

**Psyc 347-01: Special Topics in Psychology - Adolescent Development and Law
Spring 2007 R, 4:15-6:45, WGR 308**

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Adolescence is a key developmental period characterized by change and transition. As teenagers move from childhood to adulthood they gradually take on more rights and responsibilities and the rules and laws that govern this process are not always informed by developmental science. In this course we will examine psychological and legal perspectives on adolescence. Through interdisciplinary readings and class discussion, we will explore the construct of adolescence and what rights, protections and responsibilities teenagers have. We will also examine the contexts in which adolescent development occurs including the family, school, and legal systems. Finally, we will focus on a few key issues in which development and law intersect directly. We will debate questions such as: Should parental consent be required for abortions? Should students be subjected to drug testing in schools? Should adolescents be tried and convicted as adults?

Please note this syllabus is available on the class Blackboard website. Revisions, announcements, handouts, and other materials will be posted on the website. You are responsible for checking the website periodically for updated information because readings may be added or rearranged throughout the course of the semester.

COURSE OBJECTIVES

By the end of this course, students should be able to demonstrate:

1. A basic, contextual understanding of biological, cognitive and psychosocial development during adolescence.
2. Critical thinking about psychological and legal perspectives on adolescence and law.
3. The ability to formulate and express (orally and in writing) arguments about the influence of scientific research on legal policy and vice versa.

REQUIREMENTS

Attendance: Regular attendance is expected and will be considered in determining final grades. Students with more than 2 absences may fail the course, per the Undergraduate College Bulletin. Please note that lateness can be considered absence at the discretion of the instructor.

Participation: Active participation in class is expected and will be graded. Each class period, students will have the opportunity to earn 4 participation points (see criteria on page 8 of syllabus). A seminar depends on the active and sustained participation of each class member throughout the semester. I will use a combination of lecture, discussion and, when appropriate, the Socratic method of calling on students to spark discussion. Come prepared to discuss the readings and their implications in response to direct questions from the instructor and discussion among the class members.

Learning Environment: You are expected to arrive on time, turn off your cell phone, pay attention in class, not talk to others while a classmate or the instructor is speaking, and not

engage in disruptive behavior (this includes reading for other classes and working on unrelated writing projects including the daily Sudoku puzzle and/or your personal calendar). If you are unable or unwilling to engage in class discussion, do not come to class.

Weekly Thought Paper/Discussion Questions: Most weeks students will complete a 1-2 page thought paper and create 3 discussion questions for class. The paper and questions should be **posted to Blackboard by 12pm on the Wednesday before the assigned class**. The reaction paper is based on the readings and should consist of your thoughts about (not just a summary of) the assigned readings. It is designed to gather your reactions to the readings and provide the basis for discussion in class. We have 14 class meetings in this course and **you must complete 10 weekly papers**. This allows you some flexibility to manage your workload. No late assignments will be accepted.

Debates: We will use excerpts from *Taking Sides* books to explore controversies surrounding adolescence and the law. Each student will participate in one debate. Topics will be assigned in the second week of class based on student preference and topic availability. Each debate will involve two students – one on the “yes” side of the issue and one on the “no” side. Students should use the *Taking Sides* background paper, course readings, class discussion, outside research and their own reasoning to form the best argument(s) for the side to which they have been assigned. Each participant in the debate will have 10 minutes to make the strongest argument(s) s/he can for his/her position and 5 minutes to rebut his/her opponent’s argument.

In addition to the oral arguments they deliver, student presenters must turn in a 5-7 page briefing report that summarizes the research they have done and outlines the main arguments they plan to make in the oral debate. This paper must cite at least 2 outside sources of information. A hard copy of this report should be turned in during class on the day of the debate. Please note that students should not simply read this paper aloud to the class as their oral contribution. Written text may be referred to or an occasional quote may be read to the class. However, students should present their arguments orally, in a coherent and logical fashion.

Students who are not giving oral arguments on a debate day should print out, complete, and bring to class the “Issue Evaluation Form” available on Blackboard.

Book Review: Students are required to complete one 3 – 5 page book review on the nonfiction book *No Matter How Loud I Shout: A Year in the Life of Juvenile Court* by Edward Humes. The review must be posted to Blackboard **by 12pm on Wednesday, March 28**. The review should briefly summarize the content of the book including the author’s main arguments, and outline your reactions to the work. It should also explicitly link developmental concepts we have read about and discussed in class to the work. Consider the following questions as you organize your thoughts: Do you find the book to be interesting, memorable or instructive? Why or why not? Do you agree with the author’s arguments? Why or why not? What are the main issues that the book raised and is there anything that it seemed to leave out? How did the book affect you? Have your opinions or the way you think about juvenile court changed?

Paper: Students are required to complete one 10 - 12 page final paper. The paper should incorporate legal and psychological research in a review and/or analysis of an issue concerning adolescent development and law. The paper should use the American Psychological Association (APA) format as described in the APA reference manual. A summary of APA guidelines is available on the class website, as well as a list of possible paper topics. Students are encouraged to select a topic that is of particular interest to them and are not restricted to the list provided. Topics must be approved by the instructor before March 1 and **Papers are due**

by noon on Friday, May 4. A hard copy should be placed in my mailbox. Papers turned in after that time will be docked 1/3rd of a grade per day late. For example, a B+ paper turned in two days late would receive a B-.

Extra Credit Option – Current Event Analysis: You may complete one current event summary worth up to 3 points toward class participation. In order to get full credit, you must identify a recent news article (within the past 3 months) and write a one-page summary of the article that describes the relevant issues. You must turn in a hard copy of the news item with the summary to my mailbox by Wednesday at 3pm. I will accept two current event assignments per week. In order to claim one of the two slots each week, you must sign up on the sheet hanging on my office door (306-K). In other words, not all of you will be able to do this during the last few weeks of class so I encourage you to claim a slot now! Also, if you claim a slot but then decide not to turn in an assignment, please let me know so I can cross your name out and notify the class that there is an opening. Please note that I may ask you to briefly present the article to the class in order to prompt discussion.

Grading: Course grades will be determined as follows:

- 15% Book Review
- 20% Class Attendance and Participation
- 20% Weekly Assignments
- 20% Debate
- 25% Paper

Honesty: Academic honesty is expected. Read and practice Georgetown's honor system concerning academic integrity.

Readings: There are two required books for this class:

Ebook reader from Primis online. You can go to <http://ebooks.primisonline.com/eBookstore/index.jsp> to purchase our custom e-book using selections from various *Taking Sides* readers. Click on Custom e-books and follow the prompts.

Humes, E. (1997). *No Matter How Loud I Shout: A Year in the Life of Juvenile Court*. New York: Simon & Schuster.

There are also a number of additional required readings. These will be available electronically on the class website.

An abbreviated citation is used for the following book in the readings schedule:

Davis et al.: Davis, S.M., Scott, E.S., Wadlington, W., & Whitebread, C.H. (1997). *Children and the legal system* (2nd ed.). Westbury, NY: The Foundation Press, Inc.

READING SCHEDULE

1/11 Intro, Theories of Adolescence, and Historical Perspectives

1/18 Adolescent Development I: Fundamental Changes

- Steinberg, L. and Lerner, R. (2004). The scientific study of adolescence: A brief history. *Journal of Early Adolescence*, 24(2), 45-54.
- Susman, E.J. & Rogol, A. (2004). Puberty and psychological development. In R.M. Lerner & L. Steinberg (Eds.). *Handbook of Adolescent Psychology*, 2nd Ed. Hoboken, NJ: Wiley & Sons, p. 15-44.
- Reyna, V.F. & Farley, F. (2006). Risk and rationality in adolescent decision-making: Implications for theory, practice, and public policy. *Psychological Science in the Public Interest*, 7 (1), p. 1-44.

1/25 Adolescent Development II: Psychosocial Development

- Harter, S. (1990). Self and identify development. In S.S. Feldman & G.R. Elliott (Eds.). *At the Threshold: The Developing Adolescent*. Cambridge, MA: Harvard University Press, p.352-387.
- Steinberg, L. (1990). Autonomy, conflict, and harmony in the family relationship. In S.S. Feldman & G.R. Elliott (Eds.). *At the Threshold: The Developing Adolescent*. Cambridge, MA: Harvard University Press, p.255-276.
- Savin-Williams, R.C & Diamond, L.M. (2004). Sex. In R.M. Lerner & L. Steinberg (Eds.). *Handbook of Adolescent Psychology*, 2nd Ed. Hoboken, NJ: Wiley & Sons, p. 189-231.
- Compas, B.E. (2004). Processes of risk and resilience during adolescence. In R.M. Lerner & L. Steinberg (Eds.). *Handbook of Adolescent Psychology*, 2nd Ed. Hoboken, NJ: Wiley & Sons, p. 263-296.

2/1 Adolescence: The Legal Perspective

- Levine, M., Wallach, L. & Levine, D. (2007). Psychological problems, social issues, and law. Chapters 1 and 2 ("The American Legal System" and "Social Science and Psychological Influences in Law"). Boston: Allyn & Bacon, p.1-48.
- Zimring, F. (1982). The changing legal world of adolescence. In Davis et al., (1997), p. 239-242.
- Levesque, R. (2000). Adolescence and the Law. Chapter 2 in *Adolescence, Sex and the Law*. Washington, DC: APA, p.35-56.

ADOLESCENTS AND FAMILIES**2/8 Child, Family, and State: Allocating Power over Children**

- Davis et al., Chapter 2: Allocating power over children: parental rights and state authority, pages 12-54
- Schmidt, M.G. & Reppucci, N.D. (2002). Children's Rights and Capacities. In B. L. Bottoms, M. B. Kovera., & B. D. McAuliff (Eds.), *Children and the law: Social science and policy* (p. 76-105). New York: Cambridge University Press.
- Mnookin, R.H. (1978). *Child, Family and State: Problems and Materials on Children and the Law*. Boston: Little, Brown and Company, Excerpt from Ch.2: The parental support obligation, p.175-203.

Taking Sides: Does the U.S. need a parental rights amendment?**2/15 Adolescent Medical and Mental Health Decision-making**

- Wadlington, W. (1994). Medical decisionmaking for and by children: Tensions between parent, state, and child. *University of Illinois Law Review*, 311, p. 311-336.
- Davis et al., 152-193

Olds, S. (2003). Informed consent issues with adolescent health behavior research. *American Journal of Health Behavior*, 27, p. S248-S263.

Taking Sides: Should adolescents make their own life and death decisions?

2/22 Adolescent Reproductive Autonomy and the Law

- Fellmeth, R.C. (2002). Chapter 2: Reproductive rights, reproductive responsibilities. In *Child Rights & Remedies: How the U.S. Legal System Affects Children*. Atlanta, GA: Clarity Press, Inc., pp. 96-125
- Ambuel, B., & Rappaport, J. (1992). Developmental trends in adolescents' psychological and legal competence to consent to abortion. *Law and Human Behavior*, 16, 129-154.
- Quinton, W.J., Major, B., & Richards, C. (2001). Adolescents and adjustment to abortion: Are minors at greater risk? *Psychology, Public Policy, and Law*, 7, 491-514.
- Britner, P.A., LaFleur, S., and Whitehead, A.D. (1998). Evaluating juvenile competence to make abortion decisions: How social science can inform the law. *University of Chicago Law School Roundtable*, 5 (1), 35-62.
- Gardner, W., Scherer, D., & Tester, M. (1989). Asserting scientific authority: Cognitive development and adolescent rights. *American Psychologist*, 44, 895-902.
- Melton, G.B. (1990). Response to Gardner et al.: Knowing what we do know: APA and adolescent abortion. *American Psychologist*, 45, 1171-1173.
- Scherer, D., & Gardner, W. (1990). Response to Melton: Reasserting the authority of science. *American Psychologist*, 45, 1173-1174.

Taking Sides: Should parental consent be required for abortions?

ADOLESCENTS AND SCHOOLS

3/1 The History of Compulsory Education and the Role of the School

- Entwisle, D.R. (1990). Schools and the adolescent. In S.S. Feldman & G.R. Elliott (Eds.). *At the Threshold: The Developing Adolescent*. Cambridge, MA: Harvard University Press, p.197-224.
- Eccles, J.S. (2004). Schools, academic motivation, and stage-environment fit. In R.M. Lerner & L. Steinberg (Eds.). *Handbook of Adolescent Psychology*, 2nd Ed. Hoboken, NJ: Wiley & Sons, p. 125-153.
- McCarthy, M.M., Cambron-McCabe, N.H. & Thomas, S.B. (1996). Legal framework of public education. Chapter 1 in *Public School Law: Teachers' and Students' Rights*. Boston: Allyn & Bacon, p.1-25.
- Levesque, R.J.R. (1998). Educating American youth: Lessons from children's human rights law. *Journal of Law and Education*, 27, p.173-209.

Taking Sides: Do states provide educational equality?

3/8 No Class – Spring Break

3/15 Sex Education

- Santelli, J., Ott, M.A., Lyon, M., Rogers, J., Summers, D. & Schliefer, R. (2006). Abstinence and abstinence-only education: A review of U.S. policies and programs. *Journal of Adolescent Health*, 38, p.72-81.
- Levesque, R. (2000). Sex and Schools. Chapter 5 in *Adolescence, Sex and the Law*. Washington, DC: APA, p. 141-166.

Grunseit, A., Kippax, S., Aggleton, P., Baldo, M. & Slutkin, G. (1997). Sexuality education and young people's sexual behavior: A review of studies. *Journal of Adolescent Research, 12*(4), p.421-453.

Hill, D. (1996). Condom availability programs belong in the schools, not the courts. *Wisconsin Law Review*, p.1285-1317.

Taking Sides: Are abstinence only programs the best approach to sex education instruction?

3/22 The First and Fourth Amendments in Public Schools

McCarthy, M.M., Cambron-McCabe, N.H. & Thomas, S.B. (1996). Students' rights in noninstructional matters. Chapter 4 in *Public School Law: Teachers' and Students' Rights*. Boston: Allyn & Bacon, p.113-143.

Salomone, R.C. (1992). Free speech and school governance in the wake of *Hazelwood*. *Georgia Law Review, 26* (2), p.253-322.

OR

Blickenstaff, D.C. (1994). Strip searches of public school students: Can *New Jersey v. T.L.O.* solve the problem? *Dickinson Law Review*, p.1-55.

Taking Sides: Should schools drug-test students?

ADOLESCENTS AND THE JUVENILE JUSTICE SYSTEM

3/29 History of Delinquency/Juvenile Court and Juveniles' Capacities as Trial Defendants

Feld, B.C. (2005). Race and the jurisprudence of juvenile justice: A tale in two parts, 1950-2000. In D.F. Hawkins & K. Kempf-Leonard (Eds.). *Our Children, Their Children: Confronting Racial and Ethnic Differences in American Juvenile Justice*, Chicago: University of Chicago Press, p.122-163.

Grisso, T., Steinberg, L., Woolard, J.L., Cauffman, E., Scott, E., Graham, S., Lexcen, F., Reppucci, N., & Schwartz, R. (2003). Juveniles' competence to stand trial: A comparison of adolescents' and adults' capacities as trial defendants. *Law and Human Behavior, 27*, 333-363

Woolard, J. L. (2002). Capacity, competence, and the juvenile defendant: Implications for research and policy. In B. L. Bottoms, M. B. Kovera., & B. D. McAuliff (Eds.), *Children and the law: Social science and policy* (p. 270-298). New York: Cambridge University Press.

Book Review Due: No Matter How Loud I Shout

4/5 No Class - Easter Break

4/12 Culpability: The Science and Law of the Juvenile Death Penalty

Scott, E.S., Reppucci, N.D., & Woolard, J.L. (1995). Evaluating adolescent decisionmaking in legal contexts. *Law and Human Behavior, 19* (3), p. 221-244

Steinberg, L. & Scott, E.S. (2003). Less guilty by reason of adolescence: Developmental immaturity, diminished responsibility, and the juvenile death penalty. *American Psychologist, 58*,1009-1018.

Roper v. Simmons (2005) 03-633. (all opinions).
APA Amicus brief in Roper v. Simmons

Taking Sides: Should adolescents be tried and convicted as adults?

4/19 Procedural Justice for Adolescents

- Tyler, T.R. & Lind, E.A. (2000). Procedural justice. In J. Sanders & V.L. Hamilton (Eds.). *Handbook of Justice Research in Law*. New York: Kluwer Academic/Plenum, p.65-92.
- Fagan, J. & Tyler, T.R. (2005). Legal socialization of children and adolescents. *Social Justice Research*, 18 (3), p.217-241.
- Fondacaro, M.R., Slobogin, C. and Cross, T. (2005). Reconceptualizing due process in juvenile justice: Contributions from law and social science. Available at SSRN: <http://ssrn.com/abstract=786666>
- Feld, B.C. (1990). The punitive juvenile court and the quality of procedural justice: Disjunctions between rhetoric and reality. *Crime & Delinquency*, 36 (4), p.443-466.

Taking Sides: Should the juvenile court be abolished?

4/26 Wrap up

- Bazelon, D. (1982). Veils, values, and social responsibility. *American Psychologist*, 37, 115-121.
- Roth, J. & Brooks-Gunn, J. (2000). What do adolescents need for healthy development?: Implications for youth policy. *Social Policy Report*, XIV, p.3-19.
- Levesque, R.J. (2000). Reforming Adolescent Rights. Chapter 11 in *Adolescence, Sex and the Law*. Washington, DC: APA, p. 329-350.

Taking Sides: Should the Senate ratify the Convention on the Rights of the Child?

Remember, the final paper is due by 12pm noon on Friday, May 4th.

Guidelines for Evaluating Class Participation

Participation is graded on a scale from 0 (lowest) through 4 (highest) using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a "3".

Grade	Criteria
0	Absent/No meaningful participation
1	Present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates infrequent involvement in discussion.
2	Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from a reading), without elaboration or very infrequently. Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement.
3	Demonstrates good preparation: knows readings well, has thought through implications of them. Offers interpretations and analysis (more than just facts) to class. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.
4	Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to their readings and material (e.g., readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of material; e.g., puts together pieces of the discussion to develop new approaches that take the class farther. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates ongoing very active involvement.