

HSY201.7 Youth Politics and Policy

Name of Unit 1 (Unit Code 1)

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SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards (list all awards)	Duration	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit Coordinator (incl. academic title)
Bachelor of Youth Work	One semester	2 nd year	Dr Ben Lohmeyer

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	144 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Prerequisite: Introduction to Sociology

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit critically examines young people's politics and participation in social movements as well as preparing students to think critically about the policy creation process and its relationship to youth work practice. Students will develop an understanding of the policy creation process as a dynamic product of democratic government and knowledge creation, rather than a static reality. The unit will include a critical understanding of topics including young people's rights, youth-led political movements, youth development, migration, health methods of political participation, civics and advocacy.

Learning outcomes for the unit

- 1) Explain a critical understanding of government and knowledge production.
- 2) Critically assess youth policy in light of the theory and practice of young people's political participation.
- 3) Design and apply practices to support young people's participation in political and social movements in light of emancipatory youth work theory and practice.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Youth policy and politics awareness: Students construct a letter to a state or federal minister regarding a current social policy or political issue relating to young people. Students will summarise the key issues and discuss the implications for young people. (1000 words)	1, 2	Weeks 1 – 13	25%
Facilitated learning: Students will work in pairs to analyse a current youth policy and facilitate a 15-minute discussion in class or online video conference around their findings. (1500 words)	1, 2	Weeks 3 - 13	35%
Major assessment: Students will have two options for the final assessment. They can either (1) write an individual essay on a contemporary issue in youth politics or policy. Or (2) in a pair develop a program to support young people's political participation in a contemporary issue in youth politics or policy. Students will analyse the ideological and discursive underpinnings of the issue and consider implications for practice. (2500 words)	1, 2, 3	Week 14	40%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Required Texts (to purchase): None

Recommended Text(s)

Bacchi, Carrol. (2009). *Analysing Policy: What's the Problem Represented to Be?* Frenchs Forrest, NSW: Pearson.

Bessant, J. (2006). *Talking Policy: How Social Policy is Made.* Crows Nest NSW, Allen & Unwin.

Bessant, J., & Grasso, M. T. (2018). *Governing Youth Politics in the Age of Surveillance.* Oxon: Routledge.

Collin, P. & Swirst, T. (2016), *From Products to Publics: Youth as Co-designers in Social Marketing Campaigns.* *Journal of Youth Studies*, 19(3): 305 – 318.

Fawcett, B., S. Goodwin, G. Meagher, and R. Phillips. (2010). *Social Policy for Social Change.* South Yarra, NSW: Palgrave Macmillan.

Foucault, Michel. (2008). *The History of Sexuality: The Will to Knowledge.* Translated by R. Hurley. Melbourne: Penguin Books, Limited

Kelly, P., Campbell, P., Harrison, L., & Hickey, C. (2018). *Young People and the Politics of Outrage and Hope.* Leiden: Brill.

Loader, B., Vromen, A., & Xenos, M. (2014). *The networked young citizen: Social media, political participation and civic engagement.* *Information, Communication & Society: The Networked Young Citizen*, 17(2), 143-150, DOI: 10.1080/1369118X.2013.871571.

Rose, Nikolas. (1998). "Governing risky individuals: The role of psychiatry in new regimes of control." *Psychiatry, Psychology and Law*, 5(2):177-95.

Pickard, S. (2018). *Politics, Protest and Young People. Political Participation and Dissent in Britain in the 21st Century.* London: Palgrave Macmillan

Vromen, A., & Halpin, D. (2017). *Digital Citizenship and Political Engagement: The Challenge from Online Campaigning and Advocacy Organisations (Interest Groups, Advocacy and Democracy Series).* London: Palgrave Macmillan UK.

White, R. D., Wyn, J. & Robards, B. J., (2017). *Youth and Society (4th Edition).* Melbourne: Oxford University Press.