

**University of Calgary  
Department of Sociology**

**Sociology of Youth  
Sociology 401.33  
Winter 2009**

**Course Outline**

---

INSTRUCTOR: Christopher O'Connor  
OFFICE/PHONE: SS 902 / (403) 220-6226  
OFFICE HOURS: Monday, 15:00-16:00 (or by appointment)  
CLASS TIME: Monday, Wednesday, Friday, 14:00-14:50  
CLASSROOM: SS010  
EMAIL: cdoconno@ucalgary.ca (this is the best way to contact me)

---

**Course Description and Objectives:**

The sociology of youth covers a substantial number of topics from a variety of different perspectives and is a growing area of interest and study worldwide. This course will examine current theory and research on young people for a range of topics and will entail an examination of the social processes and institutional factors affecting young people's lives in contemporary times. Particular attention will be paid to issues of risk, gender, social class, and race/ethnicity as well as to understanding how young people navigate an increasingly changing social world. By the end of this course, students should have a thorough understanding of the breadth of research conducted within the sociology of youth and be able to critically assess this literature.

**Text:**

Schissel, B. (2006). *Still Blaming Children: Youth Conduct and the Politics of Child Hating*. Halifax: Fernwood Publishing.

Course Package (available from the University of Calgary bookstore)

**Course Requirements and Grading:**

Your final grade will be calculated based on the following:

Participation:	10%
Lead Discussant:	20%
Youth Transition Paper:	30%
Final Paper:	40%

*Participation:* Because this is a 400 level class, its success hinges on the full participation of all its members in class discussions. This smaller class provides students with an opportunity to discuss and articulate ideas not always afforded students in a larger class setting. Students are expected to come to class having read the assigned reading(s) and be prepared to discuss them (having identified relevant sections of the readings and questions that emerged as a result).

*Lead Discussant:* Each student will be expected to present on one of the articles (or a group of articles) listed on the course schedule. Presentations may be done either individually or in groups depending on class size. A sign up sheet will be circulated the first week of class. Each presentation will involve a summary of the key points of the article(s) followed by a minimum of three discussion questions. Creativity is encouraged. For example, if you would like to play a movie clip or circulate a newspaper article to illustrate a point raised by an article and/or to generate discussion, please feel free to do so. However, keep in mind that presentations and discussion should last approximately 50 minutes in which the majority of that time should be reserved for discussion. A one page summary of key findings from the article(s) and discussion questions should be provided to everyone in the class on the day of the presentation.

*Youth Transitions Paper:* Each student will write a 7 to 10 page paper on the topic of youth transitions (covered in the first five weeks of class). This paper will require a critical reflection and analysis of what is meant by 'youth transitions', 'transitioning to adulthood', 'social structure', and 'agency'. This paper is due in class on February 27<sup>th</sup>. Specific paper requirements will be posted on the course Blackboard site the first week of class.

*Final Paper:* Each student will write a 12 to 15 page paper which is due in class on April 17<sup>th</sup>. This paper will entail a summary and critique of Bernard Schissel's book '*Still Blaming Children: Youth Conduct and the Politics of Child Hating*'. Student papers will be expected to incorporate topics covered in class and to utilize newspaper articles to illustrate and analyze how young people are represented in the media. Specific paper requirements will be posted on the course Blackboard site on or before February 27<sup>th</sup>.

Final grades will be determined as follows:

A+ (95-100%)	C+ (67-69%)
A (90-94%)	C (63-66%)
A- (85-89%)	C- (60-62%)
B+ (80-84%)	D+ (55-59%)
B (75-79%)	D (50-54%)
B- (70-74%)	F (49% or less)

The grades for a course component may be scaled to maintain equity among sections and/or to conform to departmental norms.

**Late Papers:**

Assignments not handed in on the due date will be assessed a penalty of 10% per day.

**Course Schedule:**

<b>Week &amp; Topic</b>	<b>Date &amp; Readings</b>
<p>Week 1: Course Overview and Defining 'Youth'</p>	<p><b>January 12:</b> Course Overview</p> <p><b>January 14:</b> Cote, J.E. &amp; Allahar, A.L. (2006). The discovery of youth: Social-scientific attempts to explain coming of age processes. In <i>Critical Youth Studies – A Canadian Focus</i>. Toronto: Pearson Prentice Hall, pp. 14-34.</p> <p><b>January 16:</b> Evans, K. &amp; Furlong, A. (1997). Metaphors of youth transitions: Niches, pathways, trajectories or navigations. In J. Bynner, L. Chisholm, &amp; A. Furlong (eds.), <i>Youth, Citizenship and Social Change in a European Context</i>. Aldershot: Ashgate, pp. 17-41.</p>
<p>Week 2: Transitions to 'Adulthood'</p>	<p><b>January 19:</b> Arnett, J.J. (2007). Emerging adulthood: What is it, and what is it good for? <i>Child Development Perspectives</i>. 1(2): 68-73.</p> <p>Hendry, L.B. &amp; Kloep, M. (2007). Conceptualizing emerging adulthood: Inspecting the emperor's new clothes? <i>Child Development Perspectives</i>. 1(2): 74-79.</p> <p>Hendry, L.B. &amp; Kloep, M. (2007). Redressing the emperor! A rejoinder to Arnett. <i>Child Development Perspectives</i>. 1(2): 83-85.</p> <p><b>January 21:</b> Bynner, J. (2005). Rethinking the youth phase of the life-course: The case for emerging adulthood? <i>Journal of Youth Studies</i>. 8(4): 367-384.</p> <p>Arnett, J.J. (2006). Emerging adulthood in Europe: A response to Bynner. <i>Journal of Youth Studies</i>. 9(1): 111-123.</p> <p><b>January 23:</b> Wyn, J. &amp; Dwyer, P. (1999). New directions in research on youth in transition. <i>Journal of Youth Studies</i>. 2(1): 5-21.</p>
<p>Week 3: Transitions continued: Education and Work</p>	<p><b>January 26:</b> Wyn, J. &amp; Dwyer, P. (2000). New patterns of youth transition in education. <i>International Social Science Journal</i>. 52(164): 147-159.</p> <p>Loughlin, C. &amp; Barling, J. (1999). The nature of youth employment. In J. Barling &amp; E.K. Kelloway (eds.), <i>Young Workers – Varieties of Experience</i>. Washington: American Psychological Association, pp. 17-36.</p>

	<p><b>January 28:</b> Lowe, G.S. &amp; Krahn, H. (2000). Work aspirations and attitudes in an era of labour market restructuring: A comparison of two Canadian youth cohorts. <i>Work, Employment, &amp; Society</i>. 14(1): 1-22.</p> <p><b>January 30:</b> Furlong, A. &amp; Kelly, P. (2005). The Brazilianisation of youth: Transitions in Australia and the UK? <i>Australian Journal of Social Issues</i>. 40(2): 207-225.</p>
Week 4: Transitions continued: Social Structure and Agency	<p><b>February 2:</b> Brannen, J. &amp; Nilsen, A. (2005). Individualisation, choice and structure: a discussion of current trends in sociological analysis. <i>The Sociological Review</i>. 53(3): 412-428.</p> <p><b>February 4:</b> Devadason, R. (2006). Class, ethnicity and individualization: young adult narratives of transition in two European cities. <i>Journal of Education and Work</i>. 19(2): 153-169.</p> <p><b>February 6:</b> O'Connor, P. (2006). Young people's constructions of the self: Late modern elements and gender differences. <i>Sociology</i>. 40(1): 107-124.</p>
Week 5: Transitions continued: Social Structure and Agency	<p><b>February 9:</b> te Riele, K. (2004). Youth transition in Australia: Challenging assumptions of linearity and choice. <i>Journal of Youth Studies</i>. 7(3): 243-257.</p> <p><b>February 11:</b> Lehmann, W. (2004). 'For some reason, I get a little scared': Structure, agency, and risk in school-work transitions. <i>Journal of Youth Studies</i>. 7(4): 379-396.</p> <p><b>February 13:</b> Andres, L. &amp; Adamuti-Trache, M. (2008). Life-course transitions, social class, and gender: A 15 year perspective of the lived lives of Canadian young adults. <i>Journal of Youth Studies</i>. 11(2): 115-145.</p>
<b>READING WEEK</b>	<b>NO CLASSES: February 16-20</b>
Week 6: 'Risky' and 'Deviant' Youth	<p><b>February 23:</b> Powell, J.L. (2003). Risk and youth: A critical sociological narrative. <i>International Journal of Sociology and Social Policy</i>. 23(12): 81-94.</p> <p><b>February 25:</b> Kelly, P. (1999). Wild and tame zones: Regulating the transitions of youth at risk. <i>Journal of Youth Studies</i>. 2(2): 193-211.</p> <p><b>February 27:</b> Pilkington, H. (2007). In good company: Risk, security and choice in young people's drug decisions. <i>The Sociological Review</i>. 55(2): 373-392.</p> <p><b>***Youth Transitions Paper due in Class***</b></p>

<p>Week 7: 'Risky' and 'Deviant' Youth: Car Culture and Auto Theft</p>	<p><b>March 2:</b> Tilleczek, K.C. (2004). The illogic of youth driving culture. <i>Journal of Youth Studies</i>. 7(4): 473-498.</p> <p><b>March 4:</b> Stephen, D.E. &amp; Squires, P.A. (2003). 'Adults don't realize how sheltered they are'. A contribution to the debate on youth transitions from some voices on the margins. <i>Journal of Youth Studies</i>. 6(2): 145-164.</p> <p><b>March 6:</b> O'Connor, C. &amp; Kelly, K. (2006). Auto theft and youth culture: A nexus of masculinities, femininities and car culture. <i>Journal of Youth Studies</i>. Vol. 9(3): 247-268.</p>
<p>Week 8: Youth Culture</p>	<p><b>March 9:</b> White, R. &amp; Wyn, J. (2004). Youth identity and culture. In <i>Youth and Society – Exploring the Social Dynamics of Youth Experience</i>. Oxford: Oxford University Press, pp. 184-202.</p> <p><b>March 11:</b> Moje, E.B. &amp; van Helden, C. (2005). Doing popular culture: Troubling discourses about youth. In J.A. Vadeboncoeur &amp; L.P. Stevens (eds.), <i>Re/Constructing "the Adolescent" – Sign, Symbol, and Body</i>. New York: Peter Lang, pp. 211-247.</p> <p><b>March 13:</b> Wilson, B. &amp; Atkinson, M. (2005). Rave and straightedge, the virtual and the real: Exploring online and offline experiences in Canadian youth subcultures. <i>Youth &amp; Society</i>. 36(3): 276-311.</p>
<p>Week 9: Youth Culture: Music</p>	<p><b>March 16:</b> Brown, A.R. (2008). Popular music cultures, media and youth consumption: Towards an integration of structure, culture and agency. <i>Sociology Compass</i>. 2(2): 388-408.</p> <p><b>March 18:</b> Halnon, K.B. (2005). Alienation incorporated: 'F*** the mainstream music' in the mainstream. <i>Current Sociology</i>. 53(3): 441-464.</p> <p><b>March 20:</b> Lincoln, S. (2005). Feeling the noise: Teenagers, bedrooms and music. <i>Leisure Studies</i>. 24(4): 399-414.</p> <p>Bull, M. (2005). No dead air! The iPod and the culture of mobile listening. <i>Leisure Studies</i>. 24(4): 343-355.</p>
<p>Week 10: Youth Citizenship</p>	<p><b>March 23:</b> Jans, M. (2004). Children as citizens: Towards a contemporary notion of child participation. <i>Childhood</i>. 11(1): 27-44.</p> <p><b>March 25:</b> Cohen, E. (2005). Neither seen nor heard: Children's citizenship in contemporary democracies. <i>Citizenship Studies</i>. 9(2): 221-240.</p>

	<p><b>March 27:</b> Lister, R., Smith, N., Middleton, S., &amp; Cox, L. (2003). Young people talk about citizenship: Empirical perspectives on theoretical and political debates. <i>Citizenship Studies</i>. 7(2): 235-253.</p>
<p>Week 11: Youth Citizenship continued</p>	<p><b>March 30:</b> Hall, T. &amp; Coffey, A. (2007). Learning selves and citizenship: Gender and youth transitions. <i>Journal of Social Policy</i>. 36(2): 279-296.</p> <p><b>April 1:</b> Adsett, M. (2003). Change in political era and demographic weight as explanations of youth 'disenfranchisement' in federal elections in Canada, 1965-2000. <i>Journal of Youth Studies</i>. 6(3): 247-263.</p> <p><b>April 3:</b> Matthews, H. (2001). Citizenship, youth councils and young people's participation. <i>Journal of Youth Studies</i>. 4(3): 299-318.</p> <p>Checkoway, B., Richards-Schuster, K., Abdullah, S., Aragon, M., Facio, E., Figueroa, L., Reddy, E., Welsh, M., &amp; White, A. (2003). Young people as competent citizens. <i>Community Development Journal</i>. 38(4): 298-309.</p>
<p>Week 12: Youth and Public Policy: Putting what we have learned into a policy context</p>	<p><b>April 6:</b> Blanchett-Cohen, N. (2006). Young people's participation in Canadian municipalities: Claiming meaningful space. <i>Canadian Review of Social Policy</i>. 56: 71-84.</p> <p>Shultz, L. &amp; Taylor, A. (2006). Children at work in Alberta. <i>Canadian Public Policy</i>. XXXII(4): 431-441.</p> <p><b>April 8:</b> Gaudet, S. (2007). <i>Emerging adulthood: A new stage in the life course</i>. Ottawa: Policy Research Initiative, pp. 1-28.</p> <p><b>April 10: No Class</b></p>
<p>Week 13: Youth and Public Policy continued</p>	<p><b>April 13:</b> Kelly, P. (2007). Governing individualized risk biographies: New class intellectuals and the problem of youth at-risk. <i>British Journal of Sociology of Education</i>. 28(1): 39-53.</p> <p><b>April 15:</b> Wishart, D., Taylor, A. &amp; Shultz, L. (2006). The construction and production of youth 'at risk'. <i>Journal of Educational Policy</i>. 21(3): 291-304.</p> <p>France, A. (2008). Risk factor analysis and the youth question. <i>Journal of Youth Studies</i>. 11(1): 1-15.</p> <p><b>April 17:</b> Course wrap up</p> <p><b>***Final Paper due in Class***</b></p>

## Department and University Policies

### **Deferrals:**

If at all possible you must provide advance notice to the instructor if you are unable to take a test or pass in an assignment or essay on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Sociology Department.

Please note that requests to defer a final examination or to defer term work past the end of a term go through the Undergraduate Programs Office (UPO) and must be processed by the deadlines that are established in the U. of C. Calendar. You can find the forms you need at:

Deferred Final Exam Application:

[http://www.ucalgary.ca/registrar/files/registrar/Winter2008DEFERREDFINALEXAMINATION\\_S.pdf](http://www.ucalgary.ca/registrar/files/registrar/Winter2008DEFERREDFINALEXAMINATION_S.pdf)

Deferred Term Work Form:

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

You must submit these deferral forms to the Social Sciences Associate Dean (Students) through the UPO office: Undergraduate Programs Office, 4th Floor, MacEwan Student Centre.

To make an appointment with the Associate Dean, phone (403) 220-8155.

Only the Associate Dean approves requests for deferrals which extend beyond the end of a term. Instructors are not involved in such decisions.

**Ethics Research:** Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

**Academic Misconduct:** Plagiarism, cheating and other academic misconduct are regarded as serious academic offenses. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

**The Freedom of Information and Protection of Privacy (FOIP)** legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department main office. Written assignments must be returned to students individually, during class, or during the instructor's office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

**Safewalk:** The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

**Academic Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

#### Handing in Papers Outside of Class, Return of Final Papers, and Release of Final Grades

1. When students are unable to submit papers at class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant rather than at the Sociology Department main office.
2. Final papers will not be returned through the Sociology Department main office. The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, (i.e., outside an instructor's office, the department office, etc.). Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will only be available for pick-up during the instructor's office hours at the end of this term or the beginning of the next term.
3. Final grades are not posted by the Sociology department. They are only available online.

\* \* \* \* \*