



## SYLLABUS

### *British Youth Culture*

Academic year 2025-2026

#### 1. Information about the study program

1.1. University	Babeș-Bolyai University
1.2. Faculty	The Faculty of Letters
1.3. Department	English Language and Literature
1.4. Field of study	Language and Literature
1.5. Study cycle (BA/MA)	MA
1.6. Study programme/Qualification	British Cultural Studies / Master in Philology
1.7. Enrolment frequency	Full time

#### 2. Information about the subject

2.1. Course title		British Youth Culture (taught in English)				Course code		LME2212	
2.2. Course tutor				Diana Cotrău, Ph.D. Reader					
2.3. Seminar / practical course (laboratory) tutor				Diana Cotrău, Ph.D., Reader					
2.4. Year of study	2	2.5. Semester	4	2.6. Type of assessment	E	2.7. Course status	Contents	DS	
							Mandatory	DO	

#### 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 / <a href="#">practical course (laboratory)</a>	2
3.4. Total number of hours in the curriculum	48	of which: 3.5 course	24	3.6 seminar / <a href="#">practical course (laboratory)</a>	24
<b>Allotted time for individual study (ID) and self-study activities (SA)</b>					<b>hours</b>
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					70
Additional research (in the library, online scientific databases/platforms, or field documentation)					50
Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports (mai mare sau egal cu nr. total ore prevăzut în calendarul disciplinei pentru temele de control)					24
Tutoring					2
Assessment (examinations)					6
Other activities: [de ex.: comunicare bidirecțională cu titularul de disciplină / tutorele]					
<b>3.7. Total hours for individual study (ID) and self-study activities (SA)</b>					<b>152</b>
<b>3.8. Total hours per semester</b>					<b>200</b>
<b>3.9. Number of credits</b>					<b>8</b>

#### 4. Prerequisites (if necessary)

Date of approval  
Name and signature of Dean



4.1. curriculum	
4.2. skills	<ul style="list-style-type: none"> <li>adequate use of cultural studies terminology</li> <li>efficient written and oral communication in English</li> <li>study skills</li> </ul>

## 5. Conditions (if necessary)

5.1. for delivering lectures	<ul style="list-style-type: none"> <li>room with white board and multi-media equipment, Internet connection</li> </ul>	course attendance not mandatory
5.2. for teaching seminars / practical courses (laboratory classes)	<ul style="list-style-type: none"> <li>room with white board and multi-media equipment, Internet connection</li> <li>seminar attendance not mandatory; presence for final evaluation is subject to no condition; evaluation is subject to fulfilling all assumed obligations (defense of written assignments and practical course activity)</li> </ul>	

## 6. Acquired specific skills

Professional/essential skills	<p>C1 Appropriate use of fundamental concepts in the study of general linguistics, theory of literature and comparative literature;</p> <p>C2 Efficient written and oral communication in English.</p>
Transversal skills	<ul style="list-style-type: none"> <li>CT1 Using the instruments of linguistics and literary studies in accordance with professional ethics;</li> <li>CT2 Teamwork; interpersonal communication, taking on specific roles.</li> </ul>

## 7. Course objectives (derived from the acquired specific skills)

7.1 General objective of course	<ul style="list-style-type: none"> <li>The aim for this strand is to guide students into acquiring diachronic knowledge about British youth subcultures, internalising the terminology peculiar to cultural studies, and becoming adept at using the instruments necessary for deconstructing subcultural identities in late modernity. Student activities will consist of making presentations, joining debates, film and documentary viewing and subsequent interpretations thereof, sampling varied media discourse and texts, all of which pertain to subcultural manifestations. The course is also designed as a possible platform for launching research projects joining cultural studies with media studies.</li> </ul>
---------------------------------	--



<b>7.2 Specific objectives</b>	<p>Graduates will be able to:</p> <ul style="list-style-type: none"> <li>analyse the varied youth styles in the UK, and comparatively elsewhere in the world where hybrids are identified, their socio-cultural appurtenance, diagnose their marginality in line with the dynamics of socio-cultural changes mainly under the impact of online engagement;</li> <li>apply cultural analysis grids to the varied real or virtual youth subcultural articulations;</li> <li>identify and deconstruct cultural hybrids – in consequence of the impact of globalisation or, alternately, deglobalisation.</li> </ul>
--------------------------------	--

## 8. Contents

8.1 Course	Teaching methods	Remarks
<p><b>Topic 1:</b> <i>Topic:</i> A survey of youth culture theory and approaches <i>Concepts, keywords:</i></p> <ul style="list-style-type: none"> <li>society, culture, subculture</li> <li>classical vs. novel theories : hegemony and social class (Gramsci) versus leisure and consumption</li> </ul> <p>risks of generalising, totalising and homogenising</p>	<p>enhanced lecture, debate, problem solving</p>	
<p><b>Topic 2:</b> <i>Topic:</i> Style: definition and components <i>Concepts, keywords:</i></p> <ul style="list-style-type: none"> <li>style</li> <li>homologies and bricolage</li> <li>intersubjectivity</li> </ul>	<p>enhanced lecture, debate, problem solving</p>	
<p><b>Topic 3:</b> subcultural space <i>Concepts, keywords:</i></p> <ul style="list-style-type: none"> <li>clubs, street, home</li> </ul> <p>public space and private space</p>	<p>enhanced lecture, debate, problem solving</p>	
<p><b>Topic 4:</b> : Media and moral panic campaigns <i>Concepts, keywords:</i></p> <ul style="list-style-type: none"> <li>delinquency versus street upheavals</li> </ul> <p>demonisation of youth focal activities</p>	<p>enhanced lecture, debate, problem solving</p>	
<p><b>Topic 5:</b> Youth and Television: youth-directed versus youth-produced media <i>Concepts, keywords:</i></p> <ul style="list-style-type: none"> <li>niche television, niche audience</li> <li>New Media</li> </ul> <p>solidarity discourse</p>	<p>enhanced lecture, debate, problem solving</p>	
<p><b>Topic 6:</b> Feminism and youth culture <i>Concepts, keywords:</i></p> <ul style="list-style-type: none"> <li>feminist research agenda</li> </ul> <p>gendered social practice</p>	<p>enhanced lecture, debate, problem solving</p>	



<b>Topic 7: Gendered roles. Domestic and public spaces.</b> <i>Concepts, keywords:</i> <ul style="list-style-type: none"> <li>resistance to culturally determined roles</li> </ul> <b>symbolic power.</b>	enhanced lecture, debate, problem solving	
<b>Topic 8: Subcultural values: graffiti</b> <i>Concepts, keywords:</i> <ul style="list-style-type: none"> <li>antilanguage</li> <li>alternative art and pop culture</li> <li>marginal and underground cultures</li> <li>counter-culture</li> </ul>	enhanced lecture, debate, problem solving	
<b>Topic 9: soccer and hooligans</b> <i>Concepts, keywords:</i> <ul style="list-style-type: none"> <li>soccer-club solidarity communities</li> <li>the Fascist dimension of soccer fan communities</li> </ul>	enhanced lecture, debate, problem solving	
<b>Topic 10: Afro-Asian music as political manifesto</b> <i>Concepts, keywords:</i> <ul style="list-style-type: none"> <li>Reggae and Rastafarianism</li> <li>Symbolic power</li> <li>Ethnic underworld</li> </ul>	enhanced lecture, debate, problem solving	
<b>Topic 11: youth and globalisation</b> <i>Concepts, keywords:</i> <ul style="list-style-type: none"> <li>local communities</li> <li>the wired global village</li> </ul> <b>glocalisation, cultural hybrids</b>	enhanced lecture, debate, problem solving	
<b>Topic 12: Youtube and participatory culture.</b> <i>Concept, keywords:</i> <ul style="list-style-type: none"> <li>User Generated Content; prosumers (user and consumer); multimedia content</li> </ul>	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:EdituraNapoca Star  
Fiske, John. 1998. *Understanding Popular Culture*. London and New York: Routledge. 2<sup>nd</sup> 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  
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. 2<sup>nd</sup> edition  
Redhead, Steve. 1991. *The End of the Century Party: Youth and Pop Towards 2000*. Manchester University Press



Thornton, Sarah. 1995. <i>Club Cultures. Music, Media and Subcultural Capital</i> . Cambridge: Polity Press Valentine, Gil Valentine, Skelton, Tracey and Deborah Chambers (eds.). 1998. <i>Cool Places. Geographies of Youth Cultures</i> . London and New York: Routledge		
8.2 Seminar / practical course (laboratory class)	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 student research	Student papers. Text analysis. Group work. Exemplification. Exercises.	
Topic 7. Analysis of press campaigns targeting youth in 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, reverse 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.	
<b>Bibliography</b> Indicated work, dramatisations, topical documentaries, excerpts of specialist literature indicated above.		

**9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.**

Date of approval  
Name and signature of Dean



- 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 Course	<ul style="list-style-type: none"> <li>- capacity for interactivity</li> <li>- knowledge and understanding</li> <li>- operational command of specialty discourse</li> <li>- ability to explain and interpret</li> <li>- complete and correct task solutions.</li> </ul>	Multi-media presentation of a mini-research project	3/4
10.5 Seminar/practical course (laboratory class)	Seminar papers, written assignments, active participation in debates, applied work in practical activities.	Viva voce presentation	1/4
10.6 Basic performance standard			
<ul style="list-style-type: none"> <li>• Students know, identify, and correctly define the main instrumental concepts of Subcultural Studies, employ them adequately for analyses of specific material.</li> <li>• Students will be able to source, compile corpus, analyse, interpret findings, and reach conclusions on mediated and authentic texts.</li> <li>• Good command of specialty language.</li> <li>• Using AI tools for generating ideas or discourse is allowed only with the tutor's permission and with explicit acknowledgment. This applies to both class discussions or assessment tasks and examinations. Unauthorized use of AI amounts to plagiarism. According to UBB regulations, plagiarism of any type triggers expulsion from university studies.</li> </ul>			

## 11. Labels ODD (Sustainable Development Goals)

	General label for Sustainable Development
--	---



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



Facultatea de Litere  
Str. Horea nr. 31  
400202, Cluj-Napoca  
<https://lett.ubbcluj.ro>



Date:

10.02.2025

Course tutor's name and signature

Diana

Cotrău

Seminar tutor's name and signature /  
Practical course tutor's (Laboratory tutor's)  
name and signature,

Date of approval:

14.02.2025

Head of Department's name and signature,

Popa-Petrar Petronia

Date of approval  
Name and signature of Dean