Index

Accelerated life course concept, 91
Adolescent employment
  full-time work, 453–454
  and gender, 445
  hours of work, 443–444
  intensity of job, 444, 446, 448–449
  interviewee accounts, 455
  investment in work, degrees of, 444, 447
  labor market benefits of, 439–440
  link to higher education, 449–452
  negative views of, 438–439
  quality of work, 445–446
  and socioeconomic status, 440–441, 446, 448–449
  Youth Development Study (YDS), 441–444
Adolescent pregnancy
  child outcome, 134
  and family environment, 133–134
  and grandparent-headed households, 155
Adolescent substance abuse, 422–430
  and adult outcomes, 422–426
  and amotivational syndrome, 246
  constructive aspects of, 427
  as coping strategy, 427
  and developmental tasks, 426–427
  and developmental transitions, 423–426
  negative effects of, 422–423
  studies related to, 422–423
Adolescents
  criminality. See Delinquency
devolutional tasks of, 421
developmental transitions, 419–420
health status, 130–131, 632–635
identity and social context, 35–36, 39
social capital of, 628, 632–635
student incentives and social context (study), 53–73
substance use. See Adolescent substance abuse

Adolescents (cont.)
  teen pregnancy. See Adolescent pregnancy
  transition to adulthood, 130
  well-being and family, 130–132
  work experience. See Adolescent employment
Adult children
  co-residence patterns, 154
  future view, 667
  nursing home versus family caregiving by, 138–139
Adult development
  and adolescent substance abuse, 422–426
  See also Childhood–adulthood links;
    Early adulthood; Elderly
Adult education, educational trajectories view, 176
Adults
  meaning of, 154
  See also Adult children
African-Americans
  criminal behavior, 312
  and extended family, 153
  first-grade test scores, 233
  and self-efficacy, 380
Age
  and cohort approach, 9–10
  multiple meanings of, 10, 14
  resource allocation, future view, 666
  See also Age norms; Age structuring
Age-graded theories
  desistance from crime, 305–306, 321
  life course, 530
Age norms, 85–95
  age-based expectations, 85–86
  as cognitive maps, 92–93
  demographic view of, 85–86
  individualism versus age deadlines (study), 88–92
  Kansas City Study, 87
Age norms (cont.)
  prescriptive-proscriptive norms, 86, 87–92
  psychological view of, 86, 94
  sociological view of, 86, 93
  timetables, types of, 94–95
Age-period-cohort model
  age-period-cohort-characteristic (APCC) model, 473
  development of, 466
  identification problem, 467
  separation of effects, informal approach, 473–475
  separation of effects, statistical method, 467–472
  of social change, 29–31
  standard cohort table in, 466–467
Age structuring, 81–86
  historical shifts in, 83–85
  informal, 90–91
  and life span, 82–83
Agency principle
  in life course approach, 11–12, 151, 532, 672
  and migration, 340
  and self, 369
See also Self-efficacy
Aging
  and criminal behavior. See Desistance from crime
  global aging, 695
  of population, 151–152, 273
  and social change, 29
Agreeableness, trait stability, 584
Alexander, Karl L., 229
Almazan, Elbert P., 391
Alwin, Duane F., 23
American Occupational Structure, The (Blau and
Duncan), 166, 167
Americans’ Changing Lives survey, 625
Amoskeag Mill study, 7
Anomie, 708
Antisocial behavior
  age-gra der theory of, 305–306
  stability of, 302–303
See also Criminal behavior; Delinquency
Attachment
  and adult emotional health, 392, 403
  and life course, 132
Baby Boom
  age and marriage, 103
  divorce rate, 153
  gays/lesbians among, 564–565
  parental influences on offspring outcomes (study),
  158–159
  retirement issues, 272
  size, effects of, 26
  war, as defining experience of, 42
  women, life path (study) of, 159–160
Beginning School Study (BSS). See First-grade transition
Behavior, family influences, 104, 107, 109
Behavioral endocrinology, 612–618
  hormone–context interaction, 617
  hormones/behavior reciprocity, 615–617
  hormones/behavior temporal relationship, 615–616
  and life course approach, 617–618
  organizational effects of hormones, 615
Behavioral genetics, 604–612
  context and heritability studies, 609–611
  decomposition of variance approach, 606–608
  developmental phenotypic focus, 611–612
  gene–behavior correlations, 605
  gene–environment interaction, 605, 609–612
  and life course approach, 609–612
  measured genotype analysis approach, 608–609
  Mendelian-based models, 608
  quantitative genetic analysis, 606–608
  quantitative trait loci (QTL), 608–609
  twin studies, 606–607
Behavioral modeling, 682–683
Bengtson, Vern L., 149
Berkeley Guidance Study, 5, 12
Bio-medical research, 668
Biographical pacing concept
  basic principle of, 275
  retirement, 275
Biological events
  behavioral endocrinology, 612–618
  behavioral genetics, 604–612
  biology–sociology link, 598–599
  future directions, 668
  life course interactions, 599
  life history theory, 600–604
  and life span development, 395
  research challenges, 599
Birth cohorts
  characteristics of, 26
See also Cohort
Birth order effects, 376
Bowling Alone (Putnam), 24
Capital
  cultural capital, 665
  financial capital, 627
  human capital, 627
  nature of, 627
See also Social capital
Career
  career lines, 167–168
  definition of, 167
See also Work; Work trajectories
Caregiving
  nursing home versus family-provided, 138–139
  and retirement decisions, 279–280
CASMIN classification, educational trajectories, 171–172
Caspian, Avshalom, 579
Catalyst/impediment model, developmental
  transitions, 424
Index

Categorical-content (content analysis) approach, 560, 562
Categorical-form (discourse analysis) approach, 560
Census data, historical demography, 684
Chicago school, on modernization and
life course, 707–708
Childhood, definition of, 391
Childhood–adulthood links, 392–404
adolescent substance abuse, 422–428, 430
for adult health, 397–400
and attachment relations, 392
contingent models of, 396
early adversity, effects of, 400
environmental selection, 393–394
family background and marital problem-solving
(study), 110–118
linear models of, 396
on marital outcome, 109–111, 132–133, 401–402
and parental divorce, 401–402
parental influences on life course outcomes
(study), 158–159
parental values, 393
and paternal loss, 402–404
self-concept, 394–395
and single-parent families, 128, 375
transactional models of, 396–397
See also Continuity and discontinuity; Stability
Children
of adolescent parents, 134
developmental concepts. See Childhood–adulthood
links; Family influences; Self-efficacy;
Socialization
schooling. See First-grade transition
well-being, impact of family on, 127–129
Children of the Great Depression (Elder), 14, 371, 404
Chronologization, elements of, 83–84
Civic roles, and desistance from crime, 324–325
Cognitive capabilities, gene-environment
interaction, 610–611
Cognitive maps, age norms as, 92–93
Cohabitation, parental divorce/offspring divorce, 133
Cohler, Bertram J., 555
Cohort effect
and cohort size, 26
compared to period effect, 30
identification of, 31–34
meaning of, 9, 26–27, 30–31, 34
Cohort replacement
basic assumptions in, 34
versus generational replacement, 25, 28
and social change, 34–36, 40–41
Cohort sequential design, elements of, 31
Cohort studies
cohort sequential design, 31
complications of, 31–34
cross-sectional studies, 31
Cohort studies (cont.)
panel designs, 31
variation in approaches, 9–10
See also Age-period-cohort model
Cohort succession
meaning of, 30
and social change, 30–31
Cohorts
characteristics of, 26
versus generations, 26–28, 41–42
identification, 556
interrelationship with generations, 42, 558
meaning of, 9
Coleman, James, 129, 134
Communitarianism, 706
Communities
Gemeinschaft/Gesellschaft, 708
modernity, effects of, 705–706
“Comparative Analysis of Social Mobility in Industrial
Nations” (CASMIN), 171–172
Conscientiousness, trait stability, 584–585
Context
family context, 125–127
heritability studies, 609–611
hormone–context interaction, 617
life-history theory, 602
Continuity and discontinuity, 415–421
adolescent substance abuse, 422–430
compared to stability, 416
and developmental tasks, 420–421
and developmental transitions, 420, 531
functional discontinuity, 417
homotypic continuity, 417
issues related to, 418–419
and life span development, 415–416
meaning of, 416
ontogenic continuity and discontinuity, 417–418
personality traits, 580–592
See also Childhood–adulthood links; Stability
Coping
compared to problem-solving, 106
meaning of, 106
Cornell Couples and Careers Study, 8
Cornell Retirement and Well-Being Study, 277–280
Cortisol, and stress, 613, 616
Cox model, event history analysis, 488–489, 494
Crime in the Making: Pathways and Turning
Points Through Life (Sampson and Laub),
305–306, 317
Criminal behavior
and off-time normative transitions, 312–316
patterns over time, 296
sociological theories of, 302
stability issue, 299, 301, 302–303, 317
statistics on, 312
stopping. See Desistance from crime
Crosnoe, Robert, 3
Cross-cultural studies, student incentives and social context in Japan (study), 53–73
Cross-sectional surveys, elements of, 31
Cultural capital, meaning of, 665
Cultural influences, self-efficacy, 380
Cultural Revolution, 12

Dannefer, Dale, 647
Darwin, Charles, 598, 600
Davis, James, 40–41
Death, parental, and child outcome, 403–404
Decision-making theory, retirement, 276–277
Decomposition of variance approach, 606–608
Defined-contribution plans, 697
Deinstitutionalization, of life course, 652–655, 693–694

Delinquency
common acts of, 312
family influences, 131–132
and future criminality. See Desistance from crime and off-time normative transitions, 312–313
status offenses, 319
Delinquents and Nondelinquents in Perspective (Glueck and Glueck), 305

Demography, 681–690
age norms, meaning of, 85–86
aging of population, 151–152
behavioral modeling, 682–683
data collection methods, 683–684
historical change, 687
historical demography, 684
and life course approach, 6, 682–683
organization of discipline, 682
personal environments approach, 685
selectivity, 685–687

Depression
Baby Boom women life path (study), 159–160
kindling model, 615
learned-helplessness, 370
and parental loss, 403

Desistance from crime
age-graded theories, 305–306, 321
comparative view, 325
complications related to study of, 297–298
criminal embeddedness theory, 322
definition of desistance, 317
developmental views of, 302–303
heterogeneity perspective, 299–300
and maturation, 300–302
official desistance, 319
and onset of criminality, 319
and peer relations, 304, 322
process approach, 298, 317–318
propensity theory, 301, 320
rational choice perspective, 303–304
social learning theory, 304
and social reintegration, 323–325
state dependence perspective, 299–300
symbolic interactionist view, 321–322
and types of offense, 318–319

Development, human. See Life span development
Developmental match/mismatch model, developmental transitions, 424, 425
Developmental tasks
and adolescent substance abuse, 426–427
and continuity and discontinuity concept, 420–421
meaning of, 420
Developmental transitions
and adolescent substance abuse, 423–426
and continuity and discontinuity, 420, 424, 531
delayed and substance abuse, 426
models of, 424
precocious transitions, 422
and turning points, 425–426
Difference-in-difference estimator, panel models, 508–509

Divorce
Baby Boom rate of, 153
and intergenerational relationships, 139–140
parental influences on offspring outcomes (study), 158–159
Domestic violence, and family of origin, 134
Dual-earner families, work trajectories, 198–199
Duration, meaning of, 8
Durkheim, Emile, 707, 708

Early adulthood
developmental transitions, 419–420
personality trait changes, 589–590
and social capital, 628–629

Easterlin effect, 26
Education (Russell), 36
Education Reform Act of 1988, 253
Educational achievement
early grades and adult performance, 239–244
and self-efficacy, 377–378
student incentives and social context (study), 53–73
Educational attainment
family influences, 134–135, 166–167, 438
and health status, 634–635
and human capital, 627
pension coverage gap, 697
and status attainment, 438
Educational pathways, 168–169
features of, 169
influence on educational trajectories, 169
Educational systems, German/British/American comparisons, 252–255
Educational trajectories, 171–172
complications in study of, 180–182
future research directions, 180
influence on educational pathways, 169
life course perspective, 170–171
Matthew effect, 174–177, 179
models for study of, 172–174
retraining perspective, 176
and status attainment research, 166–167
Index

Educationa trajectories (cont.)
United States/Great Britain comparison, 179–180
women, 174–175
Educational transitions
as life course transitions, 170–171
models for study of, 172–174
Elder, Glen H., Jr., 3, 14, 371, 404, 439, 532, 548,
590, 661, 682, 708
Elderly
nursing home versus family caregiving, 138–139
and self-efficacy, 383
and social capital, 629, 630
See also Grandparents; Intergenerational relationships
Elias, Norbert, 707
Eliason, Scott R., 529
Emotional health
and attachment, 392, 403
and childhood adversity, 400
and family. See Family influences
and gays/lesbians, 566
and marital status, 677
parental influences, 131
and self-efficacy, 276, 370–372
stability of, 585–586
well-being, dimensions of, 125–127
Employment. See Adolescent employment; Work;
Work trajectories
Endocrinology
behavioral endocrinology, 612–618
endocrine system operation, 612–613
Entwisle, Doris R., 229
Environment
gene-environment interaction, 605, 609–612
and self-efficacy, 373–374
shared/nonshared environmental influences, 611
Equality of Educational Opportunity (Coleman), 134
Erikson, Erik, 35, 374
Europe
life course approach, 206–208
life course policy, 710–712
Event history analysis, 6, 477–500
conceptualizing life course transition, 478–479
coupled processes, 497–498
Cox model, 488–489, 494
hazard rate, 480–484
Kaplan-Meier estimator, 484, 486
multiple origin/destination states, 492–493
Nelson-Aalen estimator, 484–485
nonparametric analysis of single transition, 484–486
parametric models for multiple transitions, 494
parametric models for single transition, 486–492
piecewise models, 489–490
proportional hazard model, 482–483, 486–492
single transition for homogeneous
population, 479–484
software for, 499–500
survival probabilities, 480, 481, 483, 492–493
unobserved heterogeneity, 494–497
Evolutionary theory, life-history theory, 600–604
Expectations, age-linked, 85–86
Exposure model, personality development, 590–591
Extracurricular activities, Japanese students, 70–71
Extraversion, stability of trait, 583–584
Family
and age structuring, 82–83
demographic changes, 83
in life course study, 7, 9, 124–127, 129, 150–151
size, future view, 666
Family influences
on adolescent well-being, 130–132
on children’s well being, 127–129
desistance from crime, 323–324
divorce, parental, 132–133, 401–402
on domestic violence, 134
and economic status, 127–128
and educational achievement, 134–135
on emotional health, 131
family background and marital problem-solving
(study), 110–118
family context, dimensions of, 125–127
fathers, influences of, 128–129
on gender stereotyping, 381
intergenerational relationships, 139–140
loss of parents, 402–404
on marital outcome, 107, 109–111, 401
and nursing home admissions, 138–139
parental influences on offspring outcomes
(study), 158–159
and parenting of offspring, 133
self-efficacy, 374–375
social capital of, 127, 129
societal norms, 393
socioeconomic status, 127–128
status attainment, 136–137, 166–167
teen pregnancy, 133–134
and work status, 136–137
See also Single-parent families
Family structure
meaning of, 126
research caveats, 129
Family transitions, 88, 90
Fathers
absence and delinquency, 131, 132
Baby Boom women life path (study), 159–160
and child well-being, 128–129
parental influences on offspring outcomes
(study), 158–159
and status attainment of offspring, 136
Fetus, hormonal influences on, 615
Financial capital
and adolescents, 633
elements of, 627
Finch, Michael D., 623
First-grade transition, 230–247
first reading marks, 231–233
formal student role, 230–231
and later adult performance, 239–244
Handbook of the Life Course
Mortimer, J.T.; Shanahan, M.J. (Eds.)
2003, XX, 728 p., Hardcover