

**Carleton University | Department of Geography and Environmental Studies**  
**GEOG 4023: Geographies of Youth in an Urban Age | Fall 2019**  
**Tuesdays, 8:35-11:25am**  
**Location: LA A220 (A Tower, 2<sup>nd</sup> floor Loeb Building)**

Instructor: Dr. Christopher Webb  
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### **Course Description:**

Global transformations are rapidly altering young peoples' lives around the world. From the rise of gig work to movements against authoritarianism and inequality, young people are both deeply affected by social change and at the forefront of popular movements. In this course, we consider young peoples' lives in relation to rapid social and spatial change, particularly processes of urbanization. Cities provide fertile sites for studying the differential impacts of contemporary globalization. Similarly, youth provide a lens through which we can examine both macro-level changes and how these are mediated, interpreted and challenged at the level of households, communities and institutions. As the anthropologist Deborah Durham has suggested, youth are best understood as 'social shifters,' drawing our attention to changes in social landscapes of power, rights, expectations and relationships. This course provides a global perspective on some of the key forces shaping young peoples' lives with a particular emphasis on urban change. We will take a broadly multi-disciplinary approach, drawing from sociology and anthropology, while emphasizing the contributions of human geographers. If sociologists and anthropologists have emphasized the social construction of youth, geographers have analyzed the spatiality of youth and the importance of comparative perspectives. Among the topics we'll cover are: youth and globalization; youth and urban space; work and economic change; youth cultures; sexuality and space; education; stigma and crime; and youth resistance.

### **Course Objectives:**

- To provide students with a general introduction to the field of youth studies and the geographies of youth and childhood in particular.
- To enrich students' understanding about young peoples' lives in diverse global contexts and the forces affecting trajectories to adulthood.
- To stimulate an interest in the multi-disciplinary approaches to youth studies by reading work by human geographers, anthropologists, and sociologists.
- To develop students' seminar presentation skills and ability to read theoretical texts.

## Course Themes and Reading Schedule

Date	Theme	Readings
<b>September 10, 2019</b> Week 1	Introduction to course and key themes	
<b>September 17, 2019</b> Week 2	Generations, transitions and maps of life	<p>Mannheim, Karl (1952). The Sociological Problem of Generations. In <i>Essays on the Sociology of Knowledge: Collected Works, Volume 5</i>. Kecskemeti, Paul (ed.). New York: Routledge. p. 286–320.</p> <p>Johnson-Hanks, J. (2002). On the limits of life stages in ethnography: toward a theory of vital conjunctures. <i>American anthropologist</i>, 104(3), 865-880.</p> <p>Jeffrey, C. (2010). Geographies of children and youth I: eroding maps of life. <i>Progress in human geography</i>, 34(4), 496-505.</p>
<b>September 24, 2019</b> Week 3	Growing up global	<p>Katz, C. (1998). Disintegrating developments: Global economic restructuring the eroding ecologies of youth. In <i>Cool Places</i>. Skelton, T., &amp; Valentine, G. (Eds.). London: Routledge., pp: 130-144.</p> <p>Ruddick, S. (2003). The politics of aging: Globalization and the restructuring of youth and childhood. <i>Antipode</i>, 35(2), 334-362.</p> <p>Diouf. M. (2003). Engaging postcolonial cultures: African youth and public space. <i>African Studies Review</i> 46(2), 1-12.</p>
<b>October 1, 2019</b> Week 4	Growing up urban	Driskell D, Fox C, and Kudva N (2008) Growing up in the new New York City: Youth, space,

		<p>citizenship and community change in a hyperglobal city. <i>Environment and Planning A</i>. 40: 2831–2844</p> <p>Dillabough, J. and J. Kennelly. (2010). Lost Youth and Urban Landscapes: Research at the interface of Youth Imaginaries and Urbanization. In <i>Lost Youth in the Global City: Class, Culture and the Urban Imaginary</i>. London: Routledge., pp: 71-99.</p>
<p><b>October 8, 2019</b> <b>Week 5</b></p>	<p>Work, Waitness and Precarity</p>	<p>Jeffrey, C. 2008: Generation Nowhere? Rethinking youth through the lens of unemployed young men. <i>Progress in Human Geography</i>. 32, 739–58.</p> <p>Standing, G. (2011). Chapter 3: Who Enters the Precariat? In <i>The Precariat: The New Dangerous Class</i>. London: Bloomsbury., pp: 59-89.</p> <p>Honwana, A. (2012). Chapter 4: Getting By. In <i>Time of Youth: Work, Social Change and politics in Africa</i>. Sterling: Kumarian Press., pp: 61-88.</p>
<p><b>October 15, 2019</b> <b>Week 6</b></p>	<p>Gender, Work and Identity</p>	<p>McDowell, L., Rootham, E., &amp; Hardgrove, A. (2014). Precarious work, protest masculinity and communal regulation: South Asian young men in Luton, UK. <i>Work, Employment and Society</i>, 28(6), 847-864.</p> <p>Nayak, A. (2003). Last of the 'Real Geordies'? White masculinities and the subcultural response to de-industrialisation. <i>Environment</i></p>

		<p><i>and Planning D: Society and Space</i>, 21(1), 7-25.</p> <p>Bauder, H. (2001). Work, young people and neighbourhood representations. <i>Social &amp; Cultural Geography</i>, 2(4), 461-480.</p>
<b>October 22, 2019</b>	<b>FALL BREAK NO CLASSES</b>	
<b>October 29, 2019 Week 7</b>	Education	<p>Willis, P. (1977). <i>Learning to Labour: How Working Class Kids Get Working Class Jobs</i>. New York: Columbia University Press., pp: 1-62.</p> <p>Hunter, M. (2016). The Race for Education: Class, White Tone, and Desegregated Schooling in South Africa. <i>Journal of Historical Sociology</i>, 29(3), 319-358.</p>
<b>November 5, 2019 Week 8</b>	Youth Culture, Subcultures and Activism	<p>Clarke, John, Stuart Hall, Tony Jefferson &amp; Brian Roberts. (1975). Subcultures, Cultures and Class. In <i>Resistance Through Rituals: Youth subcultures in post-war Britain</i>. London: Routledge., pp: 9-74.</p> <p>Fredericks, R. (2014). The old man is dead: hip hop and the arts of citizenship of Senegalese youth. In <i>The Arts of Citizenship in African Cities</i> (pp. 137-161). Palgrave Macmillan, New York.</p>
<b>November 12, 2019 Week 9</b>	Youth, Space and Sexualities	<p>Hunter, M. (2002). The materiality of everyday sex: thinking beyond prostitution. <i>African studies</i>, 61(1), 99-120.</p> <p>Knopp, L. (1995). Sexuality and Urban Space: A Framework for</p>

		<p>analysis. In In Bell, D. and Valentine, G., (Eds.). <i>Mapping desire: geographies of sexualities</i>. London: Routledge. Pp: 136-146.</p> <p>Valentine, G., &amp; Skelton, T. (2003). Finding oneself, losing oneself: The lesbian and gay 'scene' as a paradoxical space. <i>International journal of urban and regional research</i>, 27(4), 849-866.</p>
<b>November 19, 2019 Week 10</b>	Youth, Crime and Moral Panics	<p>Lucas, T. Youth Gangs and Moral Panic in Santa Cruz, California. In <i>Cool Places</i>. Skelton, T., &amp; Valentine, G. (Eds.). London: Routledge., pp: 146-160.</p> <p>Gilmore, R. W. (2007). Chapter 3: The Prison Fix. In <i>Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California</i> (Vol. 21). University of California Press., pp: 87-127</p>
<b>November 26, 2019 Week 11</b>	Youth and Urban Marginality in France	<p>In class film and discussion: <a href="#">La Haine</a></p> <p><u>Background reading</u>: Wacquant, L. (2007). Territorial Stigmatization in the Age of Advanced Marginality. <i>Thesis Eleven</i>, 91(1), 66–77.</p>
<b>December 3, 2019 Week 12</b>	Youth and Resistance	<p>Bundy, C. (1987). Street sociology and pavement politics: aspects of youth and student resistance in Cape Town, 1985. <i>Journal of Southern African Studies</i>, 13(3), 303-330.</p> <p>Shahine, S. H. (2011). Youth and the revolution in Egypt. <i>Anthropology today</i>, 27(2), 1-3.</p>

		Sukarieh, M., & Tannock, S. (2014). Youth as a revolutionary subject? In <i>Youth rising?: The politics of youth in the global economy</i> . Routledge., pp: 79-112.
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## Student Evaluation Overview

Assignment/Grade Item	Percentage of Total
Seminar Participation	20%
Peer Reviewed Presentation	20%
Book Review	30%
Reading Reflections (5 X 6% each)	30%

### **Seminar Participation:**

As this is a fourth-year seminar, heavy emphasis is placed on rigorous engagement with the course materials. You will be graded on your participation in class discussion, group discussions, and peer grading. It is expected that you will have done the required readings and will be prepared to participate thoughtfully and respectfully. Ensure that you jot down questions as you are reading to bring to the class for discussion.

### **Peer Reviewed Presentations:**

A key component in seminar courses are student presentations. Working in teams of two you will present on the set of thematic readings for one chosen week. You are asked to present on the main ideas contained in each reading and link them to current issues or problems in the world. I encourage you to incorporate your own experiences into these presentations. The presentations will be 15-20 minutes in length followed by questions from students. Feel free to present your work in any manner you like. For example, you can use handouts, or show a short video clip, as part of your presentation.

For this assignment, you will be graded by your peers, and you will also grade your peers' presentations.

Next steps: Find another student in the class to form a group (or email me and I will help you form a group), b) select a topic, c) sign up for a presentation date by emailing me.

### **Book Review**

Each student is required to write a book review of 1500 to 2000 words in length, plus bibliography. You will be provided with a list of recent books related to the various topics we have covered each week and more detailed instructions on writing the book review. You are also free to suggest a different book, provided it is appropriate. Please check with me first. Your book review should: a)

provide a summary of the key point(s) of the text, b) situate the text in its intellectual context (What other texts deal with this issue? What texts are being engaged in this book?), c) situate the text in the context of the author's other works, d) engage with the text yourself (What do you like about it? What do you think is lacking?).

Students can earn a bonus grade for this assignment if they work on getting their book review published in an academic journal. I will provide more details on how to pitch a book review and communicate with a book review editor.

### **Reading Reflections:**

Engaging with the readings is essential to this course, this means reflecting on the readings and developing thoughtful questions to share with the class. The aim of this is to go beneath the surface of the texts and look for connections to other readings and topics, and critically examining the evidence, assumptions and methods used by the authors. You are required to write reading reflections for 5 of the assigned weeks. Each reflection is worth 6% for a total of 30%. Reflections must include all assigned readings for the week. The general idea is to look for linkages between the articles and how they differ in scope, approach, method and findings. Reading reflections are NOT summaries of the readings. Reflective writing involves a number of things: Reflecting on whether the text relates to your own experience; looking for connections to other texts we've read; your evaluation of the author's argument and evidence; questions that the text raises for you or ideas that require clarification.

Reading reflections will be posted on cuLearn before each class so students (and presenters) can review them as they prepare for the seminar. Reflections must be emailed to me by 10am the Monday before each seminar. Reflections that are emailed after 10am will not receive a grade. Reading reflections should not be longer than 1 page, 12-point font, single-spaced. I will provide more details on how to write reading reflections.

### **Late Assignments:**

Late assignments will be penalized by subtracting 5% per day (including Saturday and Sunday) of the total value of the assignment. Students whose assignments are late because of a valid medical reason or family emergency will not be penalized, however, documentation from a family physician or counseling services will be required. Note that material handed-in via the departmental drop box will not be accepted, unless you make prior arrangements with the instructor.

### **Course Readings**

There is no assigned text book for this course. Most of our readings come from academic journals or from books which are available online. I will post PDFs of the readings for each week on cuLearn.

### **Seminar Format**

This course follows a semi-structured seminar format. This means we will typically spend the first hour listening to lectures, presentations and watching video clips. The second and third

hour will be devoted to discussion, small group work and, writing exercises. We will also use this time to discuss upcoming assignments.

## Notes on Email Communication

Students are expected to use their Carleton email address or the email function on cuLearn for all communications regarding the course. It is important to include the course code in the subject line of the email to instructors. To ensure clear communication, please use proper spelling, grammar and punctuation. Please also include your full name and student number in the email. Emails will generally be responded to within 2 business days. I respond to emails from students between 8:30am and 4:30pm on weekdays.

## Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. For more information, see [Carleton’s Academic Integrity Policy](#).

## Requests for Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: <http://www.carleton.ca/equity/>. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the Professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is

known to exist.

Religious obligation: write to the Professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the Professor your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## **Drop Date**

The last day for academic withdrawal from Fall courses is September 30, 2019.

## Need Assistance? Carleton has resources to help you succeed:

If you need assistance with...	Who can help?	Contact Information
...understanding academic rules and regulations ...choosing or changing your major ...finding a tutor ...academic planning guided by an Academic Advisor ...polishing study skills	<b>Academic Advising Centre</b> <i>"Helping students build a foundation for academic success by facilitating services that foster personal direction and academic competence"</i>	302 Tory Building 613-520-7850 <a href="http://students.carleton.ca">http://students.carleton.ca</a> No appointment necessary as all students are seen on a walk-in basis.
...developing a coherent pattern of courses in the major and consultation about opportunities for graduate and professional study	<b>Undergraduate Program Advisors</b>	Consult your departmental website
...a learning disability	<b>Paul Menton Centre</b> <i>"Integration, Individualization, Independence"</i>	500 University Centre 613-520-6608 <a href="http://www2.carleton.ca/pmc/">http://www2.carleton.ca/pmc/</a> Students can call or drop in to make an appointment
...developing writing skills	<b>Writing Tutorial Service</b>	4th Floor, Library 613-520-6632 <a href="https://carleton.ca/csas/writing-services/">https://carleton.ca/csas/writing-services/</a>
...peer assisted tutoring for pre-identified, notoriously difficult courses	<b>Peer Assisted Study Sessions</b> <b>"PASS workshops integrate how-to-learn (study skills) with what-to-learn (course content) in a fun, relaxed environment.</b>	Centre for Student Academic Support <a href="https://carleton.ca/csas/pass">https://carleton.ca/csas/pass</a>
...polishing English conversation skills, or proof reading (International students only)	<b>International Student Services Office</b>	128 University Centre 613-520-6600 <a href="http://www1.carleton.ca/isso/">http://www1.carleton.ca/isso/</a>
...Library and Research help; Learning Support and IT support	Staff at <b>MacOdrum Library</b> (reference services desk)	<a href="http://www.library.carleton.ca/">http://www.library.carleton.ca/</a>  613-520-2735
...coping with stress or crisis	<b>Office of Student Affairs or Health and Counseling Services</b>	Either ext. 2573 or <a href="http://www.carleton.ca/studentaffairs">http://www.carleton.ca/studentaffairs</a>