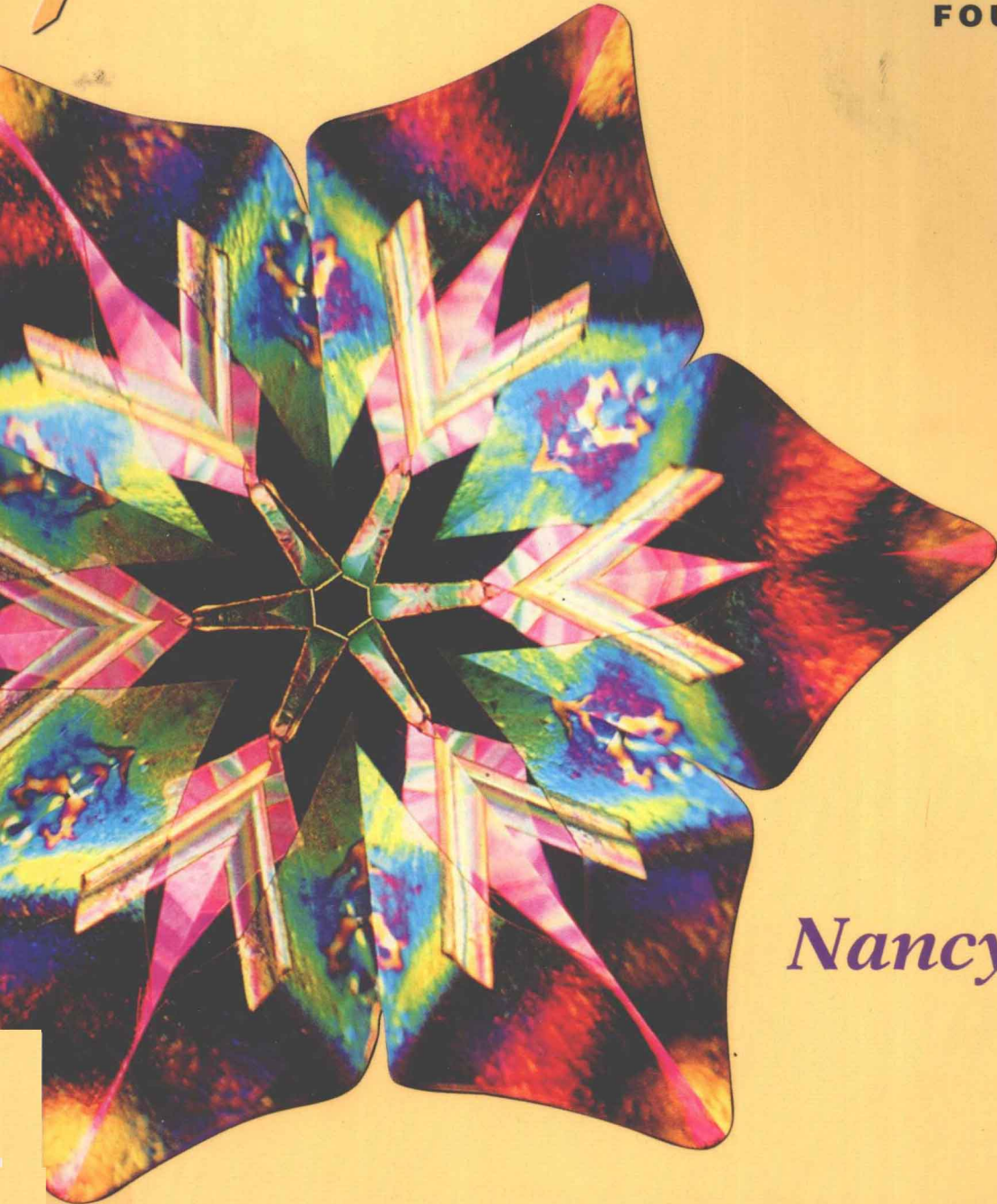


Adolescence

CONTINUITY, CHANGE, AND DIVERSITY
FOURTH EDITION



Nancy J. Cobb

FOURTH EDITION

ADOLESCENCE

Continuity, Change, and Diversity



Nancy J. Cobb

California State University, Los Angeles



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For
Willa Cobb

PREFACE



Another edition! What's new about this one? The most noticeable change in this text is its organization. The first four chapters remain as they were; however, the chapter on defining the self (Chapter 5) has been moved forward to immediately follow the chapters on intellectual development (Chapter 4) and on biological development (Chapter 3). This reorganization better reflects the actual events of adolescence, in which identity issues emerge with the changes that are introduced by puberty and by cognitive maturation. An important aspect of identity involves the construction of a sexual self; consequently, the chapter on the sexual self (Chapter 6) also has been moved forward so that it follows the chapter on identity. A second feature that is new to this edition is the integration, within each chapter, of the changes that characterize the shifts from early to late adolescence and those continuities that remain relatively constant throughout adolescence. It is important to understand the profound changes that occur as a result of the onset of puberty and later maturation of the sexual identity. What characterizes early adolescent cognitive functioning is far different than the level and nature of a late adolescent's thinking. The social orientation of an early adolescent characterized by same sex friendships and peer affiliation ultimately gives way to a greater interest in intimacy and friendships based on one's own interests and emotional needs. Throughout all these changes, however, there remain the continuities of adolescent life. The need for social acceptance by one's peers and self-efficacy do not disappear. The impact of family life, the quality of schools, and general social conditions are continuous and significant regardless of the age of the adolescent. Issues of gender development, emotional supports, and need to establish a sense of autonomy do not distinguish early from late adolescent development. A third

change incorporates the inclusion of new research focus boxes to this edition. These boxes retain the same format and focus as the earlier ones, preserving this well-received element of the text, yet introduce fresh concepts and current research. For a complete listing of the research methods and specific studies profiled in these boxes, turn to the last page of the table of contents. A fourth change is the inclusion of over 120 new research articles throughout the text. This inclusion represents a thorough updating of the content of each of the chapters to reflect current research in the field of adolescent development. Finally, as is fitting for this course, we have richly illustrated it throughout with four-color photographs. This does not affect the cost to the student, but it will add to the appeal of the text and help students relate what they read to their own memories of what it was like to be an adolescent.

Early and Late Adolescent Development

The primary developmental issues and experiences of early adolescents differ markedly from those of late adolescents. Early adolescents are just one step beyond the comfortable routine of grade school; high school students are one step away from the responsibilities of adult life. Early adolescence is identified with the onset of puberty and the changes that transform the body into that of a mature adult. Maturation of the reproductive system and a growth spurt put the adolescent eye to eye and nose to nose with his or her parents. Early adolescents must integrate these changes into a new sense of themselves. By late adolescence, puberty is no longer the dominant theme; instead, late adolescents must deal with changes in their relationships and take steps toward the commitments that will define their adult social roles. For early adolescents, a major issue is achieving autonomy; for late adolescents, the issue becomes one of consolidating the changes that accompany autonomy into a mature personality structure. The social world of friends changes as well, from circles of same-sex friends to couples seeking to establish a more mature, intimate sexual identity. In the intellectual realm, early adolescents develop the ability to think abstractly; late adolescents use this ability to formulate a set of values and an ethical system to guide their behavior. This textbook aims to make these and other important distinctions between early and late adolescence clearer than any other textbook currently available.

Identity Formation and Gender

A key feature of this textbook is the theme of adolescence as a search for a stable personal identity, a search often affected by differences in the ways adolescent females and males define themselves. All adolescents face the task of achieving a sense of themselves, but the contexts in which this process takes place, as well as cultural definitions of maturity, may differ significantly for males and females. Many developmental theories assume the experiences of males to be normative for both sexes, even though current research increasingly shows this assumption to be in need of revision.

It is also important to examine gender similarities. Scholars have long accepted that self-definition for males characteristically involves increasing autonomy and separation from others, along with strong occupational and ideological commitments. Few books, however, give much attention to females'

need for increasing autonomy, especially in their work roles and their sexuality. Conversely, the close interpersonal relationships and the sense of connectedness with others that are commonly viewed as hallmarks of female maturity are increasingly being recognized as aspects of male maturity as well. The interplay in this book between established developmental theory and recent challenges to it should spark the reader's interest and convey the dynamic nature of this field of inquiry.

Cultural Diversity

The emphasis on the ways that ethnic and cultural backgrounds affect adolescents' development is another important feature of this book. Although the cultural and ethnic composition of the United States is rapidly changing, most developmental theories fail to reflect or address such change. Erik Erikson, perhaps better than any other current theorist, captures the dialectical interplay between a changing self and an evolving society, and yet he speaks of identity largely in terms of a White male society even though he has examined the impact of social conditions on a number of ethnic groups.

The developmental challenges faced by minorities and females are remarkably similar. Frantz Fanon speaks of the "colonization of the unconscious" in describing the incorporation of dominant White values by members of the Black minority. Ethnic minorities and adolescent females face a similar problem: how to forge a sense of self in the context of social norms that reflect White-male-defined characteristics, which often differ significantly from their own. The field still lacks a systematic examination of prevailing cultural images and their impact on minority and female adolescents. To the extent possible, this textbook considers developmental theory in the light of what is known about class, ethnic, racial, and sex differences.

The Lifespan Perspective

Our understanding of the psychological, biological, social, and historical forces that shape individual development throughout life has grown immensely from the 1980s through the present. Yet few textbooks seek to integrate these multidisciplinary findings into a cohesive portrait of adolescence within the lifespan. This book views adolescence as a period of both the consolidation (continuity) of developmental tasks and the establishment of new foundations (change) for the future of the maturing adult. Rather than approaching adolescence as a unique and separate period in life, this text attempts to illustrate the many ways in which developmental issues faced in adolescence reappear, in somewhat different forms, in adulthood or, in other instances, are a re-visiting of issues earlier faced in childhood.

Organization

The first two chapters provide the foundation for the study of adolescence. Chapter 1 introduces the basic definitions and then places adolescence in historical context. Adolescence has not always existed as it does today in technological societies; even in today's world, there are cultures in which only two stages of life are recognized: childhood and adulthood. Chapter 2 introduces

theories and models of adolescence and relates these to the broad developmental issues discussed throughout the book.

Rather than introducing the topic of research methods at the very beginning, when students are least interested, this book treats them one by one in “Research Focus” boxes in every chapter, as the methods become pertinent to specific problems, and then more comprehensively in a final chapter. Each Research Focus box starts with a practical problem and illustrates how researchers used a particular approach to solve it. Taken together, the boxes present the full range of topics important for an understanding of the methodologies employed by developmental researchers.

Chapters 3 through 14 are the core of the textbook. Beginning with puberty, the text traces the changes adolescents undergo both physically (Chapter 3) and intellectually (Chapter 4) to the identity issues that define their emerging sense of self (Chapter 5) and their reformulation of that self to include a sexual self (Chapter 6). These changes are examined within the contexts of their families (Chapter 7), of their peers (Chapter 8), at school (Chapter 9), in work and college (Chapter 10), and with respect to their values and beliefs (Chapter 11). These chapters provide the foundation for understanding adolescents in the various contexts of their lives. Chapters 12 through 14 examine both the problems of youth (Chapter 12) and the factors that promote healthy development (Chapter 13), and closes with a summary of research methods and issues (Chapter 14).

Learning Aids

Each chapter begins with a personal vignette that provides insight into how adolescents perceive their world or deal with its challenges. These vignettes are intended to engage the reader and focus attention on themes within the chapter.

In addition, each chapter ends with a summary and a list of key terms. Key terms appear in bold type in the chapter and are defined in the glossary at the end of the book. To clarify and reinforce essential points, the text is also illustrated extensively with charts, tables, drawings, and photographs.

Supplemental Teaching Aids

The Resource Book: A Teacher’s Tool Kit to Accompany Adolescence, was revised and updated by Anita Rosenfield, DeVry Institute of Technology. New to this edition are Lecture Organizers, which provide the text of the PowerPoint slides available on the Instructor’s CD and *Adolescence* Web site, and Discussion Questions, which can be used in class or as essay prompts. Also included in each chapter of *The Resource Book* are additional readings and suggested videos, lists of online resources, and exercises that can be used in group or individual projects. General materials include handouts about how to read a journal article on adolescence and how to write a paper on adolescent research, as well as review charts of the core theories and models of development. *The Resource Book* also contains transparency masters to supplement class lectures.

An extensive test bank, by Andrea Weyerman of Augusta State University, is the final section of *The Resource Book*. For each chapter, there are multiple-choice items, true/false questions, fill-in or short-answer questions, and essay

questions. Page references are provided for each question. The test bank is also available in computerized format for both Windows and Macintosh computers. The MicroTest III program allows you to design tests using the questions provided and to include your own questions. There are two new teaching aids for this edition of *Adolescence*. The *Adolescence* Web site at, www.mayfieldpub.com/cobb, will include a syllabus builder, which allows instructors to construct and edit a syllabus that can be accessed online with a unique Internet address or printed for distribution, PowerPoint slides, transparency masters, and selected teaching materials from *The Resource Book*. Student resources include interactive quizzes for each chapter that provide immediate feedback to the student and guidelines for evaluating the credibility and reliability of information found on the Internet.

The *Adolescence* Instructor's CD-ROM contains an image bank, PowerPoint slides, *The Resource Book*, and transparency masters. Selected graphs, drawings, and other full-color images from the book, as well as images from the transparency masters, are included on the CD in a format suitable for classroom presentation, either with an LCD overhead projector or as part of a PowerPoint presentation. This complete package of presentation resources can be used with both IBM-compatible and Macintosh computers.

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BRIEF CONTENTS



Preface	xxvii
1 Perspectives on Adolescence	1
2 Theoretical Foundations of Adolescent Development	39
3 The Biological Context of Development: Puberty	81
4 Cognitive Development: Processes and Transitions	121
5 Defining the Self: Identity and Intimacy	177
6 The Sexual Self: Close Relationships in Early and Late Adolescence	233
7 Adolescents in the Family: Changing Roles and Relationships	279
8 Adolescents and Their Friends	323
9 Adolescents in the Schools: Moving into High School	359
10 Work, Careers, and College	405
11 Facing the Future: Values in Transition	461
12 The Problems of Youth	499
13 Protective Factors in Adolescence: Meeting the Challenges and Making It Work	547
14 Studying Adolescence: Research Methods and Issues	567

CONTENTS

Preface xxvii

CHAPTER 1 Perspectives on Adolescence 1

Adolescents in a Changing Population 4

The Many Faces of Adolescents 6

One Face or Two? Sex and Gender Differences 6

The Colors of Change: Ethnic Diversity 8

■ **Research Focus** Archival Research: Racial Socialization—Survival Tactics in a White Society? 10

■ **Box 1.1** Socializing African American Children 13

The Constructive Perspective 14

■ **Research Focus** An Experiment: “Who You Pushin’, Buddy!” Perceptions of Aggressiveness 16

The Contextual Perspective 17

The Lifespan Perspective 19

A Biological Definition of Adolescence 21

A Psychological Definition of Adolescence 22

A Sociological Definition of Adolescence 26

Life Stages Throughout History 27

A Time Before Childhood? 28

The Creation of Adolescence 30

A New Age: Youth 30

Adulthood in Change 30

An Era of Unisex and Uni-Age 31

Adolescence: A Unique Age? 33

Summary 36

Key Terms 37

CHAPTER 2 Theoretical Foundations of Adolescent Development 39

Models and Theories 40

A Model Defined 40

A Theory Defined 41

The Environmental Model 43

The Organismic Model: The Constructive Perspective 44

Environmental Theories 48

Focus on the Intellectual: Havighurst 48

Explaining the Motivational: Skinner 48

Focus on the Social-Interpersonal: Bandura 50

Organismic Theories: Adolescents Constructing Their Worlds 51

Focus on the Intellectual: Piaget and Kegan 51

Focus on the Motivational: Freud and Horney 56

Focus on the Social: Erikson, Chodorow, and Gilligan 60

■ **Research Focus** Erikson's Psychohistorical Approach: A Clinician's Notebook from the Dakota Prairies 62

■ **Box 2.1** Self-Descriptions of Two Adolescents 66

■ **Box 2.2** Choosing Between Responsibility to Self and Responsibility to Others 68

■ **Research Focus** Projective Measures: If Shakespeare Had Been a Woman, Romeo and Juliet Might Have Survived Romance 70

The Worlds of Adolescents: A Contextual Perspective 71

Internalizing the Context: Vygotsky and Rogoff 71

The Significance of Context: Protective Versus Risk Factors 75

Development Within a Personal Context: The
Lifespan 76

Summary 77

Key Terms 79

CHAPTER 3 The Biological Context of Development: Puberty 81

The Endocrine System 82

Hormonal Activity 84

The Timing of Puberty 84

The Physical Changes of Puberty 86

Recollections of an Adolescent Girl 86

Recollections of an Adolescent Boy 87

The Growth Spurt 89

The Reproductive System 92

Menarche 96

Spermarche 98

The Secular Trend 99

**The Psychological and Social Implications
of Puberty 100**

Heightened Emotionality 101

Relationships With Parents 101

Gender Stereotypes: The Meaning of Masculine
and Feminine 103

■ Box 3.1 An Inventory of Gender-Role
Characteristics 104

The Timing of Change: Early and Late
Maturers 106

■ **Research Focus** Coding Descriptive Responses:
Gender Differences in Beliefs About Sexual
Desire 107

Body Image 111

Eating Disorders 112

Dieting 112

Bulimia and Anorexia 113

Obesity 115

- **Research Focus** Bias and Blind Controls: Eating Disorders 116

Summary 117

Key Terms 119

CHAPTER 4 Cognitive Development: Processes and Transitions 121

How Adolescents Think 123

Thinking Abstractly 123

Thinking Hypothetically 125

Thinking Logically 126

Biological Bases to Intellectual Development 127

- **Research Focus** Generative Interviews: An Astronomical Joke 128

A Constructive Interpretation of Cognitive Development 131

Piaget and Kegan 132

- **Box 4.1** Piaget's Theory of Intelligence 134

Contextual Effects and Formal Thinking 136

A Psychometric Approach to Intelligence 139

Intelligence: What Is It? 140

A Closer Look: The WAIS-R 140

- **Box 4.2** Subtests on the WAIS-R 142

Does Intelligence Change With Age? 144

- **Research Focus** Cross-Sectional and Sequential Designs: Does Intelligence Slip With Age? 146

Are There Differences in Intelligence With Social Class and Ethnicity? 147

Are There Gender Differences in Intelligence? 149

Beyond IQ: Information Processing 151

Sternberg's Componential Intelligence 154

Gardner's Multiple Facets of the Mind 155

Practical Intelligence 156

Thought and the Adolescent 158

Pseudostupidity 158

An Imaginary Audience 159

New Emotions 161

Arguing 161

Doubt and Skepticism 162

Understanding Others 162

Adolescents in the Classroom 165

Inductive Reasoning 165

Deductive Reasoning 166

Changing Sleep Patterns and Concentration on
Schoolwork 166

Minority Adolescents in the Classroom 166

Can Adolescents Think Like Scientists? 168

Study Skills and Knowing What You Don't
Know 170

Metaphors and Meaning: When Is a Ship a
State? 170

- Box 4.4 Science in the Classroom: Analysis of
a Frisbee 172

Summary 174

Key Terms 175

CHAPTER 5 Defining the Self: Identity and Intimacy 177

**A Constructive Interpretation of
Relationships 178**

Autonomy and Individuation 180

Autonomy 180

Individuation: The Developmental Process 181

- Box 5.1 An Interview With Anne Petersen:
Adolescents and Their Parents 182

- Box 5.2 The Joys of Parenting Early
Adolescents 184

Family Interaction and Adolescents'
Individuation 186

- Box 5.3 Communication Patterns That Foster
Individuation 187

The Process of Identity Consolidation 189

Identity: The Normative Crisis of Adolescence 189

- Box 5.4 Parents' Reflections About Late Adolescence 190

Variations on a Theme of Identity 193

- Identity Statuses 193
- Identity and Personal Expressiveness 197
- Identity Styles 199

Identity: Gender and Ethnicity 199

- Gender Differences in Identity Formation 199
- Research Focus Operationalizing Concepts: What Kind of Decision Maker Are You? 200
- Contributions of Ethnicity to Identity Development 205
- Achieving a Bicultural Identity 210

The Self 211

- Self-Concept: Who Am I? 211
- Self-Esteem: Do I Like Myself? 213
- Box 5.5 Parental Attitudes and Self-Esteem 214

Intimacy: The Self Through Relationships 218

- Intimacy With Oneself 219
- Intimacy With Others 220

Intimacy and Identity: Different Paths to Maturity? 221

- Research Focus Path Analysis: Too Young for Intimacy? 222
- Developmental Issues in Adolescence 225
- Dimensions of Relatedness 226
- Gender Differences in Relatedness 226
- A New Definition of Maturity 229

Summary 230**Key Terms 231****CHAPTER 6 The Sexual Self: Close Relationships in Adolescence 233****Making Sexual Decisions 234**