

PSYC 102: Adolescent Development

This course is an introduction to development from early adolescence to young adulthood. It introduces basic issues in adolescence, adolescent psychology, and adolescent development. Although the course concentrates on adolescent psychology, it is also concerned with the wide range of biological, health, social, and cultural issues associated with adolescence. The course concentrates on normal adolescent development across cultures, while surveying the psychological, behavioral and social problems that may arise during adolescence. Normal adolescent development and its risks are studied in the context of family, peers, school, and social control mechanisms. The developmental and contextual perspective of transition, risk and resilience is used to organize thinking and discussion. This perspective is particularly useful in examining the rapid maturation and rapidly changing contexts of the adolescent life stage.

The **text and readings** discuss current fundamental ideas and research in adolescence development, particularly in the USA. The **lectures** review adolescence from a risk perspective, focusing on problems and difficult transitions in adolescence. Class **sections** will be devoted to writing projects, especially a group project contributing to Wikipedia entries on adolescence. **Assignments** (including quizzes, essays, and the Wiki project) emphasize analysis of problems and solutions in adolescent development.

Instructor:

David A. "Tony" Hoffman email: thoffma@ucsc.edu phone: 831 247 5558
Office: room 352, Social Sciences Bldg. 2 (aka "SS2") Office hrs: Wednesdays and Fridays at 1 PM

Course assistants:

Charlotte Massey cmassey@ucsc.edu office: SS2 rm 352 office hour: Tuesdays at 4 PM
Luis Acosta laacosta@ucsc.edu office: office hour:

Class times and locations:

Lectures:	8AM - 9:10AM	on Mondays, Wednesdays and Fridays,	in Stevenson Academics 150.
Section A	Wednesdays 3:30PM - 4:40PM	Eight Acad 252	Charlotte
Section B	Tuesdays 8:30AM - 9:40AM	Soc Sci 2 179	Charlotte
Section C	Thursdays 2:00PM - 3:10PM	Eight Acad 252	Luis
Section D	Thursdays 8:30AM - 9:40AM	J Baskin Engr. 372	Luis

Course materials:

Textbook: Laurence Steinberg (2011). *Adolescence* (ninth edition). McGraw Hill. Available in hardcopy at the BayTree bookstore. The text is also available as a CourseSmart ebook for about half the price of the printed copy. This is a great way to get texts, because these ebooks have search tools, browsing tools, links, readings, audio and video media, and more. And they save paper! CourseSmart texts are available at <http://www.coursesmart.com/>

Web sites: Some readings, handouts, lecture notes, important links, and announcements are on Tony's instructional web site <http://www.tonyhoffmanucsc.net/> (username is "student" and the password is "skateboard"). Readings from this site might be used for make-up work (to be discussed in class). The text web site [Adolescence Information Center: \(http://higherred.mcgraw-hill.com/sites/0073532037/information_center_view0/\)](http://higherred.mcgraw-hill.com/sites/0073532037/information_center_view0/) has outlines, glossaries, and quizzes that will be useful for success in this class.

Films: An excellent set of films on various topics in adolescence are on reserve in the McHenry media library for viewing. The films (and their associated essay assignments) are listed below (four film reviews are assigned, as described below).

Assignments, evaluations and grades:

All grading and evaluation is criterion-based, which means that students are evaluated on objective criteria rather than on a curve. Thus all students have the opportunity to get an A in this class.

There is to be no competition; collaborative and cooperative learning is expected. Students are strongly encouraged to form study groups. Evaluations of student progress will be based on:

- Three quizzes, 100 points each, for a total value of 300 points
 - Four film essays, 20 points each for a total value of 80 points
 - Section attendance (taken randomly) 5 points per section, total value of 20 points
 - Class attendance (taken randomly) 5 points per class for a total value of 20 points
 - A group project editing Wikipedia's entries on adolescence 80 points
- Total possible points: 500 points

Student evaluations will in part be based on timeliness, according to the class schedule below. Film and paper due dates are fixed (and all film essays must be submitted in hardcopy). Quizzes cannot be taken late without proof of dire circumstances. Attendance is expected in class and sections, and may be a factor in grading and evaluations. Helpful and productive class and group participation may be a factor in grading and evaluations. If any of the due dates are missed for a legitimate reason, a make-up assignments will be given (usually a research paper). There will be opportunities for extra credit in the quizzes, and one make-up film essay will be allowed that makes up for missed film essay points.

A tentative grading breakdown: A>465, A->460, B+>455, B>420, B->415, C+>410, C>385, D or F<384. If you want an A+, do the following: get over 98% of the possible points on all quizzes and assignments, attend all class meetings and sections, and complete the extra film essay.

Enrollment:

This is a popular class with a long wait list. Attendance is expected in all lectures and sections. Students will be dropped from the class if they do not attend the first two lectures and the first section. At this first section, students who have not chosen a project topic will be dropped from the course.

Veterans:

You are welcome and honored here. If you need any assistance, please talk to Tony or the teaching assistants.

Disability accommodations:

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to Tony during his office hours or by appointment, preferably within the first week of the quarter. Contact DRC by phone at 831-459-2089, or by email at drc@ucsc.edu for more information.

This class is located in an academic honor zone:

This class is a community of learners. Students are asked to honor, respect, and facilitate the learning of all students. Students should come to class prepared with the assigned readings completed. Please help class routines and procedures run smoothly. It is expected that students will engage in activities that help others learn. This includes the use of constructive discussion and inquiry, sharing learning materials, assisting in research, cooperating and collaborating with others.

Students are expected to do nothing to harm the educational experience of other students in the class. This expectation applies to appropriate behavior during class: arriving on time for class, avoiding unnecessary disruptions, etc. Cell phones, beepers and noisy electronics must be turned off in class. Students should facilitate instruction, help other students voice their knowledge, help in the expression of ideas, and avoid the use of irrelevant or tangential questions. Do not come to class to sleep (you will be awakened and asked to leave). Do not come to class to read a book or newspaper, nor to listen to your iPod or MP3 player. If you will be taking notes using your laptop, please do not use the laptop to answer email or to surf the web; we will periodically check the content of your screens.

Collaborative and group learning is encouraged in this course. However, all work submitted in this course must be your own and produced exclusively for this course. All work for submission needs to be in ink. Tony assumes all students are familiar with UCSC's policy on academic honesty and integrity (available at: http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/). This is a policy the class will strictly adhere to. Cheating on exams will result in failure and dismissal from the class. As in all UCSC classes, plagiarism is prohibited. The ideas and writings of others are shared contributions to our knowledge; the use of others' work (ideas, quotations, paraphrases) must be properly cited and documented. Students who have any questions about academic honesty issues as they pertain to this course should consult with Tony or a TA before completing any course requirements.

Save and back up your work in this class! As with all UCSC courses, students are responsible for archiving papers, exams, and other records documenting their progress in this course. It is expected that students will copy or back up all work on disk or hardcopy. If material is misplaced, students must be able to reproduce it if requested. Disk crashes and/or lost materials do not excuse a student from producing required work.

Tentative Schedule of Lectures, Assignments and Quizzes

The week of January 9:

Lecture topics:
the fundamental changes of adolescence
adolescent tasks and transitions
biological transitions
Sections: no sections this week
Reading: Text Introduction and chapter 1

The week of January 16:

No class on Monday January 16 (MLK appreciation day)
Lecture topics:
more on biological transitions
cognitive changes
Sections: **Wikipedia project topic due.**
Reading: chapter 2

The week of January 23:

First film essay due Monday January 23
Lecture topics:
social redefinition and the social invention of adolescence
Sections: review for quiz 1
Reading: chapter 3
Quiz 1 Friday January 27 (covers lectures to date, text introduction through chapter 3)

The week of January 30:

Lecture topics:
the family crucible
Sections: **outlines and bibliographies of Wikipedia project due.**
Reading: chapters 4 & 5

The week of February 6:

Second film essay due Monday February 6
Lecture topics: peers, crowds and cliques
Sections: collaboration on Wikipedia projects
Reading: chapter 6

The week of February 13:

Lecture topics: school and work
Sections: review for quiz 2.
Reading: chapter 7
Quiz 2 Friday February 17 (covers lectures, text chapters 4 - 7)

The week of February 20:

No class on Monday February 20 (Presidents' Day)
Third film essay due Wednesday February 22
Lecture topics:
identity and its myths
emotions, autonomy, skateboards and make-up
adolescent drug use
Sections: collaboration on Wikipedia projects
Reading: chapter 8 & 9

The week of February 27:

Lecture topics:
intimacy and its transitions
adolescent sexuality
Sections: rough drafts presented and reviewed
Reading: chapter 10

The week of March 5:

Fourth film essay due Monday March 5
Lecture topics:
juvenile delinquency
mental disorder arising in adolescence
Reading: chapter 11
Sections: rough drafts presented and reviewed
Wikipedia project due Friday March 9

The week of March 12:

Lecture topics:
achievement and the transition to adulthood
Sections: review for quiz 3.
Reading: chapters 12 & 13.
Make-up film essay due Friday March 16

Final examination week:

Quiz 3 Wednesday March 21, noon–3:00 PM
(covers lectures and chapters 8 - 13)

Important due dates/deadlines for this class

The week of January 16 in section: Wikipedia project topic due.
Monday January 23: first film essay due
Friday January 27: quiz 1
Week of January 30, section: outlines and bibliographies of Wikipedia project due.
Monday February 6: second film essay
Friday February 17: quiz 2

Wednesday February 22: third film essay
The weeks of February 27 and March 5 in section: rough draft of Wikipedia projects
Monday March 5: fourth film essay
Friday March 9: final Wikipedia entry project
Friday March 16: make-up film essay
Wednesday 21 March 21, noon–3:00 PM: quiz 3

The PSYC 102 Film Series Winter 2012

This winter we have an excellent set of documentaries about adolescents. They are on reserve in the media center in the McHenry library. But you need not watch them in McHenry, because some of these films are online (particularly on the NatGeo and PBS web sites) and available for rent.

The documentaries are listed below, with essay prompts. The primary purpose of these two-page film essays is to confirm that you thoughtfully watched the documentary films in this class. You are to summarize the films (describing the beginning, middle, and end) and critically analyze them. The essays are to be roughly 1000 words (usually two pages).

Due dates are on the syllabus. Essays may not be turned in advance. Make-up essays can be turned in on any of the regular due dates. – th

5 Girls: This film was made at a time when teen girls were seen as rather passive and helpless. For two years, the filmmaker followed five young women between the ages of 13 and 17. The film explores the ways these girls discover the resources necessary to successfully navigate the rocky waters of adolescence. Summarize the film, focusing on the positive ways girls learn to adapt to challenge in their lives. Describe how the girls exercise choice, develop their psychosocial strengths, and resist powerful cultural messages. Give examples. What are your conclusions about these girls' decision-making and resilience?

Aging Out: Summarize the film, including a statement of its beginning, progress and content, and its conclusion. Describe the different characters' adaptations to young adult life, and suggest an appropriate way to improve or prevent such difficult transitions.

Child Brides (PBS): Summarize the film. Why are so many of these brides accepting of their situation? Are they opposed to teenage marriage? What solutions do they want?

Children of Haiti: This film poignantly describes the lives of some typical street boys in Haiti. Summarize the film. Describe the lifestyle, experiences, risks and development of at least two of the boys. Note and suggest typical teenage behavior in them, despite their situation. Suggest what life trajectories it seems they are on. What could help? Describe a program or tactic for assistance and state how it would be helpful.

Cry for Help: Summarize the film. Describe in detail the difficulties of at least two of the teens in this film. Describe difficulties of their lives in crisis. Explore treatments, particularly as they can advise or assist parents and adults trying to help these teens. Suggest appropriate community programs for these teens, as suggested in the movie.

Girlhood (PBS): Summarize the film, including a statement of its beginning, progress and content, and its conclusion. How can teenagers transition from having committed homicide?

A Girl's Life (PBS): Summarize the film and suggest what the narrator is trying to convey most. Discuss the situation, hopes and dreams of two of the four girls interviewed. Discuss how they cope with issues of cyberbullying and body image. Conclude with suggestions about what social systems (or the girls themselves) can do to make the adolescent transition easier.

Inside the Teenage Brain (PBS): Summarize the film. What are three major brain changes that are unique or intensified in adolescence? Describe and explain these changes and differences in detail. How do teen brains compare with adult brains? Why are they important for teen transition to adulthood? Discuss the importance of sleep and exercise for brain development in teens.

Raising Cain (PBS): This two-hour documentary explores the lives of boys from birth through high school through powerful documentary stories. Michael Thompson's in-depth interviews and interactions with these boys reveals the challenges and confusion that boys encounter while growing up in America. Summarize the stories of the three teens (one almost teen) in this documentary: Rubin, Kevin and Mike (skip the section on Seth) and suggest how they are pretty typical teens from a psychosocial perspective (give examples). Dr. Thompson discusses how the educational system and today's cultural circumstances are not equipping America's boys with the right tools to development emotionally. Describe four of these social failures and their outcomes for boys. Suggest and describe at least three solutions (yours or those suggested in the film).