

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017 / 18**

Part I Course Overview

Course Title: Youth in a Changing Society

Course Code: SS1012

Course Duration: One semester

Credit Units: 3

Level: B1

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: NIL
(Course Code and Title)

Precursors: _____
(Course Code and Title)

Equivalent Courses: _____
(Course Code and Title)

Exclusive Courses: GE1226 Youth in a Changing Society
(Course Code and Title)

Part II Course Details

1. Abstract

This course aims to enable students to acquire basic knowledge about youth studies (see CILO 1, 2), and to apply this knowledge in analyzing youth issues and problems in a fast changing world (see CILO 3, 4). The course will introduce basic approaches to youth studies, examining the ways in which changing sociocultural and technological conditions are interwoven with issues related to youth development. Students will be engaged in discussions and debates concerning current issues related to youth development in the local and global contexts, such as sexuality, online dating, cybersex, drugs, age-based censorship, online games, bullying, youth civic engagement, volunteerism and positive youth development.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the interdisciplinary nature of and basic approaches to youth studies, including psychological perspectives, cultural studies perspectives and sociological perspectives	25%		✓	
2.	Describe the ways in which changing sociocultural, technological, legal and policy circumstances are interwoven with issues related to youth development.	25%		✓	
3.	Evaluate relevant information related to youth studies.	25%		✓	
4.	Critically analyze current issues related to youth development in the local and global contexts.	25%	✓	✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	The lectures will cover conceptual and theoretical issues in youth studies; selected key texts and related resources will be introduced; conceptual and theoretical discussions will be illustrated by a diverse range of real life examples.	✓	✓					1.5 hrs in a 3-hr-session
In-class discussion and interactive learning activities	Games, discussions, and role plays which help students better understand the conceptual and theoretical issues in a playful manner.		✓	✓	✓			1.5 hrs in a 3-hr-session

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: ____%								
Performance in class activities and post-lecture online discussion	✓	✓	✓	✓			30%	* Students are expected to participate in class activities. * They will be expected to take part in the post lecture online discussion after each session. This helps reflect students' ability to recall the knowledge/insights gained in the course. * They will also be invited to share their questions/opinions about the course. This helps provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
Short quiz	✓	✓	✓				30%	The quiz will be in multiple-choice format, aiming to assess students' abilities to recall and apply major concepts and theories introduced in the course.

Individual essay	✓	✓	✓	✓			40%	Students need to select a topic on a given list of controversial issues related to youth development. They need to write an essay (not more than 2,000 words) to explicate their own argument and demonstrate the ability to apply knowledge in analyzing issues and problems in real-life situations.
Examination: _____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Performance in class activities and post-lecture online discussion	Ability to recall knowledge/insights gained in class.	Demonstrate excellent ability to recall the knowledge/insights gained in the course.	Demonstrate good ability to recall the knowledge/insights gained in the course.	Demonstrate satisfactory ability to recall the knowledge/insights gained in the course.	Demonstrate fair ability to recall the knowledge/insights gained in the course.	Fail to demonstrate ability to recall the knowledge/insights gained in the course.
2. Short quiz	Students have to correctly answer the MC questions.	Correctly answer 75-100% questions.	Correctly answer 60-74% questions.	Correctly answer 45-59% questions.	Correctly answer 40-44% questions.	Correctly answer less than 40% questions.
3. Individual essay	i) Focus of the essay, knowledge and application, ii) methods of inquiry/problem solving, iii) evidence and arguments, iv) format of citations and references are highly accurate, v) organization and presentation of the essay.	Focus of the essay is very clear and relevant. Knowledge and application are in-depth and accurate, excellent applications. Methods of inquiry/problem solving are very valid and reliable, innovative. Evidence and arguments of the essay are very comprehensive and logical discussion with substantial evidence, having in-depth and critical analysis. Format of citations and references are	Focus of the essay is clear and relevant. Knowledge and application reflect good understanding and effective applications. Methods of inquiry/problem are valid and reliable. Evidence and arguments of the essay are comprehensive and logical discussion with good evidence, having reasonably in-depth analysis. Format of citations and references are accurate. The	Focus of the essay is fairly clear and relevant. Knowledge and application reflect rather superficial understanding. Methods of inquiry/problem solving are reasonably valid but not quite reliable. Evidence and arguments of the essay are fairly comprehensive and logical discussion with some evidence cited; analysis not in-depth enough. Format of citations and references are not quite accurate, with some	Focus of the essay is barely clear and relevant. Misconceptions quite obvious; limited knowledge applications. Methods of inquiry/problem solving are barely valid and reliable. Evidence and arguments of the essay having perspectives too narrow with only minimal evidence; a bit illogical; analysis tends to be superficial and with biases. Format of citations and references are Inaccurate, with substantial omissions. The organization of	Focus of the essay is very vague, irrelevant. Lack of proper understanding, knowledge applications very limited. Methods of inquiry/problem solving are not valid and unreliable. Evidence and arguments of the essay are illogical with little evidence, very superficial or biased analysis. Almost no citations or reference lists. The essay is disorganized. The presentation is ineffective, unclear, having substantial problems with expression.

		<p>highly accurate. The organization of the essay is very well-structured and highly coherent. The presentation is highly effective, clear, succinct and fluent.</p>	<p>organization of the essay is tightly structured and coherent. The presentation is effective, clear, precise and fluent.</p>	<p>omissions. The organization of the essay is systematically structured and fairly coherent. The presentation is quite effective, clear but not precise and fluent enough.</p>	<p>the essay is loosely structured. The presentation is minimally effective, not clear enough; some problems with expression.</p>	
--	--	--	--	---	---	--

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

- One-third of the course contents will address conceptual and theoretical issues in youth studies; selected key texts and related resources will be introduced; conceptual and theoretical discussions will be illustrated by a diverse range of real life examples (see themes 1 to 4 in the following table).
- Two-third of the course contents will focus on a range of controversial issues related to youth development, selected key texts related to specific topics will be introduced and discussed; students will be engaged in debates and interactive class activities (see themes 5 to 13 in the following table).

Major themes	Related issues/debates	Related references
1. Introduction: Understanding youth phenomena in a changing society	Conceptual and theoretical discussions will be illustrated by a diverse range of real life examples.	(Furlong, 2013; Lesko & Talburt, 2012; Subrahmanyam, 2011)
2. Approaches to youth studies (I): identity development and psychological perspectives		
3. Approaches to youth studies (II): cultural studies perspectives		
4. Approaches to youth studies (II): class, division and sociological perspectives		
5. Changing sexual practices and ethical values	e.g. The Chastity movement in HK, sexual orientation on campus, controversies over the rights of various sexual practices.	(Jonsson, Bladh, Svedin, & Priebe, 2014; Lam, 2007; Weinberg, Williams, Kleiner, & Irizarry, 2010)
6. Age-based censorship	e.g. The “age” in “age of consent” in sexual relationships in different cultural contexts, filtering pornographic materials at homes/schools, the Green Dam issue in the PRC.	(Lesko & Talburt, 2012, Ch14; K. C. C. Yang, 2011)
7. The NEET (Not in Employment, Education or Training) generation – a socio-political analysis	e.g. The issues in the HK context, the (in)effectiveness of the various training schemes run by the government and NGOs.	(Furlong, 2013, Ch4; Ngai & Ngai, 2007; V. Wong, 2009)
8. Youth production and Intellectual Property Rights – some legal issues	e.g. The “re-creation” works on the Internet, illegal downloading activities among young people.	(CITB, 2006; Palfrey, Gasser, Simun, & Barnes, 2009)

9. Perspectives in drug uses	e.g. The drug-testing schemes in HK.	(Joe-Laidler & Hunt, 2008; To & Chan, 2009)
10. Online games and state-regulation	e.g. Current policy debate in South Korea, the Internet addiction clinics in the PRC.	(Jiang, 2014; Shek, Tang, & Lo, 2008)
11. Bullying goes online	e.g. Legal measures against cyberbullying and gossipers in the PRC.	(King, 2010; Q. Li, 2008; D. S. W. Wong, Chan, & Cheng, 2014)
12. Online dating: risks and opportunities	e.g. Legal issues arising from the misuses of online dating sites, compensation dating, addition issues, the state-run online dating business in Singapore.	(Chih-Chien Wang, 2010; Finkel, Eastwick, Karney, Reis, & Sprecher, 2012; Guadagno, Okdie, & Kruse, 2012; J. C. M. Li, 2013)
13. Young civic engagement, volunteerism and positive youth development	e.g. Positive youth development movement and its critics, The Blue Book of the PRC calling for a regulation on social media after the Scholarism case, the controversy about the national education curriculum in HK.	(Au Liu, Holosko, & Lo, 2009; Chan, 2013; Shek & Ma, 2006; Sukarieh & Tannock, 2011; L. Yang & Zheng, 2012)

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Furlong, A. (2013). <i>Youth studies an introduction</i> . Abingdon, Oxon; New York: Routledge.
2.	Lesko, N., & Talburt, S. (2012). <i>Keywords in youth studies : tracing affects, movements, knowledges</i> . New York: Routledge.
3.	Subrahmanyam, K. S. D. (2011). <i>Digital youth -- the role of media in development</i> . New York; London: Springer.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Au Liu, E. S.-c., Holosko, M. J., & Lo, T. W. (2009). <i>Youth empowerment and volunteerism : principles, policies and practices</i> . Hong Kong: City University of Hong Kong Press.
2.	Chan, C. (2013). The young activists behind the anti-patriotic education movement in postcolonial Hong Kong. <i>Journal of Citizenship, Social and Economics Education</i> , 12(3), 148-162.
3.	Chih-Chien Wang, Y.-T. W. (2010). Who is Everyone's Darling in Cyberspace? The Characteristics of Popular Online Daters. <i>International Journal of Cyber Society and Education</i> , 3(1), 69-98.
4.	CITB. (2006). <i>Copyright Protection in the Digital Environment</i> . Hong Kong: Commerce, Industry and Technology Bureau, The Government of the Hong Kong Special Administrative Region
5.	Finkel, E. J., Eastwick, P. W., Karney, B. R., Reis, H. T., & Sprecher, S. (2012). Online Dating: A Critical Analysis From the Perspective of Psychological Science. <i>Psychological Science in the Public Interest</i> , 13(1), 3-66.
6.	Guadagno, R. E., Okdie, B. M., & Kruse, S. A. (2012). Dating deception: Gender, online dating, and exaggerated self-presentation. <i>Computers in Human Behavior</i> , 28(2), 642-647.
7.	Jiang, Q. (2014). Internet addiction among young people in China: Internet connectedness, online gaming, and academic performance decrement. <i>Internet Research</i> , 24(1), 2-20.
8.	Joe-Laidler, K., & Hunt, G. (2008). Sit Down to Float: The Cultural Meaning of Ketamine Use in Hong Kong. <i>Addiction Research and Theory</i> , 16(3), 259-271.
9.	Jonsson, L. S., Bladh, M., Svedin, C. G., & Priebe, G. (2014). Voluntary sexual exposure online among Swedish youth - Social background, Internet behavior and psychosocial health. <i>Computers in Human Behavior</i> , 30, 181-189.
10.	King, A. V. (2010). Constitutionality of cyberbullying laws: Keeping the online playground safe for both teens and free speech. <i>Vanderbilt Law Review</i> , 63(3), 845-884.
11.	Lam, C. C. D. (2007). The use of cyberpornography by young men in Hong Kong: Some psychosocial correlates. <i>Archives of Sexual Behavior</i> , 36(4), 588-598.
12.	Lesko, N., & Talburt, S. (2012). <i>Keywords in youth studies : tracing affects, movements, knowledges</i> . New York: Routledge.
13.	Li, J. C. M. (2013). Adolescent Compensated Dating in Hong Kong: Choice, Script, and Dynamics. <i>International Journal of Offender Therapy and Comparative Criminology</i> , [Epub ahead of print]
14.	Li, Q. (2008). A cross-cultural comparison of adolescents' experience related to cyberbullying. <i>Educational Research</i> , 50(3), 223-234.
15.	Ngai, S. S.-y., & Ngai, N.-p. (2007). Empowerment Or Disempowerment? A Review Of Youth

	Training Schemes For Non-Engaged Young People In Hong Kong. <i>Adolescence</i> , 42(165), 137-149.
16.	Palfrey, J., Gasser, U., Simun, M., & Barnes, R. F. (2009). Youth, Creativity, and Copyright in the Digital Age. <i>International Journal of Learning and Media International Journal of Learning and Media</i> , 1(2), 79-97.
17.	Shek, D. T. L., & Ma, H. K. (2006). Design of a positive youth development program in Hong Kong. <i>International Journal of Adolescent Medicine and Health</i> , 18(3), 315-327.
18.	Shek, D. T. L., Tang, V. M., & Lo, C. Y. (2008). Internet addiction in Chinese adolescents in Hong Kong: assessment, profiles, and psychosocial correlates. <i>TheScientificWorldJournal</i> , 8, 776-787.
19.	Sukarieh, M., & Tannock, S. (2011). The positivity imperative: a critical look at the 'new' youth development movement. <i>Journal of Youth Studies</i> , 14(6), 675-691.
20.	To, S.-m., & Chan, B. K.-k. (2009). Counselling centre for young psychotropic substance abusers. In F. W.-l. Lee (Ed.), <i>Initiatives with youth-at-risk in Hong Kong</i> . Hong Kong: City University of Hong Kong Press.
21.	Weinberg, M. S., Williams, C. J., Kleiner, S., & Irizarry, Y. (2010). Pornography, Normalization, and Empowerment. <i>Archives of Sexual Behavior</i> , 39(6), 1389-1401.
22.	Wong, D. S. W., Chan, H. C., & Cheng, C. H. K. (2014). Cyberbullying perpetration and victimization among adolescents in Hong Kong. <i>Children and Youth Services Review</i> , 36, 133-140.
23.	Wong, V. (Writer). (2009). Youth locked in time and space? Defining features of social withdrawal and practice implications [Article], <i>Journal of Social Work Practice</i> : Routledge.
24.	Yang, K. C. C. (2011). The aborted Green dam-youth escort censor-ware project in China: A case study of emerging civic participation in China's internet policy-making process. <i>Telematics and Informatics</i> , 28(2), 101-111.
25.	Yang, L., & Zheng, Y. (2012). Fen qings (angry youth) in contemporary china. <i>Journal of Contemporary China</i> , 21(76), 637-653.
	<p>HK: Children and Youth Services in HK http://www.swd.gov.hk/en/index/site_pubsvc/page_young/</p> <p>HK: Commission on Youth http://www.coy.gov.hk/</p> <p>HK: Youth Research Centre, Hong Kong Federation of Youth Groups http://yrc.hkfyg.org.hk/</p> <p>PRC: China Youth and Children Studies http://www.cycs.org/</p> <p>PRC: All-China Youth Federation http://www.acyf.org.cn/</p> <p>Taiwan: Youth Development Administration, Ministry of Education http://www.yda.gov.tw/main.php</p> <p>UK: National Youth Agency http://www.nya.org.uk/</p> <p>Youthpolicy.org – a global community and knowledge base on youth policy http://www.youthpolicy.org/</p> <p>United Nations Social Policy and Development Division (Youth) http://undesadspd.org/Youth.aspx</p> <p>Center for Parent/Youth Understanding http://www.cpyu.org/</p>