

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

<b>Code</b>	33485
<b>Name</b>	Youth cultures and areas of educational experience
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2022 - 2023

**Study (s)**

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

**Subject-matter**

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

**Coordination**

<b>Name</b>	<b>Department</b>
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

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

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
<b>TOTAL</b>	<b>112,50</b>	

## 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

- Bauman, Z. (2008). Una nova escena del drama entre vell i jove. New performance of the old vs. young drama (Vol. 36). Barcelona: Observatori Català de la Joventut.



- Bourdieu, P. (2002). La juventud no es más que una palabra. Sociología y Cultura (pp. 163-173). México: Grijalbo.
- Feixa, C. (1999). De jóvenes, bandas y tribus. Antropología de la juventud. Barcelona: Editorial Ariel.
- Feixa, C. (2008), Generación uno punto cinco. Revista de Estudios de Juventud, 80, 115-127.
- Feixa, C. (2011). Past and present of adolescence in society: The teen brain debate in perspective. Neuroscience and Biobehavioral Reviews, 35.
- 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.
- 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.
- Tapscott, D. (1998). Growing up digital: the rise of the Net generation. Nueva York, McGraw-Hill.
- Zyngier, D. (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.

#### **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.
- 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.
- European Youth Forum. Policy Paper on the Future of EU Youth Policy Development. Council of Members, 28-29 April 2006, Prato (Italy).
- Feixa, C., & González Cangas, Y. (2006). Territorios baldíos: identidades juveniles indígenas y rurales en América Latina. Papers, 79, 171-193.
- Feixa, C. (2020). Identidad, Juventud y Crisis: el concepto de crisis en las teorías. Revista Española de Sociología, 29(3), 11-26. <https://doi.org/10.22325/fes/res.2020.72>
- Gramsci, A.1975 (1949). "La quistione dei giovani", in Quaderni del carcere, Torino, Einaudi.



- 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
- 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.). <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 indentidad*. Octaedro, Barcelona.
- Tapscott, D. (1998). *Growing up digital: the rise of the Net generation*. Nueva York, McGraw-Hill.
- Soler, P., Planas, A., & Feixa, C. (2014). Young people and youth policies in Spain in times of austerity: between juggling and the trapeze. *International Journal of Adolescence and Youth*. doi:10.1080/02673843.2013.823552
- 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.
- Valera, J. y Álvarez-Uría, F. (1991): *Arqueología de la escuela*, Madrid: La Piqueta.
- Walther, A. (2006). Regimes of youth transitions: Choice, flexibility and security in young people's experiences across different European contexts. *Young*, 14(2), 119-139. doi:10.1177/1103308806062737
- Watzlawick, P. (1994). ¿Es real la realidad? Confusión, desinformación y comunicación. Barcelona: Herder.