

# 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
  - developmental 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
- coresidence 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
- Adultolescents
- 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
- Amotivational syndrome, 246
- Anomie, 708
- Antisocial behavior  
 age-graded 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
- Caspi, Avshalom, 579
- Catalyst/impediment model, developmental transitions, 424

- Categorical-content (content analysis) approach,  
 life-story method, 560, 562
- Categorical-form (discourse analysis) approach,  
 life-story method, 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/Gessellschaft*, 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
  - childhood–adulthood links, 109–111, 132–133, 401–402
  - 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, 171–182
  - 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

- Educational 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



<http://www.springer.com/978-0-306-47498-9>

Handbook of the Life Course

Mortimer, J.T.; Shanahan, M.J. (Eds.)

2003, XX, 728 p., Hardcover

ISBN: 978-0-306-47498-9