

ADOLESCENT PSYCHOLOGY

DEP 2303

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READINGS REVIEW ITEMS

TEST I

**Text: Adolescence: Continuity, Change &
Diversity, 5th edition**

Author: Nancy Cobb

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I. INTRODUCTION TO ADOLESCENT PSYCHOLOGY

(LECTURE OUTLINE)

II. THE HISTORY OF ADOLESCENCE

NOTE: "T" indicates a term (to define)

NOTE: Students are required to the entire chapter.

Chapter 1: Perspectives on Adolescence, page 1

1. What part of the "dragon" do all cultures have in common?
page 1 -2 (Note: in relation to the sex of the adolescent and
the ethnic group in which one lives)
2. What does the contextual perspective illustrate? page 2
3. What is the constructive perspective? page 2
4. What is the lifespan perspective? page 2

END OF READINGS AT THE LAST PARAGRAPH ON PAGE 2

Begin: Adolescents in a Changing Population, page 4

5. Approximately what percentage of the U.S. population makes up
adolescents, according to the U.S. Census Bureau, 2001b?
page 4

6. What family characteristics in the U.S. family are changing
and what is the "hidden dimension" for many adolescents? page 6

END OF READINGS AT: THE MANY FACES OF ADOLESCENTS, PAGE 6

Begin Reading: The Color of Change: Ethnic Diversity, page 8

7. By the year 2020 what percentage of youth in the U. S. will be members of an ethnic minority group, according to the U.S. Department of Health & Human Services, 2002a? page 8

8. In what ways can ethnicity affect adolescents? page 8

9. According to Jean Phinney (1996) it is necessary to examine ethnicity with respect to at least three dimensions along which individuals vary. What are those three dimensions? page 8-9

10. T: Culture, page 9 (refer to the glossary for a definition)

11. T: Ethnic Identity, page 9 refer to the glossary for definition

12. According to Dovidio & Gaertner, 1986; Huston, McLoyd, & Garcia Coll, 1994, minority status has less to do with numbers per se than it do with_____ . Page 12

END OF READINGS AT: THE CONSTRUCTIVE PERSPECTIVE, PAGE 13

Begin Reading: A Psychological Definition of Adolescence, page 22

13. T: Developmental Tasks, page 23

14. What are R. Havighurst's Eight Developmental Tasks of Early and Late Adolescence, page 23-26

A Sociological Definition of Adolescence, page 26

15. In what terms do sociologists define individuals? page 26

16. What is the *sociological perspective* of adolescence? page 26

17. Define and discuss the **three** sociological movements surrounding industrialization that contributed to the emergence of adolescence as a distinct new age group. (That is Compulsory Education Laws, Child labor laws, and Juvenile Justice) page 26-27

END READINGS AT: LIFE STAGES THROUGHOUT HISTORY, PAGE 27

Begin Reading: The Creation of Adolescence page 29

18. How did Industrialization facilitate the creation of Adolescence in the middle of the 19th Century? page 29 - 30 (Note: **three** items.)

END READINGS AT: A NEW AGE:YOUTH PAGE 30.

**Chapter 2: Theoretical Foundations of Adolescent Development,
page 39**

Begin Reading: THE ENVIRONMENTAL MODEL, PAGE 43

19. How does the *environmental model* view human behavior? page 43

The Organismic Model: The Constructive Approach, page 44

20. What are the **three** points that summarize the differences between the organismic and the environmentalist views of human nature? Page 44

21. Discuss the **Active Organism**, page 44

22. Discuss **Organized Activity**, page 45

23. Discuss **Developmental Stages**, page 45

Environmental Theories, page 47

Focus on the Intellectual: Havighurst, page 50

24. How does Robert Havighurst view adolescent development?
page 48

25. What sets the pace for the expectations to be achieved?
Page 48

26. How does Havighurst define a developmental task? Page 48

Explaining the Motivational: Skinner, page 48

27. T: operant, page 48

28. T: operant conditioning, page 48

29. What is B.F. Skinner's view of human behavior? page 48 - 50

30. How can we analyze many social interactions, according to Skinner? Page 40 - 50

Focus on the Social-Interpersonal: Bandura, page 50

31. T: Observational Learning, page 50

32. What inner processes are important in Bandura's Social-Cognitive theory? Page 50

**Organismic Theories: Adolescents Constructing Their Worlds,
page 51**

Focus on the Intellectual: Piaget and Kegan, page 51

33. How did Piaget view intelligence? page 51

34. According to Kegan, what is the most central human activity?
page 55

**END READING AT: FOCUS ON THE MOTIVATIONAL: FREUD & HORNEY,
PAGE 56**

**Begin Reading: Focus on the Social: Erikson, Chodorow, and
Gilligan, page 60**

Erik Erikson, page 60

35. What is the central aspect of the healthy personality,
according to Erikson? page 61

36. T: Epigenetic Principle, page 6 (refer to the glossary for a
definition)

Nancy Chodorow, page 63

37. How did N. Chodorow view development in relation to gender
differences? page 63 - 65

END READING AT CAROL GILLIGAN, PAGE 65

**BEGIN READING: INTERNALIZING THE Context: Vygotsky and Rogoff,
page 72**

38. How does Vygotsky differ from Piaget in terms of how we
acquire knowledge? page 72

39. T: Zone of Proximal Development, page 73

END READING AT: Barbara Rogoff, page 73

III: Biology of Adolescence

**Chapter 3: The Biological Context of Development:
Puberty, page 81**

Begin Reading: The Reproductive System, page 93

Females, page 92 (refer to the glossary for definitions)

40. T: uterus, page 93

41. T: Cervix, page 93

42. T: fallopian tube, page 93

43. T: vagina, page 94

44. T: clitoris, page 94

Males, page 94 (refer to the glossary for definitions)

- 45. T: epididymis, page 94
- 46. T: vas deferens, page 94
- 47. T: seminal vesicle, page 94
- 48. T: prostate gland, page 94
- 49. T: penis, page 95
- 50. T: scrotum, page 95
- 51. T: testes, page 95

END READING AT: MENARCHE, page 96

**Begin Reading: The Psychological and Social Implications of Puberty, page 100
Heightened Emotionality, page 101**

52. How do adolescents react to change associated with puberty?
page 101

Relationships With Parents, page 101

53. According to Wagner, Cohen, and Brooke (1996) what happens (or doesn't happen) to Adolescents who have warm and loving parents? page 102

54. Does closeness with parents temporarily decrease and the intensity of conflict increase with the onset of puberty, according to Laursen, Coy, & Collins, 1998? page 102

END READINGS AT: GENDER STEREOTYPES: THE MEANING OF MASCULINE AND FEMININE, PAGE 103

Begin: The Timing of Change: Early and Late Maturers, page 106

55. T: Asynchrony, page 106 (refer to the glossary for a definition)

Early and Late Maturing Boys, page 106

56. What are some characteristics of early-maturing boys, according to Jones, 1957,1958,1965; Jones & Bayley, 1950; Jones & Mussen, 1958; Mussen & Jones, 1957? page 108

57. According to Peskin (1967,1973) there is a disadvantage for early-maturing boys. What is it? page 108

58. What are advantage and disadvantages for late-maturing boys?
Pages 108-109

Early and Late Maturing Girls, page 109

59. Do early maturing girls share the same advantages as early maturing boys, according to Brooks and Gunn, 1991; Ge, Conger, & Elder, 1996)? page 109

60. What are the several factors that contribute to the difficulties generally experienced by early maturing girls? page 109

Explaining the Differences, page 109

61. T: Deviance Hypothesis, page 109

62. T: Stage Termination Hypothesis, page 110

63. T: Adult Status Hypothesis, page 110

Body Image, page 111

64. According to Field et al., 1999; Roseblum & Lewis 1999 who, generally, has a more positive body image, girls or boys? page 111

65. According to a longitudinal study by Simmons and Blyth (1987), who had more difficulty fitting a body image into a sense of self, boys or girls? page 111

END OF READINGS AT: EATING DISORDERS, PAGE 112