

**SOC 225: Sociology of Adolescence (Section 1)
Spring 2017**

Instructor: Dr. Maggie Bohm-Jordan
Lecture: Monday & Wednesday: 3:35PM – 4:50PM, CPS 210
My Office: CCC 458
Office Hours: MW 2:00-3:30pm, MTWR 3:30-4:30pm, or by appointment
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Course Overview

Throughout this course we will examine the complexity of adolescence and the variability of adolescent experiences. The course will begin with a review of the biological, cognitive and cultural aspects of adolescence. In order to understand adolescence one must look at all aspects and factors associated with youth and adolescent development, from peer and family relationships, to social and cultural development, to the biological changes, particularly sex and sexuality, that adolescents go through as they age into adulthood. Socialization processes in the child and adolescent years will be explored. The impact of social and cultural forces on adolescent issues and problems will be addresses throughout the course.

This course fulfills the requirement for “Social Sciences” in the General Education Program (GEP).

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Critically discuss childhood and adolescence development from a sociological perspective.
2. Correctly apply sociological concepts, theories, and methods of inquiry to analyze adolescences and societal interactions.
3. Effectively describe the developmental structure with societal and cultural perspectives from historical context and current issues adolescences’ are facing.
4. Critically analyze multiple dynamics of social and cultural development from a sociological perspective such as gender, race, class, and other factors impact adolescences’ social behavior.

Textbook (Required)

Christi Crosby Bergin and David Allen Bergin. *Child and Adolescent Development in your Classroom*. 2nd edition, Cengage.

Additional Course Materials

Certain course materials will be made available for download from the Desire2Learn system (D2L) → “Content” section. Announcements will be made in class and through email.

Grading

<i>In-Class Assignments</i>	<i>15 (3 points each)</i>
<i>Assignment 1</i>	<i>10</i>
<i>Assignment 2</i>	<i>15</i>
<i>Presentation</i>	<i>10</i>
<i>Midterm exam</i>	<i>25</i>
<i>Final Exam</i>	<i>25</i>
<i>Total</i>	<i>100</i>

A: 93-100, A- :90-92.99
B+: 87-89.99, B: 83-86.99, B- : 80-82.99
C+: 77-79.99, C: 73-76.99, C- : 70-72.99
D+: 67-69.99, D: 63-66.99, D- : 60-62.99
F: 0.00 – 59.99

Grade Posting

Students' grade points from in-class assignments and exams, plus optional bonus points if applicable, will be posted in D2L as soon as they become available.

In-Class Assignments

There will be a series of 5 unannounced in-class assignments spread randomly over the semester. Most of these assignments take the form of short-answer or essay questions; others are quizzes, consisting of a small number of standardized questions (multiple-choice, item matching, etc.). Typically, these in-class assignments will be related to the day's or the previous day's lecture, readings, and/or video clips. An in-class assignment may take place at any time during a class period (i.e., the beginning, the end, or the middle of it). Each of these will be worth 3 points/percent. Altogether they are worth 15 percent. Therefore, the dates of these assignments will NOT be announced in advance, and students who fail to be present on those days will miss the assignments and lose the corresponding grade points (and naturally at the same time the student will also be recorded as absent on that day). In other words, there is a real possibility that you can lose 3 points by simply missing the in-class assignment). Once you miss an in-class assignment, you will not be able to make it up.

NO MAKE-UP ASSIGNMENTS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES. Only proper documentation can be accepted as justification for make-up assignments, such as a doctor/coach/supervisor's note, a subpoena, etc. A simple self-narration of an emergency or a special occasion (e.g., sickness, car failure, misfortune, family/work emergency, celebration/festivity, vacation, etc.), whether in oral or written forms, cannot be accepted as proper documentation and thus will not justify a make-up assignment. The practical implication of this policy is: **FOR THOSE STUDENTS WHO DO NOT ATTEND CLASS REGULARLY AND FULLY, THEIR GRADES WILL SUFFER SEVERELY.**

Class Participation

Students are encouraged to participate in class. In addition to the in-class assignments, very often students are presented with discussion topics or other opportunities to contribute to the class, which is designed to help students connect what they have learned in the classroom and their lives as members of various communities. I value class discussion and interactive learning, and expect students to be actively involved in the learning process.

Assignments/Presentation

Assignment 1: Film Analysis

This 3-page typed paper (double spaced, Times New Roman, 12 font, 1-inch margin) will analyze a film of your choosing. The film needs to address about adolescence (you may browse ahead for other chapters in the textbook). For this assignment you will need to discuss the following components:

1. Provide a brief written summary/synopsis of the film
2. Which sociological theory “best” fits in this film (ex: functional, conflict, symbolic interaction, social learning theory, labeling theory, family systems theory, etc).
3. Do you agree/disagree with your film in terms of the plot? Why?
4. How does your film portray childhood and/or adolescence?
5. Is "your" film portraying the US or other country? How so? (Hint: cultural comparison)
6. Reference(s) (separate page and excluded from the 3-pages)

Assignment 2: Current Event

This 6-page typed paper (doubles paced, Times New Roman, 12 font, 1-inch margin) will analyze a current event about a social/cultural issue on children or adolescent. This issue should be between 2010 to present from at least 5 magazines, journal articles, and/or books. Student will discuss:

1. Introduction: What is your topic?
2. Which sociological theory “best” fits in this current event/issue (ex: functional, conflict, symbolic interaction, social learning theory, labeling theory, family systems theory, etc).
3. Who/what/where is affected by this current event/issue?
4. Describe possible solutions for this current event/issue.
5. Conclusion
6. References (separate page and excluded from the 6-pages)

Presentation

Students will present (PowerPoint) their current event. Students will have 10 minutes to present the following:

1. Introduction
2. Why is your topic important or significant
3. Who/what/where is affected by this current event/issue?
4. Describe possible solutions for this current event/issue.
5. Conclusion

Exams

There will be two (2) in-class exams. The exams will draw questions from lecture materials, readings, in-class assignments, and video clips played in class. Midterm exam will be given in the middle of the semester. The midterm exam includes at least 50 multiple-choice questions and some short-answer/essay questions. The midterm exam is worth 25 percent. Final exam will be given on May 19: Friday at 12:30PM –2:30PM, CPS 210. The final exam includes at least 50 multiple-choice questions and some short-answer/essay questions. The short-answer/essay questions may be cumulative. The final exam is worth 25 percent. Take careful note of the exam

dates, especially the date and time of the final exam. NEITHER EARLIER NOR MAKE-UP EXAMS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES. (See “In-Class Assignments” above for more information about what qualifies as proper documentation).

Use of Technology

Any form of audio or video recording in the classroom is strictly prohibited. If a student has a legitimate need to record the instructor’s lecture in audio or video format, then the student shall obtain the pertinent accommodation authorization AND the instructor’s permission beforehand.

Classroom Etiquette

The classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers. Students are expected to come to class on time and not to leave except in the case of emergency situations. The instructor reserves the right to request a student to leave the classroom or have the security personnel remove the student from the classroom if the student behaves in a way that interferes with the academic or administrative functions of the class.

Academic Integrity

Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties come to my office to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed. Students can visit the UWSP Tutoring-Learning Center <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx> and the Purdue Online Writing Lab for further resources: <https://owl.english.purdue.edu/owl/resource/589/01/>

Diversity and Inclusion

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

Disability Support Services

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP policies, go to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the

course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>

COURSE OUTLINE

DATES	TOPIC/ACTIVITY	Due dates
Week 1 Jan 23/25	Introduction D2L: Newman ² , Ch 1: The development through life perspective	
Week 2 Jan 30/Feb 1	D2L: Newman ² , Ch 2: Major theories for understanding human development	
Week 3 Feb 6/8	Bergin ² , Ch 2: Physical development and health	
Week 4 Feb 13/15	D2L: Newman ² , Ch 7: Early adolescence	
Week 5 Feb 20/22	Bergin ² , Ch 6: Attachment and Personality	
Week 6 Feb 27/ Mar 1	Bergin ² , Ch 7: Self-control and Discipline	
Week 7 Mar 6/8	Bergin ² , Ch 9: Social cognition	Assignment 1 due March 8
Week 8 Mar 13/15	3/15 Midterm Exam	
Spring Break		
Week 9 Mar 27/29	Bergin ² , Ch 10: Social Behavior	
Week 10 Apr 3/5	Bergin ² , Ch 11: Peers, Friends, and Play	
Week 11 Apr 10/12	Bergin ² , Ch 12: Language and Literacy	
Week 12 Apr 17/19	Bergin ² , Ch 13: Self-system and motivation	
Week 13 Apr 24/26	Bergin ² , Ch 14: Family structure, child care, & media	
Week 14 May 1/3	D2L: Newman ² , Ch 8: Later adolescence	Assignment 2 due May 3
Week 15 May 8/10	Presentations	
*** Final Exam *** (Friday, May 19 at 12:30PM – 2:30PM, CPS 210)		

Unforeseen circumstances may necessitate changes in the course requirements and/or schedules. Any changes will be announced in advance.