Youth and Technology: Pleasure and Governance symposium

Friday 13 December 9:15am-6pm

New Law Annexe Seminar Room 444, University of Sydney

RSVP: Catherine Driscoll and Liam Grealy, ytpgsymposium@gmail.com

Presenters and Chairs, (further details below):

Kath Albury (UNSW), Thomas Crofts (USyd), Catherine Driscoll (USyd), Terry Flew (QUT), Kelly Freebody (USyd), Gerard Goggin (USyd), Liam Grealy (USyd), Anna Hickey-Moody (Goldsmiths), Tess Lea (USyd), Remy Low (Mount Druitt University Hub), Elspeth Probyn (USyd), Kerry Robinson (UWS), Jessica Ringrose (IoE, London), Amanda Third (UWS), Megan Watkins (UWS)

Sessions:

9:15-9-30   Arrive, welcome

9:30-11:00   Session 1
                    Jessica Ringrose, Kath Albury, Respondent and Chair: Thomas Crofts

11:15-1:15   Session 2
                    Catherine Driscoll & Liam Grealy, Megan Watkins, Kerry Robinson,
                    Chair: Tess Lea

2:15-4:15   Session 3
                    Anna Hickey-Moody, Amanda Third, Remy Low, Chair: Kelly Freebody

4:30-6:00   Session 4
                    Terry Flew, Gerard Goggin, Respondent and Chair: Elspeth Probyn

Abstracts, in speaking order:
Individual papers should run for **up to thirty minutes** for sessions with both 2 and 3 presenters.

<u>Session 1</u>
9:30-11:00
Respondent and Chair: Thomas Crofts

Jessica Ringrose
Pornography assemblages: Posthuman, affective cartography of teens' negotiating 'pornified' peer cultures in schools and beyond
Jessica Ringrose (Institute of Education, London) and Emma Renold (Cardiff University)

Heightened public concerns over the 'pornification' of girls' bodies and girl culture has emerged via a range of government and non-governmental bodies across the global North (e.g. APA, 2007; Bailey, 2011; Papadopoulos, 2010; Rush and La Nauze, 2006). Many of these research reviews claim that girls are inappropriately 'sexualised' through exposure to a 'pornified' media, the consequences of which include 'physical, psychological and sexual harm' (Rush & La Nauze, 2006). While it is reasonable to conclude that pornography and pornified representations of sex and sexuality will indeed have an impact upon and shape young people's sexualities, the evidence is not only inconclusive (Atwood and Smith, 2011; Gill, 2012; Egan, 2013) but also rarely addresses the complexity of what constitutes 'pornified' or how pornified media and/or pornography shapes young people's own sexual cultures. To respond to this gap, this paper draws upon qualitative interview data from three different research projects with young people that explored youth sexuality and 'sexualisation'**.** We draw upon Rosi Braidotti's theories of posthuman subjectivity and Deleuze and Guatarri's concept of social-semiotic-material 'assemblages' to trace how sexually explicit texts, images, bodily gestures, looks and sounds emerge in/as "pornography assemblages" in our data. Our cartography involves mapping the affective materialities of what (else) porn can do, tracing its journey across the highly striated heteronormative context of gendered peer cultures, where sexual harassment is common. The paper outlines three pornography affective assemblages: *'Porno-phone'* illustrates how objects (e.g. mobile phones) when known to hold pornographic images (even if not viewed) produce various affects that circulate across networked peer cultures. '*Edu-porn'*, explores how several 14-15 year old girls challenge boys' desires to induct girls into specific sexual practices that shut down the girls' own sexual wishes and desires; and '*Diggidy*' (a character from the US animation Family Guy), traces the micro-practices of how pornified talk territorialise teens'

everyday practices and friendships. Our analysis of each assemblage examines the complex temporal, spatial, cultural, historical and subjective dynamics which intra-act (Barad 1997) in ways that block and/or enable resistance to coercive and heteronormative pornified peer cultures. The paper aims to offer theoretical tools for understanding how sexually explicit discursive and visual representations become 'pornified' and how such pornified materialities (e.g. sexting, porn-based harassment) 'matter', that is shape the everyday social worlds (online and offline) of gendered peer cultures in schools and beyond.

Kath Albury
Selfies, sexts and sneaky hats

This paper draws popular media reporting and focus-group interviews with young people aged 16-17 to reflect on the ways that young men's and women's practices of digital self-representation are understood within current Australian educational and legal frameworks.

Session 2
11:15-1:15
Chair: Tess Lea

Catherine Driscoll & Liam Grealy
Publics, Media Classification, and Minority

Media classification, or ratings, systems depend on both a concept of minority – minors are those for whom classification systems limit access – and a developmental model of adolescence that explains the gradual removal of that limitation. Classification systems are technologies that constitute and uphold a conception of minoritised adolescence through managing relationships between a range of technologies and their consumption by youth. The adoption and implementation of such systems, like cultural policy in general, depend on various figures of the public, as that which requires protection and that which justifies governmental intervention in the relationship between minority and media consumption. Drawing on a larger project on the history of media classification systems, this paper will explore various instances of the emergence and refashioning of ratings systems in order to examine relationships between 'the public', 'reasonable persons', and 'minority'. In doing so, it seeks to address generalisable concerns for this symposium, in terms of the grounds on which the governance of youth occurs.

Megan Watkins
Young Men, Technology and the Facility to Write

With the fetishisation of computer technology in education, the older sense of technology as pertaining to skill, object use and what the Greeks termed 'techne' or 'art, skill and cunning of hand', seems to have slipped from view. Technology is generally equated with the object itself rather than the facility to use it, masking the processes and relations involved in proficient use. A skill such as writing, for example, is rarely conceived as technology and yet it is a vital tool that aids understanding and effects communication. Writing is also a technology that is rarely considered in relation to young men. With constant concerns over 'boys' literacy', it is generally framed as a feminised activity. Here, however the focus is on a small group of young men in their final year of school who are proficient writers. Together with exploring their broader engagement with technology, this paper examines these young men's use of writing. In particular, it considers how writing functions as embodied capacity, the affordances this provides and the various pedagogic modalities these young men employ in writing for a range of purposes and across different media.

Kerry Robinson
Gender variant and sexuality diverse young people's negotiation of on-line spaces

This paper explores the ways in which gender variant and sexuality diverse young people who participated in a national survey and in a series of workshops, engage with technology, in particular how they experience and negotiate the Internet. These findings were part of a larger project that investigated experiences of identity, family relationships, homophobia and transphobia, schooling, the workplace, health and wellbeing, use of the Internet, and access to support services amongst these young people. Findings highlight that the Internet is a complex site to navigate for many of these young people who often approach it with caution. They articulated multiple and contradictory experiences of the Internet, some positive and others reflecting how the Internet operates as a governing site in which the inequities encountered offline are reinscribed. The paper examines where these young people are spending their time on-line; what aspects are considered positive, and those alienating and problematic. Undoubtedly, the Internet is a significant source of knowledge, but many still had to 'dig' for useful and relevant information. Some felt further marginalisation in on-line spaces as a result of not fitting the discursively constructed hegemonic LGBTQ subject positions perpetuated in some queer sites. Accessing pornography on-line was a central activity for some of these young people, particularly those male identified, who were seeking relevant information on sex and relationships. This was information that they could not easily access elsewhere and was

generally missing from sexuality and relationships education at school, or from family discussions.

Session 3
2:15-4:15
Chair: Kelly Freebody

Anna Hickey-Moody
Censoring schooling: the politics of educational exclusion

This paper draws on my forthcoming book, A Physics of Failed Futures, to show what happens when physical, geographical and emotional co-ordinates align and disadvantaged youth are refused entry into higher education. Drawing on the philosophy of Baruch Spinoza and his materialist science of emotions, passions and actions, I will show the production, political utility and significance of what might be considered 'failed futures' within educational discourses. Young people who 'fail' in educational terms do so for empirical reasons: school systems censor their involvement. This happens for reasons that relate to relationships between class, gender, race, geography and experience. There are dimensions of this experience of 'failure' and cultural disengagement which can be read as youth resistance to governmental imperatives, modes of resistance that are a conscious and unconscious expression of some young people's experiences of alienation. Yet, such exclusion is also a form of state censorship through which 'majoritarian' or predominantly middle to upper class student demographics are fed into higher education settings. Drawing on an in-depth empirical study of the experiences and biographies of young people in non-traditional educational environments, this book deploys conceptual tools developed by Spinoza in order to explicate the impact of relationality and context in the lives of youth who are disengaged from formal education. This analysis contributes to the international debate on the educational exclusion of young people with precarious relationships to schooling. Largely excluded from educational futures, young people with tenuous relationships to schooling (and consequently, education) are, to use Spinozist terms, a 'wicked problem' for addressing social inclusion. The aim of this paper, then is to begin theoretical analysis that can deliver a materialist investigation or 'physics' of the production of 'failed' educational futures. Unlike much contemporary literature published on social inclusion and higher education, this paper brings together an analysis that accounts for the connections between feelings, embodiment, place and the imagination. To grasp the substantive issue of the 'wicked' problem of the state as a censoring mechanism that produces educational failure, we must develop an appreciation of the influence of the affective, of place and how imagination is embodied. A Physics of Failed Futures thus offers a completely new theoretical

perspective on educational exclusion and makes a timely contribution to the global concern to 'widen participation' in higher education.

Remy Low
Education for all? The experience of Massive Open Online Courses (MOOCs) in Mount Druitt

This paper centres on the experiences recounted by seven socioeconomically disadvantaged youth from the Mount Druitt region that have been linked to the latest development in higher education – Massive Open Online Courses (MOOCs) – through a project for widening participation in higher education. Drawing broadly on the "capability approach" advanced by the development economist Amartya Sen, I consider how MOOCs may present a promising platform for extending higher education to historically excluded populations and increase the capabilities of people who live and work in a region like Mount Druitt. However, contrary to the framing of MOOCs as critically "disruptive" of traditional educational institutions like the university and radically democratising access to education, the case studies presented here suggest that the promise of MOOCs for widening participation can only be actualised if the work and achievements of its participants can receive adequate recognition from an ensemble of longstanding institutional authorities including universities, government agencies and businesses. These remain, I submit in the face of the revolutionary claims made by some educational technologists, the institutional gatekeepers of opportunity and the ultimate arbiters of what formally constitutes "an education."

Amanda Third
From Cybersafety to Digital Citizenship: Young People's Perspectives on Participation in the Digital World

[Abstract TBA]

Session 4
4:30-6:00
Chair and Respondent: Elspeth Probyn

Terry Flew
Casuistry and Ethical Conflict: Sex, Young People and Media Governance

In this presentation, I will propose that one way of understanding contemporary approaches to media content regulation is through the concept of *casuistry*. Arising originally out of Catholic

moral philosophy, casuistry constitutes a case-based approach to knowledge and ethics. It is generally regarded with suspicion among those who would argue that there needs to be a bedrock ethical foundation to understanding and to social action, but I will consider some merits of a non-foundational approach to practical questions relating to media content regulation.

When we consider media classification laws in Australia, one notable feature is the absence of a constitutional guarantee of the right to free speech. The rights of adults to freely consume the media of their choice has been one notable feature of the post-1960s shift in such laws from censorship to governmentalised practices of classification and access restriction administered by expert panels drawing upon assessments of "community standards". But this right to free speech co-exists uneasily with other principles, including the protection of children, avoidance of inadvertent exposure to content which may cause harm or offence, and the rights of individuals and groups not to be subject to "demeaning" portrayals.

The resulting balancing act undertaken by entities such as the Classification Board in practice tends to satisfy none of the stakeholders who engage regularly with these debates. Free speech advocates, sexual libertarians, morals campaigners, children's rights advocates, and feminist critics of "Big Porn" can all find fault with the governmental practices through which the classification and periodic banning of media content occurs. Moreover, it is almost impossible for politicians to successfully balance the competing and conflicting interests around such questions.

The resulting policy stasis exists at a time when the Internet and globally networked communications media and the empowering of media users to be content producers appear to be making the application of government laws in this area redundant. But the issues raised do not disappear, as seen with debates ranging from young people accessing sexually explicit content online, the appearance of coercion in sexually explicit content, and misogynistic and racially vilifying Facebook pages.

In this paper, I will consider one attempt to address these questions, with the Review of the National Classification Scheme undertaken by the Australian Law Reform Commission during 2011-12. I will discuss the policy recommendations of that review, an the politics that surrounded its conduct and subsequent reception. This will provide an opportunity for a stocktake of the status of the recommendations made by the ALRC in its final report, *Classification—Content Regulation and Convergent Media* (ALRC, 2012).

Gerard Goggin
'Sharing, Digitally: Pleasures, Politics, and Policy of Youth and Mobile Technology'

Sharing is key to how we imagine and share digital technology, especially when it comes to youth and mobile technology. There is now intense interest in the dynamics, characteristics, cultures, and architectures of sharing in social, mobile, and locative media technologies, not least in the practices, dispositions, and uses of such sharing by young people.

Yet in comparison to other areas such as sexting, censorship and classification, and privacy, there is little policy explicitly acknowledging and responding to the sharing logics and regimes of youth and technology.

Against this background, this paper draws on two ARC projects — one on youth and mobile media, and the other on mobile Internet policy — to discuss sharing in youth and technology. The paper considers what kind of policy we might envision, to ensure digital platforms are open, accessible, and configurable for an ethics of sharing.

Biographical information, presenters and chairs:

Kath Albury is Senior Lecturer in the Journalism and Media Research Centre at the University of New South Wales. Her work explores theoretical and applied understandings of mediated sexual self-representation, sexual sub-cultures and alternative sex practices, young people's mediated sexual cultures, and the primary prevention of sexual violence. Her current research projects focus on young people's practices of digital self-representation, and the role of user-generated media (including social networking platforms) in young people's formal and informal sexual learning.

Thomas Crofts is Associate Professor in the Sydney Law School at the University of Sydney. His research in criminal law, criminology and criminal justice centres on criminalisation and criminal responsibility, exploring why and how behaviours are defined by, and governed through, criminal law. Within this broad field his interests are the criminal responsibility of, and for, children, comparative criminal law, criminal law reform (particularly relating to homicide and sex work) and the relevance and role of labelling. Currently, he is conducting two research projects funded by the Australian Institute of Criminology into young people's perceptions of 'sexting' – "Sexting and Young People: Perceptions, Practices, Policy and Law" - and into the policing of the LGBTQI community – "Reporting Victimisation to LGBTI (Lesbian, Gay, Bisexual, Transgender, Intersex) Police Liaison Services".

Catherine Driscoll is Associate Professor of Gender and Cultural Studies at the University of Sydney. Her books include *Girls: Feminine Adolescence in Popular Culture and Cultural Theory* (Columbia 2002), *Modernist Cultural Studies* (Florida 2010), *Teen Film: A Critical Introduction* (Berg 2011), and *The Australian Country Girl: History, Image, Experience* (Ashgate 2013). She has also published many essays on girls studies, media and popular culture, rural cultural studies, and modernism and cultural theory. Her current research interests include the culture of Australian country towns, adolescence and classification systems, videogames and gaming, and the influence of pragmatism and phenomenology on cultural studies.

Terry Flew is Professor of Media and Communications in the Creative Industries Faculty at the Queensland University of Technology. He is the author of *New Media: An Introduction* (Oxford 2014 – 4th Edition), *Understanding Global Media* (Palgrave, 2007), *The Creative Industries, Culture and Policy* (Sage 2012), and *Global Creative Industries* (Policy 2013). Professor Flew is a member of the Australian Research Council (ARC) College of Experts for Humanities and Creative Arts, and was in 2012 a member of the Research Evaluation Committee (REC) Committee for Excellence in Research for Australia (ERA). During 2011-2012, Professor Flew

was seconded to the Australian Law Reform Commission to chair the National Classification Scheme Review.

Kelly Freebody is a lecturer in the Faculty of Education and Social Work, The University of Sydney. Her research interests include social justice and educational disadvantage, applied drama, qualitative research methods, particularly conversation analysis and membership categorisation analysis.

Gerard Goggin is Professor and Chair of Media and Communications at the University of Sydney. His books include *Routledge Companion to Mobile Media* (2014), *Locative Media* (2014; with Rowan Wilken), *Disability and the Media* (2014; with Katie Ellis), *Mobile Technology and Place* (2012; with Rowen Wilken), *New Technologies and the Media* (2012), *Global Mobile Media* (2011), and *Cell Phone Culture* (2006). In 2014, Gerard will take up an ARC Future Fellowship, researching disability and digital technology.

Liam Grealy is a lecturer in the Department of Gender and Cultural Studies at the University of Sydney. He is currently co-authoring a project with Catherine Driscoll on the international history of media classification systems. His publications and other current research interests address the governance of releasing and housing violent offenders, the significance of consent for understanding public controversies about children, and the relationships between cultural studies and law.

Anna Hickey-Moody is Senior Lecturer at the Centre for the Arts and Learning at Goldsmiths. Anna has developed a philosophically informed cultural studies approach to youth arts as a subcultural form of humanities education. She is interested in how core theoretical projects of humanities and ideas of ethics both inform, and can be erased, by recent theoretical turns to affect. Her work explores the implications of these theoretical developments for cultural studies of education. Anna's books include *Youth Arts and Education: Reassembling Subjectivity through Affect* (Routledge 2013), *Unimaginable Bodies: Intellectual Disability, Performance and* Becomings (Sense 2009), and *Masculinity Beyond the Metropolis* (as co-author, Palgrave 2006).

Tess Lea is an anthropologist who has studied school processes ethnographically. She is currently working in collaboration with Elizabeth Povinelli and the Karrabing Indigenous Corporation to develop hyper-realist fictional multi-media products that describe the intertwining of technology and modes of young and old knowledge transmission for some Indigenous people (see www.karrabing.com). She has published on the anthropology of policy

and bureaucracy, and has a forthcoming book on the city of Darwin, called *Darwin*, due for release in May 2014.

Remy Low is the Academic Advisor & Project Officer of the Mount Druitt University Hub project, which is jointly sponsored by Loyola Senior High School in Mount Druitt, the Australian Government's Smarter Schools National Partnerships and the Australian Catholic University. He is also an honorary research fellow at the Institute for Advancing Community Engagement, Australian Catholic University.

Elspeth Probyn is Professor of Gender and Cultural Studies at the University of Sydney. She has taught media and cultural studies and sociology at universities in Canada and the USA, and has held several prestigious visiting appointments. She is the author of several groundbreaking monographs and over a hundred articles and chapters. Her research (funded by an ARC Discovery Project) focuses on the role of place and community within the transglobal food system, and is particularly focused on the sustainability of the production and consumption of fish, the results of which will be published in a new book, *Oceanic Entanglements* (Duke University Press)*.*

Jessica Ringrose is Professor of Sociology of Gender and Education at the Institute of Education, University of London. Her recent projects have explored: 'understanding young sexual bodies' (ESRC 2013); youth 'sexting' (NSPCC 2011; ATL 2013); and gender and sexual equality initiatives in schools (WOMANKIND 2011; Teen Boundaries 2013). Her books include: *Post-Feminist Education? Girls and the Sexual Politics of Schooling* (Routledge 2012); *Rethinking Gendered Regulations and Resistances in Education*, (Routledge 2012, edited); and *Deleuze and Research Methodologies* (Edinburgh University Press 2013, co-edited with Rebecca Coleman).

Kerry Robinson is Associate Professor in Sociology in the School of Social Sciences and Psychology at the University of Western Sydney. She is a founding member of the Sexualities and Genders Research Network (SaGN). Kerry's research interests include sociology of education; sociology of knowledge; constructions of gendered and sexualized identities; constructions of childhood and sexuality; and queer youth, including experiences of technology and virtual spaces. Kerry is a Project Manager in the Young and Well Collaborative Research Centre, exploring the use of creativity and technology to enhance the wellbeing of young people. Kerry has published widely across her research interests including her most recent books, *Innocence, Knowledge and the construction of childhood: The contradictory relationship between sexuality and censorship in children's contemporary lives* (2013 Routledge); and a co-

edited collection *Rethinking school violence* (Saltmarsh, Robinson & Davies 2012, PalgraveMacmillan).

Amanda Third is senior lecturer at the Institute for Culture and Society at the University of Western Sydney. She is also the Research Program Leader for the Young and Well Cooperative Research Centre Program Two: Connected and Creative. Amanda has published widely on topics including young people's everyday use of online and networked technologies and the potential for new technologies to support young people's wellbeing

Megan Watkins is Senior Lecturer in the School of Education and a member of the Institute for Culture and Society at the University of Western Sydney. Her research interests lie in the cultural analysis of education and the formation of human subjectivities. In particular, her work engages with issues of pedagogy, embodiment, discipline and affect and the interrelation of these to human agency. These interests mesh with her exploration of the impact of cultural diversity on education and the ways in which different cultural practices can engender divergent habits and dispositions to learning. Her recent publications include *Discipline and Learn: Bodies, Pedagogy and Writing* (Sense 2011) and *Disposed to Learn: Ethnicity, Schooling and the Scholarly Habitus* (Bloomsbury 2013) with Greg Noble.