Faculty of Education and Arts
School of Humanities & Social Science
http://www.newcastle.edu.au/school/hss/

SOCA3220
Youth Culture and Risk

Course Co-ordinator: Dr Steven Threadgold
Room: W317
Phone: 49 21 5919
Email: steven.threadgold@newcastle.edu.au
Consultation hours: Tuesday 12-2pm

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


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 youth culture and risk.
4. Have improved general scholarly skills regarding the presentation of well-supported argument and the communication of ideas n 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

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2010

CTS Download Date: 25/06/2010
youth studies come into the public domain they will be integrated into course content.

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Essay (2500 words) weighting 40%</th>
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<tbody>
<tr>
<td>Examination: Formal</td>
<td>Exam (1000 words) weighting 30%</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Tutorial Research Exercises - Oral/Written 10%</td>
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<tr>
<td>Reports</td>
<td>Research Report (1200 words) weighting 20%</td>
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**Assumed Knowledge**

40 units of study at 1000 level.

**Callaghan Campus Timetable**

SOCA3220
Youth Culture and Risk
Enquiries: School of Humanities and Social Science
Semester 2 - 2010

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Monday 10:00 - 11:00</th>
<th>[PG08]</th>
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<tbody>
<tr>
<td>or</td>
<td>Monday 11:00 - 12:00</td>
<td>[MCG28C]</td>
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<tr>
<td>or</td>
<td>Monday 12:00 - 13:00</td>
<td>[MCG28C]</td>
</tr>
<tr>
<td>or</td>
<td>Monday 14:00 - 15:00</td>
<td>[W243]</td>
</tr>
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</table>

**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

- a) falsification of data;
- b) using a substitute person to undertake, in full or part, an examination or other assessment item;
- c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
- d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
- e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
- f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
- g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

- a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS

Students can access the University's policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au . As some forms of support can take a few weeks to
implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie Student Hub</th>
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</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building Hunter Hub: Level 2, Student Services Centre</td>
<td>The University of Newcastle A Block, Administration Widderson Road Port Macquarie NSW 2444 Phone: 49215000</td>
</tr>
<tr>
<td>City Precinct</td>
<td>Singapore students</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
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<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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OTHER CONTACT INFORMATION

Faculty Websites
www.newcastle.edu.au/faculty/business-law/
www.newcastle.edu.au/faculty/education-arts/
www.newcastle.edu.au/faculty/engineering/
www.newcastle.edu.au/faculty/health/
www.newcastle.edu.au/faculty/science-it/

Rules Governing Undergraduate Academic Awards
www.newcastle.edu.au/policylibrary/000311.html

Rules Governing Postgraduate Academic Awards

Rules Governing Professional Doctorate Awards
www.newcastle.edu.au/policylibrary/000580.html

Dean of Students Office
The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature. http://www.newcastle.edu.au/service/dean-of-students/
Phone:02 4921 5806
Fax: 02 4921 7151
Email: Dean-of-Students@newcastle.edu.au

University Complaints Managers Office
The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.
<table>
<thead>
<tr>
<th>General enquiries Callaghan, City and Port Macquarie</th>
<th><a href="http://www.newcastle.edu.au/service/complaints/">http://www.newcastle.edu.au/service/complaints/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 02 4921 5000</td>
<td>Phone: 02 4921 5806</td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:Complaints@newcastle.edu.au">Complaints@newcastle.edu.au</a></td>
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<tr>
<td>Ourimbah</td>
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<tr>
<td>Phone: 02 4348 4030</td>
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<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

Phone: 02 4921 8600  
Fax: 02 4921 7151  
Email: campuscare@newcastle.edu.au
ASSESSMENT

1. **Tutorial Research**

<table>
<thead>
<tr>
<th>Tutorial Research Exercises - Oral/Written 10%</th>
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<tbody>
<tr>
<td>Needed to be submitted weekly in tutorials: NO EXCEPTIONS.</td>
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<tr>
<td>There will be no Special Considerations for this Assessment Item.</td>
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Using the template provided on Blackboard, students need to bring to class a peer-reviewed journal article specifically relevant to the week’s topic. The article should be no more than a few years old.

The article must not appear in the course guide (check lists after essay questions and in the weekly guide).

Students need to provide bibliographic details, article synopsis, and explain why the article is relevant.

Each Exercise handed in will be assessed on a pass/fail basis.

There will be 12 opportunities to submit Tutorial Research, from Week 2 to Week 13 tutorials inclusive. Week 13’s article can relate to anything in the course.

Students must submit 10 passing Exercises to get the full 10%.

Only typed Exercises will be accepted for the printed out copy you hand in.

Students may be asked to speak about their article in class.

2. **Reports**

<table>
<thead>
<tr>
<th>Research Report (1200 words). Weighting 30%.</th>
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<tr>
<td>Due week 6: Thursday September 2, 5pm.</td>
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<tr>
<td>Reports need to be submitted in hard copy form (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 Reports will be deducted 5% per working day late.</td>
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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.

(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 three questions:
(i) How does this site engage with 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?

OR

(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 three 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?

3. Essay
Essay (2500 words) Weighting 40%.
Due week 12: Thursday October 28, 5pm.
Essays need to be submitted in hard copy form (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)

NOTE: I am quite happy for enthusiastic students to come up with their own essay topic. For this to happen you have to discuss with your tutor exactly what topic and what theories you would like to use so the tutor can construct a question for you. Do not take up this option without first discussing it.
IMPORTANT ESSAY INFORMATION

Essays need to be referenced in Harvard style: (Author year: page no.) All references need page numbers, not just direct quotes.

Only peer-reviewed academic sources may be used, that is, books and peer reviewed journal articles only. This means 99.99999% of web material is unacceptable. Anyone who uses Wikipedia or a similar online encyclopaedia will instantly fail.

Lecture notes are not to be cited in essays. The textbook should be used as a starting point but should not be used too much as a source through out the essay.

Please take this advice very seriously: it is very likely you will receive a very poor mark if these basic requirements are not followed. Please ask questions in tutorials to clear up any issues you may have.

ENSURE THAT YOU CONSULT THE ESSAY WRITING GUIDE POSTED ON BLACKBOARD

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.

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:


Bennett, Andy 2000, Popular Music and Youth Culture: Music, Identity and Place, Basingstoke: Macmillan.


**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, critically analyse some examples of youth transitions, practice and/or culture.

**Some possible references:**


<table>
<thead>
<tr>
<th>4. Examination:</th>
<th>In formal exam period.</th>
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<tbody>
<tr>
<td>Formal</td>
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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:


Wyn, Johanna & White, Rob 1997, Rethinking Youth, St Leonards, Allen & Unwin.


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:


Crawford, Kate 2006, Adult Themes: Rewriting the Themes of Adulthood, McMillan: Sydney.


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:


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:

Duff, C. 2003, ‘Drugs and Youth Cultures; is Australia Experiencing the ‘Normalization’ of Adolescent Drug Use?”, Journal of Youth Studies, vol. 6, no. 4, pp. 433-46.


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 there a difference between how you envision your own individual future and the future of society/environment as a whole? How 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>
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| 1    | July 26        | LECTURE: Introduction to Youth: Social and Cultural Issues  
| 2    | August 2       | LECTURE: Youth, Transition and Risk  
| 3    | August 9       | LECTURE: Youth, Class, Community & Family  
| 4    | August 16      | LECTURE: Youth Cultures  
| 5    | August 23      | LECTURE: Youth, Gender & Sexuality  
| 6    | August 30      | LECTURE: Youth, Media, Moral Panics & Generational Culture Wars  
RESEARCH REPORT DUE Thursday Sept. 9, 5pm.  
| 7    | September 6    | LECTURE: Youth, Race & Ethnicity  
| 8    | September 13   | LECTURE: Educating Youth  
| 9    | September 20   | LECTURE: Youth & Work  
| 10   | October 11     | MID SEMESTER BREAK  
| 11   | October 28     | LECTURE: Youth, Leisure & Globalisation  
| 12   | October 25     | LECTURE: Youth, Social Movements and the Future  
ESSAY DUE Thursday, Oct. 28, 5pm.  
| 13   | November 1     | LECTURE: Course Review  
EXAMINATION PERIOD |