

Fall 2009

Sociology of Children and Youth



Bellevue College

11:30 AM – 12:20 PM Daily

Instructor: Alicia E. Lewis, Ph.D.

**BELLEVUE COLLEGE
SOCIOLOGY OF CHILDREN AND YOUTH
SOC 150 - FALL 2009**

Instructor: Alicia E. Lewis, Ph.D.

Office Location: D200A

Office Hours: 8:30 – 9:30 AM Daily (unless otherwise posted) or by appointment

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COURSE DESCRIPTION

We were all there once! The world of children and youth in our newest generation leaves us captivated with many questions in wanting to understand more about their lived experiences now more than ever. In this particular class, we will explore and unravel cultural behaviors, issues, and impacts of children in you in our society—past, present, and future. The overall purpose of this course is to familiarize students with the sociology of children and youth and to provide knowledge and discourse for future study in specific areas of interest related to this intriguing and vibrant population. Secondly, this course is designed to assist students with their skills, creativity, and critique through exploration of the sociological imagination, and to explore the structure of society and the relationships of individuals which impact and influence children and youth behaviors. The overall goal is to help students make sense of our social worlds using both quantitative and qualitative methodologies, and to better understand the behaviors of children and youth as products of social structures and functions.

COURSE OBJECTIVES

- To understand and appreciate the impact each generation of children and youth have on their generation and society.
- To understand the chronological development of "teenagers" as a social phenomenon with special subcultures and social problems.
- To understand how institutions, socialization (family, peers, school and the mass media) and other social factors influence and control youth culture and their culturally specific identities.
- Build awareness and competence in recognizing adequacy of the scientific method as used in the researching children and youth.
- Create an interactive learning environment where each participant creates, interacts with, and disseminates knowledge and childhood and youth lived experience.
- Expose students to theoretical and methodological approaches to studying children and youth both quantitatively and qualitatively.
- Improve students' critical thinking skills including an ability to identify, evaluate, and engage with claims.
- Improve students' written and verbal communication skills and to work effectively in small groups.

REQUIRED COURSE MATERIALS

1. Selected course materials and various readings provided by the instructor.
2. Other selected web resources provided by the instructor.

GRADING

Description	Possible Points
Reading Questions/Reflection Papers	150
Project Proposal/Goals and Objectives/Lit. Review/Bibliography	150
Final Project/Presentation	200
Attendance and Participation	100
Total	600

Point and Grade Range

600-540	A	479-420	C
539-480	B	419-360	D
359 <	F		

Grade Point Breakdown

Grade	Points Per Credit Hour		Grade	Points Per Credit Hour
A	4.0		C+	2.3
A -	3.7		C	2.0
B+	3.3		C -	1.7
B	3.0		D+	1.3
B -	2.7		D	1.0
			F	0.0

VALUING DIVERSITY

We recognize and respect diversity of ethnicity and race, gender, sexual identity, class, age, and disability. Differences provide us with opportunities to learn new things, compare experiences, test our assertions, understand ourselves better, and find common ground. Differences also sometimes engender conflict. In the midst of that conflict, we ask everyone to assert language and attitude of respect, sensitivity, and awareness.

STUDENTS WITH DISABILITIES

Students with disabilities who have accommodation needs are required to meet with the Director of Disability Support Services (in Room B132) to establish their eligibility for accommodation. Telephone: (425) 564-2498 or TTY (425) 564-4110. In addition, students are encouraged to review their accommodation requirements with each instructor during the first week of the quarter.

If you need course adaptations or accommodations because of a disability; if you have emergency medical information to share with me; if you need special arrangements in case the building must be evacuated; please provide me with such information so that I may assist you.

KEEP COPIES OF YOUR WORK

Please keep an accurate and organized record of your work and in safe place until the end of the quarter. When you turn in a paper, be sure you keep either a paper copy or an electronic copy.

ACADEMIC INTEGRITY

Students are responsible for upholding academic integrity and are expected to adhere to Bellevue College academic policies and procedures. Violations such as cheating, plagiarism, forged documents, forged signatures, submission of the same documents to different courses are serious violations, will be reported to BC administration, and may result in a failing grade in this course.

ATTENDANCE, PARTICIPATION, AND DISCUSSION

Attendance will be taken on a daily basis. For the duration of the quarter, more than two unexcused absences will lower your overall grade. If you are sick, have appointments, or must attend to an emergency, please contact the instructor immediately so that appropriate accommodations can be made for you. Remember, **communication is key.**

Each day of the work week, you will be expected to complete assigned readings before the next class session. In addition to attending class, it is also expected you will be actively and thoughtfully engaged in class. This level of participation means you actively listen to others, you are attentive, and you are sharing your informed insights and thoughts. If you have any questions, comments and/or concerns about active discussion, please contact the instructor. The following are some guiding principles.

1. Allow others to share their reasoned and informed interpretations, analysis, and opinions of course materials even though you may disagree with them. We can ask individuals to critically examine their assumptions and beliefs in the face of empirical evidence or faulty logic.
2. Do not demean or diminish the experiences other people are willing to share in the class. We can ask individuals to conceptualize their experience within a larger social pattern (i.e. are they typical? Unusual?).
3. Students will self-monitor their use of classroom “verbal” space. Participate in classroom discussion without dominating it.
4. Have a sense of humor about our social worlds—be willing to accept other people’s blunders without assuming they are intentionally trying to be offensive. By the same token, be mindful of inappropriate jokes, puns, and inappropriate innuendos.
5. Be committed to grow and learn about yourself. This includes a willingness to seriously read, study, and interpret empirical and anecdotal information.

Critically engage with the reading materials. Characterizing readings as “boring”, “difficult”, or “stupid” is not critically engaging with the materials. While some of the readings may be difficult and not as exciting as you would like, they offer evidence and analysis to help sharpen your understanding of sociology as well as research. Critically engaging with readings means identifying major claims, evaluating claims based on evidence and logic, and developing a sociologically informed and thoughtful response to claims based on this analysis.

READING QUESTIONS AND REFLECTIONS

Reading questions are designed for you to demonstrate accountability and responsibility for the weekly readings, lectures, and course materials. Take the time to answer each question completely.

Reflection papers are just that—they are a reflection of your lived experience as it relates to the material in class. They are another venue to voice your concerns that you wouldn't normally voice through in-class discussion or essays. Reflection papers should be well developed and carefully constructed and should be 900-1200 words in length. **No late papers will be accepted.**

FINAL PROJECT OVERVIEW

This is the fun and exciting part of the class! The purpose of this project is to bring together elements of sociology through your research and application of children and youth. The organization and implementation of this project is an opportunity to put what you have learned into real products which impact the community. Your project should be engaging, involve dialogue of objective viewpoints, information and ideas, and challenge our attitudes and knowledge related to children and youth.

Your final project will include the following components (below). More detail regarding these components will be given to you throughout the duration of the course, as you will be given ample time to complete each of these tasks. Each task will then be rolled up into your final project group submission and presentation. Your final project will need to include the following elements:

1. Project Proposal/Executive Summary and Project Goals and Objectives

A description of your project, a statement of the problem you are analyzing and applying, and identification of intersection between your chosen topic and sociological theoretical and conceptual frameworks.

- a. The statement and summary of the problem/issue must clearly express the central issue which motivates the project you have chosen to commit to.
- b. Your project proposal/executive summary will need to include what would be the vehicle for making that change, even if the project is not fully implemented.
- c. Your project proposal/executive summary will need to include outcomes of what might be produced by your research of the issue or suggestions, as well as how the project, phenomena and/or policy, or issue examined will contribute to social change. What new approaches to the issues should be explored?

2. Review and Critique of the Literature

Your review and critique of the literature should be thoughtfully constructed, using proper citations (APA or MLA), and should be well grounded. The critique of the literature should demonstrate that you've read and understood empirical literature at an advance level. It should also demonstrate that you've moved beyond the facts presented by critically evaluating their implications of the results and the way in which the paper is written. This work will also need to demonstrate that you've successfully expressed your ideas through clear, descriptive, and carefully writing.

- a. Your analysis should include a polished and focused description of your project content area from a sociological perspective. Remember, there are several sociological perspectives you can choose from.

3. Project Results/Outcomes and Recommendations/Conclusions

A summative analysis of the project content area. Include historical context (both accomplishments, and challenges), as well as best practices in the selected project field.

- a. Your analysis should include a polished and focused description of your project content area from a sociological perspective. Remember, there are several sociological perspectives you can choose from.

4. Bibliography

- a. A bibliography including all use and citations of sources. Your project should incorporate a Broad Use of Literature, Media Sources, Policy Documents, Course Readings, Lectures, and Other Primary and Secondary Sources
 - a. Identify the scope of your project, so as to make the project goals and objectives reasonable within a quarterly timeframe.
 - b. Identify the initial range of sources you will need to find, review, and incorporate.
 - c. The issue you articulate depends on the question(s) you select. Describe the key theoretical/conceptual, applicable, and historical contributions of previous work. Explain how your project proposal will confirm, reorient, or challenge previous work and/or policies and practices.

Tentative Symposium/Presentation

The purpose of the proposed symposium and presentation is to share your research and application and experiences with your colleagues and peers. For your class presentation, it is expected to carefully prepare A 15-20 minute presentation about your project topic area for a targeted audience for your project. Each member of your group is expected to participate fully and equally in the presentation. Remember, the presentation does not have to be didactic. The goal is to be creative and participatory throughout the presentation process.

SUPPORT AND ASSISTANCE

If you find yourself struggling with anything in this course, **please** make an appointment to see me immediately so we are able to set you up for success.

Reading Lab

The Reading Lab—located in A262—supports students to become better readers. Students can make use of the Reading Lab services by enrolling in a class which the lab supports, by referral from an instructor, or by registering to work independently.

Writing Lab

The Writing Lab—located in A262—is a place for students to go for help with any writing assignment or project, for any BC class in any discipline or for personal needs such as resumes or college application essays. In addition, students may use the lab as a study space or reference center. Tutors are available at all times, and students who come to the Lab may work with tutors one-on-one.