

P474: Psychology of Adolescent Girls

Section 28735

Spring 2013

1:00P-2:15P TR PY 113

	<i>Instructor:</i>	<i>Teaching Assistant:</i>
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** Note: This syllabus is subject to change. Any changes will be announced in class.

Overview of Course

Course Description: Psychology of Adolescent Girls is the scientific study of psychological changes occurring in girls as they progress through adolescence. P474 examines these changes with a primary focus on socially constructed gender-typed influences from early adolescence to early adulthood. In addition, the course applies this scientific and theoretical knowledge of adolescent development to the service-learning setting.

Important: this is a Service–Learning course and the approach is through experiential education with intent to benefit both the provider and the recipient of the service through an equal focus on the service being provided and the learning outcome for the providers.

In class: Class time and readings are devoted to learning about the psychology of adolescent girls and specific challenges faced by this age group. In this developmental time period, girls frequently encounter challenges related to body image, eating disorders, self-esteem, math and science achievement, relational aggression, and relationship authenticity and sexuality; these challenges may affect normal developmental patterns. Moreover, the gender-typed messages conveying these developmental expectations are communicated through peer, family, and cultural influences and may be adaptable to change through educational interventions.

In the schools (service-learning site): Students provide service as mentors and role models for middle school girls in a local community school. Required time on site is 1 to 1 ½ hours per week (day/time may vary depending on your school placement). In general, students will focus mentoring activities in the school around the class topic of the week. For example, if body image is the weekly topic, students will connect class discussions and readings to their activities and interactions with the middle school girls (e.g., you may address body image issues through the deconstruction of media influences such as teen magazines – are the images presented representative of the average girl?).

Course Objectives:

- Gain an overview of girls’ developmental issues in adolescence.
- Explore the influence of educational context on girls’ developmental issues.
- Provide service (as a role model and mentor) to adolescent girls in the school setting through a connection of in-class materials and on-site interactions.
- Analyze data and outcomes of the service-learning experience using quantitative/qualitative research methods.

Required materials:

Pipher, M. (1994). *Reviving Ophelia: Saving the Selves of Adolescent Girls*, New York: Ballantine Books
Scholarly articles posted on Oncourse.

A journal (of your choice) – *take your journals on-site so you can record field notes.*

Grades: Your grade in this class will be based on the following criteria:

Assignments	Points	Total points
Field note postings on Oncourse (11 postings)	10	110
Reading Questions (12)	5	60
Activity Plans (3)	30	90
Service-Learning site attendance and participation (12 on-site)	10	120
Preview Research Paper (1)	45	45
Final Research Paper (1)	75	75
Final Research Paper Group Presentation (1)	100	100
		600

Total class points possible = 600 points

More details on assignments:

Weekly Journal/Field Notes: After your weekly site service record field notes in your hard copy journal. Each week, summarize your notes into paper form and post on Oncourse under Assignments. One excused submission - no late field notes will be accepted.

Reading/Discussion Questions: Write one question for each assigned article for the week and bring to class on Tuesday to turn it to me. I'll grade and return the questions by Thursday so you will have them for discussion. These questions should be open-ended and promote discussion. Questions must be typed.

Activity Plans: Each week, your group does "mini-activities" (based on the topic of the week) in the schools with the girls. These plans are submitted on Oncourse and in class. I can help you find activities or you can search the web for reputable sources.

Here's an example:

http://www.campaignforrealbeauty.com/dsef/pdfs/BodyTalk_Excerpt.pdf

Research Papers: This course is grounded in research and the application of research to real-life settings (our Service-Learning school sites). A preview and a final research paper are required to connect these two perspectives.

- Preview research paper: a 1 page outline paper (data will come from your visits to the other schools) that identifies your possible 3 themes (these themes may change for your final paper). In addition, find 2 research articles examining each theme and list those in a reference list in APA style.
- Final Research paper: a 7-8 page research paper (data will come from journal writings and analyzed according to qualitative methods). Identify your final themes – find 2 to 3 research articles for each theme that supports your interpretation of the theme. More details will be given in class.

Final Paper Presentation: This is an opportunity to share your on-site experiences with the class. Your school group will pick one common theme (from your research papers) and elaborate on that theme in your class presentation. For example, if divorce was a common theme, your group would present the research cited in the papers, give some direct quotes/examples from your work with the girls, develop some interventions, and make suggestions for future research. Very important: start early to take a few pictures of the group in the school setting so you can include those in your PPT slides. Each school group will have 30 minutes to present.

Attendance and Participation in class and on the site: Class and on-site experiences complement each other. Your class attendance and participation in class discussions is expected. *If you have more than one unexcused class absence, you may be asked to leave the service-learning site.* It is crucial to attend your on-site times - the middle school girls (and administrators) are depending on you. If you are ill, email me **and** contact the school front office so they can notify the teacher (and your girls) about your absence.

Batchelor Middle School: 812-330-7763

Jackson Creek Middle School: 812-330-2457

The Project School: 812-558-0041

Semester-At-A-Glance
(subject to change)

	Day/Date	Topics	Readings	Important Information
Week 1	1/8 Tuesday	Introduction to course Complete questionnaires Review class <i>syllabus</i> Review/sign informed consent form and fill out Background Check Form.		
	1/10 Thursday	Service-Learning/Intervention Programs	Furco, A. (2003). A balanced approach to service learning. In <i>Introduction to service learning toolkit</i> (pp. 11-14). Bloomington: Campus Compact. LeCroy (2004) Experimental Evaluation of “Go Grrrls” Preventive Intervention for Early Adolescent Girls	Bring your completed Background Check Forms and check or money to class.
Week 2	1/15 Tuesday	The Challenges of Adolescence	Reviving Ophelia: Chapters 2 and 3 Cohen-Sandler (2005). Walking tightropes: Cultural pressures. Galambos, N. L., Almeida, D. M., & Petersen, A. C. (1990). Masculinity, femininity, and sex role attitudes in early adolescence: Exploring gender intensification. <i>Child Development</i> , 61(6), 1905-1914.	Submit reading questions on Oncourse by 5 pm Tuesday.
	1/17 Thursday			
Week 3	1/22 Tuesday	Mentoring Adolescent Girls	(2009). Stages of a mentoring relationship	Submit reading questions on Oncourse by 5 pm Tuesday.
	1/24 Thursday	Learning Through Listening	Reviving Ophelia: Chapter 13 Roberts, Active Listening	Meet in groups to finalize on-site details and develop Activity Plans. Post Activity Plans for Weeks 4, 5, 6 on Oncourse under the Forums site (by 5 pm on Friday) and bring paper copy to class 1/29.

Week 4 <i>First Week in Schools</i>	1/29 Tuesday	The School Environment	Beyond Appearance: Chapter 11, Adolescent girls' experiences in school and community settings. Crossing the Line (AAUW, 2011)	Submit reading questions on Oncourse by 5 pm Tuesday.
	1/31 Thursday	Discussion of Research Paper Information	<i>Spencer, R. & Liang, B. (2009). "She gives me a break from the world": Formal youth mentoring relationships between adolescent girls and adult women. (this is not on reading list for the week – follow this paper as a model for your final paper). Please print this to bring to class for discussion or have it on your laptop.</i>	Journal 1 post due by Sunday 11:59 pm
Week 5	2/5 Tuesday	Families	Reviving Ophelia: Chapters 4, 5, 6, 7. Crouter, A. C., & Manke, B. A. (1995). The family context of gender intensification in early adolescence. <i>Child Development</i> , 66(2), 317-329.	Submit reading questions on Oncourse by 5 pm Tuesday.
	2/7 Thursday			Journal 2 post due by Sunday 11:59 pm
Week 6	2/12 Tuesday	Self-Esteem and Body Image	Wojtowicz, A. E., & von Ranson, K. M. (2012). Weighing in on risk factors for body dissatisfaction: A one-year prospective study of middle-adolescent girls. <i>Body Image</i> , 9(1), 20-30.	Submit reading questions on Oncourse by 5 pm Tuesday.
	2/14 Thursday			Journal 3 post due by Sunday 11:59 pm Post Activity Plans for Weeks 7, 8, 9, 11 on Oncourse and bring paper copy to class on 2/19.
Week 7	2/19 Tuesday	Depression	Reviving Ophelia: Chapters 8. Bearman & Stice (2008). Testing a Gender Additive Model: The Role of Body Image in Adolescent Depression	Submit reading questions on Oncourse by 5 pm Tuesday.
	2/21 Thursday			Journal 4 post due by Sunday 11:59 pm

Week 8	2/26 Tuesday	Objectification	Graff, Murnen & Smolak (2012). Too Sexualized to be Taken Seriously? Perceptions of a Girl in Childlike vs. Sexualizing Clothing. Hyde, (2013). Objectified Body Consciousness. Lindberg, S. M. & Hyde, S. H. (2006). A measure of objectified body consciousness for preadolescent and adolescent youth.	Submit reading questions on Oncourse by 5 pm Tuesday.
	2/28 Thursday			Journal 5 post due by Sunday 11:59 pm
Week 9	3/5 Tuesday	Eating Disorders	Reviving Ophelia: Chapters 9. Luff and Gray (2009) Complex messages regarding a thin ideal appearing in teenage girls' magazines. Horndasch, S., Kratz, O., Holczinger, A., Heinrich, H., Hönig, F., Nöth, E., & Moll, G. H. (2012). "Looks do matter"—Visual attentional biases in adolescent girls with eating disorders viewing body images. <i>Psychiatry Research</i> , 198(2), 321-323.	Submit reading questions on Oncourse by 5 pm Tuesday. Preview Paper due (submit on Oncourse)
	3/7 Thursday			Journal 6 post due by Sunday 11:59 pm
Week 10	3/12 Tuesday 3/14 Thursday	<i>Spring Break – class does not meet</i>		
Week 11	3/19 Tuesday	Academic Achievement	Hyde, J.S. (2007). Chapter 8: Abilities, Achievement, and Motivation. Half the Human Experience. Kurtz-Costes, B., Rowley, S. J., Harris-Britt, A., & Woods, T. A. (2008). Gender Stereotypes about Mathematics and Science and Self-Perceptions of Ability in Late Childhood and Early Adolescence. <i>Merrill-Palmer Quarterly</i> , 54(3), 386-409.	Submit reading questions on Oncourse by 5 pm Tuesday.
	3/21 Thursday			Journal 7 post due by Sunday 11:59 pm Post Activity Plans for Weeks 12, 13, 14, 15 on Oncourse and bring paper copy to class on 3/26.

Week 12	3/26 Tuesday	Friendships and Peer Relationships	Impett, E. A., Sorsoli, L., Schooler, D., Henson, J. M., & Tolman, D. L. (2008). Girls' Relationship Authenticity and Self-Esteem Across Adolescence. <i>Developmental Psychology</i> , 44(3), 722-733. Stern (2007). Understanding the world of adolescent girls and instant messaging.	Submit reading questions on Oncourse by 5 pm Tuesday.
	3/28 Thursday			Journal 8 post due by Sunday 11:59 pm
Week 13	4/2 Tuesday	Relational Aggression	Simmons, R. (2002). The hidden culture of aggression in girls. Odd girl out. Letendre, J. (2007). Sugar and spice but not always nice. Espelage, Mebane, Swearer (2004). Gender differences in bullying: Moving beyond mean level differences.	Submit reading questions on Oncourse by 5 pm Tuesday.
	4/4 Thursday			Journal 9 post due by Sunday 11:59 pm
Week 14	4/9 Tuesday	Sexuality	Reviving Ophelia: Chapter 11. Petersen, A. C., Leffert, N., & Graham, B. L. (1995). Adolescent development and the emergence of sexuality. <i>Suicide and Life-Threatening Behavior</i> , 25, 4-17.	Submit reading questions on Oncourse by 5 pm Tuesday.
	4/11 Thursday	Romantic Relationships	Sippola, Buchanan, & Kehoe (2007) Correlates of False Self in Adolescent Romantic Relationships Paxton, Norris, Wertheim, Durkin & Anderson (2005) Body Dissatisfaction, Dating, and Importance of Thinness to Attractiveness in Adolescent Girls	Journal 10 post due by Sunday 11:59 pm
Week 15	4/16 Tuesday	Paper Presentation		Final Papers Due
	4/18 Thursday	Paper Presentations		
Week 16	4/23 Tuesday	Paper Presentations		
	4/25 Thursday	Class wrap-up		