



OFFICIAL NEWSLETTER
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EDITORIAL

Sharlene Swartz

ABOUT

IBYR is the official newsletter of the RC34 “Sociology of youth” of the International Sociological Association.

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Thank you for the honour of electing me President for the coming four years and to the incoming board of RC34 - I look forward to working with you in this dynamic professional and personal mission – the Sociology of Youth. It has been a busy six months since many of us met in Toronto for the World Congress of Sociology under the theme of *Power, Violence and Justice* and where we had representatives from 41 countries presenting over 143 papers in our RC.

For the coming four years I am hoping that we can deepen our focus on and commitment to encouraging scholarship from the Global South. Given the diversity of ISA as a whole and RC34 in particular, we now need to move beyond numbers (as wonderful as they are) to real collaborations, partnerships and improving the *quality* of Southern contributions so that they may have greater influence in our scholarly deliberations. Language is frequently an issue – and we must find new ways of communicating with each other across our language divides. Translanguaging is a (re)new(ed) buzzword in education and we need to find ways to speak and accommodate multiple languages in our conferencing and writing spaces.

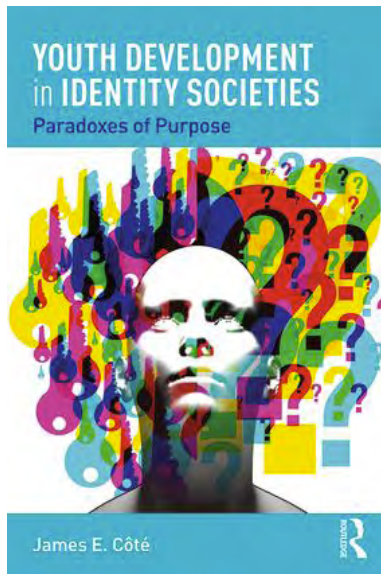
As we engage with each other as scholars from North and South, our task must be to challenge assumed universals from Northern scholars, and make efforts to centre Southern theory, not just for the South, but for us all. It is now time to deepen our theoretical understandings of Southern youth’s lifeworlds; showcase theories that remain uncirculated; map out research agendas and theoretical lacunae; and contrast what is available with what is needed. The aim should be to show how global South insights are able to benefit youth and youth sociologists

everywhere, not only at their point of origin. A practical expression of this focus in RC34 will be a collaboration on the *Oxford Handbook of Global South Youth* studies – which will include over 50 contributors drawn mainly from our RC.

In Toronto there were three questions that received little attention in our many sessions and papers. These included: What will be the impact of the fourth industrial revolution with its disruptive and exponential technologies on young people, their social worlds and the labour market in the coming decade or two? What has the sociology of youth to say about the mental health challenges facing young people in an increasingly fast-paced, demanding and relentlessly unequal world? What role do young people have to play in the multiple and complex environmental changes impacting our world and their futures? In short, while our focus on inequality, justice, violence and rising fundamentalisms are deeply necessary, these three questions demand new kinds of sociological thinking – especially around the kinds of human beings our changing societies are producing, and what kind of humanity we ultimately want.

As we look forward to the next Forum of Sociology in Porto Alegre in 2020, for which our planning will shortly begin, let’s think deeply about how we can add these important questions to our work for young people and in youth research. Thank you for your ongoing commitment to this important mission.

Sharlene Swartz
RC 34 President (2018-2022)



YOUTH DEVELOPMENT IN IDENTITY SOCIETIES. PARADOXES OF PURPOSE

James E. Côté

Routledge, London - 2018 - ISBN 9781138353312

This book explores the causes and consequences of the contradictions in young people's lives stemming from the affluence-purpose paradox: a lack of purpose-in-life among many of those living in the most affluent societies in human history. This paradox is endemic to identity societies where people experience a choice-contingent life course, and is examined using an interdisciplinary approach—largely with an integration of developmental psychology and sociology, but also using historical, anthropological, economic, and political perspectives. The transition to adulthood is now commonly a prolonged process, with young people facing a number of psychological challenges and sociological obstacles in their identity formation. Challenges include difficulties in making prudent choices about goals. Obstacles involve cross-pressures in the wider society as well as in educational institutions.

Consequently, many youth experience their education as alienating and stressful rather than as an opportunity for personal development. Those without a sense of purpose have more difficulties with their identity formation that can produce symptoms of anxiety and depression. The current student mental health crisis is examined in this context. An additional challenge is an ambiguously defined adulthood. Young people who are confused about appropriate adult roles often value hedonistic activities rooted in narcissism and materialism rather than in more fulfilling long-term goals. Conversely, those who are agentic in their personal development can thrive in adulthood, especially when they combine agency with generativity. This book ends with a series of recommendations for researchers and policy makers to help youth cope with the affluence-purpose paradox.



RESEARCHING YOUNG LIVES: METHODOLOGIES, METHODS, PRACTICES AND PERSPECTIVES

VOLUME 1 - Cook, J., Gowing, A. and Aliani, R., with Chesters J. and Cuervo, H.

VOLUME 2 - Reade, J., Seet, A., Dadvand, B., Khan, R., Wyn, J., with Chesters J. and Cuervo, H.

Youth Research Centre, Melbourne Graduate School of Education, The University of Melbourne - 2018

The aim of this series of reports is to showcase the variety of research methodologies, methods and perspectives that our researchers in the Youth Research Centre, at the University of Melbourne, engage in. Each report includes three case studies authored by an individual researcher on researching young people.

Our aim is to cover a range of methodologies and topics that may be of interest to students and early career researchers in the disciplines of education and sociology and, particularly, within the field of youth studies.

Within each report, each case study is a snapshot of an actual research project currently being conducted in the YRC. Our researchers are sharing their experiences and offering their advice for conducting social research in an increasingly complex and diverse societal environment.

To freely access both reports:

<https://education.unimelb.edu.au/ycr/research/research-publications>



...papers

*Societies***Open Access Journal of Sociology**

Special Issue “Youth Cultures and Subcultures”

Guest Editor: Carlo Genova – carlo.genova@unito.it

The study of youth cultures and of youth subcultures has a long and articulated tradition in social sciences. The concepts of “youth cultures” and “subcultures” date back to the mid-1940s, in the wake of the way opened by the Chicago School two decades before—but a lot of studies conducted before the terms were coined had also been dedicated to the analysis of phenomena subsequently identified through these categories. Throughout the long history of this field of study, a huge amount of research has been done on very different phenomena and varying interpretative perspectives have been developed. Nevertheless, “youth cultures” and “subcultures” today continue to represent relevant and useful concepts, and analytical perspectives, in the analysis of several social forms characterized by a significant presence of young people. The purpose of the Special Issue, “Youth Cultures and Subcultures”, is to reflect on the study of youth cultures and subcultures in today’s society. What different theoretical and methodological approaches can be adopted in this study? How have the two concepts and the related analytical perspectives changed over time? What are the limitations and potential of each approach? How can these two concepts and the different analytical perspectives be useful in the study of today’s empirical phenomena? What alternative concepts and perspectives could be adopted? These are only some of the possible questions that this Special Issue aims to address through theoretical, methodological, and empirical articles. We therefore look forward to your submissions covering any of the aforementioned topics.

The special issue edited by Carlo Genova is now open to receive submissions of full research articles and comprehensive review papers for peer-review and possible publication.

Special issue and instructions for authors: https://www.mdpi.com/journal/societies/special_issues/youth_cultures**Deadline for manuscript submissions: 15 May 2019**

...papers

SOCIOLOGICAL STUDIES OF CHILDREN AND YOUTH – SSCY

Series: Human Rights for Children and Youth

Volume 24: **“Human Rights for Children and Youth: Sociocultural Differentiation, Resistance and Unity”**Guest Editor: Magali Reis (magali.reis33@gmail.com)- Co-editor: Marcelo S. Isidório

Recognizing children and youths as social, historical, cultural and geographic constructions, and directly dependent on the context of the society to which they are inserted, the journal Sociological Studies of Children and Youth (SSCY) invites articles to be considered for Volume 24: Human Rights for Children and Youth: Sociocultural Differentiation, Resistance and Unity. This volume will consider presenting the different situations in which children and young people are submitted in the different continents of this planet through work that problematizes the living conditions of children and young people in different contexts, such as: urban-industrial, metropolitan, rural, indigenous, andean, riparian, ghetto, shanty towns, eskimos, hit by natural accidents, and others.

Manuscripts must have a maximum of 30 pages (14,500 words), including references, must follow the author’s guidelines and must use the APA 6th Edition style.

Please send manuscripts electronically to guest editor Magali Reis (magali.reis33@gmail.com) with “SSCY Volume 24” in the subject line.

The publication of this volume will be in the fall of 2019.

You can find more SSCY information at: <http://www.emeraldgrouppublishing.com/products/books/series.htm?id=1537-4661>**Deadline for submission: January 1, 2019. Proposals will be accepted only in English.**



...papers and Poster Presentations

International Conference

“Sharing Society. The Impact of Collaborative Collective Actions in the Transformation of Contemporary Societies”

Bizkaia Aretoa, University of the Basque Country, Bilbao (Spain)

May 23-24, 2019

This international conference sets out to analyze the characteristics, trajectory and impact of collaborative collective actions in a context of erosion of the welfare state. It also seeks to present and discuss the most recent innovations, trends, and concerns, as well as practical challenges encountered and solutions adopted in the fields of collaborative collective actions.

We invite theoretical and empirical proposals that explore collaborative collective actions in different areas: work, production, consumption, culture, art, science, knowledge and education, solidarity with precarious groups, civic participation and politics.

We encourage the submission of papers drawing on theoretical and methodological approaches from diverse fields of study, such as the social sciences, humanities, architecture, urban planning and design.

We also invite contributions from actors working with citizen participation in the sciences, arts, media and/or politics (e.g. in cultural institutions, cultural policy, social media platforms, cooperatives, and NGOs).

Please find the details about the conference in this link:

<http://sharingsocietyproject.org/en/2018/11/09/sharing-society-conference-call/>



Postdoctoral Fellowship

Postdoctoral Fellowship in Global Community Health & Well-being Education

Dahdaleh Institute for Global Health Research (DIGHR) - Faculty of Education (FoE)

Objective:

This Postdoctoral Fellowship will provide financial support to a high-calibre scholar doing postdoctoral research that advances the mission of The Dahdaleh Institute for Global Health Research, in partnership with the Faculty of Education, in the specific area of global community health and well-being education.

Value:

\$50,000 per year plus benefits for up to 24 months, and an annual research travel allowance of \$5,000.

Description:

You will be based at York University, and co-supervised by Professor Kate Tilleczeck and Professor James Orbinski. You will work at the Dahdaleh Institute for Global Health Research, where you will be provided a work space and appropriate office and administrative support. Teaching opportunities up to a maximum of a 1.0 full course equivalent per year, with payment for any assigned teaching responsibilities may be available.

Qualifications and Skills:

- PhD in a discipline relevant to health, wellbeing and education;
- Interest, and preferably, experience in working with/for vulnerable, and migrant populations;
- Excellent interpersonal, written, oral and communication skills;
- Experience writing grants and disseminating research to a range of audiences;
- Openness to interdisciplinary approaches to scholarship and inquiry, and ability to work in interdisciplinary contexts;
- Strong organizational and project management skills;
- Ability to work well both independently and collaboratively.

Application details:

Applications should consist of a current CV, a list of two referees with contact information and a cover letter indicating your current areas of research interest and suitability for this position, as well as your availability and be sent to facultyrecruitment@edu.yorku.ca.

The position is available immediately and the search will continue until filled.



A personal note by...

Ana Miranda

(Deputy President)



Latin American Faculty of Social Sciences
National Scientific and Technical Research
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I have been involved in youth research since the last years of my undergraduate studies. Back in those days, it was usual to begin academic research early, and I was able to do so thanks to the support of Rene Bendit. At the time, he had an intense activity in academic cooperation and was trying then to create a Youth Studies Program in Argentina. There were many precedents, especially those associated to the *International Year of Youth* (1985), and we had the contribution of Cecilia Braslavsky and Dina Krauskopf, two significant colleagues who had represented Latin American on RC 34. Finally, we were able to found the *Youth Research Program* at FLACSO Argentina in 1995. In those years, the relevant issues were related to youth values, cultural consumption and youth political participation. The works of the German Youth Institute (DJI) and the *Shell Survey* were pioneering, the work of Sven Mörch, who I had the opportunity to meet during those years, was ineludible and the journals of the *Mexican Institute of Youth*, directed by José Antonio Pérez Islas, were like gemstones in a world without Internet.

It has been more than 20 years since the Youth Research Program was founded. Nowadays, the Program is composed of 10 researchers who conduct research and teach postgraduate training in youth studies. We have developed numerous projects in different subjects in association with many public, civil and U.N. institutions. Among those works, which greatly influenced me during, are my participation in the *European Group for Integrated Social Research* (EGRIS) lead by Andreas Walther (2006-2010), my collaboration with the creation of the *International Network of Youth Researchers* at the initiative of Marina Hahn of the Government of Austria (2006-2010), the *Latin American Youth Group* FLACSO-Kellogg Foundation (2008-2011), and in the last years, the exchange with the GRET at Universitat Autònoma de Barcelona and the Youth Research Centre at the University of Melbourne.

Today, my interest is in the development of the *Longitudinal Studies Program*, which studies the education–work transition through the monitoring of different generations. Additionally, I am working on developing the *Grammar of Youth* concept, which tries to analyze the structure of activities societies offer to young people (like Mörch's work), integrating the value framework that accompany those generations. Also, as Dr. Bendit would have said, the framework of action that young people can develop against such hierarchical and, often, excluding structures. Additionally, I have just begun a project with Universidade Federal de São Carlos, Brazil on productive ventures of vulnerable young people, which was selected in the last FADESP and IDRC contest. Last but not least, I am also working on the launch of an online Master's Program in Youth Studies.

I wish for this new period at RC34 support for critical research, intercultural dialogue, cooperation and democratic exchange and, above all, promotion of social justice among young people. Like most youth researchers, I support those ideals, trying to contribute with my work to a more just and tolerant world.



A personal note by...

Sarah Pickard

(Vice-President for Europe)



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A big part of the attraction of carrying out research on contemporary young people for me is the wide range of subjects and academic fields involved from public policy to political socialisation to political participation via Sociology, Political Science, Psychology and Cultural Studies. The interplay and pluri-disciplinary nature of Youth Studies is a rich source of intellectual food for thought and potential for ‘making a difference’. In my research, I attempt to link up different aspects of Youth Studies and ‘loop the loop’. How do policy makers and politicians consider young people? How does this influence policy formulation? How do young people react to youth policy (and the lack of it)? How are young people’s citizenship and political participation affected by politicians? How does this influence politicians and policy makers? These are just some of the questions I work on, in order to understand the ‘bigger picture’. I firmly believe that young people are not simply ‘citizens in the making’ to be made into ‘dutiful citizens’, or a ‘youth vote’ to be ignored.

Born in London, I carried out my first degree at Lancaster University and then I moved to Paris for a gap year that turned into something more permanent. I did a PhD (in French) at the Université Sorbonne Nouvelle (2000) on the link between the birth of youth culture in Britain after the Second World War and the birth of youth policy. The interplay between different academic fields was already there in my doctoral thesis and it is reflected in my teaching in British Studies as a senior lecturer at the same university and as part of its CREW EA4399 research lab.

I became a member of the ISA RC34 Sociology of Youth in 2012 and immediately felt ‘at home’. The collaborative and friendly atmosphere is uplifting. I enjoy the effervescence of knowledge, ideas and cultures that leads to a rich cross-pollination of research. My own research has certainly benefited from the ‘meeting of minds’ in person at the ISA’s World Forums and Congresses (Buenos Aires, Yokohama and Toronto) and beyond. Thanks to RC34 I have had the opportunity to collaborate with colleagues working in the Sociology of Youth across the world and it has been a pleasure to publish with them, to publish them and be published by them. But RC34 has also brought about marvellous friendships and ongoing inspiration. There is an intangible sense of belonging to an international group of people who come from very different (physical and metaphorical) places all trying to travel to the same destination together, i.e. a better understanding of young people and better lives for young people. The dedication of long-standing members and newer members contribute to giving RC34 a valuable past, a present and a future.



PHOTO-GALLERY

RC34
at the





ABOUT US

Aim and Structure

The aim of RC34 is to contribute to the development of theory and practice of youth sociology and youth research on an international level, uniting professional knowledge, scientific consciousness, and social commitment of its members to work on problems and issues of youth on a local, regional, and international level.

The Committee is constituted by associational principles of individual membership, formal statutes, and a General Meeting every fourth year at the World Congresses, at which a new Executive Board is elected to oversee the RC between the Congresses. The work of RC34 is built on regional Vice- Presidencies managing local RC34 activities and networking in their respective areas of the world, along with a Bureau taking care of the membership services and general, strategic affairs connected to the Presidency. An Advisory Board is appointed by the Board, as a body for special experiences and strategic competence in the field.

History of ISA RC34 “Sociology of Youth”

The International Sociological Association (ISA) was founded 1948 in close cooperation with UNESCO’s Research Department. As peace, education and youth issues were in the forefront of the post war, sociopolitical legacy of this foundation, many of the first officers of ISA were also youth sociologists. In 1975, the Research Committee for the Sociology of Youth (RC34) was established as a specialized branch of ISA.

The RC34 was from the beginning not only a network for pure academic youth research, but also committed to the original heritage of social and political responsibility. This implies standing partnership with multilateral organizations aiming at conflict resolution, peace and the development of civic society. It is also the policy of RC34 to invite colleagues from other disciplines as well as practitioners in the youth fields to become members, and to serve as a global, interdisciplinary network and meeting place for youth issues in general.

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