CULTURE, ADOLESCENCE, AND EMERGING ADULTHOOD

Chapter 12

Culture
Chapter 12 Outline

• What Is Culture?
• The Relevance of Culture for the Study of Adolescence and Emerging Adulthood
• Cross-Cultural Comparisons
• Models of Cultural Adaptation
• Rites of Passage

Culture
Chapter 12 Outline

• SOCIOECONOMIC STATUS AND POVERTY
  • What Is Socioeconomic Status?
  • Socioeconomic Variations in Families, Neighborhoods, and Schools
  • Poverty
Culture
Chapter 12 Outline

• ETHNICITY
  • Immigration
  • Adolescence and Emerging Adulthood: A special Juncture for Ethnic Minority Individuals
  • Ethnicity Issues
  • The United States and Canada: Nations with Many Cultures

Culture
Chapter 12 Outline

• THE MEDIA AND TECHNOLOGY
  • Use of Media
  • Television
  • The Media and Music
  • Technology, Computers, and the Internet

Culture
Chapter 12 Outline

• Technology and Socio-cultural Diversity
  • Social Policy and the Media
WHAT IS CULTURE?

- Culture is made up of ideals, values, and assumptions about life that guide people's behaviors.
- Culture is made by people.
- Culture is transmitted from generation to generation, with the responsibility for transmission resting on the shoulders of parents, teachers, and community leaders.

THE RELEVANCE OF CULTURE

- In the twentieth century, the study of adolescents and emerging adults was primarily ethnocentric, emphasizing American values, especially middle-SES, White, male values (Spencer, 2000).
  - One example:
    - Ethnocentrism—the tendency to favor one's own group over other groups—is the American emphasis on the individual or self.

CROSS-CULTURAL COMPARISON STUDIES

- Involve the comparison of a culture with one or more other cultures, which provides information about the degree to which the development of adolescents and emerging adults is similar, or universal, across cultures, or the degree to which it is culture-specific (Shiraev & Levy, 2007).
Average Daily Time Use of Adolescents in Different Regions of the World

<table>
<thead>
<tr>
<th>Activity</th>
<th>East Asia</th>
<th>Middle East</th>
<th>North America</th>
<th>Africa South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Household labour</td>
<td>3 to 4 hours</td>
<td>1 to 2 hours</td>
<td>2.5 to 3.5 hours</td>
<td>0 to 1 hours</td>
</tr>
<tr>
<td>Physical activity</td>
<td>3 to 4 hours</td>
<td>1 to 2 hours</td>
<td>2.5 to 3.5 hours</td>
<td>0 to 1 hours</td>
</tr>
<tr>
<td>School time</td>
<td>—</td>
<td>3 to 4 hours</td>
<td>2.5 to 3.5 hours</td>
<td>0 to 1 hours</td>
</tr>
<tr>
<td>Total work time</td>
<td>5 to 6 hours</td>
<td>2 to 3 hours</td>
<td>4 to 5 hours</td>
<td>0 to 1 hours</td>
</tr>
<tr>
<td>TV viewing</td>
<td>insufficient data</td>
<td>insufficient data</td>
<td>1 to 2 hours</td>
<td>15 to 30 minutes</td>
</tr>
<tr>
<td>Playing</td>
<td>insufficient data</td>
<td>insufficient data</td>
<td>1 to 2 hours</td>
<td>15 to 30 minutes</td>
</tr>
<tr>
<td>Sports</td>
<td>insufficient data</td>
<td>insufficient data</td>
<td>1 to 2 hours</td>
<td>15 to 30 minutes</td>
</tr>
<tr>
<td>Structured leisure</td>
<td>insufficient data</td>
<td>insufficient data</td>
<td>1 to 2 hours</td>
<td>15 to 30 minutes</td>
</tr>
<tr>
<td>Other leisure</td>
<td>4 to 7 hours</td>
<td>3.5 to 5 hours</td>
<td>5 to 13 hours</td>
<td>40 to 53 hours</td>
</tr>
</tbody>
</table>

MODELS OF CULTURAL ADAPTATION

- Assimilation
  - Occurs when individuals relinquish their cultural identity and move into the larger society.

- Acculturation
  - Cultural change that results from continuous, firsthand contact between two distinctive cultural groups.

MODELS OF CULTURAL ADAPTATION

- Alternation
  - Assumes that it is possible for an individual to know and understand two different cultures.

- Multiculturalism
  - Promotes a pluralistic approach to understanding two or more cultures.
RITES OF PASSAGE

- Ceremonies or rituals that mark an individual's transition from one status to another, such as the entry into adulthood.
- Some societies have elaborate rites of passage that signal the adolescent's transition to adulthood; others do not.
- The absence of clear-cut rites of passage makes the attainment of adult status so ambiguous that many individuals are unsure whether they have reached it or not.

SOCIOECONOMIC STATUS (SES)

- Socioeconomic status (SES) refers to a grouping of people with similar occupational, educational, and economic characteristics.
- Socioeconomic status carries with it certain inequalities:
  - Occupation
  - Education
  - Economic Resources
  - Power to Influence
SOCIOECONOMIC STATUS AND POVERTY

Poverty
- Some adolescents are resilient and cope with the challenges of poverty without major setbacks, but many struggle unsuccessfully.
- In 2005, 17.8 percent of children under 18 years of age were living in families below the poverty line (U.S. Bureau of the Census, 2006).
- The U.S. figure of 17.8 percent of children living in poverty is much higher than those from other industrialized nations.

ANTIPOVERTY PROGRAMS

Programs that benefit adolescents living in poverty:
- The Quantum Opportunities Program
- El Puente

ETHNICITY

- Based on cultural heritage, nationality characteristics, race, religion, and language.
IMMIGRATION
- Relatively high rates of immigration are contributing to the growth in the proportion of ethnic minorities in the U.S. population (Berry & others, 2006).
- Stressors
  - Language barriers
  - Dislocation
  - Separation from support network
  - Preserve identity
  - SES

ETHNICITY ISSUES
- Many ethnic minority adolescents experience a double disadvantage:
  1. Prejudice, discrimination, and bias because of their ethnic minority status
  2. The stressful effects of poverty.

DIFFERENCES AND DIVERSITY
- The emphasis often placed by society on the differences between ethnic minority groups and the White majority has been damaging to ethnic minority individuals (Banks, 2006).
- Differences does not equal deficits.
- Ethnic minority groups are not homogeneous.
- Individuals within ethnic minority groups have different social, historical, and economic backgrounds.
PREJUDICE, DISCRIMINATION AND BIAS

- Prejudice is an unjustified negative attitude toward an individual because of the individual's membership in a group.
- The group toward which the prejudice is directed can be made up of people of a particular ethnic group, sex, age, religion, or other detectable difference.

ETHNICITY

<table>
<thead>
<tr>
<th>Type of racial hassle</th>
<th>Percent of adolescents who reported the racial hassle in the past year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being accused of something or treated suspiciously</td>
<td>71.5</td>
</tr>
<tr>
<td>Being treated as if you were “stupid,” being “talked down to”</td>
<td>70.7</td>
</tr>
<tr>
<td>Others reacting to you as if they were afraid of you</td>
<td>67.1</td>
</tr>
<tr>
<td>Being observed or followed while in public places</td>
<td>65.1</td>
</tr>
<tr>
<td>Using threats made at vulnerability</td>
<td>62.4</td>
</tr>
<tr>
<td>Being ignored, uninvited, or given perfunctory time</td>
<td>58.4</td>
</tr>
<tr>
<td>Others expecting your work to be inferior</td>
<td>54.1</td>
</tr>
<tr>
<td>Being insulted, called a name or harassed</td>
<td>52.2</td>
</tr>
</tbody>
</table>

NATIONS WITH MANY CULTURES

- The United States and Canada:
  - The United States has been and continues to be a great receiver of ethnic groups.
  - Canada comprises a mixture of cultures that are loosely organized along the lines of economic power. The Canadian cultures include:
    - Native peoples, or First Nations, who were Canada’s original inhabitants
    - Descendants of French settlers who came to Canada during the seventeenth and eighteenth centuries
    - Descendants of British settlers who came to Canada during and after the seventeenth century, or from the United States after the American Revolution in the latter part of the eighteenth century
NATION WITH MANY CULTURES

- The late nineteenth century brought three more waves of immigrants:
- From Asia, mainly China, immigrants came to the west coast of Canada in the latter part of the nineteenth and early twentieth centuries.
- From various European countries, immigrants came to central Canada and the prairie provinces.
- From countries in economic and political turmoil (in Latin America, the Caribbean, Asia, Africa, the Indian subcontinent, the former Soviet Union, and the Middle East), immigrants have come to many different parts of Canada.

THE MEDIA AND TECHNOLOGY

- Mass media play important roles in adolescents’ lives.
- On average, youth spend 6 ½ hours a day (44 ½ hours a week) with media while spending only 2 ¼ hours a day with parents and just 50 minutes a day on homework.
  - Two-thirds have a TV in their bedroom
  - About 50 percent have a TV, a VCR/DVD player, and a videogame player, while almost one-third have a computer.

THE MEDIA AND TECHNOLOGY

- Use of Media
  - The average U.S. adolescent lives in a home with:
    - 3.6 CD or tape players
    - 3.5 TVs
    - 3.3 radios
    - 2.9 VCRs/DVD players
    - 2.1 videogame consoles
    - 1.5 computers.
Of all the newly developed technologies available, the most time was spent watching TV.

TELEVISIONS FUNCTIONS

- Window to the world
- Takes time away from reading
- May Produce Passive learning and lifestyle
- May teach that problems are easily resolved
- Violence is pictured as a way of life in many shows
- Police are shown to use violence and break moral codes in their fight against evildoers.
- The lasting results of violence are rarely brought home to the viewer.
- Portrayal of ethnic minorities

Fig. 12.4

Fig. 12.5
TELEVISION AND VIOLENCE

• Correlation research
  • Indicates that watching television violence is associated with aggressive behavior.

• Experimental research
  • Provides evidence that viewing television violence can increase aggression.

TELEVISION AND VIOLENCE

• The television that young children watch may influence their behavior as adolescents.

• There is increased concern about children and adolescents who play violent video games, especially those that are highly realistic.

TELEVISION AND SEX

• The number of sexual scenes on TV nearly doubled from 1998 through 2004 (Kaiser Family Foundation, 2005).
  • Watching television sex can influence adolescents' sexual attitudes and behavior.
  • Television teaches children and adolescents about sex (Brown, Halpern, & L’Engle, 2005).
  • The overall conclusion about adolescent exposure to sex in the entertainment media is very negative (Collins, 2005).
TELEVISION AND ACHIEVEMENT
• The more adolescents watch TV the lower their school achievement is (Comstock & Scharrer, 2006; Shin, 2004).
• Three possibilities involve interference, displacement, and self-defeating tastes/preferences (Comstock & Scharrer, 2006)
• Interference - Having a television on while doing homework can take away time and attention from engaging in achievement-related tasks, such as homework, reading, writing, and mathematics.

TELEVISION AND ACHIEVEMENT
• Displacement
  • Reading achievement is negatively linked with the amount of time they watch TV (Comstock & Scharrer, 2006).
• Self-defeating tastes/preferences
  • Television attracts adolescents to entertainment sports, commercials, and other activities that capture their interest more than school achievement.
  • Adolescents who are heavy TV watchers tend to view books as dull and boring (Comstock & Scharrer, 2006).

TELEVISION AND ACHIEVEMENT
• Some types of television content—such as educational programming for young children—may enhance achievement.
  • Such as Sesame Street and Mr. Rogers’ Neighborhood
THE INTERNET
• The new information society still relies on:
  • good communication skills
  • the ability to solve problems
  • thinking deeply
  • thinking creatively
  • positive attitudes
• The Internet
  • The core of computer-mediated communication
• Of the 1,000 most-visited sites, 10 percent are
  adult sex oriented.
  • Forty-four percent of adolescents have seen an adult site.
  • Twenty-five percent have visited a site that promotes hate groups.
  • Twelve percent have found a site where they can receive information about how to buy a gun.