SOCA3220 - Youth Culture and Risk
Course Outline

Course Co-ordinator: Steve Threadgold
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Consultation hours: by appointment

Semester  Semester 2 - 2008
Unit Weighting  10
Teaching Methods Lecture
Tutorial

Brief Course Description
Provides an understanding of contemporary youth cultures in relation to sociological theories of risk. It moves between examination of theoretical and empirical accounts of contemporary youth cultures, and concepts of risk which can be used to understand youth culture phenomena. A primary focus will be on urban youth cultures, class and gender in Australia and other countries.

Contact Hours
Tutorial for 1 Hour per Week for the Full Term
Lecture for 1 Hour per Week for the Full Term

Learning Materials/Texts

Available from Campus Bookshop

Course Objectives
On successful completion of this course, students should be able to demonstrate that they:
1. Have developed a critical understanding of the way modernity, youth culture and risk have been dealt in sociology.
2. Have demonstrated an understanding of the significance of contemporary youth cultures in the global context.
3. Have gained an improved general sociological understanding through this focused study in

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2008

CTS Download Date: 26.6.08
youth culture and risk.
4. Have improved general scholarly skills regarding the presentation of well-supported argument and the communication of ideas in written and verbal form.

Course Content
The course begins by defining key terms in the study of youth culture and risk. This is followed by a coverage of significant areas of contemporary research on youth: for example, youth transitions, class, gender and race issues, media tastes and consumption, youth subcultures and peer interactions. As new studies and theoretical innovations in the field of youth studies come into the public domain they will be integrated into course content.

Assessment Items

<table>
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<tr>
<th>Essays / Written Assignments</th>
<th>Essay (2500 words) weighting 40% due week 11: Wednesday 26th September, 5pm.</th>
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<tbody>
<tr>
<td>Examination: Formal</td>
<td>Exam (1000 words) weighting 30% in exam period.</td>
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<tr>
<td>Research Reports</td>
<td>Research Report (1200 words) weighting 30% due week 6: Wednesday 22nd August, 5pm.</td>
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Assumed Knowledge
10 units of SOCA 1000 level courses or equivalent

Callaghan Campus Timetable
SOCA3220
YOUTH CULTURE & RISK
Enquiries: School of Humanities and Social Science
Semester 2 - 2007
Lecture Monday 10:00 - 11:00 [PG08]
and Tutorial Monday 11:00 - 12:00 [MCG28C]
or Monday 12:00 - 13:00 [MCG28C]
or Monday 14:00 - 15:00 [W243]
Or Monday 15:00 – 16:00 [W243]
Or Monday 16:00 – 17:00 [W243]

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

NB: Not all of these services may apply to the Port Macquarie Campus.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

**Academic Integrity**

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

- (a) **Academic Fraud**, in which a false representation is made to gain an unjust advantage by, for example,
  - the falsification of data
  - reusing one’s own work that has been submitted previously and counted towards another course (without permission)
• misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

• copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement

• failure to identify direct quotation through the use of quotation marks

• working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style
In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
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<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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ASSESSMENT

1. Reports
Research Report (1200 words). Weighting 30% Due week 6: Monday, August 25th 5pm. Late Reports will be deducted 5% per working day late.

Students will choose one of the following tasks for their research reports:

Both tasks require description (Part One) and critical analysis (Part Two). Part Two should take up the majority of the report.

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(a) Youth websites articulate a textually-mediated discourse of youth cultures. Yet even though they purport to represent youth, they are almost always implicitly selling something – a product, a service, a lifestyle choice.
Locate 2 or 3 websites, blogs or chat groups on the Internet which pertain to youth culture, and appear popular with, or are predominately used by young people.

NOTE: The websites chosen must be approved by Steve Threadgold in tutorials.

Part One:
Using appropriate references, analyse these sites using the following themes:

- Identify the kinds of young people the website targets, especially in terms of age, race, gender, class, subculture etc.
- Identify what, if anything, the website is selling or promoting (products or lifestyles for instance)
- Identify the icons (for example; significant symbols, jargon, heroes, heroines, logos etc) used to attract and influence participation or consumption practices.

Part Two:
Using appropriate theories and references, critically analyse each site by considering the following two questions:

(i) How does this site contribute to stereotypes of youth and public perceptions of youth culture?
(ii) What kinds of risks for young people does this site either implicitly or explicitly suggest?
(iii) Does participation in the website encourage activity, creativity and individual expression, or, conformity and passive consumption?

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OR

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(b) Young people enjoy congregating at public events with peers. Such events serve a variety of social and cultural purposes and meanings in their lives.
Go to an event at which many young people are present (e.g. music concert, pub, shopping centre, disco, street party, relevant sporting event, festival). Take notes about what kinds of social interaction you observe.
You may take photographs from a distance as long as the people are not obviously identifiable and you do not intrude on people's privacy.

NOTE: The event chosen must be approved by Steven Threadgold in tutorials.

Part One:
Using appropriate references analyse your notes and the photographs in terms of the following themes:

- Identify the possible social purposes and cultural meanings of this event for young people
- Identify the role played by clothing and appearance at this event
- Identify patterns in the youth cohort present at this event according to age, gender, race, class
Part Two:
Using appropriate theories and references, critically analyse the event by considering the following two questions:

(iv) How does this event contribute to stereotypes of youth and public perceptions of youth culture?
(v) What kinds of risks for young people does this event either implicitly or explicitly suggest?
(vi) Does attendance at the event encourage activity, creativity and individual expression, or, conformity and passive consumption?

2. Essay
Essay (2500 words) Weighting 40% Due week 10: Monday 22nd September, 5pm.
Essays need to be submitted in hard copy form (to Steve or to the Hub) and to Turnitin electronically. The Turnitin receipt number needs to be on the Assignment Cover Sheet of the hard copy. Essays will only be accepted with a signed official Assessment Cover Sheet. Late Essays will be deducted 5% per working day late.

Note: Do not use Wikipedia (and similar websites) as a reference source of any kind… EVER!!

Choose one of the following essay topics:

(Note: Most references listed below are either in Auchmuty Short Loans or 3 Day Loans, Huxley Short Loans or 3 Day Loans or are available as an online journal article through NEWCAT)

**Topic 1**
Using Beck’s notion of ‘risk’ (not the dictionary or commonsense meaning of the word ‘risk’), critically analyse some everyday practices in contemporary youth transitions and/or youth cultures.

Some possible references:


**Topic 2**
Is the popular culture of youth best understood as ‘consumerism and commercialisation’, or ‘creative cultural engagement’? Are young people ‘cultural dupes’ or is subversion and rebellion possible within the confines of the global culture industry? Is any synthesis possible between these two viewpoints?

Some possible references:


**Topic 3**

Using the theories of Pierre Bourdieu (habitus, cultural capital, social capital, field, distinction, symbolic violence etc.), critically analyse the so called ‘individualization’ of young people’s transitions.

Some possible references:


**Topic 4**
Critically analyse one/some recent examples of ‘moral panics’ pertaining to examples of youth culture or lifestyle.

Some possible references:


Homan, Shane 2003 ‘The Phoenician Club, the Premier and the Death of Anna Wood’ in The Mayor’s a Square: Live Music and Law and Order in Sydney, Local Consumption Productions: Newtown.


Poynting, Scott et al 2004, Bin Laden in the Suburbs: Criminalising the Arab Other, Institute of Criminology: Sydney.


**Topic 5**
Using Foucault’s notions of discourse and governmentality (and Peter Kelly’s work that uses governmentality), critically analyse some examples of youth transitions, practice and/or culture.

Some possible references:


3. Examination: In formal exam period.

| Formal | In formal exam period. |

The exam (1000 words) - worth 30% - is a ‘seen’ exam paper. That is, students sit the exam under formal examination conditions, but receive the exam paper at least one week before the exam date to allow them to fully prepare.
WEEKLY OUTLINE

Students need to have read the designated Reading before attending lectures and tutorials. Students also need to have prepared answers for the Tutorial Discussion Questions before attending tutorials.

WEEK 1

LECTURE: Introduction to Youth: Social and Cultural Issues


FURTHER READING:

TUTORIAL DISCUSSION QUESTIONS

1. What is the difference between youth and adolescence?
2. What are some of the identifiable characteristics of the current youth generation, sometimes called Generation Y? How do they differ from their parents’ generation?
3. What is the significance of Musgrave’s claim that ‘adolescence was invented’ at the same time as the steam engine’?
4. What are some of the long-term social effects of an extended period of education and training for youth of both sexes?
5. Why does Beck describe contemporary society as ‘risk society’? What are the implications for youth?
6. Can you, as students in Australia, name 3 items that define the decade 1996-2006? Do the items you nominated differ from those in the British study? If so, why?

WEEK 2

LECTURE: Youth, Transition and Risk


FURTHER READING:

TUTORIAL DISCUSSION QUESTIONS
1. Using three different kinds of youth transitions - school-to-work, domestic and housing - discuss how these have eventuated in your own lives, or in the lives of people you know.
2. What are some of the problems with using the notion of individualisation in analysing contemporary youth transitions?
3. What kind of specific resources and opportunities either limit or enhance the reflexive project of the self for contemporary youth?
4. What are some of the specific short-term and long-term problems that arise from defining some youth using the label – ‘youth-at-risk’? How does this notion of risk differ from Beck’s definition of risk?
5. Do you agree with Giddens that society being ‘detraditionalised’ (i.e. class, gender, religion, occupation are less important). Can you think of any examples of ‘re-traditionalisation’ in recent times?
6. Is smog democratic, as Beck claims?
7. What does Beck mean when he says concepts like ‘class’, ‘nation’ and ‘nuclear family’ are becoming ‘zombie categories’?
WEEK 3

LECTURE: Youth, Class, Community & Family


FURTHER READING:


TUTORIAL DISCUSSION QUESTIONS
1. If you were to place yourself into a class what would it be and why?
2. How influential has class been on your values, interests and life-chances? Has the class background of your family shaped the person you are?
3. Is class inequality inevitable and should anything be done about it?
4. What is the difference between habitus and identity?
5. How important to your life chances was the school you attended?
6. Is class ‘dying’, as some recent theorists have suggested?

WEEK 4

LECTURE: Youth Cultures


FURTHER READING:


**TUTORIAL DISCUSSION QUESTIONS**

1. Make a list of some new and/or local youth subcultures in Australia and/or the world, and describe their distinctive features.

2. In your own words explain why the concept of *youth subcultures* remains popular in youth research even though it has been extensively criticised.

3. Carefully consider the documented *moral panic* around the emergence of popular youth music in the 1950s. Are there any similar moral panics about the popular music of today? If no, suggest reasons why. If yes, list some of the apparent ‘threats’ to society.

4. Make a list of the defining differences between a ‘teen fad’ and an authentic youth subculture in Australia – use contemporary examples (work in small groups if possible).

5. What do you think of Muggleton’s implication that young people in *postmodern* subcultures are conservative, obsessed with the superficial and the trivial, and incapable of critical reflection?

6. List some of the specific ways in which the membership of youth cultures is ‘dynamic’ and ‘reflexive’ – use examples.

**WEEK 5**

**LECTURE: Youth, Gender & Sexuality**


**FURTHER READING:**


**TUTORIAL DISCUSSION QUESTIONS**
1. In relation to *gender*, make up your own list of contemporary cultural myths and collective fantasies.
2. Do you agree that pornographic texts offer male teen consumers a ‘happy ever after’ fantasy solution to the ‘overwhelming desires and problems’ of their early teen years?
3. What do you understand by the claim that ‘gender has to be worked at – continually’? Consider both heterosexual, and gay/lesbian/transgendered youth.
4. Do you agree that there is still a ‘sexual double standard’ for young men and women? If no, why has it disappeared? If yes, why does it persist?
5. According to the likes of Bauman, Giddens and Beck, what new pressures has late or reflexive modernity engendered for relationships and families?
6. Make a list of the differences between ‘protest masculinity’ and middle-class masculinity.
7. Why do you think young people’s *attitudes* towards gender-stereotyped roles in the family and the workforce appear to have changed, but not necessarily their *behaviour*?

**WEEK 6**

**LECTURE:** Youth, Media, Moral Panics & Generational Culture Wars


**FURTHER READING:**
Homan, Shane 2003 ‘The Phoenician Club, the Premier and the Death of Anna Wood’ in *The Mayor’s a Square: Live Music and Law and Order in Sydney*, Local Consumption Productions: Newtown.

**TUTORIAL DISCUSSION QUESTIONS**
1. Is the concept of moral panic still relevant for today’s media analysis?
2. What are some contemporary examples of moral panic?
3. Who benefits from moral panics?
4. Conservatives often see the objects of moral panics as a threat to the ‘moral fabric’ of society. What is the moral fabric of society? Is there such a thing?
5. Do you think generations are meaningful categories of difference, or are they more understandable as marketing mechanisms and/or contours of power?
6. Do older people ‘defend’ and romanticise their own personal experience of youth culture against new forms of youth culture?
7. Are young people powerless when it comes to the media and their representation?

WEEK 7

LECTURE: Youth, Race & Ethnicity


FURTHER READING:


Poynting, Scott et al 2004, Bin Laden in the Suburbs: Criminalising the Arab Other, Institute of Criminology: Sydney.

TUTORIAL DISCUSSION QUESTIONS
1. Is racism a problem in Australia?
2. Are young people today as racist as their parents’ generation?
3. What is the difference between race and ethnicity? Give examples.
4. Discuss the phenomenon of young Australians setting out on overseas travel by placing the Australian flag on their backpacks or the controversy about the flag at events such as the Big Day Out/Cronulla Riots.
5. What are some of the difficulties faced in the Australian workforce by (a) second-generation youth, (b) migrant youth, (c) refugee youth?
6. Name some of the different issues for (a) urban Indigenous youth, and (b) rural Indigenous youth.

WEEK 8

LECTURE: Educating Youth


FURTHER READING:


TUTORIAL DISCUSSION QUESTIONS
1. Did you experience advantages or disadvantages in your own education?
2. Do Bernstein’s ideas of class-coded speech styles apply to Australia?
3. Do you think ‘cultural capital’ is a meaningful idea in contemporary Australia?
4. What are some of the ‘mortifications of the self’ that go on for young people in Australian schools?
5. What role do structure and agency play in the educational outcomes of young people?
6. What do you think of the claim that the educational successes of females in the past decade has been at the expense of males?
7. How does/will the experience of University life affect your future? Do you think the University experience has changed in recent years, especially considering the economic rationalist reform of universities?

WEEK 9

LECTURE: Youth & Work


FURTHER READING:


School of Humanities and Social Science
TUTORIAL DISCUSSION QUESTIONS
1. Think of some of your own early experiences of work. Do you find evidence of pleasure or exploitation?
2. What are some of the jobs in which young worker ‘alienation’ might well be found? Do the trends in these jobs support Braverman’s claims – or those of Gorz and Piore?
3. What are some of the possible implications of the Australian Federal Government’s workplace relations laws (2006) for young workers?
4. What is a ‘McJob’? Make a list of the occupations or businesses in Australia in which ‘McDonaldisation’ (Ritzer 1993) is most evident. What are the expectations of technological expertise on the part of young workers in these workplaces?
5. What do you think of the claim that ‘one of the lingering myths of Australian cultural life, even today, is that adult women do not essentially need to undertake paid work and when they do, it is not ideal for them to work full-time’. What are some of the negative life-long implications of this for young women from lower socio-economic backgrounds?
6. Discuss the specific workplace disadvantages for (a) Aboriginal youth, (b) non-English speaking migrant youth.
7. How is technology changing the very notion of work? Is technology making work life better or worse?

WEEK 10

LECTURE: Youth, Crime & Deviance


FURTHER READING:

School of Humanities and Social Science

Young, Jock 1999, The Exclusive Society: Social Exclusion, Crime and Difference in Late Modernity, Sage: London. (see also Young’s website which has lots of interesting papers at <www.malcolmread.co.uk/JockYoung>)

TUTORIAL DISCUSSION QUESTIONS
1. What is the difference between anti-social behaviour, delinquency and crime?
2. What are some of the reasons some young people practise graffiti? Is there a gang element in this? What about claims of identity and territory?
3. What happens in the (a) short term, and (b) long term, to young people labelled ‘at risk’?
4. Give two reasons more girls are now being reported for violent crimes. What kinds of social changes might lie behind this phenomenon?
5. How does Foucault analyse ‘deviance’?
6. What do you think of Jock Young’s claim that society is becoming increasingly exclusionary?

WEEK 11

LECTURE: Youth, Leisure & Globalisation


FURTHER READING:


TUTORIAL DISCUSSION QUESTIONS
1. Explain in your own words the idea that the body of the young person is integral to both socialising and consuming as contemporary leisure practices. Give your own examples of this phenomenon.
2. Make a list of your own examples to show that young people's bodies are commodified in media representation. Make another list of the ways in which habitual youth leisure practices are commodified for profit.

3. Do you agree with the Frankfurt School implication that young people are simply engaged in the ceaseless and mindless consumption of standardised popular culture products rather than authentic cultural practices?

4. Take as an example any contemporary youth fashion item. Describe how it might be worn, used or displayed in (a) a conformist way, and (b) a subversive way.

5. List the ICTs that contemporary Australian youth routinely use. Do you agree with the claim that the youth of today are more emphatically a part of the global network (the 'space of flows') than previous generations?

6. What do you think about the ethics of young people breaking off romantic and sexual relationships by email or a text message? List the pros and cons. Is there a gender dimension to the practice?

WEEK 12

LECTURE: Youth, Social Movements and the Future


FURTHER READING:


TUTORIAL DISCUSSION QUESTIONS

1. Why are young people less worried about external security threats to Australia than older people?

2. Are young Australians more likely than older Australians to believe environmental threats?

3. Why is Michael Moore’s question ‘How do you feel about the Bush family’s close ties with the Saudi royal family and the bin Ladens?’ unlikely to be selected by teachers as a question for pupils to discuss? How would you answer the question?

4. What do you think about this quote from a young person? ‘To me they [politicians] all seem the same. We just see politicians as liars and backstabbers. However, I think environmental politics is important’.

5. Why is ‘politically-engaged youth culture’ a ‘double-edged sword’? Suggest some possible future political directions for the present youth generation.

6. Do you see the future in positive or negative terms? Is their a difference between how you envision your
own individual future and the future of society/environment as a whole? Are these two futures connected?

7. Are you a ‘globoenthusiast’ or a ‘globosceptic’?

WEEK 13

LECTURE: Course Overview

READING: N/A

FURTHER READING: N/A

TUTORIAL DISCUSSION QUESTIONS
Tutorials will consist of an overall discussion of the course matter and some exam tips/revision.
<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
</table>
| 1    | Monday July 21    | LECTURE: Introduction to Youth: Social and Cultural Issues  
| 2    | Monday July 28    | LECTURE: Youth, Transition and Risk  
| 3    | Monday August 4   | LECTURE: Youth, Class, Community & Family  
| 4    | Monday August 11  | LECTURE: Youth Cultures  
| 5    | Monday August 18  | LECTURE: Youth, Gender & Sexuality  
| 6    | Monday August 25  | RESEARCH REPORT DUE  
LECTURE: Youth, Media, Moral Panics & Generational Culture Wars  
| 7    | Monday September 1| LECTURE: Youth, Race & Ethnicity  
| 8    | Monday September 8| LECTURE: Educating Youth  
| 9    | Monday September 15| LECTURE: Youth & Work  
| 10   | Monday September 22| LECTURE: Youth, Crime & Deviance  
| 11   | Monday October 13 | LECTURE: Youth, Leisure & Globalisation  
| 12   | Monday October 20 | LECTURE: Youth, Social Movements and the Future  
| 13   | Monday October 27 | LECTURE: Youth, Social Movements and the Future  

Examination period