Course Description
This course analyzes youth as a significant and influential subgroup within American society. The course examines the changing social systems of meaning and belonging in which young people participate, including familial, religious, socio-economic, peer, and ethnic. In this course, we discuss the development and impact of schools, mass culture, technology, and consumerism. The course focuses upon current youth-focused concerns such as the influence of the internet and digital media, commercialism and consumerism, trends in art and music, the culture of licit and illicit medication, youth violence and DYS/DCF involvement, and youth citizenship and prosocial trends.

Course Objectives
1. The student will understand historic trends in youth influence on society.
2. The student will understand formal and informal mechanisms of youth influence on society.
3. The student will understand current trends in youth participation in family life, religion, peer groups, ethnic dialogues, and socio-economic dialogues.
4. The student will demonstrate knowledge across cultural settings and will learn the impact of culture, gender, and age on perspectives on youth behavior.
5. The student will demonstrate ethical knowledge pertaining to youth in society.
Textbooks

Students should reserve two to four hours per week for reading assignments. Reading assignments will be announced in class.

Grading
Attendance 10%; Participation: 10%
Group Presentation / Discussion Leadership: 40%; Two Term Paper: 40% (20% each)

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Attendance (10%) and Participation (10%): The content of this course is conducive to interesting and lively discussion. Students are expected to participate in class discussion.

In Class Presentation and Discussion (40% of grade): Each student will be assigned to one of six to eight groups. Students are discouraged from trading groups, but they may trade, only with permission and consent from another student, to accommodate their schedules. No trades may be made after the end of second class.

Group members are responsible for giving a brief group presentation (20 minutes altogether; each group member should participate in some way) and then leading a discussion (20 minutes). Group members will be responsible for giving a presentation and then leading discussion using their list of questions. Group members should coordinate what they plan to do in their presentation, and they should prioritize which of the written questions will be used in leading the class discussion. Students should expect to spend 8-16 hours preparing for their group assignments (including the individual writing component).

Each individual member of the group will hand in a set of 10 discussion questions and 10 one-paragraph answers to the questions. The discussion questions should reflect research relevant to the topic and questions should be in an open-ended format. Example of an open-ended question: “Tell me how the lyrics to the song __________________________ might potentially influence youth behavior.” Example of a closed question: “Do youth in American society like the song, _______________________?” A paper copy of the questions / answers is to be handed in to Professor Condie at the beginning of class on the assigned date.

To summarize: the presentations will include:
1. A 20 minute group presentation of a topic relevant to Youth in Society. The topic can be drawn from the readings, or it can be a novel topic (25 points).
2. Group: Lead Discussion (20). (25 points)
3. Written copy of questions and answers. Each student must hand in 10 questions and each of the 10 questions should be followed by a one-paragraph answer. Demonstration of critical thinking is more important than right or wrong answers. (50 point).

**Term Papers (40% of grade; 20% per paper):**
1. Choose a topic from the textbook or choose an original topic that interests you.
2. Write a 10-page paper examining the youth in society as it pertains to your topic. Cover pages and references pages do not count as part of the 10 pages.
   a. In what ways have youth influenced society as it pertains to Topic X. (Alternatively, how has society influenced youths as it pertains to Topic X).
   b. How is that influence today different from / the same as previous generations?
   c. From a sociological perspective, explain why young people in your generation either embraced or are concerned about Topic X (or both).
3. Reference research, using at least 5 sociological sources. Examples of sociological sources include sociology journal articles, sociology textbooks, and websites that are clearly sociologic in nature.

**Extra Credit:** Students may e-mail an optional five full-page double-spaced, 12-point font, term paper discussing an example of youth influence upon. Turn in papers via e-mail by midnight on the last day of class (lois.condie@childrens.harvard.edu). Extra credit papers turned in after midnight the last day of class will be docked one point of earned credit per day. Papers should include references. References are not included in the page count. Any style can be used for references (APA, AMA, etc.) as long as the style is used consistently. Title pages are not necessary and will not be included in the page count. Simply put the title at the top of the first page. Include your name on the paper.

**Deadlines:** Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded according to content and then one-half grade will be subtracted per 24 hour period of lateness.

**Textbooks:**

Course Topics:

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<th>Date</th>
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| June 24    | Introduction
Childhood, Adolescence, and Early America                          |
| June 26    | Historic Trends:
Colonial America, the American Revolution, the Civil War.          |
| July 1     | The Industrial Revolution; the Birth of Mass Market
**Group A Presentation**                                           |
| July 3     | The Progressive Era
Child Labor; Child Protection (the birth of DCF)
**Term Paper 1 due**                                                 |
| July 8     | The Great Depression, World War II
**Group B Presentation**                                             |
| July 10    | 1950s and Juvenile Delinquency / DYS
Youth Violence in American Society                                   |
| July 15    | 1960s and Youth Activism
**Group C Presentation**                                             |
| July 17    | Brain Development in Adolescence
Recent Generations: Medicated Youth (Licit and Illicit)             |
| July 22    | Consumerism, Identity Development, Self, Other
**Group D Presentation**                                             |
| July 24    | The Digital World, Conceptions of Privacy, The Individual Self, the Public Self
Youth, Art, and Music
**Term Paper 2 due**                                                 |
| July 29    | Youthfulness during Economic Transition
Youth Citizenship and Prosocial Trends
**Group E Presentation**                                             |
| July 31    | Conclusions; Anticipating Future Trends; the Length of Youthfulness
**Extra Credit Due**                                                |

Important Policies

http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html
It is expected that all students will follow Boston College policies on academic integrity. If you are a student with a documented disability on record at Boston College and you wish to have reasonable accommodation made for you in this class, please see me on the first day of class.

Written Work: Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity: It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar...
papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations: If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations.

http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance: Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.