
**Psyc 385: Adolescent Development
Spring 2017**

**Monday, Wednesday, Friday 9:30 – 10:25
Lil's Classroom**

Instructor

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Office Hours

Monday 10:45-11:45
Wednesday 1:30-3:00
Also by appointment

Course Overview

How do we understand and study the second decade of life? Is adolescence a period of storm and stress? Is it a period of smooth transition from childhood to adulthood? The concept of adolescence as we know it today came into being around the turn of the twentieth century, and since that time, adolescence has been studied extensively by psychologists, anthropologists, sociologists, neuroscientists, and many others. In this course, we will investigate the important changes that occur biologically, cognitively, emotionally, and socially from approximately ages 10 to 20. In studying these changes, we will consider how they are affected by the contexts in which adolescents live—families, schools, peers and friends, cultural contexts—and we will focus primarily on a developmental psychology perspective on adolescence. Specifically, we will study how empirical research in psychology can help us ask and answer questions about adolescence. In addition, we will consider how that research informs our understanding of more applied questions, including questions about adolescent risk taking, bullying prevention, media influences, and others.

Our course is a Theory/Practice-Service Learning (TPSL) course. As such, it integrates the theory of the classroom with experience in the local community, and you will partner with a particular social service agency or school both to serve and to learn from the community. TPSL is an integral component of our course, and I envision it accomplishing several goals. First, it will give you an opportunity to work with adolescents and to have first-hand experience with many of the topics we will be reading about and discussing all semester. As a result, you will be able to think more directly about how the research we read could be applied in real-world settings. Second, it provides a way for you to be involved in the life of Newton County, to get outside the “Oxford Bubble,” and to be a valuable resource in our community. Details about TPSL, our community partners, and your specific schedule will be discussed in class. Work with your community partner is expected to begin the week of January 30, and you are expected to spend approximately 2 hours per week (18 hours over the course of the semester) engaged in activities at your site.

Required Texts

- Steinberg, L. (2017). *Adolescence* (11th ed.). New York: McGraw Hill.
- Articles and additional readings available on reserve.

Class Attendance

Class attendance is particularly important for this course because of the emphasis on in-class work and discussion. Therefore, attendance is mandatory. If you need to miss class because of an illness or emergency, you are responsible for obtaining class notes, handouts, announcements, etc. Please note that it is impossible to receive credit for class participation if you are absent, and your participation grade will be adversely affected by more than two absences. As soon as possible, please inform me of any religious holidays or approved Oxford athletic or other commitments that might require you to miss class so that alternative arrangements for completing work can be made at the earliest opportunity.

Honor Code

All work submitted for evaluation in this course assumes adherence to the honor code of Oxford College. Unless instructed otherwise, all of your work in this course should represent completely independent effort. No part of your tests or papers completed for this course may be shared with other students in this class or with students in future classes. In addition, you may not refer to tests, papers, or assignments from previous classes. The Oxford College Honor Code can be found here: <http://oxford.emory.edu/academics/student-services/student-honor-code/>

Evaluation

Evaluation of your performance in this course will be based on various tests, papers, and other assignments. Each component is described in greater detail below.

Letter grades will be assigned based on the following scale:

A = 100-93 A- = 92-90 B+ = 89-87 B = 86-83 B- = 82-80 C+ = 79-77
C = 76-73 C- = 72-70 D+ = 69-67 D = 66-63 D- = 62-60 F = 59-0

Assignment	Percentage of Grade	Date Due
Test 1	20%	February 17
Test 2	20%	March 27
Test 3	15%	April 21
Analysis Paper 1	15%	February 8
Analysis Paper 2 and TPSL	20%	May 1
Class participation and leading discussion	10%	Every day

Assignments will be penalized one full letter grade (e.g., A- to B-, C to D) for each part or whole day the assignment is late. No extension or make-up option is available for class discussion.

Access, Disability Services and Resources (ADSR) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, students must contact ADSR and complete the registration process. Faculty may not provide disability accommodations until an accommodation letter has been processed; accommodations are not retroactive. Students registered with ADSR who receive a letter outlining specific academic accommodations are strongly encouraged to coordinate a meeting time with their professor to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible. Contact ADSR for more information at 770-784-4690 or adsroxford@emory.edu. Additional information is available at the ADSR website at <http://equityandinclusion.emory.edu/access/students/index.html>.

Tests

There will be three tests in this course that will be taken during class. Test questions will be drawn both from your readings and from material covered in class and will emphasize the synthesis and application of your knowledge about adolescence. Only under extraordinary circumstances will a make-up exam be administered. It is your responsibility to make all arrangements for the make-up exam before the start of the regularly scheduled exam.

Writing Assignments

Analysis Papers

You will be assigned two analysis papers. For the first paper, you will choose examples of adolescence in popular culture to discuss, and for the second paper, you will write about your experiences at your TPSL site. For each paper, your task is to analyze the material/your experiences in the context of the research you have read for class. Specifically, you will write about ways in which the portrayal of adolescence in popular culture and your experiences with adolescents at your TPSL site is both consistent with and not consistent with the research and theory we have read and discussed in class. Your papers presenting your analysis are due in class on **February 8** and during our scheduled final exam time on **May 1**. Also on May 1, you will present some aspect of your TPSL experience (as you've analyzed in your paper) to the class. Failure to complete the expected TPSL commitment and/or poor work at your TPSL site will result in a substantially lowered grade for your analysis paper. More information about these assignments will be given approximately two weeks before the due dates.

TPSL Journal

Each time you go to your TPSL site, you are required to complete a journal entry in the journal you will be provided. These entries will serve as a prompt for you to reflect on what you are observing, doing, and learning in this component of our class. For each entry, you should include two parts. First, you should describe what you did that day, and second, you should reflect on your experiences. The form this reflection takes is up to you. Questions to consider include... What did this experience make you think about? How did this experience make you feel, and why? In what ways does this experience relate to something you've read about and/or we've discussed in class? Did the experience raise questions for you that might be answered with an empirical study, and how would you conduct that study? How did your experience fit with research and theory on adolescent development? Are there ways in which your experience is inconsistent with research/theory on

adolescent? How and why? How did your experience fit with nomothetic and/or individual differences perspectives on adolescent development?

Three times during the semester, you are required to turn in your journal for me to read. Your journal will not be graded *per se*. However, the completeness and quality of your journal entries will be reflected in your class participation grade. In addition, you should find that these reflections will be immensely helpful to you when you write your second analysis paper.

Class Participation and Leading Discussion

Participation in Class Discussion

The format of this class requires that the assigned readings be completed before the date they will be covered in class. I expect you to be thoroughly engaged with the material, your colleagues, and me for the full class session. Your contribution to the class activities and discussion is viewed as an essential component of your own learning process in this course as well as that of your classmates. *Everyone* is expected to participate at *every* class meeting. If you are hesitant about speaking up in class, talk to me about it without delay, and I will help you get started. Remember that the *quality* of your contributions is more important than the *quantity*. Your contributions to class meetings will be scored as follows:

- ++ Outstanding contributions (comments, questions, and responses to others show careful critical analysis of material)
- + Good contributions (comments, questions, and responses move the discussion forward)
- Neutral contributions (comments, etc. do not move the discussion forward) or minimal contributions
- — Listening attentively but no contributions
- 0 Not engaged or absent

Facilitating Class Discussion

On specific days throughout the semester, class will be led by a team of discussion leaders. The task of the leaders is to facilitate discussion of the readings assigned for that day. Once during the semester, you will work with several partners to serve in this role. When you are a discussion leader, the class session is yours to organize and plan, so be creative! Remember that your goal is to facilitate discussion with your classmates and not to complete a class presentation. Your grade for this component of the course will be based on the following: overall clarity, contribution to colleagues' understanding of the material, grasp of material and ability to answer questions, facilitation of discussion, teamwork, completeness, placing the material in the context of other course readings, effective style of speaking, and creativity. *You and your partners are strongly encouraged to meet with me to talk about your plans for facilitating discussion before your scheduled discussion day.*

Additional Resources

There are numerous resources available to you on campus. Below I've listed a few that might be helpful to you. If you do not see a relevant resource below, please see me, and I will do my best to help connect you to the right person/place.

Advising Support Center (ASC)

The Advising Support Center is a great first stop for students who have general academic questions or concerns. The ASC can help you access all of the appropriate resources on campus. Stop by the first floor of Seney Hall or email oxadvising@emory.edu for more information. “Just ASC!”

The Writing Center

The Writing Center is committed to helping all Oxford students succeed as clear, effective communicators. Peer writing consultants can help you refine your writing by reviewing a paper's focus, development, organization, clarity, grammar, source integration, or other aspects. For more information, visit <http://oxford.emory.edu/academics/centers-institutes-programs/writing-center/> or schedule an appointment online at <https://oxford.mywconline.com>.

Counseling Center

Many students visit the Counseling Center at some point during their Oxford careers. Counselors are available to talk with you about any difficulties that might be limiting your intellectual, emotional, or social development. Their services are confidential and highly professional. See <http://oxford.emory.edu/life-at-oxford/counseling-and-career-services/> for more information. You can schedule an appointment by calling 770-784-8394.

Access, Disability Services and Resources

This office is helpful to students with particular learning needs who may need accommodations based on the impact of a disability. For more information, contact ADSR at 770-784-4690 or adsroxford@emory.edu or see <http://equityandinclusion.emory.edu/access/students/index.html>.

Career Services

It's never too early to start thinking about and preparing for your time after Emory! The Career Services Center is available to help you explore opportunities during your time at Oxford (e.g., internships) as well as to help you think about the future. See <http://www.oxford.emory.edu/life-at-oxford/counseling-and-career-services/career-services/>.

Let's Meet for Coffee

I am eager to get to know you and have a chance to learn more about your interests, your goals, and who you are outside of our regularly scheduled class meetings. To that end, I invite you to join me for coffee (or my personal favorite...chai tea!) at Lil's or somewhere else on campus some time this semester. This is not a requirement, but I hope you will take me up on the offer—just let me know a time we could meet.

List of Articles for Discussion Days

Pubertal timing

- Weil, E. (2012, March 30). Puberty before age 10: A new “normal”? *New York Times Magazine*.
- Reynolds, B. M., & Juvonen, J. (2011). The role of early maturation, perceived popularity, and rumors in the emergence of internalizing symptoms among adolescent girls. *Journal of Youth and Adolescence*, 40, 1407-1422.

Adolescent brains, rewards, risk

- Dobbs, D. (2011, October). Beautiful brains. *National Geographic*.
- Gardner, M., & Steinberg, L. (2005). Peer influence on risk taking, risk preference, and risky decision making in adolescence and adulthood: An experimental study. *Developmental Psychology*, 41, 625-635.
- Smith, A. R., Chein, J., & Steinberg, L. (2014). Peers increase adolescent risk taking even when the probabilities of negative outcomes are known. *Developmental Psychology*, 50, 1564-1568.

Emerging adulthood

- Henig, R. M. (2010, August 22). What is it about 20-somethings? The post-adolescent, pre-adult, not-quite-decided life stage. *New York Times Magazine*.
- Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives*, 1, 68-73.
- Hendry, L. B., & Kloep, M. (2007). Conceptualizing emerging adulthood: Inspecting the emperor's new clothes? *Child Development Perspectives*, 1, 74-79.

Parenting and adolescent adjustment

- Luthar, S. S., & Latendress, S. J. (2005). Children of the affluent: Challenges to well-being. *Current Directions in Psychological Science*, 14, 49-53.
- McNeely, C. A. & Barber, B. K. (2010). How do parents make adolescents feel loved? Perspectives on supportive parenting from adolescents in 12 cultures. *Journal of Adolescent Research*, 601-631.
- Gottlieb, L. (2011, July/August). How to land your kid in therapy. *The Atlantic Monthly*.

Social media

- Rabin, R. C., (2016, June 14). For teenagers, the pleasure of “Likes.” *New York Times*.
- Sherman, L. E., Payton, A. A., Hernandez, L. M., Greenfield, P. M., & Dapretto, M. (2016). The power of the *Like* in adolescence: Effects of peer influence on neural and behavioral responses to social media. *Psychological Science*, 27, 1027-1035.
- Underwood, M. K., & Faris, R. (2016). #Being Thirteen: Social media and the hidden world of young adolescents' peer culture. CNN report.
- Contrera, J. (2016, May 25). 13, right now. *The Washington Post*.
- Hoffman, J. (2010, December 4). As bullies go digital, parents play catch-up. *New York Times*.

Single sex schools

- Weil, E. (2008, March 2). Teaching boys and girls separately. *New York Times Magazine*.
- Halpern, D. F., Elion, L., Bigler, R. S., Fabes, R. A., Hanish, L. D., Hyde, J., Liben, L. S., & Martin, C. L. (2011). The pseudoscience of single-sex schooling. *Science*, 333, 1706-1707.

- Sax, L. (2011, September 26). Sax on sex. *Psychology Today*.
- Fabes, R. A., Martin, C. L., Hanish, L. D., Bigler, R. S., Eliot, L., Halpern, D. F., Hyde, J., & Liben, L. S. (2011, September 28). A reply to Sax on the dangers of single-sex schools. *Psychology Today*.
- Bigler, B.S., & Signorella, M.L. (2011). Single-sex education: New perspectives and evidence on a continuing controversy. *Sex Roles*, 65, 659-669.

Gender identity, gender-role behavior, and coming out

- Padawer, R. (2012, August 8). What's so bad about a boy who wants to wear a dress? *New York Times Magazine*.
- Toomey, R. B., Ryan, C., Diaz, R. M., Card, N. A., & Russell, S. T. (2010). Gender-nonconforming lesbian, gay, bisexual, and transgender youth: School victimization and young adult psychosocial adjustment. *Developmental Psychology*, 46, 1580-1589.
- Denizet-Lewis, B. (2009, September 27). Coming out in middle school. *New York Times Magazine*.

Romantic relationships and sexual behavior

- Taylor, K. (2013, July 12). Sex on campus: She can play that game, too. *New York Times*.
- Furman, W., & Shaffer, L. (2011). Romantic partners, friends, friends with benefits, and casual acquaintances as sexual partners. *Journal of Sex Research*, 48, 554-564.
- Vrangalova, Z., & Savin-Williams, R. C. (2011). Adolescent sexuality and positive well-being: A group norms approach. *Journal of Youth and Adolescence*, 40, 931-944.

College adjustment and medication use

- Clemetson, L. (2006, December 8). Off to college alone, shadowed by mental illness. *New York Times*.
- Schwarz, A. (2012, June 9). Risky rise of the good-grade pill. *New York Times*.
- Sharpe, K. (2012, June 29). The medication generation. *The Wall Street Journal*.
- DuPaul, G. J., & Weyandt, L. L. (2009). Introduction to special series on college students with ADHD. *Journal of Attention Disorders*, 13, 232-233.
- Rabiner, D. L., Anastopoulos, A. D., Costello, E. J., Hoyle R. H., McCabe, S. E., & Swartzwelder, H. S. (2009). Motives and perceived consequences of nonmedical ADHD medication use by college students. *Journal of Attention Disorders*, 13, 259-270.

Schedule

Week	Date	Topic / Assignment Due	Readings
1	W 1/11	Welcome	—
	F 1/13	Scientific study of adolescence Introduction to TPSL	Intro chapter
2	M 1/16	Martin Luther King Jr. Holiday	
	W 1/18	Puberty and biological foundations	Ch. 1
	F 1/20	Puberty and biological foundations	Ch. 1
3	M 1/23	<i>Discussion:</i> Pubertal timing	Weil (2012), Reynolds & Juvonen (2011),
	W 1/25	Cognitive development	Ch. 2
	F 1/27	<i>Class does not meet today</i>	—
4	M 1/30	Cognitive development	Ch. 2
	W 2/1	<i>Discussion:</i> Adolescent brains, rewards, and risk	Dobbs (2011), Gardner & Steinberg (2005), Smith et al. (2014)
	F 2/3	Social transitions	Ch. 3
5	M 2/6	Social transitions	Ch. 3
	W 2/8	<i>Discussion:</i> Emerging adulthood Analysis Paper 1 due in class	Henig (2010), Arnett (2007), Hendry & Kloep (2007)
	F 2/10	The family	Ch. 4
6	M 2/13	The family	Ch. 4
	W 2/15	<i>Discussion:</i> Parenting and adolescent adjustment	Luthar & Latendress (2005), McNeely & Barber (2010), Gottlieb (2011)
	F 2/17	Test 1	—
7	M 2/20	<i>Class does not meet today</i>	—
	W 2/22	TPSL reflections TPSL journal due in class	—
	F 2/24	Peers and friends	Ch. 5
8	M 2/27	Peers and friends	Ch. 5
	W 3/1	<i>Discussion:</i> Social media	Rabin (2016), Sherman et al. (2016), Underwood & Faris (2016), Contrera (2016), Hoffman (2010)
	F 3/3	Schools	Ch. 6
9	M 3/6	Spring Break	
	W 3/8	Spring Break	
	F 3/10	Spring Break	

Week	Date	Topic / Assignment Due	Readings
10	M 3/13	<i>Discussion:</i> Single sex schools	Weil (2008), Halpern et al. (2011), Sax (2011), Fabes et al. (2011), Bigler & Signorella (2011)
	W 3/15	Identity	Ch. 8
	F 3/17	Identity	Ch. 8
11	M 3/20	<i>Discussion:</i> Gender identity and gender-role behavior	Padawer (2012), Toomey et al. (2010), Denizet-Lewis (2009)
	W 3/22	Autonomy	Ch. 9
	F 3/24	Autonomy	Ch. 9
12	M 3/27	Test 2	—
	W 3/29	Intimacy	Ch. 10
	F 3/31	Intimacy	Ch. 10
13	M 4/3	Sexuality	Ch. 11
	W 4/5	Begin watching <i>Boyhood</i>	—
	F 4/7	Finish <i>Boyhood</i>	—
14	M 4/10	<i>Discussion:</i> <i>Boyhood</i> and TPSL reflections TPSL journal due	—
	W 4/12	Sexuality	Ch. 11
	F 4/14	<i>Discussion:</i> Romantic relationships and sexual behavior	Taylor (2013), Furman & Shaffer (2011), Rauer et al. (2013)
15	M 4/17	Psychosocial problems in adolescence	Ch. 13
	W 4/19	<i>Discussion:</i> College adjustment and medication use	Clemetson (2006), Schwarz (2012), Sharpe (2012), DuPaul & Weyandt (2009), Rabiner et al. (2009)
	F 4/21	Test 3	—
16	M 4/24	Wrap-up	—
17	M 5/1 9:00 a.m. to 12:00	TPSL reflections and presentations Analysis Paper 2 due TPSL journal due	—