

Instructor: Gina (Diagou) Sissoko
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Office Hours: Wednesdays 2-3pm
Office location

Fall 2021
Hybrid (asynchronous)
Biweekly on Wednesdays
3:05 to 5:45pm.

Classroom: New Bldg 1.76
Campus Location
John Jay College
524 West 59th. Street
New York, NY, 10019

PSY 332: Psychology of Adolescence

Official Catalog Description: *The course deals with various aspects of typical and atypical development in adolescence, from the transition out of childhood to the transition into adulthood. Such topics as hormonal and physical changes, cognitive development (Piagetian, information-processing and psychometric views), the peer group, friendships, parent-adolescent interactions, sex roles and identity formation, sexuality, delinquency, drug abuse, suicide, and psychological disorders in adolescents may be discussed. Whenever possible, developmental issues in adolescence are considered from a cross-cultural as well as historical perspective. Readings will focus on both basic developmental theory and applied research.*

Instructor Addendum: *This course will be taught from a decolonial perspective. As such, we will center the multiple intersectional identities we bring into the classroom as they relate to adolescence. Collectively, we will co-teach and co-learn about adolescent development from culture-specific perspectives. This means that we will actively disrupt traditional white-centered psychology by studying global psychological concepts through diverse lenses and questioning traditional methods of inquiry, assessment, and dissemination. Throughout the course, we will pay particular attention to how identity, structural oppression, racism, colorism, coloniality and imperialism, cis-heterosexism, misogynoir and antiblackness, and capitalism affect adolescent development among racial and ethnic minority groups in the United States. I will teach and learn primarily from a Blackgirl perspective and invite you to teach and learn from the perspective that feels most true to you. I look forward to teaching/growing/learning/dismantling with each of you.*

Prerequisites: ENG 201, PSY 101 and PSY 231

Required text: Steinberg, L. (2016). *Adolescence* (11th ed.). New York: McGraw-Hill Education. ISBN: 9781259567827

OWL (<http://owl.english.purdue.edu>)

Please note that most readings will be available on Blackboard under the weekly modules. We will use Chapters 1-3 in the first week and you are asked to use relevant chapters for your Class Leadership assignments (see assignments for more information).



Learning Outcomes

In this class you will...

Develop and demonstrate familiarity with relevant psychological theories and conceptual frameworks pertaining to the study and understanding of adolescence

Develop and demonstrate an understanding of cross-cultural perspectives on adolescence with a focus on identity intersections (e.g., gender, race/ethnicity, social class, nationality, immigration status)

Connect and summarize information about the psychology of adolescence from a variety of sources

Demonstrate knowledge of research and advocacy methods used in psychological science

Proposed Class Structure

Every other week we will either meet...

Online (Asynchronous)

OR

In-Person Class Discussion

This class will be offered in a hybrid format. This means that we meet in person biweekly. During off-weeks, you are responsible for online assignments.

Online asynchronous classes: On off-weeks, you will still be required to engage in class through Blackboard. Every group will lead one online week based on the proposed topics in the calendar section of the syllabus. Each group will select the appropriate readings (or movies/documentaries/podcasts) for that week. I will lead the first online asynchronous class which will cover foundational topics in adolescent development. On asynchronous weeks, assignments are **due the following Tuesday.** ***During the two Advocacy Project weeks, you are expected to invest a significant amount of work in your project and document your efforts on Blackboard each week.*

In-person classes: On most days, our in-person class will be divided into 2 parts. From 3:05pm to 4:30pm we will have class discussion about the topic at hand. These discussions will involve some lecture, some discussions, some activities, and plenty of time for questions and processing. After a 15-minute break from 4:30-4:45pm, you will meet with your semester group to work on your Online Class Leadership Assignment and your Semester Advocacy Project. Class leaders for the next week are scheduled to meet with me during that time to go over the proposed material.

Assignments

Online Class Leadership Assignment (20%)

In partnership with your group, you will lead the online class discussion on a syllabus topic. You are tasked with selecting the readings, preparing and posting a 20-25 minute presentation on the topic, producing a 1-pager on the topic for distribution, and designing an assignment for your colleagues to complete.

Writing Assignment (10%)

You will produce a letter to an adolescent of your choice (e.g., yourself, your grandmother as an adolescent). The letter should be 3-5 pages (double-spaced, 12-point font, 1-inch margins). Please cite material we covered in class in your letter in APA style. Alternatively, you may write a research paper.
Due on November 10th

Semester Advocacy Project (20%)

In partnership with your group, or by yourself, you will design and implement a youth-focused advocacy project. You decide what your final product might be (e.g., a podcast, song, poem, presentation). As part of the project, you will also submit an annotated bibliography. At the end of the semester you will present your project to the class.

Participation (50%)

Active participation is the most important part of the learning experience. You will be asked to complete all online and in-class assignments and attend all classes. You may miss one weekly online assignment and one class discussion without it affecting your grade. If you need to miss more, please contact me.

A Note on Grading

Because we are co-learners, I propose that the course assignments will be *mainly* graded on a pass (A) or fail (D/F) basis. Passing an assignment indicates that you showed appropriate effort. Below are the proposed passing expectations for each assignment. I will take off points on a case-to-case basis based on these criteria. The criteria and assignments may be changed based on our discussion during our first day of class.

Assignment	Passing (A) Criteria	Failing Criteria
Online Class Leadership Assignment	<ul style="list-style-type: none"> Selected appropriate readings Designed topic 1-pager Designed 20-minute presentation Designed and posted assignment 	<ul style="list-style-type: none"> No 1-pager No presentation No assignment (You need all three to pass)
Writing Assignment	<ul style="list-style-type: none"> Letter/Paper is 3-5 pages in length Letter incorporates at least one topic from class discussions Letter incorporates at least one APA citation (in-text and reference) - (5 references for research paper) 	<ul style="list-style-type: none"> Letter/Paper is shorter than 2 pages Letter/Paper does not incorporate anything covered in class No APA citation
Semester Advocacy Project	<ul style="list-style-type: none"> Appropriate topic selected Annotated bibliography 	<ul style="list-style-type: none"> No involvement in bibliography No meaningful participation in project design, dissemination,

	<ul style="list-style-type: none"> • Participation in design • Participation in dissemination • Class presentation 	and presentation. You need all three to pass.
Participation	<ul style="list-style-type: none"> • Completed at least 80% of all online assignments • Attended and <u>participated</u> in at least 80% of in-person classes 	<ul style="list-style-type: none"> • Less than 80% of completed online assignments • More than 20% of unexcused absences from class

A : 93% and up
A- : 90-92.9%
B+ : 87.1-89.9%

B : 83-87%
B- : 80-82.9%
C+ : 77.1-79.9%

C : 73-77%
C- : 70-72.9%
D+ : 67.1-69.9%
8/25, 9/22, 10/6,10/20, 11/3,
11/17, 12/1, as well as for its
scheduled final examination
on Wednesday, 12/15

D : 63-67%
D- : 60-62.9%
F : 59.9% and under

Proposed Topics and Class Calendar

Week	Format	Date	Topic	Class Leader	Read/Watch assignments
Week 1	In-person	08/25	Introductions		Read the syllabus
Week 2	Online	09/01	The Basics of Adolescence	GS/TBD	Read select pages in Chapters 1, 2, and 3
Week 3		09/08	No class		
Week 4		09/15	No class		
Week 5	In-person	09/22	Sexual Health & Dating Guest Lecture on Consent: Alexandra Bonagura	GS	Chapters 10 & 11
Week 6	Online	09/29	Adolescence & Identity		Check Blackboard
Week 7	In-person	10/06	Friendships & Family	GS	Chapters 4 & 5
Week 8	Online	10/13	Friendships & Family		Check Blackboard
Week 9	In-person	10/20	Feedback Session and Group Presentations	GS	No reading
Week 10	Online	10/27	Wellness, Healing & Body Image (Mental Health)		Check Blackboard
Week 11	In-person	11/03	Wellness, Healing & Body Image (Mental Health)	GS	Chapter 13 Watch Dark Girls
Week 12	Online	11/10	School Experiences & School-to-Prison Pipeline		Check Blackboard
Week 13	Online*	11/17	APA Crash Course/ School- to-Prison	GS	APA 7 Assignment Girlhood Interrupted (Blackboard) APA Pushout Ted Talk Reflection
Week 14	Online asynchronous*	11/24	Advocacy Project Preparation	NA	Semester Advocacy Reading
Week 15	In-person	12/01	Advocacy Presentations & Discussion		No reading

Week 16	In-person*	12/08	Advocacy Presentations & Discussions		No reading
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Expectations for Engagement in this class

We will explore a wide range of issues affecting adolescents in this course – from United States colonialism and imperialism, white supremacy and structural racism, to personal identity and positionality. This course covers material that at times may be considered “controversial.” These issues can be difficult to discuss. Some will “trigger” us. Some will affect us in deep, personal—and perhaps, even painful ways. If you are having difficulty with the course please contact me immediately. There are also resources for you in this syllabus in the resources section. **NO RECORDING, PICTURES OR SCREEN SHOTS ARE allowed during class discussions (lectures, demonstrations or small group activities).** I also expect you to engage in discussions in a way that is respectful and sensitive to fellow classmates. As such, I suggest the following “tips for success”:

1. ***Come prepared.*** Online and in-person classes are interactive, so you’ll need some background knowledge. Read and/or watch the assigned material and complete all online assignments assigned to you by your peers.
2. ***Participate and take intellectual risks.*** Discussion is an essential part of this course. In support of active co-learning, I expect all students to contribute to classroom discussions at some point. While you may sometimes find some issues we discuss difficult, the more perspectives expressed in class, the more we can learn about multicultural adolescent experiences.
3. ***Expectations of the instructor(s).*** You can expect that I will treat students with respect, be prepared for class, respond to student concerns in a timely manner, demonstrate current content knowledge, and communicate clear expectations for students. If you believe these expectations are not being met, please schedule an appointment with the me to discuss the issues.
4. ***Although psychology like all disciplines, is a contested terrain, it is not simply a matter of opinion.*** In this class, we consider all types of knowledges and hold multiple truths. In addition to the knowledges passed down to us, we will also gain familiarity with what is considered western psychological knowledge. Wherever appropriate, I will provide you with information based on western psychological research. You will be expected to demonstrate basic familiarity with western psychological concepts related to adolescence throughout the semester. At the end of the course, it is my hope that you will have gained an understanding of adolescent development from a variety of perspectives—including your own!

Proposed Student Expectations	Proposed Instructor Expectations
During in-person weeks, you will come to class on time and stay for the entire class period.	I will arrive at least 10 minutes prior to the start of class and stay after class to answer questions.
During in-person weeks, you will silence your cellular phone prior to coming to class and will not text message during class.	I will silence my cellular phone prior to coming to class and will not text message during class.
During in-person weeks, you will be attentive and avoid distracting behaviors, such as chatting, using Facebook, playing video games, or shopping on the Internet during class.	I will be attentive and do my best to maintain a classroom environment that is conducive to learning without distraction.
You will be responsible about your work and communicate with me when you encounter obstacles.	I will hold office hours weekly (1 hr. per week); at other times, I will meet with you by appointment.
You will check your Blackboard and email every week at least two times (especially during online asynchronous weeks) and complete scheduled assignments.	I will check email daily and reply to email within 48 hours (except for holidays and weekends).

You will work with you colleagues on projects and should do your utmost to do a fair share of the work. You will arrange efficient means of communication with your group members.

I will provide opportunities for you to share any difficulties experienced in group-work and mediate any problems to the best of my ability.

College-wide Policies

Statement on Academic Dishonesty:

The following information is excerpted from the CUNY Policy on Academic Integrity. “Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.”

The complete text of the CUNY Policy on Academic Integrity can be accessed at <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

➤ *How to avoid plagiarism:* <https://youtu.be/GW3BzAG8aaY>

Accommodations Policy

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, instructors must receive written verification of a student’s eligibility from the **OAS which is located at L66 in the new building** (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Student Resources

Two resources that may be helpful during the course are listed below.

Wellness Center/Counseling: <https://www.jjay.cuny.edu/counseling>

John Jay College has a Wellness Center to ensure the wellbeing of students. Services provided include personal counseling, adjustment to college, career and personal development, choosing a major, study habits, test anxiety, low self-esteem, family and relationship concerns, depression and grief. All of the services are FREE of charge and are available on a walk-in or appointment basis.

Laptop Computer Loan: <https://doitapps.jjay.cuny.edu/misc/laptoploaner/studlogin.php>

The John Jay College online website bulletin states that you can borrow a laptop (no cost) to bring to class from Classroom Lab Support Services (CLSS) who run the Laptop Loan Center (<https://www.jjay.cuny.edu/laptop-loan-center>). The loan center is at the main entrance to the CLSS Student Computer Lab Center, room (L2.72.00 NB). You pre-register

online and agree to the loan policies online, then present your valid JJC student ID card at the Laptop Loan Center. Please make sure you allow enough time to check out the laptop before class, so that you get to class on time.