

Psychology 102, Adolescent Development, Summer 2018

UCSC Azmitia

M and W 9-12:30 Social Sciences 2 Room 179**Adolescent Development: Adolescence into Young Adulthood**

This course focuses on individual and relational development from early adolescence to emerging adulthood. We discuss the mutual influences and contexts of biology, cognition, personality, family, peers, school, and culture. While the course emphasizes normative (typical) development, we also discuss risks and problems of adolescence and young adulthood. Psychology 3 or 100 (Research Methods in Psychology) and 10 (Introduction to Developmental Psychology) are prerequisites for this course; **if you are a psychology major** you must have **completed** these courses to enroll.

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Required Books Available at the Bay Tree Bookstore:

Galván, A. (2017). *The neuroscience of adolescence*. UK: Cambridge University Press.

Lansford, J. E. & Banati, (Eds.), (2018). *Handbook of adolescent development research and its impact on global policy*. NY: Oxford University Press.

Please check your syllabus for **additional readings**. These required readings will be available through **canvas**.

Our discussion forum is hosted by Packback. See instructions for posting commentaries for lecture and discussion section. Packback costs \$25. Please let me know if this is a hardship.

Class Requirements**Exams (60% of final grade)**

There will be two non-cumulative exams. The exams will include multiple choice and short answer questions. The exams will be drawn from the **books, lectures, and films**. Please bring a scantron and a number 2 pencil to each exam. **The scantron form we will use is form 882E No early final exams will be given, so please plan accordingly.**

Make-up exams will be given only in exceptional circumstances (e.g., an illness for which you have a doctor's excuse). Make-ups will only be given to students who contact Margarita before the exam and get permission for a makeup.

If you are a DRC student who will need special arrangements for exams: Students who think they may need an accommodation based on the impact of a disability should contact me privately to submit their *Accommodation Authorization* and discuss specific needs, preferably within the first week of the course. Please contact the Disability Resource Center at 831-459-2089 in room 146 Hahn Student Services or by e-mail at drc@ucsc.edu to request your Accommodation Authorization and **bring your DRC accommodations form to me during office hours so we can discuss and plan for your accommodations. I need at least a week to make arrangements for exam accommodations.**

Distribution of Lecture Notes: Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student himself or herself took the notes. The unauthorized sale of lecture notes (and handouts, readers, or other course materials) is a violation of campus policies and state law and may also constitute copyright infringement subject to legal action.

Lecture Participation and Attendance; Participation in Research: (5% final grade). I encourage you to ask questions and participate in lecture. Active participation in lecture will help you master the material. I will also take attendance or administer occasional pop quizzes. The attendance sheet will be circulated the first 10 minutes of class; only students who are present when the attendance sheet circulates will receive attendance credit.

Participating in research will help you understand the research process. You will be required to participate in 2 hours of research. You will sign up through the psychology research pool.
<https://ucsc.sona-systems.com/Default.aspx?ReturnUrl=%2f>

Commentaries for readings assigned for lecture that are posted on time to Packback (15% of final grade, no makeups for missed posts). By midnight the lecture before we discuss **assigned readings**, you will post a 4-5 sentence reflection or critique of an issue you found interesting in the reading in our discussion forum and comment on **TWO** of your classmates' posts on **Packback**. Late commentaries will not be accepted.

Class Project. Presentation: 10% of grade; Individual paper: 10% of grade. You will work in a three-to-four-person team to investigate and develop a presentation on one of the issues listed below. Each team member will be responsible for locating three scholarly (journals, book chapters) and one media (magazines, newspapers, Internet) sources on the issue and preparing a summary and analysis of each source for the members of the group. The **group** will develop a 15-minute **PowerPoint** (or equivalent) presentation of their issue and **each student** will write a 4-5-page typed, double spaced, APA style *individual* paper that draws on the sources the group gathered on the issue and includes suggestions for unanswered questions or future research. Instructions for this assignment and due dates for its components will be posted on Canvas and explained further in class.

Possible issues you can choose from. Please come to the second class meeting (8/1/2018) with three possible choices of topic. I will assign you to a team based on your choices.

1. What opportunities and challenges do the Internet OR social media (pick one source) provide for adolescents OR emerging adults' (select one age group) identity development?
2. What opportunities and challenges does computer mediated communication (e.g., chat rooms, virtual reality, social media) provide for adolescents OR emerging adults' relationships?
3. What are the implications of legalizing marijuana and the current opioid crisis for adolescents' brain development?
4. Is being a sexual minority in high school easier now than it was 20 years ago? What are the key elements of high school programs that ensures the safety of sexual minority youth?
5. Does the phenomenon of helicopter parenting (or Velcro parenting) really exist? Is it a problem for adolescents or emerging adults' development?
6. What are the components of effective interventions to reduce bullying OR cyberbullying (pick one to focus on)?
7. Homeless youth and emerging adults: Who are they? What is one effective community, state, OR federal program for housing and helping homeless youth? Feel free to focus on a local program.
8. Is 'hooking up' detrimental for adolescents OR emerging adults' romantic relationship development?
9. What are the characteristics of adolescents OR emerging adults who are at risk of school truancy or dropout? What are the components of effective interventions to reduce school truancy/school dropout in high school or college?
10. What challenges and resources (2 of each) do immigrant or refugee adolescents and emerging adults face in their new home? How can schools or communities help them adjust and succeed?
11. In the current political climate, what does it mean to be a DACA student and the implications of growing up with the threat of deportation?
12. How can we address the underrepresentation of women and persons of color in STEM fields?
13. How does direct OR indirect (pick one to focus on) racism and discrimination affect the educational pathways of ethnic adolescents and emerging adults?
14. What are the positive and negative roles of peer cliques and crowds for adolescents' development?
15. Does having a close friend protect adolescents OR emerging adults from peer rejection and

victimization? What are other positive functions of close friendships for adolescents and emerging adults' development?

16. Why are ethnic minority, low income adolescents and emerging adults disproportionately represented in the prison population? Describe ONE effective program reducing the number of minority youth in prisons.
17. Teen pregnancy: Which teens are most likely to become parents? How can we support teen mothers and fathers? (Select ONE effective program to showcase in your presentation).
18. In the U.S., emerging adults are the group less likely to participate in community service and vote. Why is this the case? Why is civil engagement good for emerging adults' development?
19. What are the biological OR psychological effects of stress on adolescents OR emerging adults' development? What are three ways to effectively manage and reduce stress in adolescents or emerging adults' lives?
20. Select a cultural group in a developing nation and tell us about the lives of adolescent boys and girls in that cultural community—the goals, traditions and practices, etc.

YOU WILL DO MOST OF THE WORK FOR YOUR GROUP PROJECT IN CLAS. Typically, we will spend the last 20-30 minutes of class working on your class project.

Journals that will be a good source of scholarly articles: Applied Developmental Psychology, Child Development, Child Development Perspectives, Developmental Psychology, Journal of Early Adolescence, Journal of Adolescence, Journal of Adolescent Research, Journal Research in Adolescence, Journal of Youth and Adolescence, Journal of Emerging Adulthood

Websites that have references to scholarly or media articles: Society for Research in Adolescence, Society for Research in Child Development, American Psychological Association, Emerging Adulthood. You can also find excellent articles in Psychology Today and the APA Monitor. Finally, The New York Times, Washington Post, and LA Times periodically publish excellent articles on adolescent and emerging adult development.

Approximate grading scale:

Excellent = A = 90-100,	with A+ = 98-100 and A- = 90-92
Good = B = 80-89,	with B+ = 87-89 (Very Good) and B- = 80-82
Satisfactory = C = 70-79,	with C+ = 77-79
Poor = D = 60-69	
Failing = F = 59 and below	

Cheating and Plagiarism: Academic dishonesty will not be tolerated. Cheating includes (1) copying from another person's exam or paper; (2) letting another person copy from your exam or paper, and (3) fabricating information for your class project, and (4) plagiarism. Plagiarism is defined as any use of another author's words or ideas without providing credit or an appropriate citation. Cheating and plagiarism will result in a zero grade for the exam or paper. A second time of such behavior will result in a no pass (F) for the course. If you are unsure as to what constitutes academic dishonesty, please meet with me. Information is also available here: <http://library.ucsc.edu/help/howto/citations-and-style-guides>. Principles and procedures concerning academic integrity are available at this link: http://www.ue.ucsc.edu/academic_integrity.

Lecture Outline

Please complete the assigned reading before coming to class. Reading the material beforehand will orient you to the topics, help you take better notes, and make it easier for you to ask questions and participate in class discussion. **I do not post my lecture slides, but you can visit me during office hours to see the slides or borrow notes from a classmate.**

Monday 7/30 INTRODUCTION: ADOLESCENCE IN HISTORICAL CONTEXT, MYTHS, AND KEY DEVELOPMENTAL ISSUES.

Reading:

Review your syllabus carefully. Please ask any clarification questions during our next class meeting or email me your question.

Wednesday 8/1 ADOLESCENT AND EMERGING ADULT DEVELOPMENT IN A GLOBALIZED WORLD; BIOLOGICAL FOUNDATIONS

Reading: (I've put copies of this reading in our Canvas website)

Galván: Chapters 1 and 2

Lansford & Banati: Reading #1, Banati & Lansford, *Introduction: Adolescence in Global Context*

Monday 8/6 BIOLOGICAL FOUNDATIONS CONTINUED

Reading:

Galván: Chapters 3 and 4

Lansford & Banati Reading #2 Sawyer & Patton, *Health and Well-being in Adolescence*.

Wednesday 8/8 COGNITIVE FOUNDATIONS, SCHOOLS

Reading:

Galván, Chapter 5

Lansford & Banati: Reading #13. Sing, R., & Mukherjee P. Push Out, pull out, or opting out?

Reasons cited by adolescents for discontinuing education in four low- and middle income countries.

Canvas:

Graham, P. (2004). Schools: The solution or the problem? Chapter 9, *The end of adolescence, (189-212)* UK: Oxford University Press.

Modrek, A., & Kuhn, D. (2017). A cognitive cost of the need to achieve? *Cognitive Development, 44*, 12-20.

Monday 8/13 ADOLESCENTS, EMERGING ADULTS, AND THEIR FAMILIES

Reading:

Lansford & Banati:

Reading #6: Bornstein, M. & Putnick, D. L. Adolescents and their families in global perspective.

Reading #14: Husson, A., H. & Smith, R. E. Parent-based models of adolescent substance use.

Canvas:

Stein, G., L., Gonzalez, L., M., Cupito, A., Kiang, L., & Supple, A.J. (2015). The protective role of familism in the lives of Latino adolescents. *Journal of Family Issues, 36*(10), 1255-1273.

Timmons, A. C. & Margolin, G. (2015). Family conflict, mood, and adolescents daily school problems: moderating roles of externalizing and internalizing symptoms. *Child Development, 86*(1), 241-258.

Wednesday 8/15 TEST 1, PEER RELATIONSHIPS

Reading:

Galván Chapters 6 & 7

Lansford & Banati: Reading #7: French, D. C., & Cheung, H. S. Peer Relationships

Monday 8/20 SELF & IDENTITY DEVELOPMENT

Reading:

Canvas:

Arnett, J. J. (2018). Chapter 6, The Self, in *Adolescence and emerging adulthood, a cultural approach (6th edition)*, NY: Pearson.

Rogers, L. O., Scott, M.A., & Way, N. (2015). Racial and gender identity among Black adolescent males: an intersectional perspective. *Child Development, 86*(2), 407-424.

Wednesday 8/22 PROBLEMS AND RESILIENCE

Lansford & Banati:

Reading #10: Betancourt, R. S., Zuilowski, S., Coles, E., Collet, K., & Jambai, M. Adolescents and armed conflict: War, conflict, and child soldiers.

Reading #13: Kohler, S. H., Prates-Santana, J., & Raffaelli, M. Poverty, risk, and resilience: The case of street involved youth.

Reading #17: Sherr, L. Mental health challenges and interventions for adolescents: The first 1,000 weeks.

Monday 8/27 POSITIVE DEVELOPMENT PRESENTATIONS, PAPER DUE

Lansford & Banati:

Reading #20: Akinsola, E. P., & Petersen, A. C. Adolescent development and capacity building.

Reading #22: Wridt, P. Young people's participation in program design: Research, monitoring, and evaluation.

Canvas:

Zimmerman, M. A., Stoddard, S. A., Eisman, A. B., Caldwell, C. C., Aiyer, S. M., & Miller, A. (2013). Adolescent resilience: Promoting factors that inform prevention, *Child Development Perspectives, 7*, 215-220.

Wednesday 8/29 FINAL EXAM, MEDIA AND ADOLESCENT DEVELOPMENT