Psychology of Emerging Adulthood
Draft syllabus

Semester & Location: Summer 2020 - DIS Stockholm
Type & Credits: Core Course - 3 credits
Core Course Study Tours: Florence and Bologna
Major Disciplines: Psychology/ Public Health
Faculty Members: Simone Schwank
Program Director: Lars Rossen - lro@dis.dk
Time: TBD
Description of Course
Prerequisites: one psychology course at university level
What is an adult? This class addresses the transition from adolescence to adulthood. The psychological implications of the adolescent experience and further development into adulthood pertaining to identity, family, love and sex, cohabitation and marriage, career, and community (i.e. religion and politics) are considered and the Scandinavian perspective are explored. Sources of resilience and vulnerabilities are addressed as this pertains to diverse factors, including cultural variables and the role of social media.

Learning Objectives
Students in this class will:

Define key psychological factors pertaining to this phase of human development in comparison to other phases of the life span.
Compare theories/research and critically address the viability/applicability of the construct “emerging adulthood”.
Integrate and apply theoretical and research considerations pertaining to emerging adulthood with cultural perspectives.

Students will examine current research and review articles primarily in the areas of emerging adulthood. This course emphasizes and integrates application of research, critical reflection and hands on experience. Application to professional development will be considered, as well as exploring the phenomenon from a social and inter-cultural perspective.

Faculty
Simone Eliane Schwank

Doctoral fellow at Karolinska Institute Stockholm in Perinatal Mental Health and Fellow at Columbia University, College of Physicians and Surgeons, New York. Visiting Researcher at Fudan University, Medical School, Shanghai, China. M.S. Psychotherapy (New York City University, 2015), M.A. Linguistics, M.S. in Psychology (University of Gothenburg, 2009), B.A. (University of Zurich 2007). Worked as psychotherapist in Shanghai, New York, Zurich, and Stockholm. With DIS since 2016.

Potential Field Studies
Location 1: Moderna Muséet (http://www.modernamuseet.se/stockholm/en/)
Location 2: Fotografiska Museum (http://www.fotografiska.se)
Topic: How is emerging adulthood expressed in art? Aim of the visit is to reflect and discuss emerging adulthood through the media of art. Students are under 90min in each of the exhibitions asked to select two art pieces they consider representing emerging adulthood for
them. During a discussion session each student has to rationalise the decision and argue for his or her decision.

**Panel Discussion with young Swedes: Psychological Challenges and Changes in Life**  
**Location: DIS Campus**  
**Topic:** Students will prepare a panel discussion on the theme of psychological challenges and changes in life from a cross-cultural perspective. Aim is to exchange the experience of being a young adult in Sweden vs. the students’ home country. The students are also asked to include their study abroad time in Stockholm in the discussion and describe how it affected their mindset with regards to emerging adulthood. Students are asked to suggest a total of 4-6 speakers for the panel discussion. The suggested panellist will be discussed in class and after selection invited by the instructor.

**Potential Guest Lecturers**

**Ewa Andersson, PhD, RMW** Lecturer at Karolinska Institute Women and Children’s Health, Division Reproductive Health. She is an expert in youth reproductive health and sexual education working for RFSU youth clinics and teaching midwives and medical doctors in reproductive health and conception care.

**Prof. Renate Daniel, MD, PhD** Head of Research and Clinical Education C.G. Jung Institute, Zurich, Switzerland. Expert in psychotherapy and Jungian dream interpretation and use of archetypes and fairytales in order to interpret basic human interactions.

**Cheng XU, MD, PhD (can),** Researcher and Medical Doctor at Karolinska Institutet and Karolinska University Hospital specialized in endocrinology. Lecturer at the medical education program at Karolinska Institutet. **Hormonal changes and their impact on psychosomatic development of Emerging Adulthood**

**Approach to Teaching**  
I have an interactive teaching style, like to engage students and their experience into the classroom, provide examples from practical work and research.

**Expectations of the Students**

In this course each and every one of us has the equal and unique responsibility to facilitate the most optimal learning outcomes. *Students are expected to:*

- complete all reading assignments prior to coming to class
- contribute to class discussions and group activities
- draw upon your interactions and observations from daily life in Sweden to the theory, research, and practices of Emerging Adulthood Psychology in class
- work independently and be active in group work
- write down reflections throughout the course
- be punctual and attend all classes; missing classes without a legitimate excuse will result in a lower final grade

Evaluation
You will be working on group assignments in class and expected to present these to other students in class. If you are not the presenters you are expected to contribute with questions and comments on your classmates’ presentations. Your creativity and “thinking outside the box”, new insights, openness to share your opinion and creating a safe and vivid discussion platform are most welcome and graded as active participation. Very active participation can additionally lift grades that are borderline. Simple repetition of the readings without own reflection will not be rewarded additionally.

Grading

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<th>Assignment</th>
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<tr>
<td>Engaged Participation</td>
<td>15%</td>
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<tr>
<td>Reflection Paper 1</td>
<td>10%</td>
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<tr>
<td>Study Tour Paper 2</td>
<td>25%</td>
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<tr>
<td>Emerging of the Self Presentation</td>
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<tr>
<td>Final Individual Paper</td>
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**Participation (15%)**: Active participation in class and engagement in classes, field studies and guest lectures are important because they show that you are taking responsibility for your own learning. It also demonstrates that you are keeping up with the readings and understanding the theoretical perspectives discussed in class. It is imperative that you show development in your knowledge and grasp of psychological theory and research relating to Emerging Adulthood, as well as improvement in your reflection and analytical skills during the course.

Active participation and engagement includes asking questions related to readings and material presented in the class and taking part in discussions, enriching the class experience for everyone and being active in case analysis. During presentations in class, all students have to actively engage in answering questions and participate in the discussion. The grading of this course component will also include evaluation of teamwork when it occurs in class. Attendance is mandatory.
Reflection Paper 1 (10%)

The Short Paper 1 will allow you to demonstrate your ability to critically reflect on the topic of emerging adulthood. Aim of the paper is, based on own personal experience and key articles that encourage you to elaborate on a subtopic of your choice discuss your thoughts of the phenomenon of emerging adulthood. The topic of your choice has to be approved by the lecturer. You will be required to use APA reference style and find five readings (research articles and maximum two book chapters - no textbooks). Further guidelines will be posted on Canvas.

Study Tour Reflection Paper 2 (25%)

Aim of this paper is to write a report on the task of the field study: exploring emerging adulthood in art. Clearly delineate your choice of the chosen art at the exhibition that you associate with emerging adulthood. Rationalize your choice of the selected art pieces and integrate the content of the peer discussion after the completed task at the museum (selecting and motivating the choice of two art pieces). Further guidelines will be posted on Canvas.

Emerging Adulthood Presentation (25%)

Student will work and examine in more depth selected topics of emerging adulthood. The student will select 2-3 articles and present the research outcome of the papers.

- Understand one topic of emerging adulthood more thoroughly than class time permits;
- Topic of your choice and approved by the instructor.
- Examine how this specific topic can be viewed from at least two different scholarly perspectives;
- Evaluate the various perspectives on this specific topic and formulate your own position on it.

Presentation Details:

- 15 minutes in length (PowerPoint)
- 3-4 discussion questions

Final Paper (25%)

The final research paper (10 to max. 15 pages including reference list and title page) shall summarize your knowledge over the course. An integration of theory, practice and research, as well as a higher level of reflection are expected. The literature review shall provide ground work for an experimental study. This acquired knowledge shall be reflected in your discussion of the literature review, and should integrate suggestions for potential future research studies.
## Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Session 1</strong>&lt;br&gt;June 15th</td>
<td><strong>Introduction to the Course</strong>&lt;br&gt;<strong>Topics to be covered today:</strong>&lt;br&gt;• Welcome and course outline&lt;br&gt;• Your interests&lt;br&gt;• Emerging Adulthood&lt;br&gt;• The context of Scandinavia and the welfare state</td>
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<td><strong>Session 2</strong>&lt;br&gt;June 16th</td>
<td><strong>Psychological Perspectives &amp; Theoretical Background</strong>&lt;br&gt;<strong>Topics to be covered today:</strong>&lt;br&gt;• Lifespan development: between childhood and adulthood&lt;br&gt;• Developmental psychology as an overarching paradigm&lt;br&gt;• Central dualities in developmental psychology:&lt;br&gt;  • Nature/nurture and biology/culture;&lt;br&gt;  • individual/society;&lt;br&gt;  • determinism/free will,&lt;br&gt;  • normal /abnormal development</td>
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<td><strong>GUEST LECTURE</strong>&lt;br&gt;Session 1&lt;br&gt;June 15th</td>
<td><strong>Guest Lecture</strong>&lt;br&gt;Hormones and Development&lt;br&gt;Dr. med. PhD Cheng Xu</td>
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<td><strong>Required Readings</strong>&lt;br&gt;• TBA</td>
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**Session 2**  
**June 16th**

**Definition and Expectations of Emerging Adulthood:**
Topics to be covered today:
- How do we define EA?
- What are our expectations on EA and how did it change among the past decade?
- What are our on experiences?

**In class discussion:**
- In groups of 3 students, find at least 1 academic article from the syllabus that supports your arguments concerning your definition and expectations of EA
- Prepare to discuss your arguments using your article of choice as support for your perspective

**Required Readings**
**Textbook:**

**Field Study 1**  
**June 17th**

**Explore Emerging Adulthood in Art**
**Location 1:**  
Moderna Muséet, Skepsholmen  

**Location 2:**  
Fotografiska Museum  
[http://www.fotografiska.se](http://www.fotografiska.se)

**Session 3**  
**June 17th**

**Emerging Adulthood in Scandinavia**
Topics to be covered today:
- Individual vs social influences on behaviour
- Scandinavian specifics of emerging adulthood
- Emerging adulthood in European context

**Required Readings**
**Textbook:**

**Canvas:**
### Session 4
#### June 26th

**Emerging Adulthood in the United States**

**Topics to be covered today:**
- Theoretical background and origins of the theory of Emerging Adulthood

**Required Readings**


**Optional Readings:**


### Field Study 2
#### June 26th

**Field Study**

- Location: DIS Campus
- Panel Discussion

**Young Swedes: Psychological Challenges and Changes in Life**

**College Students as Emerging Adults: The Developmental Implications of the College Context**

**Topics to be covered today:**
- Describe college participation over the past century

### Session 4
#### June 26th

- College vs. apprenticeship
- European vs. U.S. higher education pathways and their implication on career choice

**Required Readings**


### GUEST LECTURE
#### Session 5
#### June 29th

**Guest Lecture Ewa Andersson, PhD Sexual education in Sweden**

**Required Readings**

- TBA
**Session 6**  
**June 30th**

**Lecture: Social Norms in Scandinavia vs. United States: Sexuality, Family, Education and Work**

**Part I**
- Drinking behaviours, cultural capital and social class
- Dating customs
- Family planning
- The differences between the Scandinavian countries and the United States
- Discussion: Comparison of the different societies, incl. own experience and perspective

**Part II**
- Beliefs and attitudes toward romantic love (Hazan & Shaver, 1987),
- Partner pairing and relationship stability over time (Kirkpatrick & Davis, 1994),
- Relationship satisfaction and commitment (Collins & Read, 1990; Feeney & Noller, 1990; Simpson, 1990)
- Jealousy (Sharpsteen & Kirkpatrick, 1997)
- Relationship trust (Mikulincer, 1998)
- Support seeking and giving within couples (Simpson, Rholes, & Nelligan, 1992),

**Required Readings**

**Canvas:**

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**GUEST LECTURE**  
**Session 7**  
**July 1st**

**Fairy-tales and basic human interaction**  
**Prof. Dr. med. Renate Daniel C.G. Jung Institute, Zurich**

**Required Readings**
- TBA

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**Session 8**  
**July 2nd**

**Lecture: Identity Development**

**Topics to be covered today:**
- Overview of the stages of identity development

**Required Readings**

**Canvas:**

**IN CLASS GROUP PRESENTATIONS: IDENTITY DEVELOPMENT**

**Presentations**
- Stages of identity formation
- Gender differences and identity status (i.e., long-term romantic relationships and work/family priorities)
- Occupational context and identity status (i.e., working having no university education, being a student, or working having completed university studies)

**Session 8**
**July 2nd**

**Group Identity Emerging Adulthood**
**Topics to be covered today:**
- What is so unique for the phase of emerging adulthood
- Peer pressure
- How do you identify with being an emerging adult?
- What experience did you make being a member of the emerging adult course?
- How did the group develop an identity?

**Required Readings**

*Canvas:*

**FINAL CLASS**
**Session 9**
**July 3rd**

**Wrap-up class**
**Topics to be covered today:**
- What have we learned?
- Take home experiences and lasting impressions?

**Required Readings**

*Canvas:*
- Guidelines and grading rubric for the final paper
- Paper topic as final exam to be handed out in class
- **Take home final paper** (instructions can be found on Canvas and in syllabus)
Potential class

Lecture: Identity and Psychological Distress
Topics to be covered today:
• Challenges in identity development and crisis

Required Readings
Canvas:

Emerging Adulthood and the Body
Topics to be covered today:
• Body image and identity development
• Attitudes to body image
• Societal focus on the body ideal: “forever-young”
• Physical changes: Gender roles and differences

Required Readings
Canvas:

Optional Readings:
Canvas:

Readings

Reading List: primarily articles from journals

Textbook Chapters:

http://www.adlibris.com/se/sok?q=emerging%20adulthood%20in%20a%20European%20context (Links to an external site.)

Optional Textbook Chapters:


On Canvas:

Journal of Emerging Adulthood, predominantly used in course:

http://eax.sagepub.com/ (Links to an external site.)


DIS - Study Abroad in Scandinavia - [http://www.disabroad.org/](http://www.disabroad.org/)