

# US23 SOC 316: Youth and Society

July 5<sup>th</sup> – August 18<sup>th</sup>, 2023

Online asynchronous

## Contact Information

Instructor: Katrina “Kitty” Groeller, M.A (she/hers)

Email and Availability: groeller@msu.edu, Monday-Friday except University breaks, 9am-4pm ET.

**Always include course information in the subject line**

Office Hours: Wednesdays beginning in Week 2, 12pm-2pm ET and by appointment

Book your office hours meeting here: <https://calendly.com/katrinagroeller>

*“For there is always light, if only we’re brave enough to see it, if only we’re brave enough to be it.”*

- Amanda Gorman, [‘The Hill We Climb’](#)

## About the Class

This course provides an overview of the sociological understanding of youth and adolescence. First, we will understand the historical and contemporary definitions of youth, plus intersectionality in context of youth. Next, we will explore youth socialization, culture, and subcultures. Then, moving from childhood to emerging adulthood, we will discover how youth interact with social institutions. Finally, we will look toward the future and young people’s role in social change. Throughout this course we will be using contemporary social research and media(s) to strengthen our knowledge of the sociology of youth.

By the end of this course, you will:

- Understand how sociologists conceptualize youth: including childhood, adolescence, and emerging adulthood
- Demonstrate connections between youth and socialization, subcultures, schools, and social change
- Apply sociological concepts to a wide variety of topics related to youth

To succeed in this course you will need to be an active learner, self-motivated, and organized. What you put into this course is what you will get out of it. **This course moves quickly!** Plan accordingly. I suggest you:

- Read the syllabus fully and stay organized with a personal planner, to-do list, or calendar.
- Stay ahead of deadlines by starting early. Don’t put coursework off until the last minute.
- Check D2L daily for announcements and ensure notifications are forwarded to your MSU email.
- Communicate with classmates and TA via D2L, email, and office hours.
- Read and study actively. Highlight, take notes, do research about an article, topic, or author.
- Ask questions! There is no such thing as stupid question – unless the answer is found on the syllabus. ☺

## Course Materials

See texts used throughout the course in the *Course Schedule* at the end of this document. All readings will be provided to you via D2L, though physical or other electronic copies may be available via MSU Library, located [here](#), via InterLibrary Loan, found [here](#), through a public library, find one [here](#), and for purchase or rent on e-commerce sites.

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## **Assessment**

### **Writing Assignments**

Written work is evaluated on your response to prompts, application of course content, and writing skills. You are expected to proofread and edit your work before submission. Pay attention to organization, grammar, syntax, citations, and source reliability. The Writing Center offers support in this area, available [here](#).

### **Weekly Reading Journals (4 x 10 points each = 40 points)**

Over the course of the semester you will read a variety of texts and write 5 10-point journals. Your lowest grade will be dropped. The total number of reading journal points a student can receive is 40 points (5x10 = 50, 50-10 = 40). See the assignment directions on D2L for more details.

### **Childhood Autoethnography (50 points)**

You will write an essay that reflects on your experience of growing up and interaction with social institutions. See the assignment directions on D2L for more details.

### **Reading Review (50 points)**

Weekly reading journals will accrue to a final review that includes broad sociological analysis and overall reactions to the texts used throughout the semester. See the assignment directions on D2L for more details.

### **Quizzes**

Quizzes are cumulative and cover all content up to the quiz in the class. Quiz questions can be a mix of multiple choice, true or false, and short written response.

### **Syllabus Quiz (20 points)**

The syllabus quiz verifies the understanding of essential elements for our course, such as deadlines, modes of communication, and class policies. Students must pass this quiz with 100% for access to the rest of the course.

### **Weekly Content Quizzes (4 x 10 points each = 40 points)**

There are 5 10-point quizzes that open Mondays and are due Saturdays during the semester. These are designed to check your understanding of course content. Each quiz has a 20–30-minute timer and must be completed in one sitting. Your lowest grade will be dropped. The total number of quiz points a student can receive is 40 points (5x10=50, 50-10=40).

### **Extra Credit**

Optional extra credit is available for you to demonstrate mastery of your learning in the course and for you to boost your grade. Extra credit is evaluated in an identical fashion to writing assignments.

### **Social Research Reviews (2 x 10 points each = 20 points)**

These reviews help you develop your reading comprehension and critiquing skills. See the assignment directions on D2L for more details.

## **Class Policies**

### **Attendance**

As this class is asynchronous, attendance is reflected in regular engagement with course materials and the on-time submission of assessments.

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### Extensions, Late Work, and Makeups

Short-term extensions are available up to three days after the original due date. Each additional day receives a 10% deduction in maximum points that can be earned. Short-term extensions begin immediately after deadlines: **yes, even one minute!** You do not need to notify me in advance or provide an excuse after the fact.

Due to the course ending during the week, the Reading Review and Extra Credit Social Research Review #2 assignments can only be turned in up to two days late. Plan accordingly!

Further extensions past three days are not allowed unless there is an approved Grief Absence: see details below *University Policies*. All extensions cannot go past the last day of the course.

### Assignment Submissions and Technology Failure

Submit all work, typed, in .doc, .docx, or .pdf format to the associated D2L dropbox. Other formats (.pages, images, etc) will result in a zero. Students can submit new files up to the closure of the assignment dropbox, after which the newest file will be used for grading. It is the students' responsibility to submit the correct file.

Students should plan for technology failure: **submitting work at the last minute is never a good idea**. Contact the D2L Help Desk by phone at 517-432-6200 or use their contact form, found [here](#), if you encounter issues. Only email me after the Help Desk confirms a system-wide issue *and* it will disrupt on-time submission.

### Academic Dishonesty: Plagiarism and Cheating

There is a zero-tolerance policy when it comes to academic dishonesty. It is the student's responsibility to use the resources available on our course D2L page to avoid plagiarism. All assessments are to be completed alone.

The first instance of academic dishonesty will result with an Academic Dishonesty Report (ADR) being filed, a failing grade for the assessment, and a 1.0 final grade deduction. Further incidents will result in additional ADRs, assessment failure, and an automatic 0.0 final grade for the course. See the *Academic Integrity* section under *University Policies*.

### Communication via D2L and Email

D2L and email are our main forms of communication and thus must always be polite, respectful, and efficient. Check both regularly and enable notifications. I make efforts to respond to email within 48 hours of my email availability. **Always include our course information in the subject line and check that the answer to your question cannot be found on the syllabus or on our course D2L page before emailing me.**

### Grades and Grading Scale

Grades are updated regularly throughout the semester. To calculate your grade, use the formula and grading scale below. Grade-grubbing, i.e., requesting curves, rounding, resubmits, or regrades, is ignored.

$$\frac{(\text{points earned}) + (\text{extra credit points earned})}{\text{points available}} = \text{percent} = \text{grade}$$

Points	Percent	Grade
>180	90-100%	4.0
170	85-89.99%	3.5
160	80-84.99%	3.0
150	75-79.99%	2.5
140	70-74.99%	2.0
130	65-69.99%	1.5
120	60-64.99%	1.0
<120	0-59.99%	0.0

### Honors Option

Honors Options require Honors level work, including attention to detail, well-researched evidence, and effective presentation. See the Honors Option Guidelines on the D2L course page.

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## Mental and Physical Health

In addition to the ongoing pandemic, students can experience layered issues that may interfere with academic success. Health problems, personal issues, and feelings of stress or anxiety work against even the most dedicated students. If you or a friend are struggling, you are strongly encouraged to seek support. Helpful, effective resources are available, and most are free of charge. If you are struggling with this class, contact your instructor(s) via email or during office hours.

- Talk with your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure of what academic resources are available at MSU.
- Schedule a doctor's appointment through the Olin Health Center by calling 517-353-4660, located at 463 East Circle Drive with four other campus neighborhood locations, details [here](#). You have three free medical office visits, more information [here](#). Contact the 24-Hour Phone Information Nurse at 517-353-5557 for medical advice after 5pm. Find more information about after hours care [here](#).
- Seek out MSU Counseling & Psychiatric Services (CAPS) by phone day or night at 517-355-8270 or online [here](#). CAPS is located on the 3<sup>rd</sup> floor of the Olin Health Center at 463 East Circle Drive.
- If you are a survivor of sexual violence and would like support, contact MSU's Center for Survivors by phone at 517-355-3551, or visit their website [here](#). If you are in crisis, reach out to the Center for Survivors using their crisis chat from 10am-10pm by clicking [here](#), or calling the 24/7 crisis hotline at 517-372-6666. The Center for Survivors is in Room 207A of the Student Services building at 556 East Circle Drive.

## Office Hours

Office hours are an opportunity for students to ask questions, further discuss a topic, learn more about the course, plus guidance for sociology-related careers, graduate school, and academic skills. If you cannot make the scheduled office hours, send an email to schedule a separate appointment.

## University Policies

### Academic Integrity

I expect students to abide by the standards of academic honesty and integrity as laid out in the Spartan Code of Honor and Academic Pledge:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

The principles of truth and honesty are fundamental to the educational process and academic integrity of any University. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, facilitating the academic dishonesty of others, and submitting the work of another as if it were your own. Plagiarism and other forms of submitting non-original work as one's own is ethically wrong, morally corrosive, and undermines the development of your thinking skills. Ignorance of citation and sourcing conventions is not an excuse, and students are responsible for preventing academic dishonesty across our course. More information about academic integrity can be found [here](#), and you can reference the MSU Library's Citation Guides [here](#) or Purdue University's Online Writing Lab (OWL) [here](#) for citation assistance.

### Accommodations for Students with Disabilities

Requests for accommodations may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or online [here](#). If you are eligible for a Verified Individual Service Accommodation (VISA), present this form to TA(s) and instructors at the start of the term and/or two weeks prior to the accommodation

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date. Requests received after this date may not be honored.

### Change of Enrollment

The last day to add this course is **July 7<sup>th</sup>, 2023**. The last day to drop this course with a 100% refund and no grade reported is **July 17<sup>th</sup>, 2023**. The last day to drop this course with no refund and no grade reported is **July 27<sup>th</sup>, 2023**. Make a copy of your amended schedule to verify you have added or dropped the course.

Grief Absences are available for students who have lost a loved one or experienced a serious tragedy. Review and follow the Policy, found [here](#). Students should submit a Student Grief Absence form, found [here](#), to the Associate Dean of their college within one week of knowledge of the situation, provide appropriate verification, and complete all missed work on an agreed-upon timeline with the instructor.

Late Drops are available for students who wish to drop a course after the middle of the semester. Withdrawals are the dropping of all courses regardless of time within the semester. See further details on Late Drops and Withdrawals [here](#).

Medical Leaves are available for students who, due to a catastrophic medical condition, cannot remain enrolled during the semester. See further details on the Medical Leave policy [here](#).

Incompletes are available upon instructor judgement when a student has completed 6/7 (~85%) of the semester in a satisfactory fashion but are unable to complete the course or take the final exam because of illness or other compelling reason. See further details on the Incomplete policy [here](#).

### Commercialization of Lecture Notes

Students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

- Students **may** record lectures or any other classroom activities and use them only for their own course-related purposes. Recordings **may** be shared with other students enrolled in the class, if they also use them only for their own course-related purposes.
- Students **may not** post the recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
- Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.

### Grade Dispute/Appeal Policies

To appeal or dispute a final course grade, see the University Ombudsperson guidelines located [here](#).

### Limits to Confidentiality

I must report the following information to University offices and the MSU Police Department if you share:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. Most likely it will be your decision whether you wish to speak with that individual. To talk about these events in a more confidential setting seek out the MSU Center for Survivors, found [here](#), MSU Safe Place, found [here](#), or MSU Counseling and Psychiatric Services (CAPS), found [here](#).

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## **Course Schedule**

We will follow this syllabus closely though adjustments may be made to facilitate student understanding or to adapt to life circumstances. All changes will be communicated to students.

### **Week 1 (7/5): Introduction to Youth and Society**

Content:

- Lecture: What is “Youth”, Anyway?: Definitions, emergence, and theories
- Film: Teenage
- Reading: Threadgold, Steven. 2020. “Figures of youth: on the very object of Youth Studies.” *Journal of Youth Studies* 23(6):686-701.

Due by Saturday, July 8<sup>th</sup> at 9:00 PM ET:

- Syllabus Quiz

### **Week 2 (7/10): Youth and Identities**

Content:

- Lecture: Youth and Identity: Sociological perspectives and historical context to the present day
- Film: Growing up Poor in America
- Reading: Fernández, Jessica Siham. 2021. “Chapter 1: Legality as Having *Papeles*.” in *Growing up Latinx: Coming of Age in a Time of Contested Citizenship*. New York, NY: New York University Press.

Due by Saturday, July 15<sup>th</sup> at 9:00 PM ET:

- Content Quiz #1
- Reading Journal #1

### **Week 3 (7/17): Socialization and Subcultures**

Content:

- Lecture: Socialization and Subcultures: Becoming part of society
- Video: Dungeons & Dragons: Satanic Panic
- Podcast: SOC 311 - “Intro to Popular Culture: “It’s all about popular”” by The Social Breakdown
- Reading: Fine, Gary. 2001. “Chapter 6: Debate Culture.” in *Gifted Tongues: High School Debate and Adolescent Culture*. Princeton, NJ: Princeton University Press.

Due by Saturday, July 22<sup>nd</sup> at 9:00 PM ET:

- Content Quiz #2
- Reading Journal #2

### **Week 4 (7/24): Childhood and Schooling**

Content:

- Lecture: Childhood and Schooling: Early institutional interaction
- Reading: Lareau, Annette. 2011. “Chapter 1: Concerted Cultivation and the Accomplishment of Natural Growth”, “Chapter 6: Developing a Child: Alexander Williams”, “Chapter 10: Letting Educators Lead the Way: Wendy Driver”, and “Afterword” in *Unequal Childhoods: Class, Race, and Family Life*. 2<sup>nd</sup> edition. Berkeley: University of California Press.

Due by Saturday, July 29<sup>th</sup> at 9:00 PM ET:

- Childhood Autoethnography
- Extra Credit Social Research Review #1
- Content Quiz #3
- Reading Journal #3

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### Week 5 (7/31): Adolescence and Deviance

Content:

- Lecture: Adolescence and Deviance: Why are “deviance” and “adolescence” associated?
- Film: 15 to Life, Kenneth’s Story
- Reading: Rios, Victor. 2011. “Chapter 3: The Labeling Hype: Coming of Age in the Era of Mass Incarceration.” in *Punished: Policing the Lives of Black and Latino Boys*. New York, NY: New York University Press.

Due by Saturday, August 5<sup>th</sup> at 9:00 PM ET:

- Content Quiz #4
- Reading Journal #4

### Week 6 (8/7): Young Adulthood, Higher Education, and Careers

Content:

- Lecture: Young Adulthood, Higher Education, and Careers: A time of transition
- Podcast: “The Campus Tour Has Been Cancelled” by This American Life
- Reading: Settersten, Richard and Barbara Ray. 2010. “Chapter 3: Job-Hopping or Job Shopping in a Do-It-Yourself Economy.” in *Not Quite Adults: Why 20-Somethings Are Choosing a Slower Path to Adulthood, and Why It’s Good for Everyone*. United States: Bantam Books.

Due by Saturday, August 12<sup>th</sup> at 9:00 PM ET:

- Content Quiz #5
- Reading Journal #5

### Week 7 (8/14): Youth and Social Change

Content:

- Lecture: Youth and Social Change: Toward a bright future!
- Video: Inside the Sunrise Movement
- Reading: Taft, Jessica K. 2011. “Chapter 5: The Street is Our Classroom: A Politics of Learning.” in *Rebel Girls: Youth Activism and Social Change Across the Americas*. United States: New York University Press.

Due by Wednesday, August 16<sup>th</sup> at 12:00 PM ET:

- Reading Review
- Extra Credit Social Research Review #2