

Preface

A book of mine is always a matter of fate. There is something unpredictable about the process of writing, and I cannot prescribe for myself any predetermined course.

–C. G. Jung

What You Should Know About this Text and the Author

Some academics may grouse that my book has dated references but as a student of the history of psychology I'm happy to include quotations from Robert Woodworth from the 1920s, or E. G. Boring in 1950, when I deem them to be of value. But this is not a book about the cutting edge of research in psychological development (for that there are great resources for graduate students); in fact, it is much more about the past than the future. My goal, rather, is to prepare beginning students with a background in the major theoretical perspectives that have guided research in human development for decades. I see this not only as essential preparation for further studies in developmental science but also as a useful introduction to the field of psychology generally. As such I've included chapters on research methods and, in my mind most importantly, in some philosophical thought that underlies and guides research. This is not a course in philosophy, of course, but it seemed to me that a brief introduction to these ideas would serve to facilitate an understanding of where the different theorists are "coming from."

Like Carl Jung (per the above quotation) I fail in the first principle of textbook writing: I follow no outline. Rather, I try instead to follow the flow of creative energy from within. My aim is to tell an interesting story, not merely to relate facts. In order to do so, I try to avoid beginning at the "logical" starting point in the development of a theory or perspective, and instead when I can, just jump right into the center, or heart of the chapter's message. I try very hard to avoid "academese." In the interest of flow I'd rather begin a chapter with something designed to immediately engage the reader. With Freud, for example, I start right off with the Oedipus complex, and the Oedipus myth. And I introduce the chapter on traits with showing how the seven dwarves illustrate the cardinal traits of Gordon Allport.

In the interest of sharing with the reader I frequently place myself in the narrative. I believe the personal and subjective can be helpful, if my experiences can illustrate some principle in the text. Is it possible for an academically oriented person write on topics such as these and maintain strict objectivity? I doubt it of anyone's narration. So although I try to present each perspective fairly, close readers may detect those that are dearer to my heart than others. I discuss one of my own dreams and my subsequent interpretation in the chapter on Jung, and I also present a drawing of what I perceive to be, in Jungian terms, my "shadow." In the chapter on end of life I include two poems, one reflecting my childhood experience with death. And the chapter on existentialism is written entirely in the first person. My own opinion concerning the future of psychology is revealed at the end of this chapter.

Having confessed all of this I hope you are intrigued...Caveat emptor!

Organization

This book is organized into eight major parts, each of which relates to the general areas of concern to developmental psychology.

- Background
 - Introduction to Human Development
 - Scientific and Theoretical Perspectives on Human Development
 - Philosophical Foundations of Human Development
- Cognition and Morality
 - Piaget and Cognitive Development
 - Vygotsky: Social and Familial Influences
 - The Development of Intelligence
 - Piaget, Kohlberg, and Others on Moral Development
- Psychoanalytic Perspective
 - Freud and the Psychodynamic Approach
 - Erikson's Psychosocial Developmental Stages
- Learning Perspectives
 - Classical Learning Theory: Pavlov, Thorndike, Watson, and Skinner
 - Bandura: Social-Cognitive Learning Theory
- Ethology and Attachment
 - Ethology, Sociobiology, and Evolutionary Psychology
 - Attachment Theory: Bowlby, Ainsworth, and Mahler
- Traits and types
 - Traits, Types, and Temperament in Personality Development
- Self Perspectives
 - Jung's Analytic Psychology
 - The Humanists: Maslow and Rogers
 - Existentialism in the Age of Anxiety and Beyond
- End of life issues
 - Late Life and End of Life Issues

Three foundation chapters form Part I. These chapters provide a conceptual background for the remainder. They provide an introduction to theory and consider why theory is necessary and helpful in science in general, but in human development in particular. They also introduce some of the recurrent issues in human development (and psychology in general), such as the role of nature and nurture in development, the issue of whether discrete stages of development can be identified, and create an awareness of cultural variations in child rearing practices. Chapter 3 also provides a philosophical background for some of the ideas of the major theorists. It briefly summarizes viewpoints of philosophers such as Plato, Aristotle, Descartes, Kant, Locke, and

Rousseau, with a preview of how these viewpoints have influenced (or are reflected) in later psychological theorists' positions.

Each subsequent chapter is then placed within the broader topics of development of cognition and morality, social-personality, and self; but nested, as it were, within a perspective. The final chapter concerns end of life issues. The reader should note, however, that chapter divisions necessarily have a degree of arbitrariness. For example, instructors may find the placement of Jung in the "self" section a bit odd, as he is usually placed in the context of psychoanalysis. But my own belief is the Jung is, more than anything, a "self" psychologist. He also had more to say than is sometimes acknowledged about the development of the individual in the middle to later parts of the lifespan.

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