

# Human Development

## A Cultural Approach

Fourth Edition

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## Dedication

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



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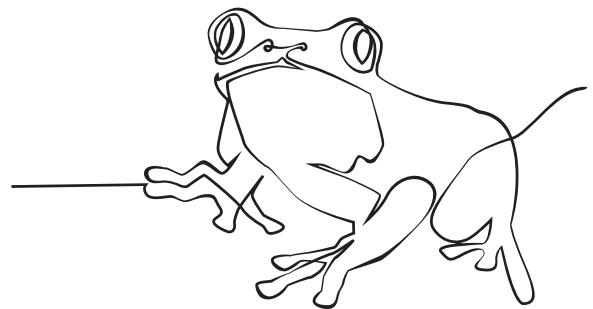
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# Preface

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## Introducing the Fourth Edition

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



## Thinking Culturally

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

So here, we take a cultural approach. We portray the different cultural pathways of development that people have devised in response to their local conditions and the creative inspiration of their imaginations. To be clear, this does not mean that biology is not important. Transcending the old "nature versus nurture" division, students will learn that humans have evolved to be an incomparably cultural and global species, and that current research shows startling ways that genes and the environment influence one another.

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

We know from our experience as teachers that students find it fascinating to learn about the different forms that human development takes in various cultures, but there are also practical benefits to the cultural approach. It is more important than ever for students to have knowledge of the wider world because of the increasingly globalized economy and because so many problems, such as disease and climate change, cross borders. Whether they travel the globe or remain in their hometowns, in a culturally diverse and globalized world, students will benefit from

being able to think culturally about development. They are likely to encounter people from diverse backgrounds in social interactions with family, friends, and neighbors, or in their careers, as they may have patients, students, or coworkers who come from different cultures.

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

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

## Rethinking the Life Span

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

This text is also alone among major texts in dividing the adult life span into stages of emerging adulthood, young adulthood, middle adulthood, and late adulthood. Emerging adulthood, roughly ages 18–29, is a new life stage that has arisen in developed countries since about 1960, as people have entered later into the commitments that structure adult life in most cultures: marriage, parenthood, and stable work. Some texts call the whole period from age 18 through 40 “young adulthood,” but that makes little sense, in that for most people in developed countries the ages 18–29 are vastly different than the ages 30–40. Jeff originally proposed the theory of emerging adulthood in 2000, and it has now become widely used in the social sciences and beyond. It is a fascinating and dynamic time of life, and we know students enjoy learning about it, as many of them are in that life stage or have recently passed through it.

Some texts do include a chapter on emerging adulthood, then lump young and middle adulthood together as “adulthood.” That does not make much sense either, given that it means applying one life-stage term to ages 30–65. As the length of the typical life expectancy continues to increase worldwide, and the proportion of adults relative to children increases in every society, it is more important than ever to provide students with a full understanding of changes and cultural variations during the adult years.

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

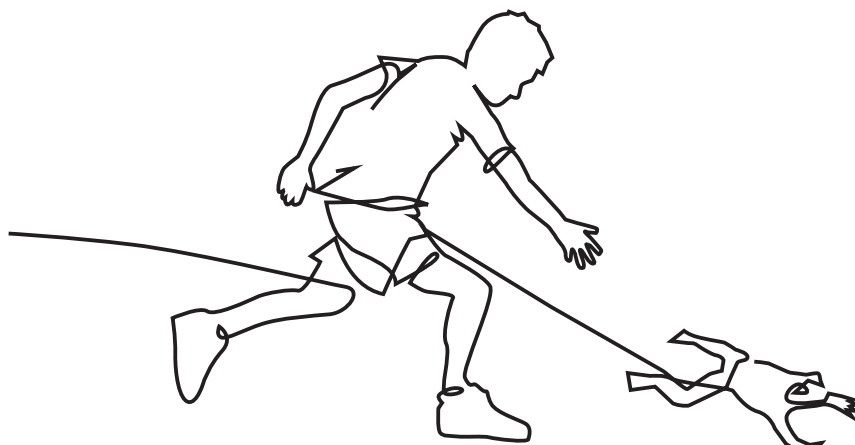
## Co-Authoring: Bridging Our Cultural Backgrounds

As you might guess from our names, we are related. When we married, we each took the other person’s last name as a new middle name. In addition to being partners in marriage and parenthood, for more than two decades we have thoroughly enjoyed coauthoring.

Our first publication was in the journal *Child Development* in 1993 on the cultural bases of risk behavior among Danish adolescents. Our most recent publication is the seventh edition of *Adolescence and Emerging Adulthood: A Cultural Approach* (Pearson, 2024).

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

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



## What's New in the Fourth Edition?

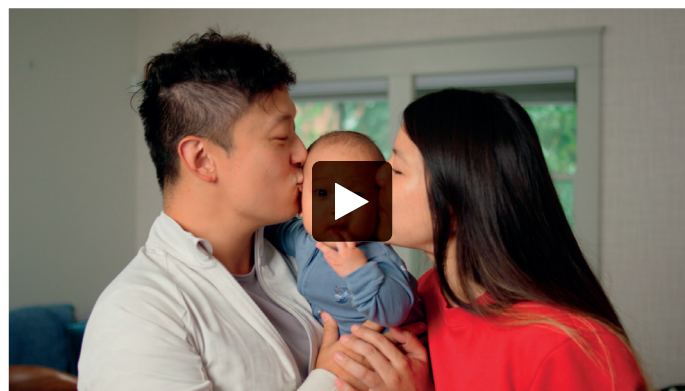
The fourth edition marks the addition of exciting new enhancements to students' learning experience. Here, we highlight some of the most important and compelling content changes to this edition.

### Enhanced Emphasis on Cultural Diversity and Student Engagement

#### Additional Cultural Videos

As in previous editions, we continue to start each chapter with "Chapter Introduction" videos and end each chapter with "Apply Your Knowledge as a Professional" videos. In this fourth edition, we have added several new videos of both kinds that include even more culturally diverse Americans than before. For example, there is a new Chapter Introduction video on infancy that features a Chinese American family as well as a biracial infant whose father is Black and whose mother is White. There are also new videos with professionals who work with culturally diverse clients, including a psychotherapist and a pediatrician. Our goal is for all students to be able to resonate with the participants in the videos and to imagine themselves in a variety of professions.

**Watch** Chapter 4 Introduction: Infancy



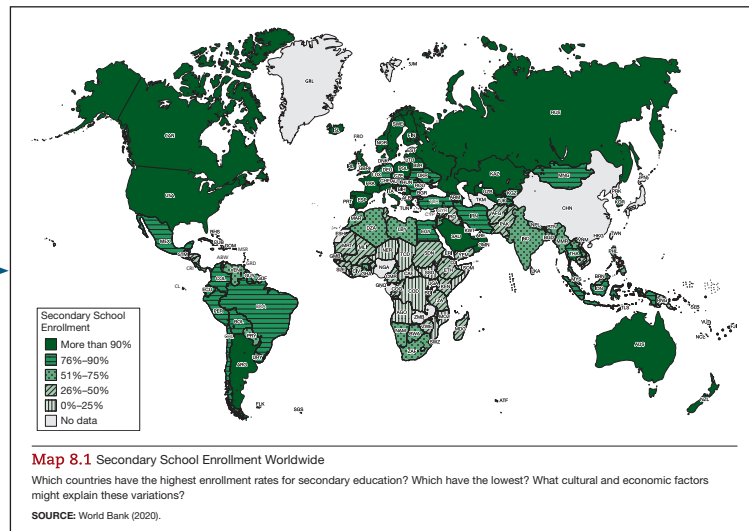
### Videos on Important Recent Topics

We have learned from surveys that students are engaged by short videos highlighting important topics. In this fourth edition, there are new videos on topics receiving recent research attention. This includes videos on adolescent media use, the interaction of neurological development and culture in adolescent risk behavior, and depression in adolescence and emerging adulthood. There are also two new videos on the psychological development of sexual and gender minorities. One features a gay man from Puerto Rico, and the other features a transgender woman from the United States. We also added a video with a roundtable of culturally diverse women discussing their experiences going through menopause, and there is a new video with a delightful centenarian that illustrates both how we live longer than ever before and how our development is shaped by culture and history.



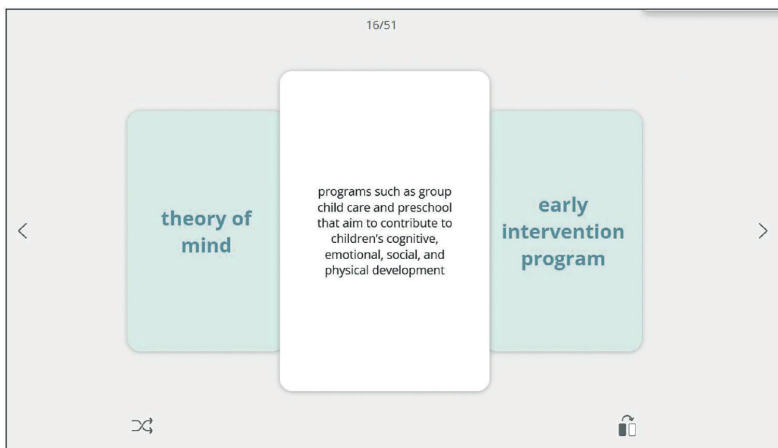
### New Interactive Research and Artwork

Building on the previous editions, in Revel we have continued to incorporate interactive maps and figures to help students understand the role of culture, ethnicity, socioeconomic status, and other factors in human development. We have also continued to add new “Social Explorer” interactive maps of the United States that allow students to examine variations among states, and of the world, that allow students to examine country-specific statistics. For example, we have added new maps on worldwide variations in income levels, obesity rates in children (ages 5–9), and life expectancy at age 65.



### Introducing Flashcards

At the end of every chapter in in Revel and eText, students can now use flashcards to ensure their comprehension of glossary terms and their definitions. Surveys with students have revealed that flashcards help them remember important content.



## Content Highlights of New Research

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

### Chapter 1: A Cultural Approach to Human Development

- New description of the terms “sex” and “gender,” including nonbinary and transgender.
- Enhanced attention to research ethics, including moving the discussion of ethics toward the start of the section on scientific methods and how we study human development.

### Chapter 2: Genetics and Prenatal Development

- The latest statistics on sex ratios at birth across diverse countries, with an emphasis on how sex ratios are becoming more equal in developing countries.
- Updated expert recommendations for how much weight women should gain during pregnancy.

### Chapter 3: Birth and the Newborn Child

- The latest statistics on the rise in maternal mortality in the United States.
- Information on differences between countries in how much infants cry, and why those differences may exist.

### Chapter 4: Infancy

- New information and figure on three factors that converge in sudden infant death syndrome (SIDS).
- Description of the latest assessments of infant cognition and behavior, including Bayley-4.

### Chapter 5: Toddlerhood

- Updated information on how the benefits to language development of reading to infants and toddlers are affected by characteristics of the child, family socioeconomic status, and country.
- New cross-cultural information and figure on how biological fatherhood does not influence testosterone levels but taking care of infants and children seems to lower men’s testosterone, as well as new research on the increasing involvement of fathers in the care of young children in developed countries.

### Chapter 6: Early Childhood

- Introduction of Early Childhood Education (ECE) as a new glossary term, along with information on the prevalence of ECE programs across countries and the characteristics of quality programs.
- An updated discussion of physical discipline and its cultural meanings, including how recent longitudinal studies and meta-analyses find that physical discipline is now associated with negative outcomes for Black children in the United States, whereas that had not previously been the case.

### Chapter 7: Middle Childhood

- Discussion of how and why the Flynn effect has been levelling off in developed countries and has been rising in developing regions of the world starting around the mid-1900s and continuing today.
- Introduction of colorism—prejudice or discrimination toward groups based on their skin tone—as a new glossary term.

### **Chapter 8: Adolescence**

- Updated information on how and why the proportion of American high school students who are employed in any given year has declined dramatically in recent decades.
- Detailed description of research on how both video games and social media have different effects on different groups of adolescents, with only a small proportion experiencing long-term negative effects.

### **Chapter 9: Emerging Adulthood**

- The latest findings on binge drinking worldwide, showing that European emerging adults have the highest rates.
- Recent research showing how the COVID-19 pandemic inspired a rise in online learning that has continued, with over half of American undergraduate students now taking at least one course online and one fourth taking courses exclusively online.

### **Chapter 10: Young Adulthood**

- The latest findings showing that semaglutide medications are highly effective in treating obesity, with weight loss of 10 to 20 percent within about 1 year, but they have side effects such as nausea.
- A recent review reporting the finding that in South Asian countries, marital satisfaction is higher in arranged marriages than in “love marriages.”

### **Chapter 11: Middle Adulthood**

- Evidence that women in Japan experience lower menopausal symptoms in midlife because Japanese diets are high in soybean-based foods and soybeans contain plant estrogen, which compensates in part for the estrogen decline the women experience.
- Research examining the complexity of midlife adults’ social media use, including how they use it as a source of social support from family and friends.

### **Chapter 12: Late Adulthood**

- A recent review of 16 studies with a randomized control design reporting the promising result that programs that entail physical activity for three to four times a week for 30 to 45 minutes over at least 12 weeks improved Alzheimer’s patients’ cognitive performance and made them more capable of activities of daily living (ADLs).
- Exciting new research on internet use among older American adults. In 2000, only 14% of Americans age 65 and over reported using the internet, far lower than the young, but by 2023 88% reported internet use, nearly as high as younger age groups. In a longitudinal American study that followed a sample of older adults for 16 years, transitioning to internet use led to improvements in cognitive performance, especially for people who lived alone.

### **Chapter 13: Death and Afterlife Beliefs**

- The latest statistics on the continued dramatic decline in rates of heart disease in the United States, across ethnic groups.
- Updated data showing the complex relations between afterlife beliefs and levels of economic development in countries worldwide.

# Teaching and Learning Aids

## Learning Objectives

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

## Five Features

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

Perhaps the most obvious indicator of the emergence of emerging adulthood as a normative life stage in developed countries is the rise in the ages of entering marriage and parenthood. As recently as 1960, the median age of marriage in most developed countries was in the very early 20s, around 21 for women and 23 for men (Douglass, 2005). Now the median age of marriage is 29 in the United States, as **Figure 9.1** shows (Arnett, 2024), and 30 or above in most other developed countries. Age at entering parenthood followed a similar rise.

## Summary: Physical Development

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

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

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

Emerging adulthood is longest in Europe, where education often lasts well into the 20s and the median age of entering marriage and parenthood is over 30. In Asian countries, emerging adults balance their identity explorations with a sense of obligation to family. They seek to become capable of supporting their parents, which is seen as a key marker of becoming an adult. Emerging adulthood is rare but growing in developing countries, especially in urban areas.

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

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

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

**LO 9.6** Explain why rates of substance use peak in the early 20s and then decline.

Substance use rates peak in the early 20s primarily because this is when social control is lowest and unstructured socializing is highest. The decline in substance use in the late 20s and beyond is primarily due to taking on new social roles such as spouse and parent, which provide new sources of social control.

## Section Summaries

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

## Critical Thinking and Shared Writing Prompts

In every chapter, we ask three critical thinking questions that encourage students to analyze, critique, evaluate, or apply information. In Revel, these questions are interactive shared writing prompts on a discussion board that provides students the opportunity to learn from one another.

**Critical Thinking Question:** Why do you think overweight and obesity are most common among low-and middle-income American families even though, internationally, overweight and obesity are highest in the highest-income countries?

**EOM Q13.1.4**  
3 tries left

Manuel eats a healthy diet full of fruits and vegetables, hoping to benefit from their naturally occurring \_\_\_\_\_, which promote longevity.

- free radicals
- antibiotics
- telomeres
- antioxidants

**Submit**

**Practice Quizzes and Chapter Quiz**

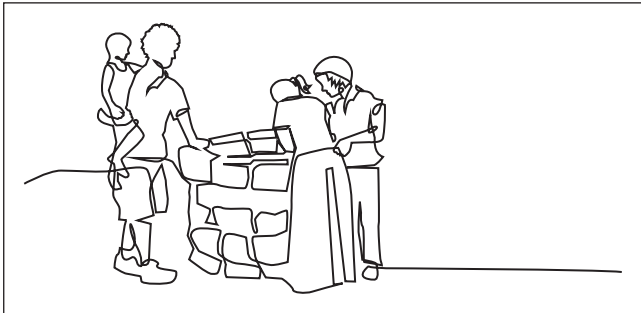
In the Revel version of the fourth edition, multiple-choice practice quizzes appear after each section to help students assess their comprehension of the material. A cumulative multiple-choice test appears at the end of every chapter.

**Journaling Questions**

A “Journaling Question” at the end of each chapter in Revel encourages students to apply key information from across a chapter to their everyday experiences. Students’ responses are easily shared with the instructor, providing the instructor with feedback on how well students are attaining and applying new knowledge.

**Apply This Chapter to Your Experiences**

**Journaling Question:** Research on wisdom has yielded the surprising finding that there is no relation between wisdom and age. Do you think that emerging adults and young adults are equally as wise as older adults, or do you think one age group is wiser than the other? Explain. Also, if you think there is a difference between age groups, how would you explain the finding of the research?



**Breaking Developments**

In Revel, we introduced a new feature in the third edition called “Breaking Developments,” in which we summarize an exciting new research finding at the end of a chapter. This feature allows students and instructors to keep up with the latest findings in human development research, rather than waiting several years between editions for updates of current research. We add “Breaking Developments” at the beginning of January and July of each year, in one or two selected chapters as research warrants. Due to its popularity, we have retained the Breaking Developments feature in this fourth edition.

## Revel

### Inspire Engagement Through Active Learning

Revel puts students in the driver's seat by encouraging their active participation in the learning process. This teaching and learning platform integrates videos and dynamic interactives into a compelling digital narrative. By enabling students to explore and apply concepts as they read, Revel unlocks students' curiosity and immerses them in learning. It's your class, but their journey. Inspire learners to claim ownership with Revel.

**Learn more about Revel at [www.pearsonhighered.com/revel](http://www.pearsonhighered.com/revel)**

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

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

- **MyVirtualLife** Two simulations in one, MyVirtualLife offers profound insights into development across the entire lifespan. After you parent a virtual child (by way of the included MyVirtualChild learning path), MyVirtualLife pivots to the first-person perspective of a virtual adult, providing a vivid sense of the impact of genetics, attitudes and decisions over the course of a lifetime. Version 3.0, available at no extra charge in Revel, includes updated scenarios involving contemporary issues such as marriage counseling, home ownership versus renting and more. You can access MyVirtualLife within Revel, or at [www.myvirtuallife.com](http://www.myvirtuallife.com).
- **Media assignments** for each chapter—including videos with assignable questions—feed directly into the gradebook, enabling instructors to track student progress automatically.
- **The Pearson+ eText** gives students instant access to eTextbooks, study tools and exam prep features designed to help them maximize their learning. eTextbooks, available in Pearson+ feature built-in study tools like flashcards, highlights, notes, search, audio-book, translate, and our AI-powered study tool. Students can learn on the go with the Pearson+ app.

## Presentation and Teaching Resources

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

### Test Bank

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

The test bank comes with Pearson MyTest, a powerful test generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments wherever and whenever they want. Instructors can easily access existing questions and then edit, create, and store questions using simple drag-and-drop and Word-like controls. In addition, each question maps to the text's major section and learning objective.

## Enhanced Lecture PowerPoint Slides with Embedded Videos

The Enhanced Lecture PowerPoints offer detailed outlines of key points for each chapter, supported by selected visuals from the text, and include the videos from the human development video series featured in the text. ADA-compliant Standard Lecture PowerPoints without embedded videos are also available. A separate *Art and Figure* version of these presentations contains all art from the text for which Pearson has been granted electronic permissions.

## Instructor's Manual

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

# About the Authors

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

His primary scholarly interest for the past 20 years has been in emerging adulthood. He coined the term, and he has conducted research on emerging adults concerning a wide variety of topics involving several different ethnic groups in American society. He is the Founding President and Executive Director of the Society for the Study of Emerging Adulthood (SSEA; [www.ssea.org](http://www.ssea.org)). From 2005 to 2014 he was the editor of the *Journal of Adolescent Research (JAR)*, and currently he is on the editorial board of *JAR* and five other journals. He has published many theoretical and research papers on emerging adulthood in peer-reviewed journals, as well as the book *Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties* (2024, 3rd edition, Oxford University Press), among many others. For more information, see <https://jeffreyarnett.com>.

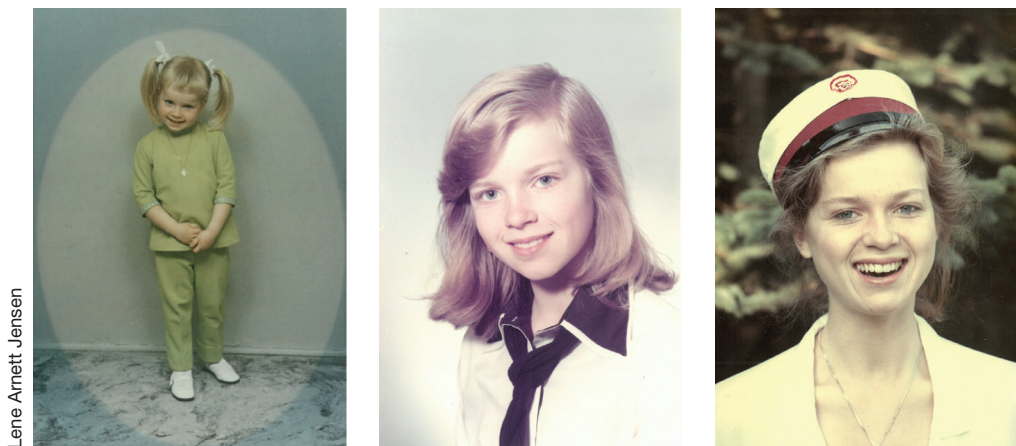


Jeff Arnett

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

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

She aims through scholarship and professional collaboration to move the discipline of psychology toward understanding development both in terms of what is universal and what is cultural. She terms this a “cultural-developmental approach.” Her research addresses moral development and cultural identity formation. Together with her students, she has conducted research in countries such as Denmark, India, Namibia, Thailand, Turkey, and the United States. Her publications include *New Horizons in Developmental Theory and Research* (2005, with Reed Larson, Jossey-Bass/Wiley), *Immigrant Civic Engagement: New Translations* (2008, with Constance Flanagan, Taylor-Francis), *Bridging Cultural and Developmental Psychology: New Syntheses for Theory, Research and Policy* (2011, Oxford University Press), the *Oxford Handbook of Human Development and Culture* (2015, Oxford University Press), *Moral Development in a Global World: Research from a Cultural-Developmental Perspective* (2015, Cambridge University Press), and the *Oxford Handbook of Moral Development* (2020, Oxford University Press). For more information, see <https://lenernettjensen.com>.



Lene at ages 3, 11, and 17 years.

Jeff and Lene have lived for many years in Worcester, Massachusetts, where they raised their twins, Miles and Paris, born in 1999.



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

# Acknowledgments

We are deeply grateful to all of the talented and dedicated people who contributed to the fourth edition. We would especially like to thank Kelli Strieby, Portfolio Manager, who enthusiastically supported our vision for this fourth edition and mobilized all the resources necessary to bring it to fruition. Shannon LeMay-Finn, our superb Development Editor, brought her extensive experience, sharp focus, and delightful sense of humor. Our sincere thanks also go to Lisa Mafriaci and Colleen McQuaid at Pearson and Marianne Peters-Riordan at Integra for smoothly coordinating all aspects of production, including Revel. We thank Leza Young for her careful and thoughtful editing, and Alan Swinkels for his assistance with assessments. As always, Katie Toulmin, Justin Callahan, and the team from Cabin 3 Media produced an outstanding and creative slate of new videos. Rachele Strober, Product Marketing Manager, handles the marketing of our text, and we are grateful for her enthusiasm and excellent insights. Sriram Sampathkumar and his team found the photos that do a great job of reflecting the cultural approach of the text, and they are a pleasure to work with.

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

## The Development of Human Development: A Cultural Approach

This text is the product of the most extensive development effort this market has ever witnessed. *Human Development: A Cultural Approach* reflects the countless hours and extraordinary efforts of a team of authors, editors, and reviewers who shared a vision for not only a unique human development text, but also the most comprehensive and integrated supplements program on the market. Over 250 manuscript reviewers provided invaluable feedback for making this text as accessible and relevant to students as possible. Each chapter was also reviewed by a panel of subject-matter experts to ensure accuracy and currency. Dozens of focus-group participants helped guide every aspect of the program, from content coverage to the art style and design, to the configuration of the supplements. In fact, some of those focus-group participants were so invested in the project that they became members of the supplements author team themselves. Dozens of students compared the manuscript to their current textbooks and provided suggestions for improving the prose and design. We thank everyone who participated in ways great and small, and hope that you are as pleased with the finished product as we are!

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