

SYLLABUS
From Subcultures to Club Scenes:
Examining inequality and rebellion in cultures of nightlife leisure
Fall 2013
Sociology SOC 496H1F

Class Meetings: Tuesdays, 1-3

Location: RW 229, Ramsay Wright Laboratories, 25 Harbord Street

Instructor: Kira Kosnick, PhD

E-mail: kosnick@em.uni-frankfurt.de, kira.kosnick@utoronto.ca (last address might not yet work during first week of term)

Office hours: Wednesdays 10-12 or by appointment, at the Munk School, Trinity College Site, 1 Devonshire Place, Room 219 (North building).

Description

What is the role of youth cultures, nightlife and collective leisure practices when it comes to challenging or reproducing forms of social order and inequality? Against the earlier assertion of British Cultural Studies scholars that youth subcultures represent vital forms of resistance, contemporary research on leisure cultures and nightlife articulates the connections between inequality, consumption and rebellion in different ways. Engaging with different sociological perspectives on youth (sub)cultures, neo-tribes and club scenes, we will explore how ‘going out’ as a collective and public leisure activity is linked to wider dynamics of power, conflict and contestation in social formations.

Modes of Learning

This course is designed mainly as a seminar but also involves empirical research exercises. Much of the learning will be student-driven, and so attendance and active participation are crucial determinants of productive class time. In-class learning will involve discussion and student presentations of texts. Outside of class, students are expected to read a variety of material and engage in practical nightlife research that will result in a fieldnote document and possibly final essay.

Evaluation

The final grade will be based on: active participation in class discussions based on assigned readings and tasks, one midterm paper, one fieldnote document, one final essay. These will be weighted as follows:

- | | |
|-------------------------|------|
| 1. Participation..... | 20 % |
| 2. 1 midterm paper..... | 20 % |

3. 1 fieldnote document.....	20%
4. 1 final essay	40 %
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	100 %

Class Participation

For a seminar-style course, active participation is vital. This includes consistent attendance, completing the reading and tasks assigned each week, offering input and ideas about the topics we discuss, and listening respectfully to other students. For each week we meet, you will receive a mark that credits you for your participation.

Mid-term paper

For your mid-term paper, watch the classic film *Saturday Night Fever* and discuss it in relation to the foundational text in *Resistance through Rituals* (reading for session 2). Film will be made available by instructor. How does the film help you illustrate, contest or expand on the theory of youth subculture presented in the text?

Minimum 1700 words. Your paper must be handed in as hard copy on paper, printed, stapled and with your name clearly showing on top, as well as the word count. In addition, the paper must be sent to me as a computer file in Word by e-mail; both must happen by the due date on 15/10/13 before the start of the class session. Please insert page numbers, and follow standard rules of grammar and spelling. Try to present well-constructed sentences, thoughts and arguments backed up by references to the literature.

Fieldnote document

For the empirical research exercise, you will choose a particular nightlife setting in which you carry out participant observation for a minimum of two hours. This fieldwork needs to be documented in the form of written fieldnotes reflecting on your night out, and needs to be anonymized so as not to reveal the identity of participants and informants. Procedures and ethical guidelines will be discussed in detail in session 8 and need to be respected at all times.

Final essay

For your final essay, you can either use your own fieldwork material and discuss it in relation to a clearly defined issue we have been exploring in class, or develop an essay question that is based on a set of our readings and additional literature. You need to come and see me during office hours, or make a separate appointment at least once to discuss this before embarking on writing your essay.

Minimum 3000 words. Your paper must be handed in as hard copy on paper, printed, stapled and with your name clearly showing on top, as well as the word count. In addition, the paper must be sent to me as a computer file in Word by e-mail; both must happen by the due date on 10/12/13 before 1PM. Please insert page numbers, and follow standard

rules of grammar and spelling. Try to present well-constructed sentences, thoughts and arguments backed up by references to the literature.

BSCW

This course will use BSCW, an electronic work platform for groups where you can find all course materials including readings for download. The BSCW can be accessed by email invitation only, and you will have to set a password upon registration. Make sure you write down your correct email-address during our first class session, and you will receive an invitation from me via email with which you can register that same day. Should you not receive an email invitation or have trouble accessing/working with the platform, let me know immediately via email to both addresses listed above.

Academic Integrity:

Students are expected to know and adhere to the University's principles of academic integrity. Any act of plagiarism or other unethical behavior will be addressed in accordance with University guidelines. Please see the "Code of Behaviour on Academic Matters" (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) for specific information on academic integrity at the U of T.

Attendance:

Responsibility for being aware of what the instructor says in lectures (including administrative announcements) rests with students. As a precaution in case they miss a lecture, students should have a "buddy" who is willing to share their lecture notes.

Deadlines:

Work is due at the start of class on the due date. Late work will not be accepted without proper documentation from a student's physician or college registrar. Students who miss a deadline will receive a mark of zero for that assignment unless reasons beyond their control prevent them from completing it. Within three days of the missed assignment, students who wish to complete it must send or give the instructor a written request for special consideration which explains why the assignment was missed. A request should be accompanied by contact information (the student's telephone number and email address) so that a response can be communicated to the student. When handing in the assignment before the second deadline, the student must submit proper documentation from a physician or college registrar.

Medical Issues:

Please note that requests for medically based exemptions for the assignments must be accompanied by a U. of T. medical form, signed in legible handwriting and completely filled out with address and CPSO registration number. The original form must be given to the instructor in person. Forms that are scanned or copied will not be accepted. The U. of T. medical form is available at

www.healthservice.utoronto.ca/pdfs/medcert.htm.

Accessibility needs:

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible, and talk to the instructor.

What is an 'A'?

From the Academic Handbook of the Faculty of Arts and Science:

A+ (90 to 100 %)	Outstanding performance
A (80 to 89 %)	Exceptional performance: strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
B (70 to 79 %)	Good performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
C (60 to 69 %)	Intellectually adequate performance: student who is profiting from the university experience; understanding of the subject matter and ability to develop solutions to simple problems in the material.
D (50 to 59 %)	Minimally acceptable performance: some evidence of familiarity with the subject matter and some evidence that critical and analytic skills have been developed.
F (0 to 49 %)	Inadequate performance: little evidence of even superficial understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.

Class Schedule:

Session 1 10.09.13

Introduction:

- How has youth been understood as a formative period of transition and unrest in modern Anglo-European societies? Why should we bother to study leisure?
- Course formalities and modes of working together
- Meet and greet

Session 2 17.09.13

Foundational text on youth subcultures:

- How can youth subcultures be placed in the wider contexts of culture, society, class and conflict?

Reading:

- Clarke, John et al. (1993 [1976]): "Subcultures, Cultures and Class", in: Hall, Stuart / Jefferson, Tony (eds.): *Resistance through Rituals. Youth Subcultures in Post-War Britain*. Routledge: London, pp. 9-74.

Tasks: try to answer the following questions in relation to the text:

- Why do the authors insist we speak of cultures in the plural?
- How does class matter in relation to culture?
- What do the authors mean by ideology, what by hegemony?
- How should youth subcultures be understood in relation to class, history, age and taste?

Session 3 24.09.13

Cultural Capital and Distinction:

- How do subcultural groups try to distinguish themselves on the terrain of culture, and why does it matter?

Readings:

- Bourdieu, Pierre (1986): "The Forms of Capital" in: J.E. Richardson (ed.), *Handbook of Theory of Research for the Sociology of Education*, Westport: Greenwood Press, pp. 46-58.
- Thornton, Sarah (1995): "The Distinction of Cultures without Distinction" in: *Club Cultures: Music, Media and Subcultural Capital*. Cambridge: Polity Press, pp. 1-25.
- Cholia, Harpreet (2013): "Moving on up? Navigating Through Urban Nightlife as a 'Racialized' Body: The Case of the Young British Asian in London" *Unpublished Manuscript, ERC project*.

Tasks:

t.b.a. in the prior session and posted online on the BSCW that same day

Session 4 01.10.13

Nightlife Industries, Exclusion and Stratification:

- How are nightlife industries structured to respond to the interests and needs of specific social groups? Who tends to be left out?

Readings:

- Hadfield, Phil (2008): "From Threat to Promise: Nightclub 'Security', Governance and Consumer Elites", in: *British Journal of Criminology*, 48, pp. 429–447.
- Böse, Martina (2005): "Difference and exclusion at work in the club culture economy", in: *International Journal of Cultural Studies*, 8 (4), pp. 427–444.
- Garcia, Luis (2011): "Bouncers and Multiculturalism: unassimilated difference and the stakes of nightlife", Chapter 6 of his unpublished PhD thesis "*Can you feel it, too? Intimacy and Affect at Electronic Dance Music Events in Paris, Chicago, and Berlin*", submitted to the Department of Music, University of Chicago.

Tasks:

t.b.a. in the prior session and posted online on the BSCW that same day.

Session 5 08.10.13

Critiques of Subcultural Theory:

- How adequate is the concept of youth subcultures as developed by the CCCS group?

Readings:

- Muggleton, David (2005): "From classlessness to clubculture. A genealogy of post-war British youth cultural analysis" in: *Young*, 13(2): pp. 205–219.
- Huq, Rupa (2005): "Age and Culture. Diversifying Discourses beyond Subculture" in: *Beyond Subculture*. London: Routledge, pp. 25-41.
- Bennett, Andy (1999): "Subcultures or Neo-Tribes?" in: *Sociology*, 33 (3): pp. 599–617.

Tasks:

t.b.a. in the prior session and posted online on the BSCW that same day.

Session 6 15.10.13

Midterm paper due!

Subcultures, Tribes or Communities?

- What kinds of sociality characterize nightlife practices today, and in what contexts?

Readings:

- Blum, Alan (2003): "Scenes", in: *The Imaginative Structure of the City*. McGill-Queen's University Press: Montreal, pp. 164-188.
- Kosnick, Kira (2008) „Out on the Scene: Queer Migrant Clubbing and Urban Diversity”, in *Ethnologia Europaea*, Vol.38, Nr.2., pp. 19-30.
- Petzen, Jennifer (2004): "Home or Homelike? Turkish Queers manage Space in Berlin", in: *Space and Culture* 7 (1), pp. 20-32.

Tasks:

t.b.a. in the prior session and posted online on the BSCW that same day.

Session 7 22.10.13

Ethnography I:

- How can you carry out fieldwork in nightlife contexts based on participant observation? In preparation of your own small empirical research exercise.

Readings:

- Malbon, Ben (1999): "The night out. Getting into it, feeling part of it", in: *Clubbing: Dancing, ecstasy and vitality*, chapter 2. London/New York: Routledge, pp. 37-69.
- Slavin, Sean (2004): "Drugs, Space, and Sociality in a Gay Nightclub in Sydney", in: *Journal of Contemporary Ethnography* 33 (3): 265-295.
- Pfadenhauer, Michaela (2005): "Ethnography of Scenes", in: *Forum Qualitative Research*, 6 (3), Art. 43. <http://www.qualitative-research.net/fqs/>

Tasks:

t.b.a. in the prior session and posted online on the BSCW that same day.

Session 8 29.10.13

Ethnography II:

- What are possible difficulties associated with doing participant observation research in nighttime leisure settings?

Readings:

- Kosnick, Kira (2013): "Going out alone: the productivity of gendered and racialized discomfort in nightlife fieldwork", unpublished manuscript, ERC project.
- Perrone, Dina (2010): "Gender and Sexuality in the Field", in: *Substance Use & Misuse*, 45, pp. 717-735.

- Ethical Guidelines in SSH Research (2010), EU Commission Guidance Note for Researchers and Evaluators of Social Sciences and Humanities Research.

Tasks:

- t.b.a. in the prior session and posted online on the BSCW that same day.

Session 9 05.11.13

Queering Nightlife

- How do non-normative sexualities and gender identities operate in nightlife contexts?

Readings:

- Kawale, Rani (2003): "A Kiss is Just a Kiss...Or is it? South Asian Lesbian and Bisexual Women and the Construction of Space," In: *South Asian Women in the Diaspora*, edited by Nirmal Puwar and Parvati Raghuram. New York: Berg Press, pp. 181-199.
- Halberstam, Judith (2003): "What's that Smell? Queer Temporalities and Subcultural Lives", in: *International Journal of Cultural Studies*, 6 (3), pp.313-333.
- Valentine, Gill, and Tracey Skelton (2003): "Finding Oneself, Losing Oneself: The Lesbian and Gay 'Scene' as a Paradoxical Space", in: *Journal of Urban and Regional Research*, 27 (4), pp. 849-866.

Tasks:

t.b.a. in the prior session and posted online on the BSCW that same day.

12.11.13

Fall Break – no class

Session 10 19.11.13

Gendering Nightlife

- How do gender norms operate and/or are contested in heteronormative nightlife settings?

Readings:

- Hutton, Fiona (2004): "Up for it, mad for it? Women, drug use, and participation in club scenes", in: *Health, Risk & Society*, 6 (3), pp. 223-237.
- McRobbie, Angela (1993): "Shut up and dance: youth culture and changing modes of femininity", in: *Cultural Studies*, 7 (3), pp. 406-426.
- Phil Hubbard (2013): "Carnage! Coming to a town near you? Nightlife, uncivilised behaviour and the carnivalesque body", *Leisure Studies*, 32

(3), pp. 265-282.

Tasks:

t.b.a. in the prior session and posted online on the BSCW that same day.

Session 11 26.11.13

Instructor away, no class – make-up dates will be arranged with smaller groups of students alternatively for the 19th, 20th or 21st of November, in which we will discuss your individual empirical research projects. I will be flexible on those days to meet your time constraints.

Session 12 03.12.13

Summary and Outlook

- Discussion of empirical research experiences
- What have you taken from this class and where can you go with it?

Tasks:

t.b.a. in the prior session and posted online on the BSCW that same day.