

ADVANCED TOPICS IN DEVELOPMENTAL PSYCHOLOGY
PSYCHOLOGY 4311 (CRN:34821) Summer 2016
M,T,W,TH,F: 2:00 - 4:10 p.m.
Room 311, Education Building

Instructor: Lawrence Cohn, Ph.D.
Office: 118 Psychology Building
Contact: 747-6567; **E-mail:** Lcohn@utep.edu
Office Hours: Tuesdays & Thursdays 4:15 p.m.-5:45 p.m.
or by appointment

Lectures and Assignments: This course will review research and theory addressing developmental changes during the 2nd decade of life (basically adolescence and young adulthood). The research is very exciting and has important implications for a range of public policy issues, including the status of teenagers as either 'children' or 'adults' in the eyes of the legal system. The topics and reading assignments for each class are provided on the attached pages. We may deviate from this schedule, so the dates and topics are intended as rough guides for where we will be throughout the semester.

Class Participation and Attendance:

Class participation is required. If you miss more than two classes then you **must** make an appointment to see me; otherwise I reserve the right to lower your final course grade by one full grade level. Please note that missing two days of class during the summer is equivalent to missing 5 days of class during the fall or spring semester! So please be judicious when planning your obligations outside of class.

Please turn off your cell phones when attending class. Reading or responding to text messages distracts other students, even when you think you are quiet and unobtrusive! Laptop computers can only be used for taking notes (thus no surfing the web). I reserve the right to lower your course grade by one full grade level if the latter requests and policies are violated.

Examinations:

Two exams will be administered. The tentative exam dates are provided on the next pages. **The exam dates are tentative, so please do not plan business trips or other obligations around the latter dates.** Each exam contributes 33% to your course grade. You will not be administered an exam if you arrive after the first student departs from the exam room. So please arrive on-time.

Term Paper:

Students will be required to write a 5-page paper, typed and double spaced. The paper is worth 34% of your course grade. The paper should help you organize your thoughts about the research that we review addressing adolescent brain development, behavior, and public policy. I will distribute the writing assignment on the 3rd day of class. **The 'term paper' is due on Thursday June 23rd** one week before the last day of classes. Submitting your papers on June 23rd will give me sufficient time to read each paper and then review them with you on the last day of class. **Please DO NOT ask for an extension. I will not give extensions unless you are hospitalized or subject to some other extreme emergency.** Late papers will have their grades lowered by one letter grade (e.g., an "A" paper become a "B" paper). Papers should be carefully crafted and clearly written. Unclear writing usually reflects unclear thinking. To help you develop your writing skills, we will spend a class session reviewing writing tips and completing a hands-on writing exercise that should improve your writing skills. I will ask you to submit several of your drafts along with your final 'term paper', so please save your drafts.

Strategies for Success in this Course

Many talented students earn low grades in university courses because they do not invest the time needed to succeed in the courses. This problem can be especially pressing for summer classes, where the increased meeting time each week is often not accompanied by an increase in studying time. For every three (3) hours that you spend in class each week, you should spend between 6 to 9 hours studying outside of class. Thus for a Summer Session I course that meets approximately 11 hours each week, **you should spend A MINIMUM OF 22 HOURS STUDYING EACH WEEK** in addition to attending class every day. I have designed the course, the readings, and the assignments with the latter time commitment in mind.

You should read all of the assigned material, and you should read the material more than once. Most importantly, interact with the material!! Write comments in the margins of the articles, type up notes, discuss the material with friends (or even enemies), or just close the door to your room and review the material aloud! Actively engaging material is absolutely critical for your success in any course. Passively reading a chapter once is useless. At the University level, you are expected to master material in a non-trivial way. Hence the need to genuinely commit the type of time and energy described above in order to get the payoff that you desire. The material that we will read and review

this 'semester' is very exciting and has numerous practical implications. So please make sure that you give yourself sufficient time to read and digest the material.

Classroom Accommodations

If you have a disability and need classroom accommodations, then please contact the *Center for Accommodations and Support Services* (CASS) by phone at 747-5148 or by email at cass@utep.edu or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

A NOTE REGARDING ACADEMIC HONESTY, INTEGRITY, AND DISHONESTY

Please make sure that you are the sole author of your 'term paper'. Do not plagiarize or ask a friend or company to write your paper. To help you avoid plagiarism I have attached two brief documents handouts from UTEP's Office of Student Conduct and Conflict Resolution that describe plagiarism and how to avoid it. In addition, when discussing research findings please use your own words. Do not cut and paste a montage of quotes from the authors themselves! Your task is to express the ideas in your own words.

Academic integrity and academic honesty are highly valued at UTEP. The Office of Student Conduct and Conflict Resolution (<http://sa.utep.edu/osccr/academic-integrity/>) notes the following: "...students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty..."

"Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person.

"Cheating: Copying from the test paper of another student; communicating with another student during a test; giving or seeking aid from another student during a test; possession and/or use of unauthorized materials during tests (i.e. Crib notes, class notes, books, etc.); substituting for another person to take a test; falsifying research data, reports, academic work offered for credit.

"Plagiarism: Using someone's work in your assignments without the proper citations; submitting the same paper or assignment from a different course, without direct permission of instructors

"Collusion: Unauthorized collaboration with another person in preparing academic assignments"

NOTE: Please do not fall behind in your readings or your class attendance. If you have questions about the readings or class material then please come see me - **I enjoy meeting with students!**

TENTATIVE SCHEDULE

DATE

June 6

TOPIC

INTRODUCTION,
OVERVIEW,
BRAIN MATURATION

READING ASSIGNMENT

1. Interview: Jay Giedd. Frontline.
2. Interview: Deborah Yurgelun-Todd. Frontline.
3. Steinberg, L. (2009) A behavioral scientist looks at the science of adolescent brain development. *Brain and Cognition*, 72, 160-164.
4. Johnson, S.B., Blum, R.W., & Geidd, J.N. (2009). Adolescent maturity and the brain: the promise and pitfalls of neuroscience research in adolescent health policy. *Journal of Adolescent Health*, 45, 216-221.
5. Jetha, M.K., & Segalowitz, S.J. (2012). *Adolescent brain development: implications for behavior*. New York: Elsevier. Pp. 1-45.

June 7

BRAIN MATURATION

READING ASSIGNMENT

6. Casey, B.J., Jones, R.M., & Hare, T.A. (2008). The adolescent Brain. *Annals of the New York Academy of Sciences*, 1124:

111-126.

7. Giedd et al. (1999). Brain development during childhood and adolescence: a longitudinal MRI study. *Nature Neuroscience*, 2, 861-863.

June 8

**BRAIN MATURATION:
BEHAVIORAL & LEGAL IMPLICATIONS**

READING ASSIGNMENT

8. Bonnie, R.J., & Scott, E.S. (2013). The teenage brain: adolescent brain Research and the law. *Current Directions in Psychological Science*, 22, 158-161.
9. Steinberg, L. (2013). Does recent research on adolescent brain development inform the mature minor doctrine? *Journal of Medicine and Philosophy* (12 pages).
10. U.S. Supreme Court Decision: *Roper v. Simmons* (2004).
11. American Psychological Association (2004). *Roper v. Simmons (Amici Curiae Brief)*. **[OPTIONAL READING]**

June 9

**BRAIN MATURATION:
BEHAVIORAL & LEGAL IMPLICATIONS**

READING ASSIGNMENT

12. Steinberg et al. (2009). Are adolescents less mature than adults? Minors' access to abortion, the juvenile death penalty, and the alleged APA 'flip-flop'. *American Psychologist*, 64, 583-594.
13. Steinberg, L. (2008). A social neuroscience perspective on adolescent risk-taking. *Developmental Review*, 28, 78-106.

14. Steinberg, L., Grisso, T., Scott, E.S., & Bonnie, R.J. (April, 2016). Don't treat young adults as teenagers. *New York Times*.
-

June 10

**BRAIN MATURATION:
BEHAVIORAL & LEGAL IMPLICATIONS**

READING ASSIGNMENT

No new readings: Play catch up ball!

June 13

**BRAIN MATURATION:
BEHAVIORAL & LEGAL IMPLICATIONS**

READING ASSIGNMENT

15a. Loevinger, J. (1987). Cognitive Developmentalism. In J. Loevinger Paradigms of Personality, New York: W.H. Freeman. Pages 175-188 & Pages 222-232.

15b. Hy, Le Xuan, & Loevinger, J. (1996). 'The concept of ego development' and 'Manifestations of ego development in sentence completions'. In Hy & Loevinger's Measuring ego development (second Edition). New Jersey:Lawrence Erlbaum. Pages 3-16.

June 14

PSYCHOSOCIAL MATURITY : PERSONALITY

READING ASSIGNMENT: NO NEW MATERIAL

June 15

WRITING EXERCISE I

June 16

EXAM #1

June 17

**PSYCHOLOGICAL MATURITY: PERSONALITY
READING ASSIGNMENT**

15. Loevinger, J. (1987). Cognitive Developmentalism. In J. Loevinger *Paradigms of Personality*, New York: W.H. Freeman. Pages 188-221.
-

June 20

PSYCHOLOGICAL MATURITY: MORAL REASONING

READING ASSIGNMENT

15. Loevinger, J. (1987). Cognitive Developmentalism. In J. Loevinger *Paradigms of Personality*, New York: W.H. Freeman. Pages 233-241.
-

June 21

PSYCHOLOGICAL MATURITY: INTELLECTUAL DEVELOPMENT

READING ASSIGNMENT

16. Perry, W.G. (1970). *Forms of intellectual and ethical development in the college years*. New York: Holt, Rinehart, & Winston. Pages 59-108.
-

June 22

PSYCHOLOGICAL MATURITY: INTELLECTUAL DEVELOPMENT

READING ASSIGNMENT:

17. Kuhn, D. (2009). Adolescent thinking. In R. M. Lerner & L. Steinberg (Eds.) *Handbook of Adolescent Psychology* (3rd edition). New Jersey: Wiley.
-

June 23

**ADOLESCENT REASONING
[TERM PAPERS DUE]**

READING ASSIGNMENT (To be announced)

June 24

ADOLESCENT MODDS & EMOTIONS

READING ASSIGNMENT [To be announced]

June 27

ADOLSCENT HEALTH THREATENNG BEHAVIORS

18. Centers for Disease Control &
Prevention(2014). Youth Risk Behavior
Surveillance- United States, 2013.

June 28

ADOLESCENT DECISOIN MAKING

READING ASSIGNMENT: NONE

June 29

EXAM #2

June 30

WRITING EXERCISE II:

Hands-on writing exercise; review (anonymous)
examples from students' term papers

ACADEMIC INTEGRITY

Appendix 1: Avoiding plagiarism

Appendix 2: Deterring academic dishonesty

OPTIONAL READING

Appendix 3: McCabe, D.P., & Castel, A.D. (2008). Seeing is believing: the effect of brain images on judgments of scientific reasoning. *Cognition*, 107, 343-352.

Appendix 4: Weisberg et al. (2008). The seductive allure of neuroscience explanations. *Journal of Cognitive Neuroscience*, 20, 470-477.

Appendix 5. Aron et al. (2007). Politics and the brain. *New York Times*.

Appendix 6. Iacoboni, M., Freedman, J. & Kaplan, J. (2007). This is your brain on politics. *New York Times*.