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HDSP 403
Winter, 2007-2008
Tu 11-1:30 PM

ADOLESCENT DEVELOPMENT

COURSE DESCRIPTION

This course is a graduate level survey of major issues concerning adolescents and youth, with attention to both developmental and policy perspectives. The social ecology of adolescent development--an understanding of adolescents in their social contexts--is emphasized.

REQUIREMENTS

Class participation is critical and will be actively encouraged. Students will be assigned special responsibility for a set of readings each week and will provide leadership for considering those readings in class. In order to best integrate the material into one's overall course of study, the discussion should, in part, relate the week's readings to prior coursework taken in the student's graduate program.

A 15-25 page term paper is due by noon, Wednesday, of finals week. The topic, which should be cleared with the instructor, may concern theory, research, or application. The paper should include a critical review of existing literature but must emphasize your own ideas. As a vehicle for promoting professional development, each student will give a verbal presentation of the central theme of the paper in class as part of a panel (similar to symposia at professional meetings).

Course readings in scholarly journals may be accessed via the web. A number of other readings have been put into electronic form and will be made available.

Books may be purchased at the Barnes & Noble bookstore located in the basement of the Norris Center on campus.

SYLLABUS

A number of readings are contained in the following HANDBOOK:

Lerner, R., & Steinberg, L. (2004). *Handbook of adolescent psychology* (2nd edition). New York: Wiley.

Jan 8 **Introduction**

Jan 15 **Introduction #2**

Nurmi, J.-E. (2004). Socialization and self-development: Channeling, selection, adjustment, and reflection. In Handbook, Ch. 4

Larson, R., & Wilson, S. (2004). Adolescence across place and time: Globalization and the changing pathways to adulthood. In Handbook, Ch 10.

Galambos, N. (2004). Gender and gender role development in adolescence. In Handbook, Ch 8.

Archibald, A., Graber, J., & Brooks-Gunn, J. (2003). Pubertal processes and physiological growth in adolescence. In G. Adams & M. Berzonsky (Eds.). *Blackwell handbook of adolescence*. Malden, MA: Blackwell.

Benson, P., Mannes, M., Pittman, K., & Ferber, T. (2004). Youth development, developmental assets, and public policy. In Handbook, Ch 25.

Jan 22 **Early Adolescence**

Thorne, B. (1993). *Gender play: Girls and boys in school*. Chapter 8: Lip gloss and “going’ with”: Becoming teens. New Brunswick, NJ: Rutgers University Press.

Burton, L., Allison, K., & Obeidallah, D. (1995). Social context and adolescents: Perspectives on development among inner-city African-American teens. In L. Crockett & A. Crouter (Eds.), *Pathways through adolescence: Individual development in social contexts*. Mahwah, NJ: Lawrence Erlbaum

Hirsch, B., & DuBois, D. (1991). Self-esteem in early adolescence: The identification and prediction of contrasting longitudinal trajectories. *Journal of Youth and Adolescence*, 20, 53-72.

Eccles, J. (2004). Schools, academic motivation, and stage-environment fit. In Handbook, Ch 5.

Cuban, L. (1992). What happens to reforms that last? The case of the junior high school. *American Educational Research Journal*, 29, 227-251.

Jan 29

Peer Relationships, Leisure, and Work

Way, N. (1998). *Everyday courage: The lives and stories of urban teenagers*. Chapter 5: Desire and betrayal in friendships. New York: NYU Press.

Brown, B. (2004). Adolescents' relationships with peers. In Handbook, Ch 12.

Staff, J., Mortimer, J., & Uggen, C. (2004). Work and leisure in adolescence. In Handbook, Ch 14.

Hamilton, S., & Hamilton, M. (2004). Contexts for mentoring: Adolescent-adult relationships in workplaces and communities. In Handbook, Ch 13.

Feb 5

Additional contexts -- Class does not meet this week

Erikson, E. (1963). *Childhood and society* (2nd edition). New York: Norton. Eight Ages of Man: pp. 247-269.

Arnett, J. (1999, May). Adolescent storm and stress, reconsidered. *American Psychologist*, 54, 317-326.

United Nations General Assembly (1989, November). *Adoption of a convention on the rights of the child* (U.N. Doc. A/Res/44/25). New York: Author.

Feb 12

Middle Schools

Lipsitz, J. (1984). *Successful schools for young adolescents*. New Brunswick, NJ: Transaction.

Feb 19

Families

Collins, W. A., & Laresen, B. (2004). Parent-adolescent relationships and influences. In Handbook, Ch 11.

Mandara, J. (2006). How family functioning influences African American males' academic achievement: A review and clarification of the empirical literature. *Teachers College Record*, 10, 205-222.

Clarke, R. (1983). *Family life and school achievement: Why poor black children succeed or fail*. The Hayes family: pp. 62-79. Chicago: University of Chicago Press.

Steinberg, L. (1994). *Crossing paths: How your child's adolescence triggers your own crisis*. New York: Simon & Schuster. select from chapters 1-9.

Feb 26

Pregnancy and Parenthood

Musick, J. (1993). *Young, poor, and pregnant: The psychology of teenage motherhood*. New Haven: Yale

Mar 4

Youth Development Interventions

Youniss, J., & Yates, M. (1997). *Community service and social responsibility in youth*. Chicago: University of Chicago Press.

Mar 11

Student Presentations