

Spring 2003
Sociology 326 002: Researching Adolescence

Instructor: Michael J. Shanahan
Meeting Time and Place: Friday, 9-11:50, Hamilton 151
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Themes of the Seminar

This seminar provides an overview of sociological perspectives on adolescence, with an emphasis on the life course. What are the defining features of adolescence when viewed as part of a life-long sequence of age-graded roles?

On a macro level, we will draw on historical and cross-national research to identify the social forces that shape adolescence as a phase of life. How does sociology account for different "adolescences" across historical times, places, and socio-economic strata? These social forces include modes of production, educational systems, relationships within and between age groups and generations, religious institutions, and criminal justice systems. At the same time, how do adolescents in turn influence social arrangements? How are adolescents "shapers of adolescence?"

On a micro level, we will consider how social forces shape the lives of teenagers in specific times and places, with emphasis on recent cohorts of youth in the United States and, to a lesser degree, in Europe. At this level of analysis, students are urged to consider (1) the age-graded nature of social experiences, (2) distinctions made in the study of social settings, and (3) the purposive nature of the teenage years. When does adolescence begin and end, and what happens to "off-time" youth? What features of context are particularly salient to adolescent well-being, and how do youth adapt to overcome disadvantage? Finally, how do individual strivings and context jointly characterize pathways that link adolescence with adulthood? These questions can only be addressed adequately by considering differences by race/ethnicity, gender, and socio-economic status, and by incorporating insights from other disciplines into sociological models.

Readings

1. Books:

Brown, B. B., R. W. Larson, T. S. Saraswathi, Eds. (2002). The world's youth: adolescence in eight regions of the globe. Cambridge, Cambridge University Press.

Côté, J. E. (2000). Arrested adulthood: the changing nature of maturity and identity. New York, New York University Press.

Erikson, E. H. (1993 (1958)). Young man Luther: a study in psychoanalysis and history. New York, W. W. Norton.

Gillis, J. R. (1974). Youth and history: tradition and change in European age relations, 1770-present. New York: Academic Press.

Kett, Joseph F. (1977). Rites of passage: adolescence in America 1790 to the present. New York: Basic Books.

Note: Unfortunately, Gillis and Kett are out-of-print. You can get a copy from a used book seller (e.g., www.strand.com has had hardcover copies of Kett for about \$14) or buy a coursepak edition.

2. In addition to these books, we will be reading a series of papers (listed below). These readings are available via the course website.

Format and Requirements

Each meeting of the seminar will consist of two parts: (1) discussion of readings based on thought papers and (2) discussion of research projects. At the end of the semester, completed research projects will be presented to the seminar. Accordingly, the requirements of the course include the following:

1. Attend every class fully prepared to discuss the assigned readings.
2. Prepare a two-page thought paper for each set of assigned readings and present your thought paper to the class. The purpose of these papers is to spark discussion and encourage spontaneous, active thinking by the group. The purpose is not to summarize, but rather: to criticize the readings and offer constructive alternatives, to identify broad commonalities, to note differences, to stake out a position, or to combine these approaches in creative ways. Ideally, the thought paper will address both theoretical and empirical aspects of the readings. Above all, your reaction paper should evince a bold imagination at work. While someone is reading his or her essay, the rest of us will jot down our reactions. Vigorous discussion will ensue.
3. Prepare a research project and present your project to the class in both preliminary and final form. Before beginning to develop your project, discuss it with me. Then, present your project in its preliminary form to the class for discussion. Projects must include a strong conceptual component with testable hypotheses (or some statement that links theory with planned observations), and will ideally (although not necessarily) include a quantitative or qualitative empirical component. At the end of the semester, a final version of the project will be presented to the seminar, and a written version of your paper will be submitted.

Evaluation

Separate letter grades will be assigned for (1) the quality of the thought papers, (2) class participation, and (3) the paper. A final grade will be assigned by averaging these three grades.

Annotated Course Outline
(each Roman numeral refers to one meeting of the seminar)

- I. Sociological Visions and Adolescence: Sociological perspectives that are useful to the study of adolescence and adolescents, with an emphasis on life course sociology and the social processes by which images of youth are created.
- II. The Social History of Western Adolescence I: Pre-, proto-, and early modern society and the changing nature of social institutions that shape the adolescent experience.
- III. The Social History of Western Adolescence II: Adolescence in modern society (to about 1950), with an emphasis on the changing nature of productive roles, the standardization of schools, and the rising prominence of peer groups and youth culture.
- IV. Educational Pathways through Adolescence I: Pathways into and through high schools, with an emphasis on tracking, inequality of opportunities, and school achievement.
- V. Educational Pathways through Adolescence II: Student attachment and opposition to the high school; the life course dynamics of high school drop-out.
- VI. Work Careers in Adolescence: Adolescent work and its implications for educational pathways; the transition from school to work, particularly in cross-national perspective; long-term consequences of paid work during high school.
- Not Covered:
Adolescent Peer Relations and Social Networks. Descriptive longitudinal studies of peer groups and their influences; the nature of peer affiliations and social change at the beginning of the 21st century.
- VII. Adolescence and Agency. The purposive, future-oriented nature of adolescence, viewed from a life course perspective. Topics include educational aspirations and plans for the future, planful competence in context, and motivational structures and their relation to normative deadlines.
- VIII. Adolescence and Ideology. Youth and the adoption of political ideologies, with emphasis on extremism; the emerging area of adolescents and religion.
- IX. Adolescent Sexual Development, Sex Roles, and Sexuality I. The social aspects of the pubertal transition; adolescent sex roles through the later part of the 20th century.
- X. Adolescent Sexual Development, Sex Roles, and Sexuality II. The timing of first intercourse in life course perspective.

XI. The Juvenile Delinquent and Later Criminality. Juvenile delinquency and social relationships through adolescence, and from adolescence and into young adulthood; also, temporal patterns in antisocial behaviors through adolescence and young adulthood.

XII. Precocity and Accelerated Adolescence. Youth who enter adult roles before expected and, more commonly today, adolescents who “prematurely” begin to acquire the trappings of adulthood. Emphasis placed on the search for adolescent role exits, pseudomaturity, and precocious adult transition markers.

XIII. Prolonged Adolescence: The prolongation of adolescence beyond the second decade of life, and a possible new life phase between adolescence and young adulthood. Emphasis placed on emerging adulthood and arrested adulthood.

XIV. The Adolescent Immigrant, Patterns of Assimilation: Intergenerational dynamics involving adolescents in immigrant families; the social involvements and well-being of adolescent immigrants.

XV. Global Views of Adolescence: Holistic views of adolescence in different regions of the world—focusing on sub-Saharan Africa, the Arab world, and Latin America--and the policy implications of these views.

Exam Week: Projects

Schedule (*=required reading; if enumerated, read in numerical order)

Note: The readings included in this list represent a small fraction of available materials. I prefer to include two different types of readings: those that provide surveys of sub fields and those that illustrate recent interesting empirical or theoretical contributions. The readings thus have elements of both a survey course and a specialized seminar. Also, this reading list includes work that is focused squarely on adolescents in their social settings. It does not include the sprawling literature that focuses on the institutions that shape adolescence (e.g., the historical development of secondary schools), which is often relevant but much broader in scope, or, at the other end of the spectrum, readings that focus on attributes of young persons with little or no reference to their context. For many seminar meetings, we focus on one or two topics that are either well researched or emerging areas of interest. The family and peer group are not covered in meetings uniquely devoted to these topics; these themes, however, cross-cut many of the topics that we do address.

Week 1 January 10th Sociological Visions and Adolescence

A. LIFE COURSE SOCIOLOGY

*2 Dannefer, D. (1984). "Adult development and social theory: a paradigmatic reappraisal." American Sociological Review **49**: 100-116.

*1 Elder Jr., G. H. (1997). The life course and human development. Handbook of Child Psychology: Theoretical Models of Human Development. R. M. Lerner. New York, Wiley. **I**: 939-991.

Mintz, S. (1993). Life Stages. Encyclopedia of American Social History. M. K. Cayton, E. J. Gorn and P. W. Williams. New York, Charles Scribner's Sons. **III**: 2011-2022.

B. REPRESENTING YOUTH

*4 Adelson, J. (1986). Inventing the young. Inventing Adolescence. New Brunswick, NJ, Transaction. pp. 137-147.

Falchikov, N. (1986). "Images of adolescence: an investigation into the accuracy of the image of adolescence constructed by British newspapers." Journal of Adolescence **9**: 167-180.

*3 Graff, H. J. (1995). Conflicting paths: growing up in America. Cambridge, MA, Harvard University Press. pp. 328-347 (The Disappearance of Childhood in Our Own Time?)

C. CASE STUDIES

*5 Erikson, E. H. (1993 (1958)). Young man Luther: a study in psychoanalysis and history. New York, W. W. Norton. pp. 49-125; 251-267.

Keniston, K. (1968). Young radicals: notes on committed youth. New York, Harcourt, Brace, Jovanovich. pp. 1-146; 257-290; 326-342.

Keniston, K. (1970). "Youth: a "new" stage of life." American Scholar: 631-654.

Week 2 January 17th The Social History of Western Adolescence I

A. BACKGROUND: ARIÈS AND HIS CRITICS

Ariès, P. (1962). Centuries of childhood: a social history of family life. New York, Vintage Books.

Beale, Jr., R. W. (1985). In search of the historical child: miniature adulthood and youth in colonial New England. Growing up in America: children in historical perspective. N. R. Hiner and J. M. Hawes. Urbana, IL, University of Illinois Press: 7-24.

Ben-Amos, I. K. (1994). Adolescence and youth in early modern England. New Haven, CN, Yale University Press.

Ben-Amos, I. K. (1995). "Adolescence as a cultural invention: Philippe Aries and the sociology of youth." History of the human sciences 8(2): 69-89.

Hanawalt, B. A. (1986). The ties that bound: peasant families in medieval England. New York, Oxford. pp. 188-204.

Johansson, S. R. (1987). "Centuries of childhood/Centuries of parenting: Philippe Aries and the modernization of privileged infancy." Journal of Family History 12(4): 343-365.

Vann, R. T. (1982). "The youth of Centuries of Childhood." History and theory 21(2): 279-297.

B. SYNTHETIC OVERVIEWS

Alexander, R. M. (1993). Adolescence. Encyclopedia of American Social History. M. K. Cayton, E. J. Gorn and P. W. Williams. New York, Charles Scribner's Sons. III: 2037-2050.

Elder Jr., G. H. (1980). Adolescence in historical perspective. Handbook of Adolescent Psychology. J. Adelson. New York, Wiley: 3-46.

Mitterauer, M. (1993). A history of youth. Oxford, Blackwell.

Modell, J. and M. Goodman (1990). Historical perspectives. At the threshold: the developing adolescent. S. S. Feldman and G. R. Elliott. Cambridge, MA, Harvard University Press: 93-122.

Shanahan, M. J. (2000). Adolescence. Encyclopedia of sociology. E. F. Borgatta and R. J. V. Montgomery. New York, Macmillan Reference USA. 1: 1-18.

C. ADOLESCENCE IN NORTH AMERICA TO ABOUT 1840

Graff, H. J. (1995). Conflicting paths: growing up in America. Cambridge, MA, Harvard University Press. pp. 1-185

* Kett, J. (1977). Rites of passage: adolescence in America, 1790 to the present. New York, Basic Books. pp. 1-108

Thompson, R. (1984). "Adolescent culture in colonial Massachusetts." Journal of Family History **8**: 127-144.

D. ADOLESCENCE IN EUROPE TO ABOUT 1870

* Gillis, J. R. (1974). Youth and history: tradition and change in European age relations, 1770-present. New York, Academic Press. pp. 1-93

Week 3 January 24th The Social History of Western Adolescence II

A. ADOLESCENCE IN MODERN NORTH AMERICA

Fasick, F. A. (1994). "On the "invention" of adolescence." Journal of Early Adolescence **14**(1): 6-23.

Fass, P. S. (1977). The damned and the beautiful: American youth in the 1920s. New York, Oxford University Press.

Graff, H. J. (1995). Conflicting paths: growing up in America. Cambridge, MA, Harvard University Press. pp.

Kamens, D. H. (1985). "Youth and state: a cross-national analysis of the changing status of adolescence." Comparative political studies **18**: 3-36.

* Kett, J. (1977). Rites of passage: adolescence in America, 1790 to the present. New York, Basic Books. pp. 109-272

Troen, S. (1985). "Technological development and adolescence: the early twentieth century." Journal of Early Adolescence **5**: 429-439.

B. ADOLESCENCE IN MODERN EUROPE

* Gillis, J. R. (1974). Youth and history: tradition and change in European age relations, 1770-present. New York, Academic Press. pp. 95-209

Pomfret, D. M. (2001). "Representations of adolescence in the modern city: voluntary provision and work in Nottingham and Saint-Etienne, 1890-1914." Journal of Family History **26**(4): 455-479.

Week 4 January 31st Educational Pathways through Adolescence I

A. SOCIOLOGICAL VIEWS OF EDUCATION

Arum, R. (2000). "Schools and communities: ecological and institutional dimensions." Annual Review of Sociology **26**: 395-418.

Entwistle, D. R., K. L. Alexander, et al. (2003). The first grade transition in life course perspective. Handbook of the Life Course. J. T. Mortimer and M. J. Shanahan. New York, Plenum.

Lee, V. E., A. S. Bryk, et al. (1993). "The organization of effective secondary schools." Review of Research in Education **19**: 171-276.

Lee, V. E. (2000). "Using hierarchical liner modeling to study social context: The case of school effects." Educational Psychologist **35**: 125-141.

* Pallas, A. M. (2003). Educational transitions, trajectories, and pathways. Handbook of the Life Course. J. T. Mortimer and M. J. Shanahan. New York, Plenum.

Sørensen, A. (1989). "Schools and the distribution of educational opportunities." Research in the sociology of education and socialization **8**: 3-26.

B. ENTERING SECONDARY SCHOOLS

Baker, D. P. and D. L. Stevenson (1986). "Mothers' strategies for children's school achievement: managing the transition to high school." Sociology of Education **59**: 156-166.

Hagan, J., R. MacMillan, et al. (1996). "New kid in town: social capital and the life course effects of family migration on children." American Sociological Review **61**: 368-385.

Reyes, O., K. L. Gillock, et al. (2000). "A longitudinal examination of the transition into senior high school for adolescents form urban, low-income status, and predominantly minority backgrounds." American Journal of Community Psychology **28**: 519-544.

* Schiller, K. S. (1999). "Effects of feeder patterns on students' transition to high school." Sociology of Education **72**: 216-233.

Simmons, R. G. and D. A. Blyth (1987). Moving into adolescence: the impact of pubertal change and school context. New York, Aldine.

Simmons, R. G., R. Burgeson, et al. (1987). "The impact of cumulative change in early adolescence." Child Development **58**: 1220-1234.

C. MOVEMENT THROUGH SECONDARY SCHOOLS: TRACKING

Arum, R. (1998). "Invested dollars or diverted dreams: the effect of resources on vocational students' educational outcomes." Sociology of Education **71**: 130-151.

Gamoran, A. (1987). "The stratification of high school learning opportunities." Sociology of Education **60**: 135-155.

* Gamoran, A. (1992). "The variable effects of high school tracking." American Sociological Review **57**: 812-828.

* Lucas, S. R. and M. Berends (2002). "Sociodemographic diversity, correlated achievement, and de facto tracking." Sociology of Education **75**: 328-348.

Oakes, J. and G. Guiton (1995). "Matchmaking: the dynamics of high school tracking decisions." American Educational Research Journal **32**: 3-33.

* Yonezawa, S., A. S. Wells, et al. (2002). "Choosing tracks: "Freedom of choice" in detracking schools." American Educational Research Journal **39**: 37-67.

Week 5 February 7th Educational Pathways through Adolescence II

A. SCHOOL ENGAGEMENT AND OPPOSITION

*1 Ainsworth-Darnell, J. W. and D. B. Downey (1998). "Assessing the oppositional culture explanation for racial/ethnic differences in school performance." American Sociological Review **63**: 536-553.

Conchas, G. Q. (2001). "Structuring failure and success: understanding the variability in Latino school engagement." Harvard Educational Review **71**: 475-504.

*3 Downey, D. B. and J. W. Ainsworth-Darnell (2002). "The search for oppositional culture among black students." American Sociological Review **67**: 156-164.

*2 Farkas, G., G. Lleras, et al. (2002). "Does oppositional culture exist in minority and poverty peer groups?" American Sociological Review **67**: 148-155.

Johnson, M., R. Crosnoe, et al. (2001). "Students' attachment and academic engagement: the role of race and ethnicity." Sociology of Education **74**: 318-340.

Newmann, F. M. (1981). "Reducing student alienation in high schools: implications of theory." Harvard Educational Review **51**: 546-564.

Newmann, F. M., R. A. Rutter, et al. (1989). "Organizational factors that affect school sense of efficacy, community, and expectations." Sociology of Education **62**: 221-238.

Steele, C. M. (1997). "A threat in the air: how stereotypes shape intellectual identity and performance." American Psychologist **52**: 613-629.

B. HIGH SCHOOL DROP-OUT

* Alexander, K. L., D. R. Entwistle, et al. (1997). "From first grade forward: early foundations of high school dropout." Sociology of Education **70**: 87-107.

Bedard, K. (2001). "Human capital versus signaling models: university access and high school dropouts." Journal of Political Economy **109**: 749-775.

Bryk, A. S. and Y. M. Thum (1989). "The effects of high school organization on dropping out--an exploratory investigation." American Educational Research Journal **26**: 353-383.

* Cairns, R. B., B. D. Cairns, et al. (1989). "Early school dropout: configurations and determinants." Child Development **60**: 1437-1452.

* Ensminger, M. E. and A. L. Slusarcick (1992). "Paths to high school graduation or dropout: a longitudinal study of a 1st grade cohort." Sociology of Education **65**: 95-113.

Finn, C. (1987). "The high school dropout puzzle." Public Interest **87**: 3-22.

Fitzpatrick, K. M. and W. C. Yoels (1992). "Policy, school structure, and sociodemographic effects on statewide high school dropout rates." Sociology of Education **65**: 76-93.

* Goldschmidt, P. and J. Wang (1999). "When can schools affect dropout behavior? A longitudinal multilevel analysis." American Educational Research Journal **36**: 715-738.

Landale, N. S., R. S. Oropesa, et al. (1998). "Schooling, work, and idleness among Mexican and non-Latino white adolescents." Social Science Research **27**: 457-480.

Jimerson, S., B. Egeland, et al. (2000). "A prospective longitudinal study of high school dropouts examining multiple predictors across development." Journal of School Psychology **38**: 525-549.

McNeal, R. B. (1999). "Parental involvement as social capital: differential effectiveness on science achievement, truancy, and dropping out." Social Forces **78**: 117-144.

Newcomb, M. D., R. D. Abbott, et al. (2002). "Mediational and deviance theories of late high school failure: Process roles of structural strains, academic competence, and

general versus specific problem behaviors." Journal of Counseling Psychology **49**: 172-186.

Rivkin, S. G. (1995). "Black-white differences in schooling and employment." Journal of Human Resources **30**: 826-852.

Rumberger, R. W. and K. A. Larson (1998). "Student mobility and the increased risk of high school dropping out." American Journal of Education **107**: 1-35.

Week 6 February 14th Work Careers in Adolescence

A. WORK CAREERS AND PATHWAYS THROUGH SCHOOL

Damico, R. (1984). "Does employment during high school impair academic progress?" Sociology of Education **57**: 152-164.

* Entwistle, D. R., K. L. Alexander, et al. (2000). "Early work histories of urban youth." American Sociological Review **65**: 279-297.

Marsh, H. W. (1991). "Employment during high school: character building or a subversion of academic goals?" Sociology of Education **64**: 172-189.

McNeal, R. B. (1997). "Are students being pulled out of high school? The effect of adolescent employment on dropping out." Sociology of Education **70**: 206-220.

* Schoenhals, M., M. M. Tienda, et al. (1998). "The educational and personal consequences of adolescent employment." Social Forces **77**: 723-761.

Shanahan, M. J. and B. Flaherty (2001). "Dynamic patterns of time use in adolescence." Child Development **72**: 385-401.

Warren, J. R., P. C. LePore, et al. (2000). "Employment during high school: consequences for students' grades in academic courses." American Educational Research Journal **37**: 943-969.

B. FROM SCHOOL TO WORK

Kariya, T. and J. E. Rosenbaum (2003). Stratified incentives and the life course. Handbook of the Life Course. J. T. Mortimer and M. J. Shanahan. New York, Plenum.

Kerckhoff, A. C. (1993). Diverging pathways: social structure and career deflections. New York, Cambridge University Press.

Kerckhoff, A. C. (2002). The transition from school to work. The changing adolescent experience: societal trends and the transition to adulthood. J. T. Mortimer and R. W. Larson. Cambridge, Cambridge University Press: 52-87.

* Kerckhoff, A. C. (2003). From student to worker. Handbook of the Life Course. J. T. Mortimer and M. J. Shanahan. New York, Plenum.

Mortimer, J. T. and H. Kruger (2000). Pathways from school to work in Germany and the United States. Handbook of the sociology of Education. M. Hallinan. New York, Plenum: 475-497.

Mortimer, J. T., S. Oesterle, et al. (2001). Age norms, institutional structures, and the timing of markers in the transition to adulthood. Life Course Center, University of Minnesota. Minneapolis, MN.

Shanahan, M. J., J. T. Mortimer, et al. (2002). "Adolescence and adult work in the twenty-first century." Journal of Research on Adolescence **12**: 99-120.

C. ADOLESCENT WORK AND ITS CONSEQUENCES IN EARLY ADULTHOOD

Carr, R. V., J. D. Wright, et al. (1996). "Effects of high school work experience a decade later: Evidence from the National Longitudinal Survey." Sociology of Education **69**: 66-81.

Hotz, V. J., L. C. Xu, et al. (2002). "Are there returns to the wages of young men from working while in school?" Review of Economics and Statistics **84**: 221-236.

* Johnson, M. (2002). "Social origins, adolescent experiences, and work value trajectories during the transition to adulthood." Social Forces **80**: 1307-1341.

Leventhal, T., J. A. Graber, et al. (2001). "Adolescent transitions to young adulthood: antecedents, correlates, and consequences of adolescent employment." Journal of Research on Adolescence **11**: 297-323.

Light, A. (1999). "High school employment, high school curriculum, and post-school wages." Economics of Education Review **18**: 291-309.

* Mortimer, J. T., J. Staff, et al. (2003). Adolescent work and the early socioeconomic career. Handbook of the Life Course. J. T. Mortimer and M. J. Shanahan. New York, Plenum.

Not Covered Peer Relations and Social Networks

Vandell, D. L. (2000). "Parents, peers, and other socializing influences." Developmental Psychology **36**: 699-710.

A. PEER NETWORKS& INFLUENCES IN LONGITUDINAL PERSPECTIVE

Connolly, J., W. Furman, et al. (2000). "The role of peers in the emergence of heterosexual romantic relationships in adolescence." Child Development **71**: 1395-1408.

* Crosnoe, R. (2000). "Friendships in childhood and adolescence: the life course and new directions." Social Psychology Quarterly **63**: 377-391.

Degirmencioglu, S. M., K. A. Urberg, et al. (1998). "Adolescent friendship networks: continuity and change over the school year." Merrill-Palmer Quarterly **44**: 313-337.

* Dishion, T. J. and L. D. Owen (2002). "A longitudinal analysis of friendships and substance use: bidirectional influence from adolescence to adulthood." Developmental Psychology **38**: 480-491.

Ryan, A. M. (2001). "The peer group as a context for the development of young adolescent motivation and achievement." Child Development **72**: 1135-1150.

B. PEER AFFILIATIONS AND SOCIAL CHANGE

* Hellenga, K. (2002). Social space, the final frontier: adolescents on the internet. The changing adolescent experience: societal trends and the transition to adulthood. J. T. Mortimer and R. W. Larson. Cambridge, Cambridge University Press: 208-249.

* Larson, R. W., S. Wilson, et al. (2002). "Changes in adolescents' interpersonal experiences: are they being prepared for adult relationships in the twenty-first century?" Journal of Research in Adolescence **12**: 31-68.

Week 7 February 21st Adolescence and Agency

A. EDUCATIONAL PLANS AND ASPIRATIONS FOR THE FUTURE

Beattie, I. R. (2002). "Are all 'adolescent econometricians' created equal? Racial, class, and gender differences in college enrollment." Sociology of Education **75**: 19-43.

Buchmann, C. and B. Dalton (2002). "Interpersonal influences and educational aspirations in 12 countries: the importance of institutional context." Sociology of Education **75**: 99-122.

Buchmann, M. (1989). The script of life in modern society: entry into adulthood in a changing world. Chicago, University of Chicago Press. Chapter 9: Outcomes of biographical projects: social dependency of matches and mismatches, pp. 170-180

Cheng, S. and B. Starks (2002). "Racial differences in the effects of significant others on students' educational expectations." Sociology of Education **75**: 306-327.

Hanson, S. L. (1994). "Lost talent -- unrealized educational aspirations and expectations among United States youth." Sociology of Education **67**: 159-183.

* Kao, G. (2000). "Group images and possible selves among adolescents: linking stereotypes to expectations by race and ethnicity." Sociological Forum **15**: 407-430.

Kao, G. and M. M. Tienda (1998). "Educational aspirations of minority youth." American Journal of Education **106**: 349-384.

Mahaffy, K. A. and S. K. Ward (2002). "The gendering of adolescents' childbearing and educational plans: Reciprocal effects and the influence of social context." Sex Roles **46**: 406-417.

Mickelson, R. A. (1990). "The attitude-achievement paradox among black adolescents." Sociology of Education **63**: 44-61.

Morgan, S. L. (1998). "Adolescent educational expectations: rationalized, fantasized, or both?" Rationality and society **10**: 131-162.

Reynolds, J. R. and J. Pemberton (2001). "Rising college expectations among youth in the United States: a comparison of the 1979 and 1997 NLSY." Journal of Human Resources **36**: 703-726.

Schneider, B. and D. Stevenson (1999). The ambitious generation: America's teenagers, motivated but directionless. New Haven, CN, Yale University Press. pp. 79-264

* Trusty, J. and M. B. C. Harris (1999). "Lost talent: predictors of stability in educational expectations across adolescence." Journal of Adolescent Research **14**: 359-382.

B. "BIOGRAPHICAL ACTION ORIENTATION"

* Heinz, W. R. (1998). "Vocational training and career development in Germany: Results from a longitudinal study." International Journal of Behavioral Development **22**: 77-101.

Heinz, W. R. (2002). "Transition discontinuities and the biographical shaping of early work careers." Journal of Vocational Behavior **60**: 220-240.

C. PLANFUL COMPETENCE IN THE LIFE COURSE

Clausen, J. (1991). "Adolescent competence and the shaping of the life course." American Journal of Sociology **96**: 805-842.

Clausen, J. (1991). "Adolescent competence and the life course: or why one social psychologist needed a concept of personality." Social Psychology Quarterly **54**: 4-14.

Clausen, J. (1993). American lives: looking back at the children of the Great Depression. Berkeley, University of California Press.

* Shanahan, M. J. and G. H. Elder Jr. (2002). History, agency, and the life course. Agency, motivation, and the life course. E. Crockett. Lincoln, NE, University of Nebraska. **48**: 145-186.

Shanahan, M. J., G. H. Elder Jr., et al. (1997). "History and agency in men's lives: pathways to achievement in cohort perspective." Sociology of Education **70**: 54-67.

Shanahan, M. J., S. M. Hofer, et al. (2002). Planful competence, the life course, and aging: retrospect and prospect. Personal control in social and life contexts. S. H. Zarit, L. I. Pearlin and K. W. Schaie. New York, Springer: 189-211.

Shanahan, M. J. and K. E. Hood (1999). Adolescents in changing social structures: bounded agency in life course perspective. Negotiating adolescence in times of social change: cross-national perspectives on developmental processes and social intervention. R. Silbereisen and E. Crockett. Cambridge, Cambridge University Press: 123-134.

D. MOTIVATION AND LIFE COURSE DEADLINES

Heckhausen, J. and M. Tomasik (2002). "Get an apprenticeship before school is out: How German adolescents adjust vocational aspirations when getting too close to a developmental deadline." Journal of Vocational Behavior **60**: 199-219.

Heckhausen, J., C. Wrosch, et al. (2001). "Developmental regulation before and after a developmental deadline: the sample case of the 'biological clock' for child-bearing." Psychology and Aging **16**: 400-413.

Week 8 February 28th Adolescence and Ideology

A. ADOLESCENCE AND POLITICAL ORIENTATIONS

Campbell, D. E. (2002). "The young and the realigning: a test of the socialization theory of realignment." Public Opinion Quarterly **66**: 209-234.

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Week 9 March 7th Sexual Development, Sex Roles, and Sexuality I

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Week 10 March 14th Sexual Development, Sex Roles, and Sexuality II

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Week 11 March 21st The Juvenile Delinquent & Later Criminality

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Week 12 March 28th

Accelerated Adolescence

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C. PRECOCIOUS ADULT TRANSITION MARKERS

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Week 13 April 4th Prolonged Adolescence and its Variants

A. EMERGING ADULTHOOD

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B. ARRESTED ADULTHOOD

* Côté, J. E. (2000). Arrested adulthood: the changing nature of maturity and identity. New York, New York University Press. pp. 1-154 and 189-222.

Week 14 April 11th The Adolescent Immigrant: Patterns of Assimilation

A. GENERAL: ASSIMILATION AND SOCIAL RELATIONSHIPS

*1 Rumbaut, R. G. (1997). "Assimilation and its discontents: between rhetoric and reality." International Migration Review **31**: 923-960.

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Schmid, C. L. (2001). "Educational achievement, language-minority students, and the new second generation." Sociology of Education **SI 2001**: 71-87.

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Week 15 April 18th No Class, University Holiday

Week 16 April 25th Global Views of Adolescence

* Brown, B. B., R. W. Larson, et al., Eds. (2002). The world's youth: adolescence in eight regions of the globe. Cambridge: Cambridge University Press. The following chapters:

- 1 Brown, B. B. & R. Larson, The kaleidoscope of adolescence: experiences of the world's youth at the beginning of the 20th century.
- 2 Fussell, E. & M. E. Greene, Demographic trends affecting youth around the world.

Nsamenang, A. B., Adolescence in sub-Saharan Africa: an image constructed

from Africa's triple inheritance.

Booth, M., Arab adolescents facing the future: enduring ideals and pressures to change.

Walti, C., Adolescents in Latin America: facing the future with skepticism.

Last Saraswathi, T. S. & R. Larson, Adolescence in global perspective: an agenda for social policy.

Exam Week: May 2nd: Projects