

# UNIT 1

## CHALLENGE AND CHANGE

### CLOSE TO HOME

#### Relationships

Young Canadians are close with their parents. They report a high level of enjoyment from spending time with their mothers and fathers.

\*Up 10% from 1992



They also value their friendships. 95% of teenagers report a great deal of enjoyment from their friends.



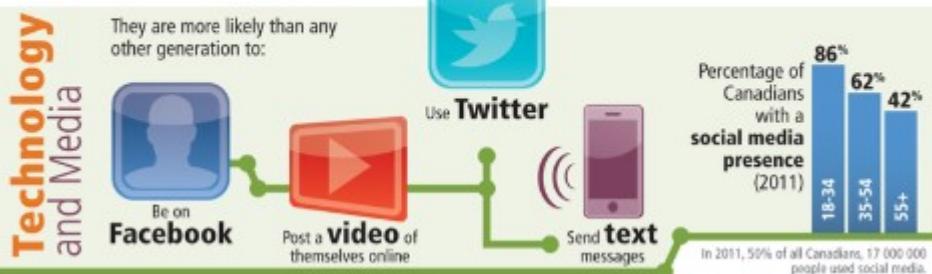
#### In This Unit

You will learn how social scientists study the forces that shape and influence an individual's behaviour in the early stages of socialization and into adolescence, as well as changes in the individual and how those changes affect the social values and attitudes at large.

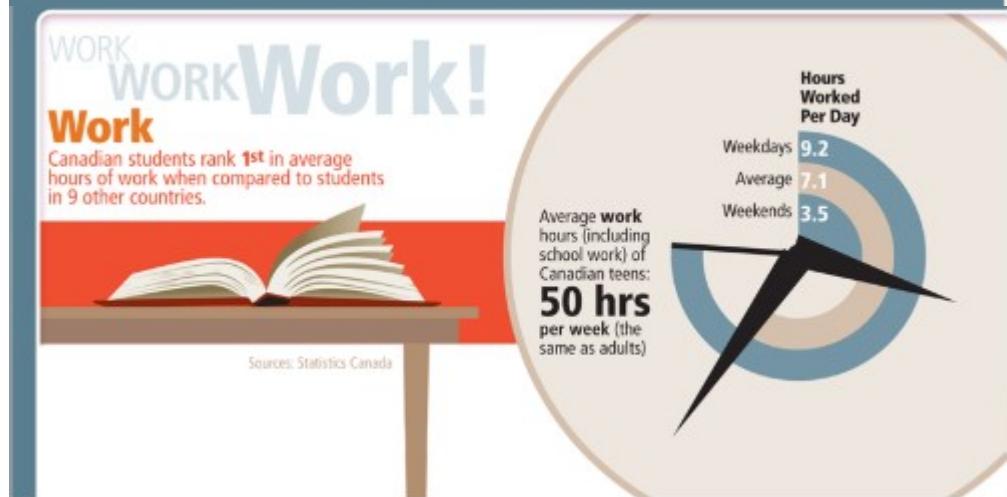
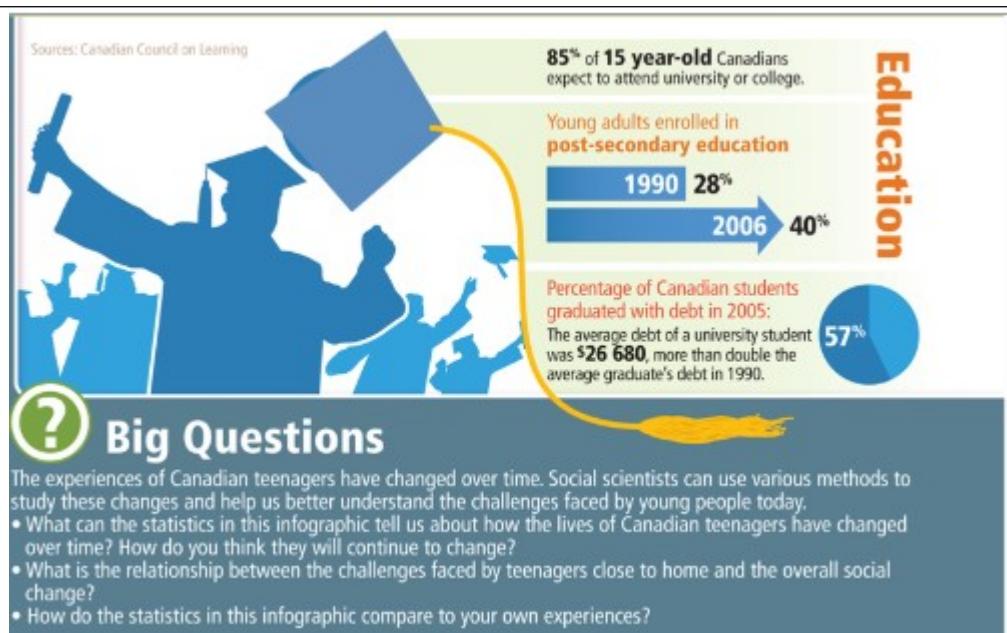
You will also develop research and inquiry skills to conduct research about the challenges faced by young Canadians close to home. At the end of the unit, you will have the opportunity to choose an issue you are interested in and develop a campaign to raise awareness about it.

**Millennials** are comfortable with and knowledgeable of technology.

They are more likely than any other generation to:



Video: *The Role of Youth*



## Research and Inquiry Skills

## Conducting Research: Data Collection from Primary and Secondary Sources

Social scientists draw upon numerous different sources of information when conducting research, which they may use independently or combine for a more comprehensive view of the topic under investigation. In both instances, the social scientist applies critical thinking to the issue or topic at hand to examine assumptions, discern hidden values, evaluate evidence, and assess conclusions. Primary and secondary sources are both important sources of information. Primary research is obtained from field research that the social scientist performs using tools such as interviews, surveys, and participant observation. This data is later tabulated and analyzed. Secondary sources include items such as journal or newspaper articles that summarize what others have to say about a topic or issue. Other sources, such as municipal records, provide additional information; in this case, the records shed light on changes to individuals, families, groups, and society over time.

Social scientists may also use official statistics from government branches and agencies that collect information about births, deaths, marriages, employment, population, household income, and family structure. In Canada, the main sources of this information are Statistics Canada and government departments such as Health and Welfare Canada. These statistics not only help government direct future policies but also give social science researchers an opportunity to study social trends and explain social phenomena.

Some of the most well-known methods of primary research are described below.

## **Surveys**

The primary collection of data involves developing and distributing surveys or questionnaires to sample groups who are fair representatives of the entire group under study. The surveys should be straightforward, objective, and conducive to relevant answers. When all the data is collected, it is graphed or put into tables. Surveys are a valuable research method because they allow researchers to question large numbers of people about their behaviour, attitudes, or opinions in a relatively short time period. Surveys also produce reliable quantitative data in the form of statistics.

## **Interviews**

Interviews offer researchers an opportunity to gather important information from individuals, such as professionals and other experts in the field. The interviewer may ask direct questions to draw out detailed and personal information about a topic under investigation. The information can be rendered qualitatively or quantitatively. The expert opinions or general knowledge obtained by interviews is important issues involving social change, behaviour, or attitudes.



**FIGURE 1-1** What is the difference between surveys and interviews?

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## **Participant Observation**

Personal observation is another important tool for collecting information. In this mode of investigation, the researcher immerses himself or herself into the group under study. The researcher may join a family or larger social group to be able to monitor interactions and gain first-hand knowledge about a specific function, behaviour or role of the group. Social science researchers have used participant observation very successfully, from Margaret Mead's (1901–1978) Samoan study of adolescent girls to the popular Street Corner Society study by William Foote Whyte (1914–2000). Whyte was an American economist who conducted research by living among Italian immigrants in a poor Boston neighbourhood during the 1930s. While living in the community, Whyte was able to obtain information that led to deeper understanding of the social values and attitudes within that social group. His unique method was later adopted by countless sociologists and anthropologists, becoming the standard model.

The purpose of a research project is to compile information about a specific group, issue, or topic. Project Teen Canada, which you study at the beginning of Chapter 1, examines various aspects of life among Canadian teenagers today in an effort to better understand the shifts, patterns, and trends in their behaviour. Technology is a strong theme of the study.

## QUESTIONS

1. The table below shows some results from a survey by Project Teen Canada. Write two survey questions that could have been used to gather the information in the table.
2. How might a researcher use the technique of participant observation to gather information about sources of enjoyment for youth?
3. Use secondary sources such as online magazine and newspaper articles to discover what other researchers have found about this topic. How do these findings compare with the survey by Project Teen Canada?
4. Using the data in the table below, your research from secondary sources, and evidence from your own experience, develop a thesis about sources of enjoyment for young people in Canada.



Some Top Sources of Enjoyment for Teens		Respondents Receiving "A Great Deal" or "Quite a Bit" of Enjoyment (%)	
	All	Males	Females
Friends	95	95	96
Music	92	90	94
Internet	83	85	82
iPod/MP3 player	82	77	83
Sports	70	81	60
Cell phone	65	57	72
Television	64	67	61
Shopping	61	41	78
Video/computer games	46	67	27

FIGURE 1-2 To what extent do Canadian teenagers rely on technology for entertainment?

## CHAPTER 1

### Views of Adolescence: Socialization and Development

In this chapter we define adolescence and introduce important theories that explain adolescent socialization and development. You will study theories that help explain the complex social, emotional, and moral development that occurs during adolescence. You will examine landmark case studies that describe key features and characteristics of adolescence and study the life cycle and evaluate the developmental tasks in each stage as they relate to young people. Generational theories will be presented that help account for different value systems among various generational groups in Canada. Finally, you will learn about the important agents of socialization, such as family and peers, that shape and direct behaviour in adolescents. You will also practise social scientific skills such as data collection and identify key differences between primary and secondary sources of information.

#### CHAPTER EXPECTATIONS

By the end of this chapter, you will:

- identify and describe the major theories relating to change of self, society, and culture
- explain the impact of evolving roles of individuals or groups
- demonstrate an understanding of the major social science forces that influence social change
- demonstrate effective data collection skills including the ability to gather and select relevant information from a variety of primary and secondary sources
- create an appropriate research plan and locate and collect relevant information related to social change

## KEY TERMS

adolescence  
agent of socialization  
archetype  
cognitive development  
cohort  
developmental tasks  
dominant value direction  
egocentrism  
ethnic identity  
fresh contact  
generational replacement  
heroic imagination  
imaginary audience  
internalization  
millennial generation  
personal fable  
prosocial behaviour  
roles  
schema  
social location  
socialization  
value systems  
values



**FIGURE 1-3** Adolescence is a period of emotional upheaval and growth. What unique opportunities do adolescents enjoy today?

## KEY THEORISTS

Reginald Bibby  
Allison Davis  
David Elkind  
Erik Erikson  
Carol Gilligan  
G. Stanley Hall  
Robert Havighurst  
Leta Stetter Hollingworth  
Neil Howe  
Lawrence Kohlberg  
Kurt Lewin  
Karl Mannheim  
Margaret Mead  
Jean Piaget  
Eduard Spranger  
William Strauss  
Phillip Zimbardo

## LANDMARK CASE STUDY

G. Stanley Hall's Storm and Stress

### Spotlight On ...

### Project Teen Canada

**P**roject Teen Canada 2008 is a research project led by Canadian sociology professor Dr. Reginald Bibby (1943–). His team explores and analyzes the attitudes, values, beliefs, expectations, and behaviours of young people between the ages of 15 and 19. The data they have collected comes from surveys administered to teenagers in 1984, 1992, 2000, and 2008. The project hopes to produce valuable information about Canadian teenagers that might be used by educators, parents, and social institutions, such as the government and religious groups, to better understand and meet the needs of adolescents in Canada. Project Teen will also provide information about the impact of social change on young people and how they adapt to the changing cultural and social environments in which they live. The surveys highlight the evolving attitudes and views held by adolescents of different generations and how these attitudes are powerful forces that influence current trends and foster social change today and in the future.

The surveys examine a number of important "teen" topics, such as:

- core values and attitudes
- forms of entertainment
- personal and social concerns
- notions of power, success, wealth, and social influence
- sexuality and relationships

- spirituality
- aspirations and life expectations
- the role of technology in daily life



**FIGURE 1-4** Sociologist Reginald Bibby has been studying Canadian teen trends and behaviour for decades in national surveys. What trends are common among adolescents today?

Beyond the obvious goal of producing important information about youth, Project Teen Canada is notable for its sound use of social scientific methods to attain data and relevant information from a number of sources. As you learned in the Unit Opener, collecting data and information from a variety of primary and secondary sources is a crucial step in the social scientific method. Project Teen Canada is an example of proper survey construction and delivery, valid collection of qualitative and quantitative data, and in-depth analysis of results.



**FIGURE 1-5** Friends and technology rank among the highest sources of enjoyment for teenagers in Canada. What do you get most enjoyment from?

Bibby conducted one survey of 3500 high school students between the ages of 15 and 19 from 200 schools across the country. To collect accurate data, a well-constructed and worded questionnaire was crafted and delivered to the young people in a classroom setting under the supervision of a guidance counsellor. A sample of the information recovered from the surveys is listed below.



#### Use of Select Means of Communication

	All	Males	Females
Cell phone	54	48	60
Text messaging	44	37	51
Facebook	43	37	49
Email	42	38	46

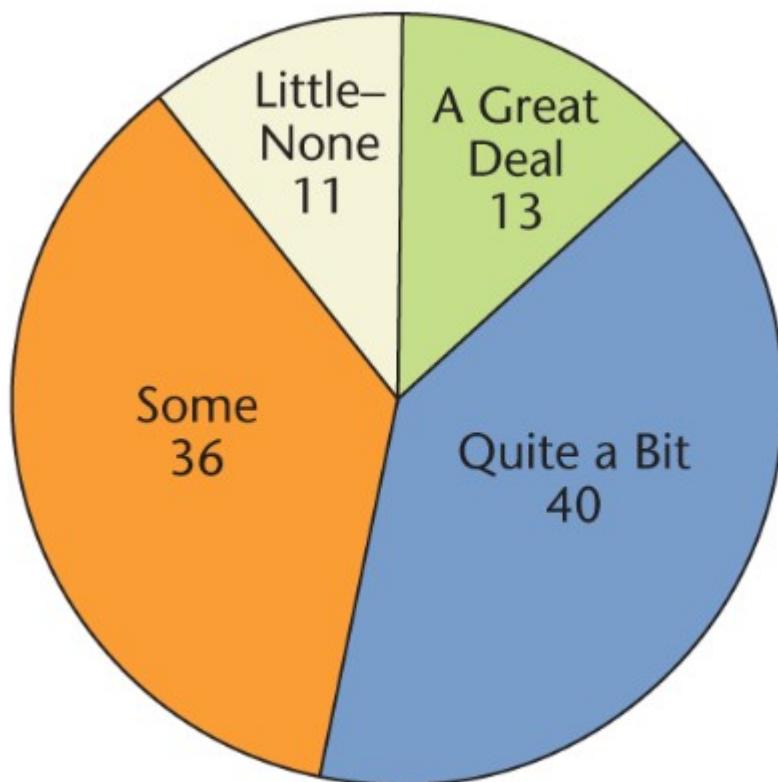
Source: From Reginald W. Bibby, *The Emerging Millennial*, p. 32, and additional PTC08 gender analyses.

**FIGURE 1-6** What patterns do you see in this data?

In a national survey conducted in 2008, Bibby surveyed approximately 5500 teenagers about their attitudes toward school. He then compared the findings to earlier surveys. Here are some of the highlights:

- More than half of the teenagers studied (53%) had high levels of enjoyment from school compared to 44% in the early 1990s.
- 84% of teens reported feeling safe at school, although 15% were concerned about bullying in their schools. In 2000, 78% of teenagers reported feeling safe at their schools.
- 60% of teenagers reported that they found most of their courses to be "fairly interesting," up slightly from 2000.
- 60% of teenagers also believed that their teachers are genuinely interested in them. This figure is also up slightly from 2000.
- 45% of teenagers felt that their teachers are influencing their lives, up from 36% in 2000.

## Enjoyment Received from School (%)



Source: Reginald W. Bibby, *The Emerging Millennials*, and Project Teen Canada 2008.

**FIGURE 1-7** In Bibby's study, 40% of teenagers reported receiving "quite a bit" of enjoyment from school, and another 13% receive "a great deal." Only 11% of those surveyed reported receiving "little to none." How much enjoyment do you receive from school?

Bibby also noted that, overall, teenagers' enjoyment from school is tied very closely to the presence of close friends. His research shows that 94% of teens said that at least one of their closest friends goes to their school. Most teens are concerned with doing well in school. In fact, 95% of the teenagers surveyed place importance on getting a good education, and 7 in 10 would like to go on to earn a university diploma.

### SKILLS PRACTICE

- Write two sample questions that might have appeared on Bibby's survey, based on the data in the table above.
- Poll your classmates about their use of cell phones, text messaging, Facebook, and email, following the format in the table above. Are there any other communication technologies to add to this list?
- How do your results compare with Bibby's, whose study was done in 2008? What do these findings tell us about the role technology plays in the lives of teenagers?
- Replicate Bibby's survey about school enjoyment in your own school community. Start by creating a questionnaire with questions based on the survey results above.
- Compare the results from your survey with the results from Bibby's national survey.

## ORIGINS OF ADOLESCENCE

Today, adolescence refers to a transitional period between childhood and adulthood that typically begins with the onset of puberty and lasts until the ages of 18 to 21, when the individual enters young adulthood. Historically, adolescence has not always been recognized as a distinct life stage. Definitions of adolescence vary, but the World Health Organization (WHO) defines an adolescent as a person between 10 and 19 years of age. According to other definitions, this stage can last until age 18 or 21. In many cultures, children entered adulthood without much fanfare, and the transition was often harsh and abrupt. The notion of a gradual passage from childhood to adulthood through adolescence was unheard of.

▶ adolescence: a transitional period between childhood and adulthood that typically lasts until the ages of 18 to 21

❓ How would you define adolescence?



FIGURE 1-8 A spring formal dance for teenagers in the 1950s. How has adolescence changed since then?

The term "adolescence" was made popular by psychologist G. Stanley Hall (1844–1924) in his 1904 study "Adolescence," in which he formally defined the developmental phase between childhood and adulthood. According to Hall, as Western society began to institute laws against child labour at the end of the twentieth century and secondary schools were becoming the norm, it prolonged the period of children's dependence on parents and older members of the family. This delayed transition into adulthood meant that young people could develop psychologically and socially at a much slower pace. This gave children more time to mature and assume their positions and responsibilities in the adult world; they could come to recognize their place and role in the adult world at their own pace.

## Landmark Case Study

### G. Stanley Hall's Storm and Stress

American psychologist G. Stanley Hall was the first to coin the term "adolescence." In his 1904 landmark study entitled simply "Adolescence," Hall outlined the primary characteristics of adolescence. Hall's work was uniquely focused on emotional development among teenagers. According to Hall, adolescent youth regularly exhibited contradictory tendencies. He believed that those divergent values and behaviours contributed to the period of "storm and stress" that marked adolescence. He described the emotional life of teenagers as a pendulum given to extreme swings of behaviour, wherein abundant energy and enthusiasm could just as easily be displaced with indifference and boredom. In a moment's notice, excessive laughter and joy could degenerate to melancholy and sadness.

This research found that contradictions abound in this stage of life: vanity and conceit are as common as shyness and self-loathing. Hall's theory sheds light on these competing forces within adolescents and catalogues and describes the opposing behaviours. He explained that adolescents sometimes crave solitude and are perfectly content to be secluded for a period of time, while at other times they seek opportunities to be among their peer group and are happy to conform to and take direction from others.



**FIGURE 1-9** G. Stanley Hall (front, centre) and two other famous psychologists, Sigmund Freud (left) and Carl Jung (right). Do you agree with Hall's analogy comparing the emotions of teenagers with a swinging pendulum?

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The storm and stress of adolescence can be felt on an emotional level, too. Adolescent youth may find it easy to move between benevolent behaviours such as sensitivity to others and empathy and outright cruelty. In the same way, apathy is sometimes replaced with enthusiasm and exploration. Ultimately, these extreme emotional changes largely help to determine the adolescent's personality. The ability to sort out these extremes leads to stability of character and maturity.

Hall's work has been criticized, in part because his studies focused predominantly on males. We might consider Hall's study of adolescence as a starting point. The original case study has intrigued and guided countless researchers, and many went on to conduct their own studies of adolescence. As with all social scientific scholarship, Hall's pioneer study has been disputed, added to, and defended. Although the concept of storm and stress has fallen in and out of favour, Hall's study was a groundbreaking work, and the foundation for tomorrow's social science research.

## QUESTIONS

1. Describe a scenario in which a teenager might swing from one emotional extreme to another.
2. How might a feminist researcher challenge, build upon, or refute Hall's findings?
3. Why has Hall's theory fallen out of favour? Are there any problematic areas in his research?

In a country as culturally diverse as Canada, it is important to consider the role and place of culture in the study of adolescence. In one of the most well-known studies of adolescent girls, American anthropologist Margaret Mead studied the cultural and biological factors that shaped adolescent girls in Samoa, an island in the South Pacific. In 1925, Mead travelled to the island of Ta'ū in American Samoa to observe, interview, and interact with 68 girls between the ages of 9 and 20. Margaret Mead used participant observation as her mode of research, living, interacting, and participating in daily life with the Samoan girls to recover important data about adolescence, stress, and cultural norms. Based on her research, Mead argued that cultural factors, rather than biological ones, caused the emotional and psychological stress of adolescence.

Although adolescents are not a homogenous group, Canadian adolescents face a shared future, including the challenges involved with new technologies and modes of communication, unstable economies, and an uncertain job market. The increasing cost of living and the rapidly rising cost of post-secondary education are issues that today's adolescent must tackle head on.



[Video: Margaret Mead](#)

### Open for Debate

Consider Elkind's theory of adolescence. Based on your experience, are his views of adolescents accurate? Can you identify any weaknesses in this theory? Justify your position.



How do you think technology and parenting styles influence the personal and social issues that are important to teenagers? How might adolescence be different in different cultures?

### Elkind's Theory of Adolescent Egocentrism

Many theorists in the social science disciplines have attempted to explain the complex and often confusing life stage known as adolescence. For psychologist David Elkind (1931–), there are a number of key components that make up adolescent behaviour. According to Elkind, the primary feature of this phase of life is the immaturity of the thinking process. Adolescents can be argumentative, which Elkind attributes to their underdeveloped formal reasoning abilities. Elkind also contends that adolescence is a period marked with extreme indecisiveness due to the exaggerated self-consciousness of youth. In the area of decision-making, teenagers are likely to keep many avenues open as they explore various alternatives and solutions to problems. Furthermore, according to Elkind, young people are often idealistic and can be equally critical; they tend to envision an ideal world and criticize the real world that is inherited from adults.

Elkind also studied the tendency among teenagers to think they are invincible and invulnerable. These beliefs lead to risk-taking behaviours such as speeding, extreme sports, and other thrill-seeking activities. For Elkind, the most prominent feature of adolescence is **egocentrism**, which is the heightened self-awareness and self-consciousness that is apparent among many individuals in this life stage. Teenagers tend to believe that others are interested in them as much as they are interested in themselves. Elkind called this phenomenon the **imaginary audience**. Teenagers imagine a captive audience of observers watching and scrutinizing their every action and thought. The drama that unfolds before the imaginary audience is called the **personal fable**. Elkind defines it as the belief by adolescents that they are special, or unique, and somehow above reproach and the rules that govern the rest of society. Often, these personal fables are so complex that teenagers see them as the reason why others, like their parents, may not fully understand them or their behaviour.



egocentrism: heightened self-awareness and self-consciousness



imaginary audience: phenomenon in which an individual believes that he or she is the centre of other people's attention



personal fable: a personal drama that unfolds before an imaginary audience



## POINT/COUNTERPOINT

### Should 16-Year-Olds Be Allowed to Drive?

Researchers at St. Michael's Hospital and the University of Toronto conducted a study in 2008 about teenagers' attitudes about injuries sustained through trauma, particularly through motor vehicle crashes. The study showed that young people tend to view these types of accidents as caused by fate, rather than by choice, and they display a sense of invincibility.

In Canada, drivers must be at least 16 years old, but there is some discussion about raising the driving age to 19. Several provinces use a graduated licensing system, so that even though drivers can get their first licence at 16, they may not become fully licensed until they are 21 or older.

Yes	No
<ul style="list-style-type: none"><li>There are many safe and responsible teenage drivers. It is unfair to punish them because of the irresponsible behaviour of others.</li><li>Getting a driver's licence at 16 is an important rite of passage in some cultures.</li><li>Many young people, including rural teens, rely on cars as their primary mode of transportation for getting to work or school.</li><li>Many adolescents live at their parents' home and drive to university or college rather than living in residence. Having to wait to get their driver's licence may interfere with their post-secondary plans.</li><li>For many teens, buying a car is their first large purchase. It is an opportunity to build a credit history and develop financial responsibility.</li></ul>	<ul style="list-style-type: none"><li>Teenage drivers have the highest rate of accidents and fatalities of any demographic group. Motor vehicle crashes are the leading cause of death among teenagers.</li><li>Teenagers tend to underestimate the degree of risk while driving, and they blame accidents on the vehicle or the highway design rather than on human error.</li><li>Other privileges, such as voting, watching R-rated movies, buying alcohol, and gambling, are not given to 16-year-olds. It doesn't make sense that a 16-year-old is responsible enough to drive but not to buy alcohol or gamble.</li><li>16-year-olds do not have the cognitive development (executive control) necessary to be responsible drivers.</li><li>Graduated licensing has been shown to be directly correlated to declining rates of teenage driver crashes, fatalities, and injuries. Statistics show a reduction of 4% to 6%, depending on the area and the ages studied.</li></ul>

## QUESTIONS

1. The study focuses on impaired driving. How might the results for texting and driving compare?
2. How does the study conducted by St. Michael's Hospital relate to Elkind's theory?

## REFLECT AND RESPOND

1. Compare and contrast G. Stanley Hall's storm and stress theory with Margaret Mead's findings about adolescence.
2. Think about how adolescents are portrayed in popular television shows or movies. How do these portrayals relate to Elkind's idea of the personal fable?

## SOCIALIZATION

For an individual to participate in society, he or she must first learn the rules that govern social interaction. This occurs through **socialization**. Socialization is the process by which we learn to become members of society, by internalizing the **values** and norms of society and learning the **roles** we are expected to perform in society. Socialization begins in childhood with the family. For this reason, the family is often referred to as the primary **agent of socialization**. School, media, and religion are important secondary agents of socialization. All agents of socialization teach and prepare individuals for social life. During adolescence, the role of the family is diminished as other forces take over to shape the behaviours and attitudes of the individual.

- ▶ **socialization:** the process by which an individual learns to function successfully in society, by internalizing the values, norms, and roles of that society
- ▶ **values:** shared ideas and beliefs that are held in high regard by a social group
- ▶ **roles:** the expected behaviour of an individual in a social position
- ▶ **agent of socialization:** a person or institution that shapes an individual's social development

## The Lasting Influence of the Family

Because the family is such a powerful socializing force, it is a popular theme of research among social scientists. The lessons taught by the family, both positive and negative, can have a lasting influence throughout an individual's life. The Vanier Institute of the Family defines "family" as any combination of two or more persons who are bound together over time by ties of mutual consent, birth and/or adoption or placement and who, together, assume responsibilities for variant combinations of some of the following:

- physical maintenance and care of group members
- addition of new members through procreation or adoption
- socialization of children
- social control of members
- production, consumption, distribution of goods and services
- affective nurturance—"love"

Historically, the family has undergone many substantial changes and continues to adapt to the complexities of modern Canadian society today, including the rise of lone parent and same-sex families.



FIGURE 1-11 Families are diverse in Canadian culture. Can you identify one trend among Canadian families today?

### The Growing Influence of Social Groups

During adolescence, individuality is increasingly important and social relationships that extend beyond the family are flourishing. In adolescence, peers and media contribute more than ever to young people's understanding of the world, and their influence helps to shape and form individual social values and attitudes. Political convictions and religious beliefs may also be altered by peer relationships and friendships. Teenagers are changed and awakened to a new social reality by all the unique forces, positive or negative, that surround them. Young people confront many personal choices during adolescence. For example, choosing which classes to take, experimenting with illegal drugs and alcohol, and becoming sexually active are among the many choices teenagers may make, increasingly with the input of their peers or social group. As a result, an individual may feel conflicted between the influence of his or her family and that of his or her peers, which creates a psychological tug of war. Adolescents in particular are extremely vulnerable to peer pressure.



**FIGURE 1-12** Social groups help us make sense of the world around us. How do your friends affect your social views and attitudes?

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## Culture and Identity in Adolescence

Culture and ethnicity are key factors in how an individual comes to see himself or herself during adolescence and onward. An individual's **ethnic identity** is the basic notion an individual has of him or herself as a member of an ethnic group. The ease or difficulty with which adolescents achieve stable and healthy personal identities depends on many factors, including, in some cases, confronting prejudice or discrimination from the dominant culture and perceived or real barriers to achieving their goals.



**ethnic identity:** an individual's identification with or sense of belonging to an ethnic group

This connection between culture and identity may help explain some behaviours and trends among adolescent groups who belong to a particular ethnicity. For example, it may help explain why Aboriginal youth are at higher risk of suicide than non-Aboriginal youth, since their past and present narratives reflect the struggles of a culture that has been scorned and devalued (Santrock, p. 320).

### VOICES

When individuals belonging to a cultural group realize that their heritage has been ravaged by war, disruption, dislocation, they may fail to see their own personal continuity and feel a loss of identity.

—John Santrock

## Allison Davis and Socialized Anxiety

In his extensive study of adolescence, American social anthropologist and psychologist Allison Davis (1902–1983) outlined a number of important forces that cause anxiety and stress in adolescents. He pursued research in areas such as learning and personality, the relationship between academic performance and child development, attitudes and motivations of children from different social groups, and patterns of adolescent and young adult achievement. According to Davis, the socialization process includes a phenomenon known as socialized anxiety.

Socialized anxiety refers to the tension and discomfort felt by individuals that motivate and influence behaviour. For example, senior high school students often feel anxious about being accepted to college or university. This anxiety motivates them to earn good grades. According to Davis, a measure of successful socialization among teenagers can be related to the amount of imposed or learned anxiety that the individual is exposed to in his or her environment. In the proper amount, social anxiety can be an important factor pushing the individual toward maturity.



**FIGURE 1-13** Teenagers experience a great deal of anxiety and confusion in this stage of their lives. What might create anxiety in the average Canadian teenager?

### REFLECT AND RESPOND

1. List the functions of the family. How does the family prepare the individual for adolescence and adulthood?
2. Provide examples of how the family's influence in adolescence is challenged by other social groups.
3. How do an individual's decision-making abilities change in adolescence?

## THEORIES OF ADOLESCENT DEVELOPMENT

Adolescence is a time of tremendous change. Examining adolescent behaviour and development can provide insight into how people change and address the challenges caused by change. In the following pages, we will examine several theories of adolescent development.

### Change Over Time

Today it is common for adolescents to have strong relationships with their parents and grandparents, but this was not always the case. In 1900, less than 50% of adolescents had two or more living grandparents. In 1976, almost 90% did. Today, most children will have grandparents who are alive for at least part of their childhood and adolescence, and 75% of 30-year-olds have at least one living grandparent.

### Eduard Spranger and Dominant Values

German philosopher and psychologist Eduard Spranger (1882–1963) devoted much of his time to researching adolescent issues. Spranger explained that adolescence marked the transition period from childhood to physiological, emotional, and psychological maturity. It is during this life stage that individuals develop lasting values or **dominant value direction**. In essence, the individual is beginning to commit to a world view that will be carried forward into adulthood. This formative period is a crucial step in the life cycle. Spranger's theory defines adolescence as a period of crisis and volatility that can lead to a shift or change in personality development. He outlines three basic characteristics of behaviour in teenagers:

► dominant value direction: lasting values that shape the world view an individual carries forward into adulthood

- The teenager undergoes a sort of rebirth. Upon reaching maturity, the adolescent comes to look upon himself or herself as a completely changed and transformed person.
- The teenager gradually comes to acquire and accept society's cultural values and ideas through a slow process of personal development.
- The teenager is a willing participant in his or her own personal growth. Through personal effort, self-control, and discipline, the adolescent is able to overcome obstacles in an attempt at self-improvement.



According to Spranger, how might peers and school contribute to changes in an individual? Do you think that Spranger's theory applies to males and females equally? Do you think it applies to all cultures equally?

### Leta Stetter Hollingworth: Gradual Change to Adulthood

In her book *The Psychology of the Adolescent*, American psychologist Leta Stetter Hollingworth (1886–1939) attacked G. Stanley Hall's idea of storm and stress, challenged instead emphasizing the idea of a gradual, continual, and calm development into adulthood from adolescence. She refuted the idea of separate stages or phases of the life cycle and described an individual's life course as a fluid journey that could be witnessed in gradual increments from childhood to adolescence to adulthood. This holistic and organic model was in sharp contrast to the upheaval of adolescence that Hall and Spranger outlined in their respective theories.



**FIGURE 1-14** The image of a sapling growing into a tree is one way to represent Hollingworth's theory. What would be a way to represent Hall's or Spranger's theories?

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### Lewin's Field Theory of Adolescence

Studying adolescent behaviour is often the study of group behaviour, since this is the phase of life in which the group and group membership is so integral to social belonging. The field theory of adolescence, developed by German psychologist Kurt Lewin (1890–1947) attempts to explain the individual's behaviour without making wide-sweeping generalizations about youth as a whole.



### FIGURE 1-15 Why is it important to consider teenagers' individual as well as group behaviour?

According to Lewin, adolescence is the time of life when individuals must alter and change their social group membership. Children clearly know what their roles are within groups, as do adults. Teenagers, however, are unclear about their roles within groups since they are at once cast into the adult world when they are asked to make long-term decisions but still inhabit the child group.

### Other Schools of Thought about Adolescent Development

School of Thought	Main Belief	Application
Structural functionalism	Social structures exist to serve the needs of society and its members.	Adolescents accept their role as students in the education system, which serves the important function of transmitting knowledge, skills, and values necessary in adult life.
Conflict theory	Power (wealth) is the basis for relationships among groups and individuals in society and is the source of certain forms of social conflict.	Socio-economic status varies among teens, influencing their purchasing power, role as consumer, and post-secondary choices.
Feminist theory	Social conflict is created by inequality related to gender issues and roles.	Female teens may face barriers to pursuing their chosen career paths.
Symbolic interaction	The individual's role and function in society is determined by his or her interpretation and reaction to it.	Adolescents are faced with the developmental tasks of determining their identity and forging an individual perspective. Adolescents are learning to see themselves as more than just a member of a group (such as the family).
Social exchange	Weighs the costs and benefits of belonging to and participating in personal relationships and social groups.	Social and peer pressure force many adolescents to conform to group behaviour without adequately weighing the benefits and costs to themselves.

### FIGURE 1-16 Which theory or theories do you find most applicable to your own experience?

#### REFLECT AND RESPOND

1. How does Hollingworth explain personal change? Can you think of an example of a change that has happened to you gradually?
2. Compare and contrast the theories of Hall and Stranger in a graphic organizer.
3. What does Lewin see as the greatest obstacle for adolescents to face in their journey toward adulthood?

### GENERATIONAL THEORIES

In this chapter, you have examined several theories aimed at understanding change in the individual and what that change means in the course of a person's life. Many of these theories take the microsociological approach. Another method to study how and why people and societies change is the macrosociological approach. Theories that use the macro-sociological approach study the differences and similarities between different generations in society and how their interactions lead to change in society at large. Understanding how one generation views social issues and uncovering what their social values are is important to understanding how society changes over time. The generational theory helps to clarify the views held by different generational groups in society and to explain the relationships between generations. It is a way to examine how society changes over time due to the dominant values and attitudes held by each group and to explain the communication challenges between groups in society that may hinder social progress.



**FIGURE 1-17** Intergenerational communication is an integral part of social relationships. How can attitudes and social views differ between different generations in one family?

The time period in which an individual is born has a huge influence on his or her world view. We share numerous influences with others in our age cohort, including significant events that occurred in our formative years. This leads to shared **value systems**. Value systems are the commonly held views of what is right and wrong for a social group. Our value systems form the basis for our personal and social behaviour and drive change in our immediate communities and globally.

▶ cohort: a group that shares certain statistical characteristics, such as age

▶ value systems: commonly held views within a social group about what is right and wrong

What values are important to your generation? How do they compare to those of your parents' generation? What types of events can change the attitudes of a generation?

### Karl Mannheim and Fresh Contacts

German sociologist Karl Mannheim (1893–1947) claimed that young people learn important values from their parents and local communities. He also believed that the entire group comes to share similar core ideals and will continue to hold these values throughout their collective lifetime. As young people become aware of and experience the world around them, they begin to see and view society differently from the older generations before them. This personal interpretation and understanding is what Mannheim calls **fresh contact**. As young people mature and give personal meaning to their surroundings, they are able to form value systems from their own experiences that do not necessarily align with views of other generations.

▶ fresh contact: the personal interpretation of the world by a young person

### VOICES

Every generation needs a new revolution.

—Thomas Jefferson

Mannheim also developed the idea of social location for a generational group. Social location refers to the influence birth year has on an individual's consciousness. Individuals of the same generation share the same social context and occupy a common space in history. These shared elements create a generational connection or consciousness and greatly influence the individual's attitudes, values, and views, which are synonymous with those of that generation. Social action and social views throughout an individual's lifetime will be inextricably linked to those of his or her generation.

► social location: the influence of birth year on an individual's attitudes, values, and views

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Think about how you are connected to your peers and the values of your generation. How much influence do you think your social location has on your attitudes, values, and views?

### Who Are the Millennials?

The millennial generation includes people who were born between the early 1980s and 2000 and grew up in an era of expanding globalization and cultural diversity as well as technological advances, including the advent of the Internet and wireless communication. The millennials have grown up in a world of economic recession and are acutely aware of the global crisis we are facing with the environment. Millennials share some guiding values. They are characteristically described as:

► millennial generation: people born between the early 1980s and 2000 who grew up in an era of globalization, cultural diversity, and technological advances

- optimistic and moral
- confident, with well-developed self-esteem
- culturally aware and diverse
- skilled networkers and technologically connected
- aware of their civic duty
- receptive to change
- global citizens

### Strauss-Howe Generational Theory

American historians William Strauss (1947–2007) and Neil Howe (1951–) identified a repeating cycle in generational values. They identified four different generational archetypes, or universal symbols or patterns. Strauss and Howe claim that generational values alternate between four distinct eras, which they call "turnings." These eras produce generations of individuals who share the same values and outlook on life. They named the four turnings the Prophet, Nomad, Hero, and Artist generations. According to their theory, during each 80-year period, each of four turnings emerges, becomes popular, and gives way to the next. The cycle always begins with a generation in a period of crisis. During the crisis, society rallies to deal with an overwhelming social, economic, or political issue that has the potential to radically alter social institutions and structures. An example of this would be the Silent Generation that grew up during the Great Depression and World War II. According to Strauss and Howe, children born during a crisis such as this grow up to be inner-directed.

► archetype: a universal symbol or pattern



**FIGURE 1-18** Teenagers in the 1960s protesting against the Vietnam War. What does your generation have in common with teenagers from this generation?



[Video:Neil Howe: The Fourth Turning on Counter Measures with Rebecca Costa](#)

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Just as the end of World War II ushered in the age of optimism and prosperity in the Western world, the Silent Generation gave rise to the Baby Boom Generation. Driven to rebuild society after the devastation of World War II, the Baby Boom Generation left its lasting mark on North American society with their idealism. It wasn't long, however, before the baby boom idealism gave way to a period of economic hardship and a generation's disillusionment with social structures and institutions. The children who grew up in the shadow of the baby boomers are known as Generation X. Finally, as the 80-year cycle comes to an end, the latest generation to come of age is the millennial generation. This generation witnessed the violence of 9/11 and the ongoing war on terrorism that has left its mark on global culture to this day.

### VOICES

In every era, youth is (or should be) a time of taking in the world, discovering what feels good and what doesn't, where you fit in and don't. Youth is doing what you don't know how to do, going where you've never been. It is getting things wrong, and doing them again. It is testing yourself and everything around you.

—Ken Dryden

If the Strauss-Howe theory is correct, a global crisis should follow an event that will cause social upheaval and renewal to occur, and we should expect the next generation, or "Generation Z", to respond to it as other inner-directed generations before them.

### Archetypes and Characteristics of Five Generations

Generation	Archetype	Characteristics
G. I. Generation (1901–1924)	Hero	Optimistic Determined to overcome hardship
Silent Generation (1925–1942)	Artist	Passive
Baby Boom Generation (1943–1960)	Prophet	Driven to rebuild society Idealistic
Generation X (1961–1981)	Nomad	Disillusioned with social structures and institutions
Millennial Generation or Generation Y (1980–2000)	Hero	Optimistic and confident Resilient

FIGURE 1-19 Why is it important to study different generations?

### SKILLS FOCUS

Conduct research about one of the generations in the table to the left using secondary sources. Are your findings consistent with the Strauss-Howe theory?

### Generational Replacement

The theory of **generational replacement** claims that changes in adolescent attitudes are important markers of long-term social change. During adolescence, individuals are open to the influences of many social groups and forces. The ideas and values an individual acquires during adolescence will inform and shape that person's world view well into adulthood and potentially for life. Therefore, examining popular beliefs and social trends among the youth with the greatest power and influence; for instance, high school seniors, is likely to produce observations of future social shifts toward a popular social issue.

► **generational replacement:** a theory claiming that changes in adolescent attitudes are important markers of long-term social change

Consider environmental issues as an example. According to the generational replacement theory, young people's views about environmental issues can predict future social trends about environmental issues. Their concerns, attitudes, and beliefs about the environment will also come to influence their future children and subsequent generations as a result.

### CHANGE IN ACTION Canadian Teen Environmental Activists

Environmental issues are important to Canadian youth, and many get involved by joining environmental clubs in their schools and making environmentally friendly changes around their homes (such as recycling and composting). Some teenagers take their passion for environmental issues further and become activists.

Simon Jackson founded Spirit Bear Youth Coalition when he was just 13. It is now the largest youth-led environmental organization in the world, spanning more than 70 countries and involving over 6 million youth. Jackson was named one of 60 Heroes for the Planet by *Time* magazine in 2000, and as one of 25 Leaders of Toronto by *Maclean's* magazine. It all started when Jackson, who is from British Columbia, was just 7, when he participated in a letter-writing campaign in support of BC's Kermode bears, or spirit bears. The Coalition has been able to protect two-thirds of the spirit bear's remaining habitat, and Jackson, working with the team who created *The Lion King*, is producing a multi-million dollar animated film called *The Spirit Bear*. Every ticket sold will raise money to protect biodiversity in the spirit bear's habitat. The belief that one person can make a difference is the driving force behind the organization.

Colin Carter was inspired by a school assignment, and turned that inspiration into a documentary about climate change. The project began as a 5-minute short film and turned into a 70-minute film, directed and produced by Carter, that explores the physical, social, and economic impacts of global warming. The film premiered at the MaRS Auditorium in Toronto in 2009, when Carter was 16.



**FIGURE 1-20** How concerned are teenagers today with environmental issues?

Alyia Garmulewicz is another Canadian teenage environmental activist. She was inspired by a trip to Antarctica in 2002 when she was 15. Realizing that climate change was affecting this beautiful, magical landscape, she returned to her home in BC and decided to organize a conference. She raised over \$150 000 for the event, and the Canadian Youth Climate Change Conference (YC3) was held in 2005. Eighty-five youth from all over Canada attended.

### QUESTIONS

1. Identify one or two initiatives taken by your high school that highlight your generation's attitude toward environmental stewardship.
2. If you were to become an environmental activist, which issue would you target?

### REFLECT AND RESPOND

1. What "fresh contacts" has your generation made with society?
2. Review the guiding values of the millennial generation and create a slogan for the generation. If you can think of some values that are not represented on the list, add and explain them.
3. What social forces do you think will shape Generation Z? What values do you think it will represent?

## ADOLESCENT DEVELOPMENT

### Adolescence and the Life Cycle

Adolescence is a period of personal growth that is unrivalled by any other stage except infancy. It is during the tumultuous teen years that the individual begins to develop personal authority and autonomy of decision-making. In adolescence, a person begins to establish his or her personal stance on political, social, and personal issues. He or she is also developing a repertoire of decision-making skills that rely less on parental influence and more on personal convictions.

A popular way to study personal changes to the human life span is to divide the human experience into stages of development from infancy to old age. Adolescence occupies a unique position in the life span, since an individual in this stage is caught between the two distinct life stages: the dependency of childhood and the independence of adulthood. The emotional dependency between child and parent lessens gradually and appropriately. Living on one's own and dating are tangible examples of breaking the emotional fusion and attachment between parent and child. The inability of a teenager to gain emotional independence is a sign of delayed socialization and may lead to delayed transitions in all of life's stages. **Developmental tasks** act like items on a checklist: completing the tasks successfully leads to personal growth and moving forward on the life journey.



**developmental tasks:** skills that an individual must acquire to successfully transition to the next developmental stage

The life cycle and its related developmental tasks is a **schema** frequently used by social scientists to explain the progression from childhood to adulthood. It offers a generalized view of the typical developmental tasks for individuals in each stage of life.

▶ schema: mental idea or framework

### BETWEEN FAMILIES: THE ADOLESCENT AND YOUNG ADULT

Establishing independence from parents or caregivers

Planning the direction of one's life

Acquiring appropriate education/employment

Experiencing love and sexual feelings

Becoming involved in love relationships that may lead to marriage

### NEWLY MARRIED OR CO-HABITING COUPLE

Establishing healthy communication with partner

Determining marital/relationship roles

Developing positive conflict resolution strategies

Meeting and managing financial obligations as a couple

Deciding whether or not to have children

Developing respectful and healthy relationships with each other's families

### FAMILY WITH YOUNG CHILDREN

Providing appropriate care for children

Adapting to new responsibilities as parents

Developing appropriate parenting strategies

Planning and managing current and future financial obligations

Re-establishing marital roles to reflect equity between partners

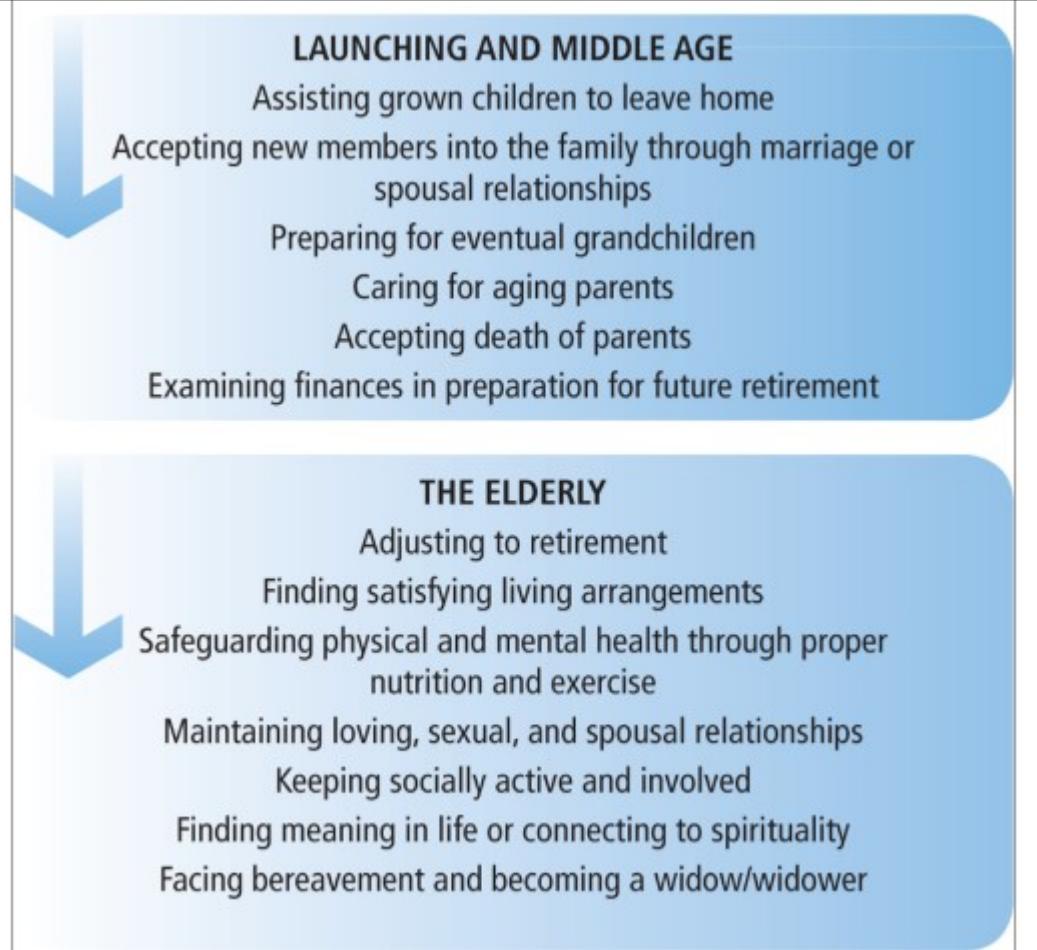
### FAMILY WITH ADOLESCENTS

Establishing a balance of freedom and control for adolescents

Coping with outside influences that compete with family values

Re-defining parent-child relationships to allow for the adolescent's independence

Renewing personal and relationship goals as a couple



**FIGURE 1-21** How well do you think this generalized model of developmental tasks and stages shows what happens in real life?

#### Developmental Tasks for Adolescents

According to American professor and educator Robert Havighurst (1900–1991), developmental tasks involve important skills, knowledge, functions, and attitudes that an individual must acquire at specific points in the life journey. When an individual masters the developmental tasks of any particular stage, he or she may move onto the next stage and tackle the next set of tasks. According to Havighurst, adolescents (from about 12 to 18 years old) undertake the following developmental tasks:

- accepting one's masculine or feminine physique
- developing healthy relations with peers of both sexes
- establishing emotional independence from one's parents
- working toward the goal of economic independence
- selecting and preparing for an occupation
- desiring and achieving socially responsible behaviour
- selecting a mate and preparing for marriage and family life

## SKILLS FOCUS

Imagine you are designing a research study involving developmental tasks for adolescents. What method would you use to collect data: surveys, interviews, or participant observation? Why?

The life cycle is an example of the micro-sociological view of social change, since it defines and classifies individual life experiences that lead to change in the person and describes how those changes in beliefs, attitudes, values, and roles lead to changes in larger social settings such as Canadian society. If the individual fails to complete the developmental tasks in any stage, he or she may be maladjusted—that is, unable to adequately meet the roles and expectations for him or her in social circumstances. The individual may also experience increased anxiety and social disapproval. If this happens in adolescence, the results can be devastating, such as mental illness or even suicide.

- What life events could lead to differences in how individuals move through these stages? Rank Havighurst's developmental tasks from most important to least important to you at this point of your life. Explain your rationale.

## Cognitive Development

Cognitive development refers to the mental activities associated with knowing, remembering, and communicating. Developmental psychologist Jean Piaget (1896–1980) theorized that, to make sense of the world, children and adolescents create mental ideas, which he calls schemas, into which we pour our life's experiences. The process of building schemas continues until adulthood.

cognitive development : the mental activities associated with knowing, remembering, and communicating

Piaget theorized that children move through four different stages of cognitive development, each with distinct characteristics. Changes to the cognitive functions and behaviours of adolescents occur in the formal operational stage.

### Piaget's Stages of Cognitive Development

Age Range	Stage
0–2 years	<b>Sensorimotor</b> The infant in this stage experiences the world through his or her senses and related actions, such as hearing, seeing, touching, and mouthing.
2–7 years	<b>Preoperational</b> The child is able to represent objects with words and images. Intuitive reasoning is stronger than logical reasoning in this stage.
7–11 years	<b>Concrete Operational</b> The child is capable of thinking logically about concrete events and is developing a strong ability for mathematical operations.
12 through adulthood	<b>Formal Operational</b> The individual can move beyond concrete experiences and imagine hypothetical possibilities to help decode the world around him or her. Abstract reasoning is a key feature of this stage.

**FIGURE 1-22** A key feature of the formal operational stage is the ability to direct one's thoughts from reality to possibility.

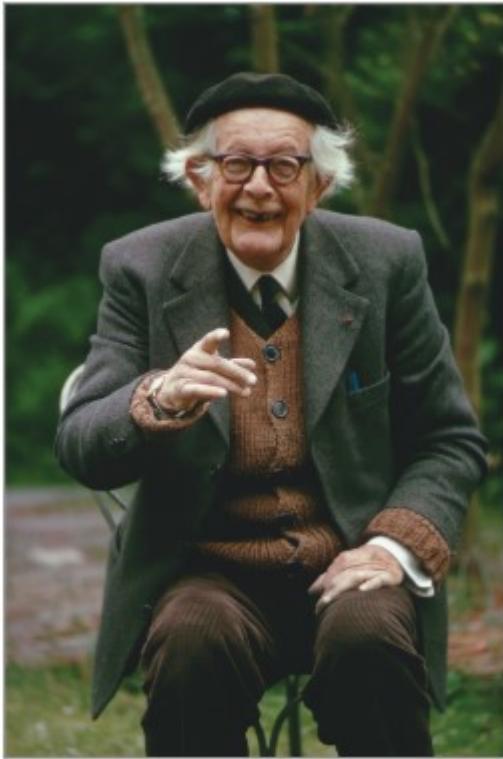


### Interactive: Adolescent Development

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According to Piaget, adolescence represents a turning point in an individual's development. It is during this phase of life that the individual begins to develop personal views about a variety of topics. He or she may begin to see themselves as an emerging separate entity from the influence of the family and parents. The ability to differentiate between past and present and the ability to reason abstractly is integral for making decisions in adulthood, such as establishing life goals and preparing for romantic relationships. The ability to think beyond the concrete and present reality allows the adolescent to form theories and think about values and attitudes they might hold in the future.

- According to Piaget, what is the primary function of adolescence?



**FIGURE 1-23** Jean Piaget. How might your values and attitudes change in the future?

### Psychosocial Development

Erik Erikson (1902–1994) believed that the primary motivation for human behaviour was social affiliation with others. Erikson's theory emphasizes the continual development of personality and behaviour through the life cycle, unlike Freud who thought that much of the psychosexual development of humans occurred in the first five years of life. According to Erikson's theory, eight distinct stages of development unfold at various times in the life cycle. Each stage poses a challenge and a crisis for the individual to face and overcome. The crisis marks a turning point and the successful resolution of the crisis ensures healthy development in the individual.

Erik Erikson and the Psychosocial Development Theory	
Life Stage	Developmental Stage: Characteristics and Crisis
Infancy (0–1 year)	<b>Trust versus Mistrust</b> Infant needs to feel physical comfort with minimal fear. If an infant becomes mistrustful, he or she will view the world as frightening and unpleasant.
Infancy (1–3 years)	<b>Autonomy versus Shame</b> Infant begins to assert autonomy from parents. If a child is punished too harshly for assertive behaviour, he or she will likely develop a sense of shame or doubt in his abilities later in life.
Early Childhood (3–5 years)	<b>Initiative versus Guilt</b> In this preschool stage, the child is taught to take responsibility for his or her actions. Responsibility increases initiative in the child. Guilt may arise if the child is irresponsible and may turn to anxiety. For the most part, children learn to overcome guilt and seek out opportunities to accomplish their goals.
Middle Childhood (6–10 years)	<b>Industry versus Inferiority</b> In elementary school-aged children, a great deal of effort is placed on mastering new knowledge and skills. Intellectual curiosity and activity is at its highest in this stage. If the child feels incompetent and is discouraged by the pursuit of knowledge, he may develop a sense of inferiority. Teachers play an important role during this stage, encouraging any effort the child may put toward academic pursuits.
Adolescence (10–20 years)	<b>Identity versus Identity Confusion</b> Adolescence is a stage in which self-discovery is at its height. Teenagers are discovering who they are and are being confronted with adult roles and decisions. Parents should encourage their teenage children to explore different avenues for achieving a positive identity. Directing or forcing the child to pursue a path that is not agreeable to them will create identity confusion.
Early Adulthood (20–30 years)	<b>Intimacy versus Isolation</b> In this early stage of adulthood, self-discovery is still very much part of an individual's development, but the person is also forming intimate relationships with others. When healthy friendships and relationships are formed, intimacy is achieved. If unhealthy relationships are formed, they may result in isolation of the individual.
Middle Adulthood (40–50 years)	<b>Generativity versus Stagnation</b> In this life phase, the individual must consider how his or her actions are helping younger generations lead fulfilling lives. When little effort is taken to help out younger people, stagnation occurs.
Late Adulthood (60 and beyond)	<b>Integrity versus Despair</b> During old age, individuals take stock of their lives and the formative events of their past. When an individual makes a favourable review, he or she may look back positively and find value and integrity in his or her conduct. If an individual has many regrets and has a negative view of his or her life course, despair may occur.

FIGURE 1-24 Erikson believed that psychosocial development occurred throughout an individual's life.



**FIGURE 1-25** How might social, political, and cultural changes throughout an individual's life affect his or her psychosocial development?

Erikson describes adolescence as the period during which the individual's primary function is to establish a personal identity. Identity, according to Erikson, is not a social construct nor does the individual stumble upon it in adulthood. Rather, it must be fashioned out of the individual's efforts. Erikson further believes that, during adolescence, the individual develops a personal philosophy or ideology to go along with the personal identity they seek. A stable and healthy philosophy of life guides the individual to make prudent choices and fosters mature behaviour.

### When Things Go Wrong

An adolescent who does not successfully develop a personal identity may experience self-doubt and anxiety and may develop role confusion. Without a clear objective or goal to achieve, he or she may be susceptible to self-destructive behaviours and dangerous social activities. Taken to the extreme, these activities and behaviours may overtake the person, who may become more and more preoccupied with what others think or may withdraw from social activity as a way to evade criticism. The adolescent may begin to experience diminished self-interest as well as losing interest in others. In rare instances, role confusion can lead to delinquent and psychotic behaviour as well. In extreme cases, role confusion can lead to suicide.

What is the predominant task of adolescence? What can go wrong if this task is not accomplished?



**FIGURE 1-26** Binge drinking among young adults has become an increasing concern to social scientists. What factors might lead an individual to engage in dangerous social activities?

### Moral Development

A key feature of maturity is the ability to exhibit moral behaviour. American psychologist Lawrence Kohlberg (1927–1987) developed a theory to help explain how moral behaviour is developed in the individual, modelling his theory on Piaget's stages of cognitive development.

#### More to Know

You will learn more about the factors that contribute to suicide rates in Chapter 2.

Kohlberg is known as much for his theory of moral development as he is for the unique techniques he employed as a social scientist to reach conclusions about moral thought. After many decades of studying moral development, Kohlberg developed a unique way to interview children. In the interview, children are presented with a number of stories in which the central figures are faced with a moral dilemma. The following is the most common Kohlberg story:

In Europe, a woman was near death from [...] cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid \$200 for the radium and charged \$2000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together \$1000, which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug, and I am going to make money from it." So, Heinz became desperate and broke into the man's store to steal the drug for his wife.



**FIGURE 1-27** Lawrence Kohlberg. Are moral standards fixed, or are they affected by social and cultural change?

After reading the story, the interviewee is asked to answer a series of questions about the moral dilemma. Some of the questions about this story include:

- Should Heinz have stolen the drug?
- Did the druggist have a right to charge so much for the drug?

Kohlberg's Three Levels and Six Stages of Moral Development	
Level and Stage Descriptions	Level Descriptions and Examples
<b>Level 1 Preconventional Reasoning</b> <i>Stage 1 Heteronomous morality</i> Moral thinking is linked to punishment.  <i>Stage 2 Individualism, purpose and exchange</i> The individual is happy to pursue his or her own interests and makes allowances for others to do the same.	No internalization achieved yet.  In this lowest level of moral development, the individual shows no signs of internalizing moral values. E.g., Children obeying adults for fear of punishment.
<b>Level 2 Conventional Reasoning</b>  <i>Stage 3 Mutual interpersonal expectations, relationships, and interpersonal conformity</i> The individual places importance on the moral standards of parents in this stage.  <i>Stage 4 Social systems morality</i> Moral judgements are based on knowledge of social order, justice, and law.	Moderate internalization achieved.  Individuals begin to show some internalization of values but continue to follow the standards laid out by external sources such as parents or society. Individuals reach this level by adolescence.
<b>Level 3 Postconventional Reasoning</b>  <i>Stage 5 Social contract or utility and individual rights</i> Human rights and values are above the law.  <i>Stage 6 Universal ethical principles</i> Moral standard at this point is based on universal human rights and, when asked to choose between law and conscience, the individual will choose conscience even at personal risk.	Complete internalization achieved.  Individual completely internalizes personal standards for morality.  The person has developed moral judgements about others that are based on universal human rights and will risk a threat to personal well-being for his or her position.

Source: Adapted from Santrock, et al, *Life-Span Development*, 2008.

**FIGURE 1-28** Kohlberg's theory traces moral development from childhood to adulthood. How are negative behaviours such as stealing or cheating viewed differently in children and adolescents?



#### Video:Heinz Dilemma: Kohlberg's Stages of Moral Development

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Based on the responses given to this and other dilemma "stories," Kohlberg fashioned a theory to help describe and explain how individuals develop moral reasoning and thought. Kohlberg distinguishes three basic levels of moral development: the preconventional or pre-moral level; the conventional level; and the postconventional or autonomous level. A key finding in Kohlberg's theory is the process of **internalization** that occurs as the individual develops moral behaviour. According to Kohlberg, internalization is the change that occurs when a person's behaviour goes from being controlled externally to behaviour that is controlled by the personal standards and beliefs of the individual. So, as the individual works toward full moral development, he or she also reaches full internalization of moral thought in young adulthood.

► **internalization:** process in which an individual's behaviour changes from being controlled externally to controlled internally by the individual's personal standards and beliefs



What kinds of social consequences help deter negative behaviours?

## In Focus Carol Gilligan and the Morality of Care

Concerned that Kohlberg's theory of moral development was one dimensional and exclusionary toward women, American psychologist Carol Gilligan (1936–) developed a different theory about how individuals develop morality.

In her text *In A Different Voice: Psychological Theory and Women's Development* (1982), Gilligan observed that because of socialization, women define themselves in terms of relationships and their ability to provide care and nurturance (Santrock, p. 36). As a result, their moral development is based on their ability to care (for example, not turning away from someone in need).

According to Gilligan, the central concern in moral development for women is the conflict between self and other. Working through three separate and progressive levels, women develop morality in a much different way than males. In the first level of development, women are concerned with individual survival. As the young female matures, the primary concern shifts toward responsibility.

In this second level of development, the individual's focus becomes expressions of kindness and goodness, which society values. There is a certain amount of self-sacrifice during this stage as the woman adopts social values and places social membership above personal beliefs.

In the final stage of development, the woman must integrate what she has been taught about goodness by society and move toward truth. In this stage, personal needs must be examined against the individual's relationship to others. The individual must come to understand the importance of care and nurturance toward others as a positive attribute of personality and a measure of morality. Gilligan's theory would place adolescent girls somewhere between level two and level three as they assess their roles and responsibilities to themselves and others.



**FIGURE 1-29** Carol Gilligan's research focused on the differences between males and females at a time when the feminist movement was emphasizing sexual equality. What kinds of criticisms do you think her theory faced?

### QUESTIONS

1. What social roles contribute to women defining themselves according to their relationships and ability to care?
2. How have these roles changed over time? What are the implications of these changes to Gilligan's theory?

## HOW-TO:

### Plan a Research Study

There are many factors to consider when planning and designing a research study. Re-read Kohlberg's moral dilemma story about Heinz and the cancer drug. Consider the method Kohlberg used to test this theory of morality, and the pros and cons involved. Was Kohlberg's approach ethical? Are his methods sound? Next, consider how an interviewee's response might change depending on his or her perspective. For example, how might a doctor or nurse respond? An executive from a pharmaceutical company? A person reliant on social assistance?

Follow the steps below to plan your own research study about moral development in adolescence.

#### Steps

1. Read about how Kohlberg and Gilligan conducted their research on moral development. Then write a preliminary thesis about how moral development occurs in childhood and adolescence.
2. Research the social, cultural, and political factors that may have influenced Kohlberg's and Gilligan's approach to their studies. Then consider how these same factors influence the study you are planning.
3. Write an anecdotal story, similar to the one used in Kohlberg's theory, describing a moral dilemma that you believe will challenge adolescents and test their level of moral development.
4. Consider how you will gather data for your study. Will you conduct surveys? One-on-one interviews? Online questionnaires?

### Interpreting Your Results

Consider how you will organize your findings. Will you organize them based on age? On grade level? On gender? Also consider the best way to present your findings, such as in a graph or other visual format.

### Taking It One Step Further

Conduct your research study using your classmates as interviewees. Are your findings consistent with those of Kohlberg and Gilligan? What conclusions can you draw from your study? Did you observe any differences between the findings from male and female respondents? Present your findings according to your plan.

### Prosocial Behaviour

Mahatma Gandhi, a spiritual and political leader in India, brought great changes to his country by non-violent means. Gandhi also serves as an example of the kind of change that is possible in individuals who choose a spiritual premise for personal growth. When this level of personal growth and commitment to society meet, prosocial behaviour is most often the end result. **Prosocial behaviour** refers to positive, constructive, and helpful behaviour that is modelled by individuals, whose social and personal commitment to help others is at the forefront of their social interactions.

- ▶ **prosocial behaviour:** positive, constructive, and helpful behaviour

Although Stanford University Professor Phillip Zimbardo (1933–) is best known for his Stanford Prison experiment, his statement on prosocial and anti-social behaviour is equally compelling. Zimbardo explains that there are two prevailing temperaments among people that lead to either positive or negative change in the world. He believes individuals like Gandhi and Mother Teresa exhibit the **heroic imagination**, while those who unleash their worst behaviour on others cater to the hostile imagination that infects society. He wrote that while most people conform, yield, and succumb to the negative power of many social situations, there are always some who refuse and resist. Those who exhibit the heroic imagination can be compared to upstanders, or those individuals who take a personal stand against wrongdoings. History is full of brave upstanders and other examples of the heroic imagination in action. While some situations spark what he calls a hostile imagination in many, Zimbardo maintains that, in turn, these situations also trigger and provoke the heroic imagination of others. He believes that we must teach people to think of themselves as heroes in waiting, ready to take heroic action in a particular situation that may occur only once in their lifetime.

- ▶ **heroic imagination:** the mindset of individuals who take a personal stand against wrongdoings around them



**FIGURE 1-30** As leader of the Indian National Congress party, Gandhi helped win Indian independence from Britain in 1947. His personal conviction that change could come by means of non-violent resistance inspired many to shift their social values and attitudes for the common good. Who inspires you?

What is prosocial behaviour? Describe an instance when you demonstrated this type of behaviour. How did it make you feel about yourself, your community, and your society? How do you think an individual could develop heroic imagination?

### VOICES

I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent.

—Mahatma Gandhi

### REFLECT AND RESPOND

1. To what extent do individuals have to rely on others to achieve the developmental tasks of adolescence? Explain your answer.
2. How might people who choose not to marry or have children fit into Havighurst's schema? What about same-sex couples?
3. Which theory fits better with your own experience—Piaget's or Erikson's? Why?
4. Is there ever an instance when your moral judgements should/can go against the accepted ethical code and social principles of your society? Explain your answer.
5. Compare and contrast Kohlberg's three levels and six stages of moral development with Gilligan's three stages.
6. What is prosocial behaviour? Describe an instance when you demonstrated this type of behaviour. How did it make you feel about yourself, your community, and your society?

## CHAPTER 1 REVIEW

### KNOWLEDGE AND UNDERSTANDING/THINKING

1. Think of a decision you have made recently (such as what to eat for breakfast or what to do after school). Create a mind map illustrating how you made your decision. What role did your family, friends, or media play in your decision-making process? Which factor was most important?
2. Using any of the generational theories presented in the chapter, explain how your generation views the following issues differently from older generations: technology, gender, and leisure time.
3. G. Stanley Hall's theory of adolescence was written in the early 1900s, but his idea of "storm and stress" could easily apply to issues today. How might Hall explain current issues such as teen suicide, drinking and driving, and drug addiction?
4. Compare and contrast your personality today to when you were in elementary school. Consider what changes you might undergo in your personality in the next ten years of your life. What does this say about the capacity for individuals to change? Explain your answer using one of the theories presented in this chapter.
5. Elkind suggests that teenagers tend to think they are invincible. Write a description of a teen superhero. Name your hero and give him or her superpowers. When you are done, compare your superhero to popular celebrities and musicians revered by teens today. How do they compare? What does your superhero say about your own personal fable and imaginary audience?

### THINKING/COMMUNICATION

6. Classify the major theorists/theories presented in this chapter as either micro- or macro-sociological and explain your classification.
7. The Strauss-Howe theory is a macrosociological view of generational and social change. What might a microsociological approach say about generational views and their impact on social change?
8. Gather evidence and compile a list of seminal events that have occurred in the lifespan of the millennial generation that feature and would explain the core values held by the group.
9. Compare and contrast the adolescent life stages and other stages of life. Which other stage has the most in common with adolescence?
10. Consider whether the generalized model of developmental tasks applies to individuals. What happens to individuals who do not start a family? Suggest some developmental tasks for single adults approaching mid-life. How do adults who divorce or lose their spouse when their children are young fit into this framework?

### COMMUNICATING/APPLICATION

11. How does Elkind define egocentrism in adolescence? Provide a few examples that would demonstrate adolescent self-awareness and self-consciousness.
12. Margaret Mead's book *Coming of Age in Samoa*, based on her studies of Samoan adolescent girls in the 1920s, is still used by researchers today. Conduct research about the methods Mead used and her findings.
13. Write a scenario describing a situation in which an adolescent must make an important decision. Include a description of how the person reaches that decision. Be sure to represent both the influence of parent(s) and the peer group.
14. Apply David Elkind's theory of adolescent development and explain how he would interpret the following adolescent behaviours:
  - speeding while driving
  - riding roller coasters
  - parachuting
  - snowboarding

15. Interview an adult who grew up in Canada about their hopes and aspirations when they were a teenager. Introduce your subject to the notion of fresh contact (the personal interpretation of the world by a young adult) from Karl Mannheim's theory. Ask your subject whether his or her values and ideas as an adolescent have changed, and if so how. Ask the subject to highlight key life events that transformed his or her values and attitudes.
16. Using the generational theory as your guide, create a "Then and Now" popular culture chart that highlights the differences in attitudes and values between the Millennial Generation and Generation X and/or the Baby Boomers. Be sure to include comparisons from different aspects of life, including food, fashion, literature, popular TV shows, politics, social movements, and other factors. Consider asking your parents and/or grandparents to contribute to your comparison chart.
17. Can Havighurst's developmental tasks be applied successfully to adolescents from other cultures? Research a culture that is different from your own. How well does Havighurst's schema describe adolescence in that culture?
18. Create a mind map that highlights the key features for moral, cognitive, and psychosocial development in adolescents. Provide examples for each.
19. Research the changes Gandhi brought to India. Using Gandhi as an example, explain how an individual's morals, beliefs, and values can be the impetus for drastic social change.

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## CHAPTER 2

### Growing Trends and Challenges for Adolescents and Their Families

In this chapter you will learn about important social challenges today's adolescents and their families face. You will examine growing trends in adolescent socialization and development. You will study theories that explain the complex changes that have occurred in the dynamics and structure of families and the impacts of those changes on adolescents. You will examine landmark case studies that describe key features and characteristics of group behaviour that affect adolescents, as well as the forces that shape child-parent relationships today. In this chapter you will also learn about conformity and deviance in relation to adolescence.

#### CHAPTER EXPECTATIONS

By the end of this chapter, you will

- summarize theories related to deviance and the social sciences
- explain the relationships among conformity, alienation, and social change
- identify and describe the major theories relating to change of self, society, and culture
- explain the impact of evolving roles of individuals or groups
- evaluate the impact of technology on adolescents and their families
- demonstrate effective data collection skills including the ability to gather and select relevant information from a variety of primary and secondary sources

## KEY TERMS

alienation  
census  
census family  
competitive emulation  
conformity  
cyberbullying  
demography  
deviance  
downward comparison  
dual-income families  
fledgling adults  
helicopter parents  
in-group  
mixed unions  
out-group  
subculture  
tween  
typology  
upward comparison



**FIGURE 2-1** Modern Canadian families confront many new challenges. Can you think of a challenge your family currently faces?

## KEY THEORISTS

Reginald Bibby

Emile Durkheim

Leon Festinger

Abraham Maslow

Gabor Maté

Robert Merton

Melvin Seeman

Muzafer Sherif

## LANDMARK CASE STUDY

Sherif's Robbers Cave Experiment

### Spotlight On ...

### Peer Orientation

**S**ome researchers believe that children today are less likely to take cues from adults; they may lack direction and struggle to learn from experience.

Dr. Gabor Maté (1944–) is a physician who studies how social context affects the development of disease. According to his research, the problem is not that parents love their children any less than they have in the past. Rather, it is that today's parents feel less competent and confident in their ability to parent their children. Unlike previous generations, today's parents do not feel that parenting comes naturally to them; they often feel powerless to protect their children from what seems like an unsafe world. What is lacking, according to Maté, is what developmentalists call an attachment relationship. As Maté explains,

"At the beginning of life, this drive to attach is quite physical in nature—the infant literally clings to the parent and needs to be held. If everything unfolds according to design, the attachment will evolve into an emotional closeness and finally a sense of psychological intimacy. Children who lack this kind of connection with those responsible for them are very difficult to parent and, often, even to teach. Only the attachment relationship can provide the proper context for child rearing."

The main challenge to the attachment relationship is the degree to which children are now bonding with their peers.

This phenomenon is known as peer orientation, and it is this which Maté believes has effectively eroded the authority of parents. Children need a sense of direction, or orientation, and they need to get this from somebody. They have an innate need to do this by turning toward a source of authority, which has traditionally been a parent.

Current psychological literature emphasizes the role of peers in creating a child's sense of identity. Children define themselves by the values and expectations of other children and of the peer groups to which they belong.

Not all research points to the same conclusion, however. As part of his national study on Canadian adolescents in 2008, Reginald Bibby and his team compiled important data on interactions between adolescents and their parents. His findings contradict the popular notion of adolescence as a time of rebellion and tension between adolescents and their parents. Bibby's study shows that ties between adolescents and their parents are getting stronger; in fact, according to his research, they are the strongest they have been in three decades.

In a survey of about 5500 Canadian teenagers, Bibby and his team discovered that:

- Almost 80 percent of adolescents say they receive high levels of enjoyment from their mothers.
- In the case of dads, the enjoyment level had also jumped, to 75 percent.
- Eighty-nine percent of adolescents maintain that their moms have a high level of influence on their lives.
- Eighty-two percent say the same thing about their dads.
- In 1992, 58 percent of adolescents said they were troubled about not being understood by their parents; currently, that figure is 39 percent.

According to the study, teenagers' enjoyment of their parents is correlated with several factors including how much they feel that they can go to their parents with problems and the extent to which their parents influence them.

The idea of peer orientation is debated by social scientists, since many psychologists and educators have come to consider peer orientation to be natural. Maté believes that there is nothing either healthy or natural about peer orientation.



**FIGURE 2-2** National studies suggest that adolescents enjoy spending time at home. What family activities do you participate in at home?

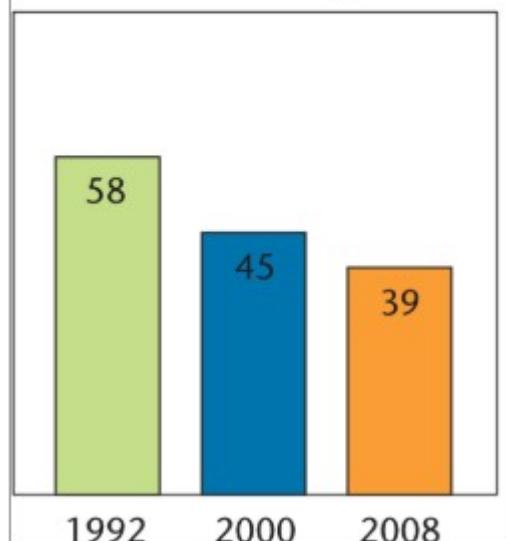
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"Peer orientation is still foreign to indigenous societies and even in many places in the Western world outside the 'globalized' urban centers. Throughout human evolution and until about the Second World War, adult orientation was the norm in human development. We—the parents, teachers, and other adults who should be in charge—have only recently lost our influence and have yet to wake up to the fact."

Maté does not suggest that children should be isolated from other children or that they should not connect with peers. Instead, he emphasizes that connections with peers should not replace the influence of parents. Because modern culture does not support attachment relationships in the same way it did in the past, parents matter more than ever. They need to maintain their influence on their children, ensuring that they get the firm foundation they need to become independent, mature, healthy adults.

## **Concern About Not Being Understood by My Parents: 1992–2008**

% indicating Troubled “A Great Deal” or “Quite a Bit”



**FIGURE 2-3** Do you feel like your parents understand you?

The values of today's young people are another factor that has influenced the improving relationships between parents and teenagers. Bibby's study showed that most teenagers are optimistic about the future. They are more sexually responsible, less violent, and less involved with drugs than previous generations. Honesty and concern for others are some of their key values, and they tend to be more open to diversity than previous generations. All of these factors contribute to positive relationships with parents.

### **SKILLS PRACTICE**

Depending on the type of information the researcher is trying to gather, he or she may use a number of different styles of survey questions. There are two basic classifications of survey questions. Open-ended questions allow the participants to respond without many restrictions or choices. These types of questions tend to provide qualitative data. Closed-ended questions require participants to choose from a set of predetermined answers provided by the researcher. These types of questions provide quantitative data.

There are a number of ways to construct closed-ended questions, including the popular multiple-choice format, using a Likert scale, and using ordinal responses. Multiple-choice questions require the respondents to choose the most appropriate response from a number of options.

In order to determine your respondent's attitude or impression about a specific topic or issue, you may consider using a Likert-scale question. These questions ask respondents to evaluate something using a scale, often from 1 to 5. For example,

How important is getting into university or college to you?

1. Not important
2. A little important
3. Not sure
4. Very important

### 5. Extremely important

Some questions ask respondents to rank their responses. These types of questions are called ordinal questions. For example, "Rank the qualities that make a good friend on a scale of 1 to 10."

Whatever form of question you choose, ensure that the data can be easily interpreted and graphed if necessary.

- Design two survey questions that Dr. Bibby might have included in his survey of adolescents.
- Write a three-question survey about teenagers' relationships with their parents, including different types of questions.
- Use your questions to conduct a survey of your classmates. How do your findings compare with Bibby's?

## STUDYING GROWING TRENDS

To discover how Canadian society is changing and adjusting to diverse social influences, social scientists; in particular, sociologists, rely on demographics as an accurate record of data. **Demography** is the statistical study of a population. Demographics have several practical applications and are used predominantly in forming public policy and for marketing purposes. Demographic information can reveal important details about topics such as ethnicity, age, and gender. For example, studying past demographic information on marriage could provide information about changes in the average age at which men or women marry or the frequency of **mixed unions**, which are marriages between people of different cultures or races, among young Canadians today compared to previous generations. These records may provide important clues about social values and attitudes toward marriage and marital roles.

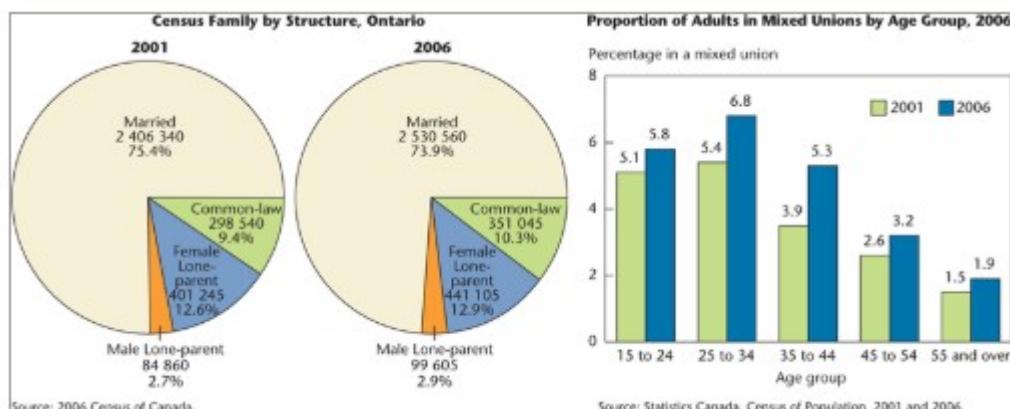
► **demography:** the statistical study of population

► **mixed unions:** marriages between people of different cultures or races

Overall, demographic information is a good source to consider in trying to understand how a population or society has changed over time. To the social scientist, an accurate portrait of the population can reveal a great deal about social values and how those values lead to change among various groups within society. The most important source of demographic information about Canadian society comes from the Canadian **census**.

► **census :** an official count of a population and an important tool for examining demographic information

Which type of census family do you belong to? How does studying family characteristics and emerging family structures help social scientists understand society?



**FIGURE 2-4** Demographic census data reveals important information about a population, including trends in family structures and in the number of mixed unions among Canadians of different age groups. What trends can you observe from these graphs?

## The Canadian Census: National Recordkeeping

A census is an official count of a population and an important tool for examining demographic information such as the age, sex, and education for a specific society. A census provides a snapshot of a society within a defined period. It contains information about where people live, what languages they speak, and their religious beliefs. The Canadian census also helps explain recent changes to the evolving structure of family, marriage, and households in Canada. Statistics Canada conducts the Canadian census every five years. Information is gathered from all Canadian households through a survey. Every household must complete a census every five years. The census is delivered and returned by mail or completed online.

The census reveals important information about Canadian lifestyle and the different family structures of Canadian households. A **census family** is defined as a married couple or a common-law couple, with or without children, or a lone parent with at least one child, living in the same dwelling. The once predominant married couple family is slowly giving way to other forms such as common-law couple and same-sex couple families. Same-sex family structures were recognized for the first time in the 2006 census.

► **census family:** a married couple or a common-law couple, with or without children, or a lone parent with at least one child, living in the same dwelling

A growing trend in Canadian households is the large number of young adults who remain in the parental home during their post-secondary education or return to it after their studies are completed. This growing group known as **fledgling adults** or boomerang children is recognized for their difficulty leaving the parental home. Fledgling adults are young adults, between the ages of 20 and 29, who, for various social, economic, and/or emotional reasons, choose to stay in the the parental home and, therefore, do not transition into adulthood by attaining complete autonomy from their parents. Many researchers attribute the growing number of fledgling adults to the increasing cost of living in our society and the inability of some young adults to develop financial independence from their parents. Important trends such as these are brought to light through the census. Examining past census information and comparing it to the most recent census data clearly illustrates where and how we are changing as a society and as a nation. Gathering information about the family is one of the most important places to begin any discussion about social change, challenges, and trends.

► **fledgling adults:** the group of young adults, between 20 and 29, who, for various social, economic, and/or emotional reasons, do not leave the parental home and transition into adulthood by achieving complete autonomy from their parents



[Video:We Are Statistics Canada](#)

### REFLECT AND RESPOND

1. What are demographics? Why are they important to our understanding of social change?
2. How does a census reflect the values and norms of a society?
3. How do fledgling adults fit into Erikson's schema of developmental stages?

## FAMILY TRENDS TODAY

Family is a particularly contentious topic among social scientists, who debate what the ideal family structure is, if it exists at all. The traditional or **nuclear family**, which consists of a husband and wife living with their children, no longer reflects the reality of many Canadian families. Lone-parent, blended, same-sex, and extended families are common modern family structures.

► **nuclear family :** a husband and wife living with their children

Social paradigm shifts happen when the majority of the population engages in and actively pursues change in a specific social area, which generally alters widespread beliefs and values. The profound shift in how Canadians are organizing and defining their families is one example of this.

### More to Know...

You learned about social paradigm shifts in the Prologue.

## Common Family Structures in Canada Today

Family Structure	Is made up of...
Nuclear	Spouses and their dependent children
Extended family	Several generations in a single household
Lone-parent family	One parent with one or more dependent children
Blended family	Divorced partners, married or not, with or without children from a previous union/marriage
Same-sex family	Two individuals of the same sex, married or not, with or without children
Married/cohabiting couple	Spouses/partners without dependent children

FIGURE 2-5 How do you think culture affects family structure?

For example, many Canadian households today are **dual-income families**, in which both spouses or partners work and contribute to the family finances, and economic power and decision-making are shared between them. The number of dual-income families with young children (under six years old) increased from 31 percent in 1976 to 67 percent in 2008. Similarly, the percentage of mothers of young children in the workforce has risen from 37 percent to 74 percent.



**dual-income families:** families in which both spouses or partners work and contribute to the family finances

### SKILLS FOCUS

Research one or two studies that examine how immigration trends affect adolescents and their families. Summarize the studies' findings, either visually or in writing.

The legalization of gay marriage in July 2005 marked another important change in how society views and defines family. There was a 33 percent increase in the number of same-sex couples in Canada between 2001 and 2006. In comparison, the number of opposite-sex couples increased by just 6 percent. According to the 2006 census, which counted same-sex marriages for the first time, 17 percent of same-sex couples were married. Gay marriage in Canadian society may cause some people to broaden their understanding of kin relationships, fertility, and parenting. For example, activities that were traditionally considered gender-specific, such as a father teaching his son how to shave, may need to be re-imagined in same-sex families.



FIGURE 2-6 Portraits of Canadian families are diverse and multicultural. Is your family represented in this image?



**Video:Canadian Families, Then and Now**

**1990 and 1995: Divorce**  
The Divorce Act of 1993 became law, making it easier for spouses to get a divorce. Divorce became more common, and the number of single-parent families also increased.

**2000: Same-sex marriage**  
Marriage between one man and one woman remained legal, but same-sex marriage was not. In 2005, the Canadian government voted to end restrictions on same-sex marriage. Newfoundland and Labrador was the last province to ban same-sex marriage until July 1, 2005. Canada legalized same-sex marriage on October 26, 2005.

**2010: Same-sex marriage**  
Same-sex marriage became legal across Canada. The Supreme Court of Canada ruled that the restrictions accumulated by provinces were discriminatory.

**2011: Same-sex marriage**  
Same-sex marriage becomes legal in most countries around the world. As a result, the relationship becomes more accepted and normalized.

**2013: Same-sex marriage**  
The Supreme Court of Canada ruled that the restrictions accumulated by provinces were discriminatory.

**2015: Same-sex marriage**  
Same-sex marriage becomes legal in all countries around the world. Countries like Canada are often seen as model countries.

**FIGURE 2-7** A timeline of social trends in the family and the law.

Common-law and lone-parent families are also becoming more common. The numbers of common-law and lone-parent families both increased between 2001 and 2006. The number of common-law families increased by 0.9 percent, and lone-parent families by 0.5 percent. The number of married-parent families, in contrast, increased by 4 percent over the same time period. These changes in family structure add to the complexity of the social landscape in Canada.

The family is an entity that can adapt and change based on changing social needs and values. Understanding how the family has changed helps us to understand the emergent trends among adolescents who have been socialized through these new family structures.

**REFLECT AND RESPOND**

1. Why do you think the nuclear family may have traditionally been regarded as the ideal family structure in North America?
2. Explain how the family structures in **Figure 2-5** contribute to diversity in Canadian families.
3. What do the social trends affecting the family say about the value placed on marriage in Canadian society today?
4. Do you think these trends will continue in the future? What trends might emerge in your generation?

---

## SOCIALIZATION TRENDS AND CHALLENGES

The family has long been regarded by many sociologists as one of the most important institutions in society and, as such, warrants a closer look as a vehicle for social change. As you learned in Chapter 1, the family is the primary agent of socialization, teaching young children about social customs, values, and norms. As well, peers, the media, and teachers and other groups also have a role in socialization.

What personal values and behaviours do you attribute to your family and upbringing?

### The Emergence of Canadian Tweens

Today, the pressure on adolescents is to act and perform as adults in a social climate in which marketing and advertising exert more influence and shape the behaviour of consumers from a younger age than ever before. The origination of a new term to define budding adolescents as **tweens** is an example of this pressure.

▶ **tweens:** girls and boys between the ages of 8 and 13

Tweens are young girls and boys, typically between the ages of 8 and 13. At this life stage, many children begin to develop adolescent behaviours and values. This phenomenon has become predominant across North America. Sociologists have only recently started talking about tweens as a distinct demographic. The emergence of this new developmental group represents a shift in parenting and childhood and denotes a powerful trend in how children come of age today.



**FIGURE 2-8** Tweens are an emerging social and consumer group in Canada. What are some predominant values among Canadian tweens?

According to many social scientists, children have become more socially relevant than ever before. They are afforded more rights and are encouraged to express their individuality starting at an earlier age. In some cases, they are stakeholders in family decisions and influence consumer choices in the family. Some people attribute the privileged position of tweens to factors such as families having fewer children, parents being older (sometimes divorced) and sometimes more indulgent, and parents working outside of the home.

In these and many other ways, tweens are becoming indistinguishable from adolescents. They are susceptible to teen problems; for example, tweens and adolescents are equally affected by depression, and equally likely to commit crimes and have suicidal tendencies. Perhaps the greatest threat to tweens, however, is the hyper-sexualization of youth at increasingly younger ages, especially among tween girls.

What evidence have you seen to suggest that tweens are a growing demographic in Canada? What type of television programming is geared toward tweens?

### Change Over Time

Shopping malls and television programming have changed substantially in the last couple of decades to cater to North American tweens. For example, LaSenza, once a lingerie shop for adult women, expanded to include LaSenza Girl, a lingerie line for girls. Similarly, television shows that feature tween lifestyles, such as *Hannah Montana* and *iCarly*, have carved out a strong niche in the television market.

### Sexualization of Children

Traditionally, the fashion industry geared their products to adult women, but increasingly have expanded popular brands and products to appeal to a younger demographic. The advertisements aimed at tween girls are often highly sexualized. One British survey, noted more young girls aspired to be fashion models rather than doctors or teachers. Macrosociologists would attribute this trend to the lack of self-esteem in young girls and the social value placed on physical beauty. They would also add that society's acceptance of increasingly sexualized female role models has created an environment in which young girls are valued almost exclusively for their physical appearance.



[Video:Sexualization of Girls in the Media](#)

## POINT/COUNTERPOINT

### Is It Possible to Overparent Children?

**Helicopter parents** are overly involved and concerned parents. They frequently intervene in their child's life, removing perceived obstacles that hinder the child's progress, especially in school. The concept of helicopter parenting has been around at least since the 1990s. The phenomenon is of increasing interest to social scientists studying the effects this "overparenting" has on social values and institutions.

#### ► helicopter parents: overly involved and concerned parents

In the Keene College study, researchers surveyed about 300 first-year students using a questionnaire designed to assess whether their parents practised helicopter parenting. College students were targeted in the study because the first year of college represents a time of crisis in the child-parent relationship, since parental control over their child's choices and actions is greatly diminished. In the study, participants were asked to rate their level of agreement with such statements as "My parents have contacted a school official on my behalf to solve problems for me."

The study revealed that the rate of helicopter parenting for girls was higher than for boys: 13 percent of the females in the study experienced helicopter parenting compared to 5 percent of the males. It was predominantly the mothers who exhibited the tendency to hover.

Yes	No
<ul style="list-style-type: none"><li>Children who do not have helicopter parents ("free-range" kids) have greater ability to make their own decisions and develop responsibility on their terms.</li><li>Children of helicopter parents tend to be more vulnerable, exhibiting more anxiety and self-consciousness, and to be less open to new ideas. The opposite was true for children of non-helicopter parents.</li><li>The most recent studies are finding that this type of parenting is creating overly dependent children, who become overly dependent adolescents, and, later still, adults who are reluctant to leave the parental home.</li></ul>	<ul style="list-style-type: none"><li>Parents need to protect their children from new dangers such as cyberbullying and online predators.</li><li>Parents can offer wisdom and financial support to help their children start their careers, which is important in today's competitive job market and unstable economy.</li><li>One national survey found that U.S. and Canadian students with helicopter parents did better in school and were more engaged in their school communities.</li></ul>

### QUESTION

1. Some parents hover over their children constantly in an effort to protect them from disappointment. Do you think these parents are going to far? Why?

As a result of these social values and attitudes, a growing number of girls are anxious about conforming to a narrowly defined ideal. More serious still are the growing numbers of young tweens who are prone to developing eating disorders. Girls as young as age 5 and 6 are trying to control their weight. Some social scientists attribute the rise in eating disorders, such as anorexia and bulimia, to the images that women and girls see in the media.

- ?
- Identify social pressures other than physical appearance that might affect tweens today. What can parents do to ensure that their tweens are media literate?

### Open for Debate

When 10-year-old Thylane Blondeau appeared on the cover of French Vogue, many parents' groups were outraged. The tween model is shown lying provocatively on leopard print bed covers wearing women's clothes and designer shoes. Sexualized images such as those of Blondeau can have long-term effects on the young girls who view them. Did Vogue go too far? Or are they acceptable? Do these types of images exploit young girls in order to sell products?

## Delayed Transitions

While the tween trend has adolescents becoming adults before their time, another trend is the growing number of fledgling adults who remain in the parental home after their teenage years and well into their adulthood. Traditionally, young adulthood was seen as a period in which individuals became less dependent on their parents emotionally, a time when they would strike out on their own to build a career, establish intimate relationships, and grow into fully functional and contributing members of society. That transition seems to be taking longer, and in some cases is delayed by several years. The delayed transition into adulthood has social scientists searching for reasons why young adults don't leave the parental home or return to it.

In recent years, social scientists have found several contributing factors for this growing trend. Today's youth are more educated and attend school longer than earlier generations. Young adults are also getting married later and having fewer children. As such, young adults feel far less pressure to leave the parental home and have greater financial opportunities if they live at home longer. Sociologists point to five important factors that enable young people to make the transition to adulthood:

- completing some form of education
- leaving their parents' home
- gaining full-time employment
- entering romantic relationships with an eye to long-term commitments such as marriage or cohabitation
- preparing and planning to have children

These developmental tasks are signposts that the individual is progressing through the stage and anticipating adulthood.



**FIGURE 2-9** More and more young adults today are choosing to live with their parents. What are the benefits of staying at home longer?

However, the reality of young people today is quite different from the steps listed above. Now, many more young people return home after finishing school, often because they need to pay down student debt and/or because they are not able to find full-time employment, which would enable them to rent or purchase a home of their own. Entering relationships and having children are also delayed. In 2006, 63 percent of 20- to 24-year-olds lived with their parents, compared to 49 percent in 1986. Many sociologists worry that this trend is having negative consequences on middle-aged and retiring parents, who feel the strain of supporting their grown children long after they intended. This may in fact delay the parents' transition into retired life, for example, because downsizing their home is impossible until grown children move out. As you can see, trends in one life stage are producing similar effects in another.



[Video: Generation Boomerang](#)

Culture also plays a factor in this debate, since in many cultures multi-generational households are the norm. Young adults are expected to remain at home well into adulthood and to live with parents after they are married.

?

In your opinion, do young males or females find it more difficult to make the transition and leave the parental home?

### Open for Debate

Among 18- to 29-year-olds, 60 percent have some debt, mostly on credit cards. Many teenagers also rack up large cell phone bills, often because they don't understand the terms of their plans. Should adolescents have access to credit? Should their parents be responsible for their debts?

## Consumerism

Families are important economic units that affect social spending and social policies. An area of concern for the modern family is proper resource management and personal financial literacy. An individual's relationship with money can be traced back to lessons learned in the family home during the person's formative years. How and when money is spent and the manner in which parents deal with family finances influences how children spend and value money as adults, as well the value they place upon consumer products and consumption.

### Ethical Consumption

One of the most significant ways the family influences society is through its buying power. What a family consumes—from the family's house to the possessions of its members to the types of vacations they take—affects the economy and the environment and has implications for social justice around the world. Greater emphasis is being placed on the origin of goods that create social status and indicate wealth. This new awareness is leading to increased interest in ethical consumption. Ethical consumption is most often reflected in a family's activities, such as participating in recycling programs; using reusable bags; purchasing organically grown, local foods; and using environmentally friendly products.



FIGURE 2-10 The FAIRTRADE Mark indicates that products meet strict Fair Trade standards. What products have you seen this logo on?

One of the simplest things a family can do to practise ethical consumption is to avoid purchasing products that are not produced in an ethical or environmentally responsible way, whether it is because the workers who produce them are subjected to unfair working conditions and wages, or the products are tested on animals, or the way the product is marketed, or the product manufacturer or retailer engages in anti-union activities. Public awareness of the way products are produced is at an all-time high thanks to modern media; therefore, more families are choosing to use their purchasing power to support products that are produced ethically and according to principles of social justice and equity.

### SKILLS FOCUS

Survey your classmates about their buying habits. How important is ethical consumption to them? What factors would make them more likely to buy products that are produced in ethical and/or environmentally responsible ways?

### REFLECT AND RESPOND

1. Is the tween demographic a new stage in the life cycle? Or is it a phenomenon created by marketers? Explain.
2. Describe some of the earliest lessons about money and spending that you received from your parents or caregivers. Was the advice sound?
3. Tweens seem in a rush to grow up, yet young adults are in no hurry to leave the parental home today. Explain the social forces at work in both cases.

## CHALLENGES TO SOCIAL RELATIONSHIPS IN ADOLESCENCE

Social belonging is also an important element of personal growth and development among adolescents. More than in any other life stage, adolescents have a strong need to belong to a group and/or conform to group ideals. For this reason, group membership and conformity are important subjects in any conversation about adolescence. Occasionally, the need to belong may be greater than an individual's own values and regard for personal risk. Consider a person who is thinking about joining a gang. For some teenagers, gang membership is a very appealing alternative to family relationships, especially if home life is stressful and problematic. In some cases, joining a gang or cult may replace family relationships altogether. A person who does not feel any affinity with the mainstream culture may find such subversive groups alluring because they offer an escape from it. The need to belong overpowers the individual's rational decision-making, and despite understanding the negative consequences of joining such groups, the individual does so anyway.

▶ **conformity:** act of matching attitudes, beliefs, and behaviours to what individuals perceive as normal to their society or social group



**FIGURE 2-11** Adolescent consumers are a growing concern in our society. Where might you learn about responsible spending?

### Festinger and the Social Comparison Theory

Leon Festinger developed the social comparison theory. According to this theory, individuals routinely compare themselves with others when they are unable to judge their status and abilities on their own. For example, an individual may know that she is a good golfer but she cannot be absolutely sure of her skill or ability in the sport unless she compares herself to other golfers and their scores. Festinger noted that when individuals compare themselves to similar people, they tend to attain more accurate information about themselves and their performance in any given field.

#### More to Know...

You learned about Festinger's theory on cognitive dissonance in the Prologue.

The social comparison theory became the basis for many later theories. One such theory (not part of Festinger's original theory) defines two types of social comparisons. An **upward comparison** occurs when an individual compares himself or herself to someone who is better off. This can be applied to a number of different attributes. For example, an amateur hockey player may compare himself or herself to a player in the National Hockey League. This is an example of an upward comparison. A **downward comparison** occurs when the comparison is to someone who is worse off. Comparing academic performance with classmates who are achieving considerably lower marks is an example of a downward comparison. This type of comparison generally makes the individual feel better about his or her abilities. It has also been noted that individuals with low self-esteem are more likely to make downward comparisons. Overall, however, people prefer making upward rather than downward comparisons.

▶ **downward comparison:** occurs when an individual compares himself or herself to someone who is worse off

▶ **upward comparison:** occurs when an individual compares himself or herself to someone who is better off

When Festinger's theory is applied to the social status of families, the results can be dangerous. In current research on the topic of social comparisons of lifestyle and wealth, scholars are finding that many families are spending beyond their means to keep up with appearances. In her book *The Overspent American*, author Juliet Schor examines current spending trends in the United States. Although the focus of her work is American, the trend may also apply to a growing number of Canadian families. Schor claims that many of us work more just so that we can spend more. She also believes that the majority of Americans are engaged in a concept she calls **competitive emulation**; that is, trying to keep pace with others, typically neighbours and coworkers, in material goods and lifestyle.

▶ **competitive emulation:** keeping pace with others, typically neighbours and coworkers, in material goods and lifestyle

The exaggerated consumerism that Schor and others talk about is becoming the norm in many households across the United States and Canada, thanks in large part to the media that persistently introduces images of luxury cars and other products into our daily lives. Brand names may form the basis of friendships among adolescents. More than ever before, the adolescent's purchasing power rivals that of their parents. Many teenagers earn income and have access to credit, which gives them the opportunity to put the financial lessons they have learned into practise. In some cases, the basic difference between necessities and luxury items, or needs and wants, are obscured by the drive to buy more. Many people worry that adolescents have learned to define their identity in terms of the items they own.

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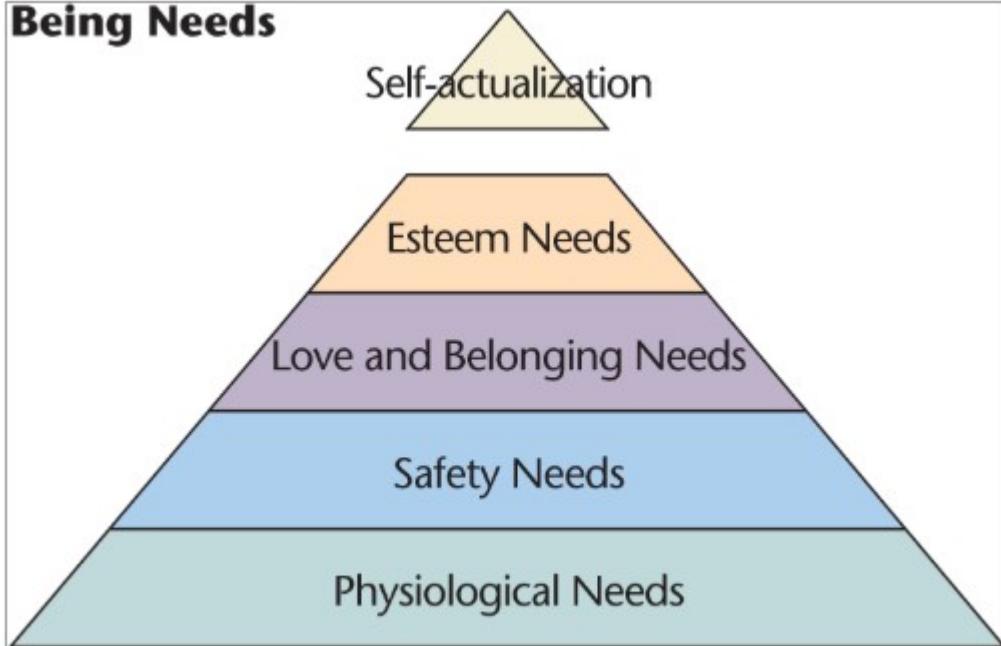
Should media awareness become part of mandatory curriculum in elementary school?

## Maslow's Hierarchy of Needs

What drives an individual's need to belong? The humanist approach to behaviour suggests that it is the motivation toward self-improvement. For this reason, humanists such as Abraham Maslow (1908–1970) look at the motivating forces behind individual behaviour. Maslow also acknowledges the role of values and meaning in understanding human behaviour, and this is especially important to understanding social belonging or group membership.

In his renowned hierarchy of needs theory, published in 1943, Maslow outlined several stages of needs to help explain human motivation. According to this theory, the ultimate goal in life is balance or equilibrium, and the individual must meet certain needs to achieve this. However, not all human needs are equal. Maslow classifies needs as deficit needs and being needs. The lower needs are deficit needs. These needs are recurring and need to be fulfilled often, such as the need for food. The higher needs are being needs. These are deeper needs that rely on intellect and introspection on the part of the individual, such as the need to recognize beauty in nature. Being needs are crucial to developing to the fullest potential as humans, but not everyone fulfills these needs.

## Being Needs



## Deficit Needs

FIGURE 2-12 Maslow's Hierarchy of Needs

Beginning with the most basic physiological needs, the individual needs to satisfy hunger and quench thirst. These functions are common to all humans. These needs are met with some disparity around the world, especially where famine and disease impede individuals from fulfilling them. When these physiological needs are met, individuals are able to focus on attaining safety needs such as job security, health benefits, and health care. When these needs are sufficiently met, a person may concentrate on more emotional needs such as love and belonging.



**FIGURE 2-13** Developing a personal style is often associated with group membership. How does your social group influence your personal style?

These love and belonging needs are important to all humans, and come into particular focus during adolescent years when the need to “fit in” is at its greatest. In an effort to attain these all-important needs, people are more likely to conform to the codes of behaviour of the social groups they join. During adolescence, the need for social belonging and intimate relationships is at its peak. Failure to meet these needs with some success may result in social isolation and **alienation**, sometimes leading to mental illness, addiction, or even suicide.

- ▶ **alienation:** estrangement or distance of people from each other, from what they find meaningful, or from their sense of self

Esteem needs are harder to fulfill since they rely on gaining the respect and recognition of others. When they are fulfilled, these needs lead to confidence, competence, and feelings of accomplishment. It is not uncommon for an individual to spend the better part of adult life trying to earn the recognition of peers; for example, by building a successful career.

Finally, Maslow describes a level of human growth and potential that everyone is capable of, but that less than 2 percent of the general population ever attains. Self-actualization refers to the process of an individual reaching his or her fullest potential, a point at which the person is able to transcend all other needs and experience his or her true purpose.

**More to Know...**

Psychologist Solomon Asch postulated one of the most persuasive theories about conformity. You will learn more about Asch's theories in Chapter 4.

### The In-Group and Out-Group Dynamic

According to Maslow's hierarchy, one of our fundamental needs is social belonging. But what kind of social groups do individuals belong to, and what does membership in these groups say about the individual? Social psychologist Muzafer Sherif (1906–1988) provided answers to such questions in his 1949 research on group dynamics. Sherif examined whether group ties could be established relatively easily among individuals with no existing group ties. Sherif posited that when brought together to interact in groups for a shared mutual goal, individuals would produce a group structure with social hierarchy and roles. He called this group the **in-group**. Furthermore, Sherif suggested that if two distinct groups were formed and brought together in a condition of competition, hostile attitudes and actions would result between the original in-group and the secondary group, known as the **out-group**. The in-group members would likely oppose or openly attack the out-group. Sherif's theory also highlights how group structures, codes, and norms are shaped. Sherif believed group formation followed a prescribed course. He examined in-groups, out-groups, and group formation in a study called the Robbers Cave experiment.

- ▶ **in-group:** when brought together to interact for a shared mutual goal, individuals will produce a group structure with social hierarchy and roles

- ▶ **out-group:** if two distinct groups were formed and brought together in a condition of competition, hostile attitudes and actions would result between the original in-group and the secondary group, the out-group

## Landmark Case Study

### Sherif's Robbers Cave Experiment

In Sherif's study of social group formation and structure, 22 young boys participated in an experiment at a summer camp in Robbers Cave State Park, Oklahoma. The subjects were divided into two groups and lived in separate cabins. During the first week of the experiment, both groups were isolated and did not know another group existed. This crucial step allowed the boys to get to know one another. It was a time to bond through shared experiences such as swimming and hiking. It was during this time that friendships were established and the groups developed an identity. The boys named and created symbols for their groups, which were painted onto flags and shirts. The groups were the Rattlers and the Eagles.

In the next phase of the experiment, the groups were introduced to each other. The signs of conflict were almost immediate as verbal taunts and insults were cast from one group to the other. The conflict escalated when the groups were subjected to a number of competitive activities. The conflict came to a climax when the Rattlers were declared the winners of the competition. It was clear that the groups would not be able to resolve their differences, and shortly after that the groups refused to participate in any activities that involved the other group.

In the final phase of the experiment, Sherif's team tested the possibility of resolving the conflict between the two groups. The boys were asked to participate in solidarity exercises such as watching a movie together, but this did nothing to alleviate the conflict or tension. The boys were then asked to problem solve together. In the first scenario, both groups were told that the communal water supply had been tampered with by vandals and that the only water safe enough to drink came from a blocked faucet. Interestingly, when the perceived threat came from an external force, the two groups were able to set their differences aside and worked together to unblock the faucet. When other similar scenarios were presented to the groups, the tension that had been created in the earlier parts of the experiment lessened. The groups began cooperating, and a successful resolution to the conflict seemed possible.



**FIGURE 2-14** To what extent is your personal behaviour dictated by your peer group?

Sherif concluded that groups are naturally inclined to develop a unique culture, language, modes of behaviour, and status structures. Sherif's study has far-reaching implications. For example, high school cliques may alienate those who do not belong to the in-group and create conflict among different groups. Individuals may join gangs and become loyal to ideals that place the rest of society at risk. Different ethnic or social groups living in a community may experience conflict. At a macro sociological level, this study describes large-scale cultural conflicts, when an "us versus them" mentality becomes a destructive social force.

#### QUESTIONS:

1. What important characteristics of group membership does Sherif's study highlight?
2. Describe ways in which your school community tries to eliminate group conflict among students. Are these strategies effective? Explain.
3. How can Sherif's experiment be used to study social conflict and barriers to change in society at large?

## REFLECT AND RESPOND

1. What functions do social relationships serve for adolescents?
2. Explain how in-groups and out-groups might be established throughout the life cycle.
3. How do social belonging and in-groups relate to conformity? Provide an example.

## DEVIANCE AND ROBERT MERTON'S SOCIAL STRAIN TYPOLOGY

For the most part, this chapter has examined the need to belong and to conform to group structures and acceptable forms of behaviours that are governed by primary groups. What happens when the group to which a young person conforms is not sanctioned by society and represents a code of behaviour that is contrary to public modes of interaction? This is the predominant theme for the work of social psychologists and sociologists who study deviant behaviour. One of the most well-known theories of **deviance** is the work of American sociologist Robert Merton (1910–2003). Merton outlined several typologies of deviance, and his strain theory is a standard in sociological research about deviant behaviour.



deviance: behaviour that violates the standards of conduct or expectations of a group or society



**FIGURE 2-15** Individuality is often linked to different beliefs and behaviours. What do you think this adolescent male values?

### More to Know...

You will learn more about deviance in Chapter 6.

As a functionalist theorist, Merton believed that social structures and institutions have a beneficial role to play in social progress and social stability. Within this framework, Merton examined the relationship between deviance and society. Deviance can be described as behaviours, by individuals or groups, that violate popular social norms and cultural and moral standards. Deviant behaviour usually elicits a negative response from the mainstream group.

Despite its negative connotations, deviance is a naturally occurring element in any society, and according to Merton, society itself is usually the major cause of deviance. Merton believed that social norms place pressure on the individual to conform to an expected mode of behaviour. This forces the individual to either work within the structure of society or break from the mainstream culture and its widely held beliefs to seek alternative means of achieving a goal or expressing individuality. This drive may lead individuals to participate in subcultures.

A **subculture** is an alternative system of values and beliefs that goes against the mainstream cultural and social beliefs that are prevalent in a society. Adolescence is a natural time of self-exploration and, for some, mainstream culture does not provide an adequate outlet for individual expression. As a result, adolescents may be drawn into subcultures as a way to experience social belonging in a group of like-minded individuals who share their particular taste in music, art, or fashion, for example. Subcultures are most often exaggerated or distorted versions of mainstream culture and are most prevalent among youth. Examples include cybergoth and hip hop subcultures.

► **subculture:** an alternative system of values and beliefs that does not conform to the mainstream cultural and social beliefs of a society

Aside from the obvious rejection of conventional modes of dress and taste in music, cybergoth and hip hop cultures do not represent a criminal element and can co-exist with mainstream culture with very little conflict. In fact, upon closer examination of Merton's strain theory, one discovers that deviant behaviour, when not aimed at criminal activity, can be a major impetus for positive social change. Civil rights activism, feminism, and gay rights activism are all examples of this. Therefore, not all divergent thinking is negative and not all subcultures or non-conformists aim at toppling mainstream culture or society.

### Open for Debate

A U.S. study found that people with two or more piercings or tattoos were more likely to show deviant behaviour. Do you think having tattoos or piercings means that a person is deviant?

As adolescents, you are taught to accept society's rules and respect the goals set out by generations of adults before you. But what if the deviant behaviour could produce a positive change in society? What if following alternative means to achieve a goal in society meant innovations and results that were beneficial to the majority? Should we still consider this deviant behaviour? When studied in the context of social change, deviant behaviour has a more benign motive. In this sense, deviating from the norm and divergent thinking can become powerful means to effect positive change in society. Also, in this light, the "deviant" person may be seen as an agent of social change.



### Interactive: Deviance and Merton's Social Strain Typology

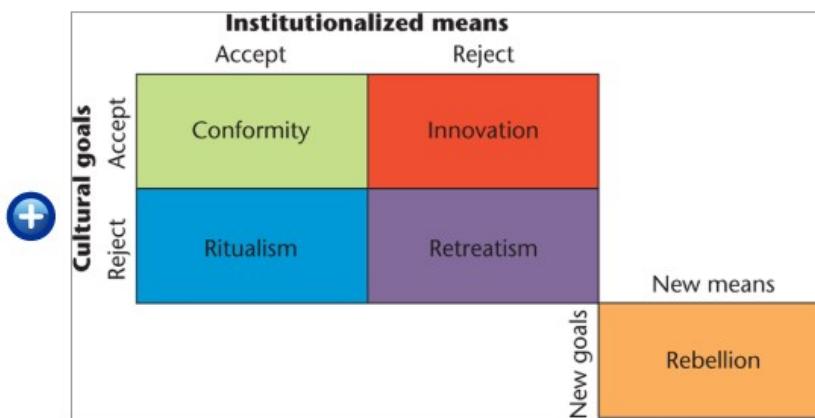


FIGURE 2-16 Merton's Deviance Typology. In what ways can deviance be positive?

A typology is a system of classification designed for the understanding of types. Merton's typology of deviance lists five different types of behaviours that constitute deviance. Merton was interested in the individual's motivation to adhere to and accept society's norms and cultural goals as well as the behaviour and actions necessary for the individual to attain his or her personal goals. To understand the relationship between deviance, Merton set out a system to classify the cultural goals prevalent in a group and the institutionalized, or acceptable, means by which to reach those common goals. According to Merton, the varying degree to which some individuals accomplished society's cultural goals set them into distinct categories of deviant behaviour. In this view, deviance means ways of envisioning the same outcome but through divergent means. Merton distinguished between five different types of deviance: conformity, ritualism, innovation, retreatism, and rebellion.

▶ typology: a system of classification designed for the understanding of types

## Conformists

Conformists are people who accept the cultural goals of their society as well as the means by which to attain those goals. In other words, there is a prescribed way in which to achieve a social goal, and conformists will always abide by the rules set out for them by society. For example, to become a successful lawyer, an individual gets the proper education, acquires the necessary skills, then works within the legal system, abiding by its code of ethics and standards of practice. The aspiring lawyer rarely questions the path necessary to achieve the ultimate goal. The same may be said about doctors and teachers or any other institutionalized career path.



FIGURE 2-17 The conformist follows the accepted means to achieve the cultural goals of society. Can you suggest a career most likely pursued by conformists?

## Ritualists

Like the conformists, ritualists will accept the means or standards necessary to achieve the end goal but may not necessarily accept the cultural goals of society. They are even likely to reject them. For example, a person who is a ritualist will achieve the necessary education and acquire the necessary skills for a particular job but will not fully abide by the "rules" of that job by rejecting the steps to become the most successful or richest among his or her peers. In other words, the ritualist will work to provide for a specific lifestyle but will not strive to be the industry leader in his or her field and will not fall into the cultural goals set out by that industry as it pertains to wealth and social status. For example, a restaurateur might open a successful local restaurant, but have no desire to establish a restaurant chain. This ritualist would be happy to be successful without being the best or biggest in the industry.



**FIGURE 2-18** Bill Gates may be considered an innovator according to Merton's typology.



Describe some of the benefits of being a conformist or ritualist. What goals have you set out for yourself that may be best achieved by being a conformist? How influential do you think cultural factors are in defining behaviour as deviant?

### Innovators

People who are innovators are unique; although their goals are in line with those of society, innovators will not accomplish them using the acceptable channels and traditional means as conformists and ritualists do. Innovators strive to fulfill the goals of their society through alternative means; they envision different ways of reaching them. An example of a visionary is someone who revolutionizes the way things are done in any particular industry.

The innovator also has the ability to establish new modes of behaviour and standards within a field and eventually comes to lead or dominate the market as a result of their ideas or methods. For example, the world of technology and electronics is dominated by innovators who employ unconventional ways and approaches to products and services that have far-reaching influence and implications for society. Innovators such as Bill Gates (co-founder of Microsoft), Steve Jobs (co-founder of Apple), and Mark Zuckerberg (creator of Facebook) are examples of people thinking outside the box and challenging the way things are done. The end result of their work is not a rejection of cultural goals but a drive to make things better for society. Yet, the means to effect such change challenge the status quo.



**FIGURE 2-19** Mark Zuckerberg envisioned a social network that connected people on a global level. How has Facebook changed human communication today?

### Retreatists

According to Merton, retreatists are individuals who have chosen to disengage from mainstream culture altogether. They do not agree with the common cultural goals of their society and, as a result, prefer to live among groups of like-minded individuals. As a group, retreatists have become disenfranchised by society and have come to believe that they are not represented in the social or cultural goals of the group. They may also believe that the rules that govern success, achievement, and status in their society do not speak to them directly. Historically, there have been several groups of retreatists who have rejected society's cultural goals and means of achievement. The most famous example that still resonates today is the hippie culture that emerged in the United States and Canada during the 1960s.

This group stood in direct opposition to the traditional mainstream culture of the day. Predominantly led by youth, the hippie counterculture was one predicated on liberal values that rebuked authority and capitalist ideals of society. Their denunciation of social norms and values culminated in the summer of 1969, when political activism among youth was at an all-time high and the now famous summer of love music festival known as Woodstock took place, at which thousands of young people gathered to hear popular musical acts and engage in creative expression, including illicit drug use and casual sex, as a way of retreating from the mainstream. Many years later, in 1994 and 1999, the original producers of the festival sought to reinvent Woodstock with dire results. The 1994 concert was supposed to mark the 25th anniversary of the original event, but many viewed it as nothing more than a cash grab, pointing to inflated prices for food and merchandise. At the 1999 event, violent riots broke out and concession stands were set on fire. There were also allegations of rape in the dense crowds near the stage. Many suggest that the original "magic" of Woodstock could not be recaptured because society had changed so much.



**FIGURE 2-20** The most famous example of retreatists are the hippies of the 1960s. Can you think of any groups since then who embody the same values?

### Rebels

The final group in Merton's typology are people known as the rebels. They share much in common with retreatists because they, too, openly reject the cultural goals of their society, as well as the means by which one is expected to attain those goals. Rebels, however, do not isolate themselves as the retreatists do. Instead, they attempt to change the society in which they live. Whether the goal is social, political, or economic reform, rebels of all kinds seek to transform the world in which they live by challenging and recreating the cultural norms and goals that govern their respective society. In some cases, rebellions can become violent and lead to revolution and the complete reorganization of a particular social institution or society. Today, there are plenty of examples of this type of activity as more and more countries around the world are experiencing profound change to their traditional economic, social, religious, and political systems. Rebels themselves are changing. In the past, rebels were synonymous with paramilitary and extremely violent groups within society who engaged in warfare against despotic leaders and their supporters. Today's rebels come from mainstream groups who have become disenfranchised by their society such as unemployed youth or repressed women. The Occupy protests of 2011 are an example of this.

## IN FOCUS Steve Jobs: Deviant or Innovator?

Merton's typology of deviance helps classify behaviour that violates popular social and cultural norms. Steve Jobs, co-founder of Apple, was an innovator whose vision challenged the status quo. He was a technological visionary, but could he also be considered deviant?

As a teenager, Jobs was interested in electronics and believed strongly enough in his budding ideas about how to get computers in households across America that he was able to attract investors to a new business venture, which he would call Apple. In April 1976, in partnership with Jobs' friend Steve Wozniak, Apple was born. The modest company established by the two American youth would go on to revolutionize the world of home computers, phones, music, and movies.

Jobs could not have imagined the popularity and wealth he would come to enjoy as a result of Apple but he did understand the need to break with the norm and establish a different path to accomplish his goal. In this regard, he may be considered an innovator by Merton's definition. Apple products have come to dominate the market and have found practical applications in homes across North America and the world. That level of popularity resulted from envisioning a new way for people to share information and interact in the digital world. Steve Jobs brought Apple products such as Mac computers, iPods, iPads, iPhones, and iTunes to the global market. These products were innovative because of their combination of user-friendliness and design. The iPod and other MP3 players also changed the music industry, leading the switch to digital music.

At the root of Apple's success is the ability Jobs had to see change as a necessary part of the human condition and a means through which to challenge the notion that life should be lived within the confines of a human-made society. He believed that change should happen as a way to test and challenge the current state of affairs. Sadly, Steve Jobs died on October 5, 2011, as a result of pancreatic cancer. U.S. President Obama, at the news of his death, stated that the world had lost a "visionary." He went on to say, "Steve was among the greatest of American innovators—brave enough to think differently, bold enough to believe he could change the world, and talented enough to do it."



FIGURE 2-21 What impact have Apple products had on your lifestyle?

### QUESTIONS

1. Would you consider Jobs to be deviant? Write a short paragraph explaining why or not.
2. Provide an example of an innovator in another field other than technology and compare that individual's path to success to Steve Jobs.
3. Explain how innovators such as Jobs contribute to changes in our language, either spoken or written.

### REFLECT AND RESPOND

1. What social behaviour are high school students likely to rebel against?
2. What ethical problems might you encounter if you tried to create a typology for deviant behaviour in your school?
3. Describe one or two situations when thinking outside the box would be of great value to you, your peer group, family, or community.
4. To what category do the majority of adolescents belong? Explain your answer.

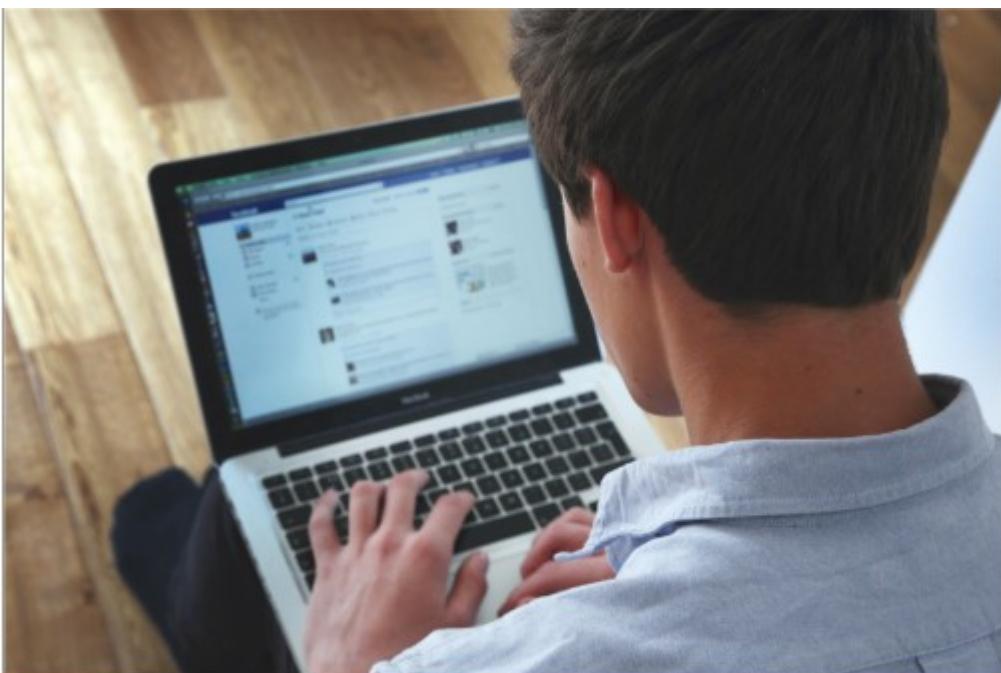
## ADOLESCENTS AND TECHNOLOGY

As you have read about in earlier sections, social and group belonging is an intrinsic need in all humans. Maslow called it human motivation, Sherif studied group formation and its influence on individual behaviour, and Merton examined the ramifications of divergent behaviours. All these studies help explain the basis of behaviour in adolescents. In the sections ahead you will explore how trends in behaviour have changed over time. You will learn about the issues that surround teenagers today and discover why adolescents are drawn to particular behaviours. Also, you will learn about the role technology plays in adolescence.

### Social Networking

There has been no greater influence on adolescence today than technology. Modern adolescents are more technologically inclined than their predecessors and, in some cases, will be called on to teach their parents about social networking and technology. Teenagers today make personal connections with others through technological media that did not exist as recently as 20 years ago.

Texting and social networking have become the norm for adolescent peer communication in today's society. Certainly, teenagers today rely on technology for entertainment, but it also occupies a predominant place in their lives in the form of educational tools and virtual means to express their creativity. Technology facilitates greater understanding and connection to the global community. It also represents an important component in family life as young adults who leave the parental home maintain contact with parents and siblings by means of electronic communication. Some might argue that technology has become the most significant agent of socialization for adolescents.



**FIGURE 2-22** Technology and adolescents are inextricable. What role does technology play in your social group?

### Cyberbullying

Although technology contributes to normal socialization among adolescents today, having a generation so tied up in and bound to social networking also has some negative effects. It is a relatively new phenomenon that adolescents conduct some or most of their personal relationships under the very public eye of computer audiences. Many adolescents post personal pictures and comments about their personal lives online, and this leaves them exposed to the cruel responses, outright insults, or harassment by members of their peer group. The very same social networking sites that offer opportunities for friendship can lead to serious criminal activity.

► **cyberbullying:** when an individual is being bullied or harassed by means of inappropriate or hurtful pictures or messages on social networking sites or by email or other electronic means

Cyberbullying can begin quite innocently but may escalate quite rapidly into criminal behaviour. In both instances, the victim may feel powerless to retract or stop the attacks.

This new phenomenon has received a great deal of attention at various levels of government. For example, Ontario introduced legislation that would make bullying grounds for expulsion from school, including cyberbullying. The Ontario government has pledged financial support to help implement changes recommended in the Safe Schools Act in an attempt to eliminate bullying across the province. However, there is a great deal more to do to overcome and eliminate bullying.

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How does technology create instances of social belonging for adolescents?

## CHANGE IN ACTION Anti-Bullying Day Campaign for Teens by Teens

Two Grade 12 students at Central Kings Rural High School in Cambridge, Nova Scotia, are considered heroes for their efforts to support a fellow grade 9 student in their school who was being bullied for wearing pink. When the grade 9 boy wore a pink polo shirt on the first day of school, he became the target for bullies in the school who taunted him for being a homosexual and threatened to beat him up. When David Shepherd, Travis Price, and others heard the news, they decided to take a stand. They purchased 50 pink t-shirts and sent an email message to classmates to get support for their "sea of pink" campaign. The next day, hundreds of students showed up at school wearing pink, showing their support for the boy who was bullied and declaring that bullying would not be tolerated. The bullying stopped. Similar protests soon happened in schools in Nova Scotia and across Canada. Their campaign became so popular that even Ellen DeGeneres, one of daytime television's most popular talk show hosts, expressed interest in their story. Their movement has become well known across many cities in North America as a result. Although the protest started out supporting one bullied student, it has now come to represent the wider issue of bullying.



**FIGURE 2-23** David Shepherd and Travis Price wear their pink t-shirts in support of an anti-bullying campaign they established. Have you participated in any similar campaigns?

### QUESTIONS:

1. How did Shepherd and Price use technology effectively to stamp out bullying in their school community?
2. How is the Pink Shirt campaign an example of thinking outside the box?
3. What are some ways that you could combat bullying in your school?

## Sexting

A recent social phenomenon to emerge from our technologically engaged society is sexting. Sexting can be defined as sending text messages that are sexually charged or posting sexual content online. While it is not relegated to youth, sexting has added a level of self-disclosure and intimacy that may not have existed in the past in adolescent relationships. Teenagers today may feel that sexting is an unavoidable part of intimate relationships, but few consider the future impact it may have on their job or educational prospects and on relationships.

### VOICES

In this age of free-flowing digital content, we all understand the incredible benefits the Internet brings to our lives; however, we must also recognize the need to protect children from the worst of the Web. ...We believe that a combination of 'tools, rules and schools' will ultimately keep kids safe online."

—Family Online Safety Institute

Parry Aftab, an American Internet security expert, children's activist, and lawyer, refers to sexting as the electronic exploitation of children. She is leading the charge in a battle against the dangers of social media as it relates to children. According to one study of American adolescents, 44 percent of boys say that they've seen sexual images of girls in their school, and about 15 percent of them are disseminating those images when they break up with the girls (Celizic, 2009). Aftab points out that these statistics amount to criminal activity that is punishable by law, especially if the victim is under the age of 18.

Sexting is a social phenomenon that has been gaining attention among governing bodies and the legal system. In the United States, in a number of high-profile cases, teenagers have been charged with distribution of child pornography after distributing photos of naked minors. Canada has not had many similar cases, although sexting could fall under Canadian child pornography laws in some cases. Issues concerning consent and accountability are closely related to this issue and a great deal more needs to be done to educate youth concerning issues of sexuality, privacy, and technology.



**FIGURE 2-24** Sexting is a popular form of communication among teens. Is it an expression of healthy sexuality?

#### REFLECT AND RESPOND

1. Suggest ways in which technology is contributing to normal socialization in adolescents today.
2. How is cyberbullying an extension of school violence and bullying?
3. How might peer orientation influence a teen's decision about whether or not to sext?

## SOCIAL CHALLENGES FOR ADOLESCENTS

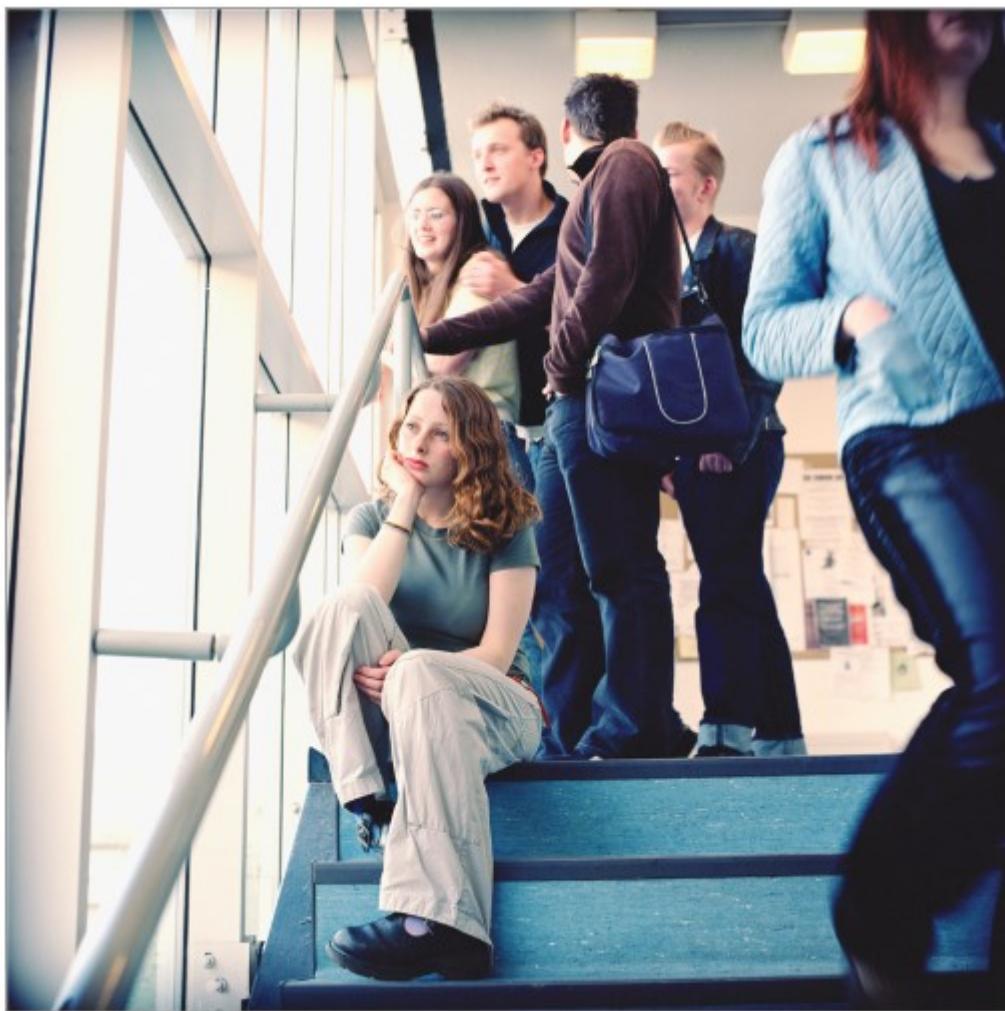
When social relationships become strained and the ability to interact in social groups is limited, adolescents may withdraw from activities that involve others or, in extreme cases, completely detach from others including their family. In such severe isolation, an individual may also turn to drugs or alcohol or other harmful behaviour as a means of coping or may begin to experience symptoms of depression. This type of withdrawal from normal activity and interaction is called **social isolation**. Social isolation may lead to severe trust issues and the inability to perform basic functions or fully participate in social living.

### Social Isolation

One of the most well-known studies on social alienation was developed by American sociologist Melvin Seeman (1918–). According to Seeman, alienation could be classified into five distinct elements. These elements were powerlessness, meaninglessness, normlessness, social isolation, and self-estrangement. Powerlessness refers to the belief held by the individual that his or her behaviour cannot determine the desired outcome. In other words, the individual experiences alienation because he or she is powerless to bridge the gap between the action the person would like to take and what he or she is capable of doing. The individual will assess his or her ability to be successful at a specific activity by weighing external factors such as luck or chance and, the internal factors such as personal skills or aptitudes. Powerlessness comes about when the individual believes that he or she does not have the necessary skills or means to accomplish the desired goals.

The second element that contributes to alienation is meaninglessness. Everyone strives to make sense of and understand the events in which they participate and the relationships they engage in with others. When people are unable to predict the outcomes of their behaviour and have a diminished sense of their ability to predict future outcomes, they will experience meaninglessness.

Normlessness occurs when the social norms which govern individual conduct begin to deteriorate and break down; they no longer serve as an effective guide for personal behaviour. During normlessness, it becomes increasingly difficult for the individual to identify with the dominant values of society. The individual sees no connection between himself or herself and the rules that once influenced his or her behaviour. Normlessness almost always leads to social withdrawal.



**FIGURE 2-25** Adolescents are faced with many social challenges such as social alienation. What are symptoms of alienation in adolescents?

Seeman classifies self-estrangement as a state of emotional and psychological being in which the individual denies or negates personal interests and prefers to engage in impersonal, external activities to satisfy his or her needs.

### SKILLS FOCUS

Research the extent to which an individual's participation in institutions such as school and/or religion affect his or her feelings of social isolation.

Following a disassociation from social norms, an individual may feel segregated from his or her community, thus creating a feeling of social isolation. This form of isolation is usually experienced as a form of personal stress, but its roots are to be found in the social organization and institutions to which the individual belongs.

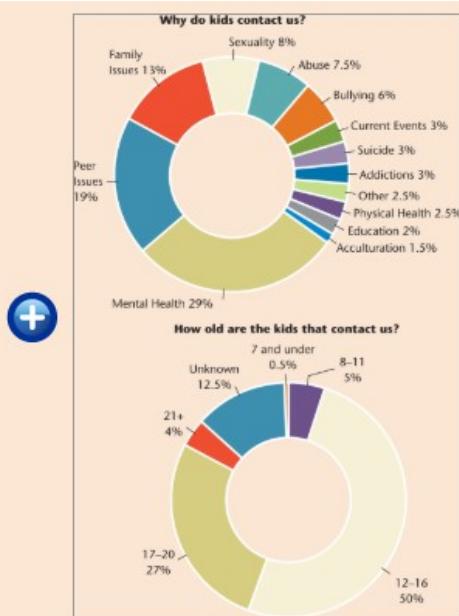
### IN THE FIELD

#### Kids Help Phone

Kids Help Phone is a free, anonymous, and confidential counselling service available for children and youth. It is staffed by about 75 professional counsellors who all have either a clinical or academic background in counselling. All of the counsellors have at least three years of experience in social service, and they are trained in crisis intervention. All of the Kids Help Phone counsellors also have a degree or a diploma in child and youth counselling or in applied social science. Many counsellors have expertise in a specific area, such as gangs, addiction, or sexual abuse, and they undergo professional development and work together to broaden their areas of knowledge and experience.

Counsellors take an approach called solution-focused brief therapy. This involves listening without judging and working together to come up with ways to solve problems. Counsellors provide anonymous help for any issue of concern to callers, including issues related to school and academics, grief, and thoughts of suicide. In 2010, the three most common issues callers had were mental health concerns, peer concerns, and family concerns. In addition to the counselling provided over the phone, counsellors can refer callers to resources in their community, such as a safe place to spend the night, a ride home, or a health clinic. The counsellors can also refer youth to resources in their own language other than English or French.

The service is accessible 24 hours a day, every day in French and English. It was founded in 1989. In 2010, Kids Help Phone had contact with 225 600 children and youth. It provides its services to about 2500 communities. Services include phone and online counselling, which allows young people to post questions online that are answered by counsellors and provides an online space for kids to share thoughts and feelings in a safe environment.



**FIGURE 2-26** Kids Help Phone receives calls about many different topics, including many about mental health, peer issues, and family issues. Half of their callers are teens between 12 and 16 years old.

### QUESTIONS

1. Do you think that Kids Help Phone will see more calls related to technology and bullying in the future?
2. What do you think is the best advice to give to someone who is being bullied? To someone who is a bully?
3. Do you think the issues that Kids Help Phone encounters most often affect male and female teens equally? Explain your answer.

### Suicide

Perhaps the most tragic and extreme trend to afflict adolescents is suicide, and many experts preface suicide with the type of social alienation that Seeman talks about. While there may be no definitive explanation for the increase in adolescent suicide rates witnessed today, clear indicators point to social relationships as a guiding force that contributes to suicidal tendencies among adolescents. For a convincing argument about the causes of teen suicide, we will return to Gabor Maté, whose theory of peer orientation you read about earlier. Maté connects the prevalence of suicide to the reliance on peer orientation as a socializing force among adolescents today. He claims that, especially for adolescents living in inner cities, peers are more likely to replace parents as the primary agent of socialization, which in itself is not an ideal situation. Imagine then that a person experiences peer rejection and bullying. Without another socializing presence, that person may begin to feel isolated and alienated and may contemplate suicide if the occurrences of peer rejection and bullying are prolonged. The more significant role peers have in the individual's life, the more likely the individual is to feel alienated and ostracized when the peer relationship is strained or breaks down. From this viewpoint, teen suicide can be linked to current trends in socialization as well as individual behaviours and circumstances.



**FIGURE 2-27** Teen suicide is a devastating trend among adolescents. How can it be prevented?

## Durkheim and Suicide

French sociologist Emile Durkheim is attributed with establishing sociology as an academic discipline as well as postulating one of the most persuasive theories to explain suicide. In his 1897 book *Suicide*, Durkheim set out to test the sociological method through the examination of the social problem of suicide. Since its publication, this influential sociological study has been used by countless others as the basis of other sociological and psychological theories. He contended that suicide was a social phenomenon, linked to social causes powerful enough to influence an individual's behaviours and actions. He explained that the deterioration, or collapse, of social relationships, as well as highly overbearing social relationships, could lead an individual to choose suicide as a remedy to their personal and social difficulties. It is of particular interest because Durkheim's explanation of suicide follows the discussion about the place and importance of social relationships to the individual. Durkheim outlined three distinct types of suicide. They are defined and explained in the chart below.

### More to Know...

You learned about Durkheim in the Prologue and you learn more about his theory of anomie in Chapter 3.

Suicide Type	Explanation
Altruistic suicide	The individual is so closely integrated with the social group that he or she will commit suicide for some perceived benefit to the group. In other words, this person believes he or she is dying for a greater social cause.
Egoistic suicide	The individual in this scenario is not part of or supported by a cohesive social group and may have an overpowering sense of personal responsibility, which may lead to guilt over a perceived moral weakness or failure. Typically, ostracized by the group, this individual depends on a personal code of conduct but will feel isolated and helpless in times of stress. In these instances, the social group has little effect on the actions of the individual.
Anomic suicide	The individual in this scenario responds to social change and crisis negatively. Times of social upheaval or change may break down norms. Under these circumstances, the individual comes to believe that there are no clear modes of behaviour to guide him or her; consequently, the person becomes confused, life is rendered meaningless, and his or her role in social living pointless. This type of suicide is often brought on by a major disruption in the individual's life, such as the death of a parent or friend.

**FIGURE 2-28** Durkheim's types of suicide. How is suicide connected to social isolation?

### HOW-TO:

#### Write and Interpret Surveys

In 2011, Kids Help Phone published the results of a survey about bullying. A sampling of the survey questions are listed below, along with some interpretation by Kids Help Phone counsellors.

##### 1. How often do you see bullying happen (including at school, after school, and online)?

271 users responded to this question. Their two most common responses were:

- "Every day" (35.1 percent)
- "More than once a week" (27.7 percent).

This tells us that bullying happens regularly in Canadian schools and communities, and that lots of young people witness these incidents.

##### 2. Who do you think is most likely to be able to stop bullying?

272 users responded to this question. Their two most common responses were:

- "Students who are the same age as you" (30.1 percent)
- "Students who are older" (21.3 percent).

This tells us that young people feel that it's up to them to stop bullying—more so than teachers, administrators, parents, or the police.

#### 4. How do you think seeing other people being bullied affects bystanders?

269 users answered this question. Their two most common responses were:

- "It could make them feel sad for the person being bullied" (52.0 percent)
- "It could make them afraid of becoming a target" (59.5 percent).

This tells us that young people sympathize with their peers who are being bullied, and that witnessing bullying may make them fear being bullied themselves.

Writing and interpreting surveys are important skills in social science research. Follow the steps below to write and interpret your own survey question.

### Writing a Survey Question

1. Think of a question about bullying that could be included in this survey.
2. Develop your question into a survey question, including answer choices.
3. Poll your classmates using your question, then tally the results.

### Interpreting Survey Results

4. Interpret the results of your poll. Start by representing your findings numerically, possibly in a visual format. Then summarize them following the model of the Kids Help Phone summaries.
5. What do the survey results tell us about bullying and its effect on bystanders? Are bystanders victims of intimidation as well? How so?
6. According to the survey results, young people are unlikely to involve adults as part of the solution to bullying? How might this information be useful to the Kids Help Phone counsellors?
7. Based on this information, what recommendations could you make to school communities to help them end bullying?

### REFLECT AND RESPOND

1. Seeman's theory of social alienation presupposes a progression toward complete withdrawal from society and the self. Can you suggest resources in your school and/or local community that might help teenagers experiencing social isolation?
2. Identify and explain which of Durkheim's suicide types best describes the source of most adolescent suicides today.

## CHAPTER 2 REVIEW

### KNOWLEDGE AND UNDERSTANDING/THINKING

1. Consider trends and signs of helicopter parenting in elementary school and high school. How does this type of investigation lead to more accurate results and conclusions?
2. Compare and contrast the attachment relationship and peer orientation. What does it mean to the process of socialization that peer orientation seems to be overtaking the attachment relationship?
3. Using the upward and downward comparison theory, explain how your classmates influence your grades.
4. Explain the role of social activism in the lives of adolescents today, using examples from your own life.
5. Describe the structure of your family. How might you be different if you were raised in a different family structure?

## THINKING/COMMUNICATION

6. Describe and summarize the challenges adolescents face in today's society.
7. Interview a parent and/or grandparent about the challenges they faced as adolescents. Compare your findings with challenges faced by your own generation. Which are the same? Which are different?
8. Identify and explain theories about why people conform to group pressure and behaviour.
9. Gather information from the chapter to compile a list of the trends in technology that affect adolescence and suggest how they could be viewed as negative or positive forces that shape the behaviour of teenagers.
10. Should phone companies and companies such as Twitter and Facebook have programs in place to prevent sexting? What about cyberbullying?
11. Identify each stage of Seeman's social alienation theory and give examples from adolescence for each.
12. Write a persuasive paragraph that identifies and explains the role of the family in shaping social behaviour among adolescents today.
13. Write a letter to the editor of your local newspaper about bullying in your school. How common is it? What factors influence it? How is it related to conformity? What steps could your school community take to help prevent it?

## COMMUNICATION/APPLICATION

14. Imagine that you were hired by the Vanier Institute of the Family to submit an essay about the future of the Canadian family. What would your thesis be? Would it be an optimistic or a pessimistic view of the role and function of the family in Canadian society today? Compose your letter and use terminology and studies presented in the chapter to defend your thesis.
15. Design a template (hard copy or electronic) for a special census to be completed by Canadian adolescents only. Consider what graphics you might use and the layout that is appropriate for your audience. Construct sample questions that will return only the most pertinent demographic information and that will assist you in constructing a picture of the trends, ideals, and attitudes held by Canadian youth today.
16. How does Sherif's Robbers Cave experiment apply to the problem of racism in Canada? Research some examples from the media that support your ideas.
17. German zoologist Konrad Lorenz conducted some famous experiments about responses of particular species to their environment. In his experiments with greylag geese, Lorenz found that newly hatched goslings became attached to the first "mother" they saw, whether it was their actual mother or a substitute, sometimes Lorenz himself. Lorenz called this process imprinting. Research Lorenz's experiments and explain how imprinting and peer orientation are related.
18. Create the premise for a self-help reality TV program for adolescents who need help bringing their spending in check. What elements are most important to teach adolescents who do not have a good relationship with money and spending? Who would you cast as the presenter for the show and how would you make your show realistic for adolescent viewers?
19. Redesign Maslow's hierarchy of needs to reflect the levels of needs of adolescents during their high school career. Begin in grade 9 and explain how a student in that grade achieves the basic needs. Work your way to grade 12 and examine where a graduating senior may stand on the hierarchy. You may use similar terminology for your hierarchy. Make it specific to your school community and experience.
20. Research a leader in technology, politics, entertainment, science, or another field. Which of Merton's categories does this person belong to? Why?
21. Imagine that you are about to complete grade 12 and plan to go to college. However, you realize that you haven't saved enough money to pay for tuition, books, rent, and food. Choose one of Merton's five categories and describe what you would do if you belonged to that category.

## A Call to Action

## Your Anti-Anything Campaign

Reginald Bibby's research shows that adolescents today are more positive about their courses and teachers than they are about their parents. Many students claim that their teachers have had a significant influence on their lives. The findings also reveal that students today feel safe at school. "Despite widespread adult anxiety about violence in schools, 84% of adolescents said that they feel safe at school, up from 78% in 2000. That said, 15% expressed concern about being bullied at school" (Bibby). Bibby's research also acknowledges that life for adolescents at school is not perfect. "1 in 3 adolescents pointed out that they are troubled by conflict with other students" (Bibby).

While the climate in today's schools may be more positive than ever before, there are still real concerns about conflict between sparring individuals and groups. As you read about earlier in the Pink Shirt campaign, a key factor to ending or eliminating bullying and intimidation in schools is the action taken by individuals that convinces the majority to effect change throughout the entire school community. Sometimes, that impetus for change comes from the faculty and administration of the school, but more effective change is possible when the agent of change emerges from among the students themselves.



**FIGURE 2-29** Schools can be a positive environment in which to effect change. How does your school contribute ideas that challenge society today?

Small, grassroots campaigns can develop into powerful movements. Ontario Students Against Impaired Driving (OSAID) began in the late 1980s as a nonprofit organization led by students, teachers, and police in Ontario. The mandate of the organization was to raise awareness of the dangers of impaired driving among youth. Since then, OSAID has developed into a registered charity that holds annual conferences and regional workshops and has built strong relationships with the community. The timeline below shows how OSAID developed as an organization over the past several decades.



FIGURE 2-30 Campaigns against bullying try to stamp out this negative and destructive behaviour among students. What other campaigns can you think of starting in your school community?

### The Challenge

Consider the following guiding questions individually then as a group.

- As senior social science students with an eye to social issues and an understanding of social change, how can you effect appropriate changes with regards to a growing issue or concern in your school community or community at large?
- In what way can you bring awareness to a certain issue that, until now, has not received enough coverage or enough social recognition in your immediate school community?
- How would eliminating the problem create more social harmony among all students in your group?
- What kind of support can you count on from your parents, teachers, local religious leaders, politicians, and school administrators to make your campaign successful?

### Your Task

Choose an issue you are interested in and one that you would like to bring into public focus. Suggest a slogan for your campaign and choose an eye-catching logo and colours. Hand draw or electronically produce a poster that you would be proud to display in your school or local community. Write a mission statement for your campaign and research community links that might support, enhance, and contribute to your campaign. Your issue should be one that affects adolescents in your community; therefore, you may have to research the roots of the issue and its origins. Finally, plan a short, half-hour presentation that you would consider making in a school assembly or posting online to share your message with society at large.



FIGURE 2-32 A timeline showing the development of Ontario Students Against Impaired Driving (OSAID) [View Larger Image]