

**Class Info:****Meetings & Location:**

MWF 2:10 to 3:00p  
Murrow Hall 307

**Course Catalog Description:**

Social issues facing youth; youth and social institutions of education, employment, family, criminal justice system, and politics.

**Instructor:**

Samuel C. Mindes, PhD  
[samuel.mindes@wsu.edu](mailto:samuel.mindes@wsu.edu)

**Office:**

Wilson-Short 150

**Office Hours:**

Monday, Wednesday, Friday  
10:30-11:30a

# YOUTH & SOCIETY

SOC 352 | MWF 2:10-3:00 | SPRING 2020

## 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 a custom course book of compiled *Taking Sides* topics. 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

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

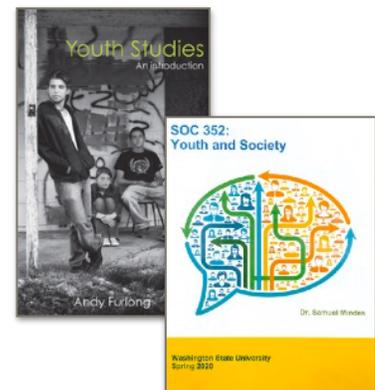
*Note:* Available for **free** as an ebook through the **WSU Library**.

*Link:* <https://searchit.libraries.wsu.edu/permalink/f/1j6uprt/CP71310125250001451>

SOC 352 Course Reader (aka “*Taking Sides*” book). ISBN: 9781307534702

*Note:* This is a book of readings hand-selected for this course to save on course costs. It is only available through the **WSU Bookie**.

\*Additional readings and materials will be distributed via Blackboard.



## 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.

## Course Objectives

- \* critically assess research literature on youth studies
- \* recognize, define, and understand theoretical and empirical approaches to studying young people from a sociological perspective
- \* identify and evaluate social problems in youth studies
- \* examine diverse experiences of youth and adolescence from a cross-cultural perspective and recognize the role of structure and agency in these experiences
- \* apply course concepts to personal experiences
- \* demonstrate an openness toward alternative perspectives and experiences of youth among classmates

## Course Assignments and Expectations

### Attendance, Participation, and Socrative

I will regularly check attendance and participation throughout the semester. To monitor attendance and participation, we will use a free student response system called Socrative. This tool encourages active participation and lively discussion. You will access the system through the website ([socrative.com](http://socrative.com)) or the Socrative app, using your WSU ID to log in. I will demonstrate Socrative at the start of the semester.

**Absence policy:** You may miss three classes with no penalty. For each additional absence, **you will lose 5 points** from your final course grade.

### Taking Sides Assignments *10 at 5 points each*

We will discuss 10 *Taking Sides* topics, which are set up in a debate format. You are expected to have read both sides of the debate before class and complete an assignment to guide your reading. These are due at the start of class **each Friday** we discuss an issue. Assignments will be made available a week prior on Blackboard. Please bring a **physical copy** to turn in and use in our class discussion of the issue.

## Brief Schedule

Week of	Monday	Wednesday	Friday
1/13	Syllabus & Introduction		Furlong 1
1/20	No Class	Côté 2 (theories)	
1/27	Furlong 2	Taking Sides #2	
2/3	Furlong 3	Taking Sides #1	
2/10	No Class	Review	Exam 1
2/17	No Class	Furlong 4	TS #3
2/24	Furlong 5	Taking Sides #4	
3/2	Furlong 6	Taking Sides #5	
3/9	Furlong 7	Taking Sides #6	
3/16	Spring Break		
3/23	No Class	Review	Exam 2
3/30	Furlong 8	Taking Sides #7	
4/6	Furlong 9	Taking Sides #8	
4/13	Furlong 10	Taking Sides #9	
4/20	Furlong 11	Taking Sides #10	
4/27	Project Presentations		Review
5/4	Exam 3 (5/5 @ 8:00a)		

## Grade Breakdown

Taking Sides Assignments	50 pts
Taking Sides Paper	30 pts
Taking Sides Project	50 pts
Exam 1	40 pts
Exam 2	40 pts
Exam 3	40 pts
<b>Total*</b>	<b>250 pts</b>

\*points will be lost for poor attendance

## Grade Scale

<b>A</b>	232-250	93-100%
<b>A-</b>	225-231	90-92.5%
<b>B+</b>	217-224	87-89.5%
<b>B</b>	207-216	83-86.5%
<b>B-</b>	200-206	80-82.5%
<b>C+</b>	192-199	77-79.5%
<b>C</b>	182-191	73-76.5%
<b>C-</b>	175-181	70-72.5%
<b>D+</b>	167-174	67-69.5%
<b>D</b>	150-166	60-66.5%
<b>F</b>	0-149	0-59.5%

## Taking Sides Paper

30 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 3, 4, or 5. 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 on February 28**.

## 'Fresh Issues' Group Project

50 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* custom course book, but for a topic your group chooses. **Groups will be determined the week of March 2**, 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 on April 26**. Group presentations will take place on April 27 and 29.

## Exams

3 at 40 points each

There will be three (3) exams during the course, schedule for February 14, March 27, and May 5 (our final exam day). Exams will focus on content from the Furlong textbook, lectures, and supplemental readings. Each exam will have a take home portion of short answer and essay questions, worth roughly 40% of the exam grade. You may use your notes and the textbook for this portion, but it should be your own work. You will turn this in at the start of the in-class exam. The in-class portion will use multiple choice, true/false, matching, and fill in the blank. Missed exams will only be made up with proper university approved documentation. For each exam, I will distribute a brief study guide and hold an optional review session.

## INSTRUCTOR PROFILE:

Dr. Mindes is a global sociologist trained in the areas of migration, globalization, and development. His research uses quantitative and qualitative methods to explore causes and consequences of human mobility in the modern age. His dissertation examined American

emigration to Canada and Mexico. His current projects focus on ethnic economies and community development, chiefly where they overlap with migration studies. He splits his time between teaching sociology at Washington State University and conducting research at the University of Idaho, where he works in the Agricultural Economics and Rural Sociology Department on a USDA AFRI grant-supported project on minority entrepreneurship. Personally, Dr. Mindes enjoys cooking, playing tennis, hiking, and spending time with his wife and dog (see picture at left; wife not shown).



## Detailed Course Schedule

Note: schedule subject to change

\*Key to readings: Furlong = *Youth Studies*; TS = *Taking Sides* (custom book); BB = on Blackboard

Weekly Topic	Dates	Topics and Activities	Reading
Introduction: What is youth?	1/13: 1/15: 1/17:	Syllabus and course intro Introduction to <i>Taking Sides</i> Youth and the life course	Furlong ch1
Theoretical approaches	1/20: 1/22, 1/24:	<b>NO CLASS: MLK, Jr. Day</b> Theoretical approaches to the study of youth	Côté chapter (BB)
Divisions in youth	1/27, 1/29, 1/31:	Divisions in youth // <i>"Is hookup culture on college campuses bad for heterosexual girls?"</i>	Furlong ch 2, TS #2
Education and the college years	2/3, 2/5, 2/7:	Education and opportunity // <i>"Is Facebook bad for college students' health?"</i>	Furlong ch3, TS #1
Exam 1	2/10: 2/12: 2/14:	<b>NO CLASS: Take home portion of exam // study day</b> Review day (optional) <b>Exam 1</b>	
Work and employment	2/17: 2/19, 2/21:	<b>NO CLASS: President's day</b> Employment and unemployment // <i>"Is working dangerous for teens?"</i>	Furlong ch4, TS #3
Family, friends, and living arrangements	2/24, 2/26, 2/28:	Family, friends, and living arrangements // <i>"Are teenagers too young to become parents?"</i>	Furlong ch5, TS #4
Identities	3/2, 3/4, 3/6:	Identities // <i>"Is traditional masculinity harmful?"</i>	Furlong ch6, TS #5
Youth cultures and lifestyles	3/9, 3/11, 3/13:	Youth culture and lifestyles // <i>"Should the legal drinking age stay at 21 to decrease...?"</i>	Furlong ch7, TS #6
---	3/16 - 3/20:	<b>NO CLASS: Spring Break</b>	
Exam 2	3/23: 3/25: 3/27:	<b>NO CLASS: Take home portion of exam // study day</b> Review day (optional) <b>Exam 2</b>	
Health	3/30, 4/1, 4/3:	Health and well-being // <i>"Do media cause individuals to develop negative body images?"</i>	Furlong ch8, TS #7
Crime and justice	4/6, 4/8, 4/10:	Crime and justice // <i>"Should juvenile courts be abolished?"</i>	Furlong ch9, TS #8
Citizenship and political engagement	4/13, 4/15, 4/17:	Citizenship and political engagement // <i>"Are youth indifferent to news and politics?"</i>	Furlong ch10, TS #9
Beyond the first world	4/20, 4/22, 4/24:	Beyond the first world // <i>"Is the internet damaging teen brains?"</i>	Furlong ch11, TS #10
Wrapping up	4/27, 4/29: 5/1:	Group Project Presentations Exam 3 Review (optional)	
Final Exam week	5/5:	<b>Exam 3 @ 8am</b>	

Important dates: 2/14 - Exam 1  
2/28 - Paper due  
3/27 - Exam 2  
4/26 - Group project due  
4/27 & 29 - Group project presentations  
5/5 - Final Exam

## University and Course Policies

### *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.

### *Late Work and Extra Credit*

I expect all assignments to be submitted by the established due date. Exceptions will be made only in extenuating circumstances when issues in meeting the original deadline are brought to the attention of the instructor or TA as early as possible. However, I am making no promises for accepting late work.

I may add extra credit assignments to the course but will do so at my own discretion. Extra credit is not an alternative to completing course assignments, excelling on tests, or attending all meetings. Do not count on extra credit to save your grade!

### *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](http://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 the 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.

## *Undergraduate Writing Center*

The Writing Center provides free, walk-in peer consultation services. The 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://writingprogram.wsu.edu/undergraduate-writing-center/). Additionally, an extensive list of resources is available on The Writing Center's website (<https://writingprogram.wsu.edu/undergraduate-writing-center/>), covering style, grammar, proper citation, and much more.

## *Respect for Others*

I expect all members of our class, including the instructor, to demonstrate respect for one another in all aspects. This course incorporates diverse perspectives and practices. Everyone in the course is expected to demonstrate respect for each other's thoughts in class. To meet this expectation, we will all aim to not interrupt one another and not belittle anyone for their comments. If a hurtful or inappropriate comment is made, the instructor will handle it according to class, departmental, and university policy.

A part of your respect for the class is respecting the classroom as a learning environment. Students shall not begin packing up while someone is talking or finishing a point before the end of class, as doing so is extremely disruptive to the class. The class will end no later than its scheduled end time. Likewise, students must turn off or silence all modes of electronic communication—such as phones, tablets, and computers—prior to the start of class. Furthermore, the use of these devices is for purposes unrelated to the class is a distraction to you, your classmates, and the instructor. Please do not use class time for other purposes. We should all make an effort to keep the classroom a distraction-free environment where every student's learning needs can be accommodated.

## *Attendance Policy*

Students are expected to attend all classes to find success in the course. In circumstances where this is not possible, it is incumbent upon that student to find out from a classmate what he or she may have missed in class. Attendance will be regularly taken. Exceptions for missed classes will only be granted with proper University approved documentation. Following an absence from class, students should not e-mail the instructor to ask whether they have missed something important. All material covered during class meetings is essential to achieving the course objectives and vital to earning a strong grade.

## *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.

## *University Policy on Attendance*

Students who have not attended class and laboratory meetings during the first week of the semester may be dropped from the course by the department. Students should not assume that they have been dropped without verifying their class schedules on myWSU. Students having extenuating circumstances which prevent their attendance during the first week should notify the Office of the Dean of Students. Valid reasons for missing classes do not relieve the student of making up the work missed. See Appendix, Rule 72.

## *Incomplete Grade Policy (Academic Rule 90h)*

Incompletes are granted only with permission of the instructor and are subject to the following guidelines:

1. Students must request an incomplete in writing or by e-mail from the instructor before the end of the semester.
2. The request must be signed and dated by the student (or identified by student's e-mail address), and must explain the reasons behind the request for the incomplete.
3. In order to be considered for an incomplete, there are two main conditions:
  1. A student must complete a minimum amount of the assigned course work. Specifically, a student must complete 75 percent of the course work.
  2. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.
4. If extraordinary circumstances (e.g., family emergency, serious illness) are involved and are documented to the instructor's satisfaction, the professor/ instructor retains the discretion to grant an incomplete even if the minimum conditions outlined in item 3 above are not met.

If an incomplete is granted, the standard WSU policy applies (i.e., ALL work must be completed within one full year from the end of the enrollment semester at issue, unless a shorter time is specified by the instructor. Otherwise, an automatic grade of "F," or failing, will be entered on the student's transcript).

## *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](mailto: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](#).