

**CEYH6343 YOUTH CULTURE**  
**New Orleans Baptist Theological Seminary**

**Disclaimer:** This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

**NOBTS Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**NOBTS Core Values**

Doctrinal Integrity

Spiritual Vitality

Mission Focus

Characteristic Excellence

Servant Leadership

**Course Description:**

Personal and social problems of adolescents in the United States are studied. The resources for guiding youth are examined with special emphasis upon the home and the church. Student will participate in a research project.

**Course Objectives:**

Student will be able to:

- Evaluate sociological, cultural, anthropological research methodology and resources in order to utilize the approaches in effective ministry.
- Identify and comprehend cultural influences on students.
- Analyze and evaluate the effects of cultural, social, ethnic, relational, and media influences on students.
- Synthesize the cultural and social trends with effective approaches to student ministry.

**Texts:**

Clark, Chap. *Hurt: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker House, 2004.

Mueller, Walt. *Youth Culture 101*. Grand Rapids, MI: Zondervan/Youth Specialties, 2007.

Mueller, Walt. *Engaging the Soul of Youth Culture: Bridging Teen Worldviews and Christian Faith*. Downers Grove, IL: InterVarsity Press, 2006.

Selected ethnographic study.

**Additional Resources:**

"The Lost Children of Rockdale County," *Frontline*. PBS Online. Available at:  
<http://www.pbs.org/wgbh/pages/frontline/shows/georgia/>

"The Merchants of Cool," *Frontline*. PBS Online. Available at:  
<http://www.pbs.org/wgbh/pages/frontline/shows/cool/>

**Course Requirements:**

|   | <b>Topic</b>                                      | <b>Reading</b>   | <b>Assignment</b>   | <b>Due</b> |
|---|---|--|---|------------|
| <b>FOUNDATIONS OF CULTURAL RESEARCH</b> |   |  |   |            |
| Session 1                               | 1. Introduction & Principals of Cultural Research |  | <i>Discussion Board 1</i>                                   |            |
| Session 2                               | 2. What is Youth Culture?                         | <i>(Hurt)</i> : 1, 2, 3  | <i>Discussion Board 2</i>                                   |            |
| Session 3                               | 3. Postmodernism                                  | <i>(Engaging)</i> : 2, 3   | <i>Engaging the Soul</i> Book Review                        |            |
| Session 4                               | 4. Generational Trends                            |  | <i>Discussion Board 3</i><br><i>Group A &amp; B Blog 1</i>  |            |
| <b>CULTURAL ISSUES: RELATIONSHIPS</b>   |   |  |   |            |
| Session 5                               | 5. Family Life & Parenting                        | <i>(YC 101)</i> : 1,<br><i>(Hurt)</i> : 6                                  | <i>Discussion Board 4</i>                                   |            |
| Session 6                               | 6. Ethnicity, Socio-economics, Materialism        | <i>(YC 101)</i> : 9  | <i>Discussion Board 5</i><br><i>Group A &amp; B Blog 2</i>  |            |
| Session 7                               | 7. Friendship                                     | <i>(YC 101)</i> : 7,<br><i>(Hurt)</i> : 4                                  | <i>Ethnographic Book Review</i>                             |            |
| Session 8                               | 8. Dating and Sexuality                           | <i>(YC 101)</i> : 8,<br><i>(Hurt)</i> : 8<br>view <i>The Lost Children</i> | <i>Discussion Board 6</i><br><i>Group A &amp; B Blog 3</i>  |            |
| <b>CULTURAL ISSUES: INFLUENCES</b>      |   |  |   |            |
| Session 9                               | 9. Music  | <i>(YC 101)</i> : 3, 4, 5  | <i>Cultural Trend Annotated Bibliography</i>                |            |
| Session 10                              | 10. Film, Magazines, and Television               | view <i>Merchants of Cool</i>  | <i>Discussion Board 7</i>                                   |            |
| Session 11                              | 11. Technology and the Internet                   | <i>(YC 101)</i> , 6  | <i>Group Presentations due</i>                              |            |
| <b>MINISTRY</b>                         |   |  |   |            |
| Session 12                              | 12. Group Presentations                           |  |   |            |
| Session 13                              | 13. Group Presentations                           |  | <i>Discussion Board 8</i>                                   |            |
| Session 14                              | 14. Alcohol, Drugs, Depression, & Stress          | <i>(YC 101)</i> : 10, 11<br><i>(Hurt)</i> : 9, 11                          | <i>Discussion Board 9</i><br><i>Implementation Strategy</i> |            |
| Session 15                              | 15. Ministry in a Crisis & Spirituality           | <i>(YC 101)</i> : 12,<br><i>(Hurt)</i> : 12, 13                            | <i>Discussion Board 10</i>                                  |            |
| Session 16                              | 16. Final Exam                                    |  |   |            |

## Requirements for Credit:

| Assignment                             | Weight      | Due Date         |
|--|-------------|------------------|
| Class Participation (Discussion Board) | 10%         | Day 5 of session |
| <i>Engaging the Soul</i> Book Review   | 15%         |                  |
| Cool Hunting Blogs (3)                 | 15%         |                  |
| Ethnographic Book Analysis             | 15%         |                  |
| Cultural Trend Annotated Bibliography  | 10%         |                  |
| Group Project                          | 20%         |                  |
| Implementation Strategy                | 10%         |                  |
| Final exam                             | <u>5%</u>   |                  |
| <b>TOTAL</b>                           | <b>100%</b> |                  |

### Discussion Board Interaction (10% of semester grade)

- Discussion is a central component of an online learning community. Input from each class member and opportunity to dialogue improves the quality of learning. Discussion centers on the assigned texts, course content, and viewpoints of others. As such, each student is expected to respond to the Discussion Question(s) and reflect on other class member's posts. The initial post is due by Day 5 of the session and reflections must be completed by the final day of the session.
- Discussion is also a measure of class attendance. In some sessions, major assignments will take the place of discussion. Failure to submit a post/assignment before the next session opens will constitute an absence for the week. Students whose absences exceed 25% of the course may be assigned a grade of F.
- In the event of an emergency or unavoidable circumstances, contact the instructor before an absence is incurred.

### Post to the Discussion Board by Day 5, reflect on other posts by final day of session

### Book Review (15% of semester grade)

- Write a synopsis and analytical book review of the book, *Engaging the Soul of Youth Culture: Bridging Teen Worldviews and Christian Truth* by Walt Mueller. The review should:
  1. Outline of the overall content of the book
  2. Expand the outline in 5 to 8 places with a summary or direct quote that captures a significant idea (include page citation).
  3. Evaluate the strengths and weaknesses of the book. Include one paragraph of strengths and one paragraph of weaknesses. Be specific.
  4. Answer the question, "What impact does this book have on your perspective/practice of youth ministry?"

### Due: Session 3

**Cool Hunting Blogs** (3 @ 5 % for a total of 15% of semester grade)

- Post 3 “cool hunting” evaluations—one in each of the assigned blogs. Each entry will utilize a current article from a credible magazine, newspaper, internet, or journal source that appeared in print following the first day of class.  
A complete entry will include:
  1. complete bibliographic information
  2. a summary of information from the article
  3. analysis of the cultural values in question, and
  4. at least one implication for ministry practice.
- Posts precede and inform the subject under discussion, therefore must be completed before the corresponding session is opened.
- As fellow students are dependent on this information, a late penalty of 10% per day will be assessed on this assignment. Requests for permission for using student blog posts as a permanent addition to the course materials will be made in the first class session.

**Due in the appropriate Cool Hunting Blog according to the following schedule:**

| <b>Group A</b> |                  | <b>Group B</b>  |                  |
|----------------|------------------|-----------------|------------------|
| Family         | <b>Session 4</b> | Socio-economics | <b>Session 4</b> |
| Friendship     | <b>Session 6</b> | Sexuality       | <b>Session 6</b> |
| Media          | <b>Session 8</b> | Technology      | <b>Session 8</b> |

**Ethnographic Book Analysis** (15% of semester grade)

- Read a selected text from the list provided and provide a 10-page, double-spaced analysis covering the following:
  1. Author’s intention
  2. Setting and scope of the study
  3. Evaluation of the effects of cultural, social, ethnic, relational, and media influences on students in the study
  4. Discussion of observed cultural values and ways these align or conflict with biblical values
  5. Select two students in the book and provide at least a one paragraph response to the statement “If I had been student’s name’s youth minister, I would have...”

**Due: Session Seven**

**Student Cultural Trend Annotated Bibliography** (10% of semester grade)

- In preparation for the group project, students will research a significant cultural trend (Media-Related, Educational, Social, Ethnical, Familial, Socio-Economic, or Spiritual). The topic of study will be selected by the group.
- Annotations should be approximately one paragraph in length and include direct quotes, statistical data, or summary information. The annotations should be single-spaced and indented. These are, in effect, note cards for developing the presentation.
- Students will provide 15 annotations with proper citation from at least 10 different sources. Sources must be current and credible, web resources must be of a scholarly nature, and may not include information duplicating any of the current event blog posts. Use of online journal articles is strongly encouraged as the principle source. If the annotation includes another writer who is being quoted in source, students should find and document the original, primary source.

**Due: Session 9**

**Extra Credit:** 2 points (out of 100) will be added to the overall semester GPA if scans or screen captures of the complete articles for each source are included with the bibliography.

**Group Presentation Wiki** (20% of semester grade)

- Each group of students will create a cultural trend presentation focusing on a relevant issue for using the wiki tool in Blackboard.
- Each wiki should include pages committed to:
  1. An introduction to the issue
  2. Detailed, documented research using reliable resources to support the prevalence and importance of the issue (from annotated bibliographies)
  3. Interviews with students, student adult leaders, and experts in youth culture who have encountered the issue
  4. Predictions about the future impact of the issue
  5. Programs, strategies, or other methods that have been used to address the issue outside of the church
  6. Suggested ways for the church or para-church ministries to address the issue

Students are encouraged to use image and multi-media resources of their own creation, which may include photography, video, Power Point (perhaps narrated), handouts, etc. Groups may link to outside resources for illustration purposes, but may not rely on outside links to provide significant content (except as necessary for footnotes or suggestions for further research).

**Due: Session 11**

### **Implementation Strategy** (10% of semester grade)

- The assignment will meet the synthesis objective, demonstrating that the student can draw on the total course content to create effective implementation strategies.
- Choose a topic from Sessions 4 – 12 that was NOT related to your group presentation. Then, select ONE of the two options below:

**Option 1:** Write a plan for one, 75-minute session for engaging teenagers in an *interactive* study of the topic. The plan should not be a verbatim script, but a multi-segment teaching plan that an informed adult could lead. Include:

- Suggested reading to prepare for leading the session.
- Structured steps for leading the session, including estimated time for each segment.
- Basic instructions for leading each segment.
- Biblical support, including the story of a biblical character or specific verses that address the topic.
- Media support in the form of movie clips, music, websites, or other materials that will be used in the session (references only, not content. i.e. View Yoda's monologue *Star Wars: Revenge of the Sith*, Chapter 5 (43:07 minutes to 46:28 minutes)).
- Copies of any handouts or PowerPoint.

**Option 2:** Write a series of three, 500-word articles that will inform and educate parents or youth workers about the topic. The articles should be well-written and concise, suitable for publication in a church newsletter. Each article will build on the previous article in the series. The series will follow the pattern:

- Article 1 presents the facts about the issue and reasons to address it, including examples of the issue in American culture. (Cite sources)
- Article 2 will outline a plan for addressing the issue in the home, including suggested reading or helpful resources.
- Article 3 will describe how the issue is addressed in the context of the overall youth ministry.

**Due: Session 14**

### **Final Exam** (5% of semester grade)

- The exam will be objective in nature (multiple choice, matching, listing, and true-false) and cover material from the class lectures and class reading assignments.
- Except for emergencies (death in immediate family, serious illness), a make-up exam will not be given. Make-up exams will be given only by permission, must be scheduled in advance with the professor, and must be taken within one week of the scheduled exam.

**Due:**

**Grading Scale:**

The grading scale for the master's program is as follows:

A - 93-100

B - 85-92

C - 77-84

D - 70-76

E - Course in progress

F - Below 70

Except as noted, late assignments will be assessed a 10% per week penalty.

**Netiquette Statement on Appropriate Online Behavior**

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity will be expected at all times in the online environment.

**Bibliography:**

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Beaudoin, Tom. *Virtual Faith: The Irreverent Spiritual Quest of Generation X*. San Francisco, CA: Jossey-Bass Publishers, 1998.

Benson, Peter L. et al. *What Kids Need to Succeed*. Minneapolis, MN: Free Spirit Press (Search Institute), 1995.

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Borgman, Dean. *Hear My Story: Understanding the Cries of Troubled Youth*. Peabody, MA: Hendrickson Publishers, 2003.

Buechner, Frederick. *Adolescence and the Stewardship of Pain, The Clown in the Belfry*. New York: Harper Collins Publishers, 1992.

Campolo, Tony. *Carpe Diem*. Dallas: Word Publishing, 1994.

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- Dockery, Karen. *Facing Down the Tough Stuff*. Colorado Springs, CO: Chariot Victor Publishing, 1998.
- Giroux, Henry A. *Channel Surfing: Racism, the Media, and the Destruction of Today's Youth*. New York: St. Martin's Griffin, 1998.
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- Huckabee, Mike and Dr. George Grant. *Kids Who Kill: Confronting Our Culture of Violence*. Nashville, TN: Broadman and Holman, 1998.
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- Livermore, Dave. *Connecting Your Story with the Story of God: Disciplemaking in Diverse Contexts*. Elburn, IL: SonLife, 2001.
- Loeb, Paul Rogat. *Generation at the Crossroads*. New Brunswick, New Jersey: Rutgers University Press, 1994.
- McDowell, Josh. *Right From Wrong*. Dallas, TX: Word Publishing, 1994.
- Moore, Walker. *You Wanna Pierce What?* Tulsa, OK: Albury Publishing, 1997.
- Morley, Patrick. *The Young Man in the Mirror: A Rite of Passage into Manhood*. Nashville, Broadman & Holman, 2003.
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- Pipher, Mary. *Reviving Ophelia: Saving the Selves of Adolescent Girls*. New York: Ballantine Books, 1994.
- Roehlkepartain, Eugene C. and Peter L. Benson. *Youth in Protestant Churches*. Minneapolis, MN: Search Institute, 1993.
- Roehlkepartain, Jolene L. *Youth Ministry: It's Impact on Church Growth*. Loveland, CO: Group, 1989.
- Schultze, Quentin J. . . . (et al). *Dancing in the Dark: Youth, Popular Culture, and the Electronic Media*. Grand Rapids, MI: William B. Eerdmans, 1991.
- Smith, Timothy. *The Seven Cries of Today's Teens*. Nashville: Integrity Publishers, 2003.
- Staub, Dick. *Too Christian, Too Pagan*. Grand Rapids: Zondervan, 2000.



For a more complete list, see <http://youthministryinstitute.org/bibliography.pdf>