

**COURSE DATA****Data Subject**

Code	33485
Name	Youth cultures and areas of educational experience
Cycle	Grade
ECTS Credits	4.5
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	323 - Subject, educational experience and creation of the public spheres II	Optional

Coordination

Name	Department
ABIETAR LOPEZ, MIRIAM	100 - Education and School Management
NAVAS SAURIN, ALMUDENA ADELAIDA	100 - Education and School Management

SUMMARY

“Youth Cultures and arenas of experience” is a four-monthly subject of optional nature. It is part of the subject matter called “Educational experience and construction of that public”, and it belongs to the Social Education degree. It is designed to train students for knowing and building arguments around the social construction of Youth and the multiplicity of forms of expression of Youth Cultures, as well as to explore the role of youth in alternative educational relations.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

there is no need

OUTCOMES

1306 - Degree in Social Education

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

LEARNING OUTCOMES

As specific learning outcomes, the students, upon finishing the course, will be able:

- To build questions, problems and actions that contribute to explore new ways of thinking and do education, in the field of youth
- To search, select and use of various sources (documentary, bibliographical, literary, film...) for thinking about education in the field of youth.
- To develop work of critical nature, either in its collaborative and individual modality.

DESCRIPTION OF CONTENTS

1. The social construction of youth and the multiplicity of forms of expression of youth cultures



In this section we should be able to review a broad selection of texts that have as a fundamental aim to describe, make problematic, and analyze youth in different historical moments or in different geographical locations.

We will look for information on how to construct the gaze on the youth, from a critical perspective to those who built and we will try to see what implications has this construction on the practical possibilities of young people.

We'll use current references, which enable us to find out and describe the youth of today, without leaving aside the fundamental historical references that have enabled us to build different discourses around the fact of being considered young. Thus, we will work with references as disparate as the contributions of Talcott Parsons, Margaret Mead, Carles Feixa or Zygmunt Bauman.

2. Youth cultures and spaces of educational experience

In this block of content we will focus on the guidelines that we find to define youth policies. These guidelines come from, to a large extent, the study of the proposals made by the agencies both supranational and national policies on matters of youth. The very dynamics of these agencies will oblige us to unite their proposals with a critical analysis of the same, that takes into account the changes produced in the Third Sector due to the GEC (Global Economic Crisis): The deadlines for implementation in which agencies move will redraw on the micro level. We should devote to this section between 3 and 6 weeks of dedication.

3. The social protagonism of youth in alternative educational relationship

As its name indicates, and on the basis of the knowledge that on youth we have developed, we will focus on various experiences of young people, led by young people or for young people. It is not my intention to submit examples of good practice, but to test the concepts discussed in the previous paragraphs.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Study and independent work	67,50	0
TOTAL	112,50	

TEACHING METHODOLOGY

Subject will be developed through a methodology aiming to establish a process of learning based on the participation and inquiry of the students. Such effects to the mode of teaching will combine lectures with activities and projects whose work dynamics urge the student, on an individual basis and, if suitable, as a group, to take an active role in order to research youth problems.



The methodology articulate two modalities of activities: the theoretical classes and study activities.

- Theoretical Classes. Attendance is mandatory. It is intended to present and frame different subjects from the theoretical discourse, following the proposed organization of the contents. These classes shall consist essentially of teacher's exhibitions, the realization of small jobs and comments of texts, videos, and visits of specialists.
- Study Activities. Not in the classroom. Aimed at the preparation of the work done by the student, and another on-site support.

EVALUATION

Learning assessment

The assessment shall be carried out through various procedures.

Some, of a continuous and formative nature, aimed at understanding and guide the learning processes: tutorials, documents produced by the students for the realization of activities...

Others, of summative nature, with the purpose of checking the compliance of the plans of work scheduled and the degree of achievement of the goals, the mastery of the contents and the strengthening of the powers: workbook, final testing, presentation of individual papers/group...

Assessment criteria

- Conceptual Precision and proper use of terminology
- Proper understanding of the content
- Ability to integrate the content
- Relevance, richness and creativity of the personal/group elaborations
- Active involvement and participation in the development of the subject
- Use of literature and documentation
- Expository clarity and quality of the presentation, expression and spelling

Students will demonstrate such evaluation criteria in the following tests, at least:

- Written Test of a theoretical nature practical on the date of the official convocation
- Practical work resulting from the development of classes as well as the seminars.
- Participation in the development of class sessions.

REFERENCES

Basic

- Referencia b1: Bauman, Zygmunt. New performance of the old vs. young drama. (Col.lecci. Aportacions ; 36)
- Referencia b2: Carles Feixa Pàmols. Generació @ La joventut al segle XXI. Generalitat de Catalunya. Generalitat de Catalunya
- Referencia b3: Carles Feixa. Past and present of adolescence in society: The teen brain debate in perspective. Neuroscience and Biobehavioral Reviews 35 (2011) 16341643



- Referencia b3: David Zyngier (2011): (Re)conceptualising risk: left numb and unengaged and lost in a no-mans-land or what (seems to) work for at􀀄 risk students, *International Journal of Inclusive Education*, 15:2, 211-231
- Referencia b3: G_r_a_m_s_c_i_,_A_. _1_9_7_5_ _(_1_9_4_9_)_. _"L_a_ _q_u_i_s_t_i_o_n_e_ _d_e_i_g_i_o_v_a_n_i",_ _i_n_ _Quaderni del carcere,_ _T_o_r_i_n_o_,_ _E_i_n_a_u_d_i_.
Referencia b3: Maffesoli, M. 2002. Epílogo. Nomadismos juveniles. En Feixa, Costa & Pallarés (eds) *Movimientos juveniles. Grafitis, grifotas, okupas*. Barcelona, Ariel: 145-152.
Referencia b3: Mead, Margaret (1928). *Adolescencia, sexo y cultura en Samoa*. Barcelona, Planeta-Agostini
Referencia b3: Ortega y Gasset, J. 1966 (1923). *La idea de las generaciones*, *Obras completas*, El tema de nuestro tiempo, Madrid, *Revista de Occidente*, vol. III: 145-168.
- Referencia b3: Parsons, Talcott. *La edad y el sexo en la estructura social de los Estados Unidos*. En *Teorías sobre la Juventud, las Miradas de los Clásicos*. Jo'se Antonio Pérez, Mómnica Valdez y María Herlinda Suárez (coord.). Se puede leer en inglés en Internet en <http://www.jstor.org/stable/2085686?seq=1>
Referencia b3: Tapscott, D. (1998). *Growing up digital: the rise of the Net generation*. Nueva York, McGraw-Hill.
Referencia b3: Bourdieu, Pierre. *La juventud no es más que una palabra*.
- Albaigés, Bernat et. Al (2004). *Crisi del treball i emergència de noves formes de subjectivitat laboral en els joves*. Col·lecció Aportacions núm. 24, Observatori Català de la Juventut.
Baden-Powell, Robert Stephenson Smyth, Baron Escultismo para muchachos : manual para la educación de buenos ciudadanos. Barcelona : CEAC, 2010
Bauman, Zygmunt (2007). *Los retos de la educación en la modernidad líquida*. Gedisa, Barcelona.
Beck, U. (1998) *La sociedad del riesgo. Hacia una nueva modernidad*. Paidós, Barcelona.
Beltrán Llavador, José (2012). *Un estudio sobre los jóvenes de Valencia. Una nueva aproximación sociológica*. Universitat de València.
- Bernstein, B. (1996). *Pedagogy, Symbolic Control and Identity. Theory, research and critique*. Maryland; Rowman & Littlefield.
Bernstein, B. (1997). *La estructura del discurso pedagógico*. Madrid; Morata.
Carles Feixa (2008), *Generación uno punto cinco*. *Revista de estudios de Juventud* núm. 80, 115-127.
European Youth Forum. *Policy Paper on the Future of EU Youth Policy Development*. Council of Members, 28-29 April 2006, Prato (Italy)
- G_r_a_m_s_c_i_,_A_. _1_9_7_5_ _(_1_9_4_9_)_. _"L_a_ _q_u_i_s_t_i_o_n_e_ _d_e_i_g_i_o_v_a_n_i",_ _i_n_ _Quaderni del carcere,_ _T_o_r_i_n_o_,_ _E_i_n_a_u_d_i_.
Hall, S.; Clarke, J.; Jefferson, T.; Roberts, B. 1983 (1975). "Cultures, Subcultures and Class", in S. Hall; T Jefferson (eds.), *Resistance throug rituals. Youth subcultures in post-war Britain*, London, Hutchinson University Library: 9-74. Reprinted in Routledge, London.
Hall, S.G. 1915 [1904]. *Adolescence. Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion and Education*, New York, Appleton & Company.
Herzog, Benno (2011). *Exclusión Discursiva. Hacia un nuevo concepto de la exclusión social*. *Revista Internacional de Sociología*, vol. 69, 607-626.



- Machado Pais, José (2003). The multiple faces of the future in the Labyrinth of Life. *Journal of Youth Studies*, Vol.6, No. 2, 115-126.
- Maffesoli, M. 2002. Epílogo. Nomadismos juveniles. En Feixa, Costa & Pallarés (eds) *Movimientos juveniles. Grafitis, grifotas, okupas*. Barcelona, Ariel: 145-152.
- Mead, Margaret (1928). *Adolescencia, sexo y cultura en Samoa*. Barcelona, Planeta-Agostini.
- Mead, Margaret *Coming of age in Samoa : a psychological study of primitive youth for western civilisation* / Margaret Mead New York : Mentor Book, 1949
- Ortega y Gasset, J. 1966 (1923). La idea de las generaciones, *Obras completas*, El tema de nuestro tiempo, Madrid, *Revista de Occidente*, vol. III: 145-168.
- Parsons, Talcott. La edad y el sexo en la estructura social de los Estados Unidos. En *Teorías sobre la Juventud, las Miradas de los Clásicos*. José Antonio Pérez, Mónica Valdez y María Herlinda Suárez (coord.). Se puede leer en inglés en Internet en <http://www.jstor.org/stable/2085686?seq=1>
- Roszak, Theodore (1970). El nacimiento de una contracultura. Reflexiones sobre la sociedad tecnocrática y su oposición juvenil. Barcelona, Kairós.
- Sennett, R. (2006): *La cultura del nuevo capitalismo*, Anagrama: Barcelona.
- Silva, T.T. da (1997): El proyecto educacional moderno: ¿identidad terminal?, en Veiga-Neto, A. (comp.), *Crítica pos-estructuralista y educación*, Laertes, Barcelona.
- (1999): *Las pedagogías psi y el gobierno del yo en nuestros regímenes neoliberales*, Archipiélago, nº 38, págs. 56-61.
- (2001): *Espacios de identidad*. Octaedro, Barcelona.
- Tapscott, D. (1998). *Growing up digital: the rise of the Net generation*. Nueva York, McGraw-Hill.
- Valera, J. y Álvarez-Uría, F. (1991): *Arqueología de la escuela*, Madrid: La Piqueta.
- Watzlawick, P. (1994). *¿Es real la realidad? Confusión, desinformación y comunicación*. Barcelona: Herder.
- Beltrán Llavador, José (2012). Un estudio sobre los jóvenes de Valencia. Una nueva aproximación sociológica. Universitat de València.
- Bernstein, B. (1996). *Pedagogy, Symbolic Control and Identity. Theory, research and critique*. Maryland; Rowman & Littlefield.
- Bernstein, B. (1997). *La estructura del discurso pedagógico*. Madrid; Morata.
- Carles Feixa (2008), *Generación uno punto cinco*. *Revista de estudios de Juventud* núm. 80, 115-127.
-

Additional

- Albaigés, Bernat et. Al (2004). *Crisi del treball i emergència de noves formes de subjectivitat laboral en els joves*. *Col·lecció Aportacions* núm. 24, Observatori Català de la Juventut.
- Baden-Powell, Robert Stephenson Smyth, *Baron Escultismo para muchachos : manual para la educación de buenos ciudadanos*. Barcelona : CEAC, 2010
- Bauman, Zygmunt (2007). *Los retos de la educación en la modernidad líquida*. Gedisa, Barcelona.
- Beck, U. (1998) *La sociedad del riesgo. Hacia una nueva modernidad*. Paidós, Barcelona.



- European Youth Forum. Policy Paper on the Future of EU Youth Policy Development. Council of Members, 28-29 April 2006, Prato (Italy)
G_r_a_m_s_c_i_, _A_. _1_9_7_5_ _(_1_9_4_9_)_. _"L_a_q_u_i_s_t_i_o_n_e_d_e_i_g_i_o_v_a_n_i"_, _i_n_ Quaderni del carcere, _T_o_r_i_n_o_, _E_i_n_a_u_d_i_.
Hall, S.; Clarke, J.; Jefferson, T.; Roberts, B. 1983 (1975). "Cultures, Subcultures and Class", in S. Hall; T Jefferson (eds.), Resistance through rituals. Youth subcultures in post-war Britain, London, Hutchinson University Library: 9-74. Reprinted in Routledge, London.
- Hall, S.G. 1915 [1904]. Adolescence. Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion and Education, New York, Appleton & Company.
Herzog, Benno (2011). Exclusión Discursiva. Hacia un nuevo concepto de la exclusión social. Revista Internacional de Sociología, vol. 69, 607-626.
Machado Pais, José (2003). The multiple faces of the future in the Labyrinth of Life. Journal of Youth Studies, Vol.6, No. 2, 115-126.
Maffesoli, M. 2002. Epílogo. Nomadismos juveniles. En Feixa, Costa & Pallarés (eds) Movimientos juveniles. Grafitis, grifotas, okupas. Barcelona, Ariel: 145-152.
- Mead, Margaret (1928). Adolescencia, sexo y cultura en Samoa. Barcelona, Planeta-Agostini.
Mead, Margaret Coming of age in Samoa : a psychological study of primitive youth for western civilisation / Margaret Mead New York : Mentor Book, 1949
Ortega y Gasset, J. 1966 (1923). La idea de las generaciones, Obras completas, El tema de nuestro tiempo, Madrid, Revista de Occidente, vol. III: 145-168.
Parsons, Talcott. La edad y el sexo en la estructura social de los Estados Unidos. En Teorías sobre la Juventud, las Miradas de los Clásicos. José Antonio Pérez, Mónica Valdez y María Herlinda Suárez (coord.). Se puede leer en inglés en Internet en <http://www.jstor.org/stable/2085686?seq=1>
- Roszak, Theodore (1970). El nacimiento de una contracultura. Reflexiones sobre la sociedad tecnocrática y su oposición juvenil. Barcelona, Kairós.
Sennett, R. (2006): La cultura del nuevo capitalismo, Anagrama: Barcelona.
Silva, T.T. da (1997): El proyecto educacional moderno: ¿identidad terminal?, en Veiga-Neto, A. (comp.), Crítica pos-estructuralista y educación, Laertes, Barcelona.
- - (1999): Las pedagogías psi y el gobierno del yo en nuestros regímenes neoliberales, Archipiélago, nº 38, págs. 56-61.
- (2001): Espacios de identidad. Octaedro, Barcelona.
Tapscott, D. (1998). Growing up digital: the rise of the Net generation. Nueva York, McGraw-Hill.
Valera, J. y Álvarez-Uría, F. (1991): Arqueología de la escuela, Madrid: La Piqueta.
Watzlawick, P. (1994). ¿Es real la realidad? Confusión, desinformación y comunicación. Barcelona: Herder.

ADDENDUM COVID-19



This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1.- Contents

The contents initially included in the teaching guide are maintained.

2.- Volume of work and temporary planning of teaching

The teaching guide foresees 45 hours of face-to-face classes, which will be adapted according to the organizational conditions approved by the CAT of Social Education. Even so, the definitive organization will be determined according to the health-academic context and the institutional regulations, which is why variations may occur that cannot be contemplated a priori.

3.- Teaching methodology

Teaching will combine face-to-face classes with non-presence, synchronous or asynchronous, generating the so-called hybrid model, which, in any case, always has to consider the forecast of the evolution of the pandemic, as well as possible preventive measures

The teaching methodology proposed in the course programme will be implemented through the various tools available at the UV, facilitating access and participation of all students to the resources and activities proposed through forums, videoconferences or other media.

4.- Evaluation

The evaluation criteria are maintained.

The development of the evaluation methods proposed will be adapted in accordance with the organisational conditions of hybrid teaching approved by the CAT of Social Education.