

More Information

Author Index

Amato, P. R., 209, 210–211 Anderson, C. A., 246–247, 248 Ashton, D., 60 Austin, B., 52–53

Bailyn, L., 243–244
Beck, U., 66
Bem, S. L., 209
Berry, J.W., 94, 120
Betancourt, T.S., 90
Blair, C., 32, 35
Blossfeld, P., 63, 73
Bornstein, M. H., 33, 94
Boudon, R., 142
Bowlby, J., 199–200
Braga, L. W., 71
Bronfenbrenner, U., 5, 6, 86, 118, 169, 278, 287
Brooks-Gunn, L. 5, 179

Brooks-Gunn, J., 5, 179 Brown, S., 11, 195, 197, 204 Bynner, J., 57, 278, 281

Cahn, N., 222
Calvert, S. L., 8, 246
Caspi, A., 45
Cherlin, A. J., 206
Cicchetti, D., 86
Cohen, L., 71
Conger, R., 33, 172
Cox, M. J., 14, 278
Crosnoe, R., 64, 71, 153, 173
Cundiff, K., 71

Danzinger, S., 71 Dehaene, S., 71, 241–242 Dill, K. E., 246–247, 248 Duncan, G. J., 31, 142, 170 Dupere, V., 182 Dweck, C. S., 154

Eccles, J., 136 Edin, K., 11, 196, 203 Elder, G. H., 10, 14, 28, 29, 32, 33, 37, 45, 60, 62, 76, 85, 200, 278, 287 Emerson, P. E., 200 Epstein, J. L., 152 Evans, G.W., 35, 66

Filho, G. N., 71 Furstenberg, F., 195

Garbarino, I., 89

Garcia Coll, C., 92, 114 Garmezy, N., 85 Glaeser, E., 52–53 Goldberg, A.E., 218 Goldin, C., 133 Golombok, S., 199, 221 Granger, D. A., 35 Greenberg, M. T., 35 Greenfield, P., 9, 239, 259 Gunnar, M. R., 35, 37

Hareven, T., 48, 52 Harlow, H. F., 200 Heckman, J., 145 Hetherington, E. M., 210, 211 Huston, A. C., 32

Jackson, M., 142 Jobert, A, 71 Jones, H. E., 27

Katz, L., 133 Kelly, J., 211 Kennedy, S., 209 Kivlighan, K. T., 35

Laub, J., 46 Leccardi, C., 67–68 Lerner, R. M., 5, 169 Lesthaeghe, R., 195t8.1 Leventhal, T., 5, 176 Livingstone, S., 243

299



300 Author Index

Luria, A. R., 241 Luthar, S. S., 86, 170

Macfarlane, J., 45 Manago, A. M., 255, 259 Marks, A. K., 92, 112 Massey, D. S., 165 Masten, A., 84, 86, 87, 281 McCartney, K., 226 McDaniel, B. T., 257-258 McLanahan, S., 4, 134, 196 McLaughlin, K. A., 36 McLoyd, V. C., 33 Meyrowitz, J., 244, 259 Mills-Koonce, R., 35 Modell, J., 29 Morgan, S., 143, 193 Mortimer, J., 65, 67 Motti-Stefanidi, F., 84, 94, 281

Nelson, T., 203 Neugarten, D., 61

Overton, P., 5

Parke, R. D., 7, 29, 124, 193 Patterson, C. J., 219 Pegado, F., 71 Phinney, J. S., 88, 116 Portes, A., 123

Radesky, J., 256–258 Rahl-Brigman, H. A., 281 Ramirez, N., 71 Rogoff, B., 6 Ross, H., 202 Ruggles, S., 209 Rumbaut, R. G., 123 Sampson, R. J., 46, 166 Schaffer, H. R., 200 Schoon, I., 57, 278, 281 Shanahan, M. J., 61 Sharkey, P.T., 176 Sheridan, M. A., 36 Shonkoff, J. P., 35, 89 Smith, C., 71 Spar, D. L., 223 Sroufe, L. A., 32–33 Staff, J., 71 Standing, G., 68–69 Stolz, H. R., 27 Suarez-Orozco, C., 7, 100, 112 Summers, L., 52–53

Tan, S.-L., 246 Taylor, H., 202 Taylor, T., 259 Turkle, S., 11, 257, 258 Twenge, J., 242, 260–261

Uhls, Y. T., 258

Ventura, P., 71 Vernon-Feagans, L., 34 Vygotsky, L. S., 6

Waller, W., 39 Weinstock, M., 261 Williams, T. B., 242–243, 244–245 Willoughby, M., 35 Wilson, W. J., 173 Wober, M., 240 Woolverton, G. A., 92

Yeager, D. S., 154 Yoshikawa, H., 114



Subject Index

acculturation, see also biculturalism children's developmental experiences and, 118 compared to assimilation, 119-120, 289 cultural identity of Mexican immigrant children, 123-124 defined, 116 effects on developmental tasks of migrant children, 93-94 effects on family relationships, 124-125 impact on post-migration child and family functioning, 116-118 role of schools for migrant children, 98-99, 116-118, 125 adulthood, transition to bounded agency, 66 de-standardization of, 63-66, 77 economic uncertainty and achievement orientations, 67-68 education as transition system, 70-73 extended transition trends, 61 financial autonomy, 64 impact of the Great Depression, 62 impact of the Great Recession on, 61-62, 64, 278, 281, 288–289 individualization, 66, 77 life course approach, 60, 77 norms and expectations, 60-61 parental financial support during, 75 - 76precaritization of employment, 68-69, 77 role of institutions, 69-70 social stratification and, 67 transition to as life stage, 60-62 welfare system, 74-75

Beah, Ishmael, 90–91 biculturalism, *see also* acculturation bicultural identity formation for Mexican-American children, 123–124 contrasted with assimilationist stances, 119–121, 123, 289 immigrant children, 102, 116–117, 119
parental culture of origin and, 117–118
role of receiving contexts and promotion
of, 117
bio-ecological approaches
chronosystem, 278–279
ecological model of immigrant youth
development, 118–119
impact of wider contexts, 169
overview of, 5
social/cultural-ecology perspective, 12–14
to immigrant youth development, 118–119

China, 6

optimal adaption and well-being for

cognitive development computers and abstract reasoning, 250-251 effects of multitasking, 261-262 intergenerational shifts in epistemology, 261 literacy development and the brain, 240-242 technological intelligence, 248-250 cohabitation, 205-209 cohorts Berkeley cohort (1928-29), 27-28, 29, 30-31, 37, 38, 41-46, 51-52 Oakland cohort (1920-21), 27-29, 30-31, 38-40, 51-52, 288 communication technologies, see also mobile technologies; multimedia technologies computers, 250-251 dating websites, 265-266 expressions of sexuality and, 264-265 icon representation recognition skills, 249 - 250individualization as result of, 243 multimedia violence, 248 preteen television programs and societal values, 253

301



302 Subject Index

communication technologies (cont.) economic hardship, see also poverty print media, 240-242 age and gendered experiences of, 30-31 within social change and human comparative study on loss of income/ poverty in early childhood, 27-29 development theory, 239-240, 289-290 cumulative risk approaches in technological intelligence development, 248-249 studies of, 36 television, 242-246 developmental advances following videogames, 246-250 military service, 45-46 experiences of according to gender, 28-29 youth internet connectivity trends, 235 impact of adversity on the neural structure, 36-37 effects on abstract reasoning, 250-251 ethnicity in teen chat room discussions, impact on family relationships, 30, 252, 264 33 - 35, 76impact on father-child contact, 203-204 sexuality in teen chat room individual responses to, 67-68 discussions, 252 social effects of, 251-252 military service as an escape from, 39, 42 teen chat rooms, 252 poor young single mothers, 213-214 in same gender parent households, 219 crime incarceration of a parent, 172, 203, 204 studies of early vs. later deprivation's impact on development, 31-32 incarceration rates among urban poor, 168 supportive parenting and infant cortisol regulation, 35 developmental systems approach education acculturation role of schools for migrant concept of resilience within, 86-88, 93, children, 98-99, 125 102, 103, 292-293 construct, structure, function, or process branched system, 137, 144 (CSFP), 280 cohabitation patterns and education experience effects on development, levels, 206-207 college for all climate, 135-136 282-283 common school ideal, 147 future policy directions, 294-296 genetic pre-disposition to depression, 8 curricular differentiation (USA), 136-138 historical specificity of, 287-290 curricular intensification, 150-151 impact of societal upheaval, 25-26 demand for higher education, 134-135 developmental disruption and education the life course perspective, 3 overview of, 5, 12-14, 169 trajectories, 137-138, 290 risk within, 87-88 divorce rates and education levels, 209 time and developmental transactions, family-school-community partnerships, 151-153 279-281 future policy directions, 295 time as critical variable, 277 GI Bill, 40, 42–43, 46–47, 50 displacement, forced, see also migrant higher education, value of in the labor children/youth market, 133-134 due to climate change, 91-92, 115, 291 exposure to violence, 90 high-poverty schools (USA), 168 global trends in, 84, 112-113, 291 impacts of deteriorating labor impact on child development, 84-85 market, 64-66 loss of support and well-being income effect argument, 65 systems, 92 increased tuition fees in the UK, push and pull factors, 114-115, 121-123 post-Great Recession, 74, 75 unaccompanied children, 90 as key turning point, 52-53 language skills of immigrant divorce age factors, 209-210 children, 94, 97 learning mindset interventions, 153-155 child custody arrangements, 5, 210 divorce rates (USA), 209 maternal employment and female education levels and, 209 education levels, 197-198 impact on child development, 210-211 as means to surmount early race and, 210 disadvantage, 46-47



More Information

Subject Index

multi-level role of, 131 need for interdisciplinary approaches to inequalities in, 155-156 not being in education, employment or training (NEET), 65-66, 69 parental involvement in school-related activities, 174-175 potential of early childhood interventions, 144-146 racial/ethnic desegregation efforts, 147-148 racial/ethnic population diversification and, 138-140 restructured labor market influences on, 132 - 133rising costs of higher education, 140-141 school leaving ages, 61, 63 social inequality and the educational trajectory, 141-144 socio-economic desegregation efforts, 148-149 substitution effect argument, 64-65 as transition system for young people, transition systems in Germany, 72-73 transition systems in the UK, 71-72 transition systems in the USA, 70-71 emotional self-regulation, 34-35 employment declining labor markets and education, 64-66 delays in entering primary employment, 63 earnings premium for higher education, 133-134 education in a deteriorating labor market, 64-66 flexible working conditions, 64 hourglass-shaped labor market, post-1970s, 132-133 impact of secular changes on, 4 impact of technological change, 63-64 labor market in Britain, post-Great Recession, 59-60 maternal employment and female education levels, 197-198 minimum employment ages, 61 not being in education, employment or training (NEET), 65-66, 69 opportunities from war industries, 48-51 precaritization of, 68-69, 77

youth unemployment, post-Great Recession, 57, 59 environmental turning points coming of age during WWII, 41-43 definition, 37 education, 52-53 military service as, 37-40 unemployment, 52 ethnicity children in cohabiting families, 208 divorce rates and, 210 ethnic diversity and social network sites, 260-261 ethnic population diversity, 4, 138-140 minority populations and school Zero Tolerance/expulsion policies, 168 parental involvement in education, 152-153 racial inequality and segregation (USA), 166-167 racial/ethnic school integration/ desegregation efforts, 147-148 as topic in teen chat rooms, 252, 264 family forms, see also parenthood assisted reproductive technologies, 222-223 child care roles of institutional partners, 226 child development following assisted reproductive technologies for parenthood, 4, 224 child development in same gender families, 220-221 children in cohabiting families, 208-209 cohabitation, 205-208 demographic transitions and, 193-196, 209 divorce and child development, 210-211 divorce rates (USA), 209 economic factors and, 196-198 extended families as socialization agents, 225 family policies and, 227 impact of maternal employment, 196-198 impact of social inequality on, 195, 202-203 impact on child development, 290 marriage as route to family formation, 204-205 medical advances in reproductive technologies, 199 men's and women's roles in social theories, 200 mothers/feeding primacy in social theory, 199-200 new family forms, 192-193, 227, 293-294

non-family members as caregivers, 226

303

transition systems for young people, 70-73

unemployment as environmental turning

value of higher education attainment,

point, 52

133-134



304 Subject Index

family forms (cont.) the nuclear family, 193-195 poor young single mothers, 213-214 same gender parent families, 217-219 secular changes and, 4 single fathers, 216-217 single mothers by choice, 214-216 single-parent family trends, 212-213 social attitudes towards family roles, 198-199 social support for single parents, 215-216, 217 stepfamilies, 211 surrogacy, 223-224 use of outsourcing networks, 225 wider social acceptance of same-sex unions, 5, 198-199 Family Investment Theory, 33 Family Life Project (FLP), 34-35 family relationships child custody, post-divorce, 5, 210 divorce trends, 209-210 exposure to reality television and decline in parental authority, 244 extended families as socialization agents, 225 father-child relationships in disadvantaged families, 203-204 during the Great Depression, 76 impact of economic hardship on, 30, 33-35, 76 impact of mobile technologies on, 255-256 impact of teen social networking on, 258-259 incarceration of a parent, 172, 203, 204 interdependent model of family functioning, 193 mean age at first birth, 63 men's and women's caregiving/ breadwinning roles in, 201-202 military service and, 38, 39 new family structures and secular changes, 63 non-family members as caregivers, 226 parental financial support during the Great Recession, 75-76 parental involvement in education, 151-153 parental well-being and neighborhood contexts, 171-172 parenting and family resilience as protective influence, 97-98, 292-293 post-migration acculturation experiences and, 116-118 post-service support for servicemen, 50 - 51

research on Mexican immigrant families in the USA, 124-125 resilience development during trauma, 87 television's impact on communal life, 242 - 243transactions in parent-dyads, 279, 280-281 Family Stress Theory, 33 Freud, Anna, 85 GI Bill, 40, 42-43, 46-47, 50 gender, see also women androgyny in social theories, 200 correlation of gender equality and mobile technologies, 255 differing experiences of societal events, 26 experiences of child soldiers, 90 experiences of the Great Depression, 30–31 gender equality and social network sites, 260-261 gender of parent interchangeability argument, 202 Germany education system, 72-73, 137, 144 impact of the Great Recession in, 59 precaritization of employment, 69 transition systems for young people, 72-73 welfare system, 74, 75 Great Depression environmental turning points, 37 gendered experiences of, 30-31, 52 impact on child development, 25 impact on transition to adulthood, 62 linked lives principle, 76 Great Recession impact in Britain, 59-60 impact in Germany, 59 impact in the USA, 59, 65, 166 impact of, 59 impact on employment opportunities, 68-69, 77 impact on state spending, 74-75 impact on transition systems, 77-78 impact on transition to adulthood, 61-62, 64, 278, 281, 288-289 impact on youth employment, 57-58 not being in education, employment or training (NEET) experiences, 65-66, 69 parental financial support during, 75-76 precaritization of employment, 68-69 racial segregation of Hispanics (USA), 167 timing of impact according to age, 62



More Information

Subject Index

historical specificity, 287–290 historical time, 284–285 overview of, 12–14 hormones, 9

immigrants, see also migrant children/youth mothers in paid employment, 197 urban ethnic enclaves (USA), 167 individualization bounded agency and, 66 concept of, 66 individual responses to economic

hardship, 67–68 and the rise of television, 243 social stratification and, 67 and the transition to adulthood, 66, 77

institutions, see also education child care roles of institutional partners, 226 neighborhood institutional resources,

173–175 role of, 69–70 transition systems, 70–73, 77–78 welfare regimes, 74–75

intercultural competence, 94 interdisciplinary approaches, 9–10

language

language skills and academic achievement of migrant children, 94, 97 inschools due to racial/ethnic population diversification, 139–140 tensions between migrant parents and children, 117–118 life course approach, see also adulthood,

transition to
age and experiences of the Depression,

30–31 Berkeley cohort (1928–29), 27–28, 29, 30–31, 37, 38, 41–46, 51–52

comparative study on loss of income/ poverty in early childhood, 27–29 developmental advances following

military service, 43–45 encountering the same event at,

research on, 26 Oakland cohort (1920–21), 27–29, 30–31, 38, 39, 40, 51–52, 288 parental traits, 200

Specificity Principle, 281–285 time as critical variable, 278 and the transition to adulthood, 60, 77

Macfarlane, Jean, 27, 45–46 methodologies biological markers, 11–12

field experimental designs, 10–11 longitudinal methods, 10 qualitative strategies, 11 sampling strategies, 11 statistical advances, 11

Mexico bicultural identity formation for Mexican-American children, 123–124 Mexican-US migration case study, 119–123 research on Mexican immigrant families

305

in the USA, 124–125 school experiences for Mexican immigrant children, 125

migrant children/youth, see also acculturation; biculturalism

acculturation effects on developmental tasks, 93–94

acculturation role of schools, 98–99, 116–118, 125

adaptation by, 88, 94-96

assimilist perspectives, 119–120, 123, 289 benefits of multicultural receiving

communities, 100 collective child-care arrangements, 226

cultural identity of Mexican immigrant children, 123–124

ecological model of immigrant youth development, 118–119

effects on family relationships, 124–125 future policy directions, 294–295 historical conditions for developmental

historical conditions for developmental factors, 289 immigrant status as a risk factor for

developmental tasks, 95–96, 291 impact of forced displacement on, 84–85 language skills and academic achievement, 94, 97

loss of support and well-being systems, 92, 97

Mexican-US migration case study, 119–123 migration and settlement experiences, 115–116

positive views about the self, 97 post-migration experiences and well-being, 116–118

pre-migration experiences, 114–115, 121–123

promotive and protective factors for resilience, 87, 96–100, 292–293 protective influence of parenting and family resilience, 87, 98, 292–293

psychological experiences during migration, 113–114

psychological well-being and documentation status, 115–116, 125–126

rkers, 11–12 docu 125–



306 Subject Index

migrant children/youth (cont.) resilience and adaptation by, 88 school experiences for Mexican immigrant children, 125 types of migration, 113 military service benefits for those from a disadvantaged background, 45-46 coming of age during WWII, 41-43 developmental advances following, 43-45 as escape from poverty, 39, 42 experiences of, post Great Depression, 37-38, 51-52 family relationships and, 38, 39 GI Bill, 40, 42–43, 46–47, 50 impact on marriage prospects, 47 increased sense of self through, 39-40 as time-out from age-graded expectations, 38-39 timing of entry into, 38, 40, 51-52 training for civilian life through, 50 mobile technologies ADHD symptoms and use of, 266 adolescent psychological well-being, 264 and the appreciation of the here and now, 257 benefits of long distance communication, 263 cognitive effects of multitasking, 261-262 correlation of gender equality and, 255 cyberbullying, 263 disinhibition in cybercommunication, 264 distracted walking, bicycling, and driving, 258 friends on social networking sites, 259 gender equality and ethnic diversity on social network sites, 260-261 impact of teen social networking on family relationships, 258–259 impact on family relationships, 255-256 and independence from family, 255-256, 259 intergenerational shifts in epistemology, 261 learning environment and individual development, 254-255 mediated communication effects, 262-263 mobile cellular telephone usage, 240 parent's distraction by (technoference), 256-258, 291 self esteem and social network sites, 259 - 260social network expansion through, 255

Moving to Opportunity for Fair Housing Demonstration (MTO), 175, 176, 179 - 180Mozambique, 90 multimedia technologies fame and wealth values of preteen audiences, 253-254 self-focused aspirations and, 254-255 societal values and preteen programs, 253 violence and aggression and, 248 neuroscience brain health and adaptive capabilities, 87 deprivation vs. threat distinction, 36 environmental turning points and neural plasticity, 37 executive function (EF), 34, 35 impact of adversity on neural structures, 36-37 neural differences between literate and illiterate individuals, 241-242 physiological responses to stress and, 35 reward center stimulation by "likes" on social network sites, 259 supportive parenting and infant cortisol regulation, 35 Nigeria, 240 parenthood, see also family forms; family relationships gender of parent interchangeability argument, 202 hormonal shifts during the transition to, 9, 201-202 men's and women's roles in, 201-202 mothers/feeding primacy in social theory, 199-200 neurological shifts during the transition to, 8-9 parental traits within life stages, 200 pathways to for same-sex couples, 219 rates of in same-sex partnerships, 218-219 through assisted reproductive technologies, 222-223 through single motherhood, 213-214 through surrogacy, 223-224 poverty, see also economic hardship high-poverty urban neighborhoods (USA), 165-166 spatial inequality in poor neighborhoods, 167-168 primary/secondary effects framework, 142-145

print literacy

effect on cultural values and learning

effects on cognitive development, 240-241

environment, 240



Subject Index

literacy development and the brain, 241-242 reading for pleasure rates, 242 Project on Human Development in Chicago Neighborhoods (PHDCN), 179

resilience

acculturation effects on developmental tasks of migrant children, 93-94 acculturation role of schools for migrant children, 98-99, 116-118, 125 adaptation by migrant children/ youth, 88 adaptation in developmental tasks domain by migrant children, 95-96 adaptive capabilities, 92-93 adaptive pathways, 94-95 definitions, 86, 87, 93 development of during trauma, 87 developmental systems approach to, 86-88, 93, 102, 103, 292-293 ecological model of immigrant youth development, 118-119 promotive and protective factors for migrant children, 87, 96-100, 292-293 protective influence of cultural beliefs and practices, 99-100 research on, 88, 100-101, 102-103 risk longitudinal studies of, 85-86 within a developmental systems approach, 87-88

Russia, 240-241 same-sex unions

138-140

Robins, Lee, 47

access to health and fertility services, 219 child development in same gender families, 220–221 legal recognition of, 5, 199 medical advances in reproductive technologies, 4, 199 pathways to parenthood, 219 poverty rates in same gender parent households, 219 rates of parenthood, 218-219 same gender parent families, 217-219 social acceptance of, 5, 198-199 Sampson, Robert, 46 secular changes economic inequality, 4, 140-141 employment trends, 4 family formation, 4 overview of, 3-4 racial/ethnic population make-up, 4,

technological advances, 4 within wider social change, 5 selection bias, 175-177, 294 sexuality expressions of and communication technologies, 264-265 as topic in teen chat rooms, 252, 264 social change and human development theory communication technologies within, 239-240, 289-290 overview of, 236-239 social stratification, 67 social/cultural-ecology perspective, 12-14 societal events economic uncertainty and achievement orientations, 67-68 impact on child development, 25-26 research on impact of, 26, 294 socio-economic factors access to assisted reproductive technologies, 222-223 early childhood interventions in education, 144-146 individual agency and social structure, 66 neighborhood institutional resources, 173-175 neighborhood SES and children's development, 169-170, 172, 177-180, 288, 290-291 school integration/desegregation efforts, 148-149

307

systems-level approaches, 7-8 technological advances, see also

trajectory, 141-144

communication technologies; mobile technologies; multimedia technologies Assisted Reproductive Technologies (ART), 4, 222-223, 224 impact on employment opportunities, 63-64 medical advances in reproductive technologies, 199 parenting at a distance, 203 secular changes, 4 single fathers' use of reproductive technologies, 216 single mothers' use of reproductive technologies, 215

social inequality and the educational

socio-economic stratification, 140-141

television

children's independence and, 243-244 desensitization to violence, 245

© in this web service Cambridge University Press

www.cambridge.org



308 Subject Index

television (cont.) fame and wealth values of preteen audiences, 253-254 impact on communal life, 242-243 prosocial behavior promotion by, 245-246 reflective behavior patterns, 246 societal values in preteen programs, 253 TV-aggression connection, 244-245 theoretical advances bio-ecological approaches, 5 biological factors and, 8-9 cultural contextual factors, 6-7 systems-level approaches, 7-8 time, see also historical/temporal perspectives age and duration of experiences, 283 chronosystem-microsystem links, 278-279 as critical variable in developmental approaches, 277-278 cumulative effects model, 283-284 developmental transactions, 279-281 duration of experiences, 284 experience effects on development, 282-283 generational effects, 284 historical time, 284-285 research and policy, 285 specificity, 281-285 transition systems employment as, 70-73 in Germany, 72-73 impact of the Great Recession on, 77-78 institutions, 70-73, 77-78 in the UK, 71-72 in the USA, 70-71 adaptive pathways, 94-95 age-related differences in exposure to, 89-90 of child soldiers, 90-91 disruption to support and well-being systems, 88-89, 92 longitudinal studies of risk, 85-86 malnutrition and starvation, 89 multi-generational effects of, 117 natural disasters, 91-92 promotive and protective factors for, 87, 96-100, 292-293 protective influence of parenting and family resilience, 87, 97-98, 292-293 radiation exposure, 89 relational and contextual influences for resilience to, 96-97, 292-293

war-related trauma, 85 United Kingdom (UK) apprenticeship schemes, 71-72 compulsory school leaving ages, 71 impact of the Great Recession in, 59-60 increased tuition fees, post-Great Recession, 74, 75 mean age at first birth, 63 transition systems for young people, 71-72 welfare system, 74, 75 United States of America (USA), see also urban neighborhoods (USA) college for all climate, 135-136 common school ideal, 147 curricular differentiation, 136-138 curricular intensification, 150-151 demand for higher education, 134-135 divorce rates, 209 earnings premium for higher education, 133-134 high-poverty urban neighborhoods, 165-166 immigration system, 115-116 impact of the Great Recession in, 59, 65, 166 mean age at first birth, 63 Mexican-US migration, 119-123 racial inequality and segregation, 166-167 racial/ethnic population diversification, 138 - 140restructured labor market, post 1970s, 133 socioeconomic stratification, 140-141 state spending on the welfare system, post-Great Recession, 74-75 transition systems for young people, 70-71 violent games and mass shootings, 247 welfare system, 74 young people's belief in the American Dream, 68 urban neighborhoods (USA) affluent, defined, 170 challenges to research on (selection bias), 175-177, 294 collective efficacy, 171 crime in disadvantaged neighborhoods, 168 cultural heterogeneity model and, 173 future initiatives to improve children's outcomes, 180-183

research challenges, 100-101

structural violence, 91 violent political conflict, 91, 98



Subject Index

high-poverty concentrations in, 165-166 institutional resources, 173-175 neighborhood SES and children's development, 169-170, 172, 177-180, 288, 290-291 neighborhood structure characteristics, 170 - 171parental well-being and neighborhood contexts, 171-172 peer relationships in, 172-173 poor/disadvantaged, defined, 170 racial inequality and segregation in, 166-167 relative deprivation model and, 173 schools in high-poverty neighborhoods, 168 socioeconomic factors and childhood development, 169-170

videogames icons/iconic representation recognition skills, 249-250 prosocial behavior promotion by, 247 technological intelligence development, 248-249 violent games and aggressive behavior links, 246-247 violent games and mass shootings, 247 violent behaviors links with violent videogames, 246-247

multimedia violence, 248 TV-aggression connection, 244-245 violent games and mass shootings, 247

309

wars

age-related differences in exposure to, 89, 282 child soldiers, 90-91 women, see also gender earnings premium for higher education, 134 economic improvement through marriage, 47 employment opportunities in war industries, 49-50 experiences of WWII and the Great Depression, 30-31, 52 maternal employment trends, 196-198 mothers and feeding primacy in social theory, 199-200 numbers in higher education, 134-135 World War II coming of age during, 41-43 employment opportunities in war industries, 48-51 experiences of WWII and the Great