

January 27, 2021

AP Unit 1

Essays Questions Chapter 1 (Q 1, 2, 7, 8, 10).

1. G. S. Hall's "***storm and stress view***" captures his idea of the adolescent life, as a time of continual "on and off" struggle of emotional thoughts, feelings and actions. He describes the fluctuation of feelings as going from "...conceited to humility, good intentions to temptations, and happiness to sadness" (4), stemming from a biological base. However the "***inventionist view***," supported by an anthropologist Margaret Mead, claims that the adolescent life emerges from sociohistorical elements - a life of dependency on parents and living at home. The adolescent goes through a transitional period that will move him on to a world of work (employment).

The view that best describes today's culture is the inventionist view. The transitional period Mead offers as an explanation of the adolescent moving from dependency to employment describes the current day most. Transitioning adolescents to adulthood are characterized by the "...*connectivity to technology, confident, self-expressive, liberal, upbeat, open to changes*" (5).

2. Listed below there are three processes that occur in the development an adolescent.

- a) ***Biological processes***. The changes that occur to the adolescent's body such as genetic information transmission, developmental changes, physical height, weight, motor skills, and hormonal changes. A personal experience is when I noticed the growth of a mustache at the age of 14. It changed my appearance. It gave me the wrong impression that I was older ("...conceited..." G.S.H.).
- b) ***Cognitive processes***. There are changes in an adolescent's thinking and intelligence such as, memorizing, solving problems, and imagining. Benjamin was the smartest kid in the eight-grade. He was able to answer any math problem with certainty and was a great chess player. He told me he would become an engineer, and I was convinced he would. One day he confidently told the boys in class he was planning to rob a bank by manipulating the bank cash systems. Last I heard he was in jail serving many years. Sad story. However, His cognitive processes were utilized in the wrong direction.
- c) ***Socio emotional processes***. Referring to changes in an adolescent's emotions, personality, interpersonal relationships, and socializing, talking back to parents, aggression which reflect the role of socioemotional process (15). The socioemotional process during my adolescent years was confusing. Looking back, it was a normal process. Parent's divorced confused me and I didn't know what my role was, as the eldest son of twelve years.

7. Bronffebrenner's ecological theory explains adolescent development by using five environmental systems listed below:

1. **Microsystem.** The setting in which the adolescent lives, which include the family, peers, school, and neighborhood. It is where interaction with social elements takes place.
2. **Mesosystem.** Involves relations between adolescent and social elements outside of the home like teachers, ministers, etc.
3. **Exosystem.** Consist of links between a social setting in which the adolescent does not have an active role. For example parents with employers.
4. **Macro system.** Involves the culture in which the adolescent lives. Relating to behaviors, and beliefs of adolescent culture.
5. **Chronosystem.** Consists of transitional events over the life of the adolescent which have emotional impact, like divorce in the family.

8. The eclectic approach say that no one theoretical approach is sufficient to help or understand adolescent development. The best features of any and all theories work together to encounter complex life of the adolescent life.

10. Research bias is a process where the scientists performing the research influence the results, in order to portray a certain outcome. Scientific approaches and research methods that **lead to research bias** are:

1. **Observation.** (laboratory is unnatural):
 - Impossible to keep participants from knowing they are being observed.
 - Cause participants to behave unnaturally.
 - Willing participants may not fairly represent diverse groups and backgrounds.
2. **Surveys and Interviews.** Participants tend to answer in a way they is socially acceptable instead of telling what they truly feel.
3. **Standardized Test.** Assume person's behavior is consistent and stable, yet personality and intelligence change according to situations.
4. **Experience Sampling.** Recordings of adolescent feelings were not accurate.
5. **Case Study.** Great for in-depth study of one person, but cannot apply across the board.

The APA's use four guidelines to **reduce research bias** listed below.

1. **Informed Consent.** Participant is fully informed of the experiment.
2. **Confidentiality.** All participant's personal information is kept confidential.
3. **Debriefing.** Participant is informed of the use of experimental data collected.
4. **Deception.** Participant is kept in the dark about experiment data, until experiment is complete.