

Syllabus for SOC 352: Youth and Society

Washington State University

Instructor

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Office: Wilson-Short Hall 214

Office Hours: Wednesdays 9-11am

Course Information

Semester: Spring 2019

Meetings: Tu/Th, 1:25-2:40pm

Room: CUE 202

Credits: 3

Teaching Assistant

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Office: Wilson-Short Hall 210

Office Hours: Tuesdays 11am-1pm

COURSE OVERVIEW

Course Description

This course provides an overview of the sociological understanding of youth and adolescence, focusing on the social issues that young people face in modern society. We will investigate the structural forces that shape experiences of youth and the role these forces play in limiting the agency of young people. We will explore the expressions of young people through youth subcultures and study the ways societal definitions of generations and adolescence shape how youth interact with other members of society. Additionally, we will explore the experiences young people have with social institutions—such as education, employment, the criminal justice system, and politics—and the roles that relationships, lifestyles, and identities play in shaping adolescence today. Furthermore, we will explore the important topics of health and well-being among young people and examine the experiences of youth through a global perspective by looking beyond the “First World.”

A fundamental component of this course is discussion of pressing issues in youth studies and society. We will engage in discussions on key controversial issues through the book *Taking Sides: Clashing Views in Adolescence*. This book covers many debates in youth studies that are central to the lives of young people today. From these readings, you will gain a perspective from both sides of the issue, which will allow us to have an informed discussion. From this course, you will acquire an understanding of youth studies from a sociological perspective and develop an informed opinion on the primary questions relating to the study of youth and adolescence in contemporary society.

Required Texts (Available at the “Bookie”)

Andy Furlong. 2012. *Youth Studies: An Introduction*. Routledge.

Scott Brandhorst. 2017. *Taking Sides: Clashing Views in Adolescence, Fourth Edition*. Dushkin/McGraw-Hill.

*Additional course readings, handouts and materials will be distributed by the instructor.

Communication

The primary mode of communication outside of class is email. I expect you to check your email regularly (as well as the **Blackboard** course page). I check my email regularly between 9am and 5pm, Monday through Friday. If you email me during those times, I will usually respond within 24 hours.

Course Objectives

Washington State University’s Seven Learning Goals of the Baccalaureate identify core skills and knowledge that students should develop through their undergraduate studies. Several of these learning goals are fundamental to the development of this course. Along with the WSU Department of Sociology’s aim to develop student skills in critical thinking, quantitative and symbolic reasoning, research methods, information literacy, communication and life-long learning, this course has specific learning outcomes that aim to equip students to succeed after graduation.

The specific Student Learning Outcomes for this course are listed below, followed by the relevant WSU Learning Goals.

Link between Assignments and Student Learning Outcomes

At the end of this course, students should be able to:	Course topics (and dates) that address these learning outcomes:	This objective will be evaluated primarily by:
1. critically assess research literature on youth studies (<i>WSU Goal: Critical and Creative Thinking</i>)	Each week’s readings, and activities work on pressing social issues will address this learning outcome	<i>Taking Sides</i> Assignments, Taking Sides Paper, Impending Issue Project
2. recognize, define, and understand theoretical and empirical approaches to studying young people from a sociological perspective (<i>WSU Goals: Information Literacy, Scientific Literacy</i>)	Each week’s topics, readings, and activities will address this learning outcome	Quizzes, Exams, Taking Sides Paper, Impending Issue Project
3. identify and evaluate social problems related to the study of youth (<i>WSU Goals: Information Literacy, Critical and Creative Thinking</i>)	Each week’s topics, readings, and activities will address this learning outcome	Participation, Quizzes, Exams
4. examine diverse experiences of youth and adolescence from a cross-cultural perspective and recognize the role of structure and agency in these experiences (<i>WSU Goals: Information Literacy, Diversity</i>)	Topics in several weeks of the course address this outcome	Participation, Quizzes, Exams
5. apply course concepts to personal experiences (<i>WSU Goals: Critical and Creative Thinking, Information Literacy</i>)	Discussions of issues and experiences of youth throughout the course	<i>Taking Sides</i> Assignments, Taking Sides Paper, Impending Issue Project
6. demonstrate a recognition of and an openness toward alternative perspectives and experiences of youth among classmates (<i>WSU Goals: Communication, Diversity</i>)	Discussions of issues and experiences of youth throughout the course	<i>Taking Sides</i> Assignments, Taking Sides Paper, Impending Issue Project

COURSE ASSIGNMENTS AND EXPECTATIONS

1. **Readings:** Each week there will be readings assigned from the textbooks. Readings are listed in the course schedule found on this syllabus. Supplemental readings and occasional videos may be required as well; these will be included on the Blackboard course page. You are expected to have completed all of the readings listed by the date they are listed.
2. **Attendance/Participation (50 points):** Attendance and participation will be checked each time class meets using **Socrative**, a classroom student response system. We will use this student response system throughout the semester to encourage active discussions and participation in the classroom. We will also use Socrative for the ***Taking Sides* Reading Quizzes** (see below).
3. In order to learn, it is imperative that you attend class, read the material, and complete whatever homework is assigned *before* class. To reward those whose efforts to attend class show a commitment to the learning process, credit will be awarded based on attendance/participation. You can earn up to 50 points based on attendance.
 - 0–2 absences/non-participations will get 50 points added to your TOTAL POINTS.
 - 3-4 absences/non-participations will get 45 points added to your TOTAL POINTS.
 - 5-6 absences /non-participations will get 40 points added to your TOTAL POINTS.
 - 7-8 absences/non-participations will get 35 points added to your TOTAL POINTS.
 - 9 or more absences /non-participations will get 0 points.

Of course, we all on occasion have times when we are ill or have a problem preventing us from attending class. In terms of learning from class, an absence is an absence regardless of the circumstances. *If absent from class, it is YOUR responsibility to find out what you missed. Being absent does NOT excuse you from anything that was discussed or due in class.* Make sure to find out what you missed *before* the next class. Also, all assignments must be turned in on time to receive full credit.

- a. **Socrative:** It is free for students and is available online at [socrative.com](https://www.socrative.com) from any laptop, tablet, and smartphone that's web-enabled. Or you can download the Android or Apple app (make sure you get the 'Student' app). Bring some kind of technology that can access this each day. You will need to log in to our private "Room" using the name I'll provide **in class** each day. You'll then enter your WSU ID#, which I have already linked with your name. You **do not** need to create an account, username, or password.
 - b. **Note on Classroom Behavior:** When in class, you are expected to be engaged in class and participating in class discussions and group work. In addition, behavior that is detrimental to the classroom will not be tolerated. This includes comments that are disrespectful to fellow students, instructors, or other members of society. Furthermore, **use of electronic devices should remain relevant to the course.** To avoid the temptation, I recommend turning off or silencing phones and limiting use of tablets and laptops to taking notes.
4. **Taking Sides Reading Quizzes (40 points):** For each *Taking Sides* issue (covered each week on Thursday, excluding Weeks 1, 6, 11, 14, and 15), you will complete a short reading quiz worth 5 points. These quizzes are intended to assess your detailed reading of the *Taking Sides* issue. They will be **open note**, but not open book. Quizzes will be completed using Socrative. The course includes ten (10) reading quizzes, your lowest two (2) will be dropped. Missed quizzes will only be made up with proper university approved documentation.
 5. **Three Exams (50, 60, and 70 points):** There will be three (3) exams during the course in **Week 6, Week 11,** and during **Exam Week.** Exams will largely focus on content from the Furlong textbook, lectures, and supplemental readings. These exams will use multiple choice, matching, true/false, fill in the blank, and short answer. Exams 2 and 3 are **cumulative** through essay questions that address concepts from previous sections of the course. Missed exams will follow the same policy as the quizzes: they will only be made up with proper university approved documentation.
 6. **Taking Sides Assignments (80 points; 5 or 10 points each):** Ten (10) class periods will be dedicated to discussing topics from the *Taking Sides* book, which are set up in a debate format. You are expected to have read both sides of the debate prior to class as well as complete a short homework assignment worth 5 or 10 points. These assignments will change each week. You will be notified a week ahead of time of the structure of the homework assignment.
 7. **Taking Sides Paper (50 points):** For this paper, you will write a short formal paper pertaining to the reading and class discussion on a *Taking Sides* issue from Week 2, 3, or 4. In the paper, you will *discuss the evidence* on the issue based on the readings, *reach a conclusion* on the controversy, and *explain* the reasoning behind your conclusion. Your only sources will be the *Taking Sides* book, materials distributed in class, and class discussion. At the end of the Week 4 you will be **assigned to an issue** about which to write. At that point you will receive more information on the exact requirements and expectations of the paper, which will be **due at the end of Week 7.**
 8. **Impending Issue Project (80 points):** For this **group project**, you will be creating your own *Taking Sides* issue. Along with your team, you will create all elements of a *Taking Sides* issue including: selecting a controversial question, locating and curating scholarly writing from each side, summarizing the topic, creating learning objectives and discussion questions, etc. Essentially, you will do exactly what is done in the *Taking Sides* book, but for a topic your group chooses. **Groups will be determined in Week 8,** at which point you will receive more information on the expectations for the assignment. You should begin thinking of possible questions earlier in the course and paying attention to what makes a good *Taking Sides* issue in the book. Projects are **due in Week 14,** at which time we will do very brief presentations in class.

Undergraduate Writing Center

The Writing Center provides free, walk-in peer consultation services. Use of the face-to-face services of both the Writing Center (CUE 303) and the Writing Commons (CUE 402) is strongly encouraged. Online tutoring is available through [eTutoring.org](https://www.tutoring.org). Additionally, an extensive list of resources are available on The Writing Center's website (<https://writingprogram.wsu.edu/undergraduate-writing-center/>), covering style, grammar, proper citation, and much more.

Grade Breakdown

Attendance/Participation	50 pts	10.4%
TS Reading Quizzes (10 total; 2 dropped)	40 pts	8.3%
TS Assignments (10 total)	80 pts	16.7%
Taking Sides Paper	50 pts	10.4%
Impending Issue Project	80 pts	16.7%
Exam 1	50 pts	10.4%
Exam 2	60 pts	12.5%
Exam 3	70 pts	14.6%
TOTAL	480 pts	100%

Grading Scale

446 – 480 pts	A	350 – 368 pts	C
432 – 445 pts	A-	336 – 349 pts	C-
417 – 431 pts	B+	321 – 335 pts	D+
398 – 416 pts	B	288 – 320 pts	D
384 – 397 pts	B-	0 – 287 pts	F
369 – 383 pts	C+		

Timely Submission of Assignments

Specific due dates for each assignment are noted on the course calendar. **Late work will not be accepted.** All assignments are due at the beginning of class on their respective due dates unless otherwise noted.

UNIVERSITY AND COURSE POLICIES

Academic Integrity

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive academic sanctions appropriate to the severity of the violation, will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu.

Plagiarism

Plagiarism is defined as presenting another's work or ideas as one's own. You are expected to do your own work on all assignments. Students who plagiarize will receive a 0.0 in the course.

SafeAssign: This course will utilize SafeAssign for the submission and evaluation of some assignments. This is a feature on Blackboard that automatically investigates the originality of text. This is done solely for the purpose of detecting plagiarism in such documents and ensures others do not use your thoughts and ideas without proper citations. Any assignment submitted outside of SafeAssign will still go through this process, but will be submitted to SafeAssign by the instructor. When non-original text is detected, it does not identify plagiarism necessarily, as verbatim text can be used with proper citation.

More details on the process of submitting through SafeAssign will be provided during the course.

WSU Reasonable Accommodation Statement

Students with Disabilities: Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations: <http://www.accesscenter.wsu.edu>. Students may also either call or visit the Access Center in person to schedule an appointment with an Access Advisor. Location: Washington Building 217; Phone: 509-335-3417. All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.

Respect for Others

This course is supposed to spark lively conversation on a diverse set of viewpoints and practices. Everyone in the course is expected to respect each other's thoughts in class by not cutting anyone off and not belittling *anyone* for a comment. If a hurtful or inappropriate comment is made, *the instructor will handle it according to class, departmental, and university policy*. Also, students cannot begin packing up while someone is talking or finishing a point before the end of class, as doing so is extremely disrespectful, annoying, and disruptive to the class. Likewise, students must turn off or silence all modes of electronic communication—for example, cell phones, pagers, and e-mail—prior to coming to class. If one of these or another mode of electronic communication in possession of a student rings or otherwise disrupts class, then that student may be asked to leave the class session immediately and not to return until the next class session.

Attendance Policy

Students who have not attended class meetings during the first week of the semester may be dropped from the course by the Sociology Department; students should not assume that they have been dropped without verification from the Sociology Department or Registrar's office. Student should not e-mail the instructor to ask whether they have missed something important from class during an absence, as everything covered in class will be important. If a student is absent, it is incumbent upon that student to find out from a classmate what he or she may have missed in class.

Limits to Confidentiality

Materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of WSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve WSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports will trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with WSU Counseling and Psychological Services personnel.

Dropping the Class

Students are encouraged to contact the Registrar's office for guidance on dropping the class this semester. The Registrar can be contacted at 509- 335-5346 or registrar@wsu.edu.

Safety and Emergency Notification

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act," protocol for all types of emergencies and the "[Run, Hide, Fight](#)" response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the [WSU safety portal](#).

CLASS SCHEDULE AND ASSIGNMENTS

Note: Calendar is subject to change. You will be notified of any modifications.

Week 1				
Date		Agenda/Topic	Readings/Supplemental	Assignments Due
Jan 8	Tue	Syllabus, Introductions, and Expectations		
Jan 10	Thurs	Introduction to <i>Taking Sides</i>	Reading on BB	
Week 2				
Jan 15	Tue	Youth and the life course	Furlong Ch. 1	
Jan 17	Thurs	TS: Does Playing Violent Video Games Harm Adolescents?	<i>Taking Sides</i> pp. 219-234 Podcast episode (on BB)	Reading Quiz #1 TS assignment #1 (5 points)
Week 3				
Jan 22	Tue	Divisions in youth	Furlong Ch. 2	
Jan 24	Thurs	TS: Does a Strong and Costly Sexual Double Standard Still Exist Among Adolescents?	<i>Taking Sides</i> pp. 99-114	Reading Quiz #2 TS assignment #2 (5 points)
Week 4				
Jan 29	Tue	Education and opportunity	Furlong Ch. 3	
Jan 31	Thurs	TS: Do Reality TV Shows Portray Responsible Messages about Teen Pregnancy?	<i>Taking Sides</i> pp. 115-128	Reading Quiz #3 TS assignment #3 (5 points)
Week 5				
Feb 5	Tue	Employment and unemployment	Furlong Ch. 4	
Feb 7	Thurs	TS: Is the Pressure to Have a Muscular Physique Recognized Equally Between Male and Female Adolescents?	<i>Taking Sides</i> pp. 129-149	Reading Quiz #4 TS assignment #4 (10 points)
Week 6				
Feb 12	Tue	Review Day		
Feb 14	Thurs	Exam 1		
Week 7				
Feb 19	Tue	Family, friends and living arrangements	Furlong Ch. 5	
Feb 21	Thurs	TS: Does Dating in Early Adolescence Impede Developmental Adjustments?	<i>Taking Sides</i> pp. 174-188	Reading Quiz #5 TS assignment #5 (5 points) <i>Taking Sides</i> Paper

Week 8

Date	Agenda/Topic	Readings/Supplemental	Assignments Due
Feb 26 Tue	Identities	Furlong Ch. 6	
Feb 28 Thurs	TS: Is "Coming Out" As a Sexual Minority Earlier in Adolescence Detrimental to Psychological Well-Being?	<i>Taking Sides</i> pp. 81-98	Reading Quiz #6 TS assignment #6 (10 points)

Week 9

Mar 5 Tue	Youth culture and lifestyles	Furlong Ch. 7	
Mar 7 Thurs	TS: Are Social Networking Sites (SNSs), Such as Facebook, a Cause for Concern?	Reading on BB	Reading Quiz #7 TS assignment #7 (10 points)

BREAK

Mar 11-15	NO CLASS (Spring break)		
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Week 10

Mar 19 Tue	Health and well-being	Furlong Ch. 8	
Mar 21 Thurs	TS: Should Parents Supervise Alcohol Use by or Provide Alcohol to Adolescents?	<i>Taking Sides</i> pp. 189-203	Reading Quiz #8 TS assignment #8 (10 points)

Week 11

Mar 26 Tue	Review Day		
Mar 28 Thurs	Exam 2		

Week 12

Apr 2 Tue	Crime and justice	Furlong Ch. 9	
Apr 4 Thurs	TS: Should Juvenile Offenders Be Tried and Convicted as Adults?	<i>Taking Sides</i> pp. 235-251	Reading Quiz #9 TS assignment #9 (10 points)

Week 13

Apr 9 Tue	Citizenship and political engagement	Furlong Ch. 10	
Apr 11 Thurs	TS: Are Boys Bigger Bullies than Girls – In Cyberspace?	Reading on BB	Reading Quiz #10 TS assignment #10 (10 points)

Week 14

Apr 16 Tue	Beyond the first world	Furlong Ch. 11 Hvistendahl's article (on BB)	
Apr 18 Thurs	Impending Issues Presentations		Impending Issue Project

Week 15

Date	Agenda/Topic	Readings/Supplemental	Assignments Due
Apr 23 Tue	Working with young people	Furlong Ch. 12	
Apr 25 Thurs	Review Day		

Exam Week

May 1 Wed	Exam 3 at 1:00pm		
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