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.

Purpose of the Course

The purpose of the course is to examine the youth subculture, primarily in North America. Personal and social issues are addressed with a view to ministry. The primary core values addressed are Servant Leadership and Mission Focus.

Core Value Focus

*Doctrinal Integrity* – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

*Spiritual Vitality* – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

*Mission Focus* – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

*Characteristic Excellence* – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership* – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2013-2014 academic year that Core Value is *Doctrinal Integrity*. 
Curriculum Competencies Addressed

This course will address the following curriculum competencies: (Include only those competencies address in your course.)

1. Biblical exposition: Students will learn to exegete culture in relation to Scripture and apply Scripture appropriately to culture.
2. Theological and historical perspective: The historical roots of youth culture are explored in relation to theological implications, particularly in the interpretation of media.
3. Effective servant leadership: Social justice is a key component to biblical servanthood in the culture. Students will learn to do justice, love mercy, and walk humbly with God.
4. Interpersonal relationships: Students will value relationships with all types of people with a view to evangelism and discipleship.
5. Disciple making: Students will explore biblical discipleship in partnership with parents.
6. Spiritual and character formation: To be in the world but not of the world is the challenge of understanding youth culture and ministry in it.

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.

Learning Objectives

The student involved in this course should be able to accomplish the following:

Cognitive: Differentiate between normative adolescent challenges and extremes in the youth culture (juvenile delinquency). Identify typical youth concerns through research and discussion.

Affective: Develop an empathetic understanding of adolescents within the youth culture. Describe current youth culture through personal contact with teenagers.

Psychomotor: Suggest implications for youth ministry within and without the local church.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts


Text will be supplemented with articles and newsletters which will also be required reading.

**Optional Texts**


A complete youth ministry bibliography is available online at: [www.youthministryinstitute.org](http://www.youthministryinstitute.org).

**Additional Resources:**
“*The Lost Children of Rockdale County,*” *Frontline*. PBS Online. Available at: http://www.pbs.org/wgbh/pages/frontline/shows/georgia/


**Course Teaching Methodology**

**Units of Study**
Unit 1: Introduction
Unit 2: Cross-Cultural Missionaries
Unit 3: Concentric Circles of Culture
Unit 4: Consumerism and Culture
Unit 5: Theology and Culture
Unit 6: The Outliers of Culture
Unit 7: The Future of Youth Culture

**Teaching Method**
Lecture, video presentation, power point visual, demonstration, video documentary preparation

**Assignments and Evaluation Criteria**

1. **Reading of Texts**
   a. Throughout the course, we will discuss discussions on the contents and relevance of the Erwin text. It is expected that students will keep up with reading as indicated in schedule.
b. Clark, *Hurt 2.0* is foundational for many of the discussions throughout the semester. Students will complete a 2-page outline (complete sentences are not necessary) of the following:

i. A brief description of each section of the book,

ii. Strengths

iii. Weaknesses

iv. 5 principles regarding youth culture that you were able to glean from your reading, it will be assumed that you are reading it.

v. The final exam may include questions from Clark’s book.

c. Articles: Students should go online to [www.cpyu.org](http://www.cpyu.org) and be prepared to turn in a summary of one article every other week. Similar to a current events assignment, students will identify articles of interest in the youth culture. Print the portion of the article of interest and bring it to class on Tuesdays ready to mention it.

2. Cool Hunting

Write a newspaper type article that contains a list of “What’s Hot/What’s Not” based upon reading, surfing, and talking to teenagers. Your list should have 10 trends in each category (a total of 20). Include pictures, statistics, and quotes from experts and teenagers concerning these trends. Include a bibliography of used sources (do not footnote).

3. Big Time Project (*Subject Folder + Video Presentation*)

a. Students will (in groups) choose an aspect of youth culture from CPYU’s website. Additional information will be compiled on the subject.

b. With a minimum of 10 separate items, information will be gathered in a file folder to be presented in class. A copy of the folder will be given to the professor *prior to the presentation* (and will not be returned). Gather information from textbook, journal articles, newspapers, magazines, videos, television, interviews with teenagers or leaders in the field.

c. Photocopies, summaries, or reviews are acceptable as long as you include:

i. Documentation of source

ii. Caption or Brief Explanation of its relevance to the topic

d. The group will then take the information and prepare a 10-15 minute documentary which “presents” the topic. Information will not be read, but presented. Your video might contain movie clips, interviews with students, advertising, power point slides, interviews with experts, etc.

e. A handout would be a great help to your classmates since they will not receive the folder that you will give to Dr. Jackson. If you have handouts to guide discussion/presentation, get them to Dr. Jackson a class period ahead of your presentation and he (Mary Margaret) will duplicate them for the class. Last minute copies are $25.00 per page, payable to *Youth Ministry Institute.* :)

f. Evaluation of the projects will be as follows:

i. Is it *creative*?

ii. Is it *presented well*?

iii. Does it *adequately cover the subject*?

iv. Is it *current*?
v. Did the group utilize a variety of sources and resources for the folder and presentation?

vi. Did the group identify ministry practice which reflects or teaches on the issue they studied?

4. Examinations
   a. Midterm Examination - vocabulary and listing information, primarily taken from class notes and textbooks.
   b. Final Examination - A blog type writing assignment. Be ready to interact with 10 youth culture topics that we discussed in class or that you personally researched. Your response with the 10 topics will be in essay form.

Course Policies

Course Evaluation
   Reading of texts and articles 20%
   Cool Hunting 15%
   Subject Folders 15%
   Subject Presentations 30%
   Examinations 20%

Grading Policies
1. Assignments are due by the beginning of class on the day they are due. Students who are absent from class on the day of an assignment are still responsible for turning the assignment in on time. Late assignments will be penalized one letter grade for each class period the assignment is late. Assignments may only be turned in during a class period (unless otherwise specified by the professor).
2. Exams will be given in class during the scheduled class period. There should be no reason for any exams to be missed. If dire illness, personal emergency, or school-sponsored events prevent access to the internet, the student will be responsible for contacting the professor before the exam to secure permission to schedule the exam and to schedule an appointment for a make-up exam. Failure to do so will result in an automatic grade of 0.
3. Email submissions are not accepted.

Style
Guidelines for papers submitted in this course are found in current edition of A Manual for Writers of Term Papers, Theses, and Dissertations by Kate L. Turabian, which is available in the bookstore.

Formatting
1. All assignments are to be typed, double-spaced with a 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated.
2. Be sure to include your name, date of submission and the assignment title on the cover page.
3. Be sure to staple all assignment pages together before submission.
**Attendance/Class Participation**
Students are expected to attend class sessions. After two free ones, each missed class will result in a two point deduction from the final grade. Students missing more than 4 of the class sessions for the semester will automatically receive a final grade of F. Late arrivals will count as ½ of an absence.

**Netiquette**
Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. 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 is expected at all times in the online environment.

**Academic Honesty Policy**
All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td></td>
<td>Syllabus Day</td>
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<td></td>
<td>Unit One: Introduction</td>
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<td></td>
<td>What is Culture?</td>
<td>Erwin, ch. 1</td>
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<td></td>
<td>Was Youth Culture Created or Discovered?</td>
<td>Erwin, ch. 2, Clark, Part 1</td>
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<td>What Makes Culture?</td>
<td>Erwin, ch. 3-4</td>
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<td>Signs, Symbols, Rites of Passage</td>
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<td>Culture Article</td>
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<td>Unit Two: Cross-Cultural Missionaries</td>
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<td></td>
<td>The Role of the Youth Minister</td>
<td>Erwin, ch. 5-6</td>
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<td>Ethics and Youth Culture</td>
<td>Erwin, ch. 7</td>
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<td>Roles and Responsibilities</td>
<td>Erwin, ch. 8</td>
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<td><strong>Unit Three: Concentric Circles of Culture</strong></td>
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<td>Families</td>
<td>Erwin, ch. 9-10</td>
<td>Culture Article</td>
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<td>The Lost Children of Rockdale County</td>
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<td>Mardi Gras, No Class</td>
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<td>Friends</td>
<td>Erwin, ch. 11-12, Clark, Part 2</td>
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<td><strong>Unit Four: Consumerism and Culture</strong></td>
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<td>Merchants of Cool</td>
<td>look at transcript online</td>
<td>Culture Article</td>
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<td>Media Literacy</td>
<td>CPYU.org</td>
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<td>Nothing but the Net</td>
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<td>Midterm Exam</td>
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<td><em>Spring Break – no class</em></td>
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<td><em>Spring Break – no class</em></td>
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<td>Materialism/Consumerism</td>
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<td>Cool Hunting</td>
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<td><strong>Unit Five: Theology in Culture</strong></td>
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<td>Religion, Spirituality and Culture</td>
<td>Erwin, ch. 13</td>
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<td>Christ in Culture</td>
<td>Erwin, ch. 14</td>
<td>Culture Article</td>
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<td>Bearing Witness to Culture</td>
<td>Erwin, ch. 15</td>
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<td>Postmodernism</td>
<td>Erwin, ch.16-17</td>
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<td><strong>Unit Six: The Outliers in Culture</strong></td>
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<tr>
<td>ADD/ADHD</td>
<td>Clark, ch. 12</td>
<td>Clark Summary</td>
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<td>Eating Disorders/Body Image</td>
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<td>Juvenile Delinquency/Juvenile Crime</td>
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<td><strong>Unit Seven: The Future of Youth</strong></td>
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### Culture

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<thead>
<tr>
<th>The Future of Youth Culture</th>
<th>Erwin, Conclusion</th>
<th>Subject Folders</th>
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<tr>
<td>The Future of Youth Culture</td>
<td>Clark, Part 3</td>
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<td>Final Exam</td>
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<td>No Class (prepare presentations!)</td>
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<td>Presentations</td>
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<tr>
<td>Presentations (if necessary)</td>
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### Selected Bibliography

A complete youth ministry bibliography is available online at: [www.youthministryinstitute.org](http://www.youthministryinstitute.org). Look under the “Links” section.