

YOUTH IN TODAY'S WORLD

Sociology 3255 Online

Instructor Contact:

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Office Hours: by email only

*If you have a general question about the course, including but not limited to readings and assignments, etc. feel free to post your question on the discussion board forum on Blackboard labeled "General Questions" by creating a thread. I will monitor the discussion board and respond to posts on Blackboard. If you have a question, it is likely that your peers may have a similar question; this allows all students to benefit from this information.

Course Description:

This course explores the study of adolescence through emerging adulthood from a sociological perspective with a focus on culture, identity formation and social inequalities. In this course we will employ critical thinking by considering the sociological imagination in examining youth from the U.S. and globally. We will explore youth at the intersections of race, class, gender and religious identity while probing a range of contemporary issues affecting youth such as education, employment, the criminal justice system, sport, political engagement, and childbearing.

Course Objectives:

Upon completion of this course, students should be able to:

- Identify and understand the sociological imagination
- Identify and define fundamental sociological concepts
- Demonstrate the links between structural inequality and youth
- Enhance existing awareness of the diversity of life experiences, cultural expectations and values of youth from multiple race, class, gender, religious and geographic locations
- Become critical consumers regarding news and popular media representations of youth
- Heighten existing writing skills, communication skills, group skills and critical thinking skills

Course Organization:

This is a 16-week semester-based online course. Required reading is available through e-reserves. The Power Point lectures are available on Blackboard under "Course Content". These will be made available on midnight Sunday of the start of the week. Links to websites and videos are included in each week's lecture and may be the focus of quiz or exam questions. Most weeks you will participate in a discussion forum over the current week's readings as well as previous course material. Once during the semester you will, with at least one other student, facilitate the class discussion by posing questions to be answered on the Discussion Board. There is a 10-question quiz every other week. Towards the end of

each half of the semester, you will complete a 1-2 page writing assignment in connection with a news article or popular media item that you have selected. Finally, there will be one comprehensive essay exam to be taken in Week 16.

Course Materials:

All course readings are available via e-reserves. You may access them from the Ellis Library home page and then the e-reserves link under the "Quick Links" heading. From there, search the e-reserves lists for the course. You will need to enter the password "youth".

http://libraryguides.missouri.edu/er.php?course_id=11898

Course Requirements:

Weekly Discussion + Facilitation	10 points each: 15 discussions + 1 facilitation (10 additional points)	160
Bi-weekly Quizzes	20 points each: 7 quizzes	140
News/Media Writing Assignment	50 points each: 2 assignments	100
Final Exam	150 points	150
TOTAL		550

Points Scale

Letter	Percentage	Min. Points	Letter	Percentage	Min. Points
A+	97-100%	533.5	C+	77-79%	423.5
A	94-96%	517	C	74-76%	407
A-	90-93%	495	C-	70-73%	385
B+	87-89%	478.5	D+	67-69%	368.5
B	84-86%	462	D	64-66%	352
B-	80-83%	440	D-	60-63%	330
			F	0-59%	0

How to succeed in this class.

If you look carefully, week-to-week this class is very formulaic. Take the time to follow the simple steps outlined in the lesson plan each week and your chances of success go way up for the class. They are:

1. *Log on every day. Check your email every day.* Be aware that things might change and I will need to make announcements or get in contact with you.
2. Go over the reading schedule and objectives in the Syllabus so you know when things are due
3. Go over the objectives so you know what the main themes are for the lesson, it will help you know what to look out for while reading.
4. *Read the assigned portion of the text for the week.*
5. Follow the instructions and complete the forums, quizzes, and additional assignments there are for the week.
6. Double-check your work. Make sure your comments and submissions were uploaded properly so there isn't any question later that you did them on time. *It is ultimately*

the student's responsibility to make sure assignments were uploaded or submitted properly. Any work submitted after the deadline, intentional or not, is late.

Severe Weather:

This class does not "close" when any on-ground campuses are closed, so you should look for emails from me instead of the school for how weather will impact the class. Also, people in the class is likely spread over much of the state (and there are sometimes people in other states) where power outages or natural hazards can happen without my knowledge. If you lose access to the course due to a severe weather hazard, let me know and we'll work out a way for you to make up any work you might have missed.

Late Policy

Project planning, time management, and contingency planning are essential to success in this and all college courses. Thus, it is expected that assignments will be submitted by their respective due date.

To encourage personal commitment to learning and to maintain focus on the achievement of the student learning outcomes, late work is accepted with consequences.

The following will be in effect for assignments submitted late:

- One day late results in 20% off the points earned.
- Two days late results in 40% off the points earned.
- Three days late results in 60% off the points earned.
- Four days late results in 80% off the points earned.
- Five or more days late results in zero points earned.
- Assignments are not accepted after the last day of the course.

There is no make up work or extra credit in my course.

Course Schedule

*I reserve the right to modify the course schedule as necessary.

Week 1: Introduction to Sociology 8/24-8/29

- Berger, Peter. 2011. "Invitation to Sociology." Pp. 1-7 in *The Intersections Collection: Pearson Custom Sociology*, edited by K. A. Tiemann, R. B. McNeal, Jr., B. Lucal, and M. G. Ender. Pearson Learning Solutions.
- Mills, C. Wright. 2000. "The Promise." Pp. 3-24 in *The Sociological Imagination: Fortieth Anniversary Edition*. New York: Oxford University Press.

*Participate in the Week 1 Discussion Forum.

Week 2: What is Sociology of Youth? 8/31-9/5

- Furlong, Andy. 2013. "Youth and the Life Course." Pp. 1-23 in *Youth Studies: An Introduction*, New York and London: Routledge.

- Nilan, Pam. 2011. "Youth Sociology Must Cross Cultures." *Youth Studies Australia* (30)3: 20-26.
- Herrera, Linda and Asef Bayat. 2010. "Introduction: Being Young and Muslim in Neoliberal Times." Pp. 3-26 in *Being Young and Muslim: New Cultural Politics in the Global South and North*, edited by L. Herrera and A. Bayat, New York: Oxford University Press.

*Participate in Week 2 Discussion.

*Complete Quiz 1

Week 3: *Gender* 9/7-9/12

- Firminger, Kristen B. 2006. "Is he Boyfriend Material?: Representation of Males in Teenage Girls' Magazines." *Men and Masculinities* 8(3): 298-308.
- Purewal, Navtej K. 2010. "Girl Talk: Cultural Change and Challenge through the Eyes of Young Women in Contemporary Punjab." Pp. 108-116 in *Son Preference: Sex Selection, Gender and Culture in South Asia*. Oxford, New York: Berg.

*Participate in Week 3 Discussion.

Week 4: *Class* 9/14-9/19

- Best, Amy L. 2011. "The Road to Nowhere: Consumer Culture and the Price of Freedom." Pp 135-158 in *Fast Cars, Cool Rides: The Accelerating World of Youth and Their Cars*. New York: NYU Press.
- Banks, Patricia Ann. 2012. "Cultural Socialization in Black Middle Class Families." *Cultural Sociology* 6(1): 61-73.
- Hollingworth, Sumi and Katya Williams. 2009. "Constructions of the Working-Class 'Other' Among Urban, White, Middle-Class Youth: 'Chavs', Subculture and the Valuing of Education." *Journal of Youth Studies* 12(5): 467-482.

*Participate in Week 4 Discussion.

*Complete Quiz 2

Week 5: *Race* 9/21-9/26

- Garrett, Michael Tlanusta, Mark Parrish, Cyrus Williams, Lisa Grayshield, Tarrell Awe Agahe Portman, Edil Torres Rivera, and Elizabeth Maynard. 2014. "Invited Commentary: Fostering Resilience Among Native American Youth Through Therapeutic Intervention." *Journal of Youth Adolescence* 43(3):470-490.

- Gonzales, Robert., G. 2011. "Learning to be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review* 76(4):602-619.

*Participate in Week 5 Discussion.

Week 6: *Race Continued* 9/28-10/3

- Ng, Jennifer C., Sharon S. Lee, and Yoon K. Pak. 2007. "Contesting the Model Minority and Perpetual Foreigner Stereotypes: A Critical Review of Literature on Asian Americans in Education." *Review of Research in Education* 31:95-130.
- Khanlou, Nazilla, Jane G. Koh, and Catriona Mill. 2008. "Cultural Identity and Experiences of Prejudice and Discrimination of Afghan and Iranian Immigrant Youth." *International Journal of Mental Health Addiction* 6(4):494-513.

*Participate in Week 6 Discussion.

*Complete Quiz 3

Week 7: Opportunity and Education 10/5-10/10

- Ruane, Janet and Karen A Cerulo. 2012. "Education is the Great Equalizer." Pp. 245-258 in *Second Thoughts: Sociology Challenges Conventional Wisdom*, edited by J. M. Ruane and K. A. Cerulo. Los Angeles: Sage.
- Kozol, Jonathan. 2005. "Still Separate, Still Unequal: America's Educational Apartheid." *Harper's Magazine*, September 2005 pp. 41-54.
- Meyers, Susan V. 2011. "'They didn't tell me anything': Women's Literacies and Resistance in Rural Mexico." *Gender and Education* 23(7):857-871.

*Participate in Week 7 Discussion.

*Submit Paper 1 via Blackboard by Saturday 10/10 at 11:59 pm (midnight).

Week 8: Employment and Unemployment 10/12-10/17

- Furlong, Andy. 2013. "Employment and Unemployment." Pp. 72-97 in *Youth Studies: An Introduction* edited by Andy Furlong. London: Routledge.
- Alston, Margaret and Jenny Kent. 2009. "Generation X-pendable: The Social Exclusion of Rural and Remote Young People." *Journal of Sociology* 45(1): 89-107.
- Herrera, Linda. 2010. "Young Egyptians' Quest for Job and Justice." Pp. 127-144 in *Being Young and Muslim: New Cultural Politics in the Global South and North*, edited L. Herrera and A. Bayat. Oxford: Oxford University Press.

*Participate in Week 8 Discussion.

*Complete Quiz 4

Week 9: The Criminal Justice System 10/19-10/24

- Rios, Victor M. 2011. "The Coupling of Criminal Justice and Community Institutions." Pp. 74-94 in *Punished: Policing the Lives of Black and Latino Boys*. New York: New York University Press.
- Rios, Victor M. 2012. "Stealing a Bag of Potato Chips and Other Crimes of Resistance." *Contexts* 11(1): 48-53.
- Bayomi, Moustafa. 2010. "Preface." Pp. 1-12 in *How Does It Feel to Be a Problem? Being Young and Arab in America*. New York: Penguin Books.

*Participate in Week 9 Discussion.

Week 10: Sociology of Sport 10/26-10/31

- Singer, John N. and Reuben A. Buford May. 2010. "The Career Trajectory of a Black Male High School Basketball Player: A Social Reproduction Perspective." *International Review for the Sociology of Sport* 46(3):299-314.
- McDonald, Brent and Kate Sylvester. 2014. "Learning to Get Drunk: The Importance of Drinking in Japanese University Sports Clubs." *International Review for the Sociology of Sport* 49(3-4): 331-345.

*Participate in Week 10 Discussion.

*Complete Quiz 5

Week 11: Activism and Citizenship 11/2-11/7

- Herrera, Linda and Peter Mayo. 2012. "The Arab Spring, Digital Youth and the Challenges of Education and Work." *Holy Land Studies* 11(1): 71-78.
- Al-Otaibi, Abdullah and Pascal Menoret. 2010. "Rebels Without a Cause?: A Politics of Deviance in Saudi Arabia." Pp. 77-94 in *in the Global South and North* edited by L. Herrera and A. Bayat. Oxford: Oxford University Press.

*Participate in Week 11 Discussion.

Week 12: Religiosity 11/9-11/14

- Zachariasson, Maria. 2014 "Being Yourself: Identity and Self-Presentation Among Youths in Christian Youth Organizations." *Young* 22(2): 153-170.

- Khatam, Azam. 2010. "Struggles over Defining the Moral City: The Problem Called 'Youth' in Urban Iran." Pp. 207-221 in *Being Young and Muslim: New Cultural Politics in the Global South and North* edited by L. Herrera and A. Bayat. Oxford: Oxford University Press.

*Participate in Week 12 Discussion.

*Complete Quiz 6

Week 13: Teen Pregnancy & Childbearing 11/16-11/21

- Weber, Jennifer Beggs. 2012. "Becoming Teen Fathers Stories of Teen Pregnancy, Responsibility, and Masculinity." *Gender & Society* 26(6): 900-921.
- Bettie, Julie. 2014. "How Working Class Chicas get Working Class Lives." Pp. 57-94 in *Women Without Class: Girls, Race and Identity with a New Introduction*. Oakland CA: University of California Press.
- McKay, Alexander. 2006. "Comparison of US, Sweden, UK Trends in Teen Pregnancy in Canada with Comparisons to U.S.A. and England/Wales." *The Canadian Journal of Human Sexuality* 15(3-4): 157-161.

*Participate in Week 13 Discussion.

* Submit Paper 2 via Blackboard by Saturday 11/21 at 11:59 pm (midnight).

THANKSGIVING BREAK: November 22 through November 29

Week 14: Emerging Adulthood 11/30-11/5

- Arnett, Jeffrey Jensen. 2015. "A Longer Road to Adulthood." Pp. 1-29 in *Emerging Adulthood: The Winding Road from the Late Teens Through the Twenties (Second Edition)*. New York: Oxford University Press.
- Arnett, Jeffrey Jensen. 2011. "Emerging Adulthood(s): The Cultural Psychology of a New Life Stage." Pp. 255-275 in *Bridging Cultural and Developmental Approaches to Psychology: New Syntheses in Theory, Research and Policy*, edited by L. A. Jensen. Oxford University Press.

*Participate in Week 14 Discussion.

*Complete Quiz 7

Week 15: Documentaries

- "All That Stands in the Way" <https://www.youtube.com/watch?v=ayj9EVc2ZLI>

- "Planet B-Boy" <https://www.youtube.com/watch?v=AmXWmGT1I-M>

*Participate in Week 15 (Instructor-led) Discussion.

Week 16: Final Exam

*Final Exam due via Blackboard Friday December 18 at 5:30 pm.

Weekly Discussion

You will participate in 15 weekly discussions, and facilitate one discussion. Each week's postings will be worth a total of 10 points. Each week you will post a thoughtful response to the questions posed by your classmates who are leading the discussion. Your initial post should be completed by *Thursday* at midnight (11:59 pm) each week and is worth 6 points. You will also comment on at least 2 other students' posts by *Saturday* at midnight (11:59 pm). These replies will be worth 2 points each.

To access these posts, click the Discussion Board link on Blackboard, click on the appropriate week, then the title of the thread. This will take you to the questions posed. From here, click "reply" to respond.

Grading of Initial Posts

A-level posts: These posts answer the points raised in a way that demonstrates engagement with course material and a thoughtful consideration of each discussion question. These are detailed and cite readings and Power Point material (or just course readings) while answering the questions directly.

B-level posts: These posts reflect thoughtful consideration of the discussion questions and readings. They may cite Power Point material, yet do not cite course readings. They have some detail but do not explicitly explain the points raised by the student. Each of the questions are not addressed or one or more are minimally addressed.

C-level posts: These posts refer to the questions yet do not cite course material. There is evidence of some thought given to the questions and reading material yet it is unclear whether the articles, chapters and Power Points were read with attention to detail. One or more of the questions are not addressed.

D-level posts: These posts may be lengthy yet they mostly express opinion while engaging minimally with course materials. They do not include citations and do not address one or more of the questions posed. It is unclear whether the student read the materials.

F-level posts: Minimal effort is given to answering the questions posed or engaging with course concepts. The post entirely consists of opinion and there is no citation of course material. There is no evidence that the student attended to the readings for the week.

Grading of Response Posts

These posts should reflect a genuine effort to think through and respond to another student's post. When you comment on these consider the following: Do you agree or disagree with their analysis and assertions? Why or why not? What about their post made

you consider a perspective that you had not previously? Incorporate course concepts into your response.

*For all posts referencing the readings, you should reference the author with a page number. If you are referencing material from Power Points that is not from the required readings, you may cite the lecture but if there are specific authors referred to, you should cite them as well. For example:

- Mills stated "...” (8).
- From lecture, gender is defined as "...” (Macionis 2014: 91).

Respectful communication is mandatory for this course. Consider that although all of the communication is online via computers, you are communicating with other students with real insights, thoughts and feelings. As this course covers material which may be experienced with sensitivity by some, an atmosphere of mutual respect (as in face-to-face communication) will be maintained at all times. Keep in mind that each student is at a different place in her or his academic career and exposure to ways of understanding the world through a sociological lens.

Discussion Facilitation

I will assign students to facilitate the weekly discussions from Week 2 through Week 14 of the course. This facilitation will be worth 10 extra points (in addition to your normal participation) for the week, which will show up as a separate column on Blackboard.

Each student assigned to facilitate the discussion for a given week needs to give a careful consideration to the required readings plus the supplementary lecture material from Power Point. You should set up your discussion by going to the Discussion Board, clicking on the appropriate week and then creating a thread. You are invited to collaborate with your co-facilitators in creating the questions, and powerpoints will be made available earlier than normal to discussion facilitators. You will be expected to make 2 reply posts as usual, and the threads will count as your initial post for the week.

I will send out a list of who is facilitating at the start of the class. Plan ahead! You will need to read in advance of everyone else when it is your turn to facilitate in order to create the questions for the week.

Requirements for the Discussion Questions:

- **Your discussion questions should be posted no later than midnight on Monday on the week you facilitate.** This is to ensure everyone in the class has ample time to reflect on and answer the questions you pose.
- You should have at least 2 well thought-out questions that draw directly from the readings and lecture material. So, since there are 35 people in this class, a typical week’s forum will have at least six threads – two each for the three facilitators that week.
- These questions should incite students to think critically about the readings and the relationship between the arguments made by the authors and their implications for youth.

- You should reference material from previous weeks. At least one of the questions should engage students in making connections between, or comparing and contrasting with, the current week's material and previously covered authors and concepts.
- You may also ask students for examples of their own observations in everyday life or the media which help them to understand the authors' concepts.
- Your questions should not be redundant – you should ask something distinctly different from what your co-facilitators have asked.

Grading Guidelines:

A-level: These questions meet the criteria described above.

B-level: These questions draw from the course material from the current week as well as the previous week but do not reflect careful engagement with and reflection on the main points of the readings. The questions focus on side points rather than the main arguments of the authors.

C-level: There are two questions yet they do not draw from previous weeks' material. Neither question asks students to make connections or compare/contrast materials across weeks. These questions do not center on the main arguments of the authors.

D-level: There is only one question or the questions posed rely mostly on soliciting opinion. There is minimal engagement with course concepts.

F-level: Minimal effort is given to engage students with the course material or solicit thoughtful reflection of the material.

Bi-Weekly Quizzes

Every two weeks of the course you will take a quiz worth 20 points. These quizzes will generate from a larger pool that will be selected randomly. The questions will cover all required readings as well as Power Point slides, videos and other lecture material for the appropriate two-week span. The questions will take multiple forms including, but not limited to, multiple choice, true/false, fill in the blank and "hot spot" which requires you to click on an image in the appropriate area in response to the question posed. You may access these quizzes through "Assignments" on Blackboard.

News and Media Writing Assignments

You will write two 1-2 page papers that relate course concepts to a news article or popular media of your choosing. They are each worth 50 points, 10% of the overall points for the course. The first paper is due on October 10 in Week 7. The second is due November 21 in Week 13. At different points in the semester, the course material being covered may better lend itself to an analysis of varying current sources of news or other media.

These assignments will be located on Blackboard under "Assignments" labeled as "Paper I" and "Paper II" and will open up two weeks before they're due. You will submit these papers with links to the article or other media source by clicking on the title and attaching a file.

These will be reviewed using *safe assign* which compares student submissions to online sources and other students' work.

Final Exam

You will take one comprehensive exam in the 16th (last) week of the course will consist of 6 essay questions worth 25 points each. These should each be answered with at least one full double-spaced page. The exam will be located on Blackboard under "Assignments" and will be submitted there as well by clicking the title and uploading a file. This will utilize the *safe assign* feature which compares student submissions with online sources as well as other students' papers. You may submit this exam at any time during the last two weeks of the course; it is due Friday December 18 at midnight.

Academic Integrity Policy

Academic honesty is fundamental to the activities and principles of a University. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor. Academic Dishonesty includes but is not necessarily limited to the following:

- Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
- Plagiarism which includes but is not necessarily limited to submitting discussion posts, quizzes, papers, exams or other material as one's own work when such work has been prepared by another person or copied from another person.

Any student who utilizes the unauthorized work of others or is caught plagiarizing will receive a zero on the assignment and be reported to the University of Missouri, Office of the Provost.

Academic Inquiry, Course Discussion and Privacy

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. *The redistribution of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded.* Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights. Students found to have violated this policy are subject to discipline in accordance with the provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Equal Employment/Education Opportunity Policy

The University of Missouri's Equal Employment/Education Opportunity policy is compliant with Federal laws prohibiting discrimination requires that faculty, student employees and

staff members report any known, learned or rumored incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation and/or related experiences or incidents. To ask questions about the policies and procedures regarding sexual misconduct or to report any form of sex discrimination, please consult the MU Title IX website (title9.missouri.edu/or title9.missouri.edu/reporting/) or contact the MU Title IX Coordinator, Linda Bennett, 573-882-7915 or bennettli@missouri.edu.

For confidential support and assistance, students should contact RSVP (Relationship and Sexual Violence Prevention) Center, 573-882-6638/rsvp.missouri.edu/; MU Student Health Center, 573-882-7481/ studenthealth.missouri.edu/; or the MU Counseling Center, 573-882-6601/ counseling.missouri.edu.

Students with Disabilities (Residential & Online Courses)

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Intellectual Pluralism Statement

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>). All students will have the opportunity to submit an anonymous evaluation of the instructor at the end of the course.

Intellectual Property Notice

All course materials including but not limited to the syllabus, course assignments, study guides, online content are property of the instructor and University and may not be shared online or distributed in any manner to others. Students are prohibited from posting course materials or notes online and from selling notes or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Violations of copyright laws could subject you to civil penalties and criminal liability. Violations of academic integrity may subject you to disciplinary action under University policies.