

PSY 318 Adolescent Development

FINAL EXAM HANDOUT

Spring 2007

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Wells College

Overview

Please read this *carefully*

This is an essay exam, which will seek to bring out your thinking on issues related to adolescent development. It is not an exam that relies on memory of facts or figures, but rather on your ability to critically make connections between psychological development during youth, theoretical approaches, and categories of identity, such as, race, ethnicity, gender, class, and sexuality. In addition, cultural approaches will be emphasized and an exploration of what it means to grow up in global times is encouraged.

The extent to which you can synthesize these aspects will determine your grade on the exam. I will look for clear writing that is well organized so that I can clearly follow your thinking, use of citations from the texts to support your points of view (using APA or MLA formats), a critical approach to both theory and experience, and your ideas for where research in adolescence needs to grow and develop so that youth are better supported in their lives.

Think of yourself as an adolescent psychologist as you write; as someone who truly believes in the potential of youth to transform society and write from your heart and your mind. Keep a critical stance throughout, take nothing for granted, provide evidence for your views and remember that all development occurs within cultural contexts.

The final exam is worth 20% of your grade.

Extra credit essay is a possible 10 points.

Articles to Critique

Choose *one* and download

Racial and Ethnic Identity and Development

Alicia Fedelina Chávez, Florence Guido-DiBrito

http://aurora.wells.edu/~vim/Racial_Ethnic_Identity.pdf

Achievement in Math and Science: Do Mothers' Beliefs Matter 12 Years Later?

Martha M. Bleeker and Janis E. Jacobs

<http://aurora.wells.edu/~vim/achievement.pdf>

Links Between Sex-Typed Time Use in Middle Childhood and Gender Development in Early Adolescence

Susan M. McHale, Ji-Yeon Kim, Shawn Whiteman, and Ann C. Crouter

http://aurora.wells.edu/~vim/gender_development.pdf

Format

Include citations for all work cited

Include *brief* quotes to support your views

Include examples from the films to support your views

Include charts or maps to illustrate your views when useful (attach at end as appendices)

APA or MLA format

Title page (course title & number, final exam, your name, instructor's name, date, Wells College)

References page at end

Page limit = 7 pages (double-spaced, 12 point font. Does not include references, charts or maps)

Extra credit essay is not counted in the 7 page limit

Questions to Address Within Your Essay

1. Can you find similarities between our course readings and the issues discussed in this article or in your experiential learning project?
2. How does culture shape adolescent development in this article or in your experiential learning project? Discuss Helms and Phinney models on racial identity development and compare with what is being discussed in this article or in your experiential learning project.
3. How does gender influence adolescent development in this article or in your experiential learning project? Discuss girls' and boys' development by exploring the concepts from our course reading (Brown and Pollack) and what is discussed in this article or in your experiential learning project..
4. What are some differences in development between boys and girls? Do they have anything in common? In what ways do culture and class influence gender development?
5. Erikson has a stage model of human development, which emphasizes relationships throughout the life cycle. In adolescence and early adulthood the emphasis is on identity versus role confusion and intimacy versus isolation. Discuss how these stages are worked through in Diaspora, in unsettled times, in places where one cannot go home? Discuss the concept of "roots" versus "routes" in Yon's book, Lee's model which opposes the assimilative model for immigrants, or Helms and Phinney's racial and ethnic identity development model. How do these ideas come into play in this article or in your experiential learning project.?
6. How has your identity been shaped by your own experiences of gender, race, ethnicity, class, sexuality? Take one – or more -- developmental model (Erikson, Piaget, A. Freud, Helms, Phinney, Brown, Gilligan, Pollack, Yon, Lee, Muñoz) from the course and use this to reflect further on your own identity development.

Extra Credit (10 possible points)

If you are interested in education, counseling psychology, social work or any other field which includes working with youth explore what you believe will capture adolescents' attention based on what you know of adolescent development. For example, what would you do to teach a difficult concept? How would you approach differences with young people? What would you do to engage in difficult dialogues? Why would you do it that way? Provide support for your reasoning by bringing in theory from what we have read and discussed. Remember to take into account gender, race, class, culture, ethnicity, and sexuality in your approach.