McMaster University, Department of Sociology, SOCIOL 4xx3

SOCIOLOGY OF AT-RISK YOUTH

### 4XX3 Fall 2022

**Instructor:** Dr. Genevieve Ritchie **Email:** ritchg3@mcmaster.ca **Lecture:** Mondays 11:30am – 2:20pm **Room:** BSB 238

**Office:** KTH 614

**Office Hours:** Mondays 3:30 – 4:30pm

**Land Acknowledgement**

McMaster University is located on the traditional Territories of the Mississauga and Haudenosaunee nations. The land is protected by the Dish with One Spoon Wampum, which is an agreement to share and protect the land. Across Turtle Island many Indigenous peoples work toward decolonization by resisting violent and extractive colonial practices. I encourage you to learn more about one such struggle taking place on unceded Six Nations territory. [Listen here.](https://www.youtube.com/watch?v=sf4wk6uv_zo)

# Course Description

From policy discussions to scholarly debates ‘youth,’ ‘at-risk youth,’ and the ‘global crisis of youth’ have emerged as salient categories that are used globally to describe the experiences, interests, and behaviours of young people. At first glance youth may appear as a natural stage in one’s life or a transitional period on the way to adulthood. However, if the transition into adulthood is delayed, stalled, or complicated, how should we understand young people’s experience? Should youth struggling to enter adulthood be defined as at-risk or products of a new generational context? Is there a relationship between youth at-risk and youth as hope for the future?

This course will focus on the social attributes, conditions, and policy discussions associated with youth at-risk and will critically discuss the social institutions (family, media, education, carceral, etc.) that coordinate young people’s lives. Course materials and readings will center the relations of risk, racialization, gender, sexuality, health, securitization, and criminalization.

**Required Materials and Texts**

* All required readings are posted on A2L

# Course Objectives

* Name, define, and critically interrogate the debates associated with youth at-risk
* Master close reading techniques
* Lead and participate in scholarly discussion
* Collaborate effectively with fellow students
* Communicate evidenced analysis, questions, reflective ideas, and critique

# Class Format

The class will operate as a discussion-based seminar. There will be a strong emphasis on respectful debate, intellectual generosity, and in-class discussion.

My approach to teaching and learning begins from the idea that we as a class must develop our community of learning. You will be asked to work collaboratively, to develop presentation skills, and to engage in respectful debate (i.e., does not advocate racist, sexist, classist, queer-phobic, bigoted ideas). Dialogue with your peers will assist with the development of critical thinking skills and reflective analysis. ***It is important that you come to class prepared to discuss the weekly topics and readings.***

# Course Evaluation – Overview

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assignment** | **Due Date** | **Word Count** | **Weight**(of100) |
| **1** | Class participation | Ongoing | NA | 20% |
| **2** | Back outline and review essay | Oct 2 (week 4) | 1000 – 1500excluding template | 15% |
| **3** | Discussion lead (groups) | Weeks 5 – 7,9–11 | NA | 25% |
| **4** | 2 Critical reviews essays | Nov 7 & Dec 5(weeks 8 &12) | 1500 –2000 | 20% ea |

**Course Evaluations**

## Class Participation (20%)

* + Weekly participation in class discussions and activities
	+ Active engagement with peer-led presentations
	+ Posting to the class whiteboard (can be asynchronous)
	+ Creating and observing the class agreement
	+ Demonstrating intellectual generosity

## Back outline and reading reflection (15%)

DUE: October 2, week 4 (by 11:59pm) Purpose and instructions

The purpose of this assignment is to develop reading and comprehension techniques in support of critical thinking and analytical skills. The assignment will be completed in two parts. Both parts of the assignment should be submitted as 1 Word document.

Part 1: Close reading

- Select 1 reading from weeks 2 or 3 and complete the back outline template (on A2L)

Part 2: Reflective essay

Using the article selected for part 1, write a reflective essay that discusses and critically engages the author’s approach to analyzing youth. See A2L for handout on writing a critical review.

The essay should:

* Identify the author, their scholarly approach or method, and the publishing journal
* Provide a summary of the overarching argument and evidence used
* Draw on and discuss key themes identified in Part 1
* Provide comment on the authors analysis
* Include a discussion section that raises critical questions and provides evidenced reflection on those questions

Formatting & submission

* 1000–1500 words, excluding Part 1
* Headings dividing the essay are recommended but not required
* Times New Roman font is preferred
* APA bibliography
* Submit the essay as a Word document (not pdf). ***Use your last name as the*** ***document title***

## Discussion Lead (20% + 5%), weeks 5–7 & 9–11 (in-class)

Purpose and instructions

The purpose of this assignment is to develop skills related to effective communication, dialogical engagement, reading comprehension, group collaboration, and intellectual generosity. Working in groups you will lead 1 in-class discussion. Groups are encouraged to lead the discussion in an interactive and participatory manner.

As discussion leads the group will

* Identify the authors, publications, and themes for the session
	+ Use the readings for that week as listed on the syllabus. Only the readings listed as “Core readings” are required for this assignment
* Provide an overview for the session
* Provide a summary of the readings
* Narrow in on important themes for further discussion and analysis
* Create and facilitate class discussion in interesting or innovative ways
	+ Intermix questions, discussion, visual learning, and presentation
* Create slides or whiteboard posts to help guide the session
* Stay within the allotted time

Submission

* Slides can be uploaded to A2L on the day of the presentation
* Use the template on A2L to divide preparatory and presentation tasks
	+ The template includes peer evaluation of how well the group collaborated
	+ Upload the completed task division template as a Word document on the day of presentation. **Use your last name as the file name**

Notes on grading

* Grading for the assignment is broken up into a possible 20 points (in-class presentation and discussion) and a possible 5 points (collaborative preparation).
* Peer evaluation and task division template will be used to guide the collaborative preparation marks, which are individually assigned

## Critical review essays (20% x2)

DUE: November 7, week 8 & December 5, week 12, (by 11:59pm) Purpose and instructions

The purpose of this assignment is to develop critical thinking and analytical skills. You will write **two** critical review essays that discuss and evaluate 1) at least 2 scholarly articles or chapters and 2) 1 podcast (per essay). All materials can be drawn from the syllabus (i.e., no additional research required).

***See the handout on A2L for detailed assignment instructions.***

Formatting & submission

- 1500–2000 words

* Headings dividing the essay are recommended but not required
* Times New Roman font is preferred
* APA bibliography
* Submit the essay as a Word document (not pdf). ***Use your last name as the document title***

# Weekly Course Schedule and Required Readings

## Week 1, September 12 Introductions

- No readings

## Week 2, September 19

### Youth studies & notions of risk

Readings:

1. Bessant, J. (2002). Risk and Nostalgia: The problem of education and youth unemployment in Australia – a Case Study. *Journal of Education and Work*, *15(*1), 31–51.
2. Sukarieh, M., & Tannock, S. (2015). Introduction. In *Youth rising? The politics of youth in the global economy*. (pp.1–11). Routledge.
3. Wyn, J., & Woodman, D. (2006). Generations, Youth and Social Change in Australia, *Journal of Youth Studies,* 9(5), 495–514.

## Week 3, September 26

### Youth studies & notions of risk

Readings:

1. Philipps, J. (2018). A Global Generation? Youth Studies in a Postcolonial World. *Societies (Basel, Switzerland)*, *8*(1),

14. <https://doi.org/10.3390/soc8010014>

1. Murphy, E. C. (2012). Problematizing Arab Youth: Generational narratives of systemic failure. *Mediterranean Politics*, *17*(1), 5–22.
2. Sukarieh, M., & Tannock, S. (2015). The Neoliberal Embrace of youth. In *Youth rising? The politics of youth in the global economy*. (pp.12–32). Routledge.

## Week 4, October 3 DUE: Reflective Essay

### Review: Youth studies & notions of risk

Core readings:

1. Ritchie, Genevieve. "“Youth” as Theory, Method, and Praxis." *Youth as/in Crisis*. Brill, 2017. 11-26.

Podcast:

1. Milburn, K. (2019, Apr 24). Generation Left. In *Culture, Power, Politics.* [*https://culturepowerpolitics.org/2019/04/24/generation-left/*](https://culturepowerpolitics.org/2019/04/24/generation-left/)

**Mid-term recess October 10 – No Class**

## Week 5, October 17 Group 1

### Race, gender, and resilience

Core readings:

1. Hickel, J. (2014). The 'Girl Effect': Liberalism, empowerment and the contradictions of development. *Third world quarterly*, *35*(8), 1355- 1373. <https://doi.org/10.1080/01436597.2014.946250>
2. Murphy, M. (2013, Fall). The Girl: Mergers of feminism and finance in neoliberal times. *S&F Online* [https://sfonline.barnard.edu/gender-justice-and-neoliberal-](https://sfonline.barnard.edu/gender-justice-and-neoliberal-transformations/the-girl-mergers-of-feminism-and-finance-in-neoliberal-times/) [transformations/the-girl-mergers-of-feminism-and-finance-in-neoliberal-times/](https://sfonline.barnard.edu/gender-justice-and-neoliberal-transformations/the-girl-mergers-of-feminism-and-finance-in-neoliberal-times/)

Media & discussion:

1. Hill Collins, P. (2021). Intersectionality, Black youth, and political activism. In Swartz, S., Cooper, A., Batan, C., & Kropff Causa, L. *The Oxford Handbook of Global South Youth Studies* (1 ed.). Oxford University

Press. <https://doi.org/10.1093/oxfordhb/9780190930028.001.0001>

1. Hear Her Voice. (2020, July 31). <https://voices.girleffect.org/stories/health/hearhervoice/film-health>

## Week 6, October 24 Group 2

### Race, gender, and resilience

Core readings:

1. Williams, M. (2016). Youth, Peace, and Security: A new agenda for the Middle East and North Africa. *Journal of international affairs (New York)*,*69*(2), 103–114.
2. Haghgou, S. (2021). Refugee Youth Resettlement: Historicizing policies of deradicalization and resiliency. *Canadian Social Studies* 52.2, 39–51.

Media & discussion:

1. Sukarieh, M., & Tannock, S. (2018). The Global Securitisation of Youth. *Third world quarterly*, *39*(5), 854-870. <https://doi.org/10.1080/01436597.2017.1369038>

## Week 7, October 31 Group 3

### Media, surveillance, & resistance

Core readings:

1. Couldry, N. (2015). The Myth of ‘Us’: Digital networks, political change and the production of collectivity. *Information, Communication & Society*, *18*(6), 608-626.
2. Barassi, V. (2020). Youth, Algorithms, and the Problem of Political Data.

In *Routledge Handbook of Digital Media and Communication* (pp. 166-176). Routledge.

1. Barassi, V. (2019). Datafied Citizens in the Age of Coerced Digital Participation. *Sociological Research Online*, *24*(3), 414-429.

Media & discussion:

1. The Journal. (2021, September 14). The Facebook Files, part 2: ‘We make body image issues worse’. *WSJ Podcasts.* [*https://www.wsj.com/podcasts/the-*](https://www.wsj.com/podcasts/the-journal/the-facebook-files-part-2-we-make-body-image-issues-worse/c2c4d7ba-f261-4343-8d18-d4de177cf973?mod=article_inline)[*journal/the-facebook-files-part-2-we-make-body-image-issues-worse/c2c4d7ba-*](https://www.wsj.com/podcasts/the-journal/the-facebook-files-part-2-we-make-body-image-issues-worse/c2c4d7ba-f261-4343-8d18-d4de177cf973?mod=article_inline)[*f261-4343-8d18-d4de177cf973?mod=article\_inline*](https://www.wsj.com/podcasts/the-journal/the-facebook-files-part-2-we-make-body-image-issues-worse/c2c4d7ba-f261-4343-8d18-d4de177cf973?mod=article_inline)
2. The Journal. (2021, September 29). The Facebook Files, part 5: The push to attract younger users. *WSJ Podcasts*. [https://www.wsj.com/podcasts/the-](https://www.wsj.com/podcasts/the-journal/the-facebook-files-part-5-the-push-to-attract-younger-users/ca84a552-9b4e-4f8f-9575-597b4b089062) [journal/the-facebook-files-part-5-the-push-to-attract-younger-users/ca84a552-](https://www.wsj.com/podcasts/the-journal/the-facebook-files-part-5-the-push-to-attract-younger-users/ca84a552-9b4e-4f8f-9575-597b4b089062) [9b4e-4f8f-9575-597b4b089062](https://www.wsj.com/podcasts/the-journal/the-facebook-files-part-5-the-push-to-attract-younger-users/ca84a552-9b4e-4f8f-9575-597b4b089062)

## Week 8, November 7 Critical Review Essay 1

### Media, surveillance, & resistance

Core readings:

1. Roose, J. M., & Harris, A. (2015). Muslim Citizenship in Everyday Australian Civic Spaces. *Journal of intercultural studies*, *36*(4), 468-

486. <https://doi.org/10.1080/07256868.2015.1049984>

1. Bessant, J. (2016). Democracy Denied, Youth Participation and Criminalizing Digital Dissent. *Journal of youth studies*, *19*(7), 921-

937. <https://doi.org/10.1080/13676261.2015.1123235>

Media & discussion:

1. Ceres, P. (2022, August 3). Kids are back in classrooms and laptops are still spying on them. *Wired.* [https://www.wired.com/story/student-monitoring-](https://www.wired.com/story/student-monitoring-software-privacy-in-schools/) [software-privacy-in-schools/](https://www.wired.com/story/student-monitoring-software-privacy-in-schools/)
2. Henry, N., Vasil, S., & Witt, A. (2021). Digital citizenship in a global society: a feminist approach. *Feminist media studies*, 1-

18. <https://doi.org/10.1080/14680777.2021.1937269>

## Week 9, November 14 Group 4

### Media, surveillance, & resistance

Core readings:

1. Maira, S. (2020). Muslim American Youth and Volunteerism: Neoliberal Citizenship in the War on Terror. In *Muslim Volunteering in the West* (pp. 179- 200). M, Peucker, & M, Kayikci, Palgrave Macmillan, Cham.
2. Johns, A. (2017). Flagging White Nationalism 'After Cronulla': From the beach to the net. *Journal of intercultural studies*, *38*(3), 349-

364. <https://doi.org/10.1080/07256868.2017.1314259>

Media & discussion:

1. Fekete, L. (2014). Anti-fascism or anti-extremism? *Race & class*, *55*(4), 29- 39. <https://doi.org/10.1177/0306396813519933>
2. Speri, A. (2019, March 23). Fear of a black homeland. *The Intercept.* [https://theintercept.com/2019/03/23/black-identity-extremist-fbi-domestic-](https://theintercept.com/2019/03/23/black-identity-extremist-fbi-domestic-terrorism/) [terrorism/](https://theintercept.com/2019/03/23/black-identity-extremist-fbi-domestic-terrorism/)

## Week 10, November 21 Group 5

### Youth social movements

Core readings:

1. Milkman, R. (2017). A New Political Generation: Millennials and the Post-2008 Wave of Protest. *American sociological review*, *82*(1), 1-

31. <https://doi.org/10.1177/0003122416681031>

1. Villegas, P. E., & Aberman, T. (2019). A Double Punishment: The context of postsecondary access for racialized precarious status migrant students in Toronto, Canada. *Refuge: Canada's Journal on Refugees/Refuge: revue canadienne sur les réfugiés*, *35*(1), 72-82.

Media & discussion:

1. FJC Youth Group. (2016). Uprooted Education: 2015–2016 Report. [https://www.fcjrefugeecentre.org/wp-content/uploads/2016/02/Report-](https://www.fcjrefugeecentre.org/wp-content/uploads/2016/02/Report-Card_webFinal_2016.pdf) [Card\_webFinal\_2016.pdf](https://www.fcjrefugeecentre.org/wp-content/uploads/2016/02/Report-Card_webFinal_2016.pdf)
2. Terriquez, V., & Milkman, R. (2021). Immigrant and Refugee Youth Organizing in Solidarity with the Movement for Black Lives. *Gender & society*, *35*(4), 577- 587. <https://doi.org/10.1177/08912432211029396>

## Week 11, November 28 Group 6

### Youth movements & Anti-colonialism

Core readings:

1. Dhillon, J. K. (2015). Indigenous Girls and the Violence of Settler Colonial policing. *Decolonization: indigeneity, education & society*, *4*(2).
2. Chavez, K. R., & Masri, H. (2020). The Rhetoric of Family in the US Immigration Movement: A queer migration analysis of the 2014 Central American child migrant “Crisis.”. *Queer and trans migrations: Dynamics of illegalization, detention, and deportation*, 209-225.

Media & discussion:

1. Salgado, J. (2011, May 6). Queer, undocumented, and unafraid: Sexuality meets immigration politics in a youth-led movement for immigrant rights. *Briarpatch* [*https://briarpatchmagazine.com/articles/view/queer-undocumented-and-unafraid*](https://briarpatchmagazine.com/articles/view/queer-undocumented-and-unafraid)

## Week 12, December 12 Media Review 2

### Summation and Review

- No readings

Discussion & Media:

1. Johnson, S., & Dhillon, J. (2018, March 6). Indigenous Youth and the Changing Face of Settler Colonialism: A Conversation with Jaskiran Dhillon. <https://edgeeffects.net/jaskiran-dhillon/>

# Course Policies

## Late Assignments

* + Any assignment uploaded to A2L has a 4-hour grace period
	+ 3% late penalty per day (of the assignment weight) will be applied after the grace period
	+ Requests for an extension must be submitted by email at **least 24 hours prior to the due date.**
	+ For the group assignment, requests to change the date must be discussed with me in-person at least 1 week prior to the due date.
	+ Assignments more than two weeks late will not be accepted and will be assigned mark of zero.

**Student Services on Campus** [Pride Community Centre](https://msumcmaster.ca/service/pcc/) [Indigenous Student Services](https://indigservices.mcmaster.ca/) [Black Student Success Centre](https://blackstudentsuccess.mcmaster.ca/)

## Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. **Please notify me by email as soon as the request has been submitted.**

## Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

# University Policies

## Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic](http://www.mcmaster.ca/academicintegrity) [Integrity Policy](http://www.mcmaster.ca/academicintegrity)**.**

The following illustrates only three forms of academic dishonesty

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student](https://sas.mcmaster.ca/) [Accessibility Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [*Academic Accommodation of Students with Disabilities*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) policy.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) [& Responsibilities](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by university instructors.The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student

for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e- mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

## Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## Grades

Grades will be based on the McMaster University grading scale:

|  |  |
| --- | --- |
| **MARK** | **GRADE** |
| 90-100 | A+ |
| 85-89 | A |
| 80-84 | A- |
| 77-79 | B+ |
| 73-76 | B |
| 70-72 | B- |
| 67-69 | C+ |
| 63-66 | C |
| 60-62 | C- |
| 57-59 | D+ |
| 53-56 | D |
| 50-52 | D- |
| 0-49 | F |