

HSY204.7 Youth, Violence and Crime

Name of Unit 1 (Unit Code 1)

HSY204.7 Youth, Violence and Crime

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards <i>(list all awards)</i>	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Bachelor of Youth Work	One semester	3 rd 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 provides students with a critical youth studies approach to the complex social issues of youth, violence and crime. Drawing primarily on the *sociological imagination* students will develop a critical consciousness of youth violence, crime and deviance (“personal troubles”) as a product of power relations and in connection to “public issues”. Students will be equipped to challenge stereotypes of young offenders and the dominant discourses of the punitive justice paradigm. This unit covers topics including physical, structural and cultural violence, bullying in schools and online, gendered violence, child abuse, crime and social harms, as well as restorative justice and peacebuilding.

Learning outcomes for the unit

- 1) Critically analyse perspectives on youth, violence and crime as a phenomenon at the intersection of personal troubles and public issues.
- 2) Facilitate constructive dialogue between diverse perspectives about youth, violence and crime.
- 3) Synthesise current theory about youth, violence and crime to develop reflexive professional practice resources.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Facilitated dialogue: Students will work in pairs (or small groups) to develop a creative and interactive workshop. The workshop will respond to the questions their peers have submitted in the reflective inquiry. The workshop will support students to apply theory to their professional context. (1000 words equivalent)	1, 2	To be negotiated. Presented in class or via video conferencing for online students.	30%
Reflective inquiry: In response to the content for each workshop students must develop three questions that demonstrates an understanding of the topic and creates possibilities for further critical inquiry in their professional context. Students will self-assess their questions and will be graded on the lecturer's assessment and their self-assessment. (500 words equivalent)	1	In response to each topic.	20%
Major assessment: Students will design an interactive resource* (2000 words equivalent) and companion document (1500 words) for their peers or clients that translates critical perspectives explored in this topic into practice for their professional context. The companion document should include critical analysis of the theory from the unit underpinning the resource. This resource might include: - Interactive digital media - Community-based program - Practice resource (books, cards, script) * Word equivalence is judged in line with Tabor's student workload guidelines that provide hourly work expectations regarding assessment word count. (3500 words equivalent)	1, 2, 3	Week 14	50%

2.1 Prescribed and recommended readings

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

Required: None

Recommended:

- Berdayes, V., & Murphy, J. W. (2016). *Neoliberalism, Economic Radicalism, and the Normalization of Violence*. New York: Springer.
- Bourdieu, P., & Wacquant, L. (1992). *An Invitation to Reflexive Sociology*. Chicago: The University of Chicago Press.
- Cunneen, C., White, R., & Richards, K. (2015). *Juvenile Justice: Youth and Crime in Australia* (5th ed.). South Melbourne: Oxford University Press.
- DeKeseredy, W. S., Rennison, C. M., & Hall-Sanchez, A. K. (Eds.). (2018). *The Routledge International Handbook of Violence Studies*. Routledge.
- Farrugia, D. (2016). *Youth Homelessness in Late Modernity: Reflexive Identities and Moral Worth* (Vol. 1). Singapore: Springer.
- Freire, P. (2005). *Pedagogy of the Oppressed*. New York, USA: The Continuum International Publishing Group.
- Foucault, M. (1979). *Discipline and Punish: The Birth of the Prison*. Harmondsworth, England: Penguin.
- Galtung, J. (1969). Violence, Peace and Peace Research. *Journal of Peace Research*, 6(3), 167-191.
- Galtung, J. (1990). Cultural violence. *Journal of Peace Research*, 27(3), 291-305.
- Giroux, H. A. (2014). Resisting Youth and the Crushing State Violence of Neoliberalism. In A. Kamp & P. Kelly (Eds.), *A Critical Youth Studies for the 21st Century* (pp. 223-239). Boston: Brill.
- Hooks, B. (2003). *Teaching Community: A Pedagogy of Hope*. New York: Routledge
- Kelly, P., & Kamp, A. (2014). *A Critical Youth Studies for the 21st Century*, Boston: Brill.
- Lohmeyer, Ben Arnold. 2020. Youth and Violent Performativities: Re-Examining the Connection Between Young People and Violence. Edited by Johanna Wyn, Helen Cahill and Hernan Cuervo. Vol. 11, Perspectives on Children and Young People. Singapore: Springer.
- Linn, M., Linn, S. F., & Linn, D. (2001). *Understanding Difficult Scriptures in a Healing Way*: Paulist Press.
- Ritchie, J., & O'Connell, T. (2001). Restorative justice and the need for restorative environments in bureaucracies and corporations. In H. Strang & J. Braithwaite (Eds.), *Restorative Justice and Civil Society* (pp. 149-164). Cambridge: Cambridge University Press.
- Walby, S. (2013). Violence and Society: Introduction to an Emerging Field of Sociology. *Current Sociology*, 61(2), 95-111. doi:10.1177/0011392112456478
- Walby, S., Towers, J., Balderson, S., Corradi, C., Francis, B., Heiskanen, M., . . . Strid, S. (2017). *The Concept and Measurement of Violence Against Women and Men*. Bristol: Policy Press.
- Watson, J. (2018). *Youth Homelessness and Survival Sex: Intimate Relationships and Gendered Unitivities*. New York: Routledge.
- Wieviorka, M. (2005). *Violence: A new Approach* (D. Macey, Trans.). London: SAGE