Psychology of Emerging Adulthood

Spring 17
Stockholm / Copenhagen
Academic Program: Psychology
Credits: 3
Tuesday/Friday 14.50-16.10
Room: 1D509

Major Disciplines: Psychology, Human Development, Sociology

Course Information and Purpose

1. Instructor Information:

Instructor:
Simone Setterberg

Psychology Program Director:
Carla Caetano, Ph.D.
Email: cca@dis.dk

DIS Contact:
Academic Coordinator
Mark Peters
Email: mpe@disstockholm.se
Phone: +46 733 700 466

Guest Lecturers:
John Alexander, PhD, Lecturer at Stockholm University. Presents courses, lectures and seminars in Intercultural Communication, Global Leadership, Cultural Profiling: Sweden, Nordic, Baltic, Storytelling for Companies, Media, Film & Television. He published books such as “Consensus: The Hidden Codes of Swedish Leadership”, Corporate Narrative: Communication Values with Stories”.

Socio-cultural Perspective: Stories we live by

Chen 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
1. Course Description:

Prerequisite: A psychology course at the university level.

What is an adult? This class will address 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 (e.g., religion and politics) will be considered and the Scandinavian perspective explored. Sources of resilience and vulnerabilities will be addressed as this pertains to diverse factors, including cultural variables and the role of social media.

2. 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.

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

Course Components

1. Required Textbook

- Chapters (will be available and uploaded to Canvas)

2. Articles and Other Media on Canvas

- Articles (references provided at the end of this syllabus, will be uploaded to Canvas)
- Additional articles will be added to Canvas based on students' interest and needs
3. **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.

4. **Field studies**

**Study 1: Emerging Adulthood in Art**  
Wednesday, March 29th, 8:30-12:30  
**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 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.

**Study 2: Panel Discussion with young Scandinavians: Psychological Challenges and Changes in Life**  
Wednesday, April 26th, 13:00-17:00  
**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 Scandinavia vs. the students’ home country. The students are also asked to include their study abroad time in Stockholm and Copenhagen in the discussion and describe how it affected their mindset with regards to emerging adulthood. Students, together with the support of the faculty, are asked to suggest a total of 4 speakers for the panel discussion. The suggested panellist will be discussed in class and after selection invited by the instructor.

5. **Expectations of the students:**  
I expect you to actively participate in class, bring your own thoughts to the discussions and if you feel more comfortable to contribute in written rather than oral form, this is equally welcomed as ‘engaged participation’.

6. **Class Representatives:** Each semester DIS looks for class representatives to become an official spokesperson for their class group, addressing any concerns that may arise (in academic or related matters), suggesting improvements and coming up with new ideas. Class representatives are a great way for DIS faculty to ensure better and timelier feedback on their courses, assessments and teaching styles, and as such perform an invaluable role in connecting student needs with faculty instruction during term time. Class Representatives will be elected in class at the beginning of the semester.

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**Assignments and Evaluation**
<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>How evaluated (individual or group)</th>
<th>Due Date</th>
<th>Percentage of grade</th>
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<tbody>
<tr>
<td>Engaged Participation (incl. assignments)</td>
<td>Individual</td>
<td>Ongoing</td>
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<td>Papers</td>
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<tr>
<td>Reflection Paper 1</td>
<td>Individual</td>
<td>Friday, Feb 3rd</td>
<td>15%</td>
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<tr>
<td>Field Study Reflection Paper</td>
<td>Individual</td>
<td>Friday, April 7th</td>
<td>10%</td>
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<tr>
<td>Reflection Paper 2</td>
<td>Individual</td>
<td>Tuesday, April 18th</td>
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<td>Group Based Projects</td>
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<td>Journal Club Presentation</td>
<td>Groups 1-2</td>
<td>Friday, March 10th</td>
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<td>Groups 3-4</td>
<td>Tuesday, March 14th</td>
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<td>Identity Development Presentation</td>
<td>Groups 1-4</td>
<td>Friday, March 31st</td>
<td>10%</td>
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<td>End of the Term Exhibition</td>
<td>Group 1-4</td>
<td>Tuesday, May 2nd</td>
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<td>and May 8th</td>
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<tr>
<td>Final individual Paper</td>
<td>Individual</td>
<td>Thursday, May 11th</td>
<td>15%</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.

**Other class Assignments:**

*Friday, Feb 3rd*

**Reflection Paper 1:** 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). Grading rubrics are available on Canvas.
Friday, March 10th (Group 1 & 2) and Tuesday, March 14th (Group 3 & 4)

Journal Club Presentation in Group 1-4: Students will work in teams to examine in more depth one of the many topics of emerging adulthood. Based on the independent study, students in the assigned groups 1 -4 will prepare a presentation on their independent study topic. All other class members have to prepare 2 questions for the presenting groups and actively participate in the discussion. The objectives of this assignment are to:

- 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;
- Explore any cultural differences in the way this specific topic is understood;
- Evaluate the various perspectives on this specific topic and formulate your own position on it.

Presentation Details:

- 15 minutes in length (PowerPoint)
- All must have a significant role in the presentation
- Engagement of the class in a discussion of your topic is essential to the success of your presentation
- 3-4 discussion questions
- If the group decides to use a different presentation method, this has to be confirmed by the instructor prior to the presentation.
- Grading rubrics are available on Canvas.

Friday, March 31st

Identity Development Presentation Group 1-4
Aim of the presentations is to discuss and explain the specific characteristics of a stage of identity development. Each group will be assigned to a stage of identity development and present it in class. PowerPoint presentation (length: 5-8min with 3-4 discussion questions for the class). If you consider a different method than PowerPoint, it must be approved in advance by your instructor. All other class members are encouraged to actively participate in the discussion after the presentation and link the presented identity development stage to their own assigned stage of development. Grading rubrics are available on Canvas.

Friday, April 7th

Field Study Reflection Paper: 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). Grading rubrics are available on Canvas.

Tuesday April 18th

Reflection Paper 2: The Short Paper 2 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). Grading rubrics are available on Canvas.
Tuesday, May 2nd and Tuesday, May 8th

End of the Term Exhibition: Each group will prepare a poster for the end of the year showcase that you will be able to present in groups of 3 students.
• Group presentations of a chosen theme of EA
• Presentations will be done in theme groups of 4 students.
• The nature of the presentation (which can take the form of e.g., a poster, a creative demonstration etc.) will be discussed with each group and will in part depend on their chosen theme of EA.
• Groups will get to make the presentation in class in Session 22 as a trial for the showcase event in order to get feedback from classmates and the instructor.
• Grading rubrics are available on Canvas.

Please note that the actual showcase will be held on Dec. 8, where you will also be giving presentations of your posters.

Thursday, May 11th

Final Individual Paper: The final reflection paper (5 to max. 7 pages excluding reference list and title page) shall summarise your knowledge over the course. An integration of theory, practice and research, as well as a higher level of reflection are expected compared to the prior papers. This acquired knowledge shall be reflected in your paper, where you are asked to describe the potential changes on the phenomenon of emerging adulthood you have made through the course of the semester.

You shall answer the following questions in your paper:
• Explain where in the phase of EA you think you currently are and defend your position.
• Use course literature (3-6 references), personal development, and an interview with a peer to strengthen your position.
• Personal development: use your reflection papers as basis of your personal development through the course. How did your concept of EA change from the start of the course until now?
• What impact do you consider the exchange programme had on your personality development?
• How does the experience of a diverse culture model of EA (i.e. Swedish/Scandinavian) distinguish, is similar comparing to your home country?
• How does the awareness of EA and its similarities and differences in different cultures affect your view on your future career and family planning?
• Did the insight into different cultures’ and their phase of emerging adulthood alternate your choices?
• Grading rubrics are available on Canvas.

To be eligible for a passing grade in this class you must complete all of the assigned work. Further detailed information on Canvas under Assignments.

Disability and resource statement: Any student who has a need for accommodation based on the impact of a disability should contact Mark Peters (mpe@disstockholm.se) to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.
Policies

**Attendance**
You are expected to attend all DIS classes when scheduled. If you miss a class for any reason please contact the faculty no later than the day of the missed class. If you miss multiple classes the Office of Academic Support and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absences will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor’s note.

**Academic Honesty: Plagiarism and Violating the Rules of an Assignment**
DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of “F” and can result in dismissal. The students’ home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

**Policy on late papers:** Late papers will be accepted, but your grade for the paper will be reduced by half a point for each day that it is late.

**Policy for students who arrive late to class:** Class will start on time; it is up to the student’s responsibility to arrive accordingly.

**Use of laptops or phones in class:** Laptops are accepted in class if students consider it to be beneficial for their learning to type their notes.
<table>
<thead>
<tr>
<th>Course Schedule</th>
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| **Friday, Jan 20th**  
**Class 1**  
**Introduction to the Course**  
**Topics to be covered today:**  
- Welcome and course outline  
- Your interests  
- Emerging Adulthood  
- The context of Scandinavia and the welfare state  
**Required Readings**  
**Textbook:**  
**Canvas:**  
| **Tuesday, Jan 24th**  
**Class 2**  
**Psychological Perspectives & Theoretical Background**  
**Topics to be covered today:**  
- Lifespan development: between childhood and adulthood  
- Developmental psychology as an overarching paradigm  
- Central dualities in developmental psychology:  
  - Nature/nurture and biology/culture;  
  - individual/society;  
  - determinism/free will;  
  - normal /abnormal development  
**Required Readings**  
**Canvas:**  
**Optional Readings:**  
**Canvas:**  
| **Wednesday, Jan 25th**  
**Excursion 1:00-4:00pm**  
**Film Excursion to Stockholm Film Studio**  
**Meeting at DIS Stockholm 12:45 together with Story Telling class** |
| **Friday, Jan 27th**  
**Class 3**  
**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

**Assignment: Reflection Paper 1 due Friday, Feb 3rd 23:59**

**Required Readings**
Textbook:

<table>
<thead>
<tr>
<th>Tuesday, Jan 31st</th>
<th>Class 4</th>
<th>Guest Lecture: Cheng Xu, MD, PhD (can)</th>
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<td><em>Hormonal and Mental Maturation in Emerging Adulthood</em></td>
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<td><strong>Required Readings</strong></td>
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<th>Friday, Feb 3rd</th>
<th>Class 5</th>
<th>Emerging Adulthood in Scandinavia</th>
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<tbody>
<tr>
<td><strong>Due: Reflection Paper 1 To be uploaded on Canvas by Friday, Feb 3rd 23:59</strong></td>
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<td><strong>Topics to be covered today:</strong></td>
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<td>• Individual vs social influences on behaviour</td>
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<td>• Scandinavian specifics of emerging adulthood</td>
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<td>• Emerging adulthood in European context</td>
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**Required Readings**
Textbook:

**Canvas:**
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Feb 6th to Feb 11th</td>
<td>SHORT TOUR / Core Course Week- No Classes</td>
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<tr>
<td>February 14th</td>
<td>Emerging Adulthood in the United States</td>
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<td>Class 6</td>
<td><strong>Topics to be covered today:</strong></td>
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<td>• Theoretical background and origins of the theory of Emerging Adulthood</td>
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<td><strong>Required Readings</strong></td>
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<td><strong>Optional Readings:</strong></td>
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<td>February 17th</td>
<td>College Students as Emerging Adults: The Developmental Implications of the College Context</td>
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<td>Class 7</td>
<td><strong>Topics to be covered today:</strong></td>
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<td>• Describe college participation over the past century</td>
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<td>• College vs. apprenticeship</td>
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<td>• European vs. U.S. higher education pathways and their implication on career choice</td>
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<td><strong>Required Readings</strong></td>
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<td>Canvas:</td>
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<tr>
<td>February 21st</td>
<td>Guest Lecture: Socio-cultural Perspectives, Stories we live by</td>
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<td>Class 8</td>
<td><em>John Alexander, PhD</em></td>
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<td><strong>Guest Lecture</strong></td>
<td><strong>Stories we live by</strong></td>
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<td><strong>Required Readings</strong></td>
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<tr>
<td>February 24th</td>
<td>Emerging Adulthood – A Scandinavian Perspective</td>
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Class 9

- Students will independently work on a study
- Preparation of classroom presentation in groups of 3-4 students
- Resources from syllabus can be used
- Own experiences of being a young adult in Sweden vs. the U.S. are welcome to be integrated in the study

**INDEPENDENT STUDY PREPARATION IN CLASS**

- Students work in their groups on their independent study and prepare their in-class presentations
- Assignment presentations due Monday, March 6th

**Required Readings**

**Textbook:**


**Canvas:**


<table>
<thead>
<tr>
<th>Travel Break</th>
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<tr>
<td>No class</td>
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<td>Feb 25th to March 5th</td>
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Tuesday, March 7th

**Class 10**

**Due:**

**INDEPENDENT STUDY**

To be uploaded on [Canvas](#) by Monday, March 6th 23.59

**Emerging Adulthood in China**

**Topics to be covered today:**

- Individualistic Western Societies vs. Collectivistic Societies?
- Research findings
- Discussion: critical perspectives on universal theory of EA

**Required Readings**

**Canvas:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Group</th>
<th>Group</th>
<th>Presentation Details</th>
<th>Lecture: Social Norms in Scandinavia vs. Untied States: Sexuality, Family, Education and Work I</th>
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</thead>
<tbody>
<tr>
<td>Friday, March 10th</td>
<td>Class 11</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Presentations: 15 minutes each, approximately 30 minutes total.</td>
<td>Lecture: Rest of class period</td>
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<td>Drinking behaviours, cultural capital and social class</td>
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<td>Dating customs</td>
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<td>Family planning</td>
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<td>The differences between the Scandinavian countries and the United States</td>
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<td>Discussion: Comparison of the different societies, incl. own experience and perspective</td>
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<td><strong>Required Readings</strong></td>
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<td><strong>IN CLASS GROUP PRESENTATIONS OF INDEPENDENT STUDY</strong></td>
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<tr>
<td>Tuesday, March 14th</td>
<td>Class 12</td>
<td>Group 3</td>
<td>Group 4</td>
<td>Presentations: 15 minutes each, approximately 30 minutes total.</td>
<td>Lecture: Rest of class period</td>
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<td>Beliefs and attitudes toward romantic love (Hazan &amp; Shaver, 1987),</td>
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<td>Partner pairing and relationship stability over time (Kirkpatrick &amp; Davis, 1994),</td>
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<td>Relationship satisfaction and commitment (Collins &amp; Read, 1990; Feeney &amp; Noller, 1990; Simpson, 1990)</td>
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<td>Jealousy (Sharpsteen &amp; Kirkpatrick, 1997)</td>
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<td>Relationship trust (Mikulincer, 1998)</td>
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<td>Support seeking and giving within couples (Simpson, Rholes, &amp; Nelligan, 1992),</td>
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<td>Friday, March 17th</td>
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<td>Emerging Adulthood: Relationship and Sexual Behaviors</td>
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### Class 13

**Topics to be covered today:**
- Relationships and sexual behaviors – Scandinavian vs. United States
- Discussion: Comparison of the different societies, incl. own experience and perspective

**Required Readings**
**Canvas:**

### Long Study Tour
**No class**
**March 18th to March 26th**

### Tuesday, March 28th
**Class 14**

**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:**

### Field Study
**Wednesday, March 29th**
**08:30-12:00**
**Location: Moderna Muséeet, Skepsholmen**
Explore Emerging Adulthood in Art

### Friday, March 31st
**Class 15**

**In class presentations:**
- Group 1
- Group 2
- Group 3

**Lecture: Identity Development**

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

**Required Readings**
**Canvas:**
<table>
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<th>Date</th>
<th>Event</th>
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| Wednesday, April 5th | Move to Copenhagen  
DIS Copenhagen Orientation |
| Tuesday, April 4th | Class 17  
Emerging Adulthood: Differences in Swedish and American Views on Sexuality  
Q & A with Inga Tidefors, PhD Professor Psychology University Gothenburg  
Introduction: Professor in sexology, psychotherapist with more than 20 clinical experience working in justice with sexual perpetrators.  
Required Readings  
Canvas:  
| Tuesday, April 4th | Class 16  
Emerging Adulthood and the Body-Identity Formation  
Topics to be covered today:  
- Societal focus on the body ideal: “forever-young”  
- Physical changes: Gender roles and differences  
Required Readings  
Canvas:  
| Tuesday, April 4th | Group 4  
Presentations: 5-8 min each, approximately 30-35 minutes.  
Lecture: Rest of class period |
| Tuesday, April 4th | Class 17  
Emerging Adulthood and the Body-Identity Formation  
Topics to be covered today:  
- Societal focus on the body ideal: “forever-young”  
- Physical changes: Gender roles and differences  
Required Readings  
Canvas:  
### LECTURE I: Emerging Adulthood and the Body I

**Topics to be covered today:**
- Body image and identity development
- Attitudes to body image

**Required Readings**

### LECTURE II: Emerging Adulthood and the Body II

**Student presentations:**
- Group presentations on body-esteem, ideal body and its impact for EA
- What is your country’s idea body and how does living in Scandinavia impact your body esteem?
- Each group of 3 students presents in class their reflection on the body image with examples they discuss together

### Travel Break

No Class
April 12th to April 17th

### LECTURE I: Psychological Distress and Identity Development

**Topics to be covered today:**
- Identity exploration conducted in emerging adulthood and increased psychological symptoms
- Identity Distress Survey (IDS)
- Symptom Checklist-90 (SCL-90) self-report measure, symptoms related to psychiatric conditions (e.g., “feeling no interest in things” and, “nervousness or shakiness”).

**Required Readings**
### Optional Readings:

**Textbook:**

**Canvas:**

### COPENHAGEN

**Friday, April 21st**
**Class 21**
**14:50-16:10**
**Classroom:**

**LECTURE II: Continuity and Change in Self-Esteem During Emerging Adulthood**

**Topics to be covered today:**
- Self-esteem: why does it change?
- Factors that contribute to self-esteem
- How can self-esteem be enhanced?

**Required Readings**

**Canvas:**

### Tuesday, April 25th
**Class 22**
**16:25-17:45**
**Classroom:**

**Work life and family during emerging adulthood 1**

**Topics to be covered today:**
- Entering the labor market
- Decision-making for first job, career
- Further education
- Financial responsibilities
- Romantic relationships
- Family duties: getting married, first child
- Intimacy in close relationships
- Romantic relationship and how raised in childhood
- Attachment styles, and relationship quality
### Required Readings

**Canvas:**

### Optional Readings:

**Canvas:**

### Optional Readings:

**Canvas:**

### Field Study

**Wednesday, April 26th**
- **13:00-17:00**
- **Location: Copenhagen**

### Friday, May 5th

**Class 23**
- **13:15-14:35**
- **Classroom:**

**Due: Exhibition presentation To be uploaded on**

**Exhibition preparation class**
- Topics to be covered today:
  - In group mock-presentation for show case
  - Grading for show case will be during presentation in class
  - Feedback session in class

**Required Readings**

**Canvas:**
- Preparation for show case performance
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Canvas by Monday, May 1st 23.59</td>
<td>Grading rubrics are available on Canvas</td>
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<tr>
<td>Friday, May 5th</td>
<td>Wrap-up class</td>
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<tr>
<td>Class 24</td>
<td>Topics to be covered today:</td>
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<tr>
<td>14:50-16:10</td>
<td>• What have we learned?</td>
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<td>Classroom:</td>
<td>• Take home experiences and lasting impressions?</td>
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<td></td>
<td>• Critical reflections on Emerging Adulthood in Scandinavia vs. U.S</td>
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<tr>
<td>Required Readings</td>
<td>Canvas:</td>
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<tr>
<td></td>
<td>• Guidelines and grading rubric for the final paper</td>
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<td>• Paper topic as final exam to be handed out in class</td>
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<td>• Take home final paper (instructions can be found on Canvas and in</td>
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<td>syllabus)</td>
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<td>Monday, May 8th</td>
<td>FINAL / EXHIBITION</td>
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<td>EXHIBITION</td>
<td>Students will present their exhibition preparation for all of DIS</td>
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<td>16:00-18:00</td>
<td>Student Reception</td>
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<td>18:00-20:00</td>
<td>Details TBA</td>
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<td>Final paper</td>
<td>Due: Thursday, May 11th</td>
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<td>To be uploaded on</td>
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<tr>
<td>Canvas by 23.59</td>
<td>DIS Stockholm Final Exam Period in Copenhagen</td>
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<tr>
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<td>May 9th to May 11th</td>
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<td><em>There is no final exam in this class</em></td>
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Psychology of Emerging Adulthood | DIS – Study Abroad in Scandinavia | Course #1702084
Related Majors: Education/Educational Studies, Ethnic Studies
Reading List: primarily articles from journals

Textbook Chapters:


Optional Textbook Chapters:


On Canvas:

*Journal of Emerging Adulthood, predominantly used in course:* http://eax.sagepub.com/


