



Seminar in Adolescence

HDFS 539

Fall, 2001

Professor: Nancy Darling
Office: 110 South Henderson
Phone: 5-2648
e-mail: ndarling@psu.edu (This is the best way to get hold of me.)
Office hours: Wednesday 1:30-2:30 or by appointment. Or please drop by or send me an e-mail if you have a question or want to talk about the class.

Required Texts: Readings for the class are on reserve in 110 South Henderson

Muus, R.E. (1996). *Theories of Adolescence (6th Edition)*. McGraw Hill, New York.

Course Description:

As children grow and interact with their environment, the processes underlying their development become increasingly complex. By adolescence, the biological, cognitive, social, and cultural have become so intertwined that untangling their separate influences becomes very difficult -- especially because few of these processes are amenable to experimental manipulation. Further, the complexity of these processes produces much greater variability in adolescent development than there is in development during infancy and childhood. So how do we try to understand adolescent development? The readings for this seminar provide an overview of adolescence. Each week, our discussion will focus on a particular question relevant to the readings and an overview of the work of a particular investigator associated with that area.

Format and Goals:

This course has five primary goals:

1. to learn the factual information that is the basis of our scientific understanding of adolescent development;
2. to address the primary psychological literature as it relates to adolescent development;
3. to gain a better understanding of the importance of theory in influencing empirical research and to learn to recognize the implications of theory for research;
4. to get a better grasp on the variability of adolescent experience in the United States;

5. to encourage you to work with other students in the class to improve your understanding of the material.
6. to improve your written and oral communication skills.

Course Requirements:

This class only meets once a week, so it is very important that you attend and come prepared for all classes. You are also responsible for keeping yourselves informed of any changes that are announced in class or through the e-mail system regarding assignments and changes in schedule. The better prepared you are, the more you can contribute to all of our learning experiences. Reading assignments should be completed before class on the dates indicated on the syllabus.

Evaluation:

For a seminar to work, all the participants have to come to class prepared. There are four major criteria on which you will be evaluated: class participation and attendance, an oral presentation, participation in a computer discussion group, and an integrative analytic paper linking theory with empirical research.

Class Participation. Class participation is graded each day on a 3 point scale. You get 1 point for coming to class, 2 points for coming prepared and participating (i.e. asking a question or making a comment), and 3 points for making a particularly good contribution to class.

Computer Discussion Group. Writing about what you've read is one of the best ways to process and expand upon new ideas. A computer list server has been created to allow people in the class to share their thoughts about the readings prior to class. The purpose of the list server is to provide a forum for people to think about, critique, and speculate about our readings outside of class. It lets you comment, ask questions, and read what other people in the class are thinking.

How does it work? The forum basically takes the form of e-mail. You write an essay, a comment, or a question about the reading, send it to the list server, and it is distributed to other people in the class. Other people in the class can add their own speculations, comment on what you said, or answer your question. Although your postings can be any length, I'd try to keep it to no more than 1 single-spaced page. They can be as short as a sentence or two.

Requirements: There are two requirements for this part of the course. First, you need to participate by making at least one posting each week about the class readings. Because one purpose of the discussion is to help you prepare for class and for me to know what people are thinking about before we get started, this posting must be made **BY SUNDAY MORNING BEFORE** class. Second, you

should generate a portfolio of your best postings, to be turned in the last week of class. This portfolio should consist of at least 6 different postings from 6 different weeks, and include at least one critique of a reading that involves presenting an alternative interpretation of the results, at least one essay that ties together different readings and discusses the implications, at least one essay that speculates on new research that grows out of the readings, and at least one response to something that someone else in the class wrote.

To improve the quality of your postings as well as your spelling and to make it easier to put together your portfolio, I strongly suggest you *read* what other people have posted before you post yourself, you *write* your answer in your word processor, rather than in your e-mail program, *paste* what you've written into your e-mail program, and then *reread and edit* it there before mailing.

Semester Project. Each student will be assigned one of the focus topics covered in class. The week of that class, you will be expected to review the work of one prominent scholar in that area and summarize key contributions the person has made to the field. The goal of this assignment is to help both you and the class become familiar with important figures in adolescent development and to provide you with experience lecturing.

Paper: You will also write a formal paper linking theory and research in your assigned area. You may do this in one of two ways. In the first option, you can choose to focus on one researcher's work, and discuss its development and theoretical underpinnings. The goal of this paper is to examine how an individual's work is influenced by his or her theoretical perspective and by other work in the field. The second option is to present two or three dominant theoretical approaches to the topic and to discuss specific examples of empirical work, analyzing how the theoretical perspective has influenced the choice of question, methodology, and interpretation of the research. The goal of this option is to gain skill in understanding the implications of theory in empirical investigation. This assignment is due the last week of class.



CLASS SCHEDULE



Date	Topic
August 27	Introduction Bronfenbrenner, B. (1995). The bioecological model from a life course perspective: Reflections of a participant observer. P. Moen, G. Elder, & K. Luscher (Eds.) <u>Examining Lives in Context</u> . Washington: American Psychological Association.

Steinberg, L. (in press). The importance of serendipity. Marriage and Family Review.

September 10

Adolescence as a Social Transition:

Lapsley, D., Enright, R., and Serlin, R. (1985). Toward a theoretical perspective on the legislation of adolescence. Journal of Early Adolescence, 5, 441-466.

Muus, R.E. (1996). Chapter 17: An anthropological perspective of adolescence.

Schlegel, A. (1995). A Cross-Cultural Approach to Adolescence. Ethos, 23(1), 15-32.

Weisfeld, G. (1979). An ethological view of human adolescence. Journal of Nervous and Mental Disease, 167, 38-55.

September 17

Adolescence as a Biological Transition:

Caspi, A., Lynam, D., Moffitt, T., and Silva, P. (1993). Unraveling girls' delinquency: Biological, dispositional, and contextual contributions to adolescent misbehavior. Developmental Psychology, 29, 19-30.

Ge, X., Conger, R. D., & Elder, G. H., Jr. (2001). Pubertal transition, stressful life events, and the emergence of gender differences in adolescent depressive symptoms. Developmental Psychology, 37(3), 404-417.

Simmons, R. G., Burgeson, R., Carlton-Ford, S., & Blyth, D. A. (1987). The impact of cumulative change in early adolescence. Child Development, 58(5), 1220-1234.

Surbey, M.K. (1998). Parent and offspring strategies in the transition at adolescence. Human Nature, 9, 67-94.

September 24

Adolescence as a Cognitive Transition:

- Albarracin, D., Johnson, B. T., Fishbein, M., & Muellerleile, P. A. (2001). Theories of reasoned action and planned behavior as models of condom use: A meta-analysis. Psychological Bulletin, *127*(1), 142-161.
- Muus, R.E. (1996). Chapter 8: Jean Piaget's Cognitive Theory of Adolescence.
- Quadrel, M., Fischhoff, B., and Davis, W. (1993). Adolescent (in)vulnerability. American Psychologist, *48*, 102-116.
- Scott, E. S., Reppucci, N. D., & Woolard, J. L. (1995). Evaluating adolescent decision making in legal contexts. Law & Human Behavior, *19*(3), 221-244.
- Smetana, J. G. (1997). Parenting and the development of social knowledge reconceptualized: A social domain analysis. In J. E. Grusec & L. Kuczynski (Eds.), Parenting and children's internalization of values: A handbook of contemporary theory. (pp. 162-192). New York, NY, USA: John Wiley & Sons, Inc.

October 1:

The Family:

- Dishion, T., Patterson, G., Stoolmiller, M., and Skinner, M. (1991). Family, school, and behavioral antecedents to early adolescent involvement with antisocial peers. Developmental Psychology, *27*, 172-180.
- Hernandez, D. J. (1997). Child development and the social demography of childhood. Child Development, *68*(1), 149-169.
- Holmbeck, G. N. (1996). A model of family relational transformations during the transition to adolescence: Parent-adolescent conflict and adaptation. In J. A. Graber & J. Brooks-Gunn (Eds.), Transitions through adolescence: Interpersonal domains and context. (pp. 167-199). Mahwah, NJ, USA: Lawrence Erlbaum Associates, Inc.
- Muus, R.E. (1996). Chapter 15: Urie Bronfenbrenner's Ecological Perspective of Human Development.
- Steinberg, L., Darling, N. E., & Fletcher, A. C. (1995). Authoritative parenting and adolescent adjustment: An ecological journey. In P. Moen & G. H. Elder, Jr. (Eds.), Examining lives in context: Perspectives on the ecology of human development. (pp. 423-466). Washington, DC, USA: American Psychological Association.
- Darling, N. & Cumsille, P. (in press). Theory, Measurement, and Methods in the Study of Family Influences on Adolescent Smoking. Addiction.

October 10:

The Peer Group:

- Brown, B.B., Mory, M.S., & Kinney, D. (1994). Casting adolescent crowds in relational perspective: Caricature, channel, and context. In R. Montemayor, G. Adams, & T.P. Gullotta (Eds.). Personal Relationships During Adolescence, pp. 123-167. Sage, Thousand Oaks.
- Eckert, P. (1989). The development of social categories. Chapter 5 from Jocks and burnouts: Social categories and identity in the high school. New York: Teachers College Press.
- Kinney, D. (1993). From "nerds" to "normals": Adolescent identity recovery within a changing social system. Sociology of Education, 66, 21-40.
- Luthar, S. S., & McMahon, T. J. (1996). Peer reputation among inner-city adolescents: Structure and correlates. Journal of Research on Adolescence, 6(4), 581-603.

October 15

Schools:

- Dornbusch, S.M., Glasgow, K.L., and Lin, I-C. (1996). The social structure of schooling. Annual Review of Psychology, 47, 401-429.
- Eccles, J., Midgely, C., Wigfield, A., Buchanan, C., Reuman, D., Flanagan, C., and MacIver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. American Psychologist, 48, 90-101.
- Hechinger, F. (1993). Schools for teenagers: A Historic Dilemma. Teachers College Record, 94, 522-539.
- Hamilton, S. F. and K. Hurrelmann (1994). School-to-Career Transition in Germany and the United States. Teachers College Record, 9, 329-342.

October 22

Work and Leisure:

- James, K. (2001). "I just gotta have my own space!": The bedroom as a leisure site for adolescent girls. Journal of Leisure Research, 33, 71-90.
- Larson, R. W. (1997). The emergence of solitude as a constructive domain of experience in early adolescence. Child Development, 68(1), 80-93.
- Larson, R.W. (In press). Towards a psychology of positive youth development.
- Mortimer, J.T., Harley, C., and Aronson, P.J. (1999). How do prior experiences in the workplace set the stage for transitions to adulthood? In A. Booth, A.C. Crouter, & M..J. Shanahan (Eds.) Transitions to Adulthood in a Changing Economy (pp. 131-159). Westport, CT: Praeger.
- Vondracek, F.W. and Porfeli, E.J. (In press). The world of work and careers.

In Blackwell Handbook on Adolescence.

October 29

Identity

ATT: Harter

Côté, J.E. (1996). Identity: A multidimensional analysis. In G.R. Adams, T. Gullotta, & R. Montemeyer (Eds) Issues in Adolescent Development (Vol. 6) (pp. 130-180), NY, NY: Sage Publications.

Baumeister, R., and Tice, D. (1986). How adolescence became the struggle for self: A historical transformation of psychological development. In J. Suls and A. Greenwald (Eds.), Psychological perspectives on the self (Vol. 3) (pp.183-201), Hillsdale, NJ: Erlbaum.

Harter, S., and Monsour, A. (1992). Developmental analysis of conflict caused by opposing attributes in the adolescent self-portrait. Developmental Psychology, 28, 251-260.

Harter, S. (1999). Symbolic interactionism revisited: Potential liabilities for the self constructed in the crucible of interpersonal relationships. Merrill-Palmer Quarterly, 45(4), 677-703.

Muus, R.E. (1996). Chapters 3 & 4: Erik Erikson's Theory of Identity Development & Theoretical Expansion and Empirical Support for Erikson's Theory.

November 5

Intimacy and Friendship

Burhmester, D. & Furman, W. (1985). The changing functions of friends in childhood: A neo-Sullivanian perspective. In V.J. Derlega, & B.W. Winstead (Eds). Friendship and Social Interaction (pp. 41-62). New York: Springer-Verlag.

Eder, D. (1985). The cycle of popularity: interpersonal relations among female adolescents. Sociology of Education, 58, 154-165.

Harter, S., Marold, D.B., Whitesell, N.R., & Cobbs, G. (1996). A model of the effects of perceived parent and peer support on adolescent false self behavior. Child Development, 67, 360-374.

Muus, R.E. (1996). Chapter 11: Robert Selman's Theory of Interpersonal Understanding.

Vitaro, F., Tremblay, R. E., Kerr, M., Pagani, L., & Bukowski, W. M. (1997). Disruptiveness, friends' characteristics, and delinquency in early adolescence: A test of two competing models of development. Child Development, 68(4), 676-689.

November 12

Autonomy and Ego Development

Blos, P. (1967). The second individuation process of adolescence. In R. Eissler

et al., Psychoanalytic study of the child (Vol. 15). New York: International Universities Press.

Collins, W. A., Gleason, T., & Sesma, A., Jr. (1997). Internalization, autonomy, and relationships: Development during adolescence. In J. E. Grusec & L. Kuczynski (Eds.), Parenting and children's internalization of values: A handbook of contemporary theory. (pp. 78-99). New York, NY, USA: John Wiley & Sons, Inc.

Fulgini, A.J., Tseng, V. & Lam, M. (1999). Attitude toward family obligations among American adolescents with Asian, Latin-American, and European backgrounds. Child Development, *70*, 1030-1044.

Muus, R.E. (1996). Chapter 12: Jane Loevinger: Ego Development in Adolescence.

November 19

Sexuality and Romantic Relationships

Collins, N. L., & Feeney, B. C. (2000). A safe haven: An attachment theory perspective on support seeking and caregiving in intimate relationships. Journal of Personality and Social Psychology, *78*, 1053-1073.

Furman, W., and Wehner, E. (1993). Romantic views: toward a theory of adolescent romantic relationships. In R. Montemayor (Ed.), Relationships in adolescence. Newbury Park, CA: Sage.

Collins, W. A., & Sroufe, L. A. (1999). Capacity for intimate relationships: A developmental construction. In W. Furman & B. B. Brown (Eds.), The development of romantic relationships in adolescence. Cambridge studies in social and emotional development. (pp. 125-147). New York, NY, US: Cambridge University Press.

November 26

Achievement

ATT: Henderson & Dweck

Byrnes, J.P. & Takahira, S. (1993). Explaining gender differences on SAT-Math items. Developmental Psychology, *29*, 805-810.

DeBaryshe, B., Patterson, G., and Capaldi, D. (1993). A performance model for academic achievement in early adolescent boys. Developmental Psychology, *29*, 795-804.

Fordham, S., & Ogbu, J. U. (1986). Black students' school success: Coping with the burden of "acting white." Urban Review, *18*, 176-206.

Soucy, N., & Larose, S. (2000). Attachment and control in family and mentoring contexts as determinants of adolescent adjustment to college. Journal of Family Psychology, *14*, 125-143.

December 3

Psychosocial Problems:

Downey, G. Khouri, H. & Feldman, S.I. Early interpersonal trauma and later adjustment: The mediational role of rejection sensitivity. In D. Cichetti

- & S.L. Toth (Eds.). Developmental perspectives on trauma: Theory research and intervention (pp. 85-114); Rochester, NY: University of Rochester Press.
- Luthar, S. S., & D'Avanzo, K. (1999). Contextual factors in substance use: A study of suburban and inner-city adolescents. Development & Psychopathology, *11*(4), 845-867.
- Petraitis, J., Flay, B. R., & Miller, T. Q. (1995). Reviewing theories of adolescent substance use: Organizing pieces in the puzzle. Psychological Bulletin, *117*(1), 67-86.
- Rutter, M. Champion, L., Quinton, D. Maughan, B., and Pickles, A. (1995). Understanding individual differences in environmental-risk exposure. In P. Moen & G. H. Elder, Jr. (Eds.), Examining lives in context: Perspectives on the ecology of human development. (pp. 61-93).