Course: Threats and Problems of Contemporary Youth	ECTS Points: 4

Course Code: 0800-ERA-7HEA

Language: English

Course description: The aim of the course is analysis of the psychosocial, cultural and socioeconomical contexts of adolescents' threats and problems in glocal (global/local) perspective with the social attention paid on: symptoms, etiology and prevention Educational content – elective, optional course

Lecturer: Krzysztof Sawicki PhD

Semester: Summer	Number of hours: 30 Lecture: 0 Classes: 30

<u>Courses to be completed before enrollment to the course:</u> psychology and sociology

<u>Substantive content</u>

Classes	Number of hours
1. Introduction to Edmodo, Flipgrid and Padlet	2
2. Youth, preadolescence, adolescence emerging adulthood and their specificity	2
3.Dyads, cliques, crowds - phenomenon of peers	2
4. Juvenile delinquency and offending	4
5. Alternative models of youth expression	2
6. Post subcultures and youth cultures	2
7. Prevention in youth work	2
8. Project preparation / analysis	12
9. Compedium and evaluation	2

<u>Aim of the course:</u>
The aim of the course is enhance students' knowledge in the range of youth / adolescence (understood as the specific developmental period), especially:
- introduction to the basic terminology of youth and adolescence (pre-adolescence, emerging adulthood, etc.)
- analysis of the theoretical concepts of youth and adolescence
- analysis of the psychosocial, cultural and socioeconomical contexts of the contemporary

youth's theats and problems.
- analysis of the basic strategies of intervention and prevention.

Teaching methods:
- classes,
- distance learning (Edmodo and Flipgrid platforms)

Literature:
Brake, M. (2003). Comparative Youth Culture. The Sociology of Youth Cultures and Youth Subcultures in America, Britain and Canada. London and New York: Routledge Taylor&Francis Group.
Brown, S. (2005). Understanding Youth and Crime: Listening to Youth? (second edition). Maidenhead: Open University Press.
Catalano, R. F., Berglund, L. M., Ryan, J. A. M., Lonczak, H. S., & Hawkins, D. J. (2004). Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs. Annals of the New York Academy of Sciences, 5(1), 98–124. https://doi.org/10.1177/0002716203260102
Damon, W. (2004). What Is Positive Youth Development? Annals of the New York Academy of Sciences, 591(1), 13–24. https://doi.org/10.1177/0002716203260092
Esbensen, F.-A., & Maxson, C. L. (Red.). (2012). Youth Gangs in International Perspective. New York: Springer.
European Youth in 2016. (b.d.). Pobrano z http://www.europarl.europa.eu/atyourservice/pl/20160504PVL00110/European-youth-in-2016
Hall, S., & Jefferson, T. (Red.). (2006). Resistance through Rituals. Youth subcultures in post-war Britain (2. wyd.). London and New York: Routledge Taylor&Francis Group.
Jenson, J. M., Nicotera, N., Anthony, E. K., & Forrest-Bank, S. (2013). Risk, Resilience, and Positive Youth Development: Developing Effective Community Programs for High-Risk Youth. Lessons from the Denver Bridge Project. New York: Oxford University Press.
Josine Junger-Tas, Ineke Haen Marshall, Dirk Enzmann, Martin Killias, Majone Steketee, & Beata Gruszczyńska. (2012). The Many Faces of Youth Crime. Contrasting Theoretical Perspectives on Juvenile Delinquency across Countries and Cultures. New York Doordecht Heidelberg London: Springer.
Lerner, R. M., Lerner, J. V., & Almerigi, J. B. (2005). Positive Youth Development, Participation in Community Youth Development Programs, and Community Contributions of Fifth-Grade Adolescents: Findings From the First Wave Of the 4-H Study of Positive Youth Development. Journal of Early Adolescence, 25(1), 17–71. https://doi.org/10.1177/0272431604272461
Lerner, R. M., & Steinberg, L. (2011). The History of the Study of Adolescence. W B. B. Brown & M. J. Prinstein (Red.), Encyclopedia of Adolescence (T. 1, ss. 169–176). London: Elsevier.
Longhurst, J., & McCord, J. (2007). From Peer Deviance to Peer Helping. Reclaiming Children & Youth, 15(4), 194–199.
Macdonald, N. (2002). The Graffiti Subculture. Youth, Masculinity and Identity in London and New York. New York: Palgrave Macmillan.
Padilla-Walker, L. M., & Bean, R. A. (2009). Negative and positive peer influence: Relations to positive and negative behaviors for African American, European American, and Hispanic adolescents. Journal Of Adolescence, 32(2), 323–337. https://doi.org/10.1016/j.adolescence.2008.02.003
Pastore, F. (2012). To Study or to Work? Education and Labor-Market Participation of Young People in Poland. Eastern European Economics, 50(3), 49–78.
Pilkington, H., & Johnson, R. (2003). Peripheral youth: Relations of identity and power in global/ local context. European Journal of Cultural Studies, 6(3), 259–283.
Resnick, M. D., & Taliaferro, L. A. (2011). Resilience. W B. B. Brown & M. J. Prinstein (Red.), Encyclopedia of Adolescence (ss. 299–306). London: Elsevier.
Richardson, W. J., & Richardson, C. (2005). Socio-Economic Class, School Failure,

Juvenile Delinquency, and the Marginalization of Youth. International Journal of Diversity in Organisations, Communities & Nations, 5(2), 139–156.

Roszak, T. (1968). The Making of A Counter Culture. Reflections on the Technocratic Society and Its Youthful Opposition. Berkeley: University od California.

Terpstra, J. (2006). Youth subculture and social exclusion. Young, 14(2), 83–99. https://doi.org/10.1177/1103308806062734

Wyn, J., & White, R. (1997). Rethinking Youth. Crows Nest: Allen&Unwin.

Youngblade, L. M., Theokas, C., Schulenberg, J., Curry, L., Huang, I.-C., & Novak, M. (2007). Risk and promotive factors in families, schools, and communities: a contextual model of positive youth development in adolescence. Pediatrics, 119 Suppl 1, 47–53. https://doi.org/10.1542/peds.2006-2089H

Zand, D. H., Thomson, N., Cervantes, R., Espiritu, R., Klagholz, D., LaBlanc, L., & Taylor, A. (2009). The mentor-youth alliance: the role of mentoring relationships in promoting youth competence. Journal Of Adolescence, 32(1), 1–17. https://doi.org/10.1016/j.adolescence.2007.12.006

Forms and conditions of credit:

Evaluation of the student's work will be the result of:

a) Continuous assessment (activity during the course and the outcome of all tests / activity and the Edmodo educational platform)

b) own work - the characteristics of the selected deviant / pathological issue (indicated in the detailed description) in chosen form.

c) own work must be documented and self-structured using a free application Padlet (www.padlet.com) Example of use: http://padlet.com/wall/kateyouthculture (or in another digital form)