Accelerated life course concept, 91	Adolescents (cont.)
Adolescent employment	teen pregnancy. See Adolescent pregnancy
full-time work, 453–454	transition to adulthood, 130
and gender, 445	well-being and family, 130-132
hours of work, 443–444	work experience. See Adolescent employment
intensity of job, 444, 446, 448-449	Adult children
interviewee accounts, 455	coresidence patterns, 154
investment in work, degrees of, 444, 447	future view, 667
labor market benefits of, 439-440	nursing home versus family caregiving by, 138-139
link to higher education, 449–452	Adult development
negative views of, 438–439	and adolescent substance abuse, 422-426
quality of work, 445-446	See also Childhood-adulthood links;
and socioeconomic status, 440-441, 446, 448-449	Early adulthood; Elderly
Youth Development Study (YDS), 441-444	Adult education, educational trajectories view, 176
Adolescent pregnancy	Adultolescents
child outcome, 134	meaning of, 154
and family environment, 133-134	See also Adult children
and grandparent-headed households, 155	African-Americans
Adolescent substance abuse, 422-430	criminal behavior, 312
and adult outcomes, 422-426	and extended family, 153
and amotivational syndrome, 246	first-grade test scores, 233
constructive aspects of, 427	and self-efficacy, 380
as coping strategy, 427	Age
and developmental tasks, 426-427	and cohort approach, 9-10
and developmental transitions, 423-426	multiple meanings of, 10, 14
negative effects of, 422–423	resource allocation, future view, 666
studies related to, 422-423	See also Age norms; Age structuring
Adolescents	Age-graded theories
criminality. See Delinquency	desistance from crime, 305-306, 321
developmental tasks of, 421	life course, 530
developmental transitions, 419–420	Age norms, 85–95
health status, 130–131, 632–635	age-based expectations, 85-86
identity and social context, 35-36, 39	as cognitive maps, 92–93
social capital of, 628, 632-635	demographic view of, 85-86
student incentives and social context (study), 53-73	individualism versus age deadlines (study), 88-92
substance use. See Adolescent substance abuse	Kansas City Study, 87

Age norms ( <i>cont.</i> ) prescriptive-proscriptive norms, 86, 87–92 psychological view of, 86, 94	Behavioral endocrinology, 612–618 hormone–context interaction, 617 hormones/behavior reciprocity, 615–617
sociological view of, 86, 93 timetables, types of, 94–95	hormones/behavior temporal relationship, 615–616 and life course approach, 617–618
Age-period-cohort model	organizational effects of hormones, 615
age-period-cohort-characteristic (APCC) model, 473	Behavioral genetics, 604–612
	context and heritability studies, 609–611
development of, 466	decomposition of variance approach, 606–608
identification problem, 467 separation of effects, informal approach, 473–475	developmental phenotypic focus, 611–612
	gene-behavior correlations, 605
separation of effects, statistical method, 467–472	gene–environment interaction, 605, 609–612
of social change, 29–31	and life course approach, 609–612
standard cohort table in, 466–467	measured genotype analysis approach, 608–609
Age structuring, 81–86	Mendelian-based models, 608
historical shifts in, 83–85	
informal, 90–91	quantitative genetic analysis, 606–608 quantitative trait loci (QTL), 608–609
and life span, 82–83	twin studies, 606–607
Agency principle	Behavioral modeling, 682–683
in life course approach, 11–12, 151, 532, 672	Bengtson, Vern L., 149
and migration, 340	Berkeley Guidance Study, 5, 12
and self, 369	Bio-medical research, 668
See also Self-efficacy Aging	Biographical pacing concept
and criminal behavior. See Desistance from crime	basic principle of, 275
global aging, 695	retirement, 275
of population, 151–152, 273	Biological events
and social change, 29	behavioral endocrinology, 612–618
Agreeableness, trait stability, 584	behavioral genetics, 604–612
Alexander, Karl L., 229	biology-sociology link, 598-599
Almazan, Elbert P., 391	future directions, 668
Alwin, Duane F., 23	life course interactions, 599
American Occupational Structure, The (Blau and	life history theory, 600–604
Duncan), 166, 167	and life span development, 395
Americans' Changing Lives survey, 625	research challenges, 599
Amoskeag Mill study, 7	Birth cohorts
Amotivational syndrome, 246	characteristics of, 26
Anomie, 708	See also Cohort
Antisocial behavior	Birth order effects, 376
age-graded theory of, 305-306	Bowling Alone (Putnam), 24
stability of, 302–303	
See also Criminal behavior; Delinquency	Capital
Attachment	cultural capital, 665
and adult emotional health, 392, 403	financial capital, 627
and life course, 132	human capital, 627
	nature of, 627
Baby Boom	See also Social capital
age and marriage, 103	Career
divorce rate, 153	career lines, 167–168
gays/lesbians among, 564-565	definition of, 167
parental influences on offspring outcomes (study),	See also Work; Work trajectories
158–159	Caregiving
retirement issues, 272	nursing home versus family-provided, 138–139
size, effects of, 26	and retirement decisions, 279–280
war, as defining experience of, 42	CASMIN classification, educational trajectories, 171–172
women, life path (study) of, 159–160	Caspi, Avshalom, 579
Beginning School Study (BSS). See First-grade transition	Catalyst/impediment model, developmental transitions, 424
Rehavior family influences 104 107 109	transitions, 424

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

Cross-cultural studies, student incentives and	Development, human. See Life span development
social context in Japan (study), 53-73	Developmental match/mismatch model, developmental
Cross-sectional surveys, elements of, 31	transitions, 424, 425
Cultural capital, meaning of, 665	Developmental tasks
Cultural influences, self-efficacy, 380	and adolescent substance abuse, 426-427
Cultural Revolution, 12	and continuity and discontinuity concept, 420-421
D	meaning of, 420
Dannefer, Dale, 647	Developmental transitions
Darwin, Charles, 598, 600	and adolescent substance abuse, 423-426
Davis, James, 40–41	and continuity and discontinuity, 420, 424, 531
Death, parental, and child outcome, 403–404	delayed and substance abuse, 426
Decision-making theory, retirement, 276–277 Decomposition of variance approach, 606–608	models of, 424
Defined-contribution plans, 697	precocious transitions, 422
Deinstitutionalization, of life course, 652–655, 693–694	and turning points, 425–426 Difference-in-difference estimator,
Delinquency	panel models, 508–509
common acts of, 312	Divorce
family influences, 131–132	Baby Boom rate of, 153
and future criminality. See Desistance from crime	childhood–adulthood links, 109–111,
and off-time normative transitions, 312–313	132–133, 401–402
status offenses, 319	and intergenerational relationships, 139–140
Delinquents and Nondelinquents in Perspective	parental influences on offspring outcomes
(Glueck and Glueck), 305	(study), 158–159
Demography, 681-690	Domestic violence, and family of origin, 134
age norms, meaning of, 85-86	Dual-earner families, work trajectories, 198–199
aging of population, 151-152	Duration, meaning of, 8
behavioral modeling, 682–683	Durkheim, Emile, 707, 708
data collection methods, 683-684	
historical change, 687	Early adulthood
historical demography, 684	developmental transitions, 419-420
and life course approach, 6, 682–683	personality trait changes, 589-590
organization of discipline, 682	and social capital, 628-629
personal environments approach, 685	Easterlin effect, 26
selectivity, 685–687	Education (Russell), 36
Depression	Education Reform Act of 1988, 253
Baby Boom women life path (study), 159–160	Educational achievement
kindling model, 615	early grades and adult performance, 239–244
learned-helplessness, 370 and parental loss, 403	and self-efficacy, 377–378
Desistance from crime	student incentives and social context (study), 53–73 Educational attainment
age-graded theories, 305–306, 321	family influences, 134–135, 166–167, 438
comparative view, 325	and health status, 634–635
complications related to study of, 297–298	and human capital, 627
criminal embeddedness theory, 322	pension coverage gap, 697
definition of desistance, 317	and status attainment, 438
developmental views of, 302–303	Educational pathways, 168–169
heterogeneity perspective, 299–300	features of, 169
and maturation, 300-302	influence on educational trajectories, 169
official desistance, 319	Educational systems, German/British/American
and onset of criminality, 319	comparisons, 252–255
and peer relations, 304, 322	Educational trajectories, 171–182
process approach, 298, 317-318	complications in study of, 180-182
propensity theory, 301, 320	future research directions, 180
rational choice perspective, 303-304	influence on educational pathways, 169
social learning theory, 304	life course perspective, 170–171
and social reintegration, 323-325	Matthew effect, 174-177, 179
state dependence perspective, 299-300	models for study of, 172-174
symbolic interactionist view, 321–322	retraining perspective, 176

and status attainment research, 166-167

and types of offense, 318-319

Educational trajectories (cont.) United States/Great Britain comparison, 179–180 women, 174–175	Expectations, age-linked, 85–86 Exposure model, personality development, 590–591 Extracurricular activities, Japanese students, 70–71
Educational transitions	
as life course transitions, 170–171	Extraversion, stability of trait, 583–584
	Eamily
models for study of, 172–174	Family
Elder, Glen H., Jr., 3, 14, 371, 404, 439, 532, 548,	and age structuring, 82–83
590, 661, 682, 708	demographic changes, 83
Elderly	in life course study, 7, 9, 124–127, 129, 150–151
nursing home versus family caregiving, 138–139	size, future view, 666
and self-efficacy, 383	Family influences
and social capital, 629, 630	on adolescent well-being, 130-132
See also Grandparents; Intergenerational relationships	on children's well being, 127–129
Elias, Norbert, 707	desistence from crime, 323–324
Eliason, Scott R., 529	divorce, parental, 132–133, 401–402
Emotional health	on domestic violence, 134
and attachment, 392, 403	and economic status, 127–128
and childhood adversity, 400	and educational achievement, 134-135
and family. See Family influences	on emotional health, 131
and gays/lesbians, 566	family background and marital problem-solving
and marital status, 677	(study), 110–118
parental influences, 131	family context, dimensions of, 125-127
and self-efficacy, 276, 370-372	fathers, influences of, 128-129
stability of, 585–586	on gender stereotyping, 381
well-being, dimensions of, 125–127	intergenerational relationships, 139-140
Employment. See Adolescent employment; Work;	loss of parents, 402-404
Work trajectories	on marital outcome, 107, 109-111, 401
Endocrinology	and nursing home admissions, 138-139
behavioral endocrinology, 612-618	parental influences on offspring outcomes
endocrine system operation, 612-613	(study), 158–159
Entwisle, Doris R., 229	and parenting of offspring, 133
Environment	self-efficacy, 374-375
gene-environment interaction, 605, 609-612	social capital of, 127, 129
and self-efficacy, 373–374	societal norms, 393
shared/nonshared environmental influences, 611	socioeconomic status, 127-128
Equality of Educational Opportunity (Coleman), 134	status attainment, 136-137, 166-167
Erikson, Erik, 35, 374	teen pregnancy, 133–134
Europe	and work status, 136–137
life course approach, 206–208	See also Single-parent families
life course policy, 710–712	Family structure
Event history analysis, 6, 477–500	meaning of, 126
conceptualizing life course transition, 478–479	research caveats, 129
coupled processes, 497–498	Family transitions, 88, 90
Cox model, 488–489, 494	Fathers
hazard rate, 480–484	absence and delinquency, 131, 132
Kaplan-Meier estimator, 484, 486	Baby Boom women life path (study), 159–160
multiple origin/destination states, 492-493	and child well-being, 128–129
Nelson-Aalen estimator, 484–485	parental influences on offspring outcomes
nonparametric analysis of single transition, 484–486	(study), 158–159
parametric models for multiple transitions, 494	and status attainment of offspring, 136
parametric models for single transition, 486–492	Fetus, hormonal influences on, 615
piecewise models, 489–490	Financial capital
proportional hazard model, 482–483, 486–492	and adolescents, 633
single transition for homogeneous	
	elements of, 627
population, 479–484	Finch, Michael D., 623
software for, 499–500	First-grade transition, 230–247
survival probabilities, 480, 481, 483, 492–493	first reading marks, 231–233
unobserved heterogeneity, 494–497	formal student role, 230–231
Evolutionary theory, life-history theory, 600–604	and later adult performance, 239-244

## **Contents**

I.	THE LIFE COURSE PERSPECTIVE	
	1. The Emergence and Development of Life Course Theory	3
II.	HISTORICAL AND CROSS-NATIONAL VARIABILITY IN THE LIFE COURSE	
	2. Generations, Cohorts, and Social Change  Duane F. Alwin and Ryan J. McCammon	23
	3. Stratified Incentives and Life Course Behaviors	51
III.	NORMATIVE STRUCTURING OF THE LIFE COURSE	
	4. Age Structuring and the Rhythm of the Life Course	81
IV.	MOVEMENT THROUGH THE LIFE COURSE	
	A. Institutional Structuring of Life Course Trajectories	
	5. Parental Identification, Couple Commitment, and Problem Solving among Newlyweds	103
	6. Family Context and Individual Well-Being: Patterns and Mechanisms in Life Course Perspective  Peter Uhlenberg and Margaret Mueller	123

	7.	Intergenerational Relations in Changing Times	149
	8.	Educational Transitions, Trajectories, and Pathways	165
	9.	From Work Trajectories to Negotiated Careers: The Contingent Work Life Course	185
	10.	Government and the Life Course	205
	В.	Transitions	
	11.	The First-Grade Transition in Life Course Perspective	229
	12.	From Student to Worker	251
	13.	Midcourse: Navigating Retirement and a New Life Stage	269
	<i>C</i> .	Turning Point	
	14.	Desistance from Crime over the Life Course	295
	15.	Desistance from Crime and Deviance as a Turning Point in the Life Course Christopher Uggen and Michael Massoglia	311
	16.	Migration, Human Development, and the Life Course	331
V.	LIF	TE COURSE CONSTRUCTION	
	<b>A.</b> .	Agency	
	17.	Self-Agency and the Life Course	369
	В.	Connections Between Early and Subsequent Life Phases	
	18.	Connections between Childhood and Adulthood	391
	19.	How and Why the Understanding of Developmental Continuity and Discontinuity is Important: The Sample Case of Long-term Consequences of Adolescent Substance Use	413

Contents

	20.	Adolescent Work and the Early Socioeconomic Career  Jeylan T. Mortimer, Jeremy Staff, and Sabrina Oesterle	437
VI.	ME	THODS AND INTERDISCIPLINARY APPROACHES	
	<b>A</b> .	Modes of Studying the Life Course	
	21.	<b>Distinguishing Age, Period, and Cohort Effects</b>	465
	22.	Event History Models for Life Course Analysis	477
	23.	Panel Models for the Analysis of Change and Growth in Life Course Studies	503
	24.	Characterizing the Life Course as Role Configurations and Pathways:  A Latent Structure Approach	529
	25.	Linking Life Course and Life Story: Social Change and the Narrative Study of Lives over Time  Bertram J. Cohler and Andrew Hostetler	555
	В.	Interdisciplinary Collaborations	
	26.	Personality Trait Development in Adulthood	579
	27.	Biological Models of Behavior and the Life Course	597
	28.	Socioeconomic Status and Health over the Life Course: Capital as a Unifying Concept  Jennifer R. Frytak, Carolyn R. Harley, and Michael D. Finch	623
VII.	The	e Future of the Life Course	
	29.	Toward a Global Geography of the Life Course: Challenges of Late Modernity for Life Course Theory	647
	30.	Reflections on the Future of the Life Course	661
	31.	Life Course Research: Achievements and Potential Linda K. George	671
	32.	Success and Challenge in Demographic Studies of the Life Course	681

	te	

	The Future of the Life Course: Late Modernity and Life Course Risks	693
	Future of the Life Course	703
Ind	ex	715