

HDFS 812: Adolescent Development
Michigan State University
Spring 2020; W, 12:40-3:30pm
Go28 Hubbard Hall

Instructor: Megan Maas, Ph.D.
Office: 13D Human Ecology
Email: maasmeg1@msu.edu
Phone: 432-3325
Website: www.MeganMaas.com
Twitter: @MeganKMaas
Office Hours: Mondays 2-3pm and Wednesdays 4-5pm
Pronouns: she/her/hers

COURSE OVERVIEW:

This course will cover the psychological, biological, social, and cultural development of adolescents across differing contexts. Each week, we will focus on a particular topic in adolescent development with relevant readings. The format of the class will be: brief recall of concepts from the prior week, an informed discussion, and a student presentation. Each week, students will have assigned readings, and 1 self-selected reading related to that week's topic and their own interest. Thus, class discussions will involve both communal knowledge, and each participant's unique perspective.

COURSE OBJECTIVES:

1. Students will be able to *find, summarize, and integrate* articles on specific topics relevant to adolescent development.
2. Students will be able to critically *evaluate* past work, including strengths and limitations.
3. Students will be able to *identify extensions of past research*, both in terms of research (e.g., measurement, populations, next questions) and implications (e.g., intervention, clinical, policy, societal)
4. Students will be able to effectively *communicate* their own perspective both informally and formally in oral and written formats.

REQUIRED TEXT:

Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Houghton Mifflin Harcourt.

COURSE INFORMATION:

Students are responsible for all material covered in the assigned textbook chapters, assigned readings, and the information provided in class. You are required to read assigned materials **before** class meetings. This will enhance your understanding of the material being presented and help you be more prepared to ask questions in class. D2L will be the portal for accessing course documents and grades. Not all internet browsers and versions are compatible with D2L. Please check early in the first week of the course to verify that you can access all course content on D2L. It is assumed that you know how to access content and operate within D2L.

CLASS ATTENDANCE AND PARTICIPATION:

In order to have a meaningful class, everyone needs to arrive on time and prepared for the day's activities. That said, the responsibility for attendance is entirely yours. Attendance, participation, and demonstrated knowledge of the readings will be recorded daily. If you miss a class, it is your responsibility to let the instructor know ahead of class.

RESPECT IN THE CLASSROOM:

In order to create the best learning environment, small electronic devices (e.g. cell phones, tablets) are not to be used in the classroom without specific direction from me. However, laptops will be allowed for note taking and access to readings during discussion.

I know that you and I are beholden to our devices, and even if we do not want to, we check them if they are out. I am on a mission to protect us from ourselves! Research indicates that we have but two primary channels for receiving and interpreting information: visual and aural. These channels become overloaded easily when faced with too much stimuli or information, e.g., trying to snapchat/text, "listen" to a lecture, take notes and pay attention to visual aids. Because meaningful learning involves actively engaging with content, limiting electronics in the classroom gives you an opportunity to involve yourself with the course material. ***If another student or myself is distracted or disturbed by your device use, I will deduct 5% from your final grade.***

EMAIL ETIQUETTE:

Please remember that e-mail should be treated with the same care and respect that you would a face-to-face interaction. Compose e-mail carefully, using a pertinent subject line, an appropriate greeting and a concise message, without spelling or grammatical errors. I will attempt to return all e-mail promptly, within two business days. Please note that I may not always respond to questions when the information is readily available in the syllabus, on D2L, or an assignment sheet.

COURSE EVALUATION:

Article Summaries: This component of class draws on two essential skills in research: finding articles relevant to a topic and summarizing articles clearly in your own words. Being able to read an article and pull out the key information quickly will make future reading and writing easier. Each week, you will share 1 summary (in table format) of your self-selected article that you read for that week, no later than **1:00 PM on Tuesdays**. You may choose any academic journal article you want for that week. The article requirements are: (1) article published in the last 5 years (2015 or more recent); (2) presents original research (literature reviews and theoretical papers will be too hard to summarize); (3) pertains to that week's topic; (4) no one else has already posted a summary on that article. The format for article summaries is available in the Google document. You do **NOT** have to do an article summary the week you do your contemporary issues presentation.

Discussion of Readings: One of the most important aspects of a graduate seminar is understanding the readings. In order to understand the readings, you have to engage with them (read them, discuss them, take notes, apply the concepts to other concepts you know, etc.). In order to have the kinds of discussion we need in order to engage with the material, we need to be sure that *all* students are reading. Thus, you are strongly encouraged to ***meet in groups of 2-4 students prior to class to discuss the readings.*** When you meet, you can discuss main ideas and ask for clarification from your peers. This way, when you arrive to class, we will have a knowledge base to work with while integrating topics in our discussion. I will assess your understanding of the readings based upon your comments in class, your willingness to answer

questions, and the questions you pose to the group. Each student will be responsible for the information in each reading. However, readings with a * are not required of everyone. You will need to determine *amongst yourselves* which subset of students will be responsible for which bonus readings. Each day I will rate your individual discussion of the readings as well as the discussion we have as a group. I will pose discussion questions to the class and I will ask comprehensive questions to different students each week. You do not need to answer every question correctly. You will have 5 passes throughout the semester if you wish not to answer a question that is asked directly to you. This means that you can miss class or get pop questions wrong up to 5 times without penalty to your reading discussion grade.

Hot Topic Project: In adolescent development, there are some ideas that are generally accepted, and others that are considered more controversial or are just burgeoning topics that are not well understood. Each student will choose one hot topic from the list provided. For most of these topics, at least some articles are suggested, though students will need to do further reading on their own. Students can also draw on non-empirical/non-research publications, as long as they are clear in their presentation as to what is being presented. Part of learning to give presentations is learning to work within a time limit. Please limit your presentation to 20 minutes. Please include a reference handout for your classmates that includes the citations you used. Also, please email me the PowerPoint **by 9 AM on Wednesday** (9:00 PM Tuesday would be better, but not required).

Potential Hot Topics:

Sexting	Drunk Driving
Suicide	Puberty blockers/gender confirmation surgery
Obesity	Vaping
Cyberbullying	Sleep
Designer Drug Use	Racial & Ethnic Differences
Helicopter/snowplow parenting	Sexual assault/harassment and Title IX
Legal Issues (Brain Development & Crime)	College Drinking
HPV Vaccine Mandate	Casual Sex
Social media	Gender differences in depression

Integrative Paper: This assignment will assess your ability to integrate across concepts and use those concepts to construct an argument. In 2000-3000 words (not including references), you will write about a topic of your choice that is related to adolescence or emerging adulthood. It can be a literature review or an introduction to an empirical paper that you aim to publish, as long as it includes a discussion of theory and has an argument throughout. You will need to cite at least 10 of the readings (not Steinberg's book) from the reading list provided here. Learning how to write is a never-ending process of re-writing. I like to think of it like acting in a play. No one ever gets it "right" the first time. There are lots of rehearsals before opening night. Thus, you will turn in a rough draft mid-semester and a final draft during finals week. More information about this paper will be shared on D2L and discussed during the second week of class.

COURSE GRADING BREAKDOWN:

Discussion of Readings	50 points	92%-100% = 4.0
Integrative Paper	30 points	85%-91% = 3.5
Hot Topic Presentation	25 points	80%-84% = 3.0
Article Summaries	20 points	75%-79% = 2.5
Total points	125 points	70%-74% = 2.0

ACADEMIC INTEGRITY:

Participation in this course assumes that you will adhere to the statements set out in the syllabus as well as the University Policy on academic integrity. MSU's policy is covered in the *Spartan Life* handbook, found on the *Spartan Life* web site at: <http://splife.studentlife.msu.edu>.

If the instructor suspects a student has violated the University policy on academic integrity, the instructor will proceed as guided by University policy. The student will be approached by the instructor. For advisory purposes, the instructor may also consult faculty members who serve on departmental, College or University committees that address academic integrity, the department chairperson, the academic dean, or the Ombudsman; in all of these interactions, the instructor will keep the student's identity confidential. The goal of these consultations is for the instructor to seek guidance to aid her in arriving at a decision about whether the suspicion merits an allegation of academic misconduct. The student may or may not be informed that the instructor is seeking advisement pertaining to a situation involving the student (the student's identity will not be disclosed). The student may be contacted by the instructor for the purpose of arranging a meeting to discuss the circumstances that prompted suspicion.

If after consulting the University policy, there may still remain details that you may need further clarification on. You are encouraged to seek answers to your questions from an appropriate source. For more information on the University policy, first consult the online handbook. If you have any remaining questions and the instructor cannot adequately address them, the instructor will refer you to a knowledgeable source. The Office of the Ombudsman is a knowledgeable and neutral source (and students may post confidential inquiries with this office, see <https://www.msu.edu/~ombud/> for more details), and can also serve as a point of first contact.

RESOURCES:

I am a mandated reporter, so any experience of sexual violence you disclose to me, I must disclose to authorities. However, please don't let that be a deterrent to come to me for help. Here are some other resources that may be of help to you too:

- Intimate partner violence, stalking, harassment: MSU Safe Place: <http://safespace.msu.edu/>
- MSU Sexual Assault Program: <http://endrape.msu.edu/>
- Counseling and Psychiatry Services (CAPS): <http://counseling.msu.edu/>
- Women's Resource Center: <http://wrc.msu.edu/index.html>
- MSU LGBTQ Resource Center: <http://lbgtrc.msu.edu/>
- Center for Gender in Global Context: <http://gencen.isp.msu.edu/>
- Women's Center of Greater Lansing: <http://www.womenscenterofgreaterlansing.org/>
- Sexuality and gender trainings
 - QuILL: <http://lbgtrc.msu.edu/quill/>
 - Sexual Assault and Relationship Violence Prevention Program
 - (SARV): <http://sarv.msu.edu/>
- Inclusion and Intercultural Initiatives:
 - <http://www.inclusion.msu.edu/education/learn-at-lunch.html>
- Self Defense: <http://recsports.msu.edu/instructional-programs/Self%20Defense.html>
- Transforming Theatre Ensemble:
 - <http://www.inclusion.msu.edu/education/transforming-theatre-ensemble/index.html>

ACCESSABILITY:

Michigan State University seeks to ensure that its programs are accessible to all persons. Students in need of special assistance or an accommodation regarding any of the course requirements as outlined in the syllabus and other course content are advised to notify the instructor immediately. We will meet privately to discuss a resolution of your matter, which may or may not include an appropriate referral. Confidentiality will be maintained regarding these discussions. For more information on University policy and accommodations, please consult the Resource Center for Persons with Disabilities: www.rcpd.msu.edu.

STATEMENT ON DIVERSITY:

Michigan State University and the Department of Human Development and Family Studies affirm the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE COURSE SYLLABUS IF NECESSARY. STUDENTS ARE RESPONSIBLE FOR NOTING THOSE CHANGES. CHANGES WILL BE ANNOUNCED IN CLASS AND ON D2L.

COURSE SCHEDULE

Date	Week	Topic
1/8	1	Introduction
		<ul style="list-style-type: none"> • Kett, J. F. (2003). Reflections on the history of adolescence in America. <i>The History of the Family</i>, 8, 355-373.
1/15	2	Bio-psycho Perspectives on Puberty
		<ul style="list-style-type: none"> • Steinberg Chapters 1-3 • Susman, E. J., & Dorn, L. D. (2009). Puberty: Its role in development. In R. M. Lerner & L. Steinberg (Eds.), <i>Handbook of adolescent psychology: Individual bases of adolescent development</i> (3rd ed., Vol. 2, pp. 116-151). Hoboken, NJ: John Wiley & Sons, Inc. • *Stein, J. H., & Reiser, L. W. (1994). A study of White middle-class adolescent boys' responses to "semenarche" (the first ejaculation). <i>Journal of Youth and Adolescence</i>, 23, 373 – 384. • *Mendle, J., Moore, S. R., Briley, D. A., & Harden, K. P. (2016). Puberty, socioeconomic status, and depression in girls: Evidence for genex environment interactions. <i>Clinical psychological science</i>, 4, 3-16.
1/22	3	Cognition, Peers, & Decision Making
		<ul style="list-style-type: none"> • Steinberg Chapters 4-6 • Brown, B. & Larson, R (2009). Peer Relationships in Adolescence. In <i>Handbook of Adolescent Psychology</i>. • Brechwald, W. A., & Prinstein, M. J. (2013). Beyond homophily: A decade of advances in understanding peer influence processes. <i>Journal of Research on Adolescence</i>, 21, 166-179. • *Schulenberg, J., & Maggs, J. (2002). A developmental perspective on alcohol use and heavy drinking during adolescence and the transition to young adulthood. <i>Journal of Studies on Alcohol, Supplement No. 14</i>, 54-70. • *Mathys, C., Burk, W. J., & Cillessen, A. H. (2013). Popularity as a moderator of peer selection and socialization of adolescent alcohol, marijuana, and tobacco use. <i>Journal of Research on Adolescence</i>, 23, 513-523.
1/29	4	Identity & Self
		<ul style="list-style-type: none"> • Cote, J. E. (2009). Identity formation and self-development in adolescence. In R. M. Lerner & L. Steinberg (Eds.), <i>Handbook of adolescent psychology: Individual bases of adolescent development</i> (3rd ed., Vol. 2, pp. 266-304). Hoboken, NJ: John Wiley & Sons, Inc. • Harter, S., Bresnick, S., Bouchey, H. A., & Whitesell, N. R. (1997). The development of multiple role-related selves during adolescence. <i>Development and Psychopathology</i>, 9, 835-853. • Phinney, J. S., & Ong, A. D. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. <i>Journal of Counseling Psychology</i>, 54, 271-281.

		<ul style="list-style-type: none"> • Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist</i>, 55, 469-480.
2/5	5	Media, Identity Development, & Friendships
		<ul style="list-style-type: none"> • Valkenburg, P. M., Schouten, A. P., & Peter, J. (2005). Adolescents' identity experiments on the Internet. <i>New media & society</i>, 7, 383-402. • Brown, J. D., & Bobkowski, P. S. (2013). Older and newer media: Patterns of use and effects on adolescents' health and well-being. <i>Journal of Research on Adolescence</i>, 21, 95-113. • Best, P., Manktelow, R., & Taylor, B. (2014). Online communication, social media and adolescent wellbeing: A systematic narrative review. <i>Children and Youth Services Review</i>, 41, 27-36. • *MacLean, R. R., Geier, C. F., Henry, S. L., & Wilson, S. J. (2014). Digital peer interactions affect risk taking in young adults. <i>Journal of Research on Adolescence</i>, 24, 772-780. • *Sinclair, K. O., Bauman, S., Poteat, V. P., Koenig, B., & Russell, S. T. (2012). Cyber and bias-based harassment: Associations with academic, substance use, and mental health problems. <i>Journal of Adolescent Health</i>, 50, 521-523.
2/12	6	Gender Identity & Role Development
		<ul style="list-style-type: none"> • Gender and gender role development in adolescence. In <i>Handbook of Adolescent Psychology</i>. • Davis, K. (2010). Coming of age online: The developmental underpinnings of girls' blogs. <i>Journal of Adolescent Research</i>, 25, 145-171. • Watson, R. J., Wheldon, C. W., & Puhl, R. M. (2019). Evidence of diverse identities in a large national sample of sexual and gender minority adolescents. <i>Journal of Research on Adolescence</i>. • *Azmitia, M. (1998). Intimacy & Conflict: The Dynamics of Boys' and Girls' Friendships During Middle Childhood and Early Adolescence In L. Meyer et al., Making Friends: The influences of culture and development. Baltimore, MD: Brookes publishing. • *Kreager, D. A., Staff, J., Gauthier, R., Lefkowitz, E. S., & Feinberg, M. E. (2016). The double standard at sexual debut: Gender, sexual behavior and adolescent peer acceptance. <i>Sex roles</i>, 75, 377-392. • *Espiritu, Y. L. (2001). We don't sleep around like white girls do: Family, culture, and gender in Filipina American lives. <i>Signs</i>, 26, 415-440.
2/19	7	Sexual Orientation
		<ul style="list-style-type: none"> • Diamond, L. M., & Butterworth, M. (2008). Questioning gender and sexual identity: Dynamic links over time. <i>Sex Roles</i>, 59, 369-376. • Morgan, E. M. (2013). Contemporary issues in sexual orientation and identity development in emerging adulthood. <i>Emerging Adulthood</i>, 1, 52-66. • Hammack, P., Thompson, E., & Pilecki, A. (2009). Configurations of identity among sexual minority youth: Context, desire, and narrative.

		<p><i>Journal of Youth and Adolescence</i>, 38, 867-883.</p> <ul style="list-style-type: none"> • *Mills-Koonce, W. R., Rehder, P. D., & McCurdy, A. L. (2018). The significance of parenting and parent–child relationships for sexual and gender minority adolescents. <i>Journal of Research on Adolescence</i>, 28(3), 637-649. • *Anderson, E., Adams, A., & Rivers, I. (2012). "I kiss them because I love them": The emergence of heterosexual men kissing in British institutes of education. <i>Archives of Sexual Behavior</i>, 41, 421-430.
2/26	8	Sexual Socialization and Behavior
		<ul style="list-style-type: none"> • Fortenberry, J. D. (2014). Sexual learning, sexual experience, and healthy adolescent sex. <i>New directions for child and adolescent development</i>, 2014(144), 71-86. • Ward, L. M. (2003). Understanding the role of entertainment media in the sexual socialization of American youth: A review of empirical research. <i>Developmental review</i>, 23, 347-388. • Tolman, D. L., & McClelland, S. I. (2013). Normative sexuality development in adolescence: A decade in review, 2000-2009. <i>Journal of Research on Adolescence</i>, 21, 242-255. • *Vasilenko, S. A., Lefkowitz, E. S., & Welsh, D. P. (2014). Is sexual behavior healthy for adolescents? A conceptual framework for research on adolescent sexual behavior and physical, mental, and social health. <i>New directions for child and adolescent development</i>, 2014(144), 3-19. • *Vasilenko, S. A., Maas, M. K., & Lefkowitz, E. S. (2015). "It felt good but weird at the same time" emerging adults' first experiences of six different sexual behaviors. <i>Journal of Adolescent Research</i>, 30(5), 586-606.
3/4	9	SPRING BREAK-NO CLASS
3/11	10	Romantic Relationships
		<ul style="list-style-type: none"> • Manning, W. D., Longmore, M. A., Copp, J., & Giordano, P. C. (2014). The Complexities of Adolescent Dating and Sexual Relationships: Fluidity, Meaning (s), and Implications for Young Adults' Well-Being. <i>New directions for child and adolescent development</i>, 2014(144), 53-69. • Halpern-Meekin, S. C., Manning, W. D., Giordano, P. C., & Longmore, M. A. (2013). Relationship churning in emerging adulthood: On/off relationships and sex with an ex. <i>Journal of Adolescent Research</i>, 28, 166-188. • *Vagi, K. J., Rothman, E. F., Latzman, N. E., Tharp, A. T., Hall, D. M., & Breiding, M. J. (2013). Beyond correlates: A review of risk and protective factors for adolescent dating violence perpetration. <i>Journal of youth and adolescence</i>, 42, 633-649. • *Oudekerk, B. A., Burgers, D. E., & Dickon Reppucci, N. (2014). Romantic partner deviance and the continuity of violence from adolescence to adulthood among offending girls. <i>Journal of Research on</i>

		<i>Adolescence</i> , 24(1), 27-39.
3/18	11	Dr. Maas at SRA-NO CLASS-Rough Draft Paper Due
3/25	12	Bi-directional Parent-Child Relationships
		<ul style="list-style-type: none"> • Laursen, B., & Collins, W. A. (2009). Parent-child relationships during adolescence. In R. M. Lerner & L. Steinberg (Eds.), <i>Handbook of adolescent psychology: Contextual influences on adolescent development</i> (3rd ed., Vol. 2, pp. 74-103). Hoboken, NJ: John Wiley & Sons, Inc. • Lansford, J. E., Rothenberg, W. A., Jensen, T. M., Lippold, M. A., Bacchini, D., Bornstein, M. H., ... & Malone, P. S. (2018). Bidirectional relations between parenting and behavior problems from age 8 to 13 in nine countries. <i>Journal of Research on Adolescence</i>, 28, 571-590. • Stattin, H., & Kerr, M. (2000). Parental monitoring: A reinterpretation. <i>Child Development</i>, 71, 1072-1085. • *Fulgini, A. J., Tseng, V., & Lam, M. (1999). Attitude toward family obligations among American adolescents with Asian, Latin-American, and European backgrounds. <i>Child Development</i>, 70, 103-1044. • *Nuttall, A. K., & Valentino, K. (2017). An ecological-transactional model of generational boundary dissolution across development. <i>Marriage & Family Review</i>, 53(2), 105-150.
4/1	13	Parenting an Adolescent
		<ul style="list-style-type: none"> • Steinberg, Chapter 7 • Tamis-LeMonda, C. S., Way, N., Hughes, D., Yoshikawa, H., Kalman, R. K., & Niwa, E. Y. (2008). Parents' goals for children: The dynamic coexistence of individualism and collectivism in cultures and individuals. <i>Social development</i>, 17, 183-209. • Padilla-Walker, L. M., & Nelson, L. J. (2012). Black hawk down?: Establishing helicopter parenting as a distinct construct from other forms of parental control during emerging adulthood. <i>Journal of Adolescence</i>, 35, 1177-1190. • *Seiffge-Krenke, I. (2013). "She's leaving home..." Antecedents, consequences, and cultural patterns in the leaving home process. <i>Emerging Adulthood</i>, 1, 114-124. • *Qin, D. B. "Our Child Doesn't Talk to Us Any More": Alienation in Immigrant Chinese Families. <i>Anthropology and Education Quarterly</i>.
4/8	14	Secondary Education
		<ul style="list-style-type: none"> • Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. <i>Journal of Research on Adolescence</i>, 21, 225-241. • Steinberg, Chapter 8 • *Smith, G. The Ideology of "fag": The School Experiences of Gay Students. In L. Weis & M. Fine (2005). <i>Beyond Silenced Voices: Class, Race, and Gender in the United States Schools</i>. • *Niwa, E. Y., Way, N., Qin, D. B., & Okazaki, S. (2011). Hostile hallways: Asian American adolescents' experiences of peer discrimination in

		<p>school. <i>Asian American and Pacific Islander children and mental health</i>, 1, 193-219.</p> <ul style="list-style-type: none"> • *Johnson, D.J., Slaughter-Defoe, D.T. & Banerjee, M. (2011). <i>The Influence of Private and Public School Contexts on the Development of Children's Racial Coping</i>. In Diana Slaughter-Defoe, Howard Stevenson, Edith Arrington, and Deborah J. Johnson (Eds.) <i>Black Educational Choice in a Climate of School Reform: Consequences for K-12 Student Learning and Development</i>, (pp. 106-122). Westport, CT: Praegar Press. • *Besic, N. & Kerr, M. (2009). Punks, goths, and other eye-catching peer crowds: Do they fulfill a function for shy youths? <i>Journal of Research on Adolescence</i>, 19, 113-121.
4/15	15	Poverty and Affluence
		<ul style="list-style-type: none"> • Steinberg, Chapter 9 • Kessler, R. C., Duncan, G. J., Gennetian, L. A., Katz, L. F., Kling, J. R., Sampson, N. A., ... & Ludwig, J. (2014). Associations of housing mobility interventions for children in high-poverty neighborhoods with subsequent mental disorders during adolescence. <i>Jama</i>, 311(9), 937-947. • Lund, T. J., & Dearing, E. (2013). Is growing up affluent risky for adolescents or is the problem growing up in an affluent neighborhood? <i>Journal of Research on Adolescence</i>, 23, 274-282. • *Arnett, J. J. (2016). Does emerging adulthood theory apply across social classes? National data on a persistent question. <i>Emerging Adulthood</i>, 4, 227-235. • *Luthar, S. S., & Barkin, S. H. (2012). Are affluent youth truly "at risk"? Vulnerability and resilience across three diverse samples. <i>Development and Psychopathology</i>, 24, 429-449.
4/22	16	Rethinking Delinquency and Juvenile Justice
		<ul style="list-style-type: none"> • Steinberg, Chapter 10 • Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. <i>Psychological Bulletin</i>, 100, 674-701. • Loeber, R., & Burke, J. D. (2013). Developmental pathways in juvenile externalizing and internalizing pathways. <i>Journal of Research on Adolescence</i>, 21, 34-46. • Johnson, S. B., Blum, R. B., & Giedd, J. N. (2009). Adolescent maturity and the brain: The promise and pitfalls of neuroscience research in adolescent health policy. <i>Journal of Adolescent Health</i>, 45, 216-221. • *Booth, A., Scott, M. E., & King, V. (2010). Father residence and adolescent problem behavior: Are youth always better off in two-parent families? <i>Journal of Family Issues</i>, 31, 585-605. • *Villarruel, F.A. & Dunbar, C. (2006). Culture, race and zero tolerance policy: The implications. <i>Journal of Forensic Psychology</i>, 6, 53-63.
4/29	17	Final Paper Due

