Dr. Honig, an expert on **infant** caregiving, shares 11 keys to enhancing baby's **brain development, physical status, language** skills, **emotional** regulation, and **social** abilities. She explains different infant temperaments and advises on how **parents** and teachers can shape behaviors to accommodate **personalities**.

23

7. 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

8. 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

9. How to Raise a Global Kid, Lisa Miller, *Newsweek*, July 25, 2011

Are **children** behind if they finish **school** as monoglots? Lisa Miller's focus is on **early bilingual education** and **biculturalism**. **Language** instruction increases **brain development**, yet each year fewer American schools offer it. **Parenting** to raise global kids can enhance **social** and **emotional** skills, resiliency, and world **friendships**.

34

10. 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

11. Ten Tips for Involving Families through Internet-Based Communication, Sascha Mitchell, Teresa S. Foulger, and Keith Wetzel, *Young Children*, September 2009.

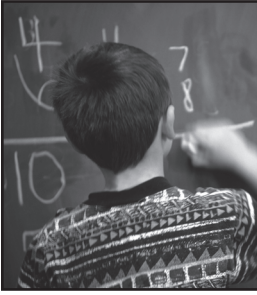
Early childhood education can be greatly enhanced with **family-school** partnerships. The authors suggest 10 ways in which **parents** and teachers can work together to teach young children. **Technology** is required so inexpensive ways to access computers are given. Ways to overcome **language** differences are also addressed.

40

12. Trauma and Children: What We Can Do, Linda Goldman, *Healing Magazine*, 2012

Thousands of our **children** and **adolescents** are traumatized each year (e.g., **bullying, violence, drugs, sex, gender issues**). The sounds and images of **technology** repeat the "bad stuff." The author recommends that **parents** and **educators** talk about the events with simple facts and truthful responses. She suggests many activities (e.g., new email, writing, art) to enhance coping.

43



UNIT 3

Development During Childhood: Cognition and Schooling

Unit Overview

46

Part A. Cognition

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.

49

14. **Creating a Country of Readers**, Sid Trubowitz, *Phi Delta Kappan Magazine*, October 2010

Cognition begins prenatally; so should reading. Sid Trubowitz believes **women** who are **pregnant** or have **infants** ought to be instructed to read to their babies. **Schools** can start with meditative reading and extend library hours. Storytelling can be integral to **family** life. Black-outs of **technology** can be devoted to reading. Let us create a **culture** that reads.

52

15. **Brainy Ballplayers**, Nick Bascom, *Science News*, January 14, 2012

Cognitive psychologists have identified how **brain development** differs in elite athletes. Novices use more thinking (e.g., **stress**, **emotion**). Pros use less conscious thought. Practice and prediction let neurons and muscles work in unison to execute complex plays. Thinking too much can disrupt this **memory** (e.g., “choking”).

53

16. **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 add to our lives by the **culture’s** “Information Age.” (An average **adolescent** in the United States spends six hours per day on-line.) While hyper-focusing programs abound, the author argues that harnessing distractions may increase **brain** efficiency for complex **cognitive** processing.

56

Part B. Schooling

17. **What I’ve Learned**, Michelle Rhee, *Newsweek*, December 13, 2010

School reform is difficult. It involves **culture** change. This article describes the struggles to improve **education** in Washington, D.C. between 2007-2010. More than 20 nations surpass **children** in the United States in science, reading, and math. There is no large lobby to promote school students’ best interests. The author presents several suggestions for putting “students first.”

62

18. **From Lockers to Lockup**, Jessica Bennett, *Newsweek*, October 11, 2010

Can **children** and **adolescents** be bullied to **death**? **Technology** allows **peer** cyber bullying to an extent never experienced before. Should **schools** expel students who are vigilantes on-line? Is it a crime? Will the perpetrator be **emotionally harmed** by the suicide of his/her victim? Can digital **violence** ever be curtailed?

65

19. **Reformed School**, Jonathan Mahler, *New York Times Magazine*, April 10, 2011
This article describes the **education of children and adolescents** from a **health-challenged, violence-ridden** Bronx neighborhood public **school**. Despite reform movement expectations, testing, restrictive union rules, and incoming charter schools, the principal of P.S. 223 is creating a **culture** that values learning.

68

20. **LGBT Educators' Perceptions of School Climate**, Tiffany E. Wright *Phi Delta Kappan Magazine*

This award-winning article describes the climate of **education** for LGBT students and teachers. Factors such as age, level of teaching, years in job, and area of the United States were examined (e.g., homophobic **bullying** was least tolerated in the midwest). Principal support, differentiation between LGBT and pedophilia, and domestic partner benefits can improve **school** climate.

76



UNIT 4 Development During Childhood: Family and Culture

Unit Overview

80

Part A. Family

21. **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.

82

22. **Do-It-(All)-Yourself Parents**, Linda Perlstein, *Newsweek*, February 6, 2012

A popular approach called "**attachment parenting**" includes **home schooling**. About 300,000 **children and adolescents** in the United States are now home schooled. State laws vary; from no reporting to submission of plans and test scores. Advantages are flexible differentiated instruction, **no bullying**, **family** togetherness, and welcomes from colleges.

84

23. **Child Welfare and Children's Mental Health Services: A Decade of Transformation**, Ken Olson, *Healing Magazine*, 20

A United States study of mental **health** services to **children and families** concluded that systems are "in disarray." States had better reviews if they focused on domestic **violence**, **emotional distress**, and **drug abuse**. A transformation to **family-driven**, community-based services was recommended. Will such child welfare cost less and work better?

87

Part B. Culture

24. **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**.

92

25. **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**; it 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.

98

26. **Culture of Corpulence**, Claudia Kalb, *Newsweek*, March 22, 2010

Obesity is rampant in our **culture**. One of First Lady Michelle Obama's causes is to give **children** more **nutrition** in **school** lunches. **Unhealthy** fast foods, used regularly by working **families**, contribute to problems with diabetes, hypertension, and early heart disease. **Parents** often allow sedentary **technology** (TV, video games, computers) to replace **exercise**. Obesity hampers **self-esteem**.

102



UNIT 5

Development During Adolescence and Young Adulthood

Unit Overview

106

Part A. Adolescence

27. **The Incredible Shrinking Childhood: How Early is too Early for Puberty?**, Elizabeth Weil, *New York Times Magazine*, April 1, 2012

Pre-adolescent girls with early puberty have more **emotional health** risks. One theory is that early puberty affects **cognition**, making the **brain** susceptible to depression. Another theory is that changed **physical status** may be due to environmental estrogens. **Parenting** focused on **exercise**, **nutrition**, and **self-esteem** helps vulnerable girls.

109

28. **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.

114

29. **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.

116

30. **Digitalk: A New Literacy for a Digital Generation**, Kristen Hawley Turner, *Phi Delta Kappan*, September 2010

The author argues that digitalk is not deficient **language**, but different. **Adolescents** have mastered standard English and developed creative shortcuts to talk to their **peers**. **Schools** can use **technology** (e.g., instant messaging) as education tools for thinking. Students can be taught to code-switch for higher level writing (e.g., grammar and mechanics).

119

31. **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. 123

Part B. Young Adulthood

32. **Are We There Yet?**, Jessica Bennett, Jesse Ellison, and Sarah Ball, *Newsweek*, March 29, 2010.
Has 40 years of **Women’s Lib** changed much of the **culture** in the United States? Across all **careers men** earn, on average, 20% more. More women have college **educations**, but few are Fortune 500 CEOs, law partners, or politicians. **Gender differences** have increased since 9/11. The United States ranks 31st now in the Global Gender Gap Index. What **ethical** issues arise out of this gender backlash? 126

33. **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 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 personal ways of reacting to events. 129

34. **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. 133

35. **I Can’t Think**, Sharon Begley, *Newsweek*, March 7, 2011.
Technology can give us too much information, resulting in a **cultural** information paralysis. The **brain’s** working **memory** only holds about seven items without conscious **cognitive** processing. Overload results in recent information trumping good data, and bad decisions being made. **Creativity** requires percolating of ideas at the unconscious level. Slower choices are often better choices. 138

36. **Peek Hours: What Makes a Neighbor Nosy?**, Sushma Subramanian, *Psychology Today*, July/August, 2010, pgs. 32–33.
The writer describes two **personality** types who snoop: anxious individuals who want to protect/control, and insecure persons who feel information-deprived and are thus **motivated** to fill knowledge gaps. **Technology** (e.g., email, Facebook, Google, cell phones) makes peeking easy. Respecting another’s privacy requires trusting the other. 142



UNIT 6
Development During Middle and Late Adulthood

Unit Overview 144

Part A. Middle Adulthood

37. **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**. **Drug abuse** and **death** by suicide are at-risk.

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

This article describes journeys back to **health** with multiple components. Meditation, **spirituality**, **creativity**, humor, **nutrition**, **exercise**, sleep, acupuncture, medication, and **cognitive therapy** all help.

147

38. **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.

151

39. **Curing Cancer**, Sharon Begley, *Newsweek*, September 13, 2010

Childhood acute lymphoblastic leukemia (ALL) has a 90% cure rate. **Technology** has allowed identification of the **genetic** mutations in ALL and they are hit with multiple drugs simultaneously. Identifying specific mutations in **adult** cancers and targeting specific drugs against their drivers can prevent **death**. Progress is slow. **Health** depends on more genotyping and effective drugs.

156

40. **Can You Build a Better Brain?**, Sharon Begley, *Newsweek*, January 10 and 17, 2011.

Studies purporting **nutritional** paths to **brain development** are weak. **Adults** and **aging persons** who **exercise**, meditate, and play **technology**-based games improve their **memory** and **intelligence**. **Cognition** mechanics require BDNF to stimulate neurons, attention to strengthen synapses, **motivation** to actualize potentials and a reduction of **stress** hormones.

160

41. **How to Fix the Obesity Crisis**, David H. Freedman, *Scientific American*, February 2011

Obesity is the primary lifestyle-related **health** concern in the United States. Are **nutrition** (food choices) and **exercise** the best fixes? Behavioral science adds four other weight-loss conditions: assessment of **motivation** to eat, monitoring eating, behavior shifts, and **social support**. **Genetics** and **brain functioning** (e.g., hypothalamus, limbic system) will not prevent weight loss.

164

Part B. Late Adulthood

42. **Why Do Men Die Earlier?**, Bridget Murray-Law, *Monitor on Psychology*, June 2011

This article explains **gender differences** in **health** in **adulthood** and **aging**. Male **socialization** towards **aggression** and suppressed **emotions** leads to **drug abuse** and earlier **death**. **Women**, and **men** with self-reliance and **self-esteem**, live longer. **Cultural education** and removal of **minority stress** can extend life.

169

43. **More Good Years**, Dan Buettner, *AARP The Magazine*, 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**.

173

44. **Age-Proof Your Brain: 10 Easy Ways to Stay Sharp Forever**, Beth Howard, *AARP The Magazine*, February/March 2012

Dementia is not inevitable. Elders, even those with a **genetic** link to Alzheimer's, can delay or prevent it. Included in the ten suggestions for keeping **brain health** are meditation, **spirituality** (a mission in life), **social networking**, stimulating new **memory**, **exercise**, and **nutrition** factors (e.g., Mediterranean diet, spices, vitamin supplements).

175

45. **The Old World**, Ted C. Fishman, *New York Times Magazine*, October 17, 2010
Global economics are having a profound impact on the **careers** of **aging** workers. The author describes an “age apartheid” which is occurring in China, India, and elsewhere. Young workers are wanted. Elders are facing **retirement** without meaningful pensions or health care. Decisions about government spending pit old against young. 177
46. **The Real Social Network**, Martha Thomas, *AARP The Magazine*, vol. 54, no. 38, May/June 2011
In 2001, Boston’s Beacon Hill neighborhood began a “village movement.” This **social-ization** trend is growing rapidly. **Aging** persons stay in their own homes. Their “village” organizes services like those in **retirement** communities. Connectedness to neighbors allows for home maintenance, transportation, health care, and other social networking. 181
- Test-Your-Knowledge Form** 184