***Sociology of Adolescence***

**Sociology 301A**

TR 12:40-2:10 p.m.

Room AH202

Spring 2011

Professor Mari Dagaz

Office : 205C Asbury Hall

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Office Hours: MW 9:30-11 a.m. or by appointment

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***Course Description:***

This course examines adolescence and how youth experiences are shaped by schools, family, peer cultures and media. The focus of the first half of the course will be on adolescents in school. We will begin by examining how adolescence is shaped by experiences in middle school. In this section we will consider clique formation, social stratification within schools, gender patterns, and school violence. This will be followed by a focus on high school settings, considering different high school environments, the influence of extracurricular activities, the way school interfaces with other aspects of adolescent life, and alternative schools.

The second half of the course will focus on youth subcultures and social identities. After a general introduction to subcultures, we will examine how subcultures shape and are shaped by gender, sexuality, and media. We will then turn our focus to ethnic subcultures and identities, considering issues of resistance to mainstream culture, bicultural identities, and interracial subcultures. We will finish the course by looking at the role of peers and youth leaders as agents of social change.

***Course Goals:*** by the end of the semester you should be able to

1. Use a sociological perspective to consider how adolescence is constructed in U.S. society.
2. Clearly see the ways that social structures and social institutions impact adolescence.
3. Identify and understand the intersectionality of gender, race/ethnicity, class, and sexuality on adolescent identity.
4. Develop skills to enhance your sociological perspectives and your ability to critique and counter commonsense assumptions regarding adolescence.

***Required Texts:***

Eder, Donna. 1995. *School Talk: Gender and Adolescent Culture*. Rutgers University Press.

Hemmings, Annette. 2004. *Coming of Age in U.S. High Schools*. Taylor & Francis, Inc.

Valenzuela, Angela. 1999. *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring.* State University of New York Press.

\*Additional required readings will be made available on Moodle.

***Course Requirements:***

*Exams:* There will be two in-class essay exams with review questions provided prior to the exam. The first exam will be given in class on Tuesday, March 1st. The second exam will be on Tuesday, April 5th.

*Papers:* You will be required to write two 2-4 page reflection papers over the course of the semester. The first paper will be on the theme of school environments and the possibilities for change. The second paper will consist of a reflection on teenage sexuality and the role of media, gender, race/ethnicity and/or adult conceptions on the construction of sexuality. Detailed instructions for the papers will be handed out in class at least one week prior to the due date.

*Collaborative Project/Presentation:* You will be required to write a collaborative paper and provide an accompanying presentation on a course topic. Detailed instructions, group assignments and the paper/presentation topic will be determined early in the semester. The first draft of the paper will be due on Thursday, March 17th. The final draft of the paper with the accompanying presentation will be due on a varying schedule at the end of the semester. Detailed instructions for the paper and presentation will be handed out in class.

*Class Participation:* You are expected to come to class prepared and ready to participate actively in the class session. You are expected to have read the texts and used other required materials carefully and comprehensively before the class session. You will be graded on your participation at midterm and again at the end of the semester. Assessment of participation will be based on the quality and regularity of your participation. While there will be course lectures, this class is based heavily on discussion and will allow ample time for all students to participate. Participation means being actively involved in the class and orally communicating your ideas. You must demonstrate that you have read the materials and have listened to others. Discussion does not mean simply waiting for your opportunity to speak, but rather listening carefully and responding in a thoughtful manner to the discussion.

Because this class will be primarily discussion based, it is essential that you prepare for class by doing the assigned readings for each class as well as bringing discussion questions about the readings.

***Course Policies:***

*Classroom Etiquette:*

        Arrive on time and stay for the full class.

        Cell phones and pagers need to be turned off during class.

* Use of laptops will not be allowed during class.

        ***Courtesy:*** Discussions and lectures may involve topics that you find controversial. You will be expected to be respectful toward your classmates regardless of disagreements you may have with a classmate’s ideas.  It is important for all of us to foster an environment that allows for expression of thoughts as well as questioning or critiquing arguments presented by others. I ask that you have an open mind and be willing to use logic and evidence to present your own arguments and in critiquing the arguments of others.

*Academic Integrity:* All students at DePauw University are bound by the policy on academic integrity. See me immediately if you do not understand your obligations as a student. In written papers, appropriate citations must be used when you are drawing ideas from an author or quoting another’s work. Plagiarism with be dealt with according to university policy whether intentional or unintentional. If you are unsure how to appropriately cite other’s work, see me for assistance.

*Special Needs:* DePauw University is committed to providing equal access to academic programs and university-administered activities and reasonable modifications/accommodations to students with disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990, as amended in 2008. Any student needing special accommodations due to a disability should contact the Coordinator of Student Disability Services, Pam Roberts, 302 Harrison Hall or call (765) 658-6267.

It is the responsibility of each student to discuss implementation of approved modifications/accommodations with me within one week of the date of receiving a modification/accommodation approval memo or within the first two weeks of the academic semester.

*Late Work/Make-up Work:* Paper and exam due dates are firm and will only be changed in the event of an extreme emergency. Exceptions will be made if I receive, in advance, an official notification that you will be off campus on university business (e.g., athletic competition) or if I receive proper notification of serious illness such as hospitalization. No other exceptions will be made (this includes faulty alarm clocks, minor illness, job interviews, weddings, cheap plane tickets, etc.). Unexcused late papers will be penalized by a one step grade reduction for every 24-hour period in which they are late. For both excused and unexcused absences from class, it is your responsibility to find out what you missed from your peers. Please do not ask me for my lecture notes or for a private reenactment of the class.

*Security Measures:* Please make copies of your paper (hardcopy and electronic). Do not put late papers in my mailbox or under my office door. It is your responsibility to contact me and make arrangements to give me your late work in person.

*Grade Calculations:* Grades will be calculated based on the following percentage system. Students must complete ***all*** assignments to pass the course. Failure to complete any assignments will result in automatic failure of the course.

Exam 1 15%

Exam 2 15%

Reflection Paper 1 5%

Reflection Paper 2 6%

*Collaborative Paper*

First Draft 10%

Final Version 30%

Group Presentation 15%

*Participation*

1st half of semester 2%

2nd half of semester 2%

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Total 100%

*Grading Scale:*

93.0%-100% A 73.0%-76.9% C

90.0%-92.9% A- 70.0%-72.9% C-

87.0%-89.9% B+ 67.0%-69.9% D+

83.0%-86.9% B 63.0%-66.9% D

80.0%-82.9% B- 60.0%-62.9% D-

77.0%-79.9% C+ Less than 60% F

*How grades are determined:*

A = Work that goes beyond the requirements of the assignment by adding new insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, an exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B = Work that clearly meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C = Work that satisfactorily meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D = Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to the real world, and limited ability to organize and express ideas.

F = Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.

**Schedule:** (subject to change) **\*\* Assigned readings are to be completed *prior* to class on the date listed.**

Week 1 Feb. 1: Introductions, Historical Views of Adolescence

Feb. 3: Theoretical Views of Adolescence

Readings: Phelan, Davidson, and Yu, *Student’s Multiple Worlds: Navigating the Borders of Family, Peer, and School Cultures.* (Moodle)

***Part I Adolescence in Middle School***

Week 2 Feb. 8: Researching Adolescents in Middle Schools

Readings: Eder, Ch. 1-3

Feb. 10: Social Stratification in Middle Schools: Cliques

Readings: Eder, Ch. 4

Week 3 Feb. 15: Gender and Adolescent Sexuality in Middle School

Readings: Eder, Ch. 5-6

Feb. 17:

Readings: Eder, Ch. 7-8

Week 4 Feb. 22: Film: *Thirteen*

Readings: Eder, Ch. 9

Feb. 24: Considering the Issue of Gender Inequality

***Reflection Paper 1 Due***

Readings: Eder, Ch. 10

Levinson, *Student Culture and the Contradictions of Equality at a Mexican Secondary School*. (Moodle)

Week 5 Mar. 1: **EXAM 1**

***Part II Adolescence in High School***

Mar. 3: Researching Adolescents in High School

Readings: Hemmings, Ch 1&2

Week 6 Mar. 8: Identity Development

Readings: Hemmings, Ch. 3

Mar. 10:

Readings: Miron & Lauria, *Student Voice as Agency: Resistance and Accommodation in Inner-City Schools.* (Moodle)

Week 7 Mar. 15:

Readings: Mehan, et al., *Forming Academic Identities: Accommodation without Assimilation among Involuntary Minorities.* (Moodle)

Loutzenheiser, *Being Seen and Heard: Listening to Young Women in Alternative Schools.* (Moodle)

Mar. 17: ***Collaborative******Paper (First Draft) Due in class.***

Readings: Hemmings, Ch. 4

Week 8 SPRING BREAK WEEK – NO CLASSES

Mar. 21 – Mar. 25

Week 9 Mar. 29: Gender and Sexuality

Readings: Elliot, *Parent’s Constructions of Teen Sexuality: Sex Panics, Contradictory Discourses, and Social Inequality.* (Moodle)

Mar. 31: ***Reflection paper 2 due in class***

Readings: Durham, *Girls, Media, and the Negotiation of Sexuality: A Study of Race, Class, and Gender in Adolescent Peer Groups.* (Moodle)

Messner,  *Becoming 100 Percent Straight.* (Moodle)

Week 10 Apr. 5: **EXAM 2**

***Part III Youth Subcultures***

Apr. 7: School Countercultures

Readings: Kipness, *Articulating School Countercultures.* (Moodle)

Week 11 Apr. 12: Race and Ethnicity

Readings: Fordham, *Dissin' "the Standard": Ebonics as Guerrilla Warfare at Capital High*, (Moodle)

Apr. 14:

Readings: Wilson and Sparks, *“It’s Gotta be the Shoes”: Youth, Race and Sneaker Commercials.* (Moodle)

Week 12 Apr. 19:

Readings: Valenzuela, Ch. 1

Apr. 21:

Readings: Valenzuela, Ch. 3

Week 13 Apr. 26:

Readings:Valenzuela, Ch. 4

Apr. 28:

Readings: Valenzuela, Ch. 5

Week 14 May 3:

Readings: Valenzuela, Ch. 6-7

***Collaborative Paper (Final Draft) Due on date of presentation.***

May 5: **Student Presentations**

Groups 1 & 2

Week 15 May 10: **Student Presentations**

Groups 3 & 4

May 12: **Student Presentations**

Group 5