**Psychology of Adolescence**

PSYC 348-001, Spring 2024

MWF 10:25-11:15

Cuneo 002

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 Welcome to Psychology of Adolescence! My primary goal for this course is for you to develop an understanding of the major developmental tasks faced by teenagers and emerging adults, and how they meet those tasks. This course provides a broad overview of the many changes that occur in adolescence (including the physical, cognitive, social, and emotional development of teenagers). Besides providing you with a solid theoretical foundation in adolescent development, I also hope that this course will help you deepen your understanding of your own adolescence and your understanding of adolescents you might interact with in the future.

**From the Catalog:**

 Prerequisite: PSYC 273.
 In-depth study of adolescence using an interdisciplinary approach. Integration of cultural, social, psychological, and biological perspectives.
 Outcomes: Students will appreciate the various factors leading to similarities and differences in the experience of adolescence in America and in other cultures, and will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the study of adolescence.

**REQUIRED READING**

 Steinberg, L. (2014). [*Age of Opportunity: Lessons from the New Science of Adolescence*](http://www.hmhco.com/shop/books/Age-of-Opportunity/9780544570290). Houghton Mifflin Harcourt.

 *I have also assigned other articles and selected readings throughout the term. These will be available to you via email, through Sakai, or electronically through the syllabus (ctrl/click to follow links).*

**SOME RESOURCES AVAILABLE TO YOU**

[**Student Academic Services**](http://www.luc.edu/sas)

 [**LUC PSYC Dept. Student Page**](https://www.luc.edu/psychology/undergraduate/)

[**Writing Center**](http://www.luc.edu/writing)(x88468)

[**Career Development**](http://www.luc.edu/career)(x87716)

[**Wellness Center**](http://www.luc.edu/wellness)(x82530)

 [**Academic Calendar**](https://www.luc.edu/academics/schedules/spring/academic_calendar.shtml)

 [**University Calendar (of events)**](http://lucweb.luc.edu/newsevents/public/calendar.cfm)

[**Student Success Resources**](https://www.luc.edu/ace/resources/studentsuccessresources/)(compiled by the LUC ACE program)

[**“Optimizing Learning in College: Tips from Cognitive Psychology”**](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=118477456&site=ehost-live)(Putnam, et al., 2016)

**A BIT ABOUT MY TEACHING PHILOSOPHY**

As I see it, my job is to provide you with **opportunities** to learn. What you choose to do with those opportunities is up to you. I believe in treating my students like adults, recognizing that their values and priorities might be very different than mine, and respecting their right to make their own choices. For example, while I **strongly** suggest that you attend all classes (and I have designed this course based on the assumption that you’ll do so), I do not keep track of student attendance. My assumption is that, if you are absent from class, that means that you have a conflicting priority for that day that is more pressing (to you) than coming to class. I am in no position to judge your priorities, and I certainly don’t want to put myself in that position. Therefore, unless your absence inconveniences me or your classmates (e.g., if you are going to be absent on the day of an exam), I do not need to know your reasons. **However, all choices have natural consequences, and class attendance is a strong predictor of class performance. Students who have multiple absences from class won’t learn as much or do as well on exams**. You’ll also have fewer opportunities to participate in class discussion (which is graded, see below) and activities. However, again, if these are not your priorities, it is certainly not my place to judge your decisions. Note that, if you are absent from a class, it is your responsibility to obtain notes from a classmate. You can read more about my teaching philosophy throughout this syllabus.

**EVALUATION**

 Your final grade will be based upon several different measures of performance in this course. These measures include exams, a policy letter, and class participation. The relative weights and a description of each requirement are listed below.

**Class Participation (50 points)**

 This course is an upper-level course and will be run in a **discussion** format. Your active participation is essential for the course to succeed. I therefore expect you to prepare for class discussions by completing all readings and assignments *on time* and spending some time *before class* contemplating those readings. Because we will spend class time primarily in discussion, your classmates’ learning as well as your own depends upon your commitment to preparing for class. There is quite a bit of reading for this course, so try to keep up (Note that students should spend about 6 hours/ week outside of class working on a 3-credit hour course). I will be keeping track of student contributions to class discussions. Your participation grade is largely based on the amount of on-topic contributions that you make to class discussion, rather than on any kind of evaluation of the “quality" of your contributions, so please feel free to speak up! Pop quizzes may be used from time to time to ensure that students are coming to class prepared.

 You can prepare for discussion by asking yourself the following questions as you read:

* What is the main message the author is trying to communicate?
* What arguments does the author make in order to support that message? Are those arguments logically sound?
* How good is the quality of the evidence used by the author? Does the author provide enough detail to be able to evaluate that quality?
* What was my emotional reaction to this reading, if any? Why do I think that I reacted this way?
* What examples can I think of that either support or contradict the point(s) that the author is making? Are my examples good evidence?
* What are the implications of the author’s ideas for interventions, policy, attitude change, social justice, etc.?
* What from this reading can I apply to myself or to people around me?
* How does this reading reinforce or contradict ideas that I have learned about in other classes?

**Exams (400 points)**

 There will be four exams scheduled during the term. These exams will cover materials presented in class as well as material assigned in the text and other readings. Each of these exams will consist of multiple choice, short answer, and essay questions, and each will count 100 points toward your final grade. DO NOT MISS A SCHEDULED EXAM!! Only in an extreme case (which you will be asked to document) will alternative arrangements be made for a make-up exam, and I must be aware of your absence **PRIOR** to the exam. Unfortunately, failure to adhere to this policy will result in no credit, and no possibility of a make-up. Note that exams are not cumulative.

**Public Policy Project (100 points)**

 Psychologists and educators have a responsibility to the welfare of others that goes beyond service to individuals. As educated citizens and future leaders of this society, you will at some point have the responsibility to help shape public policy. Your assignment now is to choose a topic directly related to adolescent psychological development, in any setting that interests you, and write a well-written letter to the legislator or other government or institutional official of your choice. Advocate for a program or policy that you believe is important to adolescent psychological development. You may take a stand on the level of funding, the policies of a program, or the need to create, enlarge, or abolish a particular project. State clearly what you are asking the official to do and ask for a reply.

 Although you may use as many sources as you wish, you must use at least three **primary** sources to support your position. A primary source is **an article in a professional journal** (not a book chapter, pamphlet, newsletter article, internet article, etc.) that describes in detail an original research project carried out by the author(s). Do not mistake an editorial paper or a literature review for a primary source. A primary source always has a **method** section (describing how the study was carried out) and a **results** section (describing what was found).

 You will not be evaluated on the nature of your opinion but on the quality of your argument and the relevance of the research that you cite (as well as clarity and organization). You are to submit a 3-page double-spaced copy of the letter for grading, along with a single-spaced and signed copy of the letter (with stamped and addressed envelope) for mailing. I will provide a sample letter to give you a clearer idea about format. I strongly suggest you start this assignment early in order to give you time to obtain appropriate research articles.

 I recommend approaching this assignment in the following manner. First, scan through your syllabus/readings for an issue that might interest you. Next, go to the library website, and use the PsycInfo database to find primary sources related to that issue. Get the articles, read them, and decide what the policy implications of the findings are. Once you have formulated an informed opinion about what should be done, determine who is in the best position to do it, and write your letter to that person. Note that, in order to write a meaningful letter, you’ll need to inform yourself about what programs/policies are currently in place.

 Note that you may NOT write on the following (overused) topics – adolescent sleep and school schedules, adolescent need for physical education, or nutrition of school lunches.

**Extra Credit**

 If you choose, you may earn up to six extra credit points by ANALYZING (not just summarizing) examples of research or theory on adolescent development from the popular press (newspapers or magazines, not journals). There are at least two ways you can earn extra credit points, by analyzing cartoons and/or by analyzing articles describing concepts from this course. I welcome other creative ideas you may have for analyzing adolescence in the popular press, but I strongly suggest you clear such ideas with me ahead of time. All extra credit is due by class time on our last regular day of class (not the final) and should be emailed to the instructor.

 **Cartoons** (up to 3 points each). Find a cartoon from a newspaper or magazine that was published during the current term, and that illustrates a concept discussed in class. Type up a brief summary (3-5 sentences) describing how the **main point** of the cartoon illustrates the concept and submit the summary with the cartoon.

 **Articles** (up to 3 points each). Find an article from a newspaper or magazine (not a professional journal) that was published during the current semester, and that **discusses research** pertaining to some concept from class. Type up a brief (5-7 sentences) discussion of the article. Include both the main point of the article **and a critical evaluation of the research** that is presented (e.g., does the research, as reported, support the conclusions? Does the article mistake correlation for causation? Idiographic conclusions from nomothetic research? Adequacy and representativeness of the sample? Biased experimenters? What other information would you need to evaluate the research properly?) Submit both the article and your discussion.

**General Policies**

 **Late assignments**. All written assignments are due at the beginning of class. Any papers turned in more than 5 minutes after class has started will be considered late. Assignments will be penalized 10% for each calendar day late.

 **Professional Communication.** Students are expected to maintain professional standards in all oral and written communication. In class, students are expected to show respect for the perspectives of others, to stay on task, and to present differing points of view politely. No emailing, texting, social media use, etc. is permitted during class (cell phones should be turned off before class). Similarly, while not forbidden, I would discourage you from using laptops to take notes, as research suggests [that longhand notes are more helpful](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=96698291&site=ehost-live), and that non-academic laptop use is both tempting and negatively related to performance ([Ravizza, 2017](http://journals.sagepub.com/doi/abs/10.1177/0956797616677314)). Written assignments are expected to be typed, double-spaced and stapled, grammatically correct, well-organized, and proofread for typos and clarity. Clearly unprofessional papers will be returned ungraded.

**Academic Honesty.** The highest standard of academic honesty is expected from all students. Any form of academic dishonesty, such as plagiarism or cheating, will not be tolerated, and may be grounds for an automatic grade of 0 on exams or assignments, and may result in a failing grade for the course. *Students are responsible for knowing Loyola University’s* [*Code of Academic Integrity*](https://catalog.luc.edu/undergraduate-academic-standards-regulations/)*!* Please refer to the Code of Academic Integrity or ask the instructor if you have questions about what constitutes academic dishonesty. Ignorance of the definition of “plagiarism” is not an excuse.

**Students with Disabilities**. Students with *documented* disabilities that might affect their performance are entitled to certain accommodations, within the classroom and/or on assignments. If you have a documented disability, please talk with me as soon as possible so we can arrange the necessary accommodations. If you suspect you have such a disability, I strongly recommend you speak with the [Student Accessibility Center](https://www.luc.edu/sac/) to secure the proper documentation you need to achieve your fullest potential in the classroom. If you have any other type of disability that could affect your performance in class, I also encourage you to speak with me as early as possible in the term.

 **LUC Course Drop Policy.** Please see the [academic calendar](https://www.luc.edu/academics/schedules/spring/academic_calendar.shtml) for a list of relevant dates. Note that the last date to withdraw with a grade of W is March 25.

**COVID Policy.** The University has decided that mask use in the classroom is optional this semester. I would encourage you to consider the risks and advantages of going maskless in class in order to make a good decision for yourself. For my part, I won’t be wearing a mask during class since (a) I believe that when I’m speaking (which happens a lot in class!) students find me much easier to understand without a mask (an important advantage) and (b) I’m at the front of the room, where I’m pretty well distanced from students (a mitigated risk). However, these same risks and advantages of going maskless probably don’t apply to your situation in the classroom, since you’ll be closer to your fellow students and (probably) won’t be speaking as much as me. Therefore, I would strongly encourage you to consider wearing a mask during class, as well as keeping some physical distance from your fellow students whenever possible.

**Psychology Department Diversity Statement.** The Department of Psychology at Loyola University Chicago believes that our department is best served when the students, faculty, and staff reflect and celebrate the diversity of society at large. An integrated academic community is characterized by a broad range of perspectives. As such, our department is committed to advocating for and supporting the interests of individuals from all races, sexes, gender identities, gender expressions, sexual orientations, religions, ethnic backgrounds, socioeconomic backgrounds, physical and mental abilities, and residency statuses. In the context of this course, students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social and racial justice.

**Summary**

 The relative weight given to each course requirement is listed below.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** |  Final course grades will be assigned as follows: |
| Four Exams @ 100 points each | 400 |  **A** | = 92.0 - 100%  | or 506-550 points  |
| Policy Letter | 100 |  **A-** | = 90.0 - 91.9% | or 495-506 points |
| Class Participation |  50 |  **B+** | = 88.0 - 89.9% | or 484-494 points |
| **TOTAL** | **550** |  **B** | = 82.0 - 87.9% | or 451-483 points |
|  |  |  **B-** | = 80.0 - 81.9% | or 440-450 points  |
|  |  |  **C+** | = 78.0 - 79.9% | or 429-439 points |
|  |  |  **C** | = 72.0 - 77.9% | or 396-428 points  |
|  |  |  **C-** | = 70.0 - 71.9% | or 385-395 points |
|  |  |  **D+** | = 68.0 - 69.9% | or 374-384 points |
|  |  |  **D** | = 60.0 - 67.9% | or 330-373 points |
|  |  |  **F** | = < 60% | or at or below 329 points |

## Tentative Daily Course Schedule

(I reserve the right to make changes as appropriate)

**Week 1 (beginning January 15) – Introduction to Class; History of Adolescence**

M **No Class – MLK Jr. Day**

W Introduction to class and each other (recommended, [Putnam](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=118477456&site=ehost-live))

F Hine, T. (1999). [The rise and decline of the teenager](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=2165026&site=ehost-live). *American Heritage (Sept.),* 71-82.

**Week 2 (beginning January 22) – Storm and Stress; Evolution**

M Hall, G.S. (1904). Excerpt (read pp. 70-80) from Chapter 10: Evolution and the feelings and instincts characteristic of normal adolescence. In *Adolescence: Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion, and Education. Volume 2*, New York: D. Appleton and Company.

W Arnett, J.J. (1999). [Adolescent storm and stress, reconsidered](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=1999-13451-001&site=ehost-live). *American Psychologist, 54,* 317-326.

F Hawley, P.H. (2011). [The evolution of adolescence and the adolescence of evolution: The coming of age of humans and the theory about the forces that made them](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=58121370&site=ehost-live). *Journal of Research on Adolescence, 21*(1), 307-316.

**Week 3 (beginning January 29) – Developmental Plasticity and Expanding Adolescence**

M Steinberg – Introduction and Ch. 1

W Steinberg – Ch. 2

F Steinberg – Ch. 3

Cross, G. (3/14/2014). [Jaded Children, Callow Adults](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=94917410&site=ehost-live). *Chronicle of Higher Education*, B6-B9.

**Week 4 (beginning February 5) –Risk Behavior, Self-Regulation and the Teen Brain**

M **Exam 1**

W Steinberg – Ch. 4

F Steinberg – Ch. 5

Bryan, A.D.; Gillman, A.S.; Hansen, N.S. (2016). [Changing the Context Is Important and Necessary, but Not Sufficient, for Reducing Adolescent Risky Sexual Behavior: A Reply to Steinberg (2015)](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=117200743&site=ehost-live). *Perspectives on Psychological Science, 11*(4), 535-538.

Vohs, K.D. & Piquero, A.R. (2021). [Self-Control at 220 Miles per Hour: Steering and Braking to Achieve Optimal Outcomes During Adolescence](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=151780336&scope=site&custid=s8448101). *Current Directions in Psychological Science, 30*(4), 351-357.

**Week 5 (beginning February 12) –Cognitive Development in Adolescence**

M Steinberg – Ch. 6

W Piaget, J. (2008). [Intellectual evolution from adolescence to adulthood](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=30004196&site=ehost-live). *Human Development, 51*(1), 40-47.

F Kuhn, D. (2008). [Formal operations from a twenty-first century perspective](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=30004195&site=ehost-live). *Human Development, 51*(1), 48-55.

**Week 6 (beginning February 19) – Adolescent Social Cognition; Family**

M Elkind, D. (1967). [Egocentrism in adolescence](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=10402142&site=ehost-live)*. Child Development, 38*, 1025-1034.

Somerville, L.H. (2013). [The teenage brain: Sensitivity to social evaluation](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=87010903&site=ehost-live). *Current Directions in Psychological*  *Science, 22*(2), 121-127.

Snowfall in Chldhood

W Campione-Barr, N., & Smetana, J.G. (2019). [Families with adolescents.](https://web-a-ebscohost-com.flagship.luc.edu/ehost/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMsq6vSK%2bk63nn5Kx57tevWLalr1CtqK5KrpayUrOmuEu2ls5lpOrweezp33vy3%2b2G59q7RbeqtFCxqLBQsZzqeezdu33snOJ6u%2bbxkeac8nnls79mpNfsVbCmr1Crq7dRs6yrSLGppH7t6Ot58rPkjeri8n326gAA&vid=2&sid=d687718d-b485-44c1-a6c1-feb9d1912028@sdc-v-sessmgr01) In *APA handbook of contemporary family psychology: Foundations, methods, and contemporary issues across the lifespan., Vol. 1.* Fiese, B.H. (Ed); Celano, M. (Ed); Deater-Deckard, K. (Ed); Jouriles, E.N. (Ed); Whisman, M.A. (Ed); American Psychological Association, pp. 593-610.

F Steinberg – Ch. 7

Wilson, C. (2018). [Smacking linked to teenage violence](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=132427253&scope=site&custid=s8448101). *New Scientist, 240*(3200), 6.

**Week 7 (beginning February 26) –Families and Peers**

M Kagitcibasi, C. (2013). [Adolescent autonomy-relatedness and the family in cultural context: What is optimal?](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=87622519&site=ehost-live) *Journal of Research on Adolescence, 23*(2), 223-235.

Davis, S. (2000). *Attachment security and social avoidance in late adolescence: The relative importance of models of self and other.* Presented at the Biennial Conference of the Society for Research on Adolescence.

 W **Exam 2**

F Veenstra, R. & Laninga-Wijnen, L. (2023). [The prominence of peer interactions, relationships, and networks in adolescence and early adulthood](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=pzh&AN=2022-91981-014&scope=site&custid=s8448101). In: *APA handbook of adolescent and young adult development*. Crockett, L.J., Carlo, G. & Schulenberg, J.E. (Eds), American Psychological Association, pp. 225-241.

Shakeshaft, C., Mandel, L., Johnson, Y.M., Sawyer, J., Hergenrother, M.A., & Barber, E. (1997). [Boys call me cow](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9710146206&site=ehost-live). *Educational Leadership (October),* 22-25.

Cook, G. (2017). [Cracking the popularity code](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=124625356&site=ehost-live). *Scientific American Mind, 28*(5), 56-59.

**Week 8 (beginning March 4) – Spring Break**

**Week 9 (beginning March 11) – Leisure and Schools**

M Larson, R.W. (2001). [How U.S. Children and Adolescents Spend Time: What It Does (and Doesn't) Tell Us About Their Development](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=6590585&site=ehost-live). *Current Directions in Psychological Science, 10*(5), 160-164.

W Eccles, J. S.; Roeser, R.W. (2011). [Schools as developmental contexts during adolescence](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=58121368&site=ehost-live). *Journal of Research on Adolescence, 21*(1), 225-241.

Simmons, R. (2019). [Tell Kids the Truth: Hard Work Doesn't Always Pay Off.](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=137086679&site=ehost-live&custid=s8448101)  *TIME Magazine, 194*(1), 22.

F Steinberg – Ch. 8

Allen, J.P. & Allen, C.W. (2010). [The big wait](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=53491077&site=ehost-live). *Educational Leadership, 68*(1), 22-26.

Yeager, D.S.; Dahl, R.E.; Dweck, C.S. (2018). [Why interventions to influence adolescent behavior often fail but could succeed](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2018-00978-010&site=ehost-live). *Perspectives on Psychological Science, 13*(1), 101-122.

**Week 10 (beginning March 18) – School, Work, and Poverty**

M Senior, J. (2013). [Why You Truly Never Leave High School](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=85113282&site=ehost-live). *New York, 46*(2).

Paul, A.M. (2013). [Does High School Determine the Rest of Your Life?](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=92115810&site=ehost-live) *Time.com*, 1.

W Monahan, K.C., Lee, J. M., & Steinberg, L. (2011). [Revisiting the Impact of Part-Time Work on Adolescent Adjustment: Distinguishing Between Selection and Socialization Using Propensity Score Matching](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=57770290&site=ehost-live).

*Child Development, 82*(1), 96-112.

F Steinberg – Ch. 9

**Policy Letter due**

**Week 11 (beginning March 25) – Emerging Adulthood**

M Arnett, J.J. (2000). [Emerging adulthood: A theory of development from the late teens through the twenties](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=3268177&site=ehost-live). *American Psychologist, 55*(5), 469-480.

W Schwartz, S.J. (2016). [Turning point for a turning point: Advancing emerging adulthood theory and research](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2016-41817-001&site=ehost-live). *Emerging Adulthood, 4*(5), 307-317.

F **Easter Holiday**

**Week 12 (beginning April 1) – Identity Development**

M **Easter Holiday**

W **Exam 3**

F Elkind, D. (1970, November 5). [Erik Erikson’s Eight Ages of Man](https://www.pdx.edu/sites/www.pdx.edu.ceed/files/sscbt_EriksonsEightAgesofMan.pdf).*The New York Times Magazine*. (excerpts)

Schwartz, S.J.; Zamboanga, B.L; Luyckx, K.; Meca, A.; Ritchie, R.A. (2013). [Identity in emerging adulthood: Reviewing the field and looking forward](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-16932-002&site=ehost-live). *Emerging Adulthood, 1*(2), 96-113.

**Week 13 (beginning April 8) – Identity and Moral Development**

M Robson, D. (2023). [Be your own hero](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=161141122&scope=site&custid=s8448101). *New Scientist, 257(*3420), 32-36.

McAdams, D.P. (2016). [Life authorship in emerging adulthood](https://ebookcentral.proquest.com/lib/luc/reader.action?docID=4083549&ppg=457). In: *The Oxford handbook of emerging adulthood*. Arnett, J.J. (Ed); Publisher: Oxford University Press, pp. 438-446.

Estroff Marano, H. (2023). [Owning yourself in a socially mediated age](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=170735297&scope=site&custid=s8448101). *Psychology Today, 56*(5), 32-33.

Hogg, M.A. (2019). [RADICAL CHANGE.](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=138069841&site=ehost-live&custid=s8448101)  *Scientific American, 321*(3), 84-87.

W Eisenberg, N.; Morris, A.S.; McDaniel, B.; Spinrad, T.L. (2009). Moral cognitions and prosocial responding in adolescence. In Lerner, Richard M [Ed]; Steinberg, Laurence [Ed]. (2009). *Handbook of adolescent psychology, Vol 1: Individual bases of adolescent development (3rd ed.). (pp. 229-265).* Hoboken, NJ, US: John Wiley & Sons Inc; US.

Padilla-Walker, L.M. (2016). [Moral development during emerging adulthood](https://ebookcentral.proquest.com/lib/luc/reader.action?docID=4083549&ppg=468). In: *The Oxford handbook of emerging adulthood*. Arnett, J.J. (Ed); Publisher: Oxford University Press, pp. 449-463.

F A&P

**Week 14 (beginning April 15) – Sexuality**

M Harden, K.P. (2014). [A Sex-Positive Framework for Research on Adolescent Sexuality](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=98397129&site=ehost-live). *Perspectives on Psychological Science, 9(*5), 455-469.

W Julian, K. (2018). [The sex recession](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=132925579&site=ehost-live). *Atlantic, 322*(5), 78-94.

George, A. (2005). Going all the way. *New Scientist, 185*(2489), 44-48.

Adee, S. (2016). [Why fake babies don't cut teen pregnancies](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=117806449&site=ehost-live). *New Scientist, 231*(3089), 19.

Wiseman, R. (2013). [What Boys Want](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=92519934&site=ehost-live). *Time, 182*(23).

F No Class (consider attending [MPA](https://midwesternpsych.org/meeting/) or [SRA](https://www.s-r-a.org/2024-annual-meeting-portal)!)

**Week 15 (beginning April 22) – Gender, Technology, and Legal Issues**

M [APA Guidelines for Psychological Practice with Boys and Men](https://www.apa.org/about/policy/boys-men-practice-guidelines.pdf) (2018). Read Guidelines 2 and 4.

[APA Guidelines for Psychological Practice with Girls and Women](https://www.apa.org/about/policy/psychological-practice-girls-women.pdf) (2018). Read pp. 1-2, Guidelines 2 and 3.

[APA Guidelines for Psychological Practice with Transgender and Gender Nonconforming People](https://www.apa.org/practice/guidelines/transgender.pdf) (2015).

Read Guideline 8.

W Twenge, J.M. (2017). [Has the smartphone destroyed a generation](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=124311558&site=ehost-live)? *Atlantic, 320*(2), 58-65.

Chen, A. (2018). [Social Notworking: Is Generation Smartphone Really More Prone to Unhappiness](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=127976607&site=ehost-live)? *Scientific American Mind, 29*(2), 18-21.

Heaven, D. (2019). [The truth about screen time.](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=138819541&site=ehost-live&custid=s8448101)  New Scientist, 243(3249), 38-41.

Denworth, L. (2019). [THE KIDS ARE ALL RIGHT.](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&db=a9h&AN=139246768&site=ehost-live&custid=s8448101)  *Scientific American, 321*(5), 44-49.

F Steinberg – Ch. 10, Conclusion

Lilienfeld, S.O.; ARKOwitz, H. (2014). [Kid Gloves for Young Offenders?](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=98920365&site=ehost-live) *Scientific American Mind, 25*(6), 70-71.

**Final Exam – Monday, April 29, 9:00-11:00**

**Concepts from Prior Courses**

 Everyone enrolled in this course should already have completed PSYC 101 and PSYC 273. Therefore, I expect you to be at least minimally familiar with the following concepts.

|  |  |
| --- | --- |
| * Confirmation bias and the vividness effect,

 and why they make systematic research necessary* Three possible causal explanations for a significant correlation

 (including reverse causation and third/confounding variable  explanations)* The components of a true experiment
* Mediating vs. moderating variables
* Longitudinal vs. cross-sectional research
* The nature-nurture “debate”
* Evolutionary psychology
* Behavioral genetics
* Gene-environment interactions

 (passive, evocative, active/niche-picking)* Piaget’s theory of cognitive development
 | * Stage theories vs. continuous development
* How a neuron works
* Emotional development
* Information processing theories of cognitive

 development* Attachment theory
* Baumrind’s parenting styles
* Reciprocal socialization
* The importance of peer, school, cultural, and SES

 contexts in development* Classical conditioning, operant conditioning, and social learning
* Risk and resilience
* Executive functioning
 |

**Writing Rules**

 I have noticed that several common writing mistakes appear repeatedly in students’ papers. In order to help you avoid these mistakes, I have listed them for you below. Please remember that in all papers you submit, clarity and organization count!

\* Words to use correctly:

 adolescence a stage of development

 adolescents people who are in the stage of adolescence

 affect is a verb (except when used as a noun meaning “emotion”)

 effect is a noun (except when used as a verb meaning

 “to cause or accomplish” as in “to effect change”)

 their possessive form of they, used to describe something they have

 they’re contraction of “they are”

 there any other use of the word. There is, over there, etc.

 too also, or in excessive quantity (too much)

 two 2

 to any other use of the word.

 it’s it is

 its any other use of the word, including the possessive form

 empathic not “empathetic”

 should/would/could HAVE not should/would/could OF

\* Use complete sentences. This means that all sentences ending in a period should have a subject and a predicate, and should express a complete idea.

\* Writing should be formal (i.e., don’t use slang expressions), but don’t try to be overly formal by using “big words” when ordinary words will do.

\* Don’t make broad generalizations that you can’t back up with a source or reason, unless they are truly common knowledge, or unless you make clear in some way that you are just stating your opinion. (Students sometimes begin papers with statements like, “Since the earliest days of mankind, people have wondered how the mind works.” Unless you are prepared to show me cave paintings illustrating this claim, don’t write it.)

\* Use commas correctly. Commas belong at the points where you would pause if you were reading a sentence aloud.

\* Paragraphs should be at least two sentences long.

\* Proofread your paper even after using spell checking programs, to make sure that words like “from” don’t come up as “form,” etc.

\* I also strongly suggest you have a friend or classmate proofread your paper to make sure that it makes sense to other people and to catch grammatical and organizational mistakes. Also, you should not assume any prior specific knowledge on the part of your audience; having someone else read your paper will help you catch this.

\* Remember to type, double-space, and staple, unless specifically directed not to.