

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2021/22**

Part I Course Overview

Course Title: Youth in a Changing Society

Course Code: SS 1012

Course Duration: One semester

Credit Units: 3

Level: B1

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

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%	✓	✓	

* 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: ____%								
Individual assignment	✓	✓	✓				40%	Students need to select a topic among a variety of controversial issues related to youth development. The topic is not limited to issues covered in the lectures (and not limited to Hong Kong contexts). Students need to write an essay (not more than 2,000 words) to explicate their own argument and demonstrate the ability to apply knowledge in analysing issues and problems in real-life situations.
Group project	✓	✓	✓	✓			40% (Proposal: 10%; Presentation and final report: 30%)	Before doing the project, each group has to submit a group proposal of not less than 2,000 words, to illustrate the rationale and work plans for their group project. The weightings of the proposal and project are

								10% and 30% respectively.
Insight sharing session	✓	✓	✓	✓			20%	Each group has to do a 30-minute online sharing session. Each group can select any methods/approaches to do the group presentation according to the members' interests and preferences (e.g., shooting videos, doing a drama/play).
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)
Individual assignment	It assesses the content, organization and fluency of the papers. Students should demonstrate your depth of self-reflection, with the skillful application of theoretical concepts in the programme.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> ▪ Rich content, ability to integrate and apply various theoretical concepts based on demand; ▪ Being able to show the understanding of various concepts; ▪ Being able to review experiences from the programme with the use of related theoretical concepts ▪ Exact and fluent expression of original opinions; ▪ Rigorous organization, coherent structure, systematic composition; ▪ Creative, and 	<p>Some evidence of:</p> <ul style="list-style-type: none"> ▪ Rich content, ability to integrate and apply various theoretical concepts based on demand; ▪ Being able to show the understanding of various concepts; ▪ Being able to review experiences from the programme with the use of related theoretical concepts ▪ Exact and fluent expression of original opinions; ▪ Rigorous organization, coherent structure, systematic composition; ▪ Creative, and 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> ▪ Rich content, ability to integrate and apply various theoretical concepts based on demand; ▪ Being able to show the understanding of various concepts; ▪ Being able to review experiences from the programme with the use of related theoretical concepts ▪ Exact and fluent expression of original opinions; ▪ Rigorous organization, coherent structure, systematic composition; ▪ Creative, and 	<ul style="list-style-type: none"> • Adequate content; • Limited or irrelevant use of theoretical concepts; • Inadequate understanding of various concepts; • Loose organization; • Sentence fluency and articulation is merely acceptable; • Inadequate creative, insightful, and original ideas 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate and apply various theoretical concepts (e.g., cultural sensitivity, Kohlberg's stages of moral development, postmodern ethics); • Not being able to show the understanding of various concepts; • Loose organization of composition; • Unsystematic expression of ideas; • Seriously insufficient/no reference; • Although expression is not clear, part of the idea can be

		insightful ideas.	insightful ideas.	insightful ideas.		identified; overuse of existing quotations and relevant concepts with no personal ideas.
2. Group project	It assesses the content, organization and fluency. Students should demonstrate the ability to present ideas of a particular topic, with the use of theoretical concepts properly	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate and apply various theoretical concepts into the selected topic; • Being able to show the understanding of theoretical concepts; • Clear and systematic illustration of how to study and present the topic; • Exact and fluent expression of original opinions; • Creative, and insightful ideas. 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate and apply various theoretical concepts into the selected topic; • Being able to show the understanding of theoretical concepts; • Clear and systematic illustration of how to study and present the topic; • Exact and fluent expression of original opinions; • Creative, and insightful ideas. 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate and apply various theoretical concepts into the selected topic; • Being able to show the understanding of theoretical concepts; • Clear and systematic illustration of how to study and present the topic; • Exact and fluent expression of original opinions; • Creative, and insightful ideas. 	<ul style="list-style-type: none"> • Adequate content; • Limited or irrelevant use of theoretical concepts; • Inadequate understanding of theoretical concepts; • Loose organization; • Sentence fluency and articulation is merely acceptable; • Merely clear and systematic illustration of how to study and present the topic; • Inadequate creative, insightful, and original ideas 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate and apply various theoretical concepts; • Not being able to show the understanding of theoretical concepts; • Loose organization; • Unsystematic expression of ideas; • Seriously insufficient/no reference; • Although expression is not clear, part of the idea can be identified; overuse of existing quotations and relevant concepts with no personal ideas;

						<ul style="list-style-type: none"> • Unclear and unsystematic illustration of how to study and present the topic.
3. Insight sharing session	It assesses students' ability to explain with rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic; rigorous organization, coherent structure; original ideas; creative use of presentation methods.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic; • Being able to show the understanding of the following theoretical concepts; • Rigorous organization, coherent structure; • Insightful ideas and analysis of the topic; • Superior presentation skills: fluent expression and appropriate diction, clear delivery of ideas, creative use of 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic; • Being able to show the understanding of the following theoretical concepts; • Rigorous organization, coherent structure; • Insightful ideas and analysis of the topic; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, clear delivery of 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic; • Being able to show the understanding of the following theoretical concepts; • Rigorous organization, coherent structure; • Insightful ideas and analysis of the topic; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, clear delivery of 	<ul style="list-style-type: none"> • Loose organization, merely acceptable identified content; • Inadequate grasp of the relevant theories and concepts; • Inadequate understanding of the following theoretical concepts; • Simple and unilateral ideas, without clear explanation; • Merely acceptable articulation and expression of ideas; merely acceptable presentation skills, 	<ul style="list-style-type: none"> • Poor grasp of relevant theories and concepts; • Limited familiarity with the topic; not being able to show the understanding of the following theoretical concepts; • Loose organization; • Unsystematic ideas which cannot express the topic; • Devoid of personal ideas and opinions; • Soft voice, unclear expression of ideas, seriously overtime.

		presentation methods, exact time- management.	ideas, creative use of presentation methods, exact time- management.	ideas, creative use of presentation methods, exact time- management.	no influence to general delivery.	
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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.	(Becker, 1963; Cooley, 1902; Furlong, 2013; Lesko & Talburt, 2012; Luhmann, 2013; Mead, 1934; Shek, Yu, & Fu, 2013; Subrahmanyam, 2011)
2. Approaches to youth studies (I): identity development and psychological perspectives (e.g., “I” and “me”, looking glass self)		
3. Approaches to youth studies (II): cultural studies perspectives (e.g., understanding self with Chinese traditional virtues (cultivating self, harmonizing the family, advocating group spirit, committing to professionalism, caring for society, and exploring the world)		
4. Approaches to youth studies (II): class, division and sociological perspectives (e.g., labelling, social systems theory)		
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. Labelling and Deviant behaviours		
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. Perspectives in drug uses	e.g. The drug-testing schemes in HK	(Joe-Laidler & Hunt, 2008; To & Chan, 2009)
9. 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)
10. 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)
11. 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)
12. Young civic engagement, volunteerism and positive youth development (e.g., cultural diversity, communicant)	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; Croitor, 2014; Shek & Ma, 2006; Seidel, 1981; 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.	Becker, H. (1963). <i>Outsiders: Studies in the sociology of deviance</i> . New York. NY: Free Press.
3.	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.
4.	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.
5.	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
6.	Cooley, C.H. (1902). <i>Human nature and the social order</i> . New York, NY: Charles Scribner's Sons.
7.	Croitor, E. (2014). Ethics of responsibility? Some postmodern views. <i>Procedia - Social and Behavioral Sciences</i> , 149, 253–260.
8.	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.
9.	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.
10.	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.
11.	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.
12.	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.
13.	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.
14.	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.
15.	Lesko, N., & Talburt, S. (2012). <i>Keywords in youth studies: tracing affects, movements, knowledges</i> . New York: Routledge.
16.	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]
17.	Li, Q. (2008). A cross-cultural comparison of adolescents' experience related to cyberbullying. <i>Educational Research</i> , 50(3), 223-234.
18.	Luhmann, N. (2013). <i>Introduction to Systems Theory</i> . Cambridge, MA: Polity Press.
19.	Mead, G. H. (1934). <i>Mind, self and society</i> . Chicago, IL: University of Chicago Press.
20.	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.
21.	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.
22.	Shek, D.T.L., Yu, L., & Fu, X. (2013). Confucian virtues and Chinese adolescent development: A conceptual review. <i>International Journal of Adolescent Medicine and Health</i> , 25(4), 335–344.
23.	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.
24.	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.
25.	Seidel, G. (1981). Cross-cultural training procedures: Their theoretical framework and evaluation. In S. Bochner (Ed.), <i>The mediating person: Bridge between cultures</i> (pp. 184–213). Cambridge, MA: Schenhman.
26.	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.
27.	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.
28.	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.
29.	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.
30.	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: Routledge</i> .
31.	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.
32.	Yang, L., & Zheng, Y. (2012). Fen qings (angry youth) in contemporary china. <i>Journal of Contemporary China</i> , 21(76), 637-653.
33.	<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>