

Global Youth Cultures: Local and Global Trends Within the Pacific and Americas.
V15.0800.001 CRN. V11.0800.001

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Class Time: Tuesday and Thursday, 11-12:15am
Office hours: Thursday, 12:30am-2pm (beginning 31 January, 2002, by appointment)

Course Overview

The notion of youth culture can imply youth to be a homogeneous group, with shared characteristics, experiences and world views. This course will critically analyze some of the common definitions and perceptions of youth culture, and question their relevance to youth of differing socio-cultural, racial, ethnic, generational, gender and political backgrounds. Furthermore, the course will refer to multi-media narratives of youth themselves to talk back, to the stereotyped and negative connotations commonly associated with youth culture.

This course is organized in three parts:

1. Viewing youth culture through the outsider's lens: introducing master narratives and theoretical perspectives of the Other.
2. Youth of diasporic backgrounds talk about local and global trends of youth culture: An insider's perspective.
3. Self-reflective and personal narratives of youth culture: youth talking back to stereotyped and negative connotations.

The first part of the course examines some of the predominantly westernized master narratives of youth culture and highlights some of the limitations posed by views removed from the contemporary realities of diverse youth, locally and globally. The questions asked here are: Are there any relationships between how the Other defines and interprets youth culture and the lived experiences of youth themselves? How applicable are westernized master narratives of youth culture to youth of shifting and transient lifestyles?

The second component of this course analyzes differing youth experiences from the Pacific, Asian, American and Latin American regions. This section addresses issues of cultural borrowing, of localizing the global and of eating the other, or the commodification of culture. The trends to be ethnic is to be cool, and to be violent is to be cool, are explored with specific attention paid to the political and covert process involved. The

question asked here is: Why are some youth following the more negative aspects of hip hop and RAP considering all the options of music and lifestyle they have to choose from? This section will require students to analyze visual, oral and written narratives by youth of the Pacific, Asia and Americas in depth.

The third section invites students to reflect on their own experiences as youth and to form their own interpretation and definition of youth culture appropriate to youth of the new millenium. The questions asked here are: Can there be a single definition of youth culture in the new millenium? Is there such a thing as youth culture in the new millenium? Is the term (youth culture, redundant?

Overall this course invites students to analyze theoretical and personal narratives of youth culture with specific attention paid to youth of Pacific, Asian and American backgrounds. The objective is to highlight the complexities of defining and making sense of youth culture in local and global contexts and to illustrate some of the problems in interpreting youth culture as something static and homogeneous. Furthermore, it wants to prioritize the voices of youth themselves in the analytical process and encourage students to be self-reflective of their own biases when exploring youth issues.

Course Schedule:

Part One: Master Narratives of Youth Culture (24 January-28 February)
Lectures by the Instructor

Recommended Reading:

Anderson, Elijah (1999). *Drugs, Violence, and Street Crime*. In E. Anderson, *Code of the Street* (pp. 107-141). New York: W.W. Norton & Company.

Garrod, A., Ward, J.V., Robinson, T. L., Kilkeny, R. *Souls Looking Back: Life Stories of Growing up Black*, New York: Routledge, 1999.

Hine, Thomas (2000). *Are Teenagers Necessary?* In T. Hine, *The Rise and Fall of the American Teenager: A New History of the American Adolescent Experience* (pp. 1-26). New York: Perennial. 26 pages.

Skelton, Tracey & G. Valentine (Eds.), *Cool Places: Geographies of Youth Cultures* (pp. 1-32). London: Routledge.

Waters, Tony (1999). *Explaining Youthful Crimes in Immigrant Communities*. In T. Waters, *Crime & Immigrant Youth* (pp. 3-20). Thousand Oaks: Sage Publications.

Part Two: Local and Global Trends (5 March-18 April)
Lectures by the Instructor on Tuesdays starting 5 March
Student Presentations on Thursdays starting 7 March

Recommended Reading:

George, D., Trimbur, J. Reading Culture: Contexts for Critical Reading and Writing, New York: Harper Collins College Publishers, 2001.

Jensen, Leif (2001). The Demographic Diversity of Immigrants And Their Children. In Rumbaut, Ruben G., & Portes, Alejandro (2001). Ethnogenesis: Coming of Age in Immigrant America. In Rumbaut, Ruben G., & A. Portes, Ethnicities: Children of Immigrant Children (pp. 21-56). New York: Russell Sage Foundation. 36 pages.

Krebs, Nina Boyd (1999). Connecting Globally Acting Locally. In N. Krebs, Edgewalkers: Defusing Cultural Boundaries on the New Global Frontier (pp. 173-188). Far Hills, NJ: New Horizon Press. 16 pages

Skelton, Tracey & G. Valentine (Eds.), Cool Places: Geographies of Youth Cultures (pp. 1-32). London: Routledge.

Part Three: Youth Talking Back (23 April-2 May)
Interactive Workshops facilitated by the Instructor

Recommended Reading:

Francis, Allen (1997). A Rap Fan,s Alternative. In Estepa, Andrea & P. Kay (Eds.), Starting with I: Personal Essays By Teenagers (pp. 145-151). New York: Persea Books.

Garrod, A., Ward, J.V., Robinson, T. L., Kilkenny, R. Souls Looking Back: Life Stories of Growing up Black, New York: Routledge, 1999.

Greene, Jamal (1997). Color Me Different. In Estepa, Andrea & P. Kay (Eds.), Starting with I: Personal Essays By Teenagers (pp. 78-82). New York: Persea Books. 5 pages.

Hoang, Kim (1997). Chinese In New York, American In Beijing. In Estepa, Andrea & P. Kay (Eds.), Starting with I: Personal Essays By Teenagers (pp. 54-58). New York: Persea Books. 5 pages.

Kelley, Robin D. G. (1997). Looking to Get Paid: How Some Black Youth Put Culture to Work. In R. Kelley, Yo, Mama,s disfunkcional! Fighting the culture wars in urban america (pp.43-77). Boston: Beacon Press.

Course Reader

A packet of readings is available at the duplicating center and serves as the supplementary text resource for class discussions. You need to acquire this set of readings. The cost is \$18.00

The following recommended texts can be purchased at the New York University Bookstore.

Garrod, A., Ward, J.V., Robinson, T. L., Kilkenny, R. Souls Looking Back:

Life Stories of Growing up Black, New York: Routledge, 1999.

George, D., Trimbur, J. Reading Culture: Contexts for Critical Reading and Writing, New York: Harper Collins College Publishers, 2001.

Valentine, Gill; Skelton, Tracey & Chambers, Deborah (1998). Cool Places: An Introduction to Youth and Youth Cultures. In Skelton, Tracey & G. Valentine (Eds.), Cool Places: Geographies of Youth Cultures (pp. 1-32). London: Routledge.

Useful Background Readings:

Anderson, E. Code of the Street: Decency, Violence, and the Moral Life of the Inner City, New York: W.W. Norton & Company, 1999.

Desetta, A., Wolin, S. (eds.), The Struggle to be Strong: True Stories by Teens About Overcoming Tough Times, Minneapolis: Free Spirit Publishing Inc., 2000.

Ebato, T. Setting leaves afire, New York: Issil-ah Productions, 2001.

Estepa, A., Kay, P (eds.), Starting with I: Personal Essays by Teenagers, New York: Persea Books, 1997.

Fleisher, M.S. Dead End Kids: Gang Girls and the Boys They Know, Wisconsin: The University of Wisconsin Press, 1998.

George, N. Hip Hop America, New York: Penguin Books, 1998.

Henderson, A. Gifted Flows: Netting the Imagery of Hip Hop Across the Samoan Diaspora,. Master of Arts Thesis, University of Hawaii, 1999.

Krebs, N.B. Edgewalkers: Defusing Cultural Boundaries of the New Global Frontier, Far Hills: New Horizon Press, 1999.

Macpherson, C. Pacific Islands Identity and Community,. In Spoonley, P., Macpherson, C., & Pearson, D (eds.), Nga Patai: Racism and Ethnic Relations in Aotearoa/New Zealand, 1996.

Maginnis, R. L. Youth Gangs Out of Control and Getting Worse,, www.eob.org/gangs.htm,, 1995.

Payne, B. Staunch: Inside New Zealand,s Gangs, Auckland: Reed Books, 1997.

Schottenfeld, L. Into the Mold,. In Meyer, S., Meyer, J (eds.), Teen Ink: our voices, our visions. Florida: Health Communications, Inc., 2000.

Schutte, O. Negotiating Latina Identities,. In Gracia, J. E., De Greiff, P. (eds.), Hispanics/Latinos in the United States: Ethnicity, Race and Rights, New York: Routledge, 2000.

The Freedom Writers, The Freedom Writers Diary: How a Teacher and 150 Teens

Used Writing to Change Themselves and the World Around Them, New York: Main Street Books, 1999.

Toop, D. RAP Attack #3: African RAP to Global Hip Hop, London: Serpent, Tail, 2000.

Vigil, J., Yun, S. (Vietnamese Youth Gangs in the Context of Multiple Marginality and the Los Angeles Youth Gang Phenomenon,. In Hazelhurst, K. (ed.), Gangs and Youth Subcultures: International Explorations, New Brunswick: Transaction Publishers, 1998.

Waters, T. Crime & Immigrant Youth, Thousand Oaks: Sage Publications, 1999.

Yilmaz, L. (Crimson Tears,. In Meyer, S., Meyer, J (eds.), Teen Ink: our voices, our visions. Florida: Health Communications, Inc., 2000.

Course Requirements:

1. Attendance at at least 26 of the 28 lectures
2. A written assignment analyzing master narratives of youth culture, with an emphasis on some of the historical trends leading up to contemporary perspectives. This written assignment must be at least 1,500 words and is due no later than Monday, 11 March, 2002.
3. Group-presentations/discussions led by students (multi-media presentations encouraged). This is a major assignment. The size of each group will depend on the class enrollment. The first presentation will be scheduled beginning the week 7 March to give students enough time to organize collaborative presentations. All presentations must provoke and encourage class discussion. A written outline of the presentation is to be made available on the day of the presentation to all members of the class. All presenters must discuss their presentation outline with the instructor in advance for approval.
4. Participation in the workshop sessions.
5. A written journal that explores one's own definition and interpretation of youth culture based on theory, personal experience and other young people's lived experiences. This assignment must be at least 2,000 words, adequately referenced and have a bibliography. This is due no later than 26 April, 2002.

All written work must be cited in APA style, double spaced with at least a 1 inch left margin. Please submit two-copies of all assignments.