



A Series of Information Resources on

*Youth Subcultures:  
Understanding Subgroups to Better  
Address Barriers to Learning  
& Improve Schools*

As calls for addressing barriers to student learning and improving schools increase, better understanding of youth subculture is essential. This series is intended to stimulate thinking about the implications for policy and practice of the complex, multifaceted subgroups with which youth come to be identified and/or assigned by peers.

Public health and education policy makers, practitioners, researchers, and educators need to know as much as they can about the factors that lead youth to manifest behaviors stemming from group defined values, beliefs, attitudes, and interests. Such understanding is basic to promoting healthy development, preventing problems, intervening as soon as problems arise, and enhancing intervention impact on severe and chronic problems.

To these ends, the Center is producing a series of resources, such as this one, as aids for policy and practice analyses, research, education, and school and community improvement planning.

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**Youth Subcultures:  
Annotated Bibliography  
and Related References**

The references included are a sampling of general books and journal articles on the topic. For more on specific subgroups, there is a constant flow of magazine articles.

***We invite additions and improvements.***

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## Youth Subcultures: Annotated Bibliography and Related References

Aalsma, M. C., Tong, Y. Wiehe, S., et al. (2010). The impact of delinquency on young adult sexual risk behaviors and sexually transmitted infections. *Journal of Adolescent Health, 46*, 17-24. [http://www.jahonline.org/article/S1054-139X\(09\)00240-7/abstract](http://www.jahonline.org/article/S1054-139X(09)00240-7/abstract)

Analysis of data from the Longitudinal Study of Adolescent Health examines three subgroups (nondelinquent, persistent delinquent, adolescence-limited delinquent). Recommendations for interventions and care coordination.

Ali, M. & Dwyer, D. (2010). Social network effects in alcohol consumption among adolescents. *Addictive Behaviors, ePub*.  
<http://alcoholreports.blogspot.com/2010/01/social-network-effects-in-alcohol.html>

Uses data from a nationally representative sample of adolescents with school-level fixed effects to account for the problems of contextual effects, correlated effects and peer selection. A 10% increase in the proportion of classmates who drink will increase the likelihood of drinking participation by 4%. Explores effective policy aimed at reducing alcohol consumption that would consider peer effects.

Barber, B., Eccles, J., & Stone, M. (2001). Whatever Happened to the Jock, the Brain, and the Princess? Young Adult Pathways Linked to Adolescent Activity Involvement and Social Identity. *Journal of Adolescent Research, 16*, 429-455.

This study examined young adult sequelae of participation in high school activities and identity group for 900 participants from the Michigan Study of Life Transitions. Participation at Grade 10 in high school activities predicted later substance use, psychological adjustment, and educational and occupational outcomes. Prosocial activity participation predicted lower substance use and higher self-esteem and an increased likelihood of college graduation. Performing arts participation predicted more years of education as well as increases in drinking between ages 18 and 21 and higher rates of suicide attempts and psychologist visits by the age of 24. Sports participation predicted positive educational and occupational outcomes and lower levels of social isolation but also higher rates of drinking. Breakfast Club identity categories were predictive of both levels and longitudinal patterns in substance use, education and work outcomes, and psychological adjustment. In general, Jocks and Brains showed the most positive adjustment and Criminals the least.

Bennett, A. & Kahn-Harris, K. (Eds) (2004). *After subculture: Critical studies in contemporary youth culture*. Palgrave: Macmillan Press.

Offers a wide ranging account of new developments in youth culture research that reject, refine or reinvent the concept of subculture. Analysis of popular music, clubbing, body modification, the Internet.

Bucholtz, M. (2002). Youth and cultural practice. *Annual Review of Anthropology, 31*, 525–552.

When viewing youth cultures, a third approach—an anthropology of youth—has begun to take shape, sparked by the stimuli of modernity and globalization and the ambivalent engagement of youth in local contexts. This broad and interdisciplinary approach revisits questions first raised in earlier sociological and anthropological frameworks, while introducing new issues that arise under current economic, political, and cultural conditions.

Chung, H., & Steinberg, L. (2005). Relations between neighborhood factors, parenting behaviors, peer deviance, and delinquency among serious juvenile offenders. *Developmental Psychology*, 42, 319-331.

Weak neighborhood social organization is indirectly related to delinquency through its associations with parenting behavior and peer deviance. A focus on just one of these microsystems can lead to oversimplified models of risk for juvenile offending. Community social ties may confer both pro- and antisocial influence to youth.

Conchas, G. (2007). *Small schools and urban youth: Using the power of school culture to engage students*. Thousand Oaks, CA: Corwin Press

A sociological study of small learning communities and small schools in two major urban cities. Highlights the relationship between school culture, personalization, and student engagement.

Danesi, M. (2003). *Forever Young: The 'Teen-Aging' of Modern Culture*. Toronto: University of Toronto Press.

The excessive worship of adolescence and its social empowerment by adult institutions is the deeply rooted cause of a serious cultural malaise.

One of the early causes of this crystallization of adolescence as an age category can be traced back to theories of psychology at the turn of the twentieth century. Since then, the psychological view of adolescence as a stressful period of adjustment has become a self-fulfilling prophecy. This, in tandem with the devaluation of the family by the media and society at large, has led to a maturity gap ? a fissure in family dynamics that is eagerly and ably exploited by the mass media.

One solution is to dispel the myth that experts and professionals are the people best equipped to give advice on raising children. The second is to recognize the value of family, in all its different combinations, as the primary institution of child-rearing. The third is to challenge the pervasive notion that teen culture is a sophisticated endeavour.

Dimitriadis, G. (2003). *Friendship, cliques, and gangs*. New York: Teachers College Press

Explores the traditional view of adolescence and “at-risk” youth and the need to rearticulate the research and the researched. Explores social support in urban minority neighborhoods and the role of the community-based organizations. Looks at role modeling.

Dimitriadis, G. (2007). *Studying urban youth culture primer*. Peter Lang Publishing.

An introduction to the practical and theoretical complexities of studying urban youth culture across disciplines of anthropology, sociology, and education. Explores the ways urban youth have been framed—in limiting and problematic way – in the popular and academic literature. Discussion methodological and substantive trends and issues for research.

Dolcini, M. et al. (2005). Friends in the 'hood': Should peer-based health promotion programs target nonschool friendship networks? *Journal of Adolescent Health, 36*, 267-284

The high proportion of nonschool friendships suggests that out of school networks may be an important influence. Youth spend time with their friends on weekends, and weekends are a high risk period for health damaging behaviors. Social influence prevention efforts that are broad based are likely to have maximal impact

Driver, S. (Ed) (2008). *Queer youth cultures*. New York: State University of New York Press.

Explores a wide range of cultural practices, including zine-making, drag performance, online chatting, music, gay prom, and organizing resistance. Explores the creative, political, and artistic world of contemporary queer youth.

Gardner, M. & Steinberg, L. (2005). Peer influence on risk taking, risk preference, and risky decision making in adolescence and adulthood. *Developmental Psychology, 41*, 625-635.

Risk taking and risky decision making decrease with age. Participants took more risks, focused more on the benefits than the costs of risky behavior, and make riskier decisions when in peer groups than along. Peer effects on risk taking and risky decision making were stronger among adolescent and youths than adult.

Giardina, M & Donnelly, M (Eds) (2008). *Youth culture and sport: identity, power, and politics*. Routledge Press.

Examines the interrelationship of the politics of culture, extreme/action sports and cultural branding, video games, and identity practices among youth participants, including aspects of race.

Gottdiener, M. & Malone, D. (1985). Group differentiation in a metropolitan high school: The influence of race, class, gender and culture. *Qualitative Sociology, 8*(1), 29-41.

*Abstract:* A three month field study of informal student interaction within a lunch court was conducted in a city high school in Southern California. Attention was focused on the easily observed factors of student appearance, behavior and the use of space. Considerable group diversity differentiated the students. The principal cleavage was by race and ethnicity with whites, Blacks, and Chicanos segregating themselves. Within each group further subgroups were observed to cluster separately. Whites were the most differentiated with five subgroups, Blacks had two, and Chicanos had three. Whites and Chicanos differentiated themselves principally on the basis of cultural differences, while Blacks made distinctions amongst themselves on the basis of class. Each of the main groups, however, had their own anti-mainstream counter-culture. The implications of group diversity and the differential role of culture and class in subgroup interaction are also considered.

Hall, J. & Valente, T. (2007). Adolescent smoking networks: The effects of influence and selection on future smoking. *Addictive Behaviors, 32*, 3054-3059.

Peer influence and peer selection have both been linked to the smoking behavior of adolescents. Results suggest the effects of friendship selection in 6<sup>th</sup> grade on smoking behavior in 7<sup>th</sup> grade were primarily direct.

Hargus, E., et al., (2009). Distinguishing between subgroups of adolescents who self-harm. *Suicide and Life Threatening Behavior*, 39, 518-537.

Analysis of survey indicate familial and nonfamilial social influences of deliberate self-harm may be important in designing prevention programs and that educational programs for the promotion of psychological well-being may be helpful for adolescents at any point along the spectrum.

Henderson, S., et al., (2007). *Inventing adulthoods: A biographical approach to youth transitions*. Sage Publications.

Explores the publica agenda of education, work cultures of violence, chemical cultures, and well-being. Integrates this with the biographical focus that produces inequality, exploring mobility, belonging, home intimacy, and sociality.

Hodkinson, P. (2002). *Goth; Identity, style and subculture*. Berg (An imprint of Oxford International Publishers)

Looks at the subcultural style, events, friendships of this subcultural group. A focus on the produces of the subculture and the marketing implications. Explores the image through traditional and online media.

Hodkinson, P. (Ed) (2009). *Youth cultures: Scenes, subcultures and tribes*. Routledge.

An outline of youth cultural studies with reference to research case studies. Addresses theoretical and methodological development and examines key themes in the study of young people's identities and lifestyles. Includes questions of commerce, power and politics, issues of gender and ethnicity, uses of place and space and impacts of new media and communications.

Kitwana, B. (2003). *The Hip Hop generation: Young blacks and the crisis in African American culture*. Basic Civitas Books.

A look at this generation's worldview, politics, activism, and its high profile in the entertainment work. Explores the coming of age in an era of post-segregation and global economics.

La Greca, A.M., Prinstein, M.J., & Fetter, M.D. (2001). Adolescent Peer Crowd Affiliation: Linkages With Health-Risk Behaviors and Close Friendships. *Journal of Pediatric Psychology*, 26(3), 131-143.

Burnouts and nonconformists had the highest levels of health-risk behaviors across the areas assessed, the greatest proportions of close friends who engaged in similar behaviors, and relatively low social acceptance from peers. Brains and their friends engaged in extremely low levels of health-risk behaviors. Jocks and populars also showed evidence of selected areas of health risk; these teens also were more socially accepted than others. In general, adolescents' closest friends were highly nested within the same peer crowds.

The findings further our understanding of adolescent behaviors that put them at risk for serious adult onset conditions associated with high rates of morbidity and mortality. We discuss the implications of the findings for developing health promotion efforts for adolescents.

Lee, J. & Zhou, M (Eds) (2004). *Asian American youth: Culture, identify and ethnicity*. Routledge Press.

Asian American youth are growing into their own subculture and carving out their own identity. Addresses topics such as immigration, assimilation, intermarriage, socialization, sexuality and ethnic identification.

Little, M. & Steinberg, L. (2006). Psychosocial correlated to adolescent drug dealing in the inner city. *Journal of Research in Crime and Delinquency*, 43, 357-386.

Examines a model of the simultaneous and interactive influence of social context, psychosocial attitudes, and individual maturity on the prediction of urban adolescent drug dealing. Outcomes were mediated by adolescents' alienation from conventional goals and from commitment to school.

Livingstone, S. & Helsper, E. (2007). Gradations in digital inclusion: children, young people and the digital divide. *New Media Society*, 9, 671-696.

Analyses of survey findings shows inequalities by age, gender and socioeconomic status in relation to their quality of access to and use of the Internet. Proposes a continuum of digital inclusion in the take-up of online opportunities among young people.

Maira, S. & Soep, E. (2004). United States of adolescence?: Reconsidering US Youth Culture Studies. *Young*, 12, 245-269.

Review of culture students, defined as research that recognizes the agency of youth – their meaning-making, cultural productions, and social engagement – in relationship to cultural and political contexts. Explores the framework of 'youthscapes.'

Mendoza-Denton, N. (2008). *Homegirls: Language and cultural practice among Latina youth gangs*. Wiley-Blackwell Publishers.

Look at youth gang dynamics, including innovative use of speech, bodily practices, and symbolic exchanges that signal gang affiliations and ideologies. Explores connections to larger social processes of nationalism, racial/ethnic consciousness, and gender identify.

Milner, M. (2004). *Freaks, Geeks, and Cool Kids*. Routledge Press.

Understanding youth culture through a focus on fitting in, standing out, and keeping up, steering clear, hanging out, and hooking up. Includes the role of the schools in promoting cultural subgroups as well as the role of the marketplace. Proposes a theory of status relations

Monahan, K., Steinberg, L., et al (2009). Trajectories of antisocial behavior and psychosocial maturity from adolescence to young adulthood. *Developmental Psychology* 45, 1654-1668.

Compared with individuals who desisted from antisocial behavior, youths who persisted in antisocial behavior exhibited deficits in elements of psychosocial maturity, particularly in impulse control, suppressions of aggressing, and future orientation.

Monahan, K., Steinberg, L., & Cauffman, E., (2009). Affiliation with antisocial peers, susceptibility to peer influence, and antisocial behavior during the transition to adulthood. *Developmental Psychology, 45*, 1520-1530.

Evidence that antisocial individuals choose to affiliate with deviant peers, and affiliating with deviant peers is associated with an individual's own delinquency. In middle adolescence, both selection and socialization serve to make peers similar in antisocial behavior, but from ages 16 to 20 only socialization appears to be important. After age 20, the impact of peers on antisocial behavior disappears as individuals become increasingly resistant to peer influences.

Nichols, S. & Good, T. (2004). *America's teenagers – myths and realities*. Lawrence Erlbaum Publishers.

Media's role in promoting the devaluing of youth with a focus on violence, sex, and drugs. Explores schools roles in moving toward a culture of health and wellbeing. Concludes with a look at changing expectations for youth.

Ortner, S. (2002). 'Burned like a tattoo': High school social categories and 'American culture'. *Ethnography, 3*, 115-148

This article focuses on the underlying logic of high school social/prestige categories, and on the durability of those categories over the course of the 20th century. The author argues for the centrality of both social class and what Americans call 'personality' in the production and reproduction of those categories.

Schwartz, D., Gorman, A., Dodge, K., et al. (2008). Friendships with peers who are low or high in aggression as moderators of the link between peer victimization and declines in academic functioning. *Journal of Abnormal Child Psychology, 36*, 719-730.

Peer victimization was associated with academic declines only when children had either a high number of friends who were above the classroom mean on aggression or a low number of friends who were below the classroom mean on aggression.

Staten, L., Birnbaum, A., Jobe, J., & Elder, J. (2006). A typology of middle school girls: Audience segmentation related to physical activity. *Health Education & Behavior, 33*, 66-80.

The Trial of Activity for Adolescent Girls (TAAG) combines social ecological and social marketing approaches to promote girls' participation in physical activity programs implemented at 18 middle schools throughout the United States. Based on participant responses, six primary segments were identified: athletic, preppy, quiet, rebel, smart, and tough. The focus group information was used to develop targeted promotional tools to appeal to a diversity of girls.

Steinberg, L. & Monahan, K. (2007). Age differences in resistance to peer influence. *Developmental Psychology, 43*, 1531-1543.

Resistance to peer influences increases linearly between ages 14 and 18. In contrast, there is little evidence for growth in this capacity between ages 10 and 14 or between 18 and 30. Middle adolescence is an especially significant period for the development of the capacity to stand up for what one believes and resist the pressures of one's peers to do otherwise.

Sullivan, C. et al. (2009). Adolescent risk behavior subgroups: An empirical assessment. *Journal of Youth and Adolescence*, 38

Analysis of survey data identified four subgroups comprised of varying types and degrees of risky behavior. They group were examines in relation to youth characteristics (e.g., mental and physical health and school performance) and socio-environmental factors (e.g., social support, parental monitoring) useful for better understanding of “problem behavior” and development of prevention strategy.

Ungar, M. (Ed) (2005). *Handbook for working with children and youth: Pathways to resilience across cultures and contexts*. Sage Publications.

A collection of theories, methods of study, and interventions to promote resilience. Explores the multiple paths children follow to health and well-being in diverse national and international settings. Demonstrates the connection between social and political health resources and addresses the concerns of how those who care for children create the physical and emotional environments in which resilience is nurtured.

Vandebosch, H.& Ban Cleemput, K. (2009). Cyberbullying among youngsters: profiles of bullies and victims. *New Media Society*, 11, 1349-1371.

Explores behaviors of those who bully via the Internet or mobile phone and traditional bullying. Victims more often take Internet-related risks and are more often victims of traditional bullying.

## **Related References**

Each of the various documents in this series has related references. The following are some additional relevant ones which have not yet been annotated for this resource.

Biggs, M. A., et al. (2010). Factors associated with delayed childbearing: From the voices of expectant Latina adults and teens. *California. Hispanic Journal of Behavioral Sciences*, 32, 77-103.

Brown, B. (2004). Adolescents' relationships with peers. In R. M. Lerner & L. Steinberg (Eds.) *Handbook of Adolescent Psychology*, 2<sup>nd</sup> edition (pp 363-394) New York: Wiley.

Brown, B. & Klute, C. (2003). Cliques, crowds and friendships. In G. R. Adams & M. Berzonsky (Eds), *Handbook of Adolescent Development* (pp 330-348). London: Blackwell.

Campbell, N. (Ed) (2004). *American youth cultures*. Edinburgh University Press

Ellen, J. (2009). Social networks research and challenges to causal inference. *Journal of Adolescent Health* 45, 109-110.

Elliott, D., et al. (2007). *Good kids from bad neighborhoods: successful development in social context*. Cambridge University Press.

Maira, S. & Soep, E. (Eds) (2005). *Youthscapes: the popular, the national, the global*. University of Pennsylvania Press.



Mallan, K. & Pearce, S.(Eds) (2003). *Youth cultures: Texts, images, and identities*. Praeger Publishing.

Oliker, M. & Krolikowski, W. (2001). *Images of youth: Popular culture as educational ideology*. P. Lang Publisher.

Romer, D. (2008). *The changing portrayal of adolescents in the media since 1950*. Oxford University Press.

The Center's Series of Information Resources on *Youth Subcultures: Understanding Subgroups to Better Address Barriers to Learning & Improve Schools\**

**Online:**

*What is Youth Culture? A Brief Introduction*

*Glossary of Terms Related to Youth Culture Subgroups*

*Youth Subcultures: Annotated Bibliography and Related References*

*About Youth Gangs*

*About the Goth Youth Subculture*

*About Hip Hop Youth Subculture*

*About "Loners" and "Losers"*

*About "Jocks" as Youth Subculture*

*About Emo Youth Subculture*

*About Surfing and Skateboarding Youth Subcultures*

*About the Cheerleading Youth Subculture*

*About "Mean Girls" as a Youth Culture Subgroup*

*About "Nerds" and "Geeks" as an Identified Subculture*

*About "Preppies" as a Youth Culture Subgroup*

*About Sexual Minority (LGBT) Youth Subculture*

*Youth and Socially Interactive Technologies*

*About Raves as a Youth Culture Phenomenon*

**Others are in development**

\*Many of the terms used by youth in referring to subgroups often are pejorative and offensive. We do not condone such language. We do, however, recognize the need to go beyond adultcentric definitions and descriptions of youth subgroups if we are to understand youth perceptions and perspectives. So the *Information Resource* documents reflect the terms used by youth.