

MODULE SPECIFICATION PROFORMA

Module Title: Youth and Society	Level: 6	Credit Value: 20
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Module Code: EDC618	Cost Centre: GAEC	JACS3 Code: X300
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Trimester(s) in which to be offered: 1 / 2	With effect from: September, 2015
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Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating School: Social and Life Sciences	Module Leader Janet Nordoff
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate): Core – BA (Hons) Families and Childhood Studies
Scheduled learning & teaching hours 40	
Independent study hours 135	
Placement hours 20	

Programme(s) in which to be offered:	Pre-requisites per programme (between levels):
BA (Hons) Families and Childhood Studies	None

Module Aims: To provide students with historical and contemporary perspectives of youth culture and youth transitions and the support systems available to young people.

Intended Learning Outcomes

At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:

1. Critique historical and contemporary theories of youth and youth culture.

2. Critically debate social constructs that position youth culture as deviant and the significance of such concepts.
3. Critically analyse key youth transitions and the impact these may have on young people.
4. Outline key legislation, policies and organisations aimed at supporting the needs of young people.

Assessment:

An essay which considers historical and contemporary theories and constructs of youth and youth culture, the transitions experienced by young people and the support systems available to them, including relevant legislation and policies.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Essay	100%	4,000

Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, case studies, practical activities, external speakers, review of DVD material and peer group discussion. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- Definitions of youth culture and subculture;
- Sociological and non-sociological theories of youth culture and subculture (eg functionalist; Marxist; interactionist; post-modernism, including class, gender, ethnicity)
- Perspectives: social policy, social anthropology, human geography, psychology, education
- Theories that consider the interplay between youth, crime and issues of social control (eg. labelling and social construction, deviancy theory)
- Construct of youth as a deviant subculture (e.g. characterised in terms of leisure, gangs, consumption, self-indulgent behaviour, crime) and the significance of such concepts
- Impact of youth transitions (puberty, neurological and biological changes; relationships; education; work; class; housing; community and global issues)
- Factors influencing the lifestyle, opportunities and behaviour of young people (e.g. family, peers, education, media, music, fashion, leisure and recreation, politics)
- Key legislation, standards, policies and organisations aimed at supporting young people (e.g. UNCRC, CAMHS, Children's Commissioner)

Bibliography

Essential reading:

Brake, M. (2014), *The Sociology of Youth Culture and Youth Subculture; Sex Drugs and Rock n' Roll.* Oxon: Routledge

Hendry, L. and Kleop, M. (2012), *Adolescence and Adulthood; Transitions and Transformations*. Basingstoke: Palgrave MacMillan.

Levesque, J.R (2007), *Adolescents, Media and the Law. What Developmental Science Reveals and Free Speech Requires*. Oxford: Oxford University Press.

Savage, J. (2007), *Teenage: The Creation of Youth Culture*. London: Chatto Windus.

Taylor, W., Earle, R. and Hester, R. (eds) (2010), *Youth Justice Handbook: Theory, Policy, Practice*. Devon: Willan UK.

Other indicative reading:

Bennet A. and Kahn-Harris, K. (eds.) (2004), *After Subculture; Critical Studies in Contemporary Youth Culture*. Basingstoke: Palgrave MacMillan.

Cohen, S. (2002), *Folk Devils and Moral Panics* (Routledge Classics). Third Edition. Oxon: Routledge

Lindon, J. (2007), *Understanding Children and Young People Development: 5-18 years*. London: Hodder Arnold.

Mitchell, W., Bunton, R. and Green, E. (eds.) (2004), *Young People, Risk and Leisure; Constructing Identities in Everyday Life*. Houndmills: Palgrave MacMillan.