

Encyclopedia of Adolescence

Roger J. R. Levesque (Ed.)

Encyclopedia of Adolescence

With 47 Figures and 74 Tables

Editor

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Preface

On behalf of my fellow advisory board members, authors, and the reference publishing staff at Springer, I welcome you to the *Encyclopedia of Adolescence*.

This comprehensive, five volume reference features more than 700 substantive essays covering a broad spectrum of topics central to our understanding of the adolescent period. The majority of these essays are authored by established researchers who have published empirical work and commentaries specifically on their essays' topics. In addition to these essays, the volumes contain shorter essays that provide analyses of key terms, concepts, theories, and legal doctrines that relate to the current empirical understanding of adolescence. Together, these essays are meant to provide readers with a broad sense of research relating to adolescence. They also are meant to highlight important social and policy issues needed to understand more fully the period of adolescence and its peculiar place in society.

The complexity of adolescent life, as well as the diverse and numerous disciplines seeking to understand it, certainly challenges efforts to create a succinct yet comprehensive compendium. The broad diversity of topics and their relationships make it difficult to do justice to topics while, at the same time, not repeat materials in other essays. In response to these challenges and difficulties, the essays' topics were developed by envisioning four major groups of topics. Given the topics' centrality to this project, it is worth highlighting their nature and general content.

The first group deals with the *self, identity and development in adolescence*. This cluster of essays covers research relating to identity (from early adolescence through emerging adulthood), basic aspects of development (biological, cognitive, social, etc.), as well as foundational developmental theories. In addition, this group of essays focuses on various components of identity, such as those relating to gender, sexual, civic, moral, racial, spiritual, and religious aspects of individuals' social and psychological sense of who they are.

Essays relating to *adolescents' social and personal relationships* constitute the second group of topics. Essays within this broad area of research focus on the nature and influence of a variety of important relationships. The essays focus, for example, on families, peers, friends, sexual and romantic partners as well as significant nonparental adults.

The third cluster of topics centers on *adolescents in social institutions*. Essays in this category address the influence and nature of important institutions that serve as the socializing contexts for adolescents. These major institutions include schools, religious groups, justice systems, medical and other therapeutic contexts, cultural contexts, media, economic statuses, social services and youth organizations.

The fourth and final cluster of topics involves *adolescent psychopathology and mental health*. This group of topics focuses on the wide variety of human thoughts, feelings and behaviors relating to mental health, from psychopathology to thriving. Major topic examples in this group include deviance, violence, crime, delinquency, pathology (DSM), normalcy, risk, victimization and positive youth development.

The ability to categorize hundreds of topics into reasonably distinct groups proved considerably useful. Most notably, it helped avoid being overwhelmed by the enormity of the task, as several hundred potential topics were culled from journals, books, and a variety of other sources that report on the adolescent period (e.g., media outlets, government reports, and professional association's mission statements and resources). By identifying and assisting in sorting topics, the approach produced the most systematic and comprehensive compendium of empirical findings relating to the period of adolescence. Purposefully included among these topics are some that have yet to be explored empirically as much as might have been expected. Those less explored topics are presented to offer researchers areas in need of further study, highlight important research gaps, and provide an authoritative view of

the extent to which current research supports images and views of adolescents. It is hoped that the depth and breadth of this endeavor will serve well students, educators, researchers and practitioners seeking authoritative information about the period of adolescence, in terms of what we know, do not know, and should know.

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Roger J. R. Levesque, J.D., Ph.D., is Chair and Professor of Criminal Justice at Indiana University. He received his J.D. from Columbia University School of Law and his Ph.D. in cultural psychology from the University of Chicago. In addition to authoring over 50 articles and book chapters, Professor Levesque has published over 10 books, most of which deal with the legal regulation of adolescence and family life. His books have earned awards from the Society for Research on Adolescence as well as the American Psychology and Law Society. The Association for Psychological Science (APS) (previously the American Psychological Society) has elected him Fellow in recognition of his outstanding contributions to developmental science; and the American Psychological Association (APA) has elected him Fellow in recognition of his contributions to the field of psychology and law. Professor Levesque currently serves as Editor-in-Chief of Springer's *Journal of Youth and Adolescence* as well as the *Advancing Responsible Adolescent Development* book series.



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