

5:30  
Wednesdays 2:30 4:00  
Humphrey 223

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**Office Hours:**  
**by appointment**

### *Course Description*

Adolescence is a period of large-scale changes in biological, neural, cognitive, emotional, and social domains. In this course, we will explore the nature of these changes within the context of trying to understand how the timing and magnitude of these changes affect behaviour and developmental outcomes. The course is organized in several sections that progress from broader to more focused topics. In the first section, we will cover historical and cultural ideas about adolescence as well as theories about development in general and adolescence in particular. We will also discuss the transitional nature of adolescence and the nature of transitions – a theme that we will return to throughout the course. The second section will cover domains of transitions that occur “within” the individual (biological, neural, cognitive, and emotional). In the third section, we will consider the transitions that occur within specific contexts: family, school and peers. In the last section, we will explore how certain behavioural (e.g., delinquency) and emotional (e.g., depression) disorders emerge during this transitional period.

### *Course Format*

This course is constructed to resemble a master’s level seminar course in that student participation in presentations and discussions is mandatory. The balance between lecture/presentations and discussion will be about 50/50. There will be more lecturing in the beginning to lay the groundwork, but then student input will become more and more prominent. Students are expected to come to *every* class and to actively participate. This course is also designed so that the concepts introduced earlier in the course will be revisited as new concepts and empirical results are presented in subsequent classes.



**GRADING METHOD** All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:



## Course Schedule

	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Presentation</b>
<b>1</b>	1/6	Intro		
<b>2</b>	1/8	Background	Adolescence (King's Psychology Network) Theories of Adolescence (Mwale)	
<b>3</b>	1/13	Theory	Lerner & Castellino (2002)	
<b>4</b>	1/15	Evolution	Hawley (2011)	
<b>5</b>	1/20	Puberty	Dorn & Brio (2011)	Dorn et al (2003) INSTRUCTOR

### References for General Readings

- Lerner, R. M. & Castellino, D. R. (2002). Contemporary developmental theory and adolescence: Developmental systems and applied developmental science. *Journal of Adolescent Health, 31*, 122-135.
- Hawley, P. H. (2011). The evolution of adolesc(a)4ournal