

Lara Perez-Felkner
Committee on Comparative Human Development

Course: CHDV 26220 (Spring 09) Theoretical and Methodological Analysis of Youth in Society, (M) (B)

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Office Hours: Tuesdays at 11am, Wednesdays at 3pm, or by appointment

Meeting Time: Mondays and Wednesdays from 1:30-3pm in Cobb 409

Title: Youth in Society: Theoretical and Methodological Analysis

Course Summary:

This course will query classic texts from the social sciences to both examine youth as objects of study and move toward critical understandings of youth culture. This course on empirical, methodological, and theoretical studies of youth will prepare students to develop a research proposal by the end of the course. This proposal would outline a potential study of youth around the domains of race, place, education, and/or other social institutions. This course will facilitate the development of research programs for B.A. or M.A. thesis projects, fellowships, and other opportunities.

Course Requirements:

Participation and Expectations:

- Students are expected to have read the assigned readings before each class,
- To be prepared to present oral summaries on the readings in class if called upon
 - Students should be able to verbalize summaries of the readings and have responses and questions prepared for class discussion.
- To participate fully in each class discussion.
- Additional opportunities to facilitate classroom discussion will be made available through Chalk discussion boards.

Grading:

- Participation in class: 15% of grade
- Each student will write short critical response papers engaging one of the selected readings for each section (30% of grade).
- Project design, presentations of research ideas, small group work – 15% of grade
- Final paper (~10 pages) – 40% of grade
- NOTE: Paper extensions will be rare and must be requested at least two days in advance.

Final paper: By the end of the course, students will have learned how to design a research project on youth and will submit a ten-page research proposal of this project during finals week. Papers will be due either in class or by 5pm in my office.

Evaluating Paper Assignments:

- In doing the readings and writing the response papers, issues to think about include, but are not limited to:
 - 1) What is the author's main point or argument?
 - 2) What theories and research methods (dataset, observations, for how long, what year, etc.) does the author use to demonstrate the main argument?
 - 3) What are the strengths and weaknesses of this argument?
- All written work must be typed and double-spaced with 10-12 point font, with your name and the page number clearly marked on each page. You should use complete sentences and coherent arguments. I will grade not only on content, but also on the clarity of your arguments. Make every effort to use their own words over quoting from the texts. By doing so, you are demonstrating a higher level of understanding of the material. Significant proofreading errors (grammatical mistakes, etc.) will be reflected in your grade.

Selected book chapters and articles will be made available on Chalk. Course Texts Available at the Seminary Coop Bookstore:

Carter, Prudence L. *Keepin' It Real: School Success Beyond Black and White*. New York: Oxford University Press, 2005.

Hall, Stuart, and Tony Jefferson, eds. *Resistance through Rituals: Youth Subcultures in Post-War Britain*. 2000 ed. London: Routledge, 1993. Reprint, 2000.

Willis, Paul E. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press, 1977. Reprint, 1981.

CLASS SCHEDULE:

Section 1: Introduction to the Study of Youth

Week 1, March 30th – Introduction

- Shanahan, Michael J. "[Pathways to Adulthood in Changing Societies: Variability and Mechanisms in Life Course Perspective](#)." *Annual Review of Sociology* 26, no. 1 (2000): 667-92.

- Erikson, E. H. *Identity: Youth and Crisis*: WW Norton & Company, 1994. Pp. 128-141, 232-260. (e-reserve)
- Dornbusch, S. M. "[The Sociology of Adolescence](#)." *Annual Review of Sociology* 15, no. 1 (1989): 233-59.

Week 1, April 1st –Theories of Youth

- Keniston, Kenneth, and Thomas J. Cottle. "Youth: A 'New' Stage of Life." In *The Prospect of Youth: Contexts for Sociological Inquiry*, 631-54: Little and Brown, 1972. (e-reserve)
- Neugarten, B. L., and N. Datan. "Sociological Perspectives on the Life Cycle." *The Meanings of Age: Selected Papers of Bernice L. Neugarten* (1996). (e-reserve)
- Powell, R. and J. Clarke. "A Note on Marginality." In *Resistance through Rituals: Youth Subcultures in Post-War Britain*, edited by Stuart Hall and Tony Jefferson, 223-29. London: Routledge, 1975. Reprint, 2000.

Week 2, meeting 1 – Methods of Inquiry

- King, G., Keohane, *Designing Social Inquiry: Scientific Inquiry in Qualitative Research*. Princeton: Princeton Univ, Press, 1994. – **replaces the Weiss reading originally scheduled for this week**
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press, 1995. Ch 1-2, pp. 1-38. (e-reserve)

Week 2, meeting 2 – Theories of Youth Culture and Subculture

- Clarke, J., S. Hall, T. Jefferson, and B. Roberts. "Subcultures, Cultures and Class: A Theoretical Overview." In *Resistance through Rituals: Youth Subcultures in Post-War Britain*, edited by Stuart Hall and Tony Jefferson, 9–74. London: Routledge, 1975. Reprint, 2000. (also on e-reserve)
- McRobbie, A. and Garber, J. "Girls and Subcultures." In *Resistance through Rituals: Youth Subcultures in Post-War Britain*, edited by Stuart Hall and Tony Jefferson, 209-222. London: Routledge, 1975. Reprint, 2000. (also on e-reserve)
- Fordham, Signithia, and John U. Ogbu. 1986. "Black students' school success: Coping with the 'burden of 'acting white''." *The Urban Review* 18:176-206.

Section 2: Education, Institutions, and Social Reproduction

Week 3, April 13th – Race, Identity, and Ideology

Guest lecturer: Greg Thompson

- **Assignment: 2 page Response Paper due on Section 1. Send electronically to instructor.**
- Carter, Prudence L. *Keepin' It Real: School Success beyond Black and White*. New York: Oxford University Press, 2005. Read "Introduction," (3-18); "Beyond Belief: Mainstreamers, Straddlers, and Noncompliant Believers," (19-46), "Next-Door Neighbors: The Intersection of Gender and Pan-Minority Identity" (107-136)

Week 3, April 15th: Capital Theory and the Education of Youth

No in-class Meeting. Graded response papers will be distributed electronically. Appointments with Instructor via email/Skype re: response papers and project.

- **Assignment: Post responses to discussion questions posted on Chalk Discussion Board. Questions will be posted by Monday.**
- Carter, Prudence L. *Keepin' It Real: School Success beyond Black and White*. New York: Oxford University Press, 2005. Read: "New 'Heads' and Multicultural Navigators: Race, Ethnicity, Poverty, and Social Capital," pp. 137-156.
- Coleman, James S. "[Social Capital in the Creation of Human Capital.](#)" 94, no. 5 (1988): S95-S120.
- Lin, Nan. "[Inequality in Social Capital.](#)" *Contemporary Sociology* 29, no. 6 (2000): 785-95.
- Zhou, Min. 1997. "[Growing Up American: The Challenge Confronting Immigrant Children and Children of Immigrants.](#)" *Annual Review of Sociology* 23:63-95.

Week 4, Meeting 1 – Class and Social Reproduction

- Bourdieu, Pierre. "Cultural Reproduction and Social Reproduction." In *The Structure of Schooling: Readings in the Sociology of Education*, edited by Richard Arum and Irene R. Beattie, 55-68. Mountain View, CA: Mayfield Publishing, 2000. (e-reserve)
- Willis, Paul E. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press, 1977. Reprint, 1981.
 - "Introduction," pp.1-7; "Elements of a culture," 11-47; "Class and institutional forms of culture," 52-77

Week 4, Meeting 2 – Labor and Transitions to Work

- **Assignment: Turn in one paragraph idea for research project, including proposed methods**
- Willis, Paul E. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press, 1977. Reprint, 1981.
 - "Penetrations," 119-130; "Limitations," 145-159

Week 5, Meeting 1 –Community and Family

- Connect with discussion of *Learning to Labor*
- Arum, R. "[Schools and Communities: Ecological and Institutional Dimensions.](#)" *Annual Review of Sociology* 26, no. 1 (2000): 395-418.
- Kim, D. H., and Barbara L. Schneider. "[Social Capital in Action.](#)" *Social Forces* 84 (2005): 1181-206.
- Giordano, Peggy C. (2003). "[Relationships in Adolescence.](#)" *Annual Review of Sociology*. 29: 257-281.

Week 5, Meeting 2 – Peer Groups, Crowd Behavior, Delinquency and Isolation, and Resilience

- Brown, B. B., S. A. Eicher, and S. Petrie. "[The Importance of Peer Group \("Crowd"\) Affiliation in Adolescence.](#)" *J Adolesc* 9, no. 1 (1986): 73-96.

- Kreager, Derek A. "[Strangers in the Halls: Isolation and Delinquency in School Networks.](#)" *Social Forces*. 83(1): 351-90.
- Stanton-Salazar, Ricardo D., and Stephanie Urso Spina. "The Network Orientations of Highly Resilient Urban Minority Youth: A Network-Analytic Account of Minority Socialization and Its Educational Implications." *The Urban Review* 32, no. 3 (2000): 227-61.

End of Section 2

Week 6, Meeting 1 – Discussion of and Presentations of Research Ideas

- **Assignment: Turn in 4 page critical response paper on Section 2.**
- Geertz, Clifford. "Thick Description: Toward an Interpretive Idea of Culture." In *The Interpretation of Cultures: Selected Essays*, 3-30. New York: Basic Books, 1973.

Section 3: Ethnicity, Identity, and Global Youth

Week 6, Meeting 2

- **Assignment: Begin pilot work to select project and field site**
- Portes, Alejandro, and Rubén G. Rumbaut. *Legacies: The Story of the Immigrant Second Generation*. Berkeley: University of California Press, 2001.
 - Ch. 3: Not Everyone is Chosen: Segmented Assimilation and Its Determinants (44-69)
 - Ch. 7: Defining the Situation: The Ethnic Identities of Children of Immigrants (147-191)

Week 7, Meeting 1

- Waters, Mary. "The Intersection of Gender, Race and Ethnicity in Identity Development of Caribbean American Teens," in Bonnie Leadbeater and Niobe Way, eds., *Urban Adolescent Girls: Resisting Stereotypes*. New York University Press, 1996, pp. 65-84. (e-reserve)
- Smith, Robert C. "Gender, Ethnicity, and Race in School and Work Outcomes of Second-Generation Mexican-Americans." In *Latinos: Remaking America*, edited by Marcelo M. Suarez-Orozco and Mariela M. Paez, 110-25. Berkeley: University of California Press, 2002.

Week 7, Meeting 2: Social Identity and Opportunity

- Steele, Claude. "Stereotype Threat and African-American Student Achievement." In *Young, Gifted, and Black: Promoting High Achievement among African-American Students*, edited by Claude Steele, Theresa Perry and Asa G. Hillard, III, 109-30. Boston: Beacon Press, 2003. Pp.109-130. (e-reserve)
- O'Connor, C. "Race, Class, and Gender in America: Narratives of Opportunity among Low-Income African American Youths." *Sociology of Education* 72, no. 3 (1999): 137-57.

Monday, May 18th: Identities and Social Contexts

- Youniss, James, Jeffrey A. McLellan, and Miranda Yates. "Religion, Community Service, and Identity in American Youth." *Journal of Adolescence* 22, no. 2 (1999): 243-53.

- Liechty, Mark. *Suitably Modern: Making Middle-Class Culture in a New Consumer Society*. Princeton University Press, 2003.
 - Ch. 8, Constructing the Modern Youth. Pp. 209-231.
 - Ch. 9, Modernity, Time, and Place: Youth Culture in Kathmandu. Pp. 232-248.
- Media articles on online culture

Wednesday, May 20th:

Monday, Week 9, Meeting 1: Youth and Globalization

- Larson, R.W., and S. Wilson. "Adolescence across Place and Time: Globalization and the Changing Pathways to Adulthood." In *Handbook of Adolescent Psychology*, edited by R.M. Lerner and L. Steinberg, 299-330. New York: Wiley, 2004.
- Brown, B. B., R. Larson, and T. S. Saraswathi. *The World's Youth: Adolescence in Eight Regions of the Globe*. New York: Cambridge University Press, 2002.
 - Ch. 3. Nsamenang, A.B. "Adolescence in sub-Saharan Africa: An Image Constructed from Africa's Triple Inheritance." Pp. 61-104.
 - OPTIONAL:
 - Ch. 7. Booth, M. "Arab Adolescents Facing the Future: Enduring Ideals and Pressures to Change." Pp. 207-242.
 - Ch. 9. Welti, C. "Adolescence in Latin America: Facing the Future with Skepticism." Pp. 276-306.
- **End of Section 3**

Monday, May 25th: No class, Memorial Day

Wednesday, May 27th: Small Group Workshop Work on Project Designs

- **Assignment: Turn in 3 page response papers for Section 3.**
- *Groups will be designed by the instructor on the basis of research topics (e.g., schooling, identity, occupations) and methodology (ethnography in a community center or school, community fieldwork, interviews, or multiple methodologies including secondary dataset analysis). This class session will address methodological challenges and prepare students*

Monday, June 2nd: Changes in the Stage of Life?

- Arnett, Jeffrey. "Emerging Adulthood: A Theory of Development from the Late Teens through the Early Twenties." *American Psychologist* 55, no. 5 (2000): 469-80.
- Bynner, John. "Rethinking the Youth Phase of the Life-Course: The Case for Emerging Adulthood?" *Journal of Youth Studies* 8, no. 4 (2005): 367-84.

FINAL PAPERS DUE AT 5PM ON WEDNESDAY, JUNE 10th. GRADUATING SENIORS MUST TURN THEIR PAPERS IN BY 8AM, JUNE 4th. ELECTRONIC PAPER SUBMISSIONS WILL BE ACCEPTED.