

Preface

Preparing a new edition of *Life-Span Development* is both a joy and a challenge. I enjoy revising this text because the feedback from instructors and students on each edition has been consistently enthusiastic. The challenge of revising a successful text is always to continue meeting readers' needs and expectations, while keeping the material fresh and up to date. For the ninth edition of *Life-Span Development*, I have emphasized three kinds of revisions to meet this challenge. I have expanded coverage in key areas, incorporated the latest research and applications, and honed the elements of the book that make learning easier and more engaging. Here I describe the thrust of these changes in general terms. A list of chapter-by-chapter changes subsequently provides more detail.

CHANGES IN THE NINTH EDITION

"I am a huge fan of John Santrock's style and textbooks. I thought the 8th edition was very good. The 9th edition promises to be even better."

—JAMES REID, *Washington University in St. Louis*

Expanded Coverage of Adult Development, Aging, and Diversity

Instructors have said repeatedly that most life-span texts don't give enough attention to adult development and aging. In the ninth edition, I have significantly modified, expanded, and updated the content on adult development and aging, continuing a process I began some time ago. Examples of added coverage are new sections on stress in early adulthood (chapter 14), work in midlife (chapter 16), and self-esteem in late adulthood (chapter 20).

"I continue to believe that this book remains the most comprehensive life-span text suitable for undergraduates now available. The major efforts made in the 8th edition to give greater coverage and depth to the 75 percent of the life span spent in adulthood and old age have been continued in this edition. Most other life-span texts still think of development as practically ending by adolescence or early adulthood and treat the remainder of the life course as an appendix 'also to be mentioned.' John Santrock makes the conscious effort to understand the early parts of life as prologue for the much longer period of adulthood. Thus, he opens to the reader early on that we must understand the beginnings of human development in order to understand what happens later."

—K. WARNER SCHLAF, *Pennsylvania State University*

Diversity is another very important aspect of life-span development, one that has come under increasing scrutiny from researchers in recent years. Every effort was made to explore diversity issues in a sensitive manner in every chapter of this edition. In addition to weaving diversity into discussions of life-span topics, I've included a Sociocultural Worlds of Development box in each chapter to highlight a diversity topic related to the chapter's content. New coverage of diversity includes discussions of early childhood education in Japan (chapter 8), attitudes toward corporal punishment in different cultures (chapter 9), the relationship of gender and ethnicity to obesity (chapter 14), and why people live longer in Okinawa (chapter 18).

"John Santrock seems to have a special manner about issues of culture and diversity. I have many different cultures represented in my classes and I have never had one express any difficulties with the manner in which these issues are discussed."

—BARBA PATTON, *University of Houston–Victoria*

"I find this text to be the most comprehensive and culturally inclusive text. The coverage of cultural issues allows me, without apology, to include lectures in my course covering cultural issues and human development."

—YVETTE HARRIS, *Miami University*

Research and Applications

Above all, a text on life-span development must include a solid research foundation. This edition of *Life-Span Development* presents the latest, most contemporary research on each period of the human life span and includes more than 800 citations from the past three years. For example, in chapter 5, I discuss new research on the stressful aspects of co-sleeping (Hunsley & Thoman, 2002); chapter 11 presents recent studies on gender differences in brain structure and function in middle childhood (Frederikse & others, 2000; Halpern, 2001; Swaab & others, 2001); and chapter 16 covers new research on hormonal changes in middle-aged men and women (Sommer, 2001), as well as on hormone replacement therapy for menopausal women (Hlatky & others, 2002).

This edition also includes many more graphs and tables of research data, so that students can see how data from research studies can be visually presented. There are more than 60 new figures and tables of data in *Life-Span Development*, ninth edition. Special care was taken to make sure that these illustrations

are designed clearly so that students can interpret and understand them.

It is important not only to present the scientific foundations of life-span development to students, but also to demonstrate that research has real-world applications, to include many applied examples of concepts, and to give students a sense that the field of life-span development has personal meaning for them. For example, a new addition to chapter 10 focuses on recommendations for helping children cope effectively with terrorist attacks.

In addition to giving special attention throughout the text to health, parenting, and educational applications, the ninth edition emphasizes careers. Every chapter has one or more Careers in Life-Span Development inserts that profile an individual whose career relates to the chapter's content. Most of these inserts include a photograph of the person at work. In addition, a new Careers in Life-Span appendix that follows chapter 1 describes a number of careers in the education/research, clinical/counseling, medical/nursing/physical, and families/relationship categories. Numerous Web links provide students with opportunities to read about these careers in greater depth.

"Careers in Life-Span Development is an excellent and exciting addition to the text. A presentation of career vignettes throughout the text will help spark career interest as well as create an atmosphere of the 'applicability' of the material they are learning."

—CHRISTINE KERRES MALECKI, *Northern Illinois University*

Improved Accessibility and Interest

I strongly believe that students not only should be challenged to study hard and think more deeply and productively about life-span development, but also should be provided with an effective learning system. Instructors and students alike have commented on many occasions about how student-friendly this text is. However, I strive to keep making the learning system better, and I am truly excited about the improvements for this edition.

Now more than ever, students struggle to find the main ideas in their courses, especially in courses like life-span development, which includes so much material. The new learning headings and learning system center on learning goals that, together with the main text headings, keep the key ideas in front of the reader from the beginning to the end of a chapter. Each chapter has no more than six main headings and corresponding learning goals, which are presented side by side on the chapter-opening spread. At the end of each main section of a chapter, the learning goal is repeated in a new feature called Review and Reflect, which prompts students to review the key topics in the section and poses a question to encourage them to think critically about what they have read. At the end of the chapter, under the heading Reach Your Learning Goals, the learning goals guide students through the bulleted chapter review.

In addition to the verbal tools just described, maps that link up with the learning goals are presented at the beginning of each major section in the chapter. At the end of each chapter,

the section maps are assembled into a complete map of the chapter that provides a visual review guide. The complete learning system, including many additional features not mentioned here, is presented later in the Preface in a section titled To the Student.

"The learning goals were very informative. They provide direction for the readers. The concept maps are very useful."

—TORO SATO, *Shippensburg University*

As important as it is to provide students with an effective learning system, it is imperative to present theories and research at a level that students can understand them and are motivated to learn about them. In each edition of the book, I have carefully rewritten much of the material to make sure it is at a level that challenges students but is also clearly written so they can understand it. I also continually seek better examples of concepts and material that will interest students.

"The prose is clear, direct, compelling, and authoritative."

—MARIAN UNDERWOOD, *University of Texas at Dallas*

CHAPTER-BY-CHAPTER CHANGES

A number of changes were made in all 21 chapters of *Life-Span Development*, ninth edition. The highlights of these changes include:



CHAPTER 1 Introduction

- Deletion of section on Careers in Life-Span Development from chapter 1 and creation of a careers appendix that now follows chapter 1. The appendix provides considerably expanded coverage of life-span careers and is accompanied by a self-assessment on careers on the book's website. A large number of connections to websites on life-span careers have been added.
- Addition of research descriptions to each section of contemporary concerns: health and well-being, parenting, education, and sociocultural contexts. Each of the research studies described is from the twenty-first century.
- New figure 1.4, illustrating that the main differences in the home environments of children from different ethnic groups are due to poverty rather than ethnicity (Bradley & others, 2001).
- New figure 1.7, showing no differences in happiness across age groups.

"I like the reorganization of the chapter. It should make teaching easier."

—K. WARNER SCHAEF, *Pennsylvania State University*