UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
Tel: 0264 5322388
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COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeş-Bolyai University
1.2 Faculty	The Faculty of Letters
1.3 Department	English Language and Literature
1.4 Field of study	Philology
1.5 Study cycle (BA/MA)	Master
1.6 Study program/Qualification	British Cultural Studies/ MA in Philology

2. Information about the subject

2.1 Course title/Code	**British Youth Culture/LME2212 (taught in English)**							
2.2 Course tutor	Reader PhD Diana Cotrău (d.cotrau@lett.ubbcluj.ro)							
2.3 Seminar tutor	Reader PhD Diana Cotrău (d.cotrau@lett.ubbcluj.ro)							
2.4 Year of study	**II**	2.5 Semester	**4**	2.6 Type of assessment	**E**	2.7 Course status	Contents	DA
							Mandatory	DI

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	**4**	of which: 3.2 course	**2**	3.3 seminar/laboratory	**2**
3.4 Total number of hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time distribution					Hours
Study based on textbook/course manual/recommended reading/personal notes					60
Additional research in the library, by accessing scientific databases,or during field work					16
Preparation for seminars/laboratory classes, essays, portfolios, and reports					60
Tutoring					2
Assessment (examinations)					2
Other activities					6
3.7 Total hours for individual study	140				
3.8 Total hours per semester	196				
3.9 Number of credits	8				

4. Prerequisites (if necessary)

4.1 Curriculum	
4.2 Skills	• adequate use of cultural studies terminology • efficient written and oral communication in English • study skills

5. Conditions (if necessary)

5.1. For delivering lectures	• room with white board and multi-media equipment, Internet connection • course attendance not mandatory
5.2. For teaching seminars/laboratory classes	• room with white board and multi-media equipment, Internet connection • seminar attendance not mandatory; presence for final evaluation is subject to no condition; evaluations is subject to fulfilling all assumed obligations (defence of written assignments and practical course activity)

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6. Acquired specific competences

Professional competences	C1 Adequate use of concepts pertaining to the study of General Linguistics, Theory of Literature and Comparative universal literature. C2 Proficient written and oral communication in the Romanian and English languages.
Transversal competences	CT1 Use of the components of the domain of language and literature in full accordance with professional ethics. CT2 Teamwork; interpersonal communication and specific role taking.

7. Course objectives (derived from the specific competencesacquired)

7.1 General objective of course	• This strand intends for students to acquire knowledge about youth subcultures, presented in a comparative manner, become familiar with the terminology peculiar to cultural studies and the instruments necessary for text analysis and media discourse. The activities students will engage in consist in presentations, debates, film and documentary viewing, samples from different media, all of which will be highly interactive. The course is designed as a possible platform for launching interdisciplinary projects integrating cultural studies and media studies.
7.2 Specific objectives	Graduates will be able to: • analyse the varied youth styles in the UK, identify their socio-cultural appurtenance and diagnose marginality and the undermining of mainstream through symbolic power; • apply cultural analysis grids to the varied real or virtual youth manifestations; • identify and deconstruct cultural hybrids – in consequence of the impact of globalisation on subcultural styles

8. Contents

8.1 Lectures	Teaching methods	Remarks
Topic 1*Topic*: A survey of youth culture theory and approaches *Concepts, keywords*: • society, culture, subculture • classical vs. novel theories : hegemony and social class (Gramsci) versus leisure and consumption • risks of generalising, totalising and homogenising approaches	enhanced lecture, debate, problem solving	
Topic 2: *Topic*: Style: defininition and components *Concepts, keywords*: • style • homologies and bricolage • intersubjectivity	enhanced lecture, debate, problem solving	
Topic 3: subcultural space *Concepts, keywords*: • clubs, street, home • public space and private space	enhanced lecture, debate, problem solving	

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Topic 4: : Media and moral panic campaigns *Concepts, keywords*: • delinquency versus street upheavals • demonisation of youth focal activities	enhanced lecture, debate, problem solving	
Topic 5: Youth and Television: youth-directed versus youth-produced media *Concepts, keywords*: • niche television, niche audience • New Media • solidarity discourse	enhanced lecture, debate, problem solving	
Topic 6: Feminism and youth culture *Concepts,keywords*: • feminist research agenda • gendered social practice	enhanced lecture, debate, problem solving	
Topic 7: Gendered roles. Domestic and public spaces. *Concepts, keywords*: • resistance to culturally determined roles • symbolic power.	enhanced lecture, debate, problem solving	
Topic 8: Subcultural values: graffiti *Concepts, keywords*: • antilanguage • alternative art and pop culture • marginal and underground cultures • counter-culture	enhanced lecture, debate, problem solving	
Topic 9: soccer and houligans *Concepts, keywords*: • soccer-club solidarity communities • the Fascist side of soccer fan communities	enhanced lecture, debate, problem solving	
Topic 10: Afro-Asian music as political manifesto *Concepts, keywords*: • Reggae and Rastafarianism • symbolic power • ethnic underworld	enhanced lecture, debate, problem solving	
Topic 11: youth and globalisation *Concepts, keywords*: • local communities • the wired global village • glocalisation, cultural hybrids	enhanced lecture, debate, problem solving	
Topic 12: Youtube and participatory culture. *Concepts and keywords*: • User Generated Content; prosumers (user and consumer); multimedia content	enhanced lecture, debate, problem solving	

Bibliography

Brake, Michael. 1987. *Comparative Youth Culture*. London & New York: Routledge
Cotrău, Diana. 2009. *Studies in Language, Culture, and the Media*, Cluj Napoca: EDITURA NAPOCA STAR
Fiske, John. 1998. *Understanding Popular Culture.* London and New York: Routledge. 2nd edition
Gelder, Ken and Sarah Thornton (eds.). 1997. *The Subcultures Reader*. London and New York: Routledge
Gelder, Ken. 2006. *Subcultures. Cultural History and Social Practice*. Routledge: New York
Hall, Stuart and Tony Jefferson (eds). 1976. *Resistance through Rituals. Youth Subcultures in Post-War Britain*. London & New York: Routledge

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Hebdige, Dick. 1987. *Subculture. The Meaning of Style*. London and New York: Routledge
Jones, Simon. 1988. *BlackCulture, White Youth. The Reggae Tradition from JA to UK*. London: Macmillan Education Limited
McRobbie, Angela. 2000. *Feminism and Youth Culture*. New York: Routledge. 2nd edition
Redhead, Steve. 1991. *The End of the Century Party: Youth and Pop Towards 2000*. Manchester University Press
Thornton, Sarah. 1995. *Club Cultures. Music, Media and Subcultural Capital*. Cambridge: Polity Press Valentine, Gil Valentine, Skelton, Tracey and Deborah Chambers (eds.). 1998. *Cool Places. Geographies of Youth Cultures.* London and New York: Routledge

8.2 Seminars	Teaching methods	Remarks
Topic 1 -2. Subcultures and styles, classifications: teds, mods, rockers, punks, teddy-boppers, etc.	Student papers. Text analysis. Group work. Exemplification. Exercises.	
Topic 3-4.Punk: resistance to mainstream. Analysis of a documentary on Punk in fashion and its social accents	Student papers. Text analysis. Group work. Exemplification. Exercises.	
Topic 5-6. Undermining public space. Analysis of particular situations as identified by research performed by the students	Student papers. Text analysis. Group work. Exemplification. Exercises.	
Topic 7.Analysis of press campaigns targeting youth from different decades, their aims and objectives	Student papers. Text analysis. Group work. Exemplification. Exercises.	
Topic 8. Analysis of a TV production or a youth-directed niche channel. Pop styles, representations, idols, iconic stars, videoclips and stereotyping	Student papers. Text analysis. Group work. Exemplification. Exercises.	
Topic 9. Teen magazines. Music and lifestyle	Student papers. Text analysis. Group work. Exemplification. Exercises.	
Topic 10. Case study. Youth representations in British quality and popular press	Student papers. Text analysis. Group work. Exemplification. Exercises.	
Topic 11. Interculturality. Cultural imperialism, transnational values	Student papers. Text analysis. Group work. Exemplification. Exercises.	
Topic 12. Online identity construction and the New Media	Student papers. Text analysis. Group work. Exemplification. Exercises.	

Bibliography

Indicated work, dramatisations, topical documentaries, excerpts of the specialist literature indicated above.

8.3 Applied Practice work	**Teaching-learning**	**Observations**

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	methods	

9. Validatingcourse contents based onthe expectations of epistemic communities, professional associations and of potential employers related to the field of study.

- Syllabus content is reflected to a great extent in the secondary and academic curricula the main employers of the streamline alumni).
- Topics are compiled in accordance with the specialty bibliography.
- Part of the course and seminar components have been defended as papers at national and international symposia.

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	- capacity for interactivity - knowledge and understanding - operational command of specialty discourse - ability to explain and interpret - complete and correct task solutions.	Written paper	½
10.5 Seminar	• Seminar papers, written assignments, active participation in debates, applied work in practical activities.	PowerPoint presentation	½
10.6 Practical course/project	•		

10.7 Basic performance standard

- Students know, identify, and correctly define the main instrumental concepts of Subcultural Studies, employ them adequately for analyses of specific material.
  - Students will be able to sample, copile corpus, analyse, interpret findings and reach conclusions on mediated and authentic texts.
  - Good command of specialty language.

Organisation details, managing exceptional situations:

Sitting the exam is not subject to minimum course attendance or applied work.

Exam fraud will trigger the immediate stop of examination and student will be automatically assigned grade 1 (one).

Date	Course tutor's signature	Seminar tutor's signature
14.03.2022	Diana Cotrău	Diana Cotrău
Date of department endorsement 14.04.2022	Head of department's signature	

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Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp