

HDE 200B: Middle Childhood and Adolescent Development
Winter 2019, Mondays 9 am-12:50 pm
Wellman Hall 111

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Office Hours: By appointment (please e-mail me to schedule)

Course goals: This course provides a graduate-level introduction to the study of human development during middle childhood and adolescence. Course content will cover theory and empirical research on the dynamic interface between biological, cognitive, and behavioral development and various contexts in which developmental transitions are situated, such as family, peers, and school, from approximately age five years through late adolescence. A secondary goal is to further refine your ability to critically analyze research, including critiquing theory, method and design, and the interpretation of findings. This course will cover foundational readings on middle childhood and adolescent development and research on current issues in the field. As part of enrolling in this course, you are expected to attend seminars having read all assigned readings for that week, so be prepared for discussion and actively participate. Seminars can be fun when everyone is actively engaged in discussion!

Course website: Canvas will be used frequently throughout the course for announcements, submission of assignments, and sharing of resources (e.g., PDFs of assigned readings). You are responsible for regularly checking materials posted on Canvas and emails from the instructor. Please make sure you are set to receive e-mail alerts when announcements are posted on Canvas.

Grading and assignments:

Grading for this course will be based on six factors outlined below:

Participation and weekly discussion questions (15% of grade)	30 points
Discussion leader (15% of grade)	30 points
Weekly annotated bibliographies (25% of grade)	50 points
Peer review article critique assignment (10% of grade)	20 points
Take-home essay and revision after feedback (25% of grade)	50 points
Final formal presentation (10% of grade)	20 points
Total points	200 points

Participation and weekly discussion questions (15%): Participation involves actively listening, sharing your thoughts, and showing respect for others' ideas. To facilitate discussion, write out at least 2 questions (or 4 questions on days with two major topics—2 questions per topic) about the set of assigned readings (either addressing one article or multiple) and post them on Canvas under "Discussions." These discussion questions will be due **Fridays at 12 pm** before the seminar to allow the discussion leader for the week time to read and incorporate these questions into discussion by Monday morning's class. Be prepared to share and develop your ideas in class. Engaging in unrelated activities during seminar (e.g., internet browsing, emailing,

texting) will reduce your participation grade. Please submit your discussion questions under the Discussions tab in Canvas.

On-time attendance is required each week. If you arrive to seminar unreasonably late, you will be counted absent unless your tardiness is cleared with the instructor. Only ONE unexcused absence is permitted, but provide advance notice of an absence if possible.

****Please note:** You are not required to submit discussion questions for the first day of class (January 7), but please come to the seminar having done the readings and ready to participate in discussion.

Discussion leader (15%): At the beginning of the term, each student will select a week in which she or he will lead discussion. Responsibilities of discussion leaders include facilitating discussion (e.g., eliciting participation from classmates, preparing open-ended questions about themes or issues from the readings), developing in-class activities, and providing an outline for the seminar. The discussion leader's goal is not to review readings or dominate discussion but to stimulate an equitable dialogue by generating interesting questions and topics of conversation. Ideally, topics will go beyond just that week's readings and broadly address previous readings and themes from the course. Discussion leaders are welcome to supplement course readings with news articles, handouts, and media fitting that week's topic. As discussion leader, you will be asked to informally present and integrate one additional related reading to discussion and provide a brief lay summary of the findings and an annotated bibliography (these readings are marked with an asterisk in the course reading list).

Discussion leaders will meet with the instructor no later than a week before their selected class for approval of their outline. As a participant, you should also come to class prepared to discuss the readings. Do not rely on the discussion leader to carry the discussion. Ideally, you will come up with your own ideas about the readings and should feel free to present them during the course of the discussion. It is expected that all students participate in discussion in a respectful manner.

Weekly annotated bibliographies (25%): There will be approximately 4-5 readings per week (more if you are discussion leader for that week or if it's a week with 2 topics). You will be assigned to write an annotated bibliography for one of these readings each week. Please submit your weekly annotated bibliographies via Canvas under "Assignments" no later than **the Friday before seminar at 12 pm**. No late bibliographies will be accepted. Acceptable formats are WORD (.doc or .docx) or PDF documents. Bibliographies will be shared with the rest of the class.

Each annotated bibliography should be no more than 1 page long (12-point font if possible, 1-inch margins) and should include the following:

1. APA-style citation
2. Psycinfo abstract, if available (can reduce font to 9 points)
3. Your own key words associated with the paper
4. Summary of theory
5. Very brief summary of the paper in your own words, including more detailed information about study method, results, and conclusions

6. Critique of method and/or hypotheses and conclusions (elaborate on your answer)
- What is missing from the current study and what are the limitations?
 - How does this study relate to prior readings? Additional comments?

These last 3 components are weighted most heavily. See the “Files” page on Canvas for examples of Annotated Bibliographies. Please submit your Annotated Bibliographies as an attachment under the Discussions tab in Canvas, along with your discussion questions.

Peer review article critique assignment (10%): There will be a brief 1-2 page writing assignment due **January 30th by 5 pm** that will provide some practice with writing peer reviews. I will assign an article and you will write a 1-2 page (Single spaced; 12 point Times New Roman font) review of the article in the style of a peer review that you would provide for a journal. Typical peer reviews involve the following:

1. A summary paragraph that lists the major findings of the article and an overall evaluation of the major strengths and weaknesses.
2. A list of the major critiques of the article and suggestions for how these could be addressed (if possible). These could either be listed in order of presentation in the article (i.e., critiques for the introduction, methods, results, and then discussion), or in order of importance (i.e., larger/more important critiques first followed by minor points). Include at least 4 critiques in your peer review.

Take-home essay and revision after feedback (25%): There will be one written paper for this course in the form of a 10-page max. (double-spaced, 1-inch. margins) take-home essay following APA Style 6th Edition for citations and formatting (no abstract is necessary). The goal of this assignment is to demonstrate that you can synthesize and integrate the material covered in class. The exam question will be posted on Canvas and you will receive 1 week to complete the exam. A draft of your take-home essay is due on Canvas by **Friday, March 1 at 5 pm**. A revision of your essay following the instructor’s feedback is due by **Friday, March 15th at 5 pm**.

Final formal presentation (10%): The goal of the final presentation is to demonstrate that you can integrate and synthesize research, as well as present your ideas clearly and concisely. You can choose any topic of interest that relates to development in middle childhood and/or adolescence. The presentation should draw from at least 4 different readings: 2 outside papers of your choice and 2 readings from class. The integration should be directly related to the topic being presented to a reasonable degree (i.e., as opposed to being more incidental or tangential). The target audience for the presentation should be entry level graduate students or advanced undergraduates. You can assume that your audience lacks background information about the topic. Please clear your general topic with the instructor by **Monday, March 11**.

The presentation should include the following information:

1. Summarize the basic theory/theories or competing research involved in the topic at hand. Why is the topic interesting or important and what is the applied relevance?

2. Generally review the methodologies used in the studies. How is your topic typically assessed? Compare and contrast the differing methodologies and highlight unique information each can provide.

3. Identify gaps in the literature, and limitations of conclusions drawn from individual studies.

4. Propose alternative methodologies and future studies. Specify your predictions and explain how these new studies or methodologies would elucidate your topic in the field.

PowerPoint is recommended for the presentation. Keep it simple, clear, and integrated. The slides should visually illustrate what you are saying, rather than contain identical text to what you are saying (i.e., you should not be merely reading from the slides). To achieve this, present ideas in figures and single words or short phrases when possible (no complete sentences). Text should be large and easily readable. A good rule of thumb is no smaller than 30 pt. font. Generally, no more than 2 different fonts should be used and animation in the slides should be consistent.

The presentation should be 15 min. maximum (10 min. for presenting, 5 min. for questions). You will need to practice the timing to ensure you stay within the time limit. A copy of your presentation will be due via Canvas in either PowerPoint or PDF format the day you present. All presentations will take place on **Monday, March 18**.

Class Policies and Other Resources

Code of Conduct: I expect students to uphold the UC Davis Code of Academic Conduct as outlined online (<http://sja.ucdavis.edu/cac.html>).

Laptops: Laptops are allowed during seminar, but please restrict your use to of laptops to course-related activities such as pulling up your notes on articles. Please do not use laptops or cell phones for unrelated activities during class (for example, checking e-mail).

Special circumstances: Students requiring special accommodations (e.g., religious holidays, medical) should inform the instructor by **Tuesday, January 22nd** so arrangements can be made.

Helpful resources: *UC Davis Student Health and Counseling Services (SHCS):* General information at (530) 752-2300 (shcs.ucdavis.edu); SHCS Counseling Services located at **219 North Hall** (shcs.ucdavis.edu/services/counseling.html); For urgent needs you can call (530) 752-2349 or walk in to speak with an **advice/triage nurse**. For confidential Advice Nurse services when SHCS is closed, students can call the Student Health Advice Nurse at (530) 752-2349. The nurse will discuss your concerns and help you make informed decisions about your health.

The Purdue University Online Writing Lab: For assistance with APA Style 6th Edition, see <https://owl.english.purdue.edu/owl/resource/560/01/>. Review the following website for helpful writing tips: <https://owl.english.purdue.edu/owl/owlprint/600/>

Reading List

All mandatory readings will be posted on Canvas. Recommended readings are not required but include readings assigned by other instructors of this course for your future reference and for discussion leaders' reference.

* = Supplemental reading for discussion leaders; please write an annotated bibliography for this article if you are discussion leader for that topic

Week 1 - January 7 - Introduction to Course, Overview, and Foundation

Eccles, J. S. (1999). The development of children ages 6 to 14. *The Future of Children*, 9, 30–44. doi:10.2307/1602703

Dahl, R. E. (2004). Adolescent brain development: A period of vulnerabilities and opportunities. Keynote address. *Annals of the New York Academy of Sciences*, 1021, 1-22.

Arnett, J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives*, 1, 68–73. doi:10.1111/j.1750-8606.2007.00016.x

Graber, J. A., & Brooks-Gunn, J. (1996). Transitions and turning points: Navigating the passage from childhood through adolescence. *Developmental Psychology*, 32, 768–776.

Recommended Readings:

Dubas, J. S., Miller, K. & Peterson, A. C. (2003) The study of adolescence during the 20th century. *The History of the Family*, 8, 375–397. doi:10.1016/S1081-602X(03)00043-5

Del Giudice, M., Angeleri, R., & Manera, V. (2009). The juvenile transition: A developmental switch point in human life history. *Developmental Review*, 29, 1–31.

Week 2 – January 14 –Puberty and Sleep

*Shirtcliff, E. A., Dahl., R. E., & Pollak, S. D. (2009). Pubertal development: Correspondence between hormonal and physical development. *Child Development*, 80, 327–337.

Ellis, B.J., Shirtcliff, E.A., Boyce, W.T., Deardorff, J., & Essex, M.J. (2011). Quality of early family relationships and the timing and tempo of puberty: Effects depend on biological sensitivity to context. *Development and Psychopathology*, 23, 85–99. doi:10.1017/S0954579410000660

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

Carskadon, M. (2011). Sleep in adolescents: The perfect storm. *Pediatric Clinics of North America*, 58, 637–647. doi:10.1016/j.pcl.2011.03.003

Fredriksen, K., Rhodes, J., Reddy, R., & Way, N. (2004). Sleepless in Chicago: Tracking the effects of adolescent sleep loss during the middle school years. *Child Development*, 75, 84–95.

Recommended Readings:

Buchanan, C. M., Eccles, J. S., & Becker, J. B. (1992). Are adolescents the victims of raging hormones? Evidence for activational effects of hormones on moods and behavior at adolescence. *Psychological Bulletin*, 111, 62–107.

Euling, S. Y., Herman-Giddens, M. E., Lee, P. A., Selevan, S. G., Juul, A., Sorensen, T. I. A.,...Swan, S. H. (2008). Examination of US puberty-timing data from 1940 to 1994 for secular trends: Panel findings. *Pediatrics*, 121, S172–S191. doi:10.1542/peds.2007-1813D

Hartman, S., Widaman, K. F., & Belsky, J. (2015). Genetic moderation of effects of maternal sensitivity on girl's age of menarche: Replication of the Manuck et al. study. *Development and Psychopathology*, 27, 747–756. doi:10.1017/S0954579414000856

Susman, E. J., Dorn, L. D., Schiefelbein, V. L. (2003). Puberty, sexuality, and health. In R. M. Lerner, M. A. Easterbrooks, & J. Mistry (Eds.), *Handbook of psychology* (Vol. 6, pp. 295–324). Hoboken, NJ: John Wiley and Sons, Inc. doi:10.1002/0471264385.wei0612

Weisfeld, G. (1997). Puberty rites as clues to the nature of human adolescence. *Cross-Cultural Research: The Journal of Comparative Social Science*, 31, 27–54.

January 21 – Martin Luther King, Jr. Day No class for University holiday

Week 3 - January 28 - Brain and Cognitive Development

Casey, B. J., Getz, S., & Galvan, A. (2008). The adolescent brain. *Developmental Review*, 28, 62–77.

Pfeifer, J.H. & Allen, N.B. (2012). Arrested development? Reconsidering dual-systems models of brain function in adolescence and disorders. *Trends in Cognitive Sciences*, 16(6), 322-329.

Nelson, E.E., Leibenluft, E., McClure, E.B., & Pine, D.S. (2005). The social re-orientation of adolescence: A neuroscience perspective on the process and its relation to psychopathology. *Psychological Medicine*, 35, 163-174.

Guyer, A. E., McClure-Tone, E. B., Shiffrin, N. D., Pine, D. S., & Nelson, E. E. (2009). Probing the neural correlates of anticipated peer evaluation in adolescence. *Child Development*, 80, 1000–1015. doi:10.1111/j.1467-8624.2009.01313.x

Sapolsky, R. M. (1996). Why stress is bad for your brain. *Science*, 273, 749–750.

*Blakemore, S.-J., & Choudhury, S. (2006). Development of the adolescent brain: Implications for executive function and social cognition. *Journal of Child Psychology and Psychiatry*, 47, 296-312.

Recommended Readings:

Kuhn, D., & Franklin, S. (2008). The second decade: What develops (and how)? In W. Damon, R. M. Lerner, & D. Kuhn (Eds.), *Handbook of child and adolescent development: An advanced course* (pp. 517–550). Hoboken, NJ: John Wiley & Sons, Inc.
doi:10.1002/9780470147658.chpsy0222

Blakemore, S. J. (2008). The social brain in adolescence. *Nature Reviews Neuroscience*, 9, 267–277. doi:10.1038/nrn2353

Luciana, M., & Collins, P. (2012). Incentive motivation, cognitive control, and the adolescent brain: Is it time for a paradigm shift? *Child Development Perspectives*, 6, 392–399.
doi:10.1111/j.1750-8606.2012.00252.x

Spear, L. (2013). Adolescent neurodevelopment. *Journal of Adolescent Health*, 52, S7–S13.
doi:10.1016/j.jadohealth.2012.05.006

Gathercole, S. E., Pickering, S. J., Ambridge, B., & Wearing, H. (2004). The structure of working memory from 4 to 15 years of age. *Developmental Psychology*, 40, 177–190.

Kuhn, D. (2006). Do cognitive changes accompany developments in the adolescent brain? *Perspectives on Psychological Science*, 1, 59–67.

Wednesday, January 30 – Peer-review article critique assignment due on Canvas by 5 pm

Week 4 – February 4 – Part I: Self, Identity, and Autonomy; Part II: Achievement, Motivation, and School

Part I: Self, Identity, and Autonomy

Meeus, W. (2011). The study of adolescent identity formation 2000– 2010: A review of longitudinal research. *Journal of Research on Adolescence*, 21, 75–94.
doi:10.1111/j.1532-7795.2010.00716.x

Fuligni, A. J., & Tsai, K. M. (2015). Developmental flexibility in the age of globalization: Autonomy and identity development among immigrant adolescents. *Annual Review of Psychology*, 66, 411–431. doi:10.1146/annurev-psych-010814-015111

Nishina, A., Bellmore, A., Witkow, M., & Nylund-Gibson, K. (2010). Longitudinal consistency of adolescent ethnic identification across varying school contexts. *Developmental*

Psychology, 46, 1389–1401. doi:10.1037/a0020728

Recommended Readings:

Cote, J. E. (2009). Identity formation and self development in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., Vol. 1, pp. 266–304). Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9780470479193.adlpsy001010

Galambos, N. L., Berenbaum, S. A., & McHale, S. M. (2009). Gender development in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., Vol. 1, pp. 305–357). Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9780470479193.adlpsy001011

Quintana, S. M. (2007). Racial and ethnic identity: Developmental perspectives and research. *Journal of Counseling Psychology. Special Issue: Racial and ethnic identity theory, measurement, and research in counseling psychology: Present status and future directions*, 54, 259–270.

Maguen, S., Floyd, F. J., Bakeman, R., & Armistead, L. (2002). Developmental milestones and disclosure of sexual orientation among gay, lesbian, and bisexual youths. *Journal of Applied Developmental Psychology*, 23, 219–233. doi:10.1016/S0193-3973(02)00105-3

Part II: Achievement, Motivation, and School

Eccles, J. S., & Roeser, R. W. (2009). Schools, academic motivation, and stage–environment fit. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., Vol. 1, pp. 404–434). Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9780470479193.adlpsy001013

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78, 246–263. doi:10.1111/j.1467-8624.2007.00995.x

*Fuller-Rowell, T., & Doan, S. (2010). The social costs of academic success across ethnic groups. *Child Development*, 81, 1696–1713. doi:10.1111/j.1467-8624.2010.01504.x

Recommended Readings:

Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., Mac Iver, D. (1993). The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48, 90–101.

Gutman, L. M., & Eccles, J. S. (2007). Stage-environment fit during adolescence: Trajectories of family relations and adolescent outcomes. *Developmental Psychology*, 43, 522–537. doi:10.1037/0012-1649.43.2.522

Seidman, E., Allen, L., Aber, J. L., Mitchell, C., & et al. (1994). The impact of school transitions in early adolescence on the self-system and perceived social context of poor urban youth. *Child Development. Special Issue: Children and poverty*, 65, 507–522.

Week 5 – February 11 - Family, Parent, and Sibling Relationships

Wang, M.-T., Dishion, T., Stormshak, E., & Willett, J. (2011). Trajectories of family management practices and early adolescent behavioral outcomes. *Developmental Psychology*, 47, 1324–1341.

Choe, D. E., Stoddard, S. A., & Zimmerman, M. A. (2014). Developmental trajectories of African American adolescents' family conflict: Differences in mental health problems in young adulthood. *Developmental Psychology*, 50, 1226–1232. doi:10.1037/a0035199

Hawk, S., Keijsers, L., Frijns, T., Hale, W., Branje, S., & Meeus, W. (2013). “I still haven’t found what I’m looking for”: Parental privacy invasion predicts reduced parental knowledge. *Developmental Psychology*, 49, 1286–1298. doi:10.1037/a0029484

* Repetti, R. L., Taylor, S. E., & Seeman, T. E. (2002). Risky families: Family social environments and the mental and physical health of offspring. *Psychological Bulletin*, 128, 330–366.

Solmeyer, A. R., McHale, S. M., & Crouter, A. C. (2014). Longitudinal associations between sibling relationship qualities and risky behavior across adolescence. *Developmental Psychology*, 50, 600–615. doi:10.1037/a0033207

Recommended Readings:

Collins, W. A., & Steinberg, L. (2006). Adolescent development in interpersonal context. In W. Damon, R. M. Lerner (Series Eds.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology* (6th ed., Vol. 3, pp. 1003–1067). Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9780470147658.chpsy0316

Laursen, B., & Collins, W. A. (2009). Parent–child relationships during adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., Vol. 1, pp. 3–42). Hoboken, NJ: John Wiley and Sons, Inc. doi:10.1002/9780470479193.adlpsy002002

Shanahan, L., McHale, S. M., Osgood, D. W., & Crouter, A. C. (2007). Conflict frequency with mothers and fathers from middle childhood to late adolescence: Within- and between families comparisons. *Developmental Psychology*, 43, 539–550. doi:10.1037/0012-1649.43.3.539

Roche, K., Ghazarian, S., Little, T., & Leventhal, T. (2011). Understanding links between punitive parenting and adolescent adjustment: The relevance of context and reciprocal associations. *Journal of Research on Adolescence*, 21, 448–460. doi:10.1111/j.1532-7795.2010.00681.x

February 18 – Presidents’ Day No class for University holiday

Week 6 - February 25 – Part I: Friendships and Peer Influences; Part II: Romantic Relationships and Sexuality

Part I: Friendships and Peer Influences

Brechwald, W., & Prinstein, M. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence, 21*, 166–179. doi:10.1111/j.1532-7795.2010.00721.x

Dijkstra, J. K., Cillessen, A. H. N., & Borch, C. (2013). Popularity and adolescent friendship networks: Selection and influence dynamics. *Developmental Psychology, 49*, 1242–1252. doi:10.1037/a0030098

McGill, R. K., Way, N. & Hughes, D. (2012). Intra- and interracial best friendships during middle school: Links to social and emotional well-being. *Journal of Research on Adolescence, 22*, 722–738. doi:10.1111/j.1532-7795.2012.00826.x

*La Greca, A. M., Prinstein, M.J., & Fetter, M.D. (2001). Adolescent peer crowd affiliation: Linkages with health-risk behaviors and close friendships. *Journal of Pediatric Psychology, 26*(3), 131-143.

Recommended Readings:

Brown, B. B., Eicher, S. A., & Petrie, S. (1986). The importance of peer group ("crowd") affiliation in adolescence. *Journal of Adolescence, 9*, 73–96.

Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., Vol. 1, pp. 74–103). Hoboken, NJ: John Wiley and Sons, Inc. doi:10.1111/j.1532-7795.2010.00720.x

Chein, J., Albert, D., O'Brien, L., Uckert, K., & Steinberg, L. (2011). Peers increase adolescent risk taking by enhancing activity in the brain's reward circuitry. *Developmental Science, 14*(2), F1–10. doi:10.1111/j.1467-7687.2010.01035.x

Dishion, T. J., McCord, J., & Poulin, F. O. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist, 54*, 755–764.

Ladd, G. W. (1990). Having friends, keeping friends, making friends, and being liked by peers in the classroom: Predictors of children's early school adjustment? *Child Development, 61*, 1081–1100.

McEvoy, J. P. & Asher, S. (2012). When friends disappoint: Boys’ and girls’ responses to transgression friendship expectations. *Child Development, 64*, 1755-1772. doi:10.1111/j.1467-8624.2011.01685.x

Part II: Romantic relationships and sexuality

Tolman, D. L., & McClelland, S. I. (2011). Normative sexuality development in adolescence: A decade in review, 2000–2009. *Journal of Research on Adolescence*, *21*, 242–255. doi:10.1111/j.1532-7795.2010.00726.x

Savin-Williams, R. C., & Cohen, K. M. (2015). Developmental trajectories and milestones of lesbian, gay, and bisexual young people. *International Review of Psychiatry*, *27*, 357–366. doi:10.3109/09540261.2015.1093465

Mendle, J., Harden, K., Turkheimer, E., Van Hulle, C., D’Onofrio, B., Brooks-Gunn, J. et al., (2009). Associations between father absence and age of first sexual intercourse. *Child Development*, *80*, 1463–1480.

Recommended Readings:

Diamond, L. M., & Savin-Williams, R. C. (2009). Adolescent sexuality. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., Vol. 1, pp. 479–523). Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9780470479193.adlpsy001015

Bower, A. R., Nishina, A., Witkow, M. R., & Bellmore, A. (2015). Nice guys and gals finish last? Not in early adolescence when empathic, accepted, and popular peers are desirable. *Journal of Youth and Adolescence*, *44*, 2275–2288. doi:10.1007/s10964-015-0346-5

Hipwell, A. E., Stepp, S., Chung, T., Durand, V., & Keenan, K. (2012). Growth in alcohol use as a developmental predictor of adolescent girls’ sexual risk-taking. *Prevention Science*, *13*, 118–128.

Friday, March 1 – Draft of Take-Home Essay due on Canvas by 5 pm

Week 7 – March 4 - Cultural, Socioeconomic, and Neighborhood Influences on Risk and Resilience

Leventhal, T., Dupéré, V., & Brooks-Gunn, J. Neighborhood Influences on Adolescent Development. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Contextual influences on adolescent development* (pp. 411-443). Hoboken, NJ, US: John Wiley & Sons Inc.

Evans, G. & Kim, P. (2012). Childhood poverty and young adults’ allostatic load: the mediating role of childhood cumulative risk exposure. *Psychological Science*, *23*, 979-983.

Lund, T. J. and Dearing, E. (2013). Is growing up affluent risky for adolescents or is the problem growing up in an affluent neighborhood? *Journal of Research on Adolescence*, *23*, 274–282. doi:10.1111/j.1532-7795.2012.00829.x

*Telzer, E., Tsai, K. M., Gonzales, N., & Fuligni, A. (2015). Mexican American adolescents' family obligation values and behaviors: Links to internalizing symptoms across time and context. *Developmental Psychology, 51*, 75–86.

Recommended Readings:

McLoyd, V. C., Kaplan, R., Purtell, K. M., Bagley, E., Hardaway, C. R., & Smalls, C. (2009). Poverty and socioeconomic disadvantage in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology* (3rd Ed., Vol. 1., pp. 444–491). Hoboken, NJ: John Wiley & Sons, Inc.

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

Theron, L., Cameron, C. A., Didkowsky, N., Lau, C., Liebenberg, L., & Ungar, M. (2011). A “day in the lives” of four resilient youths: Cultural roots of resilience. *Youth & Society, 43*, 799–818. doi:10.1177/0044118X11402853

Week 8 - March 11 - Health and Risky Development

Broidy, L. M., Nagin, D. S., Tremblay, R. E., Bates, J. E., Brame, B., Dodge, K. A., et al. (2003). Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: A six-site, cross-national study. *Developmental Psychology. Special Issue: Violent children, 39*, 222-245.

Windle, M., Spear, L. P., Fuligni, A. J., Angold, A., Brown, J. D., Pine, D., Smith, G. T., Giedd, J., & Dahl, R. E. (2008). Transitions into underage and problem drinking: Developmental processes and mechanisms between 10 and 15 years of age. *Pediatrics, 121*, S273–S289.

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Friday, March 15th – Final Take-Home Essay due on Canvas by 5 pm

Week 9 - March 18th – Final Presentations