

The **ADOLESCENT**

DEVELOPMENT, RELATIONSHIPS, AND CULTURE

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Kim Gale Dolgin

The Adolescent

Development, Relationships,
and Culture

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Kim Gale Dolgin

Emerita Professor, Ohio Wesleyan University



330 Hudson Street, New York, NY 10013

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*For Eddie, Jaimie, and Charlie—all of whom
have taught me about adolescence!
You keep me going!*

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Preface

It is almost impossible for me to believe that I have now had the privilege to complete my fifth edition of *The Adolescent: Development, Relationships, and Culture*. (The initial editions were authored by Phillip Rice.) It is fascinating to observe so closely how the field of adolescent psychology continues to grow and change. It is almost incomprehensible how much more we know now, and how different our perspective on adolescents is, than when Philip completed his first edition of the text in 1975. In the 1970s, the notion that gender might play a significant role in development was a new, emergent idea; any conception of the importance of ethnic or cross-cultural influences was lacking. The field of neuroscience had barely been invented, and we had no idea of the biological underpinnings of adolescent behavior. The past 40 years have seen a flurry of research activity into the lives, desires, needs, strengths, and stresses faced by adolescents, and a tremendous expansion of cross-cultural and international research. Before I began working on this edition, my intent had been to highlight work done by researchers in other nations; I instead concluded that this would be superfluous, since so much terrific research is now being performed in Asia, Oceania, and Europe. If you come across a reference whose authors have names that don't sound American, the odds are high that they, in fact, are not: I have peppered the text with sources from across the globe.

Plan for the Fourteenth Edition

I had massively restructured the text when writing the last edition, and I remain satisfied with the scope and basic organization of the information it contains. Of course, this is the text's first foray as an e-text, and so new features and pedagogical aids have been developed (see below). The flow and organization of the content, however, remain as they were in the previous edition.

The Adolescent begins, as before, with three introductory chapters that make up the first part of the course. Chapter 1 places adolescent development, relationships, and culture in a social context, and discusses the significant ways in which our society has evolved and how these changes affect the lives of adolescents. Seven changes are discussed: the prolongation of adolescence, the introduction of new information technologies, changes in the world of work and consumerism, the ever-increasing need for prolonged education, the changing nature of the family,

evolving sexual standards, and the increased presence of violence in adolescents' lives. An overview of the research designs commonly used to study adolescent development is also introduced.

Chapter 2 places adolescence in a theoretical context and introduces multidisciplinary views of adolescence. Chapter 3 examines adolescence from both an ethnic and a socioeconomic context. It considers adolescents of low socioeconomic status along with adolescents who belong to these ethnic/racial groups: African Americans, Hispanic Americans, Native Americans, and Asian Americans. There is also a section on immigrants and refugees.

Chapters 4 and 5 deal with *growth*. Chapter 4 addresses physical change, such as the anatomical and biochemical aspects of puberty, and also topics such as physical attractiveness, weight, nutrition, and exercise. Chapter 5 details the cognitive development that occurs during the adolescent years. The foundational contributions of Piaget are introduced, and the more current information-processing perspective is examined. The newest information about the physical bases for cognitive development is also presented.

Chapters 6 and 7 focus on a person's sense of self. Personal and ethnic identities, as well as gender roles, are discussed in Chapter 6. The development of a moral ethic, so necessary to a mature self-concept, is discussed in Chapter 7.

Chapters 8 through 11 turn to examining adolescent social relationships, and look at the kinds of interactions that teenagers have with others whose opinions and behaviors are meaningful to them. The first two chapters in this section (Chapters 8 and 9) detail the relationships that adolescents have with members of their families. Topics such as parenting style, family conflict, sibling interactions, divorce, and remarriage are reviewed. Since the other significant relationships adolescents have largely involve peers, the text continues by describing adolescent-adolescent interactions. The first of the two chapters that do this (Chapter 10) describes adolescent friendships and the unique aspects of the adolescent subculture. The following chapter (Chapter 11) is concerned with adolescent sexual activity.

Chapters 12 through 15 are concerned with adolescents' preparations for their futures as adults. Chapter 12 covers the adolescent secondary school experience, whereas Chapter 13 discusses the many issues involved in career choice. The book's last major division, consisting of

Chapters 14 and 15, examines the psychosocial problems that beset many youth: depression, eating disorders, substance abuse, and delinquency.

Finally, the text concludes with Chapter 16, which discusses positive youth development, the newly described stage of life termed “emerging adulthood,” and the major life tasks of young adulthood.

New to the Edition

I hope that you will find this new edition of *The Adolescent* even better than previous editions. The flow and organization of the content remain as in the previous edition. However, the major changes from the previous edition are as follows:

- This edition presents a more global emphasis, and includes more non-American examples. In addition, in sections where appropriate there is explicit coverage of international issues.
- Effects of technology and the digital world on the adolescent are examined.
- Recent current events and developments affecting adolescents are included to maintain the relevancy of the text; for instance, the text includes discussions of the growing acceptance of homo- and bisexuality, increases in youth homelessness, sexting, and changing attitudes and laws concerning marijuana use, to name just a few of these important issues.
- More biological theory and research have been incorporated into the text, because these perspectives have seen huge upticks in recent years.
- All research has been extensively updated. This edition contains approximately 1,350 new reference citations, taken from the most up-to-the-minute research on adolescents’ growth, development, and behavior.
- All data and terminology have been updated to be as current as possible.

I have added approximately 1,350 new references in this edition (a follow-up to the approximately 500 references I added to the thirteenth edition) and have, of course, updated all data and terminology to be as current as possible. In addition, the following new topics have been included or expanded upon in the fourteenth edition:

Chapter 1: The Social Context of Adolescence

- The global face of adolescence
- Commonalities of the adolescent experience

- Expanded coverage of twentieth-century youth cohorts
- Global need for employment opportunities for youth
- The digital divide
- Technology in the classroom
- Growing acceptance of homo- and bisexuality
- Effects of violent video games
- Teens who attack family members
- Time-lag research designs

Chapter 2: Adolescents in Theoretical Context

- Gap years and volunteer tourism
- Resurgence of biological approach to understanding adolescence (evolutionary and genetic models)
- The chronosystem

Chapter 3: Adolescent Diversity

- Changes in makeup of American ethnic groups
- Arab Americans and Arab American adolescents
- Rural poverty
- Increases in youth homelessness
- Institutional versus individual versus internal racism
- Micro-aggression
- Assets versus resources in resiliency
- Residential segregation and educational inequality
- (Subcontinent) Indian American adolescents
- Asylees

Chapter 4: Body Issues

- Hazards of early maturation in boys
- Theories as to why early maturation is risky
- Global adolescent health concerns
- Adolescent use of energy drinks

Chapter 5: Cognitive Development

- Multitasking and polychronicity
- Neurological approach to cognitive development
- Dual process model of decision making
- King’s model of epistemic reasoning
- Classic theories of intelligence
- Emotional intelligence
- The ACT test

Chapter 6: Self Concept, Identity, Ethnicity, and Gender

- The ideal self
- Relative deprivation and self-esteem
- Adams' perspective on the functions of identity
- The searching moratorium identity state (Meeus' perspective)
- Racial and ethnic identity
- Racial identification, constancy, and affirmation
- Preventing radicalization of Western youth
- Caucasian ethnic and racial identity
- The role of expectation and beliefs in gender development
- Negative versus positive androgyny

Chapter 7: The Development of Moral Values

- Education and moral development
- Adolescents' own views on morality
- Moral identity
- Parental expectations and moral development
- Nonreligious spirituality and moral development
- Adolescents' conceptions of democracy
- Racial/ethnic differences in political attitudes
- Adolescents' views of universal human rights
- The evolution of moral education
- Haidt's perspective on moral education (moral foundations theory)
- Academic cheating in both high school and college

Chapter 8: Relationships with Family Members

- Chinese American "tiger parents"
- Overparenting/helicopter parents
- Parental acceptance and teen self-disclosure
- Routine versus personal self-disclosure
- Deidentification and separation from older siblings
- Benefits to teens of having involved grandparents
- Emotional abuse

Chapter 9: Different Family Patterns

- Post-divorce economic resources
- Lifetime effects of divorce

- Historical overview of custody decisions
- Three-generation households
- Health outcomes of being reared in a one-parent family
- Effect of stepsiblings on other family relationships

Chapter 10: Being a Member of the Adolescent Subculture

- Characteristics of the adolescent subculture
- Popularity and club participation
- SES divide in extracurricular participation
- School racial composition and school crowds
- Goth subculture
- Hipsters
- Why bullying goes unreported
- Global perspective on cyberbullying
- Parents' and friends' influences on dating behavior
- Common reasons for cohabiting
- The Credit Card Accountability, Responsibility, and Disclosure Act
- The waning of the adolescent car culture
- Sexting
- Functions/effects of listening to music

Chapter 11: Sexual Behaviors

- Global perspective on the sexual double standard
- Hooking up
- The American Academy of Obstetricians recommendation for adolescent contraception
- Emergency contraception
- Current usage of the Gardasil vaccine
- Decline in adolescent pregnancy
- Coming out
- Public interest in sex education
- Current sex education requirements

Chapter 12: Education and School

- Historical beginning of secondary education in the United States
- Changes to the No Child Left Behind Act
- Re-emergence of tracking
- Advanced placement and dual-enrollment courses
- Charter schools
- GEDs

Alternative to traditional college education (e.g., MOOCs)

The rise of community colleges

Chapter 13: Work and Vocation

The happenstance learning theory of career development

Career self-efficacy

Stereotype threat and career selection

New explanations as to why girls avoid science careers

Global youth employment concerns

Chapter 14: Adolescent Stress and Alienation

Components of alienation

Characteristics of runaways

Global youth homelessness

Genetic contributions to gender differences in depression

Events that trigger girls' and boys' depression

Treatments for nonsuicidal self-injurious behavior

Help for those who are grieving

Binge eating disorder

Genetic influences on delinquency

Chapter 15: Substance Abuse, Addiction, and Dependency

Consequences of narcotic use

The changing legal status of marijuana

Salvia use

Global perspective on youth drug use

Treating drug use with ecological family therapy and motivational interviewing

E-cigarettes

Chapter 16: Epilogue

Acquiring responsibility through youth development programs

Personality changes that accompany psychological maturity

Features

Many important features, highly praised by adopters of the book, have been retained from previous editions,

including the following that present many new topics and examples.

Personal Issues features discuss topics of individual interest to students.

Cross-Cultural Concerns features show comparisons between different racial and ethnic groups on a wide variety of subjects.

Research Highlight features continue the discussion of current research issues of special interest.

In Their Own Words boxes—first-person narratives written by adolescents about their experiences that exemplify and personalize the information—illustrate concepts in the text.

Wouldn't You Like to Know . . . features ask and answer questions intended to stimulate students' interest in the course material. Together, these features add variety and interest to the text.

Other valuable features include the following:

Broad Research Base

The discussions are substantiated with over 5,000 citations, most of which are original research studies; however, the emphasis in the text is on discussing the subjects, not summarizing one research study after another.

Eclectic Orientation

This text presents not one theory of adolescence but many, discussing the contributions, strengths, and weaknesses of each. Information is presented not only from the field of psychology, but also from sociology, education, economics, communications, public health, anthropology, and medicine.

Comprehensive Coverage

The book is as comprehensive as possible within the confines of one text. The adolescent is discussed within the context of contemporary society. Material includes both theory and life experiences of adolescents and discusses physical, intellectual, emotional, psychosexual, social, familial, educational, and vocational aspects of adolescent development and behavior. It also reviews psychosocial problems of adolescents.

Adolescents in Contemporary Society

How modern society and social forces shape the lives of adolescents today is an important topic. Adolescents are discussed in social, theoretical, and ethnic contexts, not as though they were isolated from the social forces around them.

Cultural Diversity

Adolescents are not all alike, any more so than are adults. A wide variety of ethnic, racial, and cultural groups are discussed, both from within the United States and from around the world.

Adolescent Society and Culture

This book includes not only adolescent development and relationships but also group life and culture. Subjects include cultural versus subcultural societies, dress, social activities, and group life in and out of school. The importance of the automobile, cell phones, and music in adolescents' lives is also emphasized.

Gender Issues and Concerns

Gender issues are raised in relation to a wide range of topics: physical attributes and body image, cognitive abilities and intelligence, eating disorders, social development and dating, sexual values and behavior, education, work and vocation, and others.

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REVEL enlivens course content with media interactives and assessments—integrated directly within the authors' narrative—that provide opportunities for students to read about and practice course material in tandem. This immersive educational technology boosts

student engagement, which leads to better understanding of concepts and improved performance throughout the course.

Available Instructor Resources

The following resources are available for instructors. These can be downloaded at <http://www.pearsonhighered.com/irc>. Login required.

- **PowerPoint**—provides a core template of the content covered throughout the text. Can easily be added to customize for your classroom.
- **Instructor's Manual**—includes a description, in-class discussion questions, a research assignment for each chapter.
- **Test Bank**—includes additional questions beyond the REVEL in multiple choice and open-ended—short and essay response—formats.
- **MyTest**—an electronic format of the Test Bank to customize in-class tests or quizzes. Visit <http://www.pearsonhighered.com/mytest>.

Acknowledgments

I would like to thank all of the individuals who have reviewed this text and the accompanying Instructor's Manual/Test Bank in the past and offered useful suggestions. Their help has made this text current, relevant, and interesting to instructors and students alike.

Finally, I would like to thank my husband, family, and friends for putting up with a wife and mom who always goes a little nuts when revising this text. Thanks for all your understanding and for not complaining when we had catch-as-catch-can dinners or we skipped a walk on a beautiful day. I love you all.

Kim Gale Dolgin

About the Author

Kim Dolgin received her undergraduate and graduate degrees at the University of Pennsylvania. She majored in biology and physical anthropology as an undergrad, completed a masters in evolutionary biology, and then went on for a Ph.D. in psychology there. Her first full-time academic position was as an assistant professor at the Institute of Child Development at the University of Minnesota, and it was there that she initially became interested in adolescent psychology. Later, she moved to Ohio Wesleyan University, where she continued to teach Adolescent Psychology, and also taught Child Psychology and Human Sexuality. She

ended her teaching career at the University of Canterbury in Christchurch, New Zealand, lecturing in both the College of Education and the College of Science's psychology departments. Her research has spanned diverse topics: from comparative cognition to parent-child, sibling, and friendship relationships, to music perception, to the development of higher-order reasoning capabilities, to cyberbullying. She is the recipient of three university-wide teaching awards. Now semi-retired, Kim is an outdoor enthusiast who enjoys bird watching, traveling, and participating in community service projects.

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Chapter 1

The Social Context of Adolescence



Learning Objectives

- 1.1 Differentiate the terms used to describe adolescents
- 1.2 Identify the approaches used to study adolescence
- 1.3 Describe the world's adolescent population
- 1.4 Describe changes in the American adolescent population
- 1.5 Characterize the adolescent cohorts that have existed since the early 1900s
- 1.6 Describe the factors prolonging the length of adolescence
- 1.7 Describe the impact of technology on modern adolescents
- 1.8 Evaluate how changes in parental employment status affect adolescent development
- 1.9 Summarize the factors that prolong adolescent education
- 1.10 Outline the impact of changing family patterns on adolescents
- 1.11 Explain the effects of the sexual revolution on the adolescent experience
- 1.12 Identify the types of violence adolescents may encounter
- 1.13 Differentiate the methods used to determine correlation and causation
- 1.14 Identify the research designs used to learn about developmental change

The word *adolescence* comes from the Latin verb *adolescere*, which means “to grow” or “to grow to maturity.” **Adolescence** is the period of growth between childhood and adulthood. The transition from one stage to the other is gradual and uncertain, and although the time span is not the same for every person, most adolescents eventually become mature adults. In this sense, adolescence is likened to a bridge between childhood and adulthood over which individuals must pass before they take their places as full-grown, responsible adults.

Most people place the beginning of adolescence at the time when children *begin* to physically mature into individuals capable of reproduction—that is, when they begin to sexually mature. People call this “hitting puberty.” Actually, this is a misnomer, since **puberty** actually means to be physically capable of procreating, and the physical changes that are associated with “hitting puberty” begin quite a few years before children become fertile. In any case, most children reach puberty when they are between ages 11 and 13,

and this is considered the lower boundary of adolescence. (By the way, in Latin, the word *puberty* means “to grow hair,” which is a great descriptor of this maturation process!)

The upper boundary of adolescence is less clear. Different criteria can be used, and none are universally agreed upon. Some people believe that adolescence ends once physical maturity is reached. Others believe that it ends once an individual attains full legal status and can thereby vote, drink alcohol if desired, be drafted, get married, and so on. (A problem with this designation is that these legal markers do not occur at the same age: In most states, you can freely marry at 18 but are prohibited from freely drinking alcohol until 21.) Another, more vague criterion puts the end of adolescence at the age when most others treat the individual as an adult, according to her respect and independence in decision making.

Adolescents themselves tend to believe that achieving emotional independence from their parents and taking responsibility for their own actions will make them

“adults” (Arnett, 1997). Most adults tend to think of adolescence as ending with a combination of attaining financial independence, emotional independence, and a change in focus onto issues that are less related to adolescence and more related to adulthood. Therefore, in this text, we consider full-time college students as adolescents and discuss them periodically.

Wouldn't You Like to Know . . .

- When does adolescence begin and end?
- In which countries do most of the world's adolescents live?
- How is the American adolescent population changing?
- Is your state losing or gaining in adolescent population?
- Who invented the Internet and why?
- Can you expect to put in more or fewer hours on the job than your parents do?
- Are you more or less likely to get married than people of your parents' generation?
- What are three negative effects of the sexual revolution?
- Are you more or less likely to be a victim of a violent crime than you were 10 or 20 years ago?

1.1: Terminology Applied to Adolescence

OBJECTIVE: Differentiate the terms used to describe adolescents

Adolescence, then, is not monolithic and uniform. There is a tremendous difference between an insecure, gangly, 12-year-old middle school student and a fully grown, confident, 20-year-old college sophomore. Because of this, we distinguish early adolescence from middle adolescence and late adolescence.

Early adolescence refers to individuals who are about ages 11 to 14, and *middle adolescence* refers to those who are ages 15 to 17. We use the term *late adolescence* to mean those adolescents who are 18 or older, with full recognition that some 18-, 19-, and 20-year-olds are truly adults. Adults are (theoretically) mature in all ways—physically, emotionally, socially, intellectually, and spiritually—whereas adolescents still have significant growth to achieve in some areas.

At what age do adolescents believe that they fully become adults? Some think they have to wait too many years to “get into the club.” Whereas many middle-aged and elderly adults say they feel younger than they really are and young adults typically “feel their age,” adolescents most commonly feel older and more mature than their

chronological age (Galambos & Tilton-Weaver, 2000). Since their parents and teachers usually do not share this assessment, however, many adolescents chafe under what they perceive to be excessive control by the adults around them.

Two other words that we use frequently in this text are *teenager* and its shortened form, *teen*. Both of these terms, strictly speaking, mean someone in the teen years: ages 13 to 19. The word **teenager** is of fairly recent origin. It first appeared in the *Readers' Guide to Periodical Literature* in the 1943–1945 issue. However, because children (especially girls) sometimes mature physically before age 13, there are some inconsistencies. An 11-year-old girl may look and act like a teenager, but a 15-year-old boy, if not yet sexually mature, may still act and look like a child. In this text, the words *teenager*, *teen*, and *adolescent* are used interchangeably.

The word **juvenile** is generally used in a legal sense to signify one who is not yet considered an adult in the eyes of the law—in most states, anyone up to age 18. The legal rights of 18-year-olds are confusing, however, for they vary from state to state. The Twenty-sixth Amendment gave 18-year-olds the right to vote, and in some areas, they are called for jury duty. They may obtain credit in their own names at some stores and banks; at others, they have to obtain cosigners. Many landlords still require the parents of 18-year-olds to cosign leases.

Finally, for variety's sake, we also frequently use the word **youth** or **youths**. These two terms are used synonymously with *adolescent(s)*, although they usually denote the upper age range of the group.

1.1: Wouldn't You Like to Know . . .

When does adolescence begin and end?

Adolescence begins at about age 12, when the body starts maturing toward **puberty**. The end of adolescence is much less clearly delineated: Some individuals leave home at 17 and support themselves (adults?), whereas others live at home and are supported by their parents well into their twenties (adolescents?).

WRITING PROMPT

Who, to you, are adolescents?

Given that you signed up to take a course about adolescence, you must have had some idea as to whom you would be learning about. In your opinion, what is the maximum and minimum age for “adolescents”? In addition to age, what makes someone an adolescent as opposed to a child or an adult?

▶ The response entered here will appear in the performance dashboard and can be viewed by your instructor.

Submit

1.2: Approaches to Studying Adolescents

OBJECTIVE: Identify the approaches used to study adolescence

There are numerous approaches to the study of adolescents. Later in this course, we review the work of many of the most influential thinkers who studied and wrote about this age group. In some cases, these perspectives are complementary, in that they fundamentally agree with one another or address different, nonoverlapping issues. In other instances, the researchers' ideas are in stark conflict with each other. These disagreements stem from the fact that these researchers were writing at different points in time and, hence, had different knowledge sets from which to work. They also had different backgrounds and theoretical orientations.

The approach taken in this course is an *eclectic approach* to the study of adolescents. That is, the approach is interdisciplinary, emphasizing not one aspect of adolescent development but all of them, recognizing that no single discipline has a monopoly on the issue.

1.2.1: Additional Key Concerns in the Study of Adolescence

Later in the course, we'll discuss some of the most important connections that adolescents have with the broader social world. Adolescents spend many of their waking hours in school, interacting with teachers and administrators as well as peers. School is the institution that provides adolescents with many of the skills they need to function as independent adults, including social and job-related skills. The special needs of school dropouts are

Different Perspectives on Adolescence

The contributions of researchers from many disciplines—biology, psychology, education, sociology, economics, anthropology, medicine, etc.—are all important. If we are to develop a complete understanding of adolescence, we must examine adolescents from different perspectives.

Interactive

Social and Cultural Approach

The first standpoint presented is a **sociological, cultural one**. Much of this chapter discusses some of the current cultural conditions that are affecting today's youths. Since American adolescents are a diverse group, later in the course we will examine some of the most important contributors to this diversity: socioeconomic status and ethnicity. We will also discuss the unique experiences of immigrant adolescents.

Biological Approach

Cognitive Approach

Psychosexual Approach

Social Relationships

also considered. Often while in school, and certainly after they graduate, most adolescents are employed. Pathways to career decisions, career education, the costs and benefits of youth employment, and youth unemployment follow.

The course's penultimate section deals with many of the serious problems faced by today's adolescents: suicide, self-injury, delinquency, eating disorders, running away from home, and substance abuse. (Another serious concern, teenage pregnancy, is discussed earlier.) Although certainly not all adolescents encounter these problems, surprisingly high percentages do. And even if they do not experience these problems themselves, they almost certainly know someone who has. Thus, a course on adolescent psychology would not be complete without an examination of the causes, symptoms, and treatments of these problems.

Finally, in order to provide a sense of closure, the course ends with an epilogue. There we begin with what we have learned about helping adolescents successfully negotiate this stage of life. The epilogue also contains a description of "what comes next." *Emerging adulthood*, the stage that describes individuals who are in some ways between adolescence and adulthood, is presented. Emerging adulthood has become an increasingly more common bridge stage between adolescence and young adulthood in modern times and is now normative enough that it deserves discussion since it, not young adulthood proper, will be the next phase of life for many adolescents. We then conclude by talking about the differences between adolescence, emerging adulthood, and young adulthood.

1.3: The Global Face of Adolescence

OBJECTIVE: Describe the world's adolescent population

In 2014, the earth was home to 1.8 billion individuals between the ages of 10 and 24. Because the global population is growing, there are more youth alive today than at any point in history. (The *proportion* of the world's population composed of youth, however, peaked in the 1970s–1980s.) They comprise 25 percent of the world's population. A great majority of them live in our planet's less-developed nations, and in a large number of these nations, more than half of the residents are under the age of 20. Most of today's youth are Asian (United Nations Population Fund, 2014). American adolescents make up only a tiny fraction, about 3.5 percent, of the world's youth population.

This text, though, is centered on American adolescents. Why? The first answer is a practical one: Although the situation is changing, the vast majority of the research that has been conducted about adolescent development has been conducted in the United States, with American youth. We simply know more about American adolescents than about other adolescents. Second, in terms of basic development adolescents across the globe are far more similar than they are different: They all must confront the challenges of puberty, undergo a burst of brain development leading to better cognitive abilities, and transition from being a child to being an adult. When research has been conducted with teenagers from other nations, the results more often mirror those reported for American adolescents than not. Third, the stresses and difficulties that face adolescents vary in *frequency*, *intensity*, and *magnitude* according to the culture and location that the adolescents are in, but their natures are the same. Poverty, gender, and minority status cut across nations. At all but the most superficial level, a destitute, rural Indonesian girl has a far more similar situation with an impoverished Namibian girl—regardless of continent, language, race, or religion—than she does to a privileged wealthy child from her capital city who attends private school. The need to get a good education, eventually find a job, establish one's own household and family, and find a place in society is universal; the specifics of how one goes about these tasks and the timing with which one does them differ. Fourth, most persons taking a course that would require this text are interested in studying about and working with American adolescents. You are likely to be residing in the United States, and it is our adolescents who you will come across. You have multiple interests—some of you are planning on going into education, others adolescent medicine, others the ministry, others juvenile justice, and some of you even wish to become adolescent psychologists or social workers—and I have tried to keep your needs in mind when deciding what information to cover.

1.2: Wouldn't You Like to Know . . .

In which countries do most of the world's adolescents live?

More youth live in India than in any other nation (356 million); China has the second most (269 million), and Indonesia is third with 67 million. The United States follows in fourth place with 65 million, while Pakistan has 59 million and Nigeria has 57 million. Brazil (51 million) and Bangladesh (47 million) round out the top 8. Note that five of these eight nations are in Asia.

1.4: The Changing Face of American Adolescence

OBJECTIVE: Describe changes in the American adolescent population

Because of fluctuations in immigration rates and birthrates, the absolute size of the **juvenile** population in the United States is continuously changing. Between the late 1960s and the mid-1980s, the number of Americans aged 10 to 24 steadily declined. Since that time, it has been slowly but steadily increasing. In 1990, there were 54 million Americans in this age range (Figure 1.1).

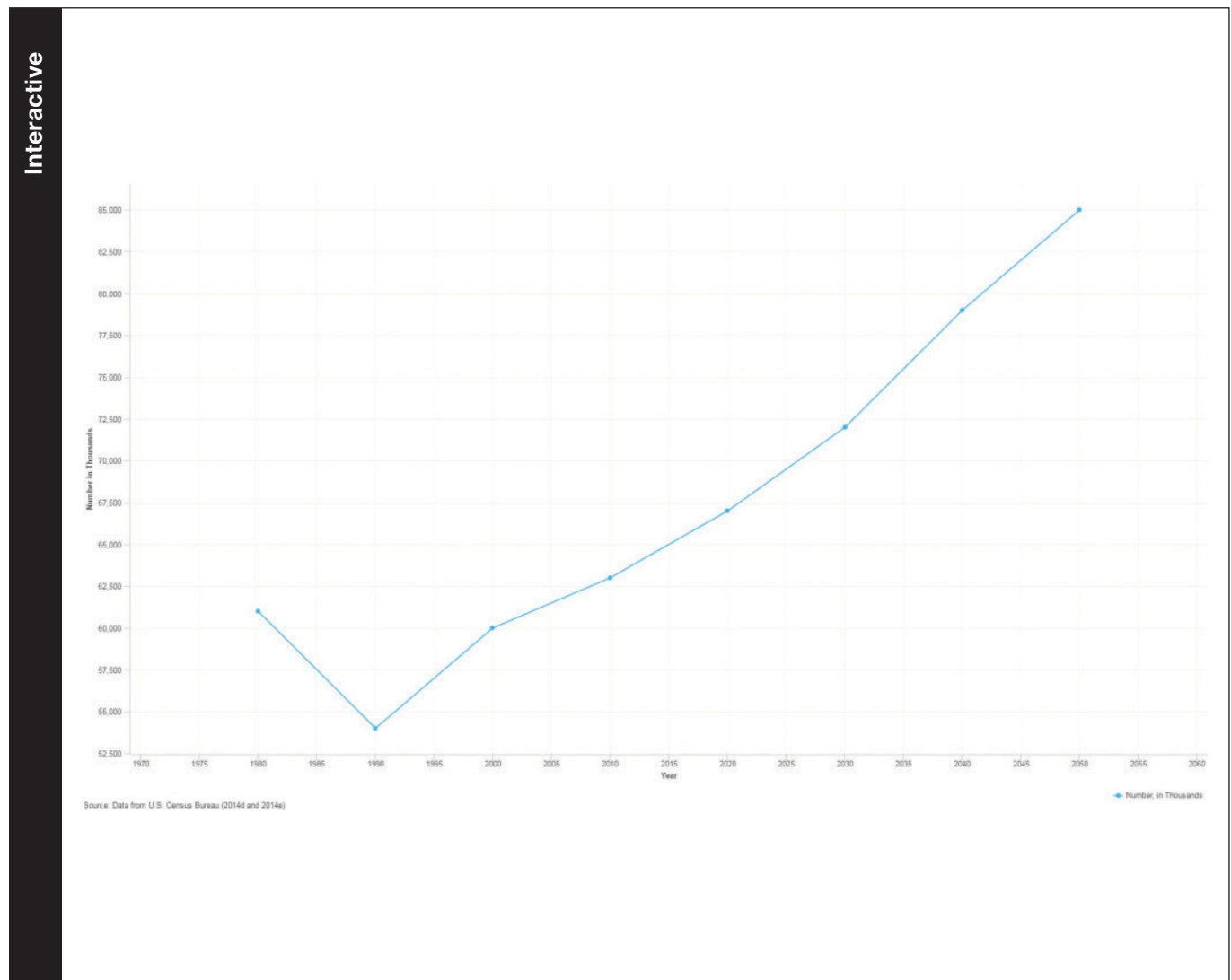
Although this change seems large, it is actually small in comparison to the increases in some other age groups. The change in the number of elderly individuals—those over the age of 65—in particular, has been and will be greater. Therefore, over the next 30 or 40 years, adolescents will make up a slightly smaller fraction of the U.S. population, despite their increase in absolute numbers. In 2010, those aged 10 to 24 accounted for 21 percent of the American population; in 2050, it is estimated that they will comprise 19 percent of the population (U.S. Census Bureau, 2014e).

As a result of different immigration rates and birthrates, the racial and ethnic makeup of American

Figure 1.1 U.S. Population Projection of 10–24-Year-Olds

If the forecasts are accurate, this slow but steady increase will continue at least through 2050, such that there will be about 85 million American 10- to 24-year-olds in that year (U.S. Bureau of the Census, 2014d, 2014e). This represents a 25 percent increase in the juvenile population between 2000 and 2050.

SOURCE: Data from U.S. Census Bureau (2014d, 2014e).



adolescents is also changing. As has been the case for the past few decades, during the next 35 years the relative increases in the numbers of Asian American and Hispanic American juveniles will greatly outstrip the number of non-Hispanic Caucasian juveniles. The American adolescent population is becoming increasingly multiracial and multiethnic. (Adolescent diversity is discussed later in the course.)

Juveniles and their families are also on the move. Whereas many states have experienced significant increases in their juvenile populations, numerous others have shown declines (see Figure 1.2). These changes reflect the overall movement of the U.S. population away from the north-central and northeastern states to the western and southern states.

1.3: Wouldn't You Like to Know . . .

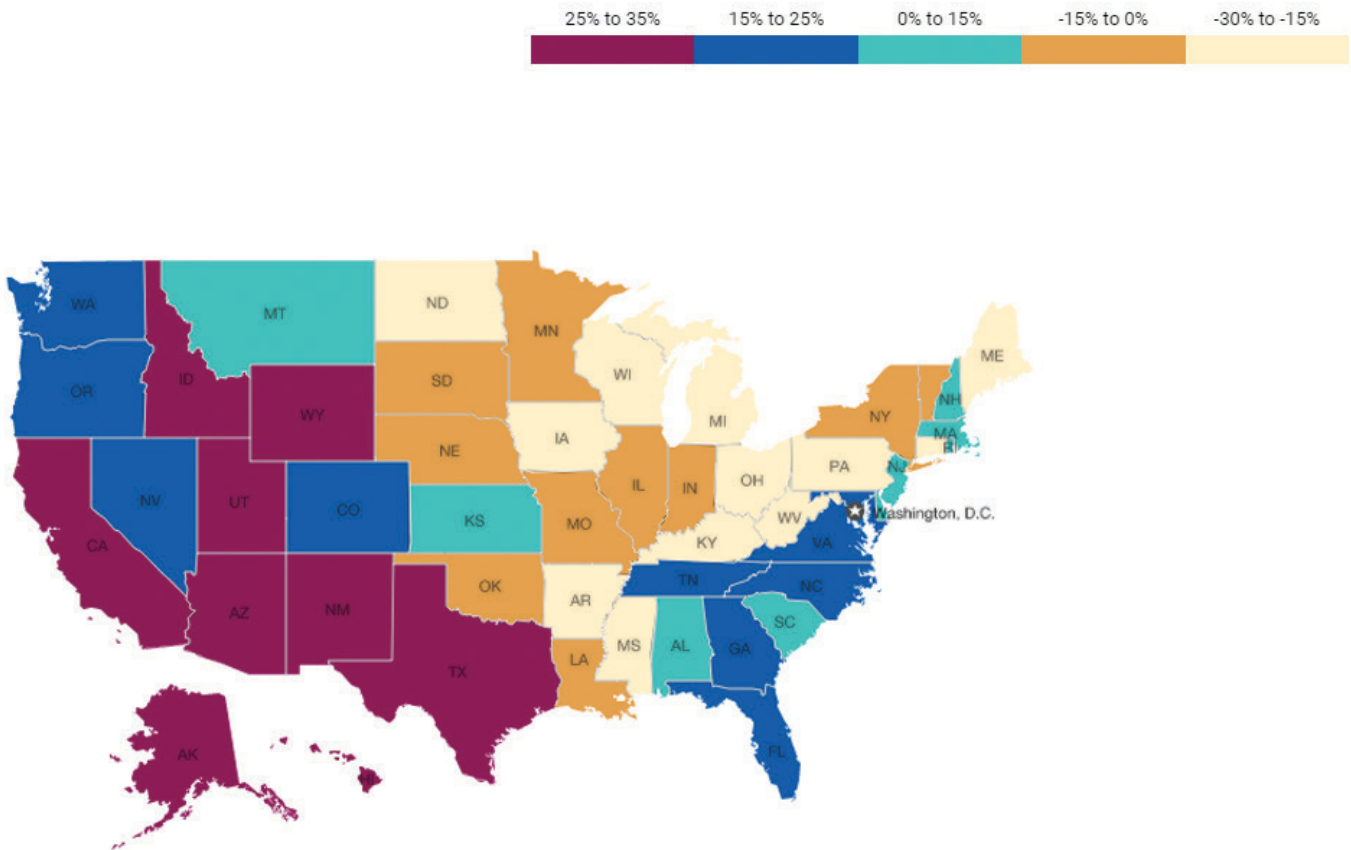
How is the American adolescent population changing?

Although there are increasingly more adolescents in the United States, they now make up a smaller proportion of the total population because people are living longer and the birthrate is dropping. The racial/ethnic makeup of American adolescents is also changing. More and more are of Hispanic or Asian descent.

Figure 1.2 Projected Change in U.S. Juvenile Population by State: 1995 to 2015 (in Percentages)

Review the map below to see if your home state is gaining or losing its adolescent population. If you live in the West, it is likely gaining; if you live in the Midwest or the Northeast, it is likely losing.

SOURCE: Snyder and Sickmund (2006).



1.5: Our Evolving Society

OBJECTIVE: Characterize the adolescent cohorts that have existed since the early 1900s

The society in which adolescents grow up has an important influence on their development, relationships, adjustments, and problems. The expectations of society mold their personalities, influence their roles, and guide their futures. The structure of the society either helps them fulfill their needs or creates problems for them by stimulating tension and frustration. Because adolescents are social beings who are part of a larger culture, we need to understand this social order and some of the ways it influences them.

Certainly, much of the adolescent experience is reasonably constant. After all, for eons individuals have had to cope with reaching puberty and all that goes with it. But not everything about being an adolescent is so predictable. The world is constantly changing—sometimes quite rapidly

and sometimes more gradually. Today's adolescents—those in the United States and those across the globe—are facing a number of new conditions that are different from those faced by past generations. Some of these conditions are the result of gradual evolution and thus outgrowths of what has come before; others would have been unanticipated even 50 years ago. These societal changes are interrelated, each change playing off of and influencing the others.

1.5.1: Major Adolescent Cohorts

Because of these sometimes rapid changes and singular events, different historical groups, or **cohorts**, of adolescents have had different characteristics. It is easier to speak definitively about those cohorts from the more distant past than about more current ones, as there is not yet enough historical distance to know absolutely what events and issues will have been most important in shaping present-day and near-present-day adolescents.

Major Adolescent Cohorts

The following are descriptions of the major adolescent cohorts that have emerged since the early 1900s.

Interactive

The Lost Generation

The G.I. Generation

The Silent Generation

The Baby Boomers

Generation X

Millennials

Generation?

Many members of the most recent living generation, consisting of those born after 2000 are, of course, not adolescents yet, although their oldest members are. They will be the first generation raised solely in the post-9/11 era, a time that feels quite different from the more optimistic era that came just before it. They are racially and ethnically diverse, and they will take it for granted that America can have an African American president. Only time will tell what impact that event and others will have on this generation.

Cross-Cultural Concerns

The Most Important Crises Facing the World's Adolescents

According to the United Nations Population Fund, the largest adolescent generation in all of history—1.8 billion individuals—is coming of age. Globally, the most pressing needs of this group include the promotion of gender equality, universal access to education, health services, reproductive and sexual health information, and the promise of employment. Meeting these goals will not only improve the lives of the youth themselves but will also help stem the AIDS pandemic and reduce worldwide poverty. (More than half of the world's youth live on less than \$2/day.) Even though some of the issues faced by adolescents in other nations are different from those faced by American youth, some are eerily similar. For example, it is a global, not an American, concern that adolescents are leaning too much upon peers and the media for advice on how to survive in the “new” world they are facing rather than relying upon tradition.

Gender inequality is one pervasive theme; female adolescents face discrimination in much of the world. In many societies, families do not invest as much in their daughters' health or education as they do in their sons'. In many geographic areas, females are not allowed to own property. Because of poverty and a lack of employment opportunities, girls and women are vulnerable to sexually exploitive practices, such as child marriage, sexual coercion, and sex trafficking. Child brides almost never continue their education and, because of the large age difference between themselves and their husbands, have subordinate positions in the household and are usually not allowed to socialize outside the family. They have little opportunity to leave abusive husbands. Unfortunately, the incidence of taking child brides is increasingly common: 39,000 girls under the age of 18 marry *each day*. In societies in which women have few rights and little social standing, sexual coercion is commonplace and females are held responsible for its occurrence. Annually, between 700,000 and 4,000,000 adolescent girls are forced into the sex trade and have bleak existences filled with degradation and illness.

Because premarital sexual activity has become more commonplace around the globe, HIV/AIDS and other sexually transmitted diseases (STDs) have become diseases of the young. AIDS is the second leading cause of death among adolescents worldwide. Half of all new cases of AIDS occur among people

between the ages of 15 and 24; this translates to 6,000 young people each day becoming infected, most of them female. The highest rates are in sub-Saharan Africa. Another way that the AIDS epidemic has affected adolescents is that many have lost family members to the virus. If a family member is ill, it is likely that a child (usually a daughter) will have to drop out of school to care for the family member. If a child or adolescent is left an orphan, he or she often must turn to theft or prostitution to survive.

It is important to provide reproductive health information to adolescents to help prevent the spread of STDs. Schools cannot be relied on to provide this information since many youth in developing nations do not attend classes. Different countries have tried different approaches, often using the mass media to get the message out. The most common themes involve abstinence, faithfulness to a single partner, and condom use.

These practices would also, of course, help reduce the number of adolescent pregnancies. Early pregnancy is a serious health risk for young adolescent girls. It is the second leading cause of death for young women aged 15 to 19 worldwide; most of these deaths are due to complications from labor and delivery, but a significant minority are due to botched abortions. (The leading cause of death for 15- to 19-year-old girls worldwide is suicide, which speaks to the living conditions many of them face.) Some young adolescents who survive childbirth are permanently disabled from the experience.

As adolescents become young adults, the need for good employment opportunities becomes critical. A lack of acceptable jobs increases social unrest and leads to mass migration. Much of this migration is from rural areas to urban areas within a country; some of it is from a person's homeland to another nation. If there is no work in the new location, youth have no means to support themselves and no family members to rely upon for assistance. This problem is especially acute in sub-Saharan Africa and in southern and western Asia. Huge numbers of new jobs, especially in manufacturing that can employ semiskilled individuals and has the potential for great growth, are needed. It is also crucial that nations support micro-industries and small-scale business enterprises in rural areas. These new ventures cannot succeed unless individuals have access to financial services and loans.

The good news is that issues of adolescent well-being are being taken seriously. The biggest problems have been identified, steps are being taken, and globally progress is being made to improve adolescent outcomes. Real strides have been made in the past decade.

SOURCE: Data from the United Nations Population Fund (2007, 2014).

1.6: The Evolving Prolongation of Adolescence

OBJECTIVE: Describe the factors prolonging the length of adolescence

Let's briefly consider seven societal changes that are affecting or will affect the contemporary adolescent experience:

the prolongation of adolescence, the ubiquitous presence of the Internet and other new communication tools, the changing economy, the ever-increasing need for a prolonged education, alterations in the makeup of the family, shifting sexual values and practices, and evolving concerns for health and safety. Each of these issues is considered in more depth later in the course: The purpose of presenting them here, right up front, is to get you thinking about the

social forces that are working to shape the current (and did work to shape recent) **cohorts** of adolescents. The world of today's adolescents is considerably different from that of their grandparents or great-grandparents.

Since the 1970s, individuals' full entrance into adulthood has been more and more delayed, as youth have taken longer to complete their education, settle on a career, move out of their parents' home, marry, and have children (Arnett, 2000). In other words, adolescence has expanded and become increasingly prolonged. It is not unusual to be at least partly financially dependent upon one's parents well into one's twenties or to marry when close to 30. With this delay has also come not only a pushing back of significant life events but also a disruption of the lock-step sequence in which these events have traditionally occurred (Fussell, 2002). For example, it is less likely that a female will have a child prior to marriage if she marries at 19 instead of at 27. Also, someone who completes his or her education at age 20 is less likely to work at a full-time job before leaving school than someone who keeps working toward a degree until he or she is 28.

Many reasons can explain this prolongation: More skills are needed to get a good job; there is increased societal permissiveness toward premarital sexual activity; inexpensive, effective birth control is available; parents are more willing to continue to support their children for longer; and so on. Some youths' maturity and lifestyle really do remain largely "adolescent" for quite some time; others move into a "betwixt and between" state termed **emerging adulthood**, in which they lead a life midway between that of adolescents and young adults. Emerging adulthood is discussed at the end of this course.

1.7: Evolving Communication and Information Technologies

OBJECTIVE: Describe the impact of technology on modern adolescents

Adolescents today live in a world undergoing rapid technological changes. Arguably no other era has seen such an explosion in technological innovation. During the past 100 or so years, humans have witnessed unprecedented advances: the introduction of radio, television, automobiles, airplanes, and satellite communication. Each of these has served, in its own way, to make the world a smaller, more interconnected place and allowed persons to experience what life is like outside of their own immediate communities.

Of all these changes, perhaps none has had as profound an effect on teens as the introduction of the computer. The

first computers were far less powerful than today's personal computers or even our cell phones, yet they occupied whole rooms and cost millions of dollars. It's easy to forget that the first personal computer was introduced less than 40 years ago, in 1980. Since that time, their use has skyrocketed. Today, most U.S. workers use computers on the job, and they claim that the Internet and e-mail are the most important tools they have (Purcell & Rainie, 2014).

1.7.1: The Internet

One of the most important reasons for using the computer is the Internet. The beginnings of the Internet can be traced to the early 1960s: The military needed a safe way to store and communicate sensitive government information in the event of a nuclear war, a system that was not tied to any one location. The solution was a network that lacked a central computer to store its billions of bytes of information or to direct the actions of remote computers. Each computer site on the network stands alone but is also interconnected to the others. Thus, the destruction of one site (in the event of war or natural disaster) would not prevent the free interchange of information or destroy the data stored at other sites. The modern Internet as we know it today dates to 1991, when Swiss computer programmer Tim Berners-Lee discovered a way to go beyond sending files from specific computer to specific computer, instead setting up a system in which information could be made available to all. In 1992, the U.S. government began to allow businesses to set up their own websites, and e-commerce and social networking were born (History Channel, 2015).

Estimates are that more than 3 billion people use the Internet today (Internet World Stats, 2015). The Web is open 24 hours a day, 365 days a year. It's a way to meet people; find information; share ideas and experiences; look for a job, a date, or a mate; ask questions; or give advice. The information resources of thousands of universities, government agencies, and researchers are at your fingertips. It's like a shopping mall that never closes where you can shop for everything from automobiles to food. It's cyberspace: the final frontier. Cyberspace has no borders or defined boundaries; it is a place where you can go to meet people, communicate, learn, and explore. Cyberspace is where those who connect to one another electronically can share their thoughts and feelings. Once online, you can have private and group conversations, join in lively discussions with nationally known experts, play online games, browse through the articles of hundreds of periodicals and online magazines, read movie reviews, make flight or hotel reservations, or track investments with the latest stock market quotes and investment advice.

Ninety-seven percent of American teens and young adults say that they connect to the Internet (Fox & Rainie, 2014). More than 90 percent of American adolescents go