

DEP 6059 – GRADUATE SEMINAR ON ADOLESCENCE
Spring 2002

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Office Hours: T Period 7 (1:55pm-2:45pm) R Period 8 (3:00pm-3:50pm) & By Appointment	
Class Time: Tuesday Period 10-E1 (5:10pm – 8:10pm)	Class Location: 151 PSY

Course Description:

Adolescence is a unique developmental period as it affords the examination of the interaction of biological, social, and psychological processes. Moreover, adolescents are frequently of interest to parents, policy-makers, and educators due to concerns over health-risk behaviors. This course provides an overview of theoretical frameworks for understanding development during the adolescent decade. A particular emphasis will be placed on the patterns of continuity, the transitions, and the turning points in both group and individual patterns of development. Thus, this course will consider individual aspects of development, the contexts in which development occurs, and the behavioral outcomes of these person-context interactions.

Required Readings:

1. Muuss, R. (1996). *Theories of Adolescence*, 6th Edition. New York: McGraw-Hill Publishers.
2. A set of readings will be available (logistics to be determined the first day of class).

COURSE OUTLINE

WEEK 1		INTRODUCTION
1/08		Syllabus & Requirements Overview of Adolescence
WEEK 2		HISTORY & CONSTRUCTION OF ADOLESCENCE
1/15	Readings	<p><i>Theories of Adolescence</i>: Chapter 1, History, pp. 1-17.</p> <p><i>Theories of Adolescence</i>: Chapter 6, Mead: Cultural anthropology, pp. 105-125.</p> <p><i>Theories of Adolescence</i>: Chapter 17, Anthropological perspective, pp. 362-386.</p> <p>Modell, J., & Goodman, M. (1990). Historical perspectives. In S. S. Feldman & G. R. Elliott (Eds.), <i>At the threshold: The developing adolescent</i> (pp. 93-122). Cambridge, MA: Harvard University Press.</p> <p>Kahn, L., et al. (1998). Youth risk behavior surveillance—United States, 1997. <i>Journal of School Health</i>, 68, 355-369. (Comparable paper available on-line at: http://www.cdc.gov/mmwr/preview/mmwrhtml/00054432.htm)</p> <p>Fact sheets:</p> <ol style="list-style-type: none"> http://www.cdc.gov/nccdphp/dash/yrbs/trend.htm http://www.cdc.gov/nccdphp/dash/yrbs/pies99/natl.htm http://www.agi-usa.org/pubs/fb_teen_sex.html <p>Or http://www.agi-usa.org/pubs/fb_teen_sex.pdf</p>
	Discussion Topic	<ol style="list-style-type: none"> Perceptions of adolescents: Parents and popular press Overview of the national surveys
WEEK 3		TRANSITIONS, PATHWAYS & CONTEXT
1/22	Readings	<p><i>Theories of Adolescence</i>: Chapter 7, Lewin: Field theory, pp. 126-139.</p> <p><i>Theories of Adolescence</i>: Chapter 15, Bronfenbrenner: Ecological perspective, pp. 312-336.</p> <p><i>Theories of Adolescence</i>: Chapter 16, Lerner: Developmental contextualism, pp. 339-361.</p> <p>Graber, J. A., & Brooks-Gunn, J. (1996). Transitions and turning points: Navigating the passage from childhood through adolescence. <i>Developmental Psychology</i>, 32, 768-776.</p> <p>Rutter, M. (1989). Pathways from childhood to adult life. <i>Journal of Child</i></p>

		<p><i>Psychology and Psychiatry and Applied Disciplines</i>, 30, 23-51.</p> <p>Steinberg, L., & Morris, A. S. (2001). Adolescent development. <i>Annual Review of Psychology</i>, 52, 83-110.</p>
	Discussion Topic	<p>1. Discuss <i>Sturm & Drang</i>: Fact or Fiction Synthesis of readings to date and discussion of the persistence of Hall's early hypothesis.</p>
WEEK 4		PUBERTY: A BIO-PSYCHOSOCIAL PERSPECTIVE
1/29	Readings	<p>Brooks-Gunn, J. & Reiter, E. O. (1990). The role of pubertal processes. In S. S. Feldman & G. R. Elliott (Eds.), <i>At the threshold: The developing adolescent</i> (pp.16-53) Cambridge, MA: Harvard University Press.</p> <p>Caspi, A., & Moffitt, T. E. (1991). Individual differences are accentuated during periods of social change: The sample case of girls at puberty. <i>Journal of Personality and Social Psychology</i>, 61, 157-168.</p> <p>Graber, J. A. (in press). Puberty in context. In C. Hayward (Ed.), <i>Gender differences at puberty</i>. New York: Cambridge University Press.</p> <p>Susman, E. J. (1997). Modeling developmental complexity in adolescence: Hormones and behavior in context. <i>Journal of Research on Adolescence</i>, 7, 283-306.</p>
	Discussion Topics	<p>1. Presentation on the Oakland/Berkeley Growth Studies & the first timing papers.</p> <p>Jones, M. C., & Mussen, P. H. (1958). Self-conceptions, motivations, and interpersonal attitudes of early- and late-maturing girls. <i>Child Development</i>, 29, 491-501.</p> <p>Mussen, P. H., & Jones, M. C. (1957). Self-conceptions, motivations, and interpersonal attitudes of late- and early-maturing boys. <i>Child Development</i>, 28, 243-256.</p> <p>2. Is puberty getting earlier and what does/would that mean in terms of social and psychological development?</p> <p>Reiter, E. O., & Lee, P. A. (2001). Have the onset and tempo of puberty changed? <i>Archives of Pediatric and Adolescent Medicine</i>, 155, 988-989.</p> <p>Herman-Giddens, M. E., Slora, E. J., Wasserman, R. C., Bourdony, C. J., Bhopkar, M. V., Koch, G. G., & Hasemeier, C. M. (1997). Secondary sexual characteristics and menses in young girls seen in office practice: A study of pediatric research in office settings network. <i>Pediatrics</i>, 99, 505-512.</p> <p>Herman-Giddens, M. E., Wang, L., & Koch, G. (2001). Secondary sexual characteristics in boys. <i>Archives of Pediatric and Adolescent Medicine</i>, 155, 1022-1028.</p>

WEEK 5	COGNITION & SOCIAL-COGNITION	
2/05	Readings	<p><i>Theories of Adolescence</i>: Chapter 8, Piaget: Theory of cognition, pp. 140-176.</p> <p><i>Theories of Adolescence</i>: Chapter 11, Selman: Interpersonal understanding, pp. 210-243.</p> <p><i>Theories of Adolescence</i>: Chapter 14, Bandura: Social cognitive theory, pp. 281-311.</p> <p>Beyth-Marom R. & Fischhoff, B. (1997). Adolescents' decisions about risks: A cognitive perspective. In J. Schulenberg, J. L. Maggs, & K. Hurrelmann (Eds.), <i>Health risks and developmental transitions during adolescence</i> (pp. 110-135). New York: Cambridge University Press.</p> <p>Keating, D. P. (1990). Adolescent thinking. In S. S. Feldman & G. R. Elliott (Eds.), <i>At the threshold: The developing adolescent</i> (pp. 54-89). Cambridge, MA: Harvard University Press.</p>
	Discussion Topic	<p>1. Present on connections of social-cognitive skills and risk reduction initiatives.</p> <p>Schwarzer, R. (2001). Social-cognitive factors in changing health-related behaviors. <i>Current Directions in Psychological Science</i>, 10, 47-51.</p>
WEEK 6	IDENTITY & EGO	
2/12	Readings	<p><i>Theories of Adolescence</i>: Chapters 3 & 4, Erikson: Identity & Support for the theory, pp. 42-83.</p> <p><i>Theories of Adolescence</i>: Chapter 12, Loewinger: Ego Development, pp. 244-261.</p> <p>Hill, J. P., & Lynch, M. E. (1983). The intensification of gender-related role expectations during early adolescence. In J. Brooks-Gunn & A. C. Petersen (Eds.), <i>Girls at puberty: Biological and psychosocial perspectives</i> (pp. 201-228). New York: Plenum.</p> <p>Phinney, J. S. & Kohatsu, E. L. (1997). Ethnic and racial identity development and mental health. In J. Schulenberg, J. L. Maggs, & K. Hurrelmann (Eds.), <i>Health risks and developmental transitions during adolescence</i> (pp. 420-443). New York: Cambridge University Press.</p>
	Discussion Topic	<p>1. Multiple identities and multiple selves: what does this mean for adolescent well-being?</p> <p>Harter, S., Waters, P., & Whitesell, N. R. (1998). Relational self-worth: Differences in perceived worth as a person across interpersonal contexts among adolescents. <i>Child Development</i>, 69, 756-766.</p>
WEEK 7	FAMILY	

2/19	Readings	<p>(Review Lewin and Bronfenbrenner)</p> <p>Adler, D. L., Lippitt, R., & White, R. K. (1939). An experiment with young people under democratic, autocratic, and laissez-faire atmospheres. <i>Proceedings of the National Conference of Social Work</i>. New York: Columbia University Press.</p> <p>Graber, J. A., & Brooks-Gunn, J. (1999). "Sometimes I think that you don't like me": How mothers and daughters negotiate the transition into adolescence. In M. Cox & J. Brooks-Gunn (Eds.), <i>Conflict and cohesion in families: Causes and consequences</i> (pp. 207-242). Mahwah, NJ: Lawrence Erlbaum & Associates.</p> <p>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, & A. C. Petersen (Eds.), <i>Transitions through adolescence: Interpersonal domains and context</i>. (pp. 167-199). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. <i>Journal of Research on Adolescence, 11</i>, 1-19.</p>
	Discussion Topic	<p>1. Discuss pathways of effects of poverty on adolescent adjustment. Conger, R. D., Ge, X., Elder, G. H., Jr., Lorenz, F. O., & Simons, R. L. (1994). Economic stress, coercive family process, and developmental problems of adolescence. <i>Child Development, 65</i>, 541-561. McLoyd, V. C., Jayaratne, T. E., Ceballo, R., Borquez, J. (1994). Unemployment and work interruption among African American single mothers: Effects on parenting and adolescent socioemotional functioning. <i>Child Development, 65</i>, 562-589.</p> <p>2. Parenting in intergenerational families: Early transitions to parenthood. Wakschlag, L. S., Chase-Lansdale, P. L., & Brooks-Gunn, J. (1996). Not just "Ghosts in the Nursery": Contemporaneous intergenerational relationships and parenting in young African-American families. <u><i>Child Development, 67</i></u>, 2131-2147.</p>
WEEK 8		PEERS
2/26	Readings	<p><i>Theories of Adolescence</i>: Chapter 5, Sullivan: Interpersonal theory, pp. 84-104.</p> <p>Berndt, T. J. (1996). Transitions in friendship and friends' influence. In J. A. Graber, J. Brooks-Gunn, & A. C. Petersen (Eds.), <u><i>Transitions through adolescence: Interpersonal domains and context</i></u>. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Cairns, R. B., & Cairns, B. D. (1994). <i>Lifelines and risks: Pathways of youth in our time</i>. (excerpted sections, pp. 8-18, 90-129). New York: Cambridge University Press.</p>

		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. <i>Child Development, 68</i> , 676-689.
	Discussion Topic	1. Assessing peer context. Methods and limitations. Bearman, P., & Bruckner, H. (1999). <i>Power in numbers: Peer effects on adolescent girls' sexual debut and pregnancy</i> . Washington, DC: National Campaign to Prevent Teen Pregnancy. 2. Deviant peers: What do we really know about them?
	Topic Choice Due	Hand in brief description of topic choice for presentation at end of the semester.
SPRING	BREAK	March 2-9
WEEK 9		SCHOOL TRANSITIONS AND CONTEXTS
3/12	Readings	American Association of University Women. (1994). <i>Shortchanging girls, shortchanging America, Executive summary</i> . Washington, DC: Author. Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & MacIver, D. (1993). Development during adolescence: The impact of stage-environment fit in young adolescents' experiences in schools and in families. <i>American Psychologist, 48</i> , 90-101. Simmons, R. G., Carlton-Ford, S. L., & Blyth, D. A. (1987). Predicting how a child will cope with the transition to Junior High School. In R. M. Lerner & T. T. Foch (Eds.), <u>Biological-psychosocial interactions in early adolescence</u> (pp. 325-375). Hillsdale, NJ: Erlbaum. Sommers, C. H. (2000). The war against boys. <u>The Atlantic Monthly</u> , May, 59-74. Summary sheet: <i>Hostile hallways: Bullying, teasing, and sexual harassment in school</i> . (2001) Summary should be available at AAUW website. http://www.aauw.org/
	Discussion Topic	1. Gender wars in education. Review the AAUW and Sommers paper in terms of Gilligan's influence on studies of adolescent girls. 2. School environments and the peer context: Are boys bad for girls? Caspi, A., Lynam, D., Moffitt, T. E., & Silva, P. A. (1993). Unraveling girls' delinquency: Biological, dispositional, and contextual contributions to adolescent misbehavior. <i>Developmental Psychology, 29</i> , 19-30.
WEEK 10		WORK & NEIGHBORHOODS
3/19	Readings	Leventhal, T., & Brooks-Gunn, J. (2000). The neighborhoods they live in:

		<p>The effects of neighborhood residence on child and adolescent outcomes. <i>Psychological Bulletin</i>, 126, 309-337.</p> <p>Newman, K. S. (1996). Working poor: Low-wage employment in the lives of harlem youth. In J. A. Graber, J. Brooks-Gunn, & A. C. Petersen (Eds.), <i>Transitions through adolescence: Interpersonal domains and context</i>. (pp. 323-343). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Steinberg, L., Fegley, S., & Dornbusch, S. M. (1993). Negative impact of part-time work on adolescent adjustment: Evidence from a longitudinal study. <i>Developmental Psychology</i>, 29, 171-180.</p> <p>Sullivan, M. L. (1996). Developmental transitions in poor youth: Delinquency and crime. In J. A. Graber, J. Brooks-Gunn, & A. C. Petersen (Eds.), <i>Transitions through adolescence: Interpersonal domains and context</i> (pp. 141-164). Mahwah, NJ: Lawrence Erlbaum Associates.</p>
	<p>Discussion Topic</p>	<p>1. Is working bad for adolescents?</p> <p>2. Community based prevention and health promotion and its basis in developmental theory.</p> <p>Roth, J.L., Brooks-Gunn, J., Murray, L., & Foster, W. (1998). Promoting healthy adolescents: Synthesis of youth development program evaluations. <i>Journal of Research on Adolescence</i>, 8 (4), 423-459.</p>
<p>WEEK 11</p>		<p>INTIMACY & SEXUALITY</p>
<p>3/26</p>		<p>Brown, B. B., Feiring, C., & Furman, W. (1999). Missing the love boat: Why researchers have shied away from adolescent romance. In W. Furman, B. B. Brown, & C. Feiring (Eds.), <i>Contemporary perspectives on adolescent relationships</i> (pp. 16). New York: Cambridge University Press.</p> <p>Buzwell, S., & Rosenthal, D. (1996). Constructing a sexual self: Adolescents' sexual self-perceptions and sexual risk-taking. <i>Journal of Research on Adolescence</i>, 6, 489-513.</p> <p>Diamond, L. M., Savin-Williams, R. C., & Dube, E. M. (1999). Sex, dating, passionate friendships, and romance: Intimate peer relations among lesbian, gay, and bisexual adolescents. In W. Furman, B. B. Brown, & C. Feiring (Eds.), <i>Contemporary perspectives on adolescent relationships</i> (pp. 175-210). New York: Cambridge University Press.</p> <p>Graber, J. A., Brooks-Gunn, J., & Galen, B. R. (1998). Betwixt and between: Sexuality in the context of adolescent transitions. In R. Jessor (Ed.), <u>New perspectives on adolescent risk behavior</u>. (pp. 270-316). New York: Cambridge University Press.</p> <p>Remez, L. (2000). Oral sex among adolescents: Is it sex or abstinence? <u>Family Planning Perspectives</u>, 32 (6), 298-304.</p>

		<p>Udry, J. R., & Campbell, B. C. (1994). Getting started on sexual behavior. In A. S. Rossi (Ed.), <i>Sexuality across the life course. The John D. and Catherine T. MacArthur Foundation series on mental health and development: Studies on successful midlife development</i> (pp. 187-207). Chicago: University of Chicago Press.</p>
	Discussion Topic	<p>1. Discuss the impact of intimate & physical relationships on adolescents.</p> <p>Feldman, S. S., & Cauffman, E. (1999). Your cheatin' heart: Attitudes, behaviors, and correlates of sexual betrayal in late adolescents. <i>Journal of Research on Adolescence, 9</i>, 227-252.</p> <p>2. The gendered nature of sexual behavior.</p> <p>O'Sullivan, L., Graber, J. A., & Brooks-Gunn, J. (2001). Adolescent gender development. In J. Worell (Ed.), <i>Encyclopedia of women and gender, Vol. 2</i>, (pp. 55-67). San Diego, CA: Academic Press.</p>
WEEK 12		PSYCHOPATHOLOGY
4/02	Readings	<p>Lewinsohn, P. M., Rohde, P., Seeley, J. R. (1998). Major depressive disorder in older adolescents: Prevalence, risk factors, and clinical implications. <i>Clinical Psychology Review, 18</i>, 765-794.</p> <p>Lewis, M. (2000). Toward a development of psychopathology: Models, definitions, and prediction. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.), <i>Handbook of developmental psychopathology, 2nd ed</i> (pp. 3-22). New York: Plenum Press.</p> <p>Loeber, R., Farrington, D. P., Stouthamer-Loeber, M., Van Kammen, W. B. (1998). Multiple risk factors for multiproblem boys: Co-occurrence of delinquency, substance use, attention deficit, conduct problems, physical aggression, covert behavior, depressed mood, and shy/withdrawn behavior. In R. Jessor (Ed.), <i>New perspectives on adolescent risk behavior</i> (pp. 90-149). New York: Cambridge University Press.</p> <p>Moffitt, T. E. (1993). Adolescence-limited and life-course persistent antisocial behavior: A developmental taxonomy. <i>Psychological Review, 100</i>, 674-701.</p> <p>Tyrka, A. R., Graber, J. A., & Brooks-Gunn, J. (2000). The development of disordered eating: Correlates and predictors of eating problems in the context of adolescence. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.), <i>Handbook of developmental psychopathology, 2nd ed</i> (pp. 607-624). New York: Plenum Press.</p> <p>Siegal, N. (July 18, 1999). Jennifer's journey. <u>New York Times Magazine</u>. New York: New York Times.</p>

	Discussion Topic	<p>1. Revisiting Storm and Stress, media images of youth, and psychopathology.</p> <p>2. Adolescent depression: Why more girls?</p>
WEEK 13		TRANSITION TO ADULTHOOD
4/09	Readings	<p>Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist</i>, 55, 469-480.</p> <p>Aseltine, R. H., Jr., & Gore, S. (1993). Mental health and social adaptation following the transition from high school. <i>Journal of Research on Adolescence</i>, 3, 247-270.</p> <p>Brooks-Gunn, J., Guo, G., & Furstenberg, F. F., Jr. (1993). Who drops out of and who continues beyond high school? A 20-year follow-up of black urban youth. <i>Journal of Research on Adolescence</i>, 3, 271-294.</p> <p>Hill, M. S., & Yeung, W. J. (1999). How has the changing structure of opportunities affected transitions to adulthood? In A. Booth, A. C. Crouter, & M. J. Shanahan (Eds.), <i>Transitions to adulthood in a changing economy: No work, no family, no future?</i> (pp. 3-39). Westport, CT: Praeger.</p> <p>Stattin, H., & Magnusson, C. (1996). Leaving home at an early age among females. In W. Damon (Series Ed.), J. A. Graber & J. S. Dubas (Vol. Eds.), <i>New directions for child development: Vol. 71. Leaving home: Understanding the transition to adulthood</i> (pp. 53-69). San Francisco: Jossey-Bass Publishers.</p>
	Discussion Topic	<p>1. The forgotten half: where are they now?</p> <p>2. Rates of college enrollment versus college completion.</p>
WEEK 14		PRESENTATIONS—SPECIAL TOPICS
4/16		
WEEK 15		PRESENTATIONS—SPECIAL TOPICS
4/23		
FINAL	30A	7:30AM-9:30AM

COURSE REQUIREMENTS

1. Discussion leadership (40% of grade). Each student will lead a 20-30 minute discussion in class based on an assigned paper or topic. Students will do this 2 times during the semester. The leader should investigate some of the related literature that forms a basis for the discussion. The leader will hand in a 4-5 page paper that provides an overview of the topic and issues for each of the 2 discussion sessions s/he leads. Each paper and presentation/discussion accounts for 20% of the course grade.
2. Presentation on a Special Topic (40% of grade). In the final sessions of the course, each student will present on a special topic on adolescent development. Topic selection must be made by February 26, 2002. At this time, students should submit a 1-2 paragraph overview of the presentation. Presentations will be grouped by topic and date of presentation will be assigned in early March. Each student will make a 30-40 minute presentation focusing on key studies and future directions for studies in that area. For the presentation, prepare a 1 page handout for other students that follows the format of a policy brief or facts-at-a-glance sheet. That is, present in clear language the topic, facts about what is known on this topic, and a few statements about why this is important to adolescents, parents, teachers or others. The key is to be brief and clear. Students will also hand in a 5-7 page paper that provides an overview of the their presentation.
3. Class participation (20% of grade). Even though 1-2 students will be leading discussions each week, everyone is expected to contribute to discussion on the readings and topics of the course.

Use APA style for all written work in this course and stick to page limits. Be concise and thoughtful.

COURSE GUIDELINES & POLICIES

1. **This course adheres to all University Policies.**
2. **Academic Honesty.** Please see the University of Florida Student Handbook to review policies and definitions of academic honesty and related issues. (<http://www.dso.ufl.edu/STG/default.html>)
3. **Incompletes.** Due to the nature of the requirements for the course, no incompletes will be given.
4. **Attendance.** Attendance will not be taken in this class; however, see the above policy on class participation.
5. **Students with Disabilities.** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.