

Moravian College

SOC 370 – Seminar: Youth Culture in Black and White:

Post-War America and the Rock ‘n’ Roll Turn

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PPHAC 311

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Office Hours: W/F 1p – 2p/Th 4p – 6p or By Appointment

****Check Black Board (Bb) Site Daily****

BlackBoard Code: [jnrcourse](#)

Required Text:

- Hine, Thomas. *The Rise and Fall of the American Teenager*. New York: Avon Books, 1999 (or any other later version).
- Szatmary, David. *Rockin' in Time: A Social History of Rock-and-Roll*. Upper Saddle River, NJ: Prentice-Hall, 2000 (or any other later version).
- Supplemental readings to be announced throughout the quarter.

Course Objectives:

- To explore sociologically, historically, economically, and politically the evolutionary roots of adolescent and post-adolescent life in America
- To explore such evolutionary roots through the prism of race and ethnicity
- To blend into the above discussions the cultural implications of popularly-conceived musical styles relative to youth culture so broadly defined
- To think, write, and speak about such developments using a sociological imagination

Course Requirements:

Students will be required to construct a working thesis through protracted negotiated with the professor, compile an annotated bibliography of ten or more sources on that same topic, read and review a book (as assigned), write an eighteen to twenty page paper on that same topic (with an oral component), and perform other tasks including writing article reviews, taking unannounced quizzes, participating in class-wide discussions, etc., as befitting a 300 level course. Fair warning will precede any due dates, but a working list of dates will appear near the end of this document.

The breakdown of final grades is as follows:

Misc. Work, Reviews, Quizzes, Participation, etc.	25%
Annotated Bibliography Assignment	25%
Book Review Project	25%
Term Paper (with oral component)	25%

As I typically employ letter grades on written assignments, I offer the below list of how each letter translates numerically:

- A+=100/A= 96/A-=93
- B+=89/B=86/B-=83
- C+=79/C=76/C-=73
- D+=69/D=66/D-=63
- F=55-50 [actual score depends on the severity of the error(s)/student will be notified]
- Failure to turn in work translates into a *ZERO*

Grade Scale:

- A=100-95/A-=94-90
- B+=89-88/B=87-84/B-=83-80
- C+=79-78/C=77-74/C-=73-70
- D+=69-68/D=67-64/D-=63-60
- F=59...

Grade Advisory – While I respect that students have to be grade conscious, it is imperative that students understand that:

I treat evaluations as professional—not personal!

Do not ask from me anything that steps outside the boundaries, and do not wait until *Zero Hour* to inquire as to your status. Moreover, it is your responsibility to keep abreast of your own grade calculations, and unless the circumstances are unique, I'll leave you to your own devices on that matter. Lastly, to save us all needless heartache, and in the interest of propriety and mental health, I also have to insist on a twenty-four hour grace period before I will speak to you about any returned work. You may find that this cooling off period is exactly what we both need to come together rationally and in the spirit of liberal learning.

Classroom Decorum and Expectations:

Attendance – Class attendance is mandatory and vitally important to your success. Failure to attend on a regular basis not only puts your grade in jeopardy but may also be met with a lowered mark for participation.

- There are no excused absences. If you have a legitimate emergency, it is your responsibility to bring it to the attention of your instructor at your earliest convenience.

Tardiness – Tardiness to class is not only detrimental to the learning process but quite disruptive and unfair to those who make it to class on time regularly. Recurring tardiness shows a lack of respect for the classroom, the instructor, and one's fellow students and will not be tolerated. Therefore, once the door has been shut, you will not be permitted to enter.

Deadlines – Assignment deadlines are exactly that. Students are expected to comply with deadlines in accordance with all rules, guidelines, and expectations of each assignment proffered. Failure to do so will result in a tendering of no-grade for work not done to expectation or submitted on time. The policy for late papers is as follows:

- On minor assignments, you will be allowed to turn in one late assignment as long as it is within twenty-four hours for a ten point deduction. After your one exception, you will no longer enjoy this luxury
- Do not expect me to have to chase you down in order to turn in assignments!

Participation – Classroom discussions are a big part of the learning process. Your participation is not requested—it is required. Failure to do so is both in bad taste and could conceivably be detrimental to your ability to learn effectively.

Disruptions – Disruptive behavior, including talking, unengaged behavior, i.e. reading a book, magazine, or newspaper, sleeping, chronic tardiness alongside loud entrances, and any other unfortunate breach will not be tolerated. Learning is an active process, and failure to actively engage not only threatens the individual's ability to learn but also affects others.

Academic Honesty – You are all responsible for knowing and adhering to the code of academic honesty here at Moravian College. For those of you unfamiliar with this code, it can be found on pages fifty-two through fifty-seven in your student handbook.

Please Note: It is your responsibility to see to it that these expectations and guidelines are met satisfactorily and consistently. I take the classroom quite seriously, and I expect all of you to do the same as well.

Out of Class Submission Expectations:

- a title page with a suitable title, your name, the course, section, and my name all spelled correctly
- 12 font (in black) with default margins and spacing set at 1.5 to double
- page numbers
- a *References* section (if necessary) at the end of the work done in the most recent citation form of your choice (depends on your major and other factors)¹
- for every unedited internet site there must be at least two published sources
- with few exceptions, single & two-digit numbers (zero *through* ninety-nine) are to be spelled out; three digits are to be written numerically
- be wary of overuse of abbreviations and/or contractions
- a staple in the upper left hand corner (no frilly covers)

****Please Note that all in-class work must be done in blue or black ink****

On Writing and Research:

As this instructor is particularly driven by written expression, and as this is a writing intensive course, you should expect that there will be an emphasis placed on written expression throughout. I should also like you to know from the start that I spend a great deal of time pouring over your writing and expect that you will read and explore my commentary on all things ranging from content to grammar, punctuation, and syntax. Please try to check your ego at the doors and realize that this is a learning experience while convincing yourself that blips and missteps are all part of the process.

You should also note that where applicable, this instructor expects his students to deal directly with all matters relating to the citation process. Failure to do so will be dealt with harshly with penalties ranging from a zero on work not properly documented to a formal report to the proper academic disciplinary committee.

A Note on Individual Accommodations:

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

¹ Work not properly cited will not be graded and could be brought to the Academic Standards Committee under a charge of plagiarism. If you have questions, please seek me out. Also, *Wikipedia* and other similar types of non-academic encyclopedias will under no circumstances be considered legitimate sources!

*Things they do look awful cold
I hope I die before I get old*
—Pete Townshend, “My Generation”

Course Sketch Outline:²

****All Readings to be Announced throughout the Semester****

Unit I: The Teenager in Context: Linking Racial and Ethnic Heritage to the Aging Process

Topics to Be Covered:

- Why Adolescence?
- The Teenage Mystique
- Childish Confusion versus Actual Adulthood
- The American Family and Independence
- School and the Nature of Youth [Film: *The Blackboard Jungle*]
- Of Girls and Women
- Young Adults or Old Children?
- The 21st Century Teenager

Annotated Bibliographies Due at Midterm (Thursday 18 February)

Unit II: The Rock –n- Roll Turn: Youth Culture in Black & White

Topics to Be Covered:

- Underneath It All – A Musical Review of the Twentieth Century
- Elvis Presley and Chuck Berry – Twin Sons of Different Mothers
- The British Explosion – Playing Black and Strumming White
- Stax-Volt, Muscle Shoals, and Motown – Legitimacy and Marketing
- Hippies, Yippies, and Anti-Racists – from Campus to Town
- MTV and the New Look of Sound
- Rave and Hip-Hop in Their Cultural Context
- Jurassic Rock –Adolescent Dream or Nightmare?

Book Reviews Due (18 March)

Papers Due (Friday 29 April)

² I find that a sketch outline allows us to work to our strengths and our own rhythms as a group. I prefer not to be bogged down by day to day expectations, and I trust you’ll get over your initial fears relatively unencumbered intellectual pursuits!