Department of Teaching and Learning

Youth Cultures: EDUC 817 002 & 014
Course Syllabus
Spring 2014

Class Time & Location 817.002: Tuesday & Thursday 9:30-10:50 am, Ritter Hall 106
Class Time & Location 817.014: Tuesday & Thursday 11:00-12:20 pm, Ritter Hall 207
Instructor: Monica Clark
Office Location: Ritter Hall 373
Office Hours: 12:30-1:30 T/Th and by appointment
E-mail: monica.lynn.clark@temple.edu

Course Goals

This course is part of the General Education (GenEd) program. GenEd intends to develop your ability to think, problem-solve and communicate effectively. GenEd courses are designed to help you understand how your professor’s field of study relates to important controversies, issues or themes, and/or how it is connected to other fields of study. The goal of the program overall is that you become active in the process of learning, not only absorbing facts, but finding, evaluating and using information to create new knowledge.

There are nine areas in GenEd, each with its own set of goals. This course fulfills the Human Behavior area of the program, and its specific goals are to help students:

- Understand relationships between individuals and communities;
- Understand theories or explanations of human behavior used to describe social phenomena;
- Examine the development of individuals' beliefs, behaviors, and assumptions and how these affect individuals and communities;
- Apply one disciplinary method to understand human behavior or explain social phenomena;
- Access and analyze materials related to individuals, communities or social phenomena; and
- Compare and contrast social phenomena across individuals and communities.

Expected Learning Outcomes

Students will develop the following skills and competencies:

- The ability to think critically about academic material, popular culture, and personal experience;
- The ability to gather data, analyze it, and develop theoretical perspectives;
- The ability to use modern media as a resource to learn effectively about matters of significance;
- The ability to understand and interpret perspectives and experiences very different from one’s own;
- The ability to evaluate the credibility of sources of information and use appropriate information to inform one’s reasoning;
- The ability to think like a social scientist and conduct social science research.
They will achieve the following content-related learning objectives:

- An understanding of how young people create their own cultures and what those cultures represent;
- An understanding of how youth cultures reflect and enact racial, cultural, ethnic and gender identities;
- An understanding of how social and political conditions influence the formation of youth cultures;
- An understanding of the complex relationship between so-called "mainstream culture" and youth culture and how that relationship changes over time;
- An understanding of the complex relationship between capitalism and youth cultures;
- An understanding of how individual youth cultures express and inform ideas about youth cultures as a subject of study;
- An understanding of the role youth cultures play in enabling young people to create communities and try out different identities on the way to becoming an adult;
- An understanding of how social scientists think and conduct research.

**Principles of Inquiry: What We Learn and How We Learn**

This course is designed as a general education course to help students develop the skills and habits of mind necessary to succeed in college and become a lifelong learner. It introduces students to two distinct fields of study and ways of thinking about the world and acquiring knowledge: media studies, including English or literary studies and film studies, and sociology. Students will interact with material from both these fields, with narratives, films and TV shows, and with analytical articles written by social scientists. Assignments will require students to approach the material at times from a literary/critical stance and at other times like a social scientist.

Most importantly, the course will focus on critical inquiry, on questioning and gathering the information necessary to hypothesize answers to important questions and explicate a point of view or create an argument. Considerable emphasis will be placed on vetting sources and acquiring credible evidence, especially when sources are internet-based, and making sense out of information in a way that convinces other reasonable people with a focus on peers. The course will also emphasize collaborative learning and the value of group inquiry and considering multiple points of view as a route to forming one’s own opinions. In this spirit, the instructors expect to learn from their students as much as or more than they expect to teach.

**Requirements: Readings, Assignments, Etc.**

Readings and Viewings

Textbooks:

Course Reserves:
Readings and films can be found on the library website under the course title or instructors name.
Readings on Blackboard:
Typically, **readings will be due for class on the day assigned to discuss them.**

You should print the articles and bring copies to class so that you can mark them up and make notes on them. All required films and videos are on reserve in the Paley library media lab or freely available on line or both.

This class is **discussion-based.** In order for each of you to participate fully and for us as a learning community to have the deepest and richest discussions, you need to complete readings and viewings **before** the class in which we will discuss them. **I expect to hear every voice in every class conversation.** I will randomly call on people to check for preparedness. I will also give occasional pop quizzes or other activities to ensure that you are well prepared. Students unprepared to participate will lose points and their grades will be lowered.

There is a major research project for this course (due in stages) as well as two smaller writing/research assignments and a number of informal assignments. All formal assignments are described under the assignments tab on Bb. I will also assign informal work, including responses to readings or viewings and inquiry-based “stop and search” (SaS) activities designed to encourage you to gather information about a topic or problem under discussion. **You will be expected to post your informal writing to the Blackboard discussion board before class.**

**Class Format**
This class is discussion-based and all students are expected to come to class prepared to discuss the assignment due. In general, we will spend the first part of each class reviewing the reading or viewing, checking for understanding, and responding to arguments made or positions stated. For each class, three or four students will be responsible for starting off the discussion with explanations, questions or topics from the readings/viewings they found particularly interesting. To make sure everyone is prepared, however, I will call on students randomly to help us understand what we have read or watched.

We will spend the second half of each class discussing the major ideas presented and the implications of those ideas and formulating our own opinions. Students are encouraged to question the readings and viewings and come to class with evidence to engage or critique them. Nothing is written in stone; all arguments are open to rebuttal. **Class participation, along with attendance, counts for 15 points.**

**Community**
Students often report that they learn a lot from each other. Because the content of this class is not fixed but evolving and because students often bring new perspectives and experiences that enrich the content, students are expected to behave as members of a collaborative learning community, listening to and learning from each other as well as the instructor.

**Student Initiative and Participation**
Learning requires that the student meet the instructor half way. The instructors have carefully designed this course to make the material as interesting as possible and to engage students in hands-on activities to promote active learning and student engagement. However, successful engagement requires students to approach the material and assignments with a positive attitude, an open mind and a desire to learn. I welcome your feedback and will be happy to hear any suggestions you have for improving the course. If you only want to do the minimum work necessary to get by, however, and are not interested in getting the most you can out of it, this course is probably not for you.
**Personal responsibility**
This is a college class and students are responsible for doing the work as assigned and striving to meet the content goals and reach the learning outcomes specified in the syllabus. You will have an opportunity to demonstrate what you have learned through your research projects. If at any point you are unclear about the goals or expectations in this course, you should let me know. If you do not speak up, I will assume that you understand.

**Homework**
Homework assignments consist either of responses to the readings/viewings (RR) or stop & search activities (SAS). **Ten homeworks** are required over the semester. Both types of activities are designed to ensure that you do the work and come to class having read and prepared to contribute. Homework should always reference that week’s readings/viewings. Homework assignments should be one or two pages long, typed and proofread, and posted on the Blackboard discussion board. Homeworks are not graded but count for a total of 10 points.

**Leading Class Discussion**
Each student will be part of a group of students who lead discussion at least once during the semester. Group members will confer with each other and decide on the important points made in the readings/viewings and how the class will address them. **Look for more detailed instructions on Bb, under the assignments tab.**

**The Blog**
The class blog presents an opportunity for students to develop their thinking about course questions and topics we discuss in class. The blog is a space where students can interact with each other, exchange ideas, post new material of interest to your classmates. I will send out blog prompts from time to time but in addition to the prompts you should feel free to write about whatever is on your mind. I will review the blog regularly and bring ideas you write about back to the classroom. The blog is not graded but counts for 10 points toward your final grade. If you do not post at least 5 original entries, including one final assigned blog, and 5 responses to other posts, you will lose points and receive a lower grade. Students who have difficulty speaking in class should post their thoughts regularly on the blog in order to demonstrate class participation.

**Grading Policies and Procedures**
This course is graded according to a point system. The more points you accumulate, the higher your grade at the end of the semester. For most assignments, the criteria I will use to evaluate the assignment and calculate points are posted. You should look at the evaluation criteria before you complete an assignment to understand what I am expecting from you. You can also review the criteria after you receive points if you are unsure why you received the points you did. Because of the size of the class, I cannot give personalized feedback on every assignment. If you want personal feedback at any time, however, you should ask me.

The points are weighted so that the independent research project makes up a substantial part of your grade. The assignments before that give you practice at the skills you will need to complete the project successfully. As a result, doing all the assignments well gives you the best shot at doing well in the course. You cannot pass the course without completing all phases of the research project. Please see the course schedule for the dates when the assignments are due.
Point allocation:

Homework: 10 pts.
Blogging: 10 pts.
Leading Class Discussion: 5 pts.
Mini Research Assignment: 10 pts.
Inquiry Assignment: 10 pts.
Proposal/Introduction: 5 pts.
Background & Annotated Bibliography: 5 pts.
Fieldwork: 5 pts.
Final Presentations: 5 points
Final paper: 20 pts.
Class participation/Attendance: 15 points
Total: 100 pts.

Grades are calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Attendance
Attendance at all classes is mandatory. If an emergency occurs and you cannot attend class, you should e-mail me ahead of time or as quickly as possible with an explanation. You are then responsible for contacting a classmate to determine what you have missed. Do not expect me to fill you in. If you miss a quiz or in-class writing activity, you will be expected to make up the missed work. There are no "excused" absences. Anyone can have an emergency or become sick during the semester, but more than two absences will bring you a warning and more than three will automatically lower your grade. You cannot pass the course if you miss more than 25% of the classes (7 classes). If you find yourself in that position, you should drop the course.

Lateness will not be tolerated. Being late more than three times will affect your grade. Three (3) points will be deducted for every time you are late thereafter.

Deadlines
Deadlines are firm. All assignments are due on time. I will read and grade late assignments at my discretion. If you have many assignments due at the same time or anticipate problems meeting a deadline, you should request an extension ahead of time.

Cell Phone/Electronic Equipment Policy
Turn off your phones (pagers, PDA’s) and put them away when you enter class. If I see you texting, I will ask you to leave the class. Failure to follow this rule will lower your grade. Please do not bring your lap tops to class unless you can prove that you are using them to access course material or take notes. I want your attention focused on the classroom and your classmates, not on the screen.
Assignments
Students are expected to review the entire syllabus and become familiar with the course schedule, with weekly assignments, and with deadlines for papers and projects. Ignorance is not an excuse. If an assignment is not clear to you, e-mail me or bring it up in class.

Disability Disclosure Statement
A disability disclosure statement that invites students to disclose their needs, such as: Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Student and Faculty Academic Rights and Responsibilities Policy
A statement on the Student and Faculty Academic Rights and Responsibilities Policy (#03.70.02), such as: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Plagiarism
Temple University has guidelines for plagiarism. Please go to the university website: www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm that discusses plagiarism. The following is an example of providing appropriate American Psychological Association (APA) citation when copying or borrowing significant amounts of someone else’s work.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media --, these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. (Temple website, 2005).

To avoid any possible problems with plagiarism, all mini-assignments and the paper will be submitted to the electronic “SafeAssign”. This program generates a report indicating how much, if any, of the paper was take verbatim from other sources. PLEASE DO NOT PLAGIARIZE.
Grade Grievance Procedure
It is in the best interest of the College to foster a spirit of justice and fairness among students, faculty, and administrators. Toward this end, the College has established a system intended to afford students an adequate opportunity to appeal academic decisions or academic actions of faculty, administrators, or other College employees. If you would like to appeal an academic decision, you should consult the document explaining the system (http://education.temple.edu/sites/education/files/uploads/coe/Student-Grade-Appeals-System-05212008Vd.pdf). That document details the conditions under which an academic decision might be reversed. Appeals of academic decisions must begin with the ombudsperson (education.ombudsperson@temple.edu) and should not be directed to the College's administration.

Course Schedule
Readings are due for class on the day assigned to discuss them.

Week 1: Introduction to cultures
Defining culture
Popular culture and subcultures
Role of culture in identity formation

Class 1 (1/21): Introduction: What is culture?
Introductions & Review Syllabus

Brief introduction to research and how we know what we think we know.
Discussion of reading and working smart: how to handle the work and enjoy the class.

Class Activity: KWL chart on youth cultures (what you Know, Want to know, and how you might Learn it) and the inquiry process.

Overview: what are youth subcultures?

Class 2 (1/23): Understanding popular culture

Read: “The Straight Story: the Social Organization of Popular Culture,” in Mix It Up by David Grazian available on Bb (You should print the chapter and bring it with you to class.)

Week 2: Subcultural Practice and the Mainstream
What defines a subculture and how do subcultures interact with the mainstream?
What threatens the mainstream and why?

Class 3 (1/28): Theory and practice of subcultures: establishing a common understanding
Read: Chapters 1 (Introduction) and 2: “Skinheads: The symbolism of style and ritual” (GGG)

Homework: Post to the discussion board on Bb at least 3 questions that you have about subcultures based on the readings, have them available in class too.
Class 4 (1/30): Developing youth identity
Watch: American History X (available on the Internet or in the Paley Media Center)

Homework (SaS): what is the status of the skinhead movement in the U.S. at this time and what does it mean about youth? What other similar youth movements can you identify? Post what you find on the discussion board.

SUNDAY 2/2: Blog post due: What do subcultures mean to you? How familiar are you with youth subcultures?

Week 3: Culture and Counter-Culture

Class 5 (2/4): Dominant culture and subcultures
Read: Chapters 6, 7 and 8 of Dick Hebdige, Subculture: the Meaning of Style (Bb)
Read: Preface and Introduction to Youth Subcultures (YS)

In-class activity on defining the dominant culture

Review the questions underlying course of study and guiding our inquiry:

- Why do young people join youth cultures?
- How do subcultures shape identities?
- Are youth cultures forms of resistance to mainstream (adult) culture?
- Do youth cultures threaten mainstream (adult) culture by seeking to change acceptable standards of behavior?
- Are youth cultures manifestations of new styles of expression, or are they products of consumer culture?
- Do youth cultures form around existing race, class, and gender identities or do they form across those barriers?
- Do youth cultures change mainstream culture or do they get absorbed into mainstream culture and disappear over time?
- Do participants in youth cultures outgrow subcultural lifestyles or do subcultures influence people throughout their lives?

Class 6 (2/6): The nature of subcultures: The case of punk: How do kids get started?
Read: Chapter 3: “Punk Rock, Hardcore, and Straight Edge—Status and Hierarchy in Subcultures” (GGG)

Read: My First Time (Bb) OR Read: “So Emo It Hurts” (YS)

Homework (RR): Why is style so important to the punk subculture? What is the relationship between style and hierarchy?
SUNDAY 2/9: Blog Post

Week 4: Punk and Protest
Who is punk? Authenticity and posing
Living the punk life
Resistance and rebellion: the Reagan presidency
Class warfare American style
Cultural boundaries: insiders and outsiders

Class 7 (2/11): Punk’s resistance to the mainstream
Read: “Be Childish, Be Irresponsible, Be Disrespectful, Be Everything this Society Hates: Punk, Youth and Protest” by Simon Philo (Bb)

Class 8 (2/13): The history of punk: style and attitude
Watch: “American Hardcore”

Homework (SaS): according to Philo, what’s childish about punk and how does that relate to the punk attitude represented in the documentary? Would you describe punk as childish? Why or why not? Post on the discussion board what do people mean by punk attitude and where does it come from? What other subcultures display attitude? Why are style and attitude important to subcultures?

SUNDAY 2/16: MINI-RESEARCH ASSIGNMENT DUE

Week 5: How Subcultures Work

Class 9 (2/18): Spreading the word: How subcultures develop and grow
Read: Chapter 4 of Mix It Up by Grazian: “Something to Talk About” (Bb)

Review Inquiry Assignment questions and answers in class.
**Class 10 (2/20): Hip Hop: Race, gender and subcultural identities**
Read: Chapter 4: “Hip Hop: ‘Doing’ Gender and Race in Subcultures” (GGG)

Watch: Beyond the Beats and Rhymes (film by Byron Hurt)

**Homework (SaS):** So, is hip hop a good thing or a bad thing? What makes it positive and what factors make it problematic?

**SUNDAY 2/23:** Blog Post

**Week 6: Youth Knows What Time It Is: Youth Subcultures and Social Change**

**Class 11 (2/25): Identity through subcultures: The elements of hip hop**
Read: Chapter Two of *Black Noise* by Tricia Rose: “All Aboard the Night Train: Flow, Layering, and Rupture in Postindustrial New York,” from the section called “Urban Context” through the section called “Rap Music” (Bb)

**Homework (RR):** How do you explain the origins of hip hop? What about rap and hip hop have made it so popular around the world?

**Class 12 (2/27): The social and political context: What’s the message?**
Read: George Lipsitz, “We Know What Time It Is” (Bb)

**Homework (Analysis of lyrics):** Post on the discussion board & bring to class your favorite or most interesting rap or punk song. When you post the rap, also describe its message and how it is a good example of the rap or punk genre? How does it relate to Lipsitz’s argument that “youth know what time it is”; or write your own rap about Temple, your life at college, or youth cultures (extra credit for an original rap)

**SPRING BREAK (3/2 - 3/9)**
Week 7: Negative and Positive Deviance

**Class 13 (3/11)**
Read: Chapter 5: “Heavy Metal—Moral panics, Satanic Scares, and Moral Entrepreneurs” (GGG)

Watch: “Metal: A Headbanger’s Journey” OR
Read: “Heavy Metal’s Proud Pariahs” (YS)

**Class 14 (3/13)**
Read: Chapter 6: “Virginity Pledgers—Religion, Sexual Identity, and Positive Deviance” (GGG)
Read: On the Piers, LGBT article (YS) OR article on Wicca (YS)

**Homework (RR):** What makes deviance positive? If something is deviant, does that make it bad?

Look at list of subcultures on Wikipedia and choose subcultures to study.

**SUNDAY 3/16:** Blog post: What subcultures interest you and why?

Week 8: Youth Cultures and the Threat to the Mainstream

**Class 15: (3/18)**
Read: Chapter 7: “Goth—Stigma and Stigma Management” (GGG)

Read: “From Geeks to Freaks: Goth and the Middle Class” (YS)
**Class 16 (3/20)**
Read: Chapter 8: “Gamers, Hackers, and Facebook—Computer Cultures, Virtual Community, and Postmodern Identity” (GGG)

Read: “A Different View of Hackers” (YS) &
Watch: “Second Skin,” a documentary about gamers

**Homework (SaS):** What role do technology and modern media play in the development of subcultures today and how has that changed subcultures?

**SUNDAY 3/23:** INQUIRY ASSIGNMENT DUE
(See instructions under Assignments Tab in Bb)

**Week 9: Gender Identities and Youth Cultures**

**Class 17 (3/25)**
Read: Chapter 9: “Riot Grrrls and Fic Writers—Girls Take on the Media” (GGG)

Read: “My Life as an Enterprise Slash Writer” (YS)

**Homework (SaS):** Why did women “take on” the media and not men? What is different about female-oriented subcultures?

**Class 18 (3/27)**
Read: “Riot Grrrl: The legacy and contemporary landscape of DIY feminist cultural activism” by Julia Downes (Bb)

**SUNDAY 3/30:** Research Proposal/Introduction Due
(Instructions detailed under the Assignments tab on Bb)
Week 10

Class 19 (4/1)

Start identifying sources for your subculture

Post visuals associated with your subculture or others

Session with librarian, location TBA.

Class 20 (4/3): Resistance in Youth Scenes and Tribes
Read: Chapter 10: “Questions and Conclusions—Resistance, Commodification, and Growing Up” (GGG)

Watch: “Merchants of Cool,” a PBS Frontline documentary

SUNDAY 4/6: Blog Post

Week 11: Resisting commodification

Class 21 (4/8): The threat from the mainstream

Read: “Selling Subculture: An examination of Hot Topic” by Sarah Hanks in Kinderculture (Bb)

Class 22 (4/10): Social Control: Other ways of neutralizing subcultures
Read: “Street Skateboarding and the Government Stamp of Approval” (YS)

Watch: “Dogtown and Z boys”


Week 12: Keeping the Spirit Alive - Why study youth cultures?

Class 23 (4/15): DIY: Producers vs. consumers of culture

Watch: “DIY or Die”

Class makes zines (bring images and text from your subculture & supplies to make your zine, we’ll be meeting in a computer lab - TBA)

Read: “Has the mainstream run dry?” by James Poniewozik (Bb)

Read: “A Straightedger’s Journey” and “Growing Up and Out of the Rave Scene” (YS)

Focus questions recap:

- Why do young people join youth cultures?
- How do subcultures shape identities?
- Are youth cultures forms of resistance to mainstream (adult) culture?
- Do youth cultures threaten mainstream (adult) culture by seeking to change acceptable standards of behavior?
- Are youth cultures manifestations of new styles of expression, or are they products of consumer culture?
- Do youth cultures form around existing race, class, and gender identities or do they form across those barriers?
- Do youth cultures change mainstream culture or do they get absorbed into mainstream culture and disappear over time?
- Do participants in youth cultures outgrow subcultural lifestyles or do subcultures influence people throughout their lives?

Week 13: Presenting cultures
*You should plan to complete your fieldwork before you present your project to the class.

Class 25 (4/22): Student presentations on research projects

Class 26 (4/24): Student presentations on research projects

SUNDAY 4/27: Research Paper Part 2 - Fieldwork Section Due

Week 14: Presenting cultures

Class 27 (4/29): Student presentations on research projects

Class 28 (5/1): Student presentations on research projects

SUNDAY 5/4: Draft of final paper (if you elect to submit draft) Due, email to instructor by the end of the day.

Week 15
5/6: STUDY DAY – Work on Final Research Papers

Due: Final Paper:
  Thursday, 5/8
  Tuesday, 5/13 (If you submitted a draft on 5/4)