

SOPHOMORE TUTORIAL IN RADICAL YOUTH SUBCULTURES

Do It ~~Yourself~~
ourselves.

PROFESSOR INFORMATION |

Dylan A.T. Miner, PhD
C230J Snyder Hall
884-1323
dminer@msu.edu
OFFICE HOURS | T 2:30-4:00

DAY + TIME |

COLLECTIVE | T 4:10-5:00
COUNCILS | TBD by students
C230 Snyder Hall
Residential College in the Arts + Humanities
Michigan State University

'It's Bigger than Hip-Hop!'

–Dead Prez

'When the kids are united, they will never be divided!'

–7 Seconds

TUTORIAL DESCRIPTION |

This participant driven tutorial will address radical youth subcultures in the late twentieth and early twenty-first century. By focusing on youth subcultures (including punk, riot grrrl, metal, hip-hop, and various other subcultures and countercultures), participants will collectively investigate the local and global meaning and implication of these movements. In addition to our work specifically on youth subcultures, we will spend time looking at, reading, and making zines (do-it-yourself magazines). Through historical, cultural, and sociological analysis, we will begin to make meaning from these divergent oppositional movements and see how, as individuals and communities, we may take charge of our own lives by becoming active cultural producers, not simply passive consumers.

OBJECTIVES |

Due to the interdisciplinarity of this course, the goals and objectives are likewise multiple. By reading, discussing, analyzing, producing, and engaging course material, students will accomplish the following:

- Begin to see the importance of youth subcultures;
- Understand the living and open-ended nature of youth-based knowledge;
- Demonstrate a thorough understanding of youth-based cultural practices;
- Develop an awareness of how youth subcultures may shed light on possible alternatives to real-world (meaning *adult*) issues.

The course will also help you meet general liberal learning outcomes, as outlined by the American Association of Colleges and Universities. These include, but are not limited to:

- Develop a robust *knowledge of human cultures and the natural world*;
- Improve *intellectual and practical skills*, such as inquiry and analysis, critical and creative thinking, communication, cultural literacies, and problem solving;
- Enhance *personal and social responsibility* through direct civic participation, ongoing intercultural competency, and continued ethical reasoning and action;
- Demonstrate *integrative learning* by synthesizing mainstream and youth-based knowledge across disciplinary fields.

STRUCTURE |

This course will meet as an entire collective approximately once every other week, while smaller councils will convene on a weekly basis. Participants must be willing to read, write, think, listen, and live the ideas and concepts embodied in the youth subcultures we are studying.

READINGS |

Students should purchase the following texts. In addition to the main readings, students will be expected to download and print associated readings available on angel.msu.edu. These readings will be drawn from various sources, including: zines, oral histories, academic journals and books, in addition to community-based writings.

TEXTS |

01. Bill Brent and Joe Biel. *Make a Zine!: When Words and Graphics Collide*, second edition (Bloomington, IN: Microcosm Publishing, 2008).
02. Stephen Duncombe. *Notes From Underground: Zines and the Politics of Alternative Culture* (Bloomington, IN: Microcosm Publishing, 2008). Originally published in 1997 by Verso Press.
03. Dick Hebdige. *Subculture: The Meaning of Style* (New York: Routledge, 1981).
04. Gabriel Kuhn, ed. *Sober Living for the Revolution: Hardcore Punk, Straight Edge and Radical Politics* (Oakland: PM Press, 2010).
05. Michael Moynihan and Didrik Soderlind. *Lords of Chaos: The Bloody Rise of the Satanic Metal Underground* (Los Angeles: Feral House, 2003).
06. Albert Mundrian. *Choosing Death: The Improbable History of Death Metal and Grindcore* (Los Angeles: Feral House, 2004).
07. Craig O'Hara. *The Philosophy of Punk* (San Francisco: AK Press, 1999).
08. Tricia Rose. *The Hip Hop Wars: What We Talk About When We Talk About Hip Hop—and Why It Matters* (New York: Basic Civitas, 2008).
09. Daniel Sinker. *We Owe You Nothing, Punk Planet: The Collected Interviews* (New York: Akashic, 2001).
10. Brittney Willis, et. *Zine Yearbook 9* (Bloomington, IN: Microcosm Publishing, 2009).
11. Zines, lots and lots of zines! \$30 worth of zines from Microcosm.
12. Downloads available at angel.msu.edu

LISTENINGS |

Working in small councils, individuals will collaboratively create a selection of essential listening material for each of the tutorial's sections. These lists (and preferably the songs as well) will be shared with others in the tutorial.

GRADING |

reading + participation	30%	includes weekly reading journals
event organizing	30%	organize mini film festival, show or other event
final project	40%	option one: zine option two: audio or video documentary

POLICY ON ACADEMIC FREEDOM AND INTEGRITY |

In agreement with Article 2.3.3 of the *Academic Freedom Report* which states that 'the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards,' it is expected that students neither plagiarize nor copy from a peer's intellectual or creative work. In addition, the RCAH adheres to the policies on academic honesty as specified in *General Student Regulations* 1.0, Protection of Scholarship and Grades, and in the

All-University Policy on Integrity of Scholarship and Grades, which are included in *Spartan Life: Student Handbook + Resource Guide* (<http://www.vps.msu.edu/SpLife/index.htm>). Students who engage in academically dishonest activities may receive a 0.0 on that given assignment or for the overall course.

POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES |

Students with disabilities that may interfere with completing your assigned course work may speak with me, as well as contact the *Resource Center for Persons with Disabilities* to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 [voice] or 355-1293 [TTY].

SYLLABUS

WEEK 1 | SEPTEMBER 01

WEEK 2 | SEPTEMBER 07
Reading | None.WEEK 3 | SEPTEMBER 14
Reading |WEEK 4 | SEPTEMBER 21
Reading |WEEK 5 | SEPTEMBER 28
Reading | Planned by councils.WEEK 6 | OCTOBER 05
Reading | Planned by councils.WEEK 7 | OCTOBER 12
Reading | Planned by councils.WEEK 08 | OCTOBER 19
Reading | Planned by councils.WEEK 09 | OCTOBER 26
Reading | Planned by councils.WEEK 10 | NOVEMBER 02
Reading | Planned by councils.WEEK 11 | NOVEMBER 09
Reading | Planned by councils.WEEK 12 | NOVEMBER 16
Reading | Planned by councils.WEEK 13 | NOVEMBER 23
Reading | Planned by councils.WEEK 14 | NOVEMBER 30
Reading | Planned by councils.WEEK 15 | DECEMBER 07
Reading | Planned by councils.

WEEK 16 | DECEMBER 15

READINGS + PROJECTS

NO CLASS

INTRODUCTION

SUBCULTURAL THEORY
Hebdige, *Subculture*, pp. 1-72INTRODUCTION TO ZINES
Hebdige, *Subculture*, pp. 73-140
Meet with Randy Scott, MSU Libraries

MEET AS COLLECTIVE

POSSIBLE PUNK FILM FESTIVAL

MEET AS COLLECTIVE

MEET AS COLLECTIVE

POSSIBLE HIP HOP FILM FESTIVAL

ZINESTER TIME

ZINESTER TIME

POSSIBLE ZINE FEST AND/OR FILM FESTIVAL

FINAL CONVERSATION

Examination period, Wednesday, December 15, 5:45-7:45

NOTE |

This is a working document. Additional readings | assignments may be inserted or altered as this workshop organically develops. This will, of course, depend on the interests and needs of the workshop, as well as the time constraints of the academic semester.