This course syllabus constitutes a contract between you and me. Read it carefully. It is not open to negotiation. By remaining in this course, you are agreeing to abide by all the terms of this course syllabus.

TEXTS:

You are required to bring this course syllabus, the Rice-Dolgin textbook, and all your class notes to each class as we will be referring to them.

Please do the assigned readings before coming to class. Chapters assigned from the Rice & Dolgin textbook are written first, followed by case studies in Garrod, et al. *Note that students are responsible for reading only ONE of the Garrod, et al., cases per week.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
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<tbody>
<tr>
<td>Sept. 21</td>
<td>SOCIAL CONTEXT OF ADOLESCENCE</td>
<td>1 &amp; 3; Garrod pp 1-5</td>
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<tr>
<td>Sept. 28-Oct. 5</td>
<td>THEORETICAL VIEWS</td>
<td>2; Cases* 4, 5 &amp; 16</td>
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<td>Oct. 12-19</td>
<td>BODY IN CULTURAL CONTEXT</td>
<td>5; Case* 3</td>
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<tr>
<td>Oct. 26</td>
<td>EXAMINATION #1 (25%)</td>
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<tr>
<td>Nov. 9</td>
<td>PSYCHO-SEXUAL DEVELOPMENT</td>
<td>8; Garrod pp 7-12</td>
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<tr>
<td>Nov. 16-23</td>
<td>SOCIAL DEVELOPMENT</td>
<td>10 &amp; 11; Cases*12 &amp;13</td>
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<tr>
<td>30</td>
<td>EXAMINATION #2 (25%)</td>
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<tr>
<td>Dec. 7-14</td>
<td>ADOLESCENTS AND THE FAMILY</td>
<td>13 &amp; 14; Garrod pp 145-150</td>
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<tr>
<td>21-28</td>
<td>PSYCHO-SOCIAL PROBLEMS</td>
<td>17 &amp; 18; Case* 2</td>
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Garrod pp 227-232
NOTE
You are responsible for only 11 of the 18 chapters in the Rice-Dolgin textbook. This textbook is used because it is widely used in US and Canadian universities. Students are responsible for knowing the material in the assigned readings even though lectures will not necessarily cover everything. Students are also responsible for the information given in lecture, which may be supplementary to the readings and which will provide some Asian content, as well as any information that may be provided in audio-visual format. Exams will cover EVERYTHING.

*The book of case studies by Garrod, et al., is illustrative of the more theoretical material in the Rice & Dolgin textbook. Students are required to read the editorial material introducing each section and to read at least one case per week from those assigned for that week. As case studies, the material is descriptive and easy to read, so skimming the material should be sufficient. There will be questions on the examinations which require you to use case studies to illustrate your answers and there may be bonus questions about the case studies.

PREREQUISITE
This course is an introduction to the Sociology of Youth; however, Introduction to Sociology is a prerequisite for this course and NO exceptions will be made. Therefore, it is assumed that you are able to deal with the material from a sociological perspective and that you understand the three sociological paradigms (functionalism/consensus, conflict, and symbolic interaction). Please discuss any concerns you may have immediately with the instructor.

CONTENT
SOC XXX Sociology of Youth is a 3 credit course which focuses on the study of adolescence in contemporary U.S. society. The impact on young people of changing family structures, gender roles, and social relations are addressed. The course also explores the impact of mass media on youth. Various forms of deviance and juvenile delinquency are also discussed. Theoretical frameworks for the study of youth, rooted in the three main sociological paradigms (functionalism, conflict, and symbolic interaction), will also be presented. Although the content is primarily American, cross-cultural comparisons and content from other regions of the world will be presented. Prerequisite: Introduction to Sociology.

The perspective used will be primarily macro-sociological, although significant portions of the course will be micro-sociological in focus. Different sociological paradigms, theoretical models and theories will also be used throughout the course.

The approach taken will be holistic social science; that is, it will draw from all the social science disciplines, not just sociology. That is, the development of adolescents has substantial biological and psychological components. The emphasis will be on understanding the BIG PICTURE, on the underlying connections between topics and issues, between theory and everyday life.
**COURSE OBJECTIVES**
SOC XXX Sociology of Youth should enable the student to:

1. Explain the distinction of adolescence as a stage in the life cycle in the U.S.A. and some other Western countries;
2. Compare and contrast adolescence as a stage in the life cycle of Westerners with the reality in non-Western countries.
3. Explain the key definitions, principles, and concepts related to the study of adolescents;
4. Explain the different sociological paradigmatic and theoretical perspectives on adolescence and the implications for both individual behavior and public policy;
5. Explain the implications of biological developments on adolescents’ thinking and behavior;
6. Explain the different theoretical explanations about human development during adolescence;
7. Explain the research and theories about adolescence in multi-disciplinary and interdisciplinary perspectives;
8. Explain the importance of the social context (sociological variables; dominant ideologies such as liberalism, capitalism, and patriarchy; and social institutions) for the well-being of adolescents;
9. Explain the forces of conformity and rebellion/conflict experienced by adolescents;
10. Explain the factors which facilitate or impede the self-actualization of adolescents as “successful” citizens in society;
11. Explain the phenomena of adolescent alienation, substance dependency and abuse, and delinquency;
12. Explain your own “position” regarding adolescence and society;
13. Describe what you are doing/would like to do to contribute constructively to social policy and the welfare of adolescents in your society now and in the future.

**SCHEDULE**
SOC XXX Sociology of Youth will meet on Tuesday evenings from 1800-2100 in Room T-313 from September 21, 2004 to January 11, 2005.

**READINGS**
The readings are listed on the front page of this syllabus in the order that they will be discussed in class for quick reference and summary.

The textbooks will be available on reserve in the Tung Hai University Library or may be purchased in the Tung Hai University bookstore.

Reading the introduction and then the summary/conclusion at the end of each chapter before reading the body of the chapter is a good way to approach the material because it gives you a framework and an overview of what the chapter is about.

You are responsible for reading the assigned readings **BEFORE** coming to class so that you will be able to discuss them and maximize the benefit of the class to your understanding of the subject matter as well as to enable you to participate in class discussions and to pose questions you wish answered. Do not get behind in your readings as it will be difficult to catch up.

Although this is an introductory course to the sociological study of youth, in order to understand
the material, it is necessary to do the readings on time. There is simply too much material being covered to be able to do the readings the day before the exams. You will benefit most from the lectures and any audio-visuals which may be shown if you have done the assigned readings as scheduled.

**REVIEW and SELF-EVALUATION**

After completing an assigned reading, review the objectives listed on this course outline and see if you can explain them without referring back to the readings. If you can write out the main points of the readings correctly, you probably understand the material. If not, reread the parts which you are not sure about and make an outline of the material, highlighting the important points. Answer the questions at the end of each chapter without looking for the answers in the text as a way to ensure that you understand the material. It helps to discuss the material with someone else. Students are encouraged to study together, or at least discuss the material with others.

**CONSULTATION**

I will be available for consultation before and after class or by appointment. If it is difficult for you to meet me, please contact me by telephone or e-mail.

I recommend that you seek advice from me regarding study skills and/or tension management if you think you are in need of it. If you are having ANY problems whatsoever with this course or with your experience at this university, please do not hesitate to speak with me.

**ATTENDANCE and PARTICIPATION**

Attendance is important for good academic achievement and for good progress in the course. Class presentations, lectures, discussions, audio-visuals, and individual reflections on the topics are critical for learning the material. Students are not only encouraged to attend, but to participate actively in class. Interaction with the instructor and with other students facilitates a critical understanding of the subject matter and a better integration of it with your own experience. Your attendance record and the quality of your class participation will constitute 20% of the final grade for the course. **NOTE:** If you miss (are absent from) five classes without a valid reason, you will fail the course, regardless of grades earned.

**STUDENT CONDUCT**

Students are expected to express informed opinions in class discussions. Everyone has their own personal opinions but they have no place in a university class. Informed opinion is one based on results of academic scholarship and research. Therefore, do not express a personal opinion as if it were an informed opinion. Do not comment on material you have not yet read.

Respect the positions of other students. Just as there are many theoretical perspectives on the topic of youth in society, so individual students may well have very different perspectives. Make sure that your participation in class is based on informed opinion, sound argument, and respect for others.

Students arriving late, leaving early, and walking in and out of the classroom during class time have a negative impact on the learning environment. Such activity is not conducive to learning, nor is it acceptable behavior in a public institution. Therefore, students are asked to arrive on time and not to leave early. If you must come late or leave early, please do so in a quiet manner and discuss your reasons with the instructor.
Food is not allowed in the classroom. Bring only water to drink. Other drinks make too much of a mess if they are spilled.

Turn off your cell phones before you enter the classroom.

Do not do homework for other courses during this class time.

THREE EXAMINATIONS
There will be three examinations. The first exam will be held in class on October 26, 2004 and will constitute 25% of the course grade. The second mid-term exam will be held in class on November 30, 2004 and will constitute 25% of the course grade. It will cover only the material assigned after the first examination. These two examinations will probably take only about 1 ½ hours each to complete, so there will be time for review and asking questions before writing the examinations. The last examination will be held in class on January 11, 2005 and will constitute 30% of the course grade. The third examination will be cumulative, that is it will cover material from all the assigned readings. It will be a three hour examination.

These exams are opportunities for you to demonstrate your understanding of the course material. The examinations will consist of multiple choice questions and/or true-false questions and/or fill-in-the blanks and/or short answer essays. If you have any questions or concerns about the exams, discuss them with me immediately.

The exams will cover ALL the assigned readings, ALL the audio-visuals, ALL the lecture material, and any presentations made by any guest speakers. The final exam will be cumulative. There will be NO make-up exams. It is your responsibility to make sure that you are in class to write the exams.

Absence from an exam without prior consultation and agreement with the instructor will result in a zero for the missed exam -- except in the case of a legitimate emergency. Notice must be given to the instructor in such an event as soon as possible, preferably before the exam.

EVALUATION SUMMARY
Your final grade for the course will be based on the quality of your work on the following:

<table>
<thead>
<tr>
<th>Class Attendance &amp; Participation</th>
<th>20%</th>
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<tbody>
<tr>
<td>Examination #1</td>
<td>25%</td>
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<tr>
<td>Examination #2</td>
<td>25%</td>
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<tr>
<td>Examination #3</td>
<td>30%</td>
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The following table indicates percentage conversion to the letter grades:

| 90% -100% = A = Outstanding     |
| 75% - 89% = B = Very Good       |
| 65% - 74% = C = Good            |
| 60% - 64% = D = Pass            |
| 0% - 59% = F = Fail             |