

## CHD 3243 Lecture Notes

### Week 1: Approaches to Studying Adolescence

#### Adolescence is a Social Construction

- A category that is formed based on the norms and practices of a particular society
- Different across cultures
  - I.E. Navajo right of passage (Kinalda) and the Hamar bull jump don't have the same meaning as it would in American culture
- Not biologically based
- Social significance

#### Markers of Adolescence

- Getting a job, learning to drive
- Period of gaining responsibility but still under the guidance of parents/guardians/role models

#### Adolescence

- Begins when a child starts to physically mature (puberty)
- The period of growth between childhood and adulthood
- Starts around 11-13 years old
- The transition from one stage of adolescence to the other is gradual and uncertain
  
- The upper boundary of adolescence is less clear:
  - Physical maturity
  - Legal status as an adult (age 18)
  - Attainment of financial and emotional independence
  
- The 3 phases of Adolescent Development:
  1. Early adolescence (ages 11-14)
  2. Middle adolescence (Ages 15-17)
  3. Late adolescence (18+ with recognition that some 18, 19, 20 yr. olds are true adults)

#### The Evolving Family

- The number of children per family has **decreased**
- Those who do not wait to marry (mid to late 20's) have a **greater** chance of marital success than those who wed earlier
- More than 1/3 of the men and 1/4 of the women in the U.S. **have not** married by age 30
- We are currently in a **decline** in marital divorce compared to earlier decades

#### Changes in Family Dynamics

- More teens will have been raised by single moms
- The number of children per family has **decreased**
  - Resulting in adolescents having fewer siblings
- Teens will more likely come from **democratic** families
- **Increase** in non-marital cohabitation
- **Increase** in out of wedlock births

### Week 2: Adolescents in Theoretical Context

\*Note: Do not focus on before and after adolescence theories in book, just Erikson

#### Theorists:

1. G. Stanley Hall

- Father of Adolescent Psychology
  - Storm and stress
  - Hall's theories are wildly discredited
  - Adolescence is not a stressful time, on average
2. Erik Erikson
- **\*Psychological task** to the matter
  - Each task **produces conflict**
  - If the conflict is resolved successfully, a positive quality is built into the personality and further development takes place
    - If conflict not resolved, problems will result later in life
  - Overall, the task for the individual is to acquire a **positive ego identity**
  - Identity search is a normative crisis (natural)
  - Personal identity vs. identity diffusion
  - Psychological Moratorium- A societal sanctioned intermediary period between childhood and adulthood; takes place from adolescence to late 20's
3. Uri Bronfenbrenner (Culture)
- Individuals influence the environment, and the environment reciprocates (mutual)
  - His ecological model, the world is a series of nested systems:
    - I. Microsystem (i.e. home, family, school)
    - II. Mesosystem (i.e. homework)
    - III. Exosystem (i.e. media, government)
    - IV. Macrosystem (societal norms)

### Week 3: Diversity in Adolescent Development

#### Ethnic Minority Adolescents: **Challenges**

- Discrimination
  - Still current discrimination in the U.S. today towards language and cultural heritage
  - Very stressful for adolescents (stats found via cortisol levels & surveys)
- Health disparities
  - Poor health outcomes (High obesity and diabetes rates)
- Segregation
  - Low social economic status so results in segregated communities
- Educational disparities
  - Low-income neighborhood results in low/poor school zone
- Income gap
  - Studies show minorities make less money
- Language Barriers
  - Sometimes ethnic minority kids translate for their parents in adult situations (very stressful)

#### Ethnic Minority Adolescents: **Strengths**

- Family
  - Close-knit families/cultural emphasis in ethnic minority families; kinship
  - Familism**- Family is the most important thing in life; great respect for elders
- Cultural pride
  - Ethnic identity- Being a member of an ethnic group is a predetermined identity; positive outlook of being a minority = positive outlook on overall life
- **Collectivism**- The idea that the whole/the group is more important than the individual; always have support
- Religion
  - On average, Hispanics are more prone to attending religious events and rely on religious community as a social support system
  - Also a coping mechanism for stress they are experiencing

## Socioeconomic Status and Adolescent Development

### Low Socioeconomic Status (SES) category

- **More** poor white adolescents than any ethnic minority group
- However, there are a **greater** proportion of nonwhite adolescents with low SES

### Adolescents of Low SES

- Limited access to leisure facilities
- Leads to delinquent behavior
- Low level of education
- Less access to medical care
- Non desirable living conditions (i.e. many people sleeping in 1 room; no blankets)
- Limited work opportunities
- Adults having trouble themselves finding work so adolescents have even less option

### Limitations of Low SES

- Limited alternatives
- Not exposed to a variety of social/cultural settings; limited knowledge of things outside their neighborhood
- Helplessness/Powerlessness
- Feel like they cannot break the cycle of poverty
- Little opportunity or knowledge to receive proper training to do so
- Deprivation and Hardship
- The media labels minorities, increases awareness that they are low SES and labels them as "failures"
- Insecurity
- Families are at mercy to unfortunate events
- I.E. if someone lost a job they have no backup savings to fall back on since living on paycheck to paycheck

### Cycle of Poverty and Deprivation: Why Does It Continue?

- Little education
- As well as no expertise or navigation to college world
- Low income
- Effects quality of nutrition, healthcare—entire life
- Low standard of living
- Powerlessness
- Homelessness
- Family instability
- Can't nurture relationships due to extreme stress and constant worry

*\*See figure 3.3 in textbook, p. 56 - The Cycle Of Poverty Chart*

- Peer Orientation - do not gain status through familial identifications
- Social Outcasts - socialized differently from middle class youths
- Mental Health - lack of social security and stability in low SES homes
- Physical Health - Poor diets and less access to healthcare/preventative care
  
- Child-rearing Philosophies
- Low SES parents tend to be stricter than affluent families, quick to punish
- Hierarchy
- Parents may have too many kids or too many jobs to take care of children
- Parents try to make the most out of very little time, resulting in parent strategy focused on discipline, obedience and maintaining order