**Southern Methodist University**

**Perkins School of Theology**

**Youth Ministry Certification: Adolescent World**

**Winter 2019**

**Course Objectives**:

After completing this course, students will be able to:

* Discuss and reflect on the systemic, socio-cultural, and theological issues in the lives of young people (adolescents) from the congregational perspective.
* Observe, participate and evaluate effective communication potential for every grade and stage level.
* Develop a means for passing on the content and meaning of our faith and heritage to future generations.
* Articulate basic tenets of development related to adolescents, in order to demonstrate conceptual mastery and integration in local church ministry.
* Gain a working understanding of direct interaction and healthy stimulus of group dynamics.
* Analyze particular developmental concerns of students of different genders, stages, ethnicities, races and cultural backgrounds.
* Learn how technology and media affect the emotional and spiritual lives of teenagers.
* Become a self-aware helping professional in terms of personal and professional identity, thus exploring ways the ‘self’ of the care-provider is intrinsic to the process of Christian discipleship and education.
* Identify current key research components for continued, life-long education.

**Course meetings:**

Course interaction will occur through a lecture/seminar format: Sunday - Thursday, January 6-10, 2019. Additionally, the course will have an SMU-based, internet-driven platform.

**Instructors:**

Rev. Evan Jones, C.M.M. ejones@fumcdallas.org

Rev. Andrew Stoker, M.Div., Ph.D. astoker@fumcdallas.org

• Email will be returned within 48 hours.

• If necessary, phone calls are to be made between the hours of 9 am to 4 pm on weekdays. All voicemail will be returned within 24 hours. Dr. Stoker, office phone, 214-220-2727 x211 [Executive Assistant: Mrs. Carrie Chavarria]

**Required Texts**

A Bible, any translation

Adams, G. R., & Berzonsky, N. (2005). *Blackwell handbook on adolescence*. Thousand Oaks, CA: Wadsworth.

Coates, T.-N. (2015). *Between the World and Me*. New York: Spiegel & Grau.

Perlstein, L. (2004). *Not much just chillin’: The Hidden Lives of Middle Schoolers*. New York: Ballantine.

Sales, N. J. (2016). *American Girls: Social Media and the Secret Lives of Teenagers.* New York: Knopf.

PLEASE ALSO WATCH THE MOVIE “INSIDE OUT” (2015) PRODUCED BY DISNEY PIXAR. A WORKING FAMILIARITY WITH THE MOVE WILL BE NEEDED FOR CLASS DISCUSSION.

**Recommended Texts**

Dykstra, R. C., Cole, A. C., Jr., & Capps, D. (2007). *Losers, loners, and rebels: The spiritual struggle of boys.* Louisville, KY: Westminster John Knox.

Giroux, H. A. (2003). *The abandoned generation: Democracy beyond the culture of fear.* New York: Palgrave Macmillan.

Hoolihan, P. (2009). *Launching your teen into adulthood: Parenting through transition.* Minneapolis, MN: Search Institute.

Klebold, S. (2016). *A mother’s reckoning: Living in the aftermath of tragedy.* New York: Crown.

Parker, E. L. (2003). *Trouble don’t last always: Emancipatory hope among African American adolescents.* Cleveland, OH: Pilgrim.

Simmons, R. (2002). *Odd girl out: The hidden culture of aggression in girls.* New York: Harcourt.

Smith, C., & Denton, M. L. (2005). *Soul searching: The religious and spiritual lives of American teenagers.* New York: Oxford University.

*Additional readings from articles and web sites will be assigned throughout the course.*

**Narrative of Course Assignments**

**A Parent Education Seminar/Sunday School Curricula.** Explore three cultural movements with parents (i.e., broadcast medias, movies, music, social media). Then, create a three-week curriculum for parents to meet three objectives: (1) introduce media, its history, its acceptance, its reach; (2) discuss adolescent development/formation of identity; and, (3) formulate an asset based value for families on integration of media in discussions on virtues and values of the Christian faith. (**50 points**).

**Internet Culture:** Develop a 1-2 Page paper “Exploring the Internet” for seven web sites that are designed for (or of interest to) adolescents. Summarize the content of and provide the address for each site. Answer these questions in narrative form: What are teens learning from the Internet? Is the information helpful or harmful? Explain. How does this connect to an Adolescent World, developmentally speaking? (**25 points**)

**Reading & Participation:** This portion of the grade will be determined on the first session of the class. The coursework is nothing without commitment to class and its course. (**25 points**).

**Grade Description**

100-90 A

89-80 B

79-75 C

74-70 D

69-below F

**Course Point Break-down**

Parent Education Curriculum 50 points

Internet Culture 25 points

Participation 25 points

**Total points possible: 100 points**

**Plagiarism Policy**

Plagiarism is not tolerated and will result in an “F” grade for the class. Plagiarism is defined as the following: To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Misrepresentation or falsification of logs, notes, treatment plans, or other material is not tolerated and will result in an “F” grade for the class. Please reference the SMU honor code.

**Disability Accommodations**

Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

**Statement on Confidentiality and Emotional Safety**

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other’s personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student recognize or know practice clients as shown in class, it is the student’s responsibility to promptly inform the instructor so that appropriate arrangements can be made. It is the responsibly of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

**Diagram: Overall Course Outline and Schedule**

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| --- | --- | --- | --- |
| **Class Session** | **Topic/Assignment** | **MEDIA/CULTURE INTEGRATION** | **Readings** |
| Unit One | Introductions; Class Overview; Deepening our contexts with one another and our student cultures |  | Adams & Berzonsky text |
| Unit Two | General Developmental Theories on Adolescence | What is shaping “culture” |  |
| Unit Three | Adolescents and Culture; What Parents are Saying to their Teens; #BlackLivesMatter | Music | Coates text |
| Unit Four | Middle School | Poetry/Writing | Perlstein |
| Unit Five | High School | Movies |  |
| Unit Six | “At-Promise” Teens | Art |  |
| Unit Seven | Sex and Sexualities | TV |  |
| Unit Eight | Social Media | Social Media | Sales |
| Unit Nine | God and Adolescents | Story |  |
| Unit Ten | Reflection on your journey  [co-lead] |  |  |