AN/SO 345 COMPARITIVE AUSTRIAN AND EUROPEAN YOUTH CULTURES: THEORIES AND PRACTICES
IES Abroad Vienna

DESCRIPTION:
The course on youth culture covers youth culture theories, history of Austrian youth culture, as well as insights in selected youth cultures of Europe today, based on young people’s changing life worlds. We will explore and analyze youth cultural activities, forms of expression and trends from a sociological perspective through lectures, discussions, and excursions.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION:  English

PREREQUISITES: none

METHOD OF PRESENTATION:
Lectures, student presentations, discussions, film viewing and course-related trips.

REQUIRED WORK AND FORM OF ASSESSMENT:
There will be a midterm and a final exam. The students are expected to prepare between lessons, to present in class and to participate in class. Additionally, they have to provide a shorter written analysis on a contemporary youth culture of their own choice (3-5 pages). The course is graded as follows:

- Midterm exam - 30%
- Final exam - 40%
- Shorter written analysis - 10%
- Class participation - 10%
- Presentation in class - 10%

LEARNING OUTCOMES:
By the end of the course students will be able to:
- basic knowledge of youth cultural theories
- specific knowledge of Austrian youth cultures and basic knowledge of European youth cultures
- basic knowledge of young people’s life worlds in a changing social and economic environment

ATTENDANCE POLICY:
IES Abroad Vienna requires attendance at all class sessions, including field study excursions, internship meetings, scheduled rehearsals, and exams. Attendance will be monitored and unexcused absences will affect the student’s grade via the “Participation” component of each course’s final grade.

CONTENT:

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
</tr>
</thead>
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Global brilliance begins here.
Institute for the International Education of Students
Africa | Asia Pacific | Europe | Latin America
• Furlong, A., & Cartmel, F. (1997). Young People and Social Change. Individualization and risk in late modernity, Chapter 1: The risk society (pp. 1–10), Chapter 3: Social change and labour market transitions (pp. 27–39)
• Bennett, A. (2009). As young as you feel: Youth as a discursive construct, pp.23-36 |
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>History of Youth Culture Part I:</strong></td>
<td>• Willis, Paul (1978): Profane Culture (212 p.)</td>
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<td></td>
<td>• The Emergence and Rise of Youth Subculture (when and how did modern youth culture emerge, youth culture under different preconditions and throughout the 20th century). Methods of research Formation of groups for own research Presentation Manfred Zentner</td>
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<td><strong>Week 3</strong></td>
<td><strong>History of Youth Culture Part II:</strong></td>
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• Shildrick, T., & MacDonald, R. (2006). In Defence of Subculture, pp.125-140 |
| **Week 4** | **History of Youth Culture Part III:** | |
| **Week 5** | Midterm Exam | |
| **Week 6** | **Theory of Youth Culture:** | |
• O’Hara, Craig (1999). The Philosophy of Punk: More than a Noise. (pp. 8-25; 28-32; 34-43; 56-80; 84-95; 113-118; 132-140)
| **Week 7** | **European Youth Cultures in the 21st Century:** | |
|  | • Music oriented youth cultures | |
| Week 8 | European youth cultures in the 21st century:  
Sports and body culture  
Youth cultures and their role for migrant youth  
Group work on own research | • Brill, D. (2009). Gender, status and subcultural capital in the goth scene, pp. 111-125  
• Reitsamer, R. (2011). The DYI Careers of Techno and Drum’n’Bass DJs in Vienna, pp. 28-43 |

| Week 9 | European youth cultures in the 21st century:  
music oriented youth cultures  

| Week 10 | European youth cultures in the 21st century:  
computer- and media oriented youth cultures  
Youth cultures and protest  
Discussing next weeks' presentations of own youth research | • Livingstone, S. (2002). Young People and New Media, pp.1-29; 119-165  
• Cuconato, M., Waechter, N. (2012). The interplay of youth culture, the Web 2.0 and political participation in Europe. New reflections after the Youth Quake in Northern Africa and the Middle East, pp. 143-158 |

| Week 11 | Students’ presentations of own youth research (group 2 + group 3) |  |

| Week 12 | Final Exam |  |

**REQUIRED READINGS:**

- Bennett, A. (2009). As young as you feel: Youth as a discursive construct, pp.23-36
- Cuconato, M., Waechter, N. (2012). The interplay of youth culture, the Web 2.0 and political participation in Europe. New reflections after the Youth Quake in Northern Africa and the Middle East, pp. 143-158
- Furlong, A., & Cartmel, F. (1997). Young People and Social Change. Individualization and risk in late modernity, Chapter 1: The risk society (pp. 1 –10), Chapter 3: Social change and labour market transitions (pp. 27–39)
- Livingstone, S. (2002). Young People and New Media, pp.1-29; 119-165
- O’Hara, Craig (1999). The Philosophy of Punk: More than a Noise. (pp. 8-25; 28-32; 34-43; 56-80; 84-95; 113-118; 132-140)
- Shildrick, T., & MacDonald, R. (2006). In Defence of Subculture, pp.125-140
RECOMMENDED READINGS:

- For those students with German language knowledge there is also an optional reading list of further Austrian and German literature on youth culture:
  - Pädagogische Beiträge zur Vergewisserung einer Generation. Wien: Löcker, S.83-105

OTHER RESOURCES:

- Julien Temple, The Filth and the Fury, 1999
- Karl Folke and Andreas Weslien, Musically Mad - A Documentary On UK Reggae Sound Systems 2008
- Animal Finder, Canvas: A Skateboard Documentary Film, 2008

- Willis, Paul (1978): Profane Culture (212 p.)