
EDPSY 532: Adolescence and Youth
Spring 2019, Tuesdays, 4:30 to 6:50pm
MLR 112

Instructor

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Office: Miller 322H
Office hours: Wednesdays 2:30–4:30 or by appointment

Course description

This seminar will provide a broad overview of adolescent development. We will survey various topics in adolescence and emerging adulthood, with a focus on the most recent empirical research and theory building. Your active participation in discussions will help make this class a successful and rewarding learning experience for all.

Course website

Articles, assignments, and grades will be posted on the Canvas course page:
<https://canvas.uw.edu/courses/1290780>

Course readings

Some of our readings will come from the following handbook: Lerner, R. M., & Steinberg, L. (Eds.). (2004). *Handbook of adolescent psychology (2nd ed.)*. Hoboken, NJ, US: John Wiley & Sons Inc. All course readings—including handbook chapters—will be posted as PDFs on Canvas.

Course objectives

By the end of the course, you should be able to:

1. Critically read peer-reviewed journal articles about adolescence
2. Learn about important theories and concepts related to adolescent development
3. Understand how culture and context interact to shape adolescent development
4. Learn about different research methodologies used in research on adolescence

Course requirements

(50% of grade) Readings and attendance/participation in class discussions. You are expected to complete the readings for each week prior to class and to actively participate in discussions during class. Prior to class, you will prepare and submit a written commentary about the readings on Canvas. Your responses will be used to spark class discussion.

(25% of grade) Discussion leader. Once during the term (from week 3 to week 9), you will identify one non-academic source of your choice related to the topic. This source can be a newspaper or magazine article, blog post, Twitter post, opinion piece, YouTube video, or anything else! These additional sources will help us connect the science of adolescence to contemporary issues concerning policy and practice and will also give you an opportunity to be a “mini-expert” on a specific aspect of the week’s topic.

At the beginning of the term, you will have the opportunity to rank-order the topics of interest to you; every effort will be made to assign you to your top choice. On your assigned day, you will be asked to (1) share or summarize your additional chosen source with the class, (2) describe how your source connects with the week’s topic and/or assigned readings, and (3) pose one question to the class for discussion. Each

presentation should be 3 to 5 minutes long. *Note: You do not need to identify an additional source if you have not been assigned to present for that week.*

(25% of grade) *Three minute “thesis.”* The three minute “thesis” (3MT) project is based on a popular competition hosted every year at the University of Queensland in Australia. For this project, you will choose a specific issue in adolescence that you are interested in. Then, you will produce a three-minute video that (1) describes the issue and its importance, (2) relates the issue to at least one of the class readings, and (3) proposes a solution (either a practical solution or a future study idea) that can promote positive adolescent development and outcomes related to that issue. You may prepare one slide or visual to accompany your video. We will view these videos on the last day of class as part of an *Adolescence and Youth Film Festival* and engage in a culminating discussion of the videos. You must complete this project in order to receive a passing grade in the class. More information will be provided later in the term.

Attendance

I expect you to attend every class session on time, having completed the required readings and discussion post prior to class. (Because we meet just once a week, more than one absence from class may result in a lower grade.) However, if a medical issue, family emergency, or other extenuating circumstance arises that will lead to an absence from class, please email me as soon as possible to discuss options. I am also happy to accommodate the observation of religious and cultural practices and holidays, just let me know.

Access and accommodations

It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me as soon as possible so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical, or health impacts), you are welcome to contact DRS at (206) 543-8924 or uwdrs@uw.edu or <http://disability.uw.edu>. Reasonable accommodations are established through an interactive process between you, myself, and DRS.

Academic integrity policy

The College of Education holds very high standards regarding academic integrity. Work submitted in this course must be the product of your own original effort. When you incorporate the works, words, or ideas of another, you must provide proper citations. If you are concerned about plagiarism, have questions about legitimate forms of collaboration, or are unclear about appropriate methods of citation, consult a style manual or the instructor. Along with plagiarism and unauthorized collaboration, other forms of academic misconduct include (but are not limited to) falsifying attendance records and submitting the work of others as if it were your own. Violations of the Academic Integrity Policy will result in sanctions that can range from disciplinary warning, to probation or suspension, to—in the event of severe or repeated violations—dismissal from the University. For more information please refer to the College of Education’s Academic Integrity Policy and related procedures: <http://education.uw.edu/my-coe/current-students/academic-policies>. By enrolling in this class, you agree to abide by these policies.

Grading policy

Your course grade on a 4.0 scale will be determined based on the standard procedures for reporting grades for graduate students as detailed here: <https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-19-grading-system-for-graduate-students/>

Course schedule

This schedule and reading list are subject to change depending on the flow of the course, classroom interests, and student feedback.

Date	Details
Week 1: April 2, 2019	<p>Topic: Introduction</p> <p>OPTIONAL Russell, S. T. (2016). Social justice, research, and adolescence. <i>Journal of Research on Adolescence</i>, 26(1), 4–15. REVIEW/COMMENTARY</p>
Week 2: April 9, 2019	<p>Topic: Biological transitions</p> <p>Berenbaum, S. A., Beltz, A. M., & Corley, R. (2015). The importance of puberty for adolescent development: Conceptualization and measurement. In J. B. Benson (Ed.), <i>Advances in Child Development and Behavior</i> (Vol. 48). San Diego, CA: Elsevier. REVIEW/COMMENTARY</p> <p>Dunster, G. P., de la Iglesia, L., Ben-Hamo, M., Nave, C., Fleischer, J. G., Panda, S., & de la Iglesia, H. O. (2018). Sleepmore in Seattle: Later school start times are associated with more sleep and better performance in high school students. <i>Science Advances</i>, 4, eaau6200. EMPIRICAL</p>
Week 3: April 16, 2019	<p>Topic: Cognitive and social transitions</p> <p>Blakemore, S. (2018). Avoiding social risk in adolescence. <i>Current Directions in Psychological Science</i>, 27(2), 116–122. REVIEW/COMMENTARY</p> <p>Yeager, D. S. (2017). Dealing with social difficulty during adolescence: The role of implicit theories of personality. <i>Child Development Perspectives</i>, 11(3), 196–201. REVIEW/COMMENTARY</p> <p>Fuligni, A. J. (2018). The need to contribute during adolescence. <i>Perspectives on Psychological Science</i>, 1–15. doi: 10.1177/1745691618805437 REVIEW/COMMENTARY</p>
Week 4: April 23, 2019	<p>Topic: Identity development, Part 1—Sex and gender</p> <p>Chapter 8: Gender and Gender Role Development in Adolescence HANDBOOK</p> <p>Choose one:</p> <ul style="list-style-type: none"> Morgan, E. M. (2012). Contemporary issues in sexual orientation and identity development in emerging adulthood. <i>Emerging Adulthood</i>, 1(1), 52–66. REVIEW/COMMENTARY Watson, R. J., Wheldon, C. W., & Puhl, R. M. (2019). Evidence of diverse identities in a large national sample of sexual and gender minority

	<p>adolescents. <i>Journal of Research on Adolescence</i>, 1–12. doi: 10.1111/jora.12488 EMPIRICAL</p> <p>Kreager, D. A., Staff, J., Gauthier, R., Lefkowitz, E. S., & Feinberg, M. E. (2016). The double standard at sexual debut: Gender, sexual behavior and adolescent peer acceptance. <i>Sex Roles</i>, 75(7–8), 377–392. EMPIRICAL</p>
<p>Week 5: April 30, 2019</p>	<p>Topic: Identity development, Part 2—Race, ethnicity, and culture</p> <p>Syed, M., Juang, L. P., & Svensson, Y. (2018). Toward a new understanding of ethnic-racial settings for ethnic-racial identity development. <i>Journal of Research on Adolescence</i>, 28(2), 262–276. REVIEW/COMMENTARY</p> <p>Cheng, M., & Berman, S. L. (2012). Globalization and Identity Development: A Chinese Perspective. In S. J. Schwartz (Ed.), <i>Identity Around the World. New Directions for Child and Adolescent Development</i>, 138, 103–121. REVIEW/COMMENTARY</p> <p>Smith, F. D., Woo, M., & Austin, S. B. (2010). ‘I didn’t feel like any of those things were me’: Results of a qualitative pilot study of race/ethnicity survey items with minority ethnic adolescents in the USA. <i>Ethnicity and Health</i>, 15(6), 621–638. EMPIRICAL</p>
<p>Week 6: May 7, 2019</p>	<p>Topic: Context, Part 1—Families and peers</p> <p>Chapter 11: Parent-Adolescent Relationships and Influences HANDBOOK</p> <p>Pearce, L. D., Hayward, G. M., Chassin, L., & Curran, P. J. (2018). The increasing diversity and complexity of family structures for adolescents. <i>Journal of Research on Adolescence</i>, 28(3), 591–608. REVIEW/COMMENTARY</p> <p>Cassels, M. T., White, N., Gee, N., & Hughes, C. (2017). One of the family? Measuring young adolescents’ relationships with pets and siblings. <i>Journal of Applied Developmental Psychology</i>, 49, 12–20. EMPIRICAL</p> <p>Choose one:</p> <ul style="list-style-type: none"> • Sherman, L. E., Payton, A. A., Hernandez, L. M., Greenfield, P. M., & Dapretto, M. (2016). The power of the <i>like</i> in adolescence: Effects of peer influence on neutral and behavioral responses to social media. <i>Psychological Science</i>, 27(7), 1027–1035. EMPIRICAL • Vaterlaus, J. M., Barnett, K., Roche, C., & Young, J. A. (2016). “Snapchat is more personal”: An exploratory study on Snapchat behaviors and young adult interpersonal relationships. <i>Computers in Human Behavior</i>, 62, 594–601. EMPIRICAL

<p>Week 7: May 14, 2019</p>	<p>Topic: Context, Part 2—Schools and neighborhoods</p> <p>Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. <i>Journal of Research on Adolescence</i>, 21(1), 225–241. REVIEW/COMMENTARY</p> <p>Amemiya, J., & Wang, M. (2018). Why effort praise can backfire in adolescence. <i>Child Development Perspectives</i>, 12(3), 199–203. REVIEW/COMMENTARY</p> <p>Ozer, E. J. (2017). Youth-led participatory action research: Overview and potential for enhancing adolescent development. <i>Child Development Perspectives</i>, 11(3), 173–177. REVIEW/COMMENTARY</p> <p>Animosa, L. H., Johnson, S. L., & Cheng, T. L. (2018). “I used to be wild”: Adolescent perspectives on the influence of family, peers, school, and neighborhood on positive behavioral transition. <i>Youth and Society</i>, 50(1), 49–74. EMPIRICAL</p>
<p>Week 8: May 21, 2019</p>	<p>Topic: Adolescents with special needs</p> <p>Cresswell, L. & Cage, E. (2019). 'Who am I?': An exploratory study of the relationships between identity, acculturation and mental health in autistic adolescents. <i>Journal of Autism and Developmental Disorders</i>. https://doi.org/10.1007/s10803-019-04016-x EMPIRICAL</p> <p>Slater, J., Agustsdottir, E., & Haraldsdottir, F. (2018). Becoming intelligible woman: Gender, disability and resistance at the border zone of youth. <i>Feminism and Psychology</i>, 28(3), 409–426. REVIEW/COMMENTARY</p> <p>Hall, A., & Theron, L. C. (2016). Resilience processes supporting adolescents with intellectual disability: A multiple case study. <i>Intellectual and Developmental Disabilities</i>, 54(1), 45–62. EMPIRICAL</p>
<p>Week 9: May 28, 2019</p>	<p>Topic: Risk and Resilience</p> <p>Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. <i>Annual Review of Public Health</i>, 26, 399–419. REVIEW/COMMENTARY</p> <p>Toolis, E. E., & Hammack, P. L. (2015). The lived experience of homeless youth: A narrative approach. <i>Qualitative Psychology</i>, 2(1), 50–68. EMPIRICAL</p> <p>Asakura, K. (2019). Extraordinary acts to “show up”: Conceptualizing resilience of LGBTQ youth. <i>Youth and Society</i>, 51(2), 268–285. EMPIRICAL</p>
<p>Week 10: June 4, 2019</p>	<p>Adolescence and Youth Film Festival</p> <p>We will view our 3MT videos in class and engage in a culminating discussion of the videos.</p>