

**TEST BANK**

**STEPHEN SVENSON**

**YOUTH AND SOCIETY  
3<sup>RD</sup> EDITION**

**VAPPU TYYSKÄ**

**Canadian Scholars' Press Inc.  
Toronto**

**Youth and Society: The Long and Winding Road**  
**Third Edition**  
**Test Bank**

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Toronto, Ontario

M5V 3C1

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Canadian Scholars' Press Inc. gratefully acknowledges financial support for our publishing activities from the Government of Canada through the Book Publishing Industry Development Program (BPIDP) and the Government of Ontario through the Ontario Book Publishing Tax Credit Program.

## Chapter 1: *Concepts and Theories*

### Multiple Choice

1. Through the creation and perpetuation of misrepresentations about youth, young people are
  - a) likely to be viewed negatively
  - b) subjected to increasing controls
  - c) taken for granted by society
  - d) given little or no positive feedback
  - e) **a, b, and d**
2. During the International Year of the Youth in 1985, the United Nations defined youth as those between
  - a) 11 and 14 years of age
  - b) 10 and 18 years of age
  - c) 13 and 19 years of age
  - d) **15 and 25 years of age**
3. “Emerging adulthood” is also referred to as \_\_\_\_\_ by Gillis
  - a) delayed adolescence
  - b) young adulthood
  - c) extended adolescence
  - d) **postmodern youth**
4. According to dominant Western ideology, youth is
  - a) an unnecessary new stage of life
  - b) the most wonderful, carefree stage of our lives
  - c) a time to gradually develop a distinct identity and place in society
  - d) **b and c**
5. Which of the following did not create the need for a longer stage of preparation for adulthood?
  - a) industrialization
  - b) expansion of service economy
  - c) prolonged education
  - d) **agricultural production**

6. Who is credited with “almost singlehandedly” creating the concept of adolescence as an autonomous age group?
- a) **G. Stanley Hall**
  - b) Sigmund Freud
  - c) Charles Darwin
  - d) Stuart Hall
  - e) Erik Erikson
7. Most scholars and academics today would endorse a combined theory of human life stages. Which combination would they endorse?
- a) **biological and environmental influences**
  - b) biological and historical influences
  - c) cross-cultural and social influences
  - d) environmental and historical influences
8. Cultural determinism
- a) supports biological determinism
  - b) **contradicts biological determinism**
  - c) is similar to biological determinism
  - d) none of the above
9. Life-course perspective theory
- a) examines the transitions to adulthood in different spheres of life
  - b) is less focused on biology as the driving force of people’s life stages
  - c) is structural-functionalist in nature
  - d) **all of the above**
10. Which of the following *best* describes the “individualization thesis,” developed by the German sociologist Ulrich Beck?
- a) people should disassociate themselves from the old world structures and create their own pathways
  - b) young people should make their own choices, with the freeing and expansion of opportunity in society at large
  - c) **people’s lives are an individual project for them to achieve in a competitive world**
  - d) individuals should follow their free will and develop their own “trajectories”
11. Primary socialization takes place through
- a) schools
  - b) peer groups and youth subcultures
  - c) **families**
  - d) none of the above
12. According to functionalist theorists, youth subcultures are seen as the result of
- a) a need to bond with others who are facing similar biological changes

- b) **inadequate socialization of young people into their “proper” position in society**
  - c) rapid changes in society
  - d) all of the above
- 13. Marxists view education and media as
  - a) systems of “brainwashing”
  - b) being necessary for the creation of social cohesion
  - c) ideological machinery that we need to resist
  - d) a and c**
  - e) all of the above
- 14. Research suggests that postmodernism defines young people’s experiences and is present in their tendencies to:
  - a) emphasize the subjectivity of truth
  - b) reject reason
  - c) place primary importance on experience
  - d) question authority
  - e) all of the above**
- 15. In the northern hemisphere, there is an associated pauperization of youth as their families’ economic well-being deteriorates, and their needs are pitted against those of
  - a) children and young people
  - b) the growing immigrant population
  - c) the increasing elderly population**
  - d) all of the above
- 16. A “full citizen” is defined as
  - a) someone who participates in civil and political matters, as well as in leisure, recreation, and consumption
  - b) someone who participates in some form of wage work
  - c) someone who exercises voting and consumer rights
  - d) a person who is financially self-supporting and/or able to form and support a domestic relationship
  - e) c and d**
- 17. Which of the following is **not** a role that education institutions play in preparing young people toward financial independence and making them into full citizens?
  - a) work preparation
  - b) significant political and citizenship education
  - c) education about life skills
  - d) education about sexual behaviour
  - e) none of the above**
- 18. Which of the following is *not* an aspect of life in which citizenship is played out?

- a) **participation in one's own community**
  - b) participation in family/domestic relationships
  - c) participation in leisure, recreation, and consumption
  - d) preparation for and participation in wage work
19. Feminist and youth researchers alike have pointed out that wage work is actually dependent on different kinds of non-waged activities. What are these?
- a) women's and children's domestic and caring work
  - b) young people's school work and young people's part-time work
  - c) young people's and women's contributions to the consumption sphere
  - d) young people's participation in the social and political spheres
  - e) **a and b**
20. Smith et al.'s (2005) study found that young people identified a wider range of activities that are not customarily acknowledged as a part of political citizenship. Which of the following is *not* one of the listed activities?
- a) membership in ethnocultural groups
  - b) altruistic acts
  - c) neighbourliness
  - d) **consumption**

### True or False

1. The aim of the textbook is to move away from dealing with youth as the problem to addressing the social, economic, and political circumstances that are problematic. **(T)**
2. "Emerging adulthood" characterizes pre-industrialized societies. **(F)**
3. All structural-functionalists promote the idea of common good over narrower group interests. **(T)**
4. For Erikson, an unsuccessful identity formation in adolescence is when a person internalizes societal expectations. **(F)**
5. Many life-course/stage theorists fall within the structural-functionalist tradition as they downplay the analysis of power structures in societies. **(T)**
6. Structural-functionalist theorists conceptualize youth as inherently troubled and troublesome. **(T)**
7. Critical theorists essentially endorse the prevailing social order. **(F)**
8. "Child labour" is a phenomenon that is an essential part of the industrialized nations of the northern hemisphere. **(T)**
9. It can be argued that citizenship is defined too broadly and in a manner that includes youth who should not be included. **(F)**
10. In the post-colonial northern hemisphere, Black women are seen to be down-and-out while Black men are considered somewhat economically and emotionally successful. **(F)**

## Short Answer

1. Why do increasing numbers of youth researchers try to avoid defining youth according to specific age categories? (5)
2. Why has the category of “youth” been “stretched?” (5–6)
3. Among others, Canadian youth researchers Côté and Allahar (1994) are critical of “nature approaches” theories. Why is this so? (9)
4. Define what is meant by the “life-course perspective?” (10)
5. What is the “individualization thesis” and who was it developed by? (10)
6. What is the major criticism of structural-functionalist theories? (9–12)
7. What are the four main aspects of life in which citizenship is played out? (17)
8. How does post-modernism define the experiences of youth? (16)
9. What role do educational institutions play in young people’s lives? (19)
10. Young people identified a wider range of socially constructive activities that are not customarily acknowledged as a part of political citizenship. What are these? (19)

## Discussion

1. Discuss and compare conservative and critical theories about youth. (7–15)
2. Discuss the main tenets of structural functionalists. (7–8)
3. What is the difference between G. Stanley Hall and Sigmund Freud’s theories regarding youth? (8)
4. Discuss the Marxist or political economy approach to youth studies. (12–13)
5. Discuss the detrimental and beneficial effects of employment for young people in the industrialized North? (13)
6. Raby’s approach to studying youth relies heavily on a postmodern reading. Outline and discuss this conception and its implications for young people. (16)
7. Discuss the paradox of “citizenship” as it applies to youth. (17)
8. According to Alexander (1996), there is ambiguity in the relationships between Black women and men. Outline the reasons for this ambiguity. (18–19)
9. How can youth use consumerism for their own empowerment? (20–21)
10. How do you feel about the situation of youth today? Is it as bleak as this chapter seems to suggest? Do the examples apply to you? Why or why not? (6–21)

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Third Edition

By Vappu Tyyskä

**Instructor's Manual**

CSPI, 2014

***Youth and Society: The Long and Winding Road***  
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Compiled by Keriann McGoogan

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Canadian Scholars' Press Inc. gratefully acknowledges financial support for our publishing activities from the Government of Canada through the Book Publishing Industry Development Program (BPIDP) and the Government of Ontario through the Ontario Book Publishing Tax Credit Program.

## Chapter 1: Concepts and Theories

### Suggested In-Class Activities

#### 1. Defining youth

Part One:

Ask students to spend five minutes to develop and write down a one-sentence definition of “youth.”

Part Two:

As a class, have students share their responses. Write down the varying definitions or keywords on the board. Next, ask students to discuss the possible reasons for the variation in definitions (e.g., difficulty distinguishing between age categories, differing cultural perspectives).

Part Three:

Provide students with further example definitions of youth (e.g., United Nations definition, p. 3; Table 1.1) and clarify how the term will be defined for the remainder of the course.

#### 2. Life Phases

Divide students into small groups. Have each group examine Table 1.1: *Idealized Life Phases in European History* and discuss any biases that they notice. Ask students to critique the life phases presented, and to make amendments as they see fit. Regroup as a class to discuss what changes students made and what biases they noticed.

#### 3. Perceptions of Youth

Part One:

Have students examine Table 1.2: *Perceptions of Youth and Adulthood*.

Part Two:

Divide students into pairs. Give students 10 minutes to come up with three more words that embody perceptions of youth, as well as the corresponding word that embodies perceptions of adulthood.

Part Three:

Share and critique the words as a class.

#### 4. Theories of Youth

Divide the class into small groups. Assign each group one of the theories of youth discussed in Chapter 1.

Have each group create a five minute lesson plan designed to teach the class their assigned theory.

Students should turn in their lesson plan for grades, and/or present the lesson plan to the class.

Theories include:

- Structural-functionalism
- Life stage/development theories
- Psychoanalytic theory
- Age stratification theory

- Theories of peer groups and youth subcultures

## 5. Youth Protest vs. Delinquency

Ask students to write down an example of something that can be considered youth protest, but also may be considered youth delinquency (depending on the theoretical outlook applied).

Students can then pair up with their neighbour and share and discuss their examples.

### Suggested Assignments

#### 1. Critical Thinking Essays

Provide students with a statement or question that relates to each chapter's subject matter.

Ask students to spend 10–15 minutes writing a response essay.

Chapter 1 Sample Topics:

- In Chapter 1, Tyyskä writes that the main argument of *Youth and Society: The Long and Winding Road, 3<sup>rd</sup> Edition* is “We have to move away from dealing with youth as the problem to addressing the social, economic, and political circumstances that are problematic” (p. 3). In one paragraph, summarize what Tyyskä means by this statement.
- What is meant by the term “perpetual adolescents” (p. 4)?

#### 2. Take-home Assignments

- Find one example from the media (television, radio, newspaper, etc.) that addresses an issue associated with youth. For example, Chapter 1 highlights issues such as employment, education, and family. Write a critical analysis that a) describes the example you selected and why you chose it, and b) explores and critiques the way in which youth are portrayed by the media. Are youth portrayed positively or negatively? Explain. How might this example sway public opinion? Did your opinion change? Why or why not? What are the sociological consequences of this media example?
- Find an example of a newspaper article that draws on statistics and studies to illustrate a negative point about youth culture. Summarize the article and describe how they used statistics. Was the interpretation valid? Why or why not? In a short paragraph, discuss the importance of interpreting statistics correctly.
- Explore the concept of *citizenship* as it applies to youth. Write a 2–3 page research paper, citing peer-reviewed sources, that explores how to define and understand citizenship of youth in one of the following aspects of life: preparation for and

participation in wage work, participation in family/domestic relationships, civic and political participation, and participation in leisure, recreation and consumption.