

ADOLESCENT PSYCHOLOGY: BC 3382*

Spring 2007
Mondays 2:10 – 4:00
Office hours: Wednesdays 1:30 – 4:00
and by appointment

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The course examines adolescent development from various perspectives, providing a theoretical base from which to challenge traditional developmental approaches and to practice applying theory to real life and literary cases. The goal is to gain a greater understanding of human development and behavior during the years from early adolescence to young adulthood.

The first half of the course focuses on individual development: physiological, sexual, cognitive, and affective. The second half of the course examines adolescent experiences in their social contexts: family, peers, school, and community. The material for the course encourages critical reflections from the perspectives of gender, race and ethnicity, sexuality, and “teen culture.” Case studies, your own and others, will guide the analysis and critique of early and late adolescent experiences. Full citations for all books and articles are included in this packet. Additional resources will be distributed in seminar.

***I am indebted to my colleague Professor Lisa Smulyan of Swarthmore College for ideas and suggestions for the initial design of this seminar.**

CLASS SCHEDULE FOR SPRING 2006

DATE

TOPIC AND READINGS

January 22

Introduction: Adolescent Voices

Our Own Adolescent Voices Shared

Write a short (2pp) paper: As an adolescent, I was...

January 29

Historical and Cultural Perspectives

Muuss: Chapters 1 and 6, Philosophical Roots and
Mead's Perspective

Case: Each of you will choose a novel by a current writer of adolescent fiction, e.g. Judy Blume, M.E. Kerr, Norma Klein, S.E. Hinton, A Brashares, and so on. Popular literature tends to reflect dominant, contemporary cultural values. In class, prepare to describe the assumptions about the nature of adolescence that can be inferred from your novel.

- March 12 **Spring Break – Relax and Read**
(And study a late adolescent for Case II.)
- March 19 **Adolescent Health and Social Policy: Sexuality Issues**
Freud, A. (1969) “Adolescence.” In Writings of Anna Freud, Vol. V 1956-1965.
Savin-Williams, Chapters 8, 9, and 10.
Report on one other article from the Health folders.
- Film** this week: *Girl Trouble*
- March 26 **Adolescents in Social Contexts: Family**
Glasser, Chapters 1, 2, and 11 – theory and practice
Ward, “Raising Resisters....” In Urban Girls
Way, Everyday Courage, Chapter 6
Buchanan, “The Impact of Divorce.....” In Resilience Across Contexts
Case: Golden, Marita (1995) Saving our Sons
(Choose a chapter.)
- Late Adolescent Case II due in class.**
- April 2 **Adolescents in Context: Peers, Friendships, Youth Culture**
Muuss: Chapter 5, Sullivan’s Interpersonal Theory
Brock, Chapter 4, “Sista to Sista to Sista”
Wolak *et al*, “Close Online Relationships in a National Sample of Adolescents” – distributed in class.
Way, Everyday Courage, Chapter 5
Cases 12, “Beyond the Euphoric Buzz” and 13, “In Search Of My Voice” and 14, “Loving Women”
- April 9 **Adolescents in Schools: Goals of Secondary Schools**
Way, Everyday Courage, Chapter 8
Ma, Xin, “Sense of Belonging to School” – distributed in class
Wilson, Chapter 4, “The Teachers Students Wanted.”
- April 16 **Different Experiences: Schools as Equalizers or as Sorters**
Miron and Lauria, “Student Voice as Agency”
Suggest one article to the class from those you are using for your research papers.
Case: Suskind, A Hope in the Unseen, Chapters 1-5
- Film** this week: *Good Mornin’, Ms Toliver*

April 23

Adolescents in College

Sidel, Battling Bias....., Chapters 1, 4-9

Steele, "A Threat in the Air"

Case: Suskind, A Hope in the Unseen, Chapters 7-14

Final paper due in class.

April 30

The Social Context: Transition to the Adult World

Symposium: Your research and course synthesis.

Refreshments while you present your work.

In what ways does the experience of adolescence influence or shape adult life?

FINI and CONGRATULATIONS!!!!!!!!!!

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NOTES TO STUDENTS

Professor Susan Riemer Sacks

Course Aims: To examine adolescent development, intrapersonally and interpersonally, in theory and in practice and to create a seminar environment conducive to involved and active learning. Specifically, to:

1. Gain an understanding of the theories of adolescent individual and social development from historical and cultural perspectives.
2. Develop skills in observing and analyzing adolescents' experiences by recording and interpreting observational data.
3. Refine your own ideas and theories about adolescents through readings, observations, films, and research.
4. Define and research one critical issue for a term project/paper.

Orientation of the Seminar:

In **theory**, learning becomes more useful when it is experience-based, integrated, shared, relevant, active, non-punitive, and self-evaluative.

In **practice**, the seminar is structured to discuss issues and relate them to personal and field experiences, and to integrate and connect information, ideas, and reflections. The seminar includes study and discussion groups in class and stresses collaboration. The seminar will serve as a center in which to critique and develop a deeper understanding of adolescent experiences, thoughts, and behaviors through your curiosity and intellectual interests.

Course Requirements: (percent of contribution to final grade)

Participation in seminar: This includes reading and reflecting on the assignments and being prepared to contribute to the discussions, regular seminar and film attendance, and the responsibility to co-lead one of the sessions. (20%)

Completion of two short observational cases, one on early and one on older adolescents: This includes field work and will be delineated in detail in seminar. (30%)
First case due on February 26, 2007; second case due on March 26, 2007.

Seminar paper. (50%) Papers will be due in Seminar on April 23, 2007.

Students will identify an area of interest in adolescent development and read, synthesize, and critique the research in that specific area. Students may extend their research investigation to include interview protocols which will be administered under the Psychology Department guidelines. Other possibilities for research in schools exists through our relationship with the Bronx School of Law and Finance. All research topics and designs will be discussed individually with the instructor and must be approved.

The final paper will be written in a format consistent with the guidelines described in the Publication Manual of the American Psychological Association. Details on this assignment will be provided early in the semester.

Books for the course:

Belenky, M., Clinchy B.M., Goldberger, N.R., & Tarule, J.M. (1986). Women's Ways of Knowing. New York: Basic Books, Inc., Publishers

Garrod, A. & Smulyan, L. et al (eds.) (2004) Adolescent Portraits (5th ed). Boston: Allyn and Bacon.

Golden, M. (1995). Saving our Sons. New York: Doubleday.

Martin, K (1996). Puberty, Sexuality and the Self: Girls and Boys at Adolescence. New York: Routledge.

Muuss, R. (1998). Theories of Adolescence. New York: Random House.

Sidel, R. (1994). Battling Bias: The Struggle for Identity and Community on College Campuses. New York: Viking.

Suskind, R. (1998). A Hope in the Unseen. New York: Broadway Books.

Way, N. (1998). Everyday Courage: The Lives and Stories of Urban Teenagers. New York: NYU Press.

Selections from the following books will be assigned. All books will be on reserve in the Barnard Library:

Atkins, D. (ed.) (1998). Looking Queer: Body Image and Identity in Lesbian, Gay, Bisexual and Transgender Communities. Binghamton, NY: Harrington Park Press.

Austin, W. (2003). First Love: The Adolescent's Experience of Amour. New York: Peter Lang Publishing, Inc.

Brock, R. (2005). Sista Talk: The Personal and the Pedagogical. New York: Peter Lang Publishing, Inc.

Brod, H. & Kaufman, M. (eds.) Theorizing Masculinities. Thousand Oaks, CA: Sage.

Brown, L., Tappan, M.B. & Gilligan, C. (1995). "Listening to different voices," in W. Kurtines and J. Gewirtz (eds.) Moral Development: An Introduction. Boston: Allyn and Bacon.

Bukowski, W., Newcomb, A., & Hartup, W. (1996). The Company They Keep: Friendship in Childhood and Adolescence. Cambridge University Press.

Cote, J. (2000). Arrested Adulthood: The Changing Nature of Maturity and Identity. New York: NYU Press.

D'Augelli, A. & Patterson, C. (eds.) (1995). Lesbian, Gay and Bisexual Identities over the Lifespan: Psychological Perspectives. New York: Oxford University Press.

Freud, A. (1969). "Adolescence." In The Writings of Anna Freud, Vol. V 1956-1965. New York: International Universities press, Inc.

Gardner, H. (1993). Multiple Intelligences: The Theory in Practice. NY: Basic Books.

Gilligan, C. & Brown, L. (1994). Meeting at the Crossroads. New York: Ballantine Books.

Glasser, W. (2002). Unhappy Teenagers: A Way for parents and Teachers to Reach Them. New York: HarperCollins Publishers Inc.

Graber, J., Brooks-Gunn, J., & Peterson, A. (eds.) (1996). Transitions Through Adolescence. New Jersey: Lawrence Erlbaum Associates.

Jordan, J., Kaplan, A.G., Miller, J.B., Stiver, I.P. & Surrey, J.L. (1991). Women's Growth in Connection. New York: the Guilford Press.

Klass, P. & Costello, E. (2003). Quirky Kids: Understanding and Helping Your Child Who Doesn't Fit In --- When to Worry and When Not to Worry. New York: A Ballantine Book, The Random House Publishing Group.

McLaughlin, M. & Heath, S. (eds.) (1993). Inner City Youth: Beyond Ethnicity and Gender. New York: Teachers College Press.

Miron, L. & Lauria, M. (1998). "Student voice as agency: Resistance and accommodation in inner-city schools." Anthropology and Education Quarterly (29)2, 189-213.

Modell, J. & Goodman, M. (1990). At the Threshold. Cambridge: Harvard University Press.

Moran, J. (2000). Teaching Sex: the Shaping of Adolescence in the 20th Century. Cambridge: Harvard University Press.

Moshman, D. (1999). Adolescent Psychological Development: Rationality, Morality and Identity. NJ: Lawrence Erlbaum Associates.

Muuss, R.E. (1998). Adolescent Behavior and Society. New York: McGraw-Hill.

Root, M. (ed.) (1996). The Multiracial Experience. CA: Sage.

Savin-Williams, R.C. (2005). The New Gay Teenager. Cambridge, MA: Harvard University Press.

Schoem, D. (ed.) (1991). Inside Separate Worlds. Ann Arbor: U. of Michigan Press.

Steele, C. (1997). "A threat in the air: How stereotypes shape intellectual identity and performance." American Psychologist 52(6), 613-629.

Tatum, B. (1992). "Talking about race, learning about racism," Harvard Educational Review. 62(1),1-24.

Taylor, R. & Wang, M. (eds.) (2000). Resilience Across Contexts. New Jersey: Lawrence Earlbaum.

Ward, J.V. (1996). "Raising resisters: The role of truth telling in the psychological development of African American girls," in Leadbetter and Way, Urban Girls. New York: NYU Press.

Wilson, B.L. & Corbett, H.D. (2001). Listening to Urban Kids: School Reform and the Teachers They Want. Albany, NY: State University of New York Press.

Films

We will arrange to view the following films in special sessions as noted on the class schedule:

Angel Rodriguez

Baby Love

Boyz 'n the Hood

Girl Trouble

Good Mornin', Ms Toliver

Thirteen