

Adolescence and Emerging Adulthood

Adolescence and Emerging Adulthood

A Cultural Approach

SEVENTH EDITION

Jeffrey Jensen Arnett
Clark University

Lene Arnett Jensen
Clark University



Content Production: Lisa Mafri, Colleen McQuaid
Product Management: Kelli Strieby
Product Marketing: Rachele Stober
Editorial Assistant: Sabrina Garcia

Please contact <https://support.pearson.com/getsupport/s/> with any queries on this content.

Cover Design: Pearson; yod 67/Shutterstock

Copyright © 2024, 2018, 2013 by Pearson Education, Inc., or its affiliates, 221 River Street, Hoboken, NJ 07030. All Rights Reserved. Manufactured in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms, and the appropriate contacts within the Pearson Education Global Rights and Permissions department, please visit www.pearsoned.com/permissions/.

Acknowledgments of third-party content appear on the appropriate pages within the text, which constitute an extension of this copyright page.

PEARSON, ALWAYS LEARNING, and REVEL are exclusive trademarks owned by Pearson Education, Inc. or its affiliates in the U.S. and/or other countries.

Unless otherwise indicated herein, any third-party trademarks, logos, or icons that may appear in this work are the property of their respective owners, and any references to third-party trademarks, logos, icons, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

Library of Congress Cataloging-in-Publication Data

Names: Arnett, Jeffrey Jensen, author. | Jensen, Lene Arnett, author.
Title: Adolescence and emerging adulthood : a cultural approach / Jeffrey Jensen Arnett, Clark University, Lene Arnett Jensen, Clark University.
Description: Seventh Edition. | Hoboken, NJ : Pearson, [2024] | Revised edition of Adolescence and emerging adulthood, [2018] | Includes bibliographical references and index. | Summary: "This book describes what students learn when studying about adolescence sometimes confirms their own intuitions and experiences, and sometimes contradicts or expands what they thought they knew. When it works well, a course on adolescence can change not only how students understand themselves, but how they understand others and how they think about the world around them"—Provided by publisher.
Identifiers: LCCN 2023017585 | ISBN 9780138063245 (hardback)
Subjects: LCSH: Adolescence—Cross-cultural studies. | Teenagers—Cross-cultural studies. | Young adults—Cross-cultural studies. | Adolescent psychology—Cross-cultural studies.
Classification: LCC HQ796 .A7255 2024 | DDC 305.235—dc23/20230706
LC record available at <https://lcn.loc.gov/2023017585>

ScoutAutomatedPrintCode

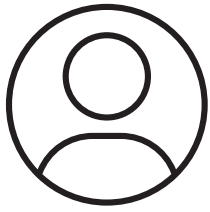
Rental Edition

ISBN 10: 0-13-806324-9
ISBN 13: 978-0-13-806324-5

Access Code

ISBN 10: 0-13-811033-6
ISBN 13: 978-0-13-811033-8





Pearson's Commitment to Diversity, Equity, and Inclusion

Pearson is dedicated to creating bias-free content that reflects the diversity, depth, and breadth of all learners' lived experiences.

We embrace the many dimensions of diversity, including but not limited to race, ethnicity, gender, sex, sexual orientation, socioeconomic status, ability, age, and religious or political beliefs.

Education is a powerful force for equity and change in our world. It has the potential to deliver opportunities that improve lives and enable economic mobility. As we work with authors to create content for every product and service, we acknowledge our responsibility to demonstrate inclusivity and incorporate diverse scholarship so that everyone can achieve their potential through learning. As the world's leading learning company, we have a duty to help drive change and live up to our purpose to help more people create a better life for themselves and to create a better world.

Our ambition is to purposefully contribute to a world where:

- Everyone has an equitable and lifelong opportunity to succeed through learning.
- Our educational content accurately reflects the histories and lived experiences of the learners we serve.
- Our educational products and services are inclusive and represent the rich diversity of learners.
- Our educational content prompts deeper discussions with students and motivates them to expand their own learning (and worldview).

Accessibility

We are also committed to providing products that are fully accessible to all learners. As per Pearson's guidelines for accessible educational Web media, we test and retest the capabilities of our products against the highest standards for every release, following the WCAG guidelines in developing new products for copyright year 2022 and beyond.



You can learn more about Pearson's commitment to accessibility at

<https://www.pearson.com/us/accessibility.html>



Pearson

Contact Us

While we work hard to present unbiased, fully accessible content, we want to hear from you about any concerns or needs with this Pearson product so that we can investigate and address them.



Please contact us with concerns about any potential bias at

<https://www.pearson.com/report-bias.html>



For accessibility-related issues, such as using assistive technology with Pearson products, alternative text requests, or accessibility

documentation, email the Pearson Disability Support team at disability.support@pearson.com

Brief Contents

1	Adolescent Development in Today's World	1
2	Biological Foundations	38
3	Cognitive Foundations	69
4	Cultural Beliefs	104
5	Gender	130
6	The Self	162
7	Family Relationships	190
8	Friends and Peers	226
9	Love and Sexuality	256
10	School	290
11	Work	317
12	Media	344
13	Problems and Resilience	370

Contents

Preface	xiv	SECTION 2.2 The Biological Revolution of Puberty:	
About the Authors	xxi	Sexual Maturity and Physical Functioning	44
1 Adolescent Development in Today's World	1	Primary Sex Characteristics	44
SECTION 1.1 A Demographic Profile of Adolescents	2	Secondary Sex Characteristics	46
Variations Across Countries	2	The Order of Pubertal Events	47
Globalization	4	■ Research Focus Tanner's Longitudinal Research on Pubertal Development	48
Variations Within Countries	5	Changes in Physical Functioning During Puberty	49
SECTION 1.2 Adolescence Around the World:		SECTION 2.3 Cultural Responses to Puberty	53
A Brief Regional Overview	7	Culture and the Timing of Puberty	54
Sub-Saharan Africa	7	Cultural Responses to Puberty: Puberty Rituals	55
North Africa and the Middle East	8	■ Cultural Focus Coming of Age in Samoa	57
Asia	8	SECTION 2.4 Social and Personal Responses to Puberty	58
India	9	Parent–Adolescent Relations and Puberty	58
Latin America	10	Personal Responses to Menarche and Semenarche	59
The West	10	■ Historical Focus Menarche as a Taboo Topic	60
SECTION 1.3 A Brief History of Adolescence in Western Cultures	11	Early and Late Pubertal Timing	62
Adolescence in Ancient Times	11	SECTION 2.5 Biological Development and the Environment: The Theory of Genotype → Environment Effects	64
Adolescence from 1500 to 1890	13	Passive, Evocative, and Active	
The Age of Adolescence, 1890–1920	13	Genotype → Environment Effects	64
■ Historical Focus The “Storm and Stress” Debate	15	Genotype → Environment Effects Over Time	66
SECTION 1.4 From Adolescence to Emerging Adulthood	16	Summing Up 66 • Key Terms 68 • Chapter 2 Reflections 68	
Adolescence Arrives Earlier	16	3 Cognitive Foundations	69
Distinctive Features of Emerging Adulthood	17	SECTION 3.1 Brain Development in Adolescence and Emerging Adulthood	70
SECTION 1.5 The Transition to Adulthood	20	A New Burst of Growth	70
The Transition to Adulthood: Cross-Cultural Themes	20	Further Myelination and New Growth in the Cerebellum	71
The Transition to Adulthood: Cultural Variations	21	Changes in Gray and White Matter in Emerging Adulthood	72
■ Cultural Focus Moroccan Conceptions of Adolescence	22	SECTION 3.2 Piaget's Theory of Cognitive Development	73
SECTION 1.6 The Scientific Study of Adolescence and Emerging Adulthood	23	Basic Principles of Piaget's Theory	73
The Scientific Method	23	Formal Operations in Adolescence	75
Ethics in Adolescent Research	25	Adolescent Thinking: More Abstract and More Complex	76
SECTION 1.7 Research Measurements and Designs	26	Limitations of Piaget's Theory	78
Research Measurements	27	■ Cultural Focus Formal Operations Among the Inuit	80
■ Research Focus The “Monitoring The Future” Study	27	Postformal Thinking in Emerging Adulthood	81
Research Designs	30	SECTION 3.3 Information-Processing Approaches	82
Research Designs to Explore Developmental Change	33	The Basics of Information-Processing Approaches	82
Summing Up 34 • Key Terms 37 • Chapter 1 Reflections 37		Attention	82
2 Biological Foundations	38	Storing and Retrieving Information: Short-Term and Long-Term Memory	83
SECTION 2.1 The Biological Revolution of Puberty: Hormonal Changes and Physical Growth	39		
The Endocrine System	39		
Physical Growth During Puberty	42		

Processing Information: Speed, Automaticity, and Executive Functioning	85		
Limitations of Information-Processing Approaches	86		
SECTION 3.4 Practical Cognition: Critical Thinking and Decision Making	87		
The Development of Critical Thinking	87		
Can Adolescents Make Competent Decisions?	88		
SECTION 3.5 Social Cognition	89		
What Is Social Cognition?	89		
Perspective Taking	89		
Adolescent Egocentrism	90		
SECTION 3.6 The Psychometric Approach: Intelligence Testing	93		
Measuring Intelligence	93		
■ Research Focus The Wechsler IQ Tests	94		
Intelligence Tests and Adolescent Development	94		
■ Historical Focus Biology, Sexism, and Educational Exclusion	96		
Other Conceptions of Intelligence: The Theory of Multiple Intelligences	97		
A Cultural Approach to Cognitive Development	98		
Summing Up 100 • Key Terms 102 • Chapter 3 Reflections 103			
4 Cultural Beliefs	104		
SECTION 4.1 Cultural Beliefs and Socialization	105		
Defining Cultural Beliefs	105		
The Process and Outcomes of Socialization	106		
■ Cultural Focus Bar and Bat Mitzvahs	107		
Cultural Values: Individualism and Collectivism	108		
Broad and Narrow Socialization	109		
Contexts of Socialization	110		
An Example of Socialization for Cultural Beliefs	110		
Socialization for Cultural Beliefs in the West	112		
■ Historical Focus The Origin of The Boy Scouts and Girl Scouts	113		
SECTION 4.2 Cultural Beliefs in Adolescence	114		
Cultural Beliefs and the Custom Complex	114		
Cultural Beliefs in Multicultural Societies	115		
SECTION 4.3 Religious Beliefs	116		
Religiosity in Adolescence	117		
■ Research Focus Religious Practices and Social Desirability	118		
The Decline of Religiosity in Emerging Adulthood	120		
SECTION 4.4 Cultural Beliefs and Moral Development	121		
Kohlberg’s Cognitive-Developmental Theory	121		
The Worldviews Approach to Moral Development	122		
Prosocial Behavior and Moral Identity in Adolescence	124		
SECTION 4.5 Political Beliefs	125		
The Development of Political Beliefs in Adolescence	125		
Emerging Adults’ Political Involvement	126		
Summing Up 127 • Key Terms 129 • Chapter 4 Reflections 129			
5 Gender	130		
SECTION 5.1 Adolescents and Gender in Traditional Cultures	131		
Gender vs. Sex	131		
From Girl to Woman	131		
From Boy to Man	133		
■ Cultural Focus Circumcision in Adolescence	135		
Gender and Globalization	136		
SECTION 5.2 Adolescents and Gender in American History	138		
From Girl to Woman	138		
From Boy to Man	140		
Recent Trends in American Cultural Beliefs About Gender	141		
SECTION 5.3 Socialization and Gender in the West	142		
The Gender Intensification Hypothesis	142		
Gender Socialization: Family, Peers, and School	143		
Media and Gender	144		
Gender Self-Socialization	146		
SECTION 5.4 Gender: Problems and Stereotypes	147		
Gender Socialization as a Source of Adolescent Problems	147		
Gender Stereotypes in Emerging Adulthood	148		
■ Research Focus Meta-Analyses of Gender Differences	149		
SECTION 5.5 Beyond the Binary	151		
Femininity, Masculinity, and Androgyny	151		
■ Historical Focus The Women’s Movement of the 1960s	153		
Transgender and Nonbinary Adolescents	154		
Intersectionality: Gender and Ethnicity	156		
Summing Up 158 • Key Terms 160 • Chapter 5 Reflections 161			
6 The Self	162		
SECTION 6.1 Self-Conceptions	163		
Culture and the Self	163		
Types of Selves in Adolescence	164		
SECTION 6.2 Self-Esteem	166		
Self-Esteem From Preadolescence Through Adolescence	166		
Different Aspects of Self-Esteem	167		
■ Research Focus Harter’s Self-Perception Profile for Adolescents	169		
Causes and Effects of Self-Esteem	170		
SECTION 6.3 The Emotional Self	171		
Adolescents’ Emotions: Storm and Stress?	171		
The Self, Alone	173		
SECTION 6.4 Identity	175		
Erikson’s Theory	175		
■ Historical Focus Young Man Luther	177		
Research on Identity	178		
Modifications and Critiques of Identity Theory and Research	180		

SECTION 6.5 The Multicultural Self	181	SECTION 8.2 Development of Friendships in	
Ethnic Identity Development	181	Adolescence: The Rising Importance of Intimacy	230
■ Cultural Focus Native American Identities	183	Intimacy in Adolescent and Emerging Adult	
Ethnic Identity: Causes and Effects	184	Friendships	231
Identity and Globalization	185	Explaining the Importance of Intimacy: Cognition	
Summing Up 187 • Key Terms 188 • Chapter 6 Reflections 189		and Gender	232
7 Family Relationships	190	Friendships in Emerging Adulthood	233
SECTION 7.1 Adolescents' Family Relationships	191	SECTION 8.3 Becoming Friends and Becoming	
The Adolescent in the Family System	191	Like Friends	233
Parents' Development During Midlife	192	Choosing Friends	233
■ Research Focus The Daily Rhythms of Adolescents'		■ Cultural Focus Cross-Ethnic Friendships Among	
Family Lives	193	British Girls	235
Sibling Relationships	194	Friends' Influence: Risk Behavior	236
Extended Family Relationships	195	Friends' Influence: Support and Nurturance	237
SECTION 7.2 Variations in Parenting	196	SECTION 8.4 Adolescents' Social Groups	239
Parenting Styles	196	Cliques and Crowds	239
Parenting Styles and Developmental Outcomes in		Sarcasm and Ridicule in Cliques	239
Adolescence	198	Developmental and Cultural Characteristics	
A More Complex Picture of Parenting	199	of Crowds	240
Parenting Styles and Cultural Diversity	200	■ Research Focus Participant Observation	
■ Cultural Focus Young People and Their Families in India	201	of Adolescent Crowds	242
SECTION 7.3 Closeness and Conflict Between		Crowds in Traditional Cultures	242
Adolescents and Parents	202	SECTION 8.5 Popularity and Unpopularity	243
Attachments to Parents	202	What Makes Some Adolescents Popular?	243
Parent-Adolescent Conflict	204	Can Unpopularity Be Changed?	245
Culture and Conflict With Parents	205	Bullying	246
Leaving the Nest (and Perhaps Coming Back):		SECTION 8.6 Youth Culture	247
Emerging Adults' Relationships With Parents	207	The Values and Features of Youth Culture	247
SECTION 7.4 Historical Change and the Family	209	■ Historical Focus The "Roaring Twenties" and the Rise	
Patterns Over Two Centuries	209	of Youth Culture	247
■ Historical Focus Adolescents' Family Lives in the Great		Slang: The Languages of Youth Culture	251
Depression	211	Technological Change and the Power of Youth Culture	251
The Past 50 Years	212	Summing Up 252 • Key Terms 255 • Chapter 8 Reflections 255	
SECTION 7.5 Divorce, Remarriage, Single Parenthood,		9 Love and Sexuality	256
Dual-Earner Families, and Sexual and Gender Minority		SECTION 9.1 Love's Beginnings, Development,	
Families	214	and Endings	257
Divorce	214	The Changing Forms of Adolescent Love	257
Remarriage	217	■ Historical Focus The Birth of Dating	257
Dual-Earner Families	218	The Developmental Course of Adolescent Love	259
Sexual and Gender Minority Families	218	Falling in Love and Breaking Up	261
SECTION 7.6 Problems in Family Functioning	219	SECTION 9.2 Cohabitation and Marriage	262
Physical and Sexual Abuse in the Family	219	Cohabitation	262
Leaving Early: Runaways and "Street Children"	220	Choosing a Marriage Partner	263
Summing Up 222 • Key Terms 225 • Chapter 7 Reflections 225		Arranged Marriages	264
8 Friends and Peers	226	SECTION 9.3 Sexuality: Timing and Rates	265
SECTION 8.1 A Shift From Family to Friends	227	Pornography and Masturbation	265
From Family to Friends in Developed Countries	227	■ Research Focus Sex, Lies, and Methodology	267
Family and Friends in Developing Countries	229	The Timing of First Intercourse	267
Time With Friends: Higher Highs, Lower Lows	230	Characteristics of Sexually Active Adolescents	268
		Sexuality in Emerging Adulthood	269

SECTION 9.4 Culture, Gender, and Sexual Diversity 270
 Cultural Beliefs and Adolescent Sexuality 270

■ **Cultural Focus Young People’s Sexuality in the Netherlands** 272
 The Gender Double Standard and Cultural Meanings of Sex 273
 Sexual Minority Adolescents 274

SECTION 9.5 Prevention and Education: Pregnancy, Sexually Transmitted Infections, and Sexual Abuse 276
 Contraceptive Use and Nonuse 276
 Pregnancy, Parenthood, and Abortion in Adolescence 279
 Sexually Transmitted Infections 282
 Sexual Harassment and Sexual Coercion 284
 Sex Education 285
 Summing Up 286 • Key Terms 288 • Chapter 9 Reflections 289

10 School 290

SECTION 10.1 Secondary Schools: Past and Present 291
 A Brief History of Secondary Schools 291

■ **Historical Focus Higher Education and Cultural Beliefs** 293
 Secondary Education Around the World Today 294
 International Comparisons 296

SECTION 10.2 What Works? The Characteristics of Effective Schools 297
 Does School Size Matter? 297
 Does It Matter When School Starts? 297
 School Climate 298

■ **Research Focus Two Approaches to Research on Adolescents’ School Experiences** 299

SECTION 10.3 Engagement and Achievement in High School: Beyond the Classroom 299
 Family Environments and School 300
 Peers, Friends, and School 300
 Work, Leisure, and School 301
 Cultural Beliefs and School 302

■ **Cultural Focus Japanese High Schools and Colleges** 302

SECTION 10.4 Academic Achievement in High School: Social and Individual Differences 304
 Social Class and School 304
 Ethnic Differences 305
 Gender Differences 307
 Extremes of Achievement 307
 Adolescents Who Drop Out of High School 309

SECTION 10.5 Tertiary Education: College and University 310
 Characteristics of College Students 310
 Educational Success in College 311
 Is College Worth It? Short-Term Experiences and Long-Term Effects 312
 What’s the Hurry? The Option of the “Gap Year” 313
 Summing Up 314 • Key Terms 316 • Chapter 10 Reflections 316

11 Work 317

SECTION 11.1 Adolescent Work in Traditional Cultures 318
 Traditional Forms of Work 318
 Globalization and Adolescent Work in Developing Countries 320

SECTION 11.2 The History of Adolescent Work in the West 322
 Adolescent Work Before 1900 322

■ **Historical Focus Work Among British Adolescents in the 19th Century** 323
 Adolescent Work in the 20th Century 324

SECTION 11.3 Adolescent Work Today 325
 Adolescents on the Job 325
 Work and Adolescent Problems 325

■ **Research Focus A Longitudinal Study of Adolescents and Work** 326
 The Case in Favor of Adolescent Work 327

SECTION 11.4 From School and Part-Time Work to a “Real Job” 327
 Transition to Work in a Knowledge Economy 328
 Occupational Training in the United States 328
 Apprenticeships in Western Europe 329

■ **Cultural Focus Germany’s Apprenticeship Program** 330

SECTION 11.5 Occupational Selection 330
 The Development of Occupational Goals 331
 Influences on Occupational Goals 332

SECTION 11.6 Work in Emerging Adulthood 334
 Seeking, Planning, Drifting, Floundering 334
 Unemployment 335

SECTION 11.7 Community Service and Military Service 336
 Community Service and Adolescent Development 337
 Community Service in Emerging Adulthood 337
 Adolescents and Emerging Adults at War 339
 Summing Up 341 • Key Terms 343 • Chapter 11 Reflections 343

12 Media 344

SECTION 12.1 Theories of Media Influence 345
 Cultivation Theory and Social Learning Theory 345
 Uses and Gratifications Approach 346

SECTION 12.2 Adolescents’ Uses of Media 347
 Rates of Media Use 347
 Types of Media Use 348

■ **Research Focus Media Use in Adolescents’ Bedrooms** 350

SECTION 12.3 Media and Adolescent Socialization 351
 Media and Broad Socialization 351
 Do Media Undermine Adolescents’ Socialization? 352
 Media and Narrow Socialization 353

SECTION 12.4 Controversial Media 354
 Media Violence and Aggressiveness 354
 Video Games and Aggressiveness 356

Sexuality, Pornography, and Sexting	357	Two Kinds of Delinquency	381
Controversial Music	358	Preventing Crime and Delinquency	382
■ Historical Focus Elvis the Pelvis	358	■ Cultural Focus The Young Men of Chuuk Island	383
Controversial Advertising: Cigarettes and Vaping	360	■ Research Focus The Gluecks' Longitudinal Study of Delinquency	385
SECTION 12.5 Globalization and Media	361	SECTION 13.5 Emotional Disorders	386
The Global Appeal of Media to Adolescents	361	Depression	386
Global Media and Individualism	364	Treatments for Depression	388
■ Cultural Focus "Teenagers" in Kathmandu, Nepal	365	Generalized Anxiety Disorder	389
Summing Up 367 • Key Terms 369 • Chapter 12 Reflections 369		Suicide	390
13 Problems and Resilience	370	SECTION 13.6 Eating Disorders	392
SECTION 13.1 Two Types of Problems	371	Anorexia Nervosa and Bulimia in Adolescence	392
Internalizing Problems	371	Treatments for Eating Disorders	393
Externalizing Problems	371	■ Historical Focus From Fasting Saints to Anorexic Girls	394
SECTION 13.2 Risky Automobile Driving	372	SECTION 13.7 Resilience	395
Risky Driving Among Adolescents and Emerging Adults: Patterns and Causes	372	Protective Factors	395
Preventing Automobile Accidents and Fatalities: Graduated Driver Licensing	374	Is Emerging Adulthood a Critical Period for Resilience?	396
SECTION 13.3 Substance Use	375	Summing Up 397 • Key Terms 400 • Chapter 13 Reflections 400	
Variations Among Countries in Adolescent Substance Use	375		
Increase in Substance Use From Adolescence to Emerging Adulthood	377	Glossary	401
Substance Use Prevention	378	References	411
SECTION 13.4 Delinquency and Crime	380	Name Index	461
The Peak of Crime: Adolescence and Emerging Adulthood	380	Subject Index	474

Preface

Adolescence is a fascinating time of life, and for instructors it is often an enjoyable topic to teach. Many students are taking the course at a time when they have just completed adolescence. Learning about development during this period is a journey of self-discovery for them, in part. Students typically enjoy reflecting back on who they were then, and they come away with a new understanding of their past and present selves. What students learn when studying about adolescence sometimes confirms their own intuitions and experiences, and sometimes contradicts or expands what they thought they knew. When it works well, a course on adolescence can change not only how students understand themselves, but how they understand others and how they think about the world around them. For instructors, the possibility the course offers for students' growth of understanding is stimulating. Our hope for this text is to assist instructors and students in making illuminating connections as they pursue an understanding of this dynamic and complex age period. Now that our own children, twins Miles and Paris, have just transitioned from adolescence into emerging adulthood, writing this edition had a special personal relevance for us, more powerful than ever before.

Four Essential Features

Our goal is to present a fresh conception of adolescence, a conception reflecting what we believe to be the most promising and exciting new currents in the field. There are four essential features that guide this book: (1) a focus on the cultural basis of development, (2) an extension of the age period covered to include "emerging adulthood" (roughly ages 18 to 25), (3) an emphasis on historical context, and (4) an interdisciplinary approach to theories and research. All of these features distinguish this text from others on adolescence.

The Cultural Approach

In teaching courses on adolescence, from large lecture classes to small seminars, we have always brought into the classroom research from diverse cultures—within and across nations. Through an awareness of the diversity of cultural practices, customs, and beliefs about adolescence, we expand our conception of the range of developmental possibilities. We also gain a greater understanding of adolescent development in our own culture, by learning to see it as only one of many possible paths.

Taking a cultural approach to development means infusing discussion of every aspect of development with a

cultural perspective. We present the essentials of the cultural approach in the first chapter, and then it serves as a theme that runs through every chapter. Each chapter also includes a *Cultural Focus* feature in which an aspect of development in a specific culture is explored in depth—for example, circumcision in North Africa, adolescents' family relationships in India, and young people's sexuality in the Netherlands.

Our hope is that students will learn not only that adolescent development can be different depending on the culture, but also how to *think culturally*—that is, how to analyze all aspects of adolescent development for their cultural basis. This includes learning how to critique research for the extent to which it does or does not take the cultural basis of development into account. We provide this kind of critique at numerous points throughout the book, with the intent that students will learn how to do it themselves by the time they finish reading.

Emerging Adulthood

Adolescence is a time of life when many dramatic changes take place, and we currently are in an especially interesting historical moment with respect to this period. Adolescence in our time begins far earlier than it did a century ago because puberty begins for most people in economically developed countries at a much earlier age as a result of advances in nutrition and health care. At the same time, people are taking on adult roles such as marriage, parenthood, and stable full-time work much later than in the past. These transitions are now postponed for many people into at least the mid-twenties. The transition to adulthood has become so prolonged that it now constitutes a separate period of the life course in developed countries and even to some extent among the urban middle class in developing countries. An entire field of emerging adulthood has sprung up, including a Society for the Study of Emerging Adulthood (SSEA; see www.ssea.org).

Thus, a second distinguishing feature of this text is that the age period covered includes not only adolescence (ages 10–18) but also "emerging adulthood," extending from (roughly) ages 18 to 25. We describe this theory in the first chapter and use it as the framework for discussing emerging adulthood in the chapters that follow. The balance of material in each chapter is tilted toward adolescence, but each chapter contains material that pertains to emerging adulthood.

The Historical Context

Given the differences between adolescence now and adolescence in the past, knowledge of the historical context

is crucial to a complete understanding of this age period. Students will have a richer understanding of adolescent development if they are able to contrast the lives of young people in the present with those of young people in other times. Toward this end, we provide historical material in each chapter. Furthermore, each chapter contains a *Historical Focus* feature that describes some aspect of young people's development during a specific historical period—for example, adolescents' family lives during the Great Depression, the "Roaring Twenties" and the rise of youth culture, and work among British adolescents in the 19th century.

An emphasis on the historical context of development is perhaps especially important now, with the accelerating pace of cultural change that has taken place around the world in recent decades because of the influence of globalization. Especially in economically developing countries, the pace of change in recent decades has been dramatic, and young people often find themselves growing up in a culture that is much different from the one their parents grew up in. Globalization is a pervasive influence on the lives of young people today, in ways both promising and troubling, and for this reason we have made it one of the unifying themes of the book.

An Interdisciplinary Approach

The cultural approach and the emphasis on historical context are related to a fourth distinguishing feature of this text, the interdisciplinary approach to theories and research. Psychology is represented abundantly because this is the discipline in which most research on adolescent development takes place. However, we also integrate materials from a wide range of other fields. Much of the theory and research that is the basis for a cultural understanding of adolescence comes from anthropology, so anthropological studies are strongly represented. Students often find this material fascinating because it challenges their assumptions about what they expect adolescence to be like. Interesting and important cultural material on adolescence also comes from sociology, especially with respect to Asian and European societies, and these studies find a place here. The field of history is notably represented, for providing the historical perspective just discussed. Other disciplines included are education, family studies, medicine, neuroscience, and psychiatry.

The integration of materials across disciplines means drawing on a variety of research methods. The reader will find many different research methods represented, from questionnaires and interviews to ethnographic research to biological measurements. Each chapter also contains a *Research Focus* feature, in which the methods used in a specific study are described. These descriptions provide students with detailed examples of how research on adolescence and emerging adulthood is done.

Chapter Topics

Our goal of presenting a fresh conception of young people's development has resulted in chapters on topics not as strongly represented in most other textbooks. Most texts have a discussion of moral development, but here we have a chapter on cultural beliefs, including moral development, religious beliefs, political beliefs, and a discussion of individualistic and collectivistic beliefs. The chapter on cultural beliefs provides a good basis for a cultural understanding of adolescent development because it emphasizes how these beliefs shape the socialization that takes place in every context of development, from family to schools to media. Furthermore, an understanding of the importance of cultural beliefs increases our awareness of how the judgments we make about how adolescents should think and act are almost always rooted in beliefs we have learned in the course of growing up in a particular culture.

Most texts include a discussion of gender issues at various points, and some include a separate chapter on gender, but here there is a chapter that focuses on cultural variations and historical changes in gender roles, in addition to discussions of gender issues in other chapters. We provide vivid examples of gender roles and expectations in cultures from around the world that should help students to become more aware of how gender acts as a defining framework for young people's development in their own culture as well. We also describe how gender identifications have broadened in some cultures in recent times.

This text also has an entire chapter on work, which is central to the lives of adolescents in developing countries because a high proportion of them are not in school. The work chapter includes extensive discussion of the dangerous and unhealthy work conditions often experienced by adolescents in these countries. In developed countries, the transition from school to work is an important part of emerging adulthood for most people, and that transition receives special attention in this chapter.

An entire chapter on media is included, with sections on television, music, cigarette and vaping advertising, video games, the internet, smartphones, and social media. Media are a prominent part of young people's lives in most societies today, but this is a topic that receives surprisingly little attention in most other texts. This neglect is puzzling, given that adolescents in developed countries spend more time daily using media than they spend in school, with family, or with friends. We find young people's media uses to be not only an essential topic but a perpetually fascinating one, and students today almost invariably share this fascination because they have been immersed in a media environment while growing up.

One chapter found in most other texts, but not in this one, is a chapter on theories. In our view, having a separate chapter on theories gives students a misleading

impression of the purpose and function of theories in the scientific enterprise. Theories and research are intrinsically related, with good theories inspiring research and good research leading to changes and innovations in theories. Presenting theories separately turns theory chapters into a kind of Theory Museum, separate and sealed off from research. Instead, we present theoretical material throughout the book, in relation to the research the theory has been based on and has inspired.

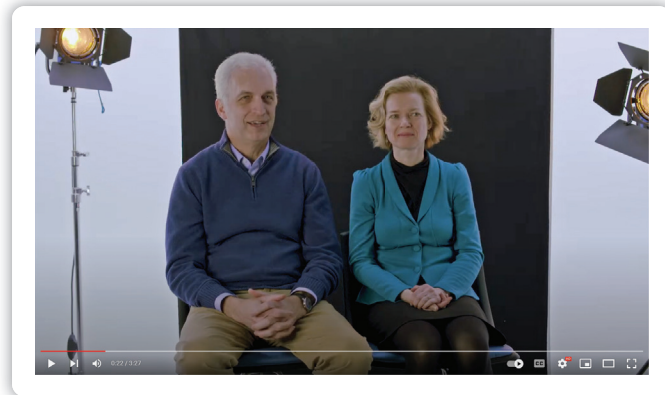
New to the Seventh Edition

The seventh edition marks the addition of a new co-author. Also, in this edition, we have further enhanced the cultural approach, the video repertoire, and the pedagogical elements that encourage students' engagement and reflection. Finally, we have added a new feature named Breaking Developments that allows us to share the most important new research findings before the publication of the next edition of the text.

Lene Arnett Jensen Is Now a Co-Author With Jeffrey Jensen Arnett

As you probably guessed right away from our names, we are related. When we married, we each took the other's last name as a new middle name. In addition to being partners in marriage and parenthood, we have been co-authors for three decades. Our first publication was in the journal *Child Development* in 1993 on the cultural bases of risk behavior among Danish adolescents. Our most recent publications include three other textbooks. There is a lifespan textbook, *Human Development:*

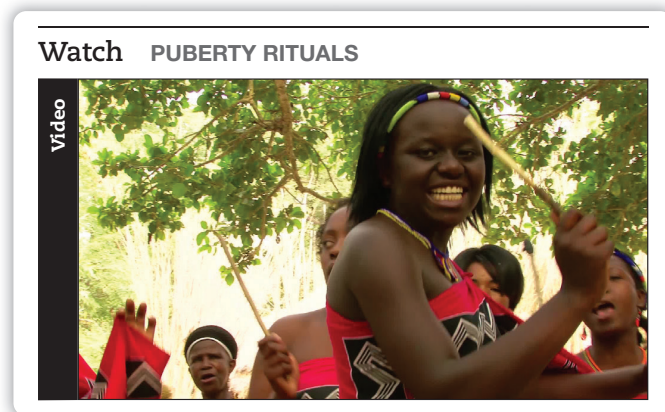
A Cultural Approach (Pearson, 2019, 3rd ed.), which received the 2021 Textbook Excellence Award from the Textbook and Academic Authors Association. There are also two child development textbooks, *Child Development Worldwide: A Cultural Approach* (Pearson, 2018, 1st ed.) and *Child Development: A Cultural Approach* (Pearson, 2020, 3rd ed.). In the video, *In Conversation With Jeffrey Jensen Arnett & Lene Arnett Jensen*, we describe our joint approach to authoring textbooks (see <https://www.youtube.com/watch?v=kMEc9dBWJag>).



We have sought to make the seventh edition not only highly informative but also lively and fun to read. The best texts achieve both these goals. Both of us take a cultural approach to understanding psychological development, but we have different childhood experiences and different areas of expertise in our research, so we hope students will benefit from the synthesis of our voices throughout the text.

Additional Emphasis on Cultural Diversity

The hallmark of this text has always been its cultural approach, and in the seventh edition we have continued to deepen and update this emphasis. Research on adolescence around the world is growing, so there is even more cultural information than before. Every chapter in the seventh edition includes new research materials that will enhance students' understanding of cultural similarities and differences, and how the development of adolescents and emerging adults is influenced by the culture they live in. We have also been fortunate to be able to create a substantial number of new videos focused on culture. Many of these videos will give students vivid and compelling insights into the lives of adolescents and emerging adults whose experiences may be sharply different from their own, including in areas such as media use and puberty rituals.



Watch GENDER AMONG LATINAS

As more cultural research becomes available, it also highlights diversity within countries. In this edition, we have continued to pay attention to such diversity, including findings related to ethnicity, religion, and rural versus urban residence. There are also new videos homing in on cultural diversity within the United States, including one with Latina adolescents recounting changing views of gender in their community and one on religiosity among African American adolescents and emerging adults.

New Chapter Introduction Videos

Every chapter now begins with a brief introductory video where adolescents and emerging adults describe the relevance of key topics in the chapter to their lives. We have learned from reviews of our other textbooks where we already have these kinds of videos that students are far more engaged by an introductory video than a lengthy written introduction. The adolescents and emerging adults featured in the videos are highly diverse in terms of ethnicity, gender self-identification, immigrant generation, and more. Their voices are authentic, fascinating, and relatable.

In addition to the new chapter introduction videos, there are also new videos on other important research topics. This includes new videos on neurological development, friendship, romantic relationships, media use, and mental health.

New Features to Stay Up to Date

In Revel, we have added a new feature called *Breaking Developments* at the end of each chapter. Here, we succinctly

Watch FAMILY RELATIONSHIPS

summarize an exciting new research finding, drawing from research in diverse cultures. This feature allows students and instructors to keep up with the latest findings in adolescent development, rather than waiting several years between new editions for updates of current research. We will add *Breaking Developments* at the beginning of January and July of each year, in one or two chapters each time as research warrants.

Enhanced Pedagogical Elements: Student Engagement and Reflection

Thinking Critically and Applying Your Knowledge. We have continued to refine questions in every chapter that encourage students to think critically and apply their knowledge. Critical thinking is a popular term in academic circles and subject to a variety of definitions, so we should explain how we use the term here. The purpose of the critical thinking questions is to inspire students to attain a higher level of analysis and reflection about the information in the chapters—higher, that is, than they would be likely to reach simply by reading the chapter. With the critical thinking questions, we encourage students to connect ideas across chapters, to consider hypothetical questions, and to understand the historical and cultural context of their own lives. Our purpose with the questions that ask students to apply their knowledge

THINKING CRITICALLY

Do you agree or disagree with the view that adolescence is inevitably a time of storm and stress? Specify what you mean by storm and stress, and explain the basis for your view.

is both to have them apply chapter materials to their own lives, and to consider the practical and policy implications of research findings. Often, the two kinds of questions have no “right answer.” Although they are mainly intended to assist students in attaining a high level of thinking as they read, instructors have told us that the questions also serve as lively material for class discussions or writing assignments.

Share Your Views

Nearly all the research on loneliness in adolescence was conducted before the social media era. Should engaging in social media exchanges with others when by yourself be classified as being “alone,” or does it require some other term that is different both from being alone and being in the physical presence of others?

End-of-Chapter Reflections. We have added this new feature at the end of every chapter to help students reflect on the big picture. There is a “Share Your Views” question that invites students to discuss a central message of a chapter with one another. And there is an “Apply This Chapter to Your Experiences” question that gives students the opportunity to deepen their understanding of their own lives in light of key chapter ideas.

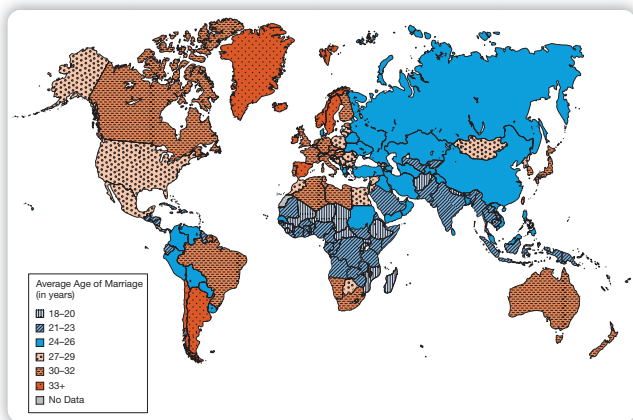
Additional Enhancements. We have continued to refine the *Learning Objectives* within every chapter, as well as the *Chapter Summaries* that succinctly recapitulate the content of the chapter for each of the learning objectives, ensuring that students understand the chapter’s key takeaways.

Learning Objective 1.2 Explain why it is important to account for globalization in understanding adolescent development.

Globalization is increasing worldwide, as reflected in the multiplying of connections between cultures in trade, travel, technology, and leisure. Adolescents in traditional cultures are especially affected, as their traditional ways are challenged by new influences. Many adolescents today develop a bicultural identity, with one identity for their local culture and one identity for participating in the global culture.

Based on helpful instructor reviews of the sixth edition and our own comprehensive review of the literature since the previous edition, we have thoroughly updated this seventh edition. We have made numerous changes, large and small, to each chapter. Hundreds of new citations have been added, incorporating the most recent findings in the field. We have also deleted outdated materials that were in the sixth edition. There is an unfortunate tendency for textbooks to add additional material with each edition, so that eventually they become about as thick as a dictionary (and just about as interesting to read). We have aimed to make judicious cuts to make the text both up-to-date and enjoyable.

Finally in Revel, quizzes with immediate feedback, in-text videos, writing prompts, and interactive figures, tables, and maps take the text to a new level of immersion and engagement. For example, we have added “Social Explorer” interactive maps of the world and the United States. The world maps allow students to examine country-specific statistics. The maps of the United States allow students to explore similarities and differences between individual states on phenomena such as obesity and LGBTQ+ self-identification.



Source: UNICEF (2022)

Teaching and Learning Resources

Revel™

REVEL: INSPIRE ENGAGEMENT THROUGH ACTIVE LEARNING Revel improves results by empowering students to actively participate in learning. More than a digital textbook, Revel delivers an engaging blend of author content, media, and assessment.

With Revel, students read and practice in one continuous experience. Interactive content and assessments

integrated throughout the narrative provide opportunities for students to explore and apply concepts. And Revel is mobile and user-friendly, so students can learn on the go—anytime, anywhere, on any device.

Learn more about Revel:

www.pearsonhighered.com/revel/.

The Revel for the seventh edition includes integrated videos and interactive content throughout, allowing students to explore topics more deeply at the point of relevancy. Revel also offers the ability for students to assess their content mastery by taking multiple-choice quizzes that offer instant feedback and by participating in a variety of writing assignments.

MyVirtualChild integration enables students to apply developmental concepts in a simulated environment within their Revel course. The simulation allows students to raise a child from birth to age 18 and monitor the effects of their parenting decisions over time. MyVirtualChild is included in Revel at no extra cost.

Instructor Resources

The following instructor supplement are available for download on the Instructor’s Resource Center at www.pearsonhighered.com.

Instructor’s Manual The manual is designed to make instructors’ lectures more effective and save preparation time. This extensive resource gathers the most effective activities and strategies for teaching.

Test Item File This file contains multiple-choice, true/false, and essay questions. Each question has been accuracy checked to ensure that the correct answer was marked and the page reference was accurate.

MyTest Test Bank The Test Bank is a powerful assessment-generation program that helps instructors easily create and print quizzes and exams. For more information, go to www.PearsonMyTest.com.

Lecture PowerPoint Slides The ADA-Compliant Lecture PowerPoint slides provide an active format for presenting concepts from each chapter and feature relevant figures and tables from the text.

Enhanced Lecture PowerPoint Slides with Videos The PowerPoint slides for lectures have been embedded with video, enabling instructors to show videos within the context of their lecture.

PowerPoint Slides for Photos, Figures, and Tables These slides contain only the photos, figures, and line art from the text.

Acknowledgments

Preparing a textbook is an enormous enterprise that involves a wide network of people, and we have many people to thank for their contributions. Kelli Strieby set the wheels in motion for this latest edition, and she continues to strongly support our textbooks. Shannon LeMay-Finn, the development editor for this edition and the previous one, was full of excellent ideas and suggestions, and it is always a pleasure to work with her. Content Strategy Analyst Matt Summers and Content Producer Lisa Mafriaci kept all the wheels in motion. On the production end of things, Marianne Peters-Riordan, the production manager at Integra, brought the aspects of the text together. Thanks, too, to Colleen McQuaid, the digital producer; Ben Ferrini, rights and permissions manager; Sriram Sampathkumar, deputy manager, rights and permissions; Leza Young, the outstanding copyeditor; and the many other members of the Pearson team who helped make the Revel version of the text a success.

The reviewers of the first six editions of the book were indispensable for the many comments and suggestions for improvement they provided. We are deeply grateful for the time and care expended by these reviewers and consultants who gave detailed, well-informed reviews and information. We would like to thank:

Rohani Abdullah, *Universiti Putra Malaysia*
 Wendy Adlai-Gail, *Rider University*
 Denise M. Arehart, *University of Colorado–Denver*
 Paula Avioli, *Kean University*
 Rosemary V. Barnett, *University of Florida*
 Belinda Blevins-Knabe, *University of Arkansas–Little Rock*
 Curtis W. Branch, *Columbia University*
 Melissa M. Branch, *State University of New York–Brockport*
 Jane Brown, *University of North Carolina–Chapel Hill*
 Leilani Brown, *University of Hawaii*
 Christy Buchanan, *Wake Forest University*
 Esteban Cardemil, *Clark University*
 Laurie Chapin, *Colorado State University*
 Gabriela Chavira, *CSUN*
 Gary Creasey, *Illinois State University*
 Paige Curran, *Emmanuel College*
 Gypsy M. Denzine, *Northern Arizona University*
 Bonnie B. Dowdy, *Dickinson College*
 Cynthia Erdley Gardella, *University of Maine*
 Toni Falbo, *University of Texas–Austin*
 Shirley Feldman, *Stanford University*
 Diane Fiebel, *Raymond Walters College*
 Diane Finley, *Prince George University*
 Paul Florsheim, *University of Utah*
 Suzanne Freedman, *University of Northern Iowa*
 Andrew Fuligni, *New York University*
 Nancy Galambos, *University of Victoria*
 Albert Gardner, *University of Maryland*
 Catherine Gaze, *Elmhurst College*

Janet Gebelt, *Westfield State University*
 Sheryl Ginn, *Wingate University*
 Jessica Gomel, *California University–Fullerton*
 Julia A. Graber, *Columbia University*
 Virginia Gregg, *North Adams State College*
 Susan Harter, *University of Denver*
 Joyce A. Hemphill, *University of Wisconsin*
 Daniel Houlihan, *Minnesota State University*
 Sharon Page Howard, *University of Arkansas–Little Rock*
 Karen G. Howe, *The College of New York*
 Janis Jacobs, *The Pennsylvania State University*
 Patricia Jarvis, *Illinois State University*
 Joline N. Jones, *Worcester State College*
 Marianne Jones, *California State University–Fresno*
 Sarah Killoren, *University of Missouri*
 David Kinney, *Central Michigan University*
 Steven Kirsh, *State University of New York–Geneseo*
 Martin Kokol, *Utah Valley State College*
 Reed Larson, *University of Illinois*
 Jennifer Maggs, *Pennsylvania State University*
 Joseph G. Marrone, *Siena College*
 Terry Maul, *San Bernardino Valley College*
 Jeylan Mortimer, *University of Minnesota*
 Christine Ohannessian, *University of Delaware*
 Gail Overbey, *Southeast Missouri State*
 Laura Pannell, *Itawamba Community College*
 Merryl Patterson, *Austin Community College*
 Daniel Perkins, *University of Florida*
 Daniel Repinski, *State University of New York–Geneseo*
 Julio Rique, *Northern Illinois University*
 Jaime Rotner, *Colorado State University–Fort Collins*
 Anna Rowe, *Eastern Washington University*
 Brian Sexton, *Rutgers University*
 Kathleen M. Shanahan, *University of Massachusetts–Amherst*
 Dorothy Shedlock, *State University of New York–Oswego*
 Merry Sleigh-Ritzer, *George Mason University*
 Maureen Smith, *San Jose State University*
 Susan M. Sobel, *Middle Tennessee State University*
 Theresa Stahler, *Kutztown University*
 Shai Tabib, *Kean University*
 Shirley Theriot, *University of Texas Arlington*
 Lisa Turner, *University of South Alabama*
 Fabian Vega, *Baltimore City Community College*
 Randy Vinzant, *Hinds Community College*
 Naomi Wagner, *San Jose State University*
 Pete Watkins, *Community College of Philadelphia*
 Niobe Way, *New York University*
 Rob Weisskirch, *California State University–Monterey Bay*
 Belinda Wholeben, *Rockford College*
 Missi Wilkenfeld, *Texas A&M University*
 Meghan Rae Yerhot, *North Dakota State University*
 James Youniss, *Catholic University of America*
 Joan Zook, *State University of New York–Geneseo*

About the Authors

Jeffrey Jensen Arnett is a senior research scholar in the Department of Psychology at Clark University in Worcester, Massachusetts. He received his Ph.D. in developmental psychology in 1986 from the University of Virginia and did 3 years of postdoctoral work at the University of Chicago. From 1992 through 1998, he was an associate professor in the Department of Human Development and Family Studies at the University of Missouri. In the fall of 2005, he was a Fulbright Scholar at the University of Copenhagen in Denmark; in 2010–2011, he was the Nehru Chair at Maharaja Sayajirao University in India; and in 2017–2018, he was a visiting professor at the University of Bordeaux in France.

His primary scholarly interest for the past 20 years has been in emerging adulthood. He coined the term, and he has conducted research on emerging adults concerning a wide variety of topics and involving several different ethnic groups in American society. He is the founding president and executive director of the Society for the Study of Emerging Adulthood (SSEA; www.ssea.org). From 2005 to 2014, he was the editor of the *Journal of Adolescent Research (JAR)*, and currently he is on the editorial board of *JAR* and five other journals. He has published many theoretical and research papers on emerging adulthood in peer-reviewed journals, as well as the book *Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties* (2024, 3rd edition, Oxford University Press), among many others. For more information, see www.jeffreyarnett.com.



Jeffrey Arnett

Lene Arnett Jensen is a senior research scientist in the Department of Psychology at Clark University in Worcester, Massachusetts. She received her Ph.D. in developmental psychology in 1994 from the University of Chicago and did a 1-year postdoctoral fellowship at the University of California–Berkeley. Prior to coming to Clark University, she taught at the University of Missouri and Catholic University of America. She has also been a visiting professor at Stanford University, Shenzhen University in China, Aalborg University in Denmark, Maharaja Sayajirao University in India, and the University of Bordeaux in France. She has taught courses on developmental psychology for more than 30 years.

As the originator of the “cultural-developmental approach” to theory and research, she aims to move the discipline of psychology toward understanding development both in terms of what is universal and what is cultural. Her publications include *Immigrant Civic Engagement: New Translations* (2008, Taylor-Francis), *Bridging Cultural and Developmental Psychology: New Syntheses for Theory, Research and Policy* (2011, Oxford University Press), the *Oxford Handbook of Human Development and Culture* (2015, Oxford University Press), *Moral Development in a Global World: Research from a Cultural-Developmental Perspective* (2015, Cambridge University Press), and the *Oxford Handbook of Moral Development* (2020, Oxford University Press). From 2004 to 2015, she was editor-in-chief for the journal *New Directions for Child and Adolescent Development* (with Reed Larson). She served as program chair for the 2012 biennial conference of the Society for Research on Adolescence (with Xinyin Chen) and currently serves on the boards of several journals. For more information, see www.lenearnettjensen.com.



Lene Arnett Jensen

