

## **COURSE DESCRIPTION**

This course is a survey of the values, norms and social behavior of adolescents and young adults in tribal, agrarian and urban societies, both western and nonwestern. Recent historical trends in the youth cultures of the U.S., Europe, China, the Middle East and other cultural areas will be compared. Theories designed to explain the unique features of the behavior, including conflict behavior and deviance of the young, will be evaluated. The functions of deviance in contemporary American and other youth cultures will be described and evaluated and gender differences in youthful behavior and values will similarly be reviewed. As a consequence of taking this course, a student will be able to discuss in detail (1) the universal or near universal features of youth in human societies in general, (2) the unique features of youth cultures in twentieth-century American society and their connection to culture change, (3) the relationship between youth cultural/psychological features and youth-driven political movements, (4) the motivations behind gang behavior among the young and (5) gender-specific roles and their impact on the behavior of youth.

## **ACADEMIC STANDARDS, ATTENDANCE AND PARTICIPATION**

Attendance is crucial for success in this course. You need to attend regular class meetings ready to contribute to discussions. The work we do in the classroom is essential to your learning. As a result, more than two unexcused absences will be detrimental to your grade. This requires not only that you attend class, but that you come prepared. In other words, you need to complete the reading assignment before each class period and arrive ready to discuss it. Regarding class discussions, thoughtful and well-argued dissent is always encouraged.

Don't be shy about taking the initiative to help move the class discussion along. Raise points that you think are worth special attention and ask questions on points that are unclear. More voices make things more interesting, and everyone should have an opinion about the key issues in the material covered.

**This course is available on Blackboard where information will be posted periodically. Be sure to refer to your Rollins email address regularly since assignments and other information will be sent to you at that address.**

## **TEXTS**

*Inuit Youth: Growth and Change in the American Arctic* by Richard G. Condon  
ISBN 978-0813513645 \$23.95

*The Hippies and American Values*, 2<sup>nd</sup> edition, by Timothy Miller  
ISBN 978-1-57233-817-3 \$15.00

*Paradise Redefined* by Vanessa L. Fong  
ISBN 978-0804772679 \$21.95

Various articles on Blackboard or Electronic Reserve in the Olin Library will be also part of the assigned course readings. The Olin Reserve password for the course is "youth"

## THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires commitment to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

**“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”**

Material submitted electronically should contain the pledge: submission implies signing the pledge.

**Plagiarism:** You must distinguish clearly between your work and the work of others. To do otherwise may constitute plagiarism. The formal policy is: “If you fail to acknowledge borrowed material, then you are plagiarizing. Plagiarism is literary theft. When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote. When you paraphrase another’s words, use your own words and your own sentence structure, and be sure to use a footnote giving the source of the idea. A plagiarist often merely changes a few words or simply rearranges the words in the source.” (*Harbrace College Handbook*, p. 407)

**Video and Test Make-ups:** Video and test make-ups are available with excused absences. You are responsible to contact Mrs. Byrd ([hbyrd@rollins.edu](mailto:hbyrd@rollins.edu) or extension 2670) to schedule your missed video.

**Grades:** Grades will be based on two in-class exams (20% each), the second of which is the final exam and a major research paper (minimum length 12 pages) 40%. Quizzes and other in-class and take-home writing assignments will, all together, be worth 20%. After two unexcused absences, ½ point from the final course average will be subtracted for each unexcused absence. Poor attendance may result in a loss of up to 10% of one’s final numerical grade.

Grading scale:	93-100	A	87-89	B+	77-79	C+	67-69	D+	0-59	F
	90-92	A-	83-86	B	73-76	C	63-66	D		
			80-82	B-	70-72	C-	60-62	D-		

## COURSE OUTLINE

WEEK	TOPIC	READING
Jan. 17/19	Introduction: Defining Adolescence	<u>Schlegel</u> *: pp. 15-32
Jan. 24/26	Mead and Freeman on Samoa	<u>Shankman</u> **: pp. 1-18
Jan. 31/Feb. 2	Inuit Youth: Life Stages	Condon: pp. 3-68
Feb. 7/9	Gender, Sexuality & Mate Selection	Condon: pp. 69-174
Feb. 14/16	Rebellion & Deviance	Condon: pp. 175-208
Feb. 21/23	Roots of the 1960s Counterculture	Miller: pp. 3-23
Feb. 28/March 1	The Sexual Revolution <b><i>Midterm Exam: March 1</i></b>	Miller: pp. 25-85
<b>SPRING BREAK – March 5-9</b>		
March 13/15	Ideals of Community in the Counterculture	Miller: pp. 87-122
March 20/22	China's Youth and the May Fourth Movement	<u>Weston</u> ***: p. 114-146
March 27/29	The June 4 Movement of 1989	<u>Calhoun</u> : pp. 93-124
April 3/5	Contemporary Chinese Youth	Fong: pp. 1-66
April 10/12	The "Floating Life" of Youth	Fong: pp. 67-141
April 17/19	Visions of Freedom	Fong: pp. 142-220
April 24/26	The Youth Movement in Contemporary Iran	<u>Mahdavi</u> : pp. 184-215
May 1	The Arab Spring	<u>Filiu</u> : pp. 43-56
May 3	<b><i>FINAL EXAM (Tuesday, May 3, 5:15 – 6:30 pm)</i></b>	

Changes to this syllabus may be announced in the class. Students are responsible for keeping with all such changes. Underlined readings are on electronic reserve (password: youth), except the following:

\*From *Ethos* 23(1):15-32 "A Cross-Cultural Approach to Adolescence," (March 1995), available via Olin Library's AnthroSource.

\*\*On Blackboard

\*\*\*From *The Power of Position: Beijing University, Intellectuals, and Chinese Political Culture, 1898-1929* by Timothy B. Weston (Olin Library E-Book) (Pages 114-146)