

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

<b>Voyage:</b>	<b>Spring 2018</b>
<b>Discipline:</b>	<b>Psychology</b>
<b>Course Number and Title:</b>	<b>PSY 465 Adolescent Psychology</b>
<b>Division:</b>	<b>Upper</b>
<b>Faculty Name:</b>	<b>Patricia Zapf</b>
<b>Semester Credit Hours:</b>	<b>3</b>

**Prerequisites:** One (1) general psychology course

### COURSE DESCRIPTION

This course presents an overview of the nature of adolescence—a socially and culturally constructed period in the life course—from a bio-psycho-socio-cultural perspective. We focus on the period of adolescence as a developmental stage and discuss different perspectives on the biological, psychological, social, and cultural influences on adolescent development in different countries and regions around the world. Primary consideration is given to the 12-18 year age period, with discussion of how this period might extend down to 10 years and up to 25 years in various countries and in relation to transitions and expectations. This course provides an overview of psychological theories that attempt to describe and explain adolescent development as well as a discussion of the methods commonly used to study adolescents. We discuss the period of adolescence, beliefs, gender, the self, family relationships, friends and peer-youth culture, love and sexuality, health risk behavior, education, work, media, politics and the military, as well as unique issues specific to various cultures around the world. Specific focus on biological, cognitive, and social transitions is presented with consideration of how culture impacts or influences development in each of these areas.

### LEARNING OBJECTIVES

Upon completion of this course, the successful student will be able to:

- Describe the period of adolescence as a developmental stage
- Describe the biological, psychological, social, and cultural influences on adolescent development
- Describe psychological theories that attempt to explain adolescent development
- Describe methods commonly used to study adolescents

- Describe the period of adolescence—background, beliefs, gender, self, family relationships, friends and peers/youth culture, love and sexuality, health risk behavior, education, work, media, politics and military, unique issues—for 24 countries, representing four world regions

## REQUIRED TEXTBOOKS

AUTHOR: Jeffrey Jensen Arnett  
 TITLE: Adolescent psychology around the world.  
 PUBLISHER: Psychology Press.  
 ISBN #: 978-1-84872-888-2  
 DATE/EDITION: 2011

AUTHOR: Laurence Steinberg  
 TITLE: Adolescence (11<sup>th</sup> edition).  
 PUBLISHER: McGraw-Hill Education.  
 ISBN #: 978-1-259-56782-7  
 DATE/EDITION: 2016

## TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico — January 5

**B1—January 8: Introduction to the course; The Construct of Adolescence; Biological Transitions in Adolescence (Steinberg Chapter 1); Discussion of expectations and course requirements as well as the role of critical thinking and discussions in learning.**

**B2—January 10: Biological Transitions in Adolescence (Steinberg Chapter 1); Adolescence in Canada (Arnett Chapter 12); Discussion prompts due prior to class meeting (1 pt)**

Honolulu, Hawaii — January 12

**B3—January 13: Cognitive Transitions in Adolescence (Steinberg Chapter 2); Adolescence in the United States (Arnett Chapter 16); Discussion prompts due prior to class meeting (1 pt)**

**B4—January 15: Cognitive Transitions in Adolescence (Steinberg Chapter 2); Adolescence in Argentina (Arnett Chapter 11); Discussion prompts due prior to class meeting (1 pt); Field Assignment: USA Due (2 pts)**

January 16—International Date Line crossing (Lost Day)

**B5—January 18: Social Transitions in Adolescence (Steinberg Chapter 3); Adolescence in Chile (Arnett Chapter 13); Discussion prompts due prior to class meeting (1 pt)**

No Class — January 19

**B6—January 21: Social Transitions in Adolescence (Steinberg Chapter 3); Adolescence in Mexico (Arnett Chapter 14); Discussion prompts due prior to class meeting (1 pt)**

**B7—January 23: Families (Steinberg Chapter 4); Adolescence in Peru (Arnett Chapter 15); Exam #1 (10 pts; covers Steinberg Chapters 1-3, Arnett Chapters 11-16)**

**Kobe, Japan — January 24-28**

**B8—January 30: Families (Steinberg Chapter 4); Adolescence in China (Arnett Chapter 7); Discussion prompts due prior to class meeting (1 pt); Field Assignment: Japan Due (2 pts)**

**Shanghai, China — January 31 - February 1**

**In-Transit — February 2-3**

**Hong Kong, SAR — February 4-5**

**B9—February 7: Peer Groups (Steinberg Chapter 5); Adolescence in Indonesia (Arnett Chapter 9); Discussion prompts due prior to class meeting (1 pt); Field Assignment: China Due (2 pts)**

**Ho Chi Minh City, Vietnam — February 8-13**

**B10—February 15: Peer Groups (Steinberg Chapter 5); Adolescence in The Philippines (Arnett Chapter 10); Discussion prompts due prior to class meeting (1 pt); Field Assignment: Viet Nam Due (2 pts)**

**No Class —February 16**

**B11—February 18: Schools (Steinberg Chapter 6); Adolescence in India (Arnett Chapter 8); Discussion prompts due prior to class meeting (1 pt)**

**Yangon, Myanmar — February 19-23**

**B12—February 25: Schools (Steinberg Chapter 6); Adolescence in Russia (Arnett Chapter 22); Discussion prompts due prior to class meeting (1 pt); Field Assignment: Myanmar Due (2 pts)**

**B13— February 27: Work, Leisure, & Media (Steinberg Chapter 7); Adolescence in the Czech Republic (Arnett Chapter 17); Exam #2 (10 pts; covers Steinberg Chapters 4-6, Arnett Chapters 7-10, 17, 22)**

**Cochin, India — February 28 - March 5**

**No Class — March 7**

**B14—March 8:** Work, Leisure, & Media (Steinberg Chapter 7); Adolescence in France (Arnett Chapter 18); Discussion prompts due prior to class meeting (1 pt); Field Assignment: India Due (2 pts)

**B15—March 10:** Identity in Adolescence (Steinberg Chapter 8); Adolescence in Germany (Chapter 19); Discussion prompts due prior to class meeting (1 pt)

**Port Louis, Mauritius — March 11**

**B16—March 13:** Identity in Adolescence (Steinberg Chapter 8); Adolescence in Italy (Arnett Chapter 20); Discussion prompts due prior to class meeting (1 pt); Field Assignment: Mauritius Due (2 pts)

**B17—March 15:** Autonomy (Steinberg Chapter 9); Adolescence in The Netherlands (Arnett Chapter 21); Discussion prompts due prior to class meeting (1 pt)

**B18—March 17:** Autonomy (Steinberg Chapter 9); Adolescence in the United Kingdom (Arnett Chapter 24); Discussion prompts due prior to class meeting (1 pt)

**Cape Town, South Africa — March 18-23**

**B19—March 25:** Intimacy (Steinberg Chapter 10); Adolescence in Sudan (Arnett Chapter 6); Field Assignment: South Africa Due (2 pts); Exam #3 (10 pts; covers Steinberg Chapters 7-10, Arnett Chapters 18-21, 24, 6)

**B20—March 27:** Sexuality (Steinberg Chapter 11); Adolescence in Nigeria (Arnett Chapter 5); Discussion prompts due prior to class meeting (1 pt)

**B21—March 29:** Achievement (Steinberg Chapter 12); Adolescence in Ethiopia (Arnett Chapter 2); Discussion prompts due prior to class meeting (1 pt)

**Tema, Ghana — March 30 - April 1**

**Takoradi, Ghana — April 2-3**

**B22—April 5:** Psychosocial Problems in Adolescence (Steinberg Chapter 13); Adolescence in Cameroon (Arnett Chapter 1); Discussion prompts due prior to class meeting (1 pt); Field Assignment: Ghana Due (2 pts)

**B23—April 7:** Psychosocial Problems in Adolescence (Steinberg Chapter 13); Adolescence in Israel (Arnett Chapter 3); Discussion prompts due prior to class meeting (1 pt)

**Study Day — April 8; Field Class Summary Due (20 pts)**

**B24— April 10:** Adolescence in Morocco (Chapter 4); Discussion prompts due prior to class meeting (1 pt)

**Casablanca, Morocco – April 11-14**

**B25—April 16: Field Assignment: Morocco Due (2 pts); Final Exam #4 (10 pts; covers Steinberg Chapters 11-13, Arnett Chapters 1-5)**

**Arrive Bremerhaven, Germany – April 19**

**DISCUSSION PROMPTS | 1 point each x 20 | 20% of final grade**

Discussion prompts will be worth 20% of your final grade in this course (20 pts total)

Except for the very first class meeting and the class meetings where exams are administered, you are required to submit two discussion prompts prior to each class meeting (for a total of 20 class meetings). Before each class meeting, please read the required materials for that day and submit two discussion prompts via the course page on Moodle. Your discussion prompt should pose a question that stimulates reasoned judgment among your peers. We will discuss the ways in which to create your discussion prompts in the first class meeting. All discussion prompts will be due prior to the start of the class meeting for the day and will be submitted online through the Moodle platform.

You will be submitting 2 discussion prompts for each of 20 classes for a total of 1 point per class (1/2 point for each discussion prompt).

### **FIELD WORK**

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

### **Field Class & Assignment**

**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 Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

The Field Class for this course will take place on Wednesday, 28 February, in Cochin, India.

Field Class: Beauty, Attraction, Friendship, Gender Roles, Dating, Courtship, Marriage, and the Law as they Pertain to Adolescence in India

Adolescence is a period of growth and development that takes different forms and carries different responsibilities in various cultures around the world. In this field class, students will attend a Bollywood movie, as well as meet, interact with, and interview students and professors from a local university. First, SAS and local students will have lunch together to meet and get acquainted. In the afternoon, the two groups will attend a Bollywood movie together. During the film, class members should look for examples of course concepts.

Following the movie, class members and local university students will meet with local university professors to debrief the movie and to learn about local customs related to standards of beauty, attraction, friendship, gender roles, dating, courtship, marriage, and the law as they pertain to adolescence in India. Finally, SAS students will go to dinner with local students. At dinner, you are to meet with local students one-on-one and in small groups in order to conduct interviews. You are to ask questions on topics related to standards of beauty, attraction, friendship, gender roles, dating, courtship, marriage, and the law as they pertain to adolescence in India. Interview questions will be prepared in advance. You should draw comparisons and contrasts between practices in India, the United States, and other countries on the itinerary.

#### Field Class Objectives:

1. Observe examples of beauty, attraction, friendship, gender roles, dating, courtship, marriage, and the law as they pertain to adolescence in India as portrayed in a Bollywood film.
2. Learn about standards of beauty, attraction, friendship, gender roles, dating, courtship, marriage, and the law as they pertain to adolescence in India through interviews and interactions with local university students and professors.
3. Compare and contrast standards of beauty, attraction, friendship, gender roles, dating, courtship, marriage, and the law in India, the United States, and other countries on the itinerary.

#### Field Assignment

The field class for this course will be worth 20% of your final grade in this course (20 pts total)

You are required to attend the field class for this course and be an active participant in the experience, engaging with others in discussion as well as asking questions as appropriate. After the field class, you will be required to write a summary of your experience, with comparisons to at least 2 other countries, and including your own personal perspectives and experiences. Your summary should be approximately 1000 words in length and should describe your experience and observations as well as integrate your experience on this field class with other experiences you have had (both on this voyage as well as prior to this voyage) to fully describe how the field class experience has been similar to or different from other experiences you have had with respect to the topic of the field class. You will submit your field class summary online via the Moodle platform.

You will be submitting one field class summary for a total of 20 points.

#### Independent Field Assignments

Field assignments will be worth 20% of your final grade in this course (20 pts total)

We will be visiting 10 different countries on this voyage. You will be required to submit a field assignment for each of 10 countries (USA, Japan, China, Viet Nam, Myanmar, India, Mauritius, South Africa, Ghana, and Morocco). The field assignment consists of a brief journal entry that is to be approximately 500 words in length and that describes the way in which the country being written about deals with your field assignment question. All field assignments (journal entries) are to be submitted online via Moodle prior to the next class meeting after a country visit.

Field assignment questions will be decided during the first few classes, in conjunction with the instructor, and the same question will form the basis for each of your 10 field assignments, allowing for comparisons across countries with respect to the issue being examined.

You will be submitting 1 field assignment for each of 10 countries visited for a total of 2 points per field assignment.

## **METHODS OF EVALUATION / GRADING SCALE**

### **GRADING SCALE**

Your final grade in this course consists of 4 primary components:

20% = Discussion Prompts (1 pt each x 20)

20% = Field Assignments (2 pts each x 10)

20% = Field Class (20 pts)

40% = Exams (10 pts each x 4)

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## **ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. 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.

## **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 letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## **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."

## **ADDITIONAL RESOURCES**

Students are expected to purchase the required texts for this course. I will supply each student with a USB Drive containing all additional materials for this course (beyond the textbook).