Voyage: Fall 2014
Discipline: Psychology
PSYC 3480: Adolescence: Theory and Development
Division: Upper
Faculty Name: Janet Schofield
Credit Hours: 3; Contact Hours: 38

Pre-requisites: None

COURSE DESCRIPTION: This course focuses on the period of life in which individuals transition from childhood to being considered as full adults by their society. The precise age span during which this transition occurs differs between cultures, but it is generally the period of roughly a decade from the beginning of the teenage years through the early to mid 20’s. The class explores the developmental changes in individuals’ physical, cognitive and social functioning during this period as well as the social experiences common to it. Attention will be devoted to issues that often cause problems during this period (e.g. adolescent pregnancy, drug and alcohol use, violence and gang membership) as well as to the way that family and peer relationships, societal conditions such as poverty, and cultural norms regarding this period of life shape the experiences of young people and their developmental outcomes.

COURSE OBJECTIVES:
1. To learn about the changes and challenges occurring during the developmental stages of adolescence and youth, or emerging adulthood
2. To understand how the life stages of adolescence and emerging adulthood are similar and different from culture to culture

REQUIRED TEXTBOOK

AUTHOR: L. Steinberg
TITLE: Adolescence
PUBLISHER: McGraw Hill
DATE/EDITION: 10th edition, 2013

TOPICAL OUTLINE AND READING ASSIGNMENTS

Depart Southampton- August 23:

B1- August 26: HISTORICAL PERSPECTIVES ON ADOLESCENCE, BIOLOGICAL DEVELOPMENT DURING ADOLESCENCE & QUESTIONNAIRE/INTERVIEW DESIGN

Read: Steinberg, Introduction, pp. 3-18.
Frank, A. (1998). *Diary of a Young Girl*. Sat. June 20, 1942 (This is the first of the two Jan. 6 entries) “Writing a diary is a really strange experience…, . pp. 12-16; Mon. Nov. 2, 1942, pp. 80-81 & immediately following comment on same page added on Jan. 22, 1944; Thurs. Jan. 6, 1944, pp. 204-207 or http://www.amazon.com/Anne-Frank-Diary-Young-Girl/dp/0553296981%3FSSubscriptionId%3DAKIAJC2NK5J37COXP S2A%26tag%3Debookonlinere-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%2 6creativeASIN%3D0553296981

B2-August 28: COGNITIVE AND SOCIAL DEVELOPMENT IN ADOLESCENCE


St. Petersburg: August 30- September 1

B3- September 2: UNDERSTANDING AND EVALUATING ONESELF: SELF CONCEPT AND SELF ESTEEM

Read: Steinberg, Chapter 8: Identity, pp. 254-264.


Gdansk-Rostock September 5-9

B4- September 4: IDENTITY DEVELOPMENT

Read: Steinberg, Chapter 8: Identity, pp. 265-283.


B5- September 11: ACHIEVING EMOTIONAL, COGNITIVE & BEHAVIORAL AUTONOMY

Read: Steinberg, Chapter 9: Autonomy, pp. 288-313.

Antwerp: September 14-16

Le Havre: September 17-19

B6-September 13: FRIENDSHIP IN ADOLESCENCE

Read: Steinberg, Chapter 10: Intimacy, pp. 324-335.


B7- September 21: DATING AND ROMANCE
Read: Steinberg, Chapter 10: Intimacy, pp. 335-346.
Dating blog "Grounded and Ungrounded, How a date can go horribly wrong” (electronic copy on reserve)

Dublin: September 24-27

B8- September 23: QUIZ FOR HALF OF CLASS SESSION. Then, DATING AND ROMANCE (con’t)


B9- September 29: DEVELOPING SEXUALITY
Read: Steinberg, Chapter 11: Sexuality, pp. 352-375 middle.

Lisbon: October 1-2
In transit: October 3
Cadiz: October 4-5

B10- October 6: INTELLIGENCE AND ACHIEVEMENT
Read: Steinberg, Chapter 12: Achievement, pp. 384-399.

Casablanca: October 8-11
B11-October 12: FACTORS INFLUENCING ACHIEVEMENT IN ADOLESCENCE  
Read: Steinberg, Chapter 12: Achievement, pp. 399-412.  
(electronic copy on reserve)

B12- October 14: PARENTING AND ADOLESCENT DEVELOPMENT  
Read: Steinberg, Chapter 4: Family, pp. 120-135.  
Anonymous, How Old is Grandma (electronic copy on reserve)  

Dakar: October 16-19

B13- October 20: CULTURE AND FAMILY RELATIONS IN ADOLESCENCE  
Read: Steinberg, Chapter 4: Family, pp. 135-149.  
Singh, H. S (February 2, 2014). Indian woman and baby burned alive for dowry, police say. CNN updated 6:46 AM EST (electronic copy on reserve)

B14- October 22: PEER RELATIONS AND THEIR IMPACT ON DEVELOPMENT  
Read: Steinberg, Chapter 5: Peer Groups (pp. 151-165).

Takoradi: October 25-26  
Tema: October 27-28

B15- October 24: BULLYING, LONELINESS, AND OSTRACISM  
Read: Steinberg, Chapter 5: Peer Groups (pp.166-184).

B16- October 30: EDUCATIONAL ATTAINMENT AND THE NATURE OF SECONDARY SCHOOLING AROUND THE WORLD  
Read: Steinberg, Chapter 6: Schools, pp. 188-209.

Study Day: November 2

B17-November 1: Half of class time is quiz; Then, NATURE OF SCHOOLING AND ITS IMPACT ON ADOLESCENCE  
Read: Steinberg, Chapter 6: Schools, pp. 209-216.

B18- November 4: SPORTS, MUSIC, AND DEVELOPMENT  
Read: Steinberg, Chapter 7: Work, Leisure & Media, pp. 220-238.
Rio de Janeiro: November 7-9
In-transit: November 10-11
Salvador: November 12-14

B19- November 6: DIGITAL ADOLESCENTS AND YOUTH
Read: Steinberg, Chapter 7: Work, Leisure & Media, pp. 239-250.

http://www.nytimes.com/2014/02/01/business/retailers-ask-where-did-teenagers-go.html?hp&_r=0 (electronic copy on reserve)


B20- November 16: CHALLENGES FACING YOUTH: EMPLOYMENT
Read: Liebow, E. (2003). Tally’s Corner, Men and Jobs
Making College Pay
Urban Witch blog entry (electronic copy on reserve)

Study Day: November 19

B21-November 18: PSYCHOSOCIAL PROBLEMS ENCOUNTERED BY YOUTH
Read: Steinberg, Chapter 13: Psychosocial Problems, pp. 416-441.

Bridgetown: November 22-24

B22-November 21: RISK-TAKING IN ADOLESCENCE AND YOUTH
Read: Steinberg, Chapter 13: Psychosocial Problems, pp. 442-450.
SAMHSA (8/29/2013). Substance Use by Adolescents on an Average Day is Alarming.
http://www.samhsa.gov/newsroom/advisories/1308285320.aspx (electronic copy on reserve)
B23- November 26: REDUCING ALCOHOL USE & TEEN PREGNANCY


World Health Organization: Adolescent pregnancy  

Oh shit…by Sammy blog (electronic copy on reserve.)

Havana: November 29- December 2:

B24-November28: REVIEW AND CLASS PRESENTATIONS ON SELECTED INDIVIDUAL FIELD ASSIGNMENTS

Study Day- December 3

B25-DECEMBER 5 (B DAY FINALS)

FIELD WORK
Attendance at this field lab is mandatory, given that it constitutes 20% of the class contact hours. Failure to attend can result in the Registrar assigning dock hours and a significant drop in your course grade.

FIELD LAB: PREVENTING AND TREATING PROBLEM BEHAVIOR IN ADOLESCENTS

Academic Objectives:
1. to understand the kinds of problems Irish adolescents and youth face
2. to learn about successful approaches to preventing such problems
3. to learn about how the institutions serving adolescents such as schools and counseling centers help Irish adolescents with such problems.

Field Lab Description: Go to University College Dublin (UCD) to meet with Drs. Fitzgerald and Dooley to hear about and discuss with them the results of a recent large scale survey about the lives and problems of Irish adolescents and youth. While at (UCD), each SAS student will be expected to find 3 University College Dublin students and do a 10 minute interview with them about college life in Ireland, which we will later compare to the answers to the same questions from SAS students. Lunch will be eaten on campus at a "student hangout". In the afternoon, after a campus tour, we will meet with representatives of a large counseling center for Irish teens (HEADSTRONG) to learn about how they approach helping Irish adolescent with various kinds of problems.
Associated Assignments

**Develop a brief questionnaire** (5% of course grade) about college life in Ireland, exploring both academic and social experiences. Then, through class discussion, we will refine these and settle on one or more final questionnaires that will be used by all students during the field lab to gather information to be discussed in class, about college life in Ireland. The grade on this part of the field lab will reflect both content and methodological considerations.

**Paper assignment:** (15% of course grade). Select one of the following issues that are common in adolescence - excessive alcohol use, illegal drug use, gang violence, teen pregnancy. Based on what you learned in the field lab, as well as in this class more generally, about the prevalence, prevention and treatment of one of these issues, what recommendations would you give to parents who were a) concerned about preventing the development of such a problem in their children, or b) dealing with a teen son or daughter engaged in such behavior?

**INDIVIDUAL FIELD ASSIGNMENT**
Develop an interview guide on a topic covered in this course (e.g. schooling, family life, alcohol use, etc). Next, interview 3 adolescents/emerging adults of similar age (within 2-3 years of each other) and sex and socioeconomic background (to the extent possible) in one country before Morocco and one country from Morocco to Brazil. Then, write a paper comparing your findings from the two countries. Be sure to supplement the information gathered in the interviews with materials gathered from library/on-line research on this topic or other sources.

**COURSE GRADE COMPONENTS**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Questionnaire for field lab</td>
<td>5%</td>
<td>Due Sept. 13 (Saturday) by 5pm</td>
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<tr>
<td>Paper stemming from field lab</td>
<td>15%</td>
<td>Due Nov. 28 (Friday) IN CLASS</td>
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<tr>
<td>Interview guide/questionnaire for individual field assignment</td>
<td>5%</td>
<td>Due Sept. 2 (Tuesday) by 5pm</td>
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<tr>
<td>Paper on individual field assignment</td>
<td>15%</td>
<td>Due Nov. 18 (Tues. by 5pm)</td>
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<td>Quiz 1</td>
<td>15%</td>
<td>Sept. 23 (Tuesday) in class</td>
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<tr>
<td>Quiz 2</td>
<td>15%</td>
<td>Nov. 1 (Saturday) in class</td>
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<td>Participation in class exercises (classes will present students with brief questionnaires to complete and discuss, opportunities to present on readings or in-port observations, discussion of teen blogs, etc.)</td>
<td>10%</td>
<td>All semester in class</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
<td>Dec. 5 (Friday)</td>
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**RESERVE LIBRARY LIST**

AUTHOR: Steinberg, L  
TITLE: Adolescence  
PUBLISHER: McGraw Hill  
DATE/EDITION: 10th Edition


**ELECTRONIC COURSE MATERIALS**

**AUTHOR:** Anne Frank

**BOOK TITLE:** *Diary of a Young Girl*: The Definitive Edition

**DATE:** n.d.

**PAGES:** All


There are other electronic readings that Professor Schofield will provide.

**ADDITIONAL RESOURCES**

I expect that for written assignments students will need to consult some of the books and papers that are available through in the SAS library system.

**HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”