

Tuesday and Thursday 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, culture, cognition, personality, family, peers, and school. 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 at UCSC you must have completed** these courses to enroll. If you are not a psychology major at UCSC, please see me to determine if you qualify for a permission code.

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Required Text:

Arnett, J. J. (2017). *Adolescence and Emerging Adulthood: A Cultural Approach*. Sixth Edition, Hoboken, NJ: Pearson. The electronic textbook is available for purchase from the Bay Tree Bookstore. There are hard copies of the textbook on 2-hour reserve at both McHenry and the Science libraries. You can also rent a hard copy of the text directly from the publisher.

The fifth edition of the textbook is fine, although you will be responsible for checking the correspondence between the material in the fifth and sixth edition.

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

Class Requirements

Exams (45% of final grade)

There will be two non-cumulative exams, a midterm and a final. The exams will include multiple choice and short answer questions. They will be drawn from the **textbook, canvas readings, 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 me **before** the exam and get my permission for the make-up.

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 during 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.**

Pop quizzes (10% final grade) will be given at the beginning of some lectures to assess your understanding of the material in the assigned reading in the textbook or the articles assigned on canvas.

Lecture Participation and Attendance; Participation in Research: (10% of final grade). I encourage you to ask questions and participate in lecture discussion. Active participation in lecture will help you master the material. The attendance sheet will be circulated during the first 15 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. Please see additional instructions for participation as well as the alternative assignments at the end of this syllabus.

<https://ucsc.sona-systems.com/Default.aspx?ReturnUrl=%2f>

Commentaries for readings assigned for lecture (15% of final grade, no makeups for missed posts). By 10pm the night before the lecture during which we will discuss readings assigned on canvas you will post a 4-5 sentence reflection or critique of an issue you found interesting in the reading in our canvas discussion forum. Late commentaries will not be accepted. On-time commentaries will be graded as 3 = excellent, 2 = good, 1 = fair, and 0 missing/late/did not follow instructions. I will provide examples of commentaries on a handout posted on canvas.

Class Project (20% of final grade). You will work in a three-person team to investigate and develop a poster 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 team will develop a poster presentation of their key findings and take-away messages. Detailed instructions for this assignment and due dates for its components will be posted on Canvas and explained further in class.

YOU WILL DO MOST OF THE WORK FOR YOUR TEAM PROJECT IN CLASS. Typically, we will spend the last 20-30 minutes of class working on your class project. Because most of the work for the class project will be done in class, persistent absence from class will affect your team's work and may result on your being asked to leave the team and receiving no credit for the team assignment.

The following are possible topics for your team project. The topics are broad, so one of the first tasks for your team is to choose a focus. Please turn in a typed list of your three preferred topics to me at the beginning of the second class meeting (8/1/2018). I will assign you to a team based on your choices.

1. What are the biological OR psychological effects of stress on adolescents OR emerging adults' (select one age group) development? What are three ways to effectively manage and reduce stress in adolescents or emerging adults' lives?
2. What are the implications of legalizing marijuana and the current opioid crisis for adolescents' brain development?
3. How can knowledge of adolescents' and emerging adults' brain development explain why they take more risks than other age groups? How would you use this information to give advice to parents, teachers, or law enforcement/judges?
4. What are the key elements of high school programs that ensure the safety of and promote identity development in sexual minority youth?
5. 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?
6. Does the phenomenon of helicopter parenting (or Velcro parenting) really exist? Is it a problem for adolescents OR emerging adults' (select one age-group) development?
7. California has the highest rates of poverty in the U.S. How does growing up in poverty affect adolescents OR emerging adults' development?
8. 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.

9. What are the components of effective interventions to reduce bullying OR cyberbullying (pick ONE to focus on)? Showcase an effective program in your poster.
10. What are the components of effective interventions to reduce school dropout in high school or college? Showcase an effective program in your poster.
10. You have been invited to a high school assembly to give a talk on developing positive romantic relationships. Based on theory and research on adolescents' romantic relationships, what are the key points of your talk? Make sure to address gender, sexuality, OR cultural (pick one) variations in romantic relationships.
11. What challenges and resources do immigrant or refugee adolescents and emerging adults face in their new home? How can schools or communities help them adjust and succeed?
12. In the current political climate, what are the developmental implications of growing up with the threat of deportation for adolescents OR emerging adults and their families?
13. For this topic, pick ONE domain, such as gender, sexuality, ethnicity/race, social class, or religion. Then, address the following question: How does prejudice and discrimination affect the educational pathways of minority adolescents OR emerging adults in the domain you selected?
14. Why are ethnic minority, low income adolescents and emerging adults—especially males—disproportionately represented in the prison population? Describe ONE effective program for reducing the number of minority youth in prisons.
15. Which teens are most likely to become parents? How can we support teen mothers, fathers, and their children? (Select ONE effective program to showcase in your poster).
16. Why is civil engagement good for adolescents OR emerging adults' development (focus on one age group)? Select an important issue (e.g., immigration, discrimination, poverty, climate change, violence, etc.) and showcase youth activists creating positive change on this issue.
17. 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.

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*, *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, Society for the Study of 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. Here is an example of an excellent blog post from the Society of Research on Adolescence on gender variations in aggression:

<https://s-r-a.org/research-summaries/gender-infused-models-of-antisocial-behavior-the-salience-of-family-environment-for-girls-2/>

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 the 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.

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 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 will post the lecture slides following the lectures.**

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

Reading:

Review your syllabus carefully (I will allow time for you to do this in class). Please ask any clarification questions during class or email me your questions.

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

Reading

Textbook: Chapter 1

Canvas: Dahl, R. E., Allen, N. B., Wilbrecht, L. & Suleiman, A. B. (2018). Investing in adolescence from a developmental science perspective. *Nature*, 554, 441-450.

Tuesday 8/6 BIOLOGICAL FOUNDATIONS CONTINUED

Reading:

Textbook: Chapter 2

Canvas: Blakemore, S-J. (2018). Avoiding social risk in adolescence. *Current Directions in Psychological Science*, 27(2), 116-122.

Please bring to class your selection of potential topics for the team project

Thursday 8/8 COGNITIVE FOUNDATIONS, SCHOOLS

Reading: Textbook Chapter 3

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

Tuesday 8/13 CULTURAL FOUNDATIONS, GENDER

Textbook: Chapters 4, 5

Canvas:

Schroeder, K., & Bámaca-Colbert, M. Y. (2019). Cultural underpinnings of gender development: Studying gender among children of immigrants. *Child Development*, 90(4), 1005-1015.

Thursday 8/15 TEST 1. Bring a scantron and a #2 pencil. After the exam, you will work on your team project

Tuesday 8/20 SELF & IDENTITY, FAMILY CONTEXTS OF DEVELOPMENT

Reading:

Textbook: Chapters 6 & 7

Canvas: Cheah, C. S., Leung, C. Y. Y., Özdemir, S. B. (2018). Chinese Malaysian adolescents' social-cognitive reasoning regarding filial piety dilemmas. *Child Development*, 89(2), 863-396.

Thursday 8/22 PEERS, FRIENDS, AND ROMANTIC PARTNERS

Reading:

Textbook: Chapter 8 & 9

Tuesday 8/27. MEDIA CONTEXTS OF DEVELOPMENT; RISK AND RESILIENCE

Reading:

Textbook: Chapter 12,13

Canvas: Mueller, A. S. (2019). *Why Thirteen Reasons Why* may elicit suicidal ideation in some viewers, but help others. *Social Science and Medicine*, 232, 499-501.

Thursday 8/29 FINAL EXAM, Poster Session Please bring a scantron and a #2 pencil to the exam.

Research Participation – The Psychology Department requires that all students in this course participate in psychology research projects (surveys or experiments) for a total of **two (2) hours**, or complete an alternative assignment (see below).

Follow these easy steps to sign-up for research projects:

- 1) Go to the Sona website at <https://ucsc.sona-systems.com>
- 2) If you are enrolled in the class at the start of the quarter, then an account should already be created for you. To log in for the first time, click “Forgot Password?” to retrieve the pre-set password. For those who added the class late, or for some reason the system won’t let you log in, you may need to click “Request Account.” Only request a new account if the “Forgot Password” link isn’t working.
- 3) **Always enter your UCSC email address.** You will receive your password via email.
- 4) Log in and follow the instructions to complete the Prescreening Questionnaire. Your responses on this questionnaire will determine your eligibility for different studies.

IMPORTANT: You can earn research credit points by either participating in studies (in-lab experiments or online surveys) or writing papers (the alternative assignment). Studies are posted throughout the quarter. Plan ahead and complete them as soon as possible. Check online often for new studies. If you know you cannot make it, and if the time until the study is more than 24 hours, you can cancel on Sona. If you fail to show up for a study, or fail to cancel in time, you will be marked as having an “unexcused no-show.” If you accumulate three unexcused no-shows you will be prevented from signing up for more experiments. All participation must be completed by 5pm on the Friday of the last week of instruction (Friday, August 30). Do not wait until the last week to sign up.

What if you can’t find studies? Although some studies may be available right at the start of the quarter, there may not be enough for everyone. Please be patient, researchers will post new studies throughout the quarter. There is usually a big spike in hours during the last couple weeks. If you are concerned about the availability of hours, please don’t email your instructors or TAs; instead email the pool administrator so that they can try to address the issue directly (ucscresearchpool@gmail.com). This is also the best email to use if other issues arise during the quarter. If you participated in a study but didn’t receive credit after two days, please start by emailing the researchers directly. If the researchers don’t respond then send an email to the pool administrator. Rest assured, however, that all pending timeslots will be given credit at the end of the quarter before a report is sent to your professor.

