

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Spring 2014**

**Discipline: Psychology**

**SEMS 3500-108: Adolescent Psychology**

**Faculty Name: Peg Barratt**

**A-days 14:25 to 15:40**

**Field lab Feb. 22 Singapore**

### **COURSE DESCRIPTION:**

Across the physical, cognitive, and psychosocial domains, this course will focus on developmental transitions from early adolescence through to early adulthood. The focus will be on the relative influence of nature and nurture, as well as the theoretical framework and methodologies of developmental psychology that lead to this knowledge. The cognitive neuroscience of adolescence will be included. Adolescent development will be examined in the context of the layered relationships with family, friends, community, and the cultures within which adolescent development unfolds. The Semester at Sea learning community will address contemporary adolescent issues of communication, sexuality, values, media, risky behavior, school, mental health, violence and work.

### **COURSE OBJECTIVES:**

#### Learning Goals

At the end of this course, and a year later, students should:

- 1) Understand and describe from a developmental psychology perspective: the fundamental changes of adolescence, the contexts of adolescence, and psychosocial development during adolescence.

#### Learning activities:

Read text (Steinberg)

Attend explanatory lectures

#### Assessment (20%)

Factual unit exams

- 2) Apply developmental psychology by thinking critically about theory and research in all aspects of adolescence.

#### Learning activities:

Read text (Steinberg)

Rich learning experiences in class: debate, simulating psychological experiments, small group problem solving, case studies, role play, discussions, dramatization, planning an intervention, etc.

Field lab

Assessment (30%)

Unit exams with (a) critical thinking, (b) theory, (c) research  
Class discussion

- 3) Make connections between the theory, research literature, and perspectives in this course and the country-specific observations and readings. How does culture affect behavior?

Learning activities:

Read texts (Steinberg & Arnett)  
Situational observations on shore  
Informal conversations on shore  
Rich learning experiences in class  
Field lab

Assessment (20%)

Short papers with each unit including (a) critical thinking, (b) theory, (c) research  
Class discussion

- 4) Understand their own selves and their own adolescence from a developmental psychology perspective.

Learning activities:

Read texts (Steinberg and Arnett)  
Experiences on shore  
Field lab

Assessment (20%)

Three journal reflections linking self and course content

- 5) Develop an empathy that understands, values, and respects a variety of perspectives. Focus on cultural diversity and intercultural relations.

Learning activities:

Entire course

Assessment (5%)

Reflected in written and oral work

- 6) Learn how to study written material, participate in learning activities, and use these in thoughtful writing and discussion.

Learning activities:

Field lab  
Rich learning experiences

Feedback on assignments

Assessment (5%)

Two journal reflections on learning (early and late in the course)

### **REQUIRED TEXTBOOKS:**

AUTHOR: Laurence Steinberg

TITLE: *Adolescence*

PUBLISHER: McGraw Hill

ISBN #: 978-0-07-353203-5

DATE/EDITION: 2011/ninth

AUTHOR: Jeffrey Jensen Arnett

TITLE: *Adolescent Psychology Around the World*

PUBLISHER: Psychology Press

ISBN #: 978-1-84872-888-2

DATE/EDITION: 2012

➔ Readings must be done before class – quizzes will check this

### **TOPICAL OUTLINE OF COURSE**

#### **Unit One: The Fundamental Changes of Adolescence**

**A1- January 12:** Introduction, Who are we? What are the major issues of adolescence? What rich learning experiences interest you?

**A2- January 14:** Steinberg Introduction (3 – 20)

The study of adolescent development

A multidisciplinary approach to adolescence

The boundaries of adolescence

A framework for studying adolescent development

Theoretical perspectives on adolescence

**A3- January 16:** Arnett Preface, Introduction, Chapter 16: United States of America (vii – xii; 225 – 240) Chapter 14: Mexico 195 – 210

➔ **Assignment due:**

Journal reflection on adolescent psychology approaches, framework, and theoretical perspectives. How will this help me understand myself? (up to one page)

January 17: Hilo

**A4- January 19:** Steinberg Chapter One (23 – 56)

## Biological Transitions

- Puberty: An overview
- Somatic development
- The timing and tempo of puberty
- The psychological and social impact of puberty
- Eating disorders
- Physical health and health care in adolescence

### **A5- January 22:** Steinberg Chapter Two (57 – 86)

#### Cognitive transitions

- Changes in cognition
- Theoretical perspectives on adolescent thinking
- The adolescent brain
- Individual differences in intelligence in adolescence
- Adolescent thinking in context

➔ **Assignments due:** Journal reflection on learning: What am I learning? What is the value of what I am learning? How am I learning? What else do I need to learn? (up to one page)

### **A6- January 25:** Steinberg Chapter Three (87 – 116)

#### Social transitions

- Social redefinition and psychosocial development
- The elongation of adolescence
- Adolescence as a social invention
- Changes in status during adolescence
- The process of social redefinition
- Variations in social transitions
- The transition into adulthood in contemporary society
- The influence of neighborhood conditions on adolescent development

### ➔ **A7- January 27: Unit One Exam: Factual and Essay**

Half of the exam is short answer questions reflecting factual understanding; half of the exam is one essay applying theory and research to a significant question in the fundamental changes of adolescence. Answer must evidence (a) critical thinking, (b) social psychology theory, (c) social psychology research and (d) field and class experiences. 60 minute exam, 75 minutes allowed.

January 29-February 3: Yokohama, Transit, Kobe

## **Unit Two: The contexts of adolescence**

### **A8- February 4:** Arnett Chapter Seven: China (87 – 102)

➔ **February 5 (day after class) Assignment Due:** Short paper linking fundamental changes in adolescence to your experiences in Mexico, Hawaii, and Japan. Include (a) critical thinking, (b) adolescent psychology theory, and (c) adolescent psychology research. (up to two pages)

February 6-11: Shanghai, Transit, Hong Kong

**A9- February 12:** Steinberg Chapter Four (119 – 148)

Families

- Is conflict between teenagers and parents inevitable?
- Family relationships at adolescence
- Family relationships and adolescent development
- Behavioral genetics and adolescent development
- The adolescent's family in a changing society
- The importance of the family in adolescent development

February 14-19: Ho Chi Minh City

**A10- February 20:** Steinberg Chapter Five (149 – 180)

Peer groups

- The origins of adolescent peer groups in contemporary society
- The adolescent peer group: A problem or necessity?
- The nature of adolescent peer groups
- Adolescents and their crowds
- Adolescents and their cliques
- Popularity and rejection in adolescent peer groups
- The peer group and psychosocial development

February 22-23: Singapore

➔ Feb. 22 Field Lab Singapore.

**A11- February 24:** Further discussion of Field Lab

➔ **Assignment Due February 25 (day after class):** Journal reflection on adolescent psychology. How has this material so far helped me to understand myself? (up to one page)

**A12- March 5:** Steinberg Chapter Six (181 – 210)

Schools

- The broader context of U.S. secondary education
- The social organization of schools
- Classroom climate
- Beyond high school
- Schools and adolescent development

February 27-March 4: Rangoon

**A13- March 7:** Arnett Chapter Eight: India (103 – 120)

March 9-14: Cochin

**A14- March 15:** Steinberg Chapter Seven (211 – 242)

Work, leisure, and media

Adolescents' free time in contemporary society

Adolescents and work

Adolescents and leisure

Adolescents, media, and the internet

Free time and adolescent development

➔ **Assignment Due March 16 – day after class.** Short paper linking the contexts of adolescence to your experiences in Shanghai, Hong Kong, Ho Chi Minh City, Singapore, and Rangoon. Include (a) critical thinking, (b) adolescent psychology theory, and (c) adolescent psychology research. (up to two pages)

➔ **A15- March 18: Unit Two Exam: Factual and Essay**

Half of the exam is short answer questions reflecting factual understanding; half of the exam is one essay applying theory and research to a significant question in the contexts of adolescence. Answer must evidence (a) critical thinking, (b) adolescent psychology theory, (c) adolescent psychology research and (d) field and class experiences. 60 minute exam, 75 minutes allowed.

March 21: Port Louis

**Unit Three: Psychosocial Development During Adolescence**

**A16- March 20:** Steinberg Chapter Eight (245 – 276)

Identity

Identity as an adolescent issue

Changes in self-conceptions

Changes in self-esteem

The adolescent identity crisis

Research on identity development

The development of ethnic identity

Gender-role development

**A17- March 23:** Steinberg Chapter Nine (277 – 304)

Autonomy

Autonomy as an adolescent issue

The development of emotional autonomy

The development of behavioral autonomy

The development of cognitive autonomy

➔ **March 23: Assignment Due:** Journal reflection on adolescent psychology. How has this material so far helped me to understand myself? (up to one page)

**A18- March 26:** Steinberg Chapter Ten (305-336)

Intimacy

- Intimacy as an adolescent issue
- Theoretical perspectives on adolescent intimacy
- The development of intimacy in adolescence
- Dating and romantic relationships
- Intimacy and psychosocial development

March 28-April 2: Cape Town

**A19- April 3:** Arnett Chapter 24 United Kingdom (353-367)

**A20- April 5:** Issues session

**A21- April 8:** Steinberg Chapter 11 (337 – 370)

Sexuality

- Sexuality as an adolescent issue
- How sexually permissive is contemporary society?
- Sexual activity during adolescence
- The sexually active adolescent
- Risky sex and its prevention

➔**Assignment Due:** Short paper linking psychosocial development during adolescence to your experiences in Cochin, Port Louis, and Cape Town. Include (a) critical thinking, (b) adolescent psychology theory, and (c) adolescent psychology research. (up to two pages)

April 10-14: Tema, Transit, Takoradi

**A22- April 15:** Steinberg Chapter 12 (371 – 400)

Achievement

- Achievement as an adolescent issue
- Achievement motives and beliefs
- Environmental influences on achievement
- Educational achievement
- Occupational achievement

**A23- April 17:** Steinberg Chapter 13 (401 – 434)

Psychosocial problems

- Some general principles about problems and adolescence
- Psychosocial problems: their nature and covariation
- Substance use and abuse
- Externalizing problems
- Internalizing problems

## Stress and coping

**A24- April 20:** Arnett Chapter Four: Morocco (47 – 60)

➔ **Assignment Due:** Journal reflection on learning: What am I learning? What is the value of what I am learning? How am I learning? What else do I need to learn? (up to one page)

➔ **A25- April 28:** A Day Finals: **Unit Three Exam: Factual and Essay**

Half of the exam is short answer questions reflecting factual understanding; half of the exam is one essay applying theory and research to a significant question on psychosocial development during adolescence. Answer must evidence (a) critical thinking, (b) adolescent psychology theory, (c) adolescent psychology research and (d) field and class experiences. 60 minute exam, 75 minutes allowed.

April 23-27: Casablanca

May 2: Arrive in Southampton

## **FIELD LAB and Field Experiences**

Students will have the opportunity for in-depth discussions with young people from Singapore. Questions will be accumulated in class related to the cross-cultural contexts for adolescent development, and these questions will guide one-on-one and small group discussion. The settings for these conversations will include on-campus and informal off-campus settings. Conversations will address the set of topics for the full semester: fundamental changes of adolescence; the school, community, and family contexts of adolescence, and psychosocial development during adolescence. Students will be prepared to open and examine their own lives as they explore the lives of young people in Singapore.

### **Academic Objectives for the field lab:**

1. Apply adolescent psychology by thinking critically about theory and research in a person-to-person context.
2. Make person-to-person connections with young people in Singapore
3. Learn about culture and adolescent psychology in the context of Singapore

1000 Depart ship (earliest start time for Day 1 as there will be the diplomatic briefing upon arrival and sometimes there are issues with immigration and clearance of the ship.)

1100 Welcome and orientation from NIE

1300 Lunch with university student hosts in university cafeteria

1400 Walk (or bus) to nearby cultural or natural site with university students. Explore in small groups for informal conversation

1600 Debrief in large group with university student hosts



1700 Return to ship

1800 Arrive ship

Field lab will be a significant part of the March 18 essay exam (10%), the short paper March 7 (7%), and class discussion Feb. 25 and April 5

## **METHODS OF EVALUATION / GRADING RUBRIC**

Methods of Evaluating: Only the materials of the books and class will be necessary. All evaluations are developmental, allowing for learning and improvement over the semester.

20% Factual exam questions for units 1, 2, 3

30% Essay exams for units 1, 2, 3  
Successful exams will integrate (a) critical thinking, (b) adolescent psychology theory, (c) adolescent psychology research, and (d) class experiences. These skills will also be reflected in class.

20% Short papers for units 1, 2, 3 that make the connection between material of the course and experiences during Semester at Sea. Successful papers will integrate (a) critical thinking, (b) adolescent psychological theory, (c) adolescent psychology research, and (d) Semester at Sea international experiences. These skills will also be reflected in class.

20% Journal reflections linking self and course content, units 1, 2, 3  
Successful reflections will include significant course material with personal reflection

5% Respectful and empathetic reflections throughout the course

5% Journal reflections on learning, one at the start of the course, one at the end of the course

	<b>Goal</b>	<b>Learning Activities</b>	<b>Assessment</b>
1 (20%)	Understand and describe	<ul style="list-style-type: none"><li>• Read text</li><li>• Explanatory lectures</li></ul>	Factual exam questions
2 (30%)	Apply theory and research	<ul style="list-style-type: none"><li>• Read texts</li><li>• Rich learning experiences</li><li>• Field lab</li></ul>	Essay exam questions with (a) Critical thinking (b) Theory and (c) Research Class discussion
3 (20%)	Link to international experiences	<ul style="list-style-type: none"><li>• Read texts</li><li>• Rich learning experiences</li></ul>	Short papers following time ashore with

		<ul style="list-style-type: none"> <li>• Field lab</li> <li>• Situational observations on shore</li> <li>• Conversations on shore</li> </ul>	(a) Critical thinking (b) Theory and (c) Research Class discussion
4 (20%)	Understand self	<ul style="list-style-type: none"> <li>• Read texts</li> <li>• Experiences on shore</li> <li>• Field lab</li> <li>• Class discussion</li> </ul>	Journal reflection on content; self
5 (5%)	Empathy, respect	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Field lab</li> </ul>	Reflected in written and oral work
6 (5%)	Learn to study, write, speak	<ul style="list-style-type: none"> <li>• Class discussion and rich learning experiences</li> <li>• Feedback on assignments</li> </ul>	Journal reflections on learning Oral and written skill

### 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]."