COURSE DESCRIPTION
This course explores current theories and research in the biological, psychological, and social domains of the adolescent developmental period. Paying special attention to the influence of cultural and socioeconomic contexts, we will review definitions of adolescence and explore transitions into adolescence and early adulthood as well as the rites of passage that mark those transitions. Topics include individual and group identity formation, gender development, parenting and family relationships, peer influences, cognitive and personality development, religious influences and identities, and emerging vocational interests. Predictors of optimal growth and resilience will be examined, as well as threats to healthy development and interventions for developmental, emotional, and social difficulties. Finally, we will highlight the significant contributions of adolescents around the world in their homes, schools, and communities.

LEARNING OBJECTIVES

Students in Adolescent Psychology will:
- demonstrate increased awareness and understanding of historical and modern theories and research in adolescent psychology, and demonstrate the ability to think critically about them
- apply theories and provide explanations about how individual differences and contextual factors, especially cultural factors, interact in the course of development
- demonstrate a basic understanding of the universal and culture-specific aspects of biological, psychological, and social aspects of adolescence
- learn about factors that contribute to resilience in various contexts, as well as about atypical development and related interventions

REQUIRED TEXTBOOKS

AUTHOR: Jeffrey Jensen Arnett
TITLE: Adolescence
PUBLISHER: Pearson
Depart Hamburg—September 10

A1—September 12: Introduction to the Course, and The Scientific Study of Adolescence and Emerging Adulthood

A2—September 14: Adolescence in Western Cultures: A Brief History
   Read Chapter 1, pp.3-23

No classes—September 16

A3—September 17: Adolescence Around the World: A Brief Regional Overview
   Read Chapter 1, pp. 25-30
   Read the International Encyclopedia of Adolescence entry: Greece

Athens—September 19-23

A4—September 24: Cultural, Social, and Psychological Responses to Puberty
   Read Chapter 2, pp. 44-57
   Read the International Encyclopedia of Adolescence entry: Italy

Civitavecchia—September 26-28
Livorno—September 29-30

A5—October 1: Cognitive Foundations
   Read Chapter 3, pp. 61-71, 76-82, and 87-91
   Read the International Encyclopedia of Adolescence entry: Spain

Barcelona—October 3-7

A6—October 8: Cultural Beliefs and Socialization, Part 1
   Read Chapter 4, pp. 94-102
   Read Chapter 1, p. 24: Moroccan Conceptions of Adolescence
   Read the International Encyclopedia of Adolescence entry: Morocco

Casablanca—October 10-14

A7—October 15: Cultural Beliefs and Socialization, Part 2
   Read Chapter 4, pp. 103-120

A8—October 17: Exam 1

A9—October 19: Gender
   Read Chapter 5, pp. 123-128 and 142-145
   Read the International Encyclopedia of Adolescence entry: Senegal
Dakar—October 21-24

A10—October 25: The Self
Read Chapter 6, pp. 149-172

A11—October 27: Family Relationships, Part 1
Read Chapter 7, pp. 175-199

No Classes—October 28

A12—October 30: Family Relationships, Part 2
Read Chapter 7, pp. 200-207
Read Family and Socialization Factors in Brazil: An Overview (ship intranet)

Salvador—November 1-6

A13—November 7: Friends and Peers
Read Chapter 8, pp. 211-238

A14—November 9: Love
Read Chapter 9, pp. 241-253

A15—November 11: Sexuality, and Field Class Preparation
Read Chapter 9, pp. 253-274
Read Pregnant Teens—A Crisis (ship intranet)
Read Suicide, Cultural and Ethnic Phenomena in Trinidad and Tobago (ship intranet)
Read 40 Things to do in Trinidad & Tobago (ship intranet)

Port of Spain—November 13-14

Field Class for Adolescent Psychology: University of the West Indies. Adolescence and Emerging Adulthood in Trinidad and Tobago, November 14, 2016

A16—November 15: Field Class Debriefing and Exam 2 Prep

A17—November 17: Exam 2

No Classes—November 18

A18—November 20: School
Read Chapter 10, pp. 278-305
Read the International Encyclopedia of Adolescence entry: Peru

Callao—November 22-26

A19—November 27: Work in Traditional Cultures and the West, and Occupational Choice
Read Chapter 11, pp. 309-335

A20—November 29: Media and Development, Part 1
Read Chapter 12, pp. 337-345
Read the Encyclopedia of Adolescent Development entry: Ecuador

Guayaquil—December 1-4

A21—December 5: Media and Development, Part 2
Read Chapter 12, pp. 345-361

A22—December 7: Externalizing Problems: Risk and Prevention
Read Chapter 13, pp. 363-381
Read the Encyclopedia of Adolescence entry for Central America: Costa Rica, El Salvador, Nicaragua

Puntarenas—December 9-13

A23—December 14: Internalizing Problems, Treatments, and Resilience
Read Chapter 13, pp. 382-392

A24—December 16: Pulling It All Together
*Focused Reflection Journal due

Study Day—December 18

A25—December 19: Exam 3

San Diego—December 22

FIELD WORK

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

FIELD CLASS AND ASSIGNMENT
Field Class: Adolescence and Emerging Adulthood in Trinidad & Tobago

Location: University of the West Indies

Date: November 14, 2016

The Experience: Before the field class, students will discuss about many aspects of adolescence and emerging adulthood in Trinidad & Tobago, including social, cultural, and economic factors that affect norms, expectations, and day-to-day life. Students will create relevant questions and goals for the field class experience that relate to course concepts,
such as school, work, family, relationships, gender roles, and media. At the University of the West Indies, students will interact with young people and faculty to learn about many aspects of life as a young person in Trinidad & Tobago.

**Field Class Assignment and Assessment:** Upon return, students will create an informative reflection/presentation project (power point or approved alternative) highlighting their observations and experiences in the field class, integrating course concepts with what they have learned during the field experience. Presentations should demonstrate how students have met the objectives below. Students will be encouraged to give their presentations to willing audiences during and after the voyage, and to teach many others about what they learned from this experience. The presentation project will be worth 100 points, or 20% of the student’s final grade.

**Objectives:**
- to identify many social, cultural, and economic factors that affect adolescent development in Trinidad & Tobago
- to learn first-hand about some typical and atypical day-to-day experiences of young people in Trinidad & Tobago
- to compare the experiences of young people in Trinidad & Tobago with the experiences of adolescents in our home countries and in other ports of call
- to understand issues related to adolescence and emerging adulthood from the point of view of the young people and faculty at the University of the West Indies

**INDEPENDENT FIELD ASSIGNMENTS**

**Focused Reflection Journal:** During the voyage, students will keep a journal of responses to questions focused on applications of the Adolescent Psychology course material and related to port experiences and observations. Every class day, you will be given one or more questions to answer in your journal. Typically, you will journal outside of class, but you may also be asked to bring your journal to class for in-class writing. A portion of your grade will reflect timely progress on your journal entries. The focused reflection journal is worth 80 points (20% of the final grade).

**Peer Teaching assignment from the *International Encyclopedia of Adolescence* (on reserve in the library):** Pairs of students will be assigned an entry from the *International Encyclopedia of Adolescence* that reflects the countries on our voyage. Students will highlight information from it in a presentation to their peers, typically in the class period just before the port of call for that entry. This assignment is worth 20 points.

**Engagement Writing assignments:** Five times during the semester, there will be an in-class engagement writing assignment given spontaneously during class. These are due at the time they are assigned in class, and students must be present to complete these assignments as they reflect engagement and attendance. Each engagement writing is worth 8 points, for a total of 40 points.

**METHODS OF EVALUATION / GRADING SCALE**
The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework.

Grades in this course are based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three exams (3 x 60 points each, or 15% per exam)</td>
<td></td>
<td>180 (45% of final grade)</td>
</tr>
<tr>
<td>Peer teaching assignment</td>
<td></td>
<td>20 (5%)</td>
</tr>
<tr>
<td>Field class presentation project</td>
<td></td>
<td>80 (20%)</td>
</tr>
<tr>
<td>Focused reflection journal</td>
<td></td>
<td>80 (20%)</td>
</tr>
<tr>
<td>Engagement writing assignments (5 x 8 points)</td>
<td></td>
<td>40 (10%)</td>
</tr>
<tr>
<td><strong>Total points possible:</strong></td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>

The following Grading Scale is utilized for student evaluation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>90-100%, or 360-400 points</td>
<td></td>
</tr>
<tr>
<td>B Good</td>
<td>80-89%, or 320-359 points</td>
<td></td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>70-79%, or 280-319 points</td>
<td></td>
</tr>
<tr>
<td>D Poor, but passing</td>
<td>60-69%, or 240-279 points</td>
<td></td>
</tr>
<tr>
<td>F Failure</td>
<td>59% or below, or 239 or fewer points</td>
<td></td>
</tr>
</tbody>
</table>

**ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

**UNION SEMINARS**

Faculty members on the Fall 2016 Voyage will present on various academic topics during the evening Union Seminars, held during sea days. These topics will present relevant cultural information in various disciplines, depending on the location on the itinerary. Students are encouraged to attend at least one of these sessions, relevant to the academic topic of this course. An appropriate assignment can be made at a time when the Union Seminar schedule has been finalized.

**LEARNING ACCOMMODATIONS**

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of
accommodations pre-voyage as soon as possible, but no later than July 19, 2016 to academic@isevoyages.org.

STUDENT CONDUCT CODE
The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS AND FILMS FOR THE LIBRARY
AUTHOR: Jeffrey Jensen Arnett
TITLE: International Encyclopedia of Adolescence
PUBLISHER: Routledge
DATE/EDITION: 2007

ELECTRONIC COURSE MATERIALS
Family and Socialization Factors in Brazil: An Overview (Dessen & Torres, 2002)
http://www.wwu.edu/culture/DennenTorres.htm

40 Things to do in Trinidad & Tobago (Sander, 2006):

Pregnant Teens—A Crisis (Connelly, 2014):
http://www.newsday.co.tt/sunday_special_report/0,195258.html

Suicide, Cultural and Ethnic Phenomena in Trinidad and Tobago (Sandy, 2014):
https://caribbeanpsychologytoday.wordpress.com/2014/03/18/suicide-a-culturally-ethnic-phenomenon-in-trinidad-and-tobago/

ADDITIONAL RESOURCES
DVDs on Reserve:
Rich Hill
Bend it Like Beckham
Kassim the Dream
Central Station
Precious