



HIST 2706E 550
Youth Cultures in the Twentieth Century
Summer Evening 2022
Online-Distance Studies

Course Information:

Class Location: Online (Zoom)

Scheduled Class Times:

Monday 6:30-9:30 pm

Wednesday 6:30-9:30 pm

Instructor: Dr. David Blocker

Office: Online (Zoom)

Office Hours: By appointment

Pre- or anti-requisites: None

Course Description:

This course will examine twentieth-century youth cultures in Canada, Britain and the United States: flappers, 'Swing Kids', rebellious teenagers, mods, hippies, punks, and hip hop, to discover their changing natures, their relationship to the dominant society and the official reactions to them.

Course Learning Objectives:

By the end of this course students should be able to:

- Recognize and evaluate historical trends and major themes in twentieth-century youth cultures in Canada, Britain and the United States;
- Identify and critique basic concepts in the history of youth cultures;
- Evaluate the relationship of youth cultures to the dominant society as well as official reactions to the perceived problems of youth in twentieth century Canada, Britain and the United States.

This course aims to help students to:

- Organize and present evidence in a coherent manner;
- Cite references correctly in Chicago Style.

This course will foster students' ability to:

- Read and think critically;
- Organize and communicate ideas in both written and oral forms;
- Conduct historical research.

Description of Class Methods:

Lectures (Mondays 6:30-9:30 and Wednesdays 6:30-7:30) will introduce students to the major themes and issues in the history of twentieth-century youth cultures in Canada, Britain and the United States. Lectures will usually be conducted synchronously online via Zoom. Lectures will also be recorded and posted to the course website for students to view asynchronously.

Regular group discussions in synchronous tutorials (Wednesdays 7:30-9:30) form an important component of this course. Regular attendance is required and participation in tutorial is essential. Students are expected to have completed and considered the assigned readings prior to tutorial and to attend each class prepared to ask questions and discuss the readings. Students who are unable to attend synchronous tutorials may participate in the discussion forum on the course website.

Textbooks and Other Required Resources:

All required readings are available on the course site on OWL or online through the library.

Methods of Evaluation:

Participation	20%		weekly
Test	15%		8 June 2022
Research Essay	40%		
Essay Proposal		5%	27 June 2022
Primary Source Analysis		10%	11 July 2022
Final Essay		25%	27 July 2022
Exam	25%		TBD during exam period [2-3 August 2022]

Course Requirements:

Participation:

Effective participation demonstrates that students have completed and considered the course readings and are prepared to engage critically with the concepts and arguments. Effective participation also constitutes reacting and responding to other students' contributions and ideas and respecting the views of others even when disagreeing with their opinion. Participation grades will be assessed based on the quality of the students' contribution to discussion. Students will be evaluated on a 10-point scale following each tutorial. Non-attendance will result in a "0" for that class and attendance without participation will result in a "2" for that class.

Students who cannot attend tutorial may participate on the discussion forum on the course website. Two comments must be posted within 24 hours of the scheduled tutorial and two responses must be posted within 72 hours of the scheduled tutorial to earn full participation marks for that week.

Sample discussion questions will be posted to the course website on OWL to assist students in reflecting on the readings and preparing for discussion.

Test:

There will be a *take-home, open book test* on **Wednesday 8 June 2022** covering all lectures and readings up to that point.

Research Essay:

Each student will write a **research essay** (2500-3500 words) exploring and analyzing a major trend in twentieth century youth culture from a historical perspective, due on **Wednesday 27 July 2022**. Essays must utilize at least one primary source in twentieth century youth cultures. Students must also utilize at least 8 secondary sources, which should primarily be scholarly history books or articles.

Each student must submit a formal **essay proposal** (600-800 words) identifying the major trend in twentieth century youth cultures chosen for study and a list of at least five sources for initial research, due on **Monday 27 June 2022**.

Each student must submit a **primary-source analysis** of a primary source related to the major trend in twentieth century youth cultures chosen for study, due on **Monday 11 July 2022**. A list of possible primary sources – including teen films, comic books/comic strips, teen magazines, newspaper coverage of significant phenomena in youth culture, and sources in material culture – is available on the course website. Students should use a primary-source analysis worksheet, also available on the course website.

Further instructions about writing essay proposals, primary-source analyses and research essays are available on the course website on OWL.

Exam:

There will be a cumulative **take-home, open book exam** to be scheduled during the **August examination period** covering all lectures and readings for the entire course.

Course Schedule:

Monday 9 May

Lecture #1 Introduction

Lecture #2 Hooligans and Growler Gangs: Youth Culture at the turn of the century

Wednesday 11 May

Lecture #3 Lost Boys and Boy Scouts: Youth Culture in Edwardian Britain

Tutorial #1

Alan Hunt, "The Great Masturbation Panic and the Discourses of Moral Regulation in the Nineteenth and Early Twentieth Century Britain," *Journal of the History of Sexuality* 8:4 (1998), 575-615.

Monday 16 May

Lecture #4 Little Savages: Youth in Early Twentieth Century America

Lecture #5 Nickelodeons and Animal Dances: American Youth Culture before the First World War

Wednesday 18 May

Lecture #6 Youth Cultures during the Great War

Tutorial #2

David I. MacLeod, "Socializing American Youth to Be Citizen-Soldiers," in Manfred F. Boemeke, Roger Chickering, and Stig Förster, eds., *Anticipating Total War: The German and American Experiences, 1871–1914* (Cambridge: Cambridge University Press, 1999), 137–66.

Susan R. Fisher, "Ch. 1: Doing Their Bit," in *Boys and Girls in No Man's Land: English-Canadian Children and the First World War* (Toronto: University of Toronto Press, 2011), 31-50.

Monday 23 May

No Class – Victoria Day

Wednesday 25 May

Lecture #7 Flappers and the Bright Young People in 1920s Britain and America

Tutorial #3

Cynthia Comacchio, "Lost in Modernity: 'Maladjustment' and the 'Modern Youth Problem,' English Canada, 1920-1950," in Mona Gleason, ed., *Lost Kids: Vulnerable Children and Youth in Twentieth-Century Canada and the United States* (UBC Press, 2010), 53-71.

Kristine Alexander, "Canadian Girls, Imperial Girls, Global Girls: Race, Nation and Transnationalism in the Interwar Girl Guide Movement," in Karen Dubinsky, Adele Perry & Henry Yu, eds., *Within and Without the Nation: Canadian History as Transnational History* (Toronto: University of Toronto Press, 2015), 276-292.

Monday 30 May

Lecture #8 The Children's Army: Youth and the Great Depression in America

Lecture #9 Biff Boys and the Red Menace: British Youth in the 1930s

Wednesday 1 June

Lecture #10 Jitterbugs and Swing Kids

Tutorial #4

Mary McComb, "Rate Your Date: Young Women and the Commodification of Depression Era Courtship," in Sherrie A. Inness, ed., *Delinquents and Debutantes: Twentieth Century American Girl's Culture* (New York: New York University Press, 1998), 40-60.

Jeffrey Keshen, "Ch. 8: The Children's War: 'Youth Run Wild'" in *Saints, Sinners and Soldiers: Canada's Second World War* (Vancouver: UBC Press, 2004), 194-227.

Monday 6 June

Lecture #11 Zoot Suit Riots and Victory Girls: Youth Cultures during the Second World War

Lecture #12 The First Teenagers

Wednesday 8 June

No Class – **Take-Home Test**

Monday 13 June

Lecture #13 Birth of the Cool: Growing up in the Cold War

Lecture #14 I'm Not a Juvenile Delinquent: Comic Books and Moral Panic in 1950s America

Wednesday 15 June

Lecture #15 Sweet Little Sixteen: Rock and Roll in the 1950s

Tutorial #5

Jason L. Hostutler, "Kids, Cops & Beboppers: Milwaukee's Post-WWII Battle with Juvenile Delinquency," *The Wisconsin Magazine of History* 93:1 (Autumn 2009), 14-27.

Jeanne Gardner, "Girls Who Sinned in Secret and Paid in Public: Romance Comics, 1949-1954," in Rafiel York and Chris York, eds., *Comic Books and the Cold War, 1946-1962: Essays on Graphic Treatment of Communism, the Code and Social Concerns* (Jefferson, NC: McFarland & Company, 2012), 92-102.

Michael Bertrand, "Rock'n'Roll, Race and Elvis Presley: Southern Youth in Dissent?" *West Tennessee Historical Society Papers* 57:1 (2003): 1-17.

Monday 20 June

Lecture #16 Rebels and Wild Ones: Teen Film in the 1950s

Lecture #17 Beatniks and Angry Young Men

Wednesday 22 June

Lecture #18 Mods and Rockers: British Youth Culture in the 1960s

Tutorial #6

Richard S. Grayson, "Mods, Rockers and Juvenile Delinquency in 1964: The Government Response," *Contemporary British History* 12:1 (Spring 1998), 19-47.

Gael Graham, "Flaunting the Freak Flag: *Karr v. Schmidt* and the Great Hair Debate in American High Schools, 1965-1975," *The Journal of American History* 91:2 (September 2004), 522-543.

Monday 27 June

Lecture #19 Our Hearts Went Boom: Beatlemania and Boomers in Canada

Lecture #20 Back to the Garden: Hippies and the Counter-Culture

Essay Proposal DUE

Wednesday 29 June

Lecture #21 Street Fighting Man: Youth Protest during the Sixties

Tutorial #7

Stuart Henderson, "Toronto's Hippie Disease: End Days in the Yorkville Scene, August 1968" *Journal of the Canadian Historical Association* 17:1 (2006), 205-34.

Michael Boudreau, "Hippies, Yippies, the Counter Culture and the Gastown Riot in Vancouver, 1968-71," *BC Studies* 197 (Spring 2018): 39-65.

Monday 4 July

Lecture #22 I Hope I Die Before I Get Old: Aftershocks from the Sixties

Lecture #23 Teenage Lobotomy: Punk, Skinhead, Goth and Youth Subcultures in the 1970s-80s

Wednesday 6 July

Lecture #24 Saturday Night Forever: Disco and Rave Music from the 1970s to the 1990s

Tutorial #8

Timothy S. Brown, "Subcultures, Pop Music, and Politics: Skinheads and 'Nazi Rock' in England and Germany," *Journal of Social History* 38:1 (2004), 157-178.

Gillian Frank, "Discophobia: Antigay Prejudice and the 1979 Backlash against Disco," *Journal of the History of Sexuality* 16:2 (May 2007), 276-306.

Monday 11 July

Lecture #25 Mall Rats and Arcade Addicts: Youth Cultures in the 1980s

Primary Source Analysis DUE

Wednesday 13 July

Lecture #26 Pretty in Pink: Teen Film in the 1980s

Tutorial #9

David Waldron, "Role-Playing Games and the Christian Right: Community Formation in Response to a Moral Panic," *Journal of Religion and Popular Culture* 9:1 (Spring 2005).

Kevin Mattson, "Did Punk Matter?: Analyzing the Practices of a Youth Subculture During the 1980s," *American Studies* 42:1 (Spring 2001), 69-97.

Monday 18 July

Lecture #27 It's Bigger Than Hip-Hop: Race and Youth Cultures in the 1980s and 1990s

Lecture #28 Tips for Historical Writing

Wednesday 20 July

Lecture #29 Smells Like Teen Spirit: From Grunge to the Spice Girls

Tutorial #10

Pero Gaglo Dagbovie, "'Of All Our Studies, History is Best Qualified to Reward Our Research': Black History's Relevance to the Hip Hop Generation," *The Journal of African American History* 90:3 (Summer 2005), 299-323.

Monday 25 July

Lecture #30 The History of Youth Cultures: From the Twentieth to the Twenty-First Century

Wednesday 27 July

Lecture #31 Conclusion

Research Essay DUE