Professor: Dr. J. Côté
Class time: Wednesday 9:30-12:30
Class location: TH 3154
Office Hours: after class or by appointment (SSC 5208), or by Skype; email minor questions - cote@uwo.ca; phone in the case of emergencies 85118.

Course Description
This course provides a general coverage of the literature and issues related to the sociological study of youth by contrasting a critical perspective on youth with more conservative, descriptive perspectives in terms of mass education, the workplace, the family, technological influences, youth culture, and politics and public policy. In each case, the relevant debates and issues in the youth studies field will be examined. The critical perspective examines how the period of youth is a socially constructed age status that serves dominant interests at a macro level, with both positive and negative consequences for youth at a micro level. As such, the critical perspective provides a useful point of view of how young people are located in terms of the ‘big picture’ in the economics and politics of contemporary society.

Lectures are designed to help you understand the broad strokes of the readings, as well as fundamental and broader issues of youth studies. Students’ understandings of youth studies issues acquired from this course should then be conveyed in the essay submitted at the end of the course.

Students report that this course has been transformative for them, but only when they have fully engaged themselves by doing the required readings in advance of class, spending time thinking about the material before writing the discussion questions, and then fully engaging themselves in each class. In other words, students thus transformed have fully engaged themselves in this course.

Learning outcomes: understanding the ‘big picture’
By the end of this course, student should be proficient at:

- understanding the origin and perpetuation of stereotypes about youth
- knowing the difference between critical and conservative approaches
• grasping the connection between institutional re-structuring the transition to adulthood, including the education system, workplace, and family

• developing an appreciation of the risks associated with the transition to adulthood and the role of youth culture and new technologies in the transition

• gaining insights into how consensus is manufactured, especially through popular culture

• acquiring an understanding of how political engagement and public policy could enhance the lives of youth

**Course Requirements/ Grade Breakdown**

An in-class exam, group presentation, and a final essay will determine the final course grade.

**Midterm exam (40%):** This will be given in class during week 9 (Nov. 5, 2014) and is worth 40% of the course grade. The exam will be based on lecture material, class discussions, and assigned readings. The questions will be drawn roughly 50% from classes and 50% from readings, with some overlap, and involve a variety of formats (multiple choice, short answer, and essay).

**Presentation (20%):** All students will participate in group-presentations in which the contents of the book they are reviewing are presented to the class. This presentation will be comprehensive enough that the class is “taught” about the book and will be given enough information so that they can ask informed and critical questions about the book and students’ interpretations of it. Six books are listed below under “recommended readings,” the dates of the presentations are given in the lecture schedule, and further details of the relationship of the presentation to the course essay are presented at the end of this outline.

Note that the selection of books to present/review is on a first-come, first-serve basis and that a maximum of seven people can present/review the same book. I will take a sign-up sheet to class. The last date for signing onto a book corresponds with the 4th class.

Students are expected to organize themselves in setting up a division of labour for presenting the material. I recommend using PowerPoint. Count on taking between 60 to 80 minutes to complete the presentation, ensuring that all members of the team have an equal share of the material and equal times to speak. Time should also be left for questions from the class.

**Essay (40%):** A hardcopy of a 2500-word critical book review is due at the beginning of the last class of the term (late penalties of 10% per day apply). Details of expectations, structure, and content are provided below.

*Essay Expectations:* This course is set up to provide ample time for students to develop an essay topic and write a high-quality paper. It is assumed that every student will take a professional approach to this assignment and will produce a paper that reflects their best work—work that is the product of care and pride. Papers will be graded on both form and content with this in mind.
Those who have problems in their command of written English should improve their skills before submitting this paper.

References: Any publication style is acceptable as long as the reference list provides complete information on sources, and the text citations include author, date, & page (as appropriate). I find the APA style easiest to use: https://library.mcmaster.ca/guides/apa-style-guide

Plagiarism: Any sign of cheating will be investigated, including essays that appear to have been purchased, borrowed, or used in another course. On or before the day that the hardcopy is handed in, a digital copy should be submitted to Turnitin.com on the course website. The paper is not considered submitted until this done.

Evaluation criteria: The grading rubric is provided at the end of this syllabus. Those who want written comments on their papers should provide a second hardcopy, along with a self-addressed stamped envelope.

Engagement in this Course: While no grades are allotted for participation, students who show high levels of engagement in the course (for example, through regular and thoughtful participation in class discussions) will be eligible for a bonus grade of up to 10%. Note that it is the “quality” of participation, not “quantity,” that will earn this bonus.

Course Attendance Requirements: With the exception of legitimate medical/personal excuses (documentation required to be submitted) students are expected to attend at least 80% of the class meetings for this course. A passing grade in the course cannot be obtained without meeting this attendance requirement.

Note taking in this course

By 4:00 PM on the day before each weekly class, the PowerPoint slides for that class will be posted on the course site, both in PowerPoint and PDF. You should print out a copy and bring it to class.

My lectures assume that students have done the readings listed for each week in advance of class. I will pace the lectures assuming that everyone has hardcopies of the slides in front of them, so do not attempt to write down everything I say during lectures. The format also leaves ample time and opportunity for questions and discussions. If you do not understand anything, this is the time to bring it up. Do not wait until the end of the course to bring up matters like this with me.

Laptop use: Schools at all levels that once embraced laptops—even supplied them to students—have been dropping them over the past few years. At the university level, professors have been banning them from their classrooms because they are distractions to other students, to teachers, and to the students using them, who can’t resist checking their e-mail and Facebook. Research shows that students who use laptops tend to get lower grades (by 5%, or one half of a letter grade).
In the past, I have tried to accommodate laptops in this class, but have always had students abuse the privilege, so NO LAPTOPS ARE ALLOWED IN CLASS UNLESS YOU HAVE PERMISSION FROM ME or SSD. If you want permission from me, we will arrange an interview to discuss it.

It should go without saying that cell phones should be turned off and put off the desk, and that no texting should be done during class. Texting in class will result in a course-grade penalty of 1% per incident.

**Required Reading:**

**Recommended Readings:**


**UNIVERSITY REGULATIONS**

**Prerequisite(s):** Sociology 1020 or 1021E and third or fourth year standing in a module in Sociology.

**IMPORTANT NOTE:** You are responsible for ensuring that you have successfully completed all course prerequisites. If you do not have the requisites for this course, and you do not have written special permission from your Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

From the webpage [http://counselling.ssc.uwo.ca/procedures/havingproblems.asp](http://counselling.ssc.uwo.ca/procedures/havingproblems.asp)
**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

*Plagiarism Checking:* All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).

**Missed Exams and Late Assignments:** You should understand that academic accommodation will not be granted automatically on request. If, due to medical illness, you cannot write a test or exam, or submit an assignment by the due date, it is your responsibility to follow the University’s Policy on Accommodation for Medical Illness.

Western’s policy on Accommodation for Medical Illness can be found at [https://studentservices.uwo.ca/secure/index.cfm](https://studentservices.uwo.ca/secure/index.cfm). Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: [http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

*Compassionate Grounds:* Serious Illness of a Family Member: Inform your instructor as soon as possible and submit a medical certificate from the family member's physician to your home faculty’s Academic Counseling office. In Case of a Death: Inform your instructor as soon as possible and submit a copy of the newspaper notice, death certificate or documentation provided by the funeral director to your home faculty’s Academic Counseling office.

MAKE-UP EXAMS. You should note that make-up exams are not routine in this course. Moreover, I will not agree to provide make-ups so students can go on family holidays, attend weddings or “conferences”, or otherwise pursue various personal/hedonistic activities.

If you cannot write a test for a justifiable reason (see the university regulations above) see me in person or telephone me at the earliest possible opportunity and then obtain permission from your Faculty’s Academic Counseling Office (The office for Social Science is in Room 2105, Social Science Centre: telephone 519 661-2011 or fax 519 661-3384). Be prepared to submit documentation of your difficulties.
Accessibility Options: Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website:
http://www.registrar.uwo.ca/examinations/accommodated_exams.html

Class cancellations or changes: Regularly check the Department of Sociology web site.

LECTURE OUTLINE

Week 1: Course introduction and overview

Week 2: The youth question – Youth Studies, ch.1, 2 (pp. 38-43 only), & Ch. 3 (pp. 52-54 only)

Week 3: Education - Youth Studies, ch.4

Week 4: Work - Youth Studies, ch.5

Week 5: Family - Youth Studies, ch.6 [last hour is to organize book groups]

Week 6: Media & technologies - Youth Studies, ch.7

Weeks 7: Youth culture - Youth Studies, ch.8

Week 8: Youth politics and youth policy - Youth Studies, ch.11 & ch.12

Week 9: In-class exam – 40%

Weeks 10-12: Student presentations of books

Wk. 10: The Defining Decade and The Five-Year Party

Wk. 11: The Dumbest Generation and The Price of Privilege

Wk. 12: Hello, I’m Special and Guyland

Week 13: Loose ends and essays due at the beginning of class
Student evaluations of the presentation of: ____________________________

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<tr>
<th>Category</th>
<th>Outstanding</th>
<th>Very good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Borderline</th>
<th>Unsatisfactory</th>
<th>Very poor</th>
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<td>1. Displays enthusiasm and energy.</td>
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<td>2. Presentation conducted in an organized, well planned manner.</td>
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<td>3. Concepts explained clearly and understandably.</td>
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<td>4. Makes it clear how this topic fits into the course as a whole.</td>
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<td>5. Encourages participation and responds to questions clearly and thoroughly.</td>
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<th>6 x ___</th>
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Steps to calculate the overall average:

1. Sum of last row _____
2. Times 20 = _____
3. Divided by 35 = _____
GUIDELINES FOR CRITICAL BOOK REVIEWS FOR SOC 3320F (F2014)

The critical book review undertakes an analysis of a text, and is not an opinion piece based solely on the reader’s personal reaction to the book. In this type of analysis, the book is reviewed in a descriptive, summative way, but is also evaluated in terms of the merits of the author’s central arguments, claims, and evidence. After reading your critical book review, your readers should not only have a general sense of what the book is about (to help them decide if they should read it), but also a sense of the quality of the book (to help them decide if it is worth their while to read it). In short, the critical book review should tell someone about the book and the author in question and not about the person writing the review: it should be more objective than subjective, and more about the book than about the opinions of the person reviewing it.

The structure of the critical book review (2500 words). Note that these should not be used as headings. Instead create a flow that leads the reader through your review.

1. Introduction (1-3 paragraphs\(^1\))
   - Provide a brief description of the book, and a brief statement about your assessment of the book: does it achieve its objectives?

2. Summary of the book (500-700 words)
   - Provide the reader with the information necessary to gain a good sense of the book, and enough additional information to understand your analysis of it. Be concise, which may require that you edit several drafts to make it so.

3. Analysis of the book (700-1000 words)
   - How appropriate and convincing is the evidence provided for the argument or theme?
   - How complete is the argument? Has the author neglected important counter-positions? This is an issue of scholarship, and good scholarship completely represents the body of work in a field. To be scholarly, you should conduct a literature review yourself to make an informed decision on this matter.

4. Evaluation of the book (500-700 words)
   - Give a brief summary of all the weakness and strengths you have found in the book. No book is perfect, but on balance, does it accomplish its goals?
   - Does the book reach its audience? Is it suitable for other audiences?

5. Conclusion (1-3 paragraphs)
   - From the point of view of what you know of the debates and issues in the Youth Studies field, does the book have additional shortcomings or strengths, and should it have expanded its purpose, evidence, and argument?

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\(^1\) Paragraphs should not normally exceed one page. In fact, each paragraph should represent one key idea or point (depending on the level of generality). It is better form to use several short paragraphs per page to break up the text for the reader, but these breaks should also allow a flow from one idea to the next.
RUBRIC FOR GRADING WRITTEN PAPERS

<table>
<thead>
<tr>
<th></th>
<th>Inadequate F/D</th>
<th>Adequate C</th>
<th>Good B</th>
<th>Excellent A</th>
<th>Outstanding A+</th>
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<tr>
<td><strong>Style/organization/structure</strong></td>
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<td><strong>Inclusion of relevant course material</strong></td>
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**Outstanding - "A+"** : _____ highly innovative and challenging; extremely well-written use of course material within an unique and compelling framework; truly outstanding, this paper could be submitted to an essay competition

**Excellent - "A"**: _____ analytically "beyond" the material, creating a synthesis of course material within an overarching framework; this paper would be comprehensible and compelling to a wide readership outside this course

**Good - "B"** : _____ demonstrates a competent grasp in the independent conceptualization of the material without errors in its application; this paper would be compelling to other students in this course

**Satisfactory - "C"**: _____ descriptive summarization of course material with little analysis; represents minimally acceptable analytic and writing ability at the undergraduate level; other students in this course could point out ways in which the paper could be improved; too much of this paper is written with “the professor” as the audience

**Unsatisfactory - "F/D"**: _____ this paper is unacceptable as a submission in an advanced university course for the reasons cited below and/or does not follow the requirement to incorporate course material and where possible showing how the chosen topic links with course content

Comments: