



Hello Mean Green! Welcome to Spring 2024 Asian Youth: Cultures, Activism, Media Seminar!

Course Information

INST 4850 (Section 001)/INST 5500 (Section 003) Asian Youth: Cultures, Activism, Media (#AYCAM)

Semester/Term: Spring 2024

Credit Hours: 3

Instruction Mode: Face to face

Meeting Days/Time/Location: TUES & THURS/2:00pm – 3:20 pm/GAB 317

Course Instructor Information



Course Instructor: Dr. Sing Hui Lee
Office: GAB 119F
Email: Singhui.Lee@unt.edu
Office Hours: TUES, 11:00 am – 12:30 pm (or by appointment)
Pronouns: She/Her/Hers

Course Description

In recent years, Asian youths are increasingly at the forefront seeking for political changes and greater political freedom, standing up to authoritarianism, and demanding accountability from their leaders. Do these instances demonstrate that the attitudes and behaviors of Asian youths are undergoing transformation? Are young people across Asia a vital and an unstoppable force in shaping the Asian region and beyond? What drives them to create lasting, sustainable political and social changes? In this seminar, we will explore these questions, Asian young people's challenges and fears, their shifting political and social priorities, and how they are taking critical leaps forward making waves of changes!



Course Learning Outcomes and Objectives

- Foster a better understanding of Asian youths' perspectives on culture, activism, political and social engagement, and the use of digital media for various purposes. (*Key transferable skill: international awareness*)
- Develop the ability to critically evaluate information and sources on contemporary political and social issues and concerns affecting young people, particularly in the Asian region, and learn to identify problems and challenges young people face, especially Asian youths. (*Key transferable skill: Analytical thinking and critical thinking*)
- Develop and build the skills to deliver and present information using appropriate digital tools. (*Key transferable skill: Digital skills*)
- Effectively develop, articulate, and explain various perspectives and pragmatic recommendations regarding current and emerging global issues concerning Asian youths. (*Key transferable skill: Communication and writing skills*)
- Appreciate, accept, and value diverse perspectives from members of the learning community. (*Key transferable skill: Respect for diversity*)
- Learn how to effectively use the knowledge and skills gained to becoming thoughtful and ethically responsible citizens making meaningful contributions to society. (*Key transferable skill: Citizenship engagement*)

Course Readings and Materials

Recommended Readings:

- Osgerby, B. (2020). *Youth culture and the media: Global perspectives*. Routledge.
- Naafs, S., & Skelton, T. (Eds.). (2020). *Realities and aspirations for Asian youth: Education, training, employment*. Routledge.
- Jenkins, H., Shresthova, S., Gamber-Thompson, L., Kligler-Vilenchik, N., & Zimmerman, A. (2016). *By any media necessary*. In *By Any Media Necessary*. New York University Press.
- Frangville, V., & Gaffric, G. (Eds.). (2019). *China's youth cultures and collective spaces: Creativity, sociality, identity and resistance*. Routledge.
- Jeung, R., Umamoto, K., Dong, H., Mar, E., Tsuchitani, L. H., & Pan, A. (Eds.). (2019). *Mountain Movers: Student Activism & the Emergence of Asian American Studies*. UCLA Asian American Studies Center.
- Yi, C. C. (Ed.). (2012). *The psychological well-being of East Asian youth* (Vol. 2). Springer Science & Business Media.
- Li, Chunling. (2021). *China's Youth: Increasing Diversity amid Persistent Inequality*. Washington, DC: Brookings Institution Press.
- Cheng, Y. E., & Lam-Knott, S. (Eds.). (2021). *Youth politics in urban Asia*. Routledge.
- Donald, S. H., Anderson, T. D., & Spry, D. (Eds.). (2010). *Youth, society and mobile media in Asia* (Vol. 19). Routledge.

Supplementary Course Materials:

- Additional readings and materials will be assigned throughout the semester. They will be available electronically to learners through the course website on Canvas or given out as handouts in class.

Course Requirements

The course's biweekly meetings will combine lectures, seminars, class discussions, class activities, written assignments, and a problem-based group project. Throughout the course, learners will complete several course assessments that will accumulate toward the major group project.

Learners are also required to actively engage in class discussions and be familiar with the assigned readings and contemporary issues and concerns affecting Asian youths.

Course Assessments and Grading

Grading	Course Requirements	Summary Description
10%	Class and Course participation	Be an active member of the learning community. Engage in class dialogues, activities, and in-class group work.
20%	Deconstructing Discourse: Roundtable Discussion	Learners work in teams and organize a roundtable session to discuss ONE chosen contemporary issue or topic challenging Asian young people today.
30%	Reading Summary (RS)	Learners will work in pairs, choose one module from the syllabus, and summarize the readings for class discussion.
40%	"Making a Difference" MaD Project	As a team, learners will choose one contemporary issue affecting Asian young people (or young people in general) and work on an action-based project and present their projects at the end of the semester.

Course Assignments

Class and Course Participation (10%)

Throughout the semester, learners will be expected and required to attend every class meeting and be actively engaged in class as a member of the learning community for this course. Please come to class on time and be fully prepared by completing the assigned readings beforehand, raising well thought-out questions during class, and actively and positively engaging in community dialogues (class discussions) and activities. By fulfilling these goals, we can create a lively and positive learning environment, including building a community of learners together.

Deconstructing Discourse: Roundtable Discussion (20%)

The goal of this assignment is to foster teamwork, research skills, critical thinking, and effective communication among students, while gaining practical experience in event organization and management. This assignment also engages students in collaborative teamwork in organizing, planning, and hosting a roundtable discussion that facilitates insightful conversations and exchange of ideas on a chosen contemporary issue or topic challenging Asian young people today. This assignment will be evaluated based on the following criteria:

- 1) **Research and Content:** assess the depth, relevance, and quality of the research conducted by the team.
- 2) **Teamwork and collaboration:** evaluate how effectively team members worked together and communicated during the project.
- 3) **Event planning and organization:** evaluate the planning, execution, and overall organization of the roundtable event.
- 4) **Presentation and audience engagement:** clarity, effectiveness, and engagement during the roundtable event (ability to engage audience in a meaningful discussion)

**Please refer to the class handout for a detailed assignment description, requirement, and assessment.*

Reading Summary, RS (30%)

Learners will work in pairs, choose any ONE MODULE from the syllabus, and summarize the readings for class discussion. Learners are required to upload the reading summaries onto Canvas **ONE week before the scheduled module on the syllabus.**

**For example, if the scheduled module on the syllabus is March 19th, learners will upload the reading summaries onto Canvas latest by March 12th, 11:59 pm.*

For each reading summary,

1) Learners will address:

- The central question or puzzle of the reading
- Arguments and/or findings of the reading
- Takeaway from the reading
 - Learners will present their own critique of the reading (for example, whether learners agree or disagree with the author(s) and why)
- Relevance of the arguments/findings to current issues or problems concerning Asian young people
 - For each reading, learners will **provide at least ONE example** of a current issue or problem concerning Asian young people and **explain how** the arguments/findings of the reading relate to or explain the identified issue or concern.

2) Learners will prepare 2-3 discussion questions (for each reading) for the class.

“Making a Difference” Project, MaD Project (40%)

For this assignment, learners will form a team (5-7 students) to work on an action-based project, with potential funding and sponsorship from Thrivent. Each team will choose ONE of the following and create an action-based project: a community outreach event, fundraising event, service activity, or educational program to raise awareness on a contemporary issue concerning Asian youth. The goal of the project is to help learners cultivate the skills, knowledge, and attitudes for good and responsible citizenship.

This project will be evaluated based on the following criteria:

- 1) **Research and analysis:** Thorough research evident through diverse sources, including academic, governmental, and peer-reviewed articles, demonstrating a comprehensive understanding of the issue or problem for the project.
- 2) **Teamwork and collaboration:** evaluate how effectively team members worked together and communicated in the planning and execution of the project.
- 3) **Event planning and organization:** evaluate the planning, execution, and overall organization of the event.
- 4) **Impact and results:** assess the impact the project has on the target audience or community.

For the criteria on **research and analysis**, learners will submit a 3-page written report (**no more than 5 pages**) that will include (but are not limited to) the following:

- A clearly defined purpose of the project.
- The root cause(s) of the problems or concerns affecting the chosen issue or topic.
- The significant difference or impact the project will make.
- The value(s) the project will bring, especially to the targeted audience.
- The potential of the project to inspire youth to be more informed and responsible citizens.

**Please refer to the class handout for a detailed project description, requirement, and assessment.*

Communication and Announcements

- Please use your UNT email account to contact the instructor and to schedule appointments.
- I will try to respond to your emails at my earliest convenience. If you have not received a reply from me after one day (24 hours), please email me again. Thank you! I appreciate your patience and understanding.
- Check your UNT email account regularly for course and/or class announcements.
- Set your Canvas notifications to stay current with course and/or class announcements.
- You are very welcome to come by my office during office hours or email me to schedule a time that works best for you.
- If in-person meeting is not possible, we can schedule a Zoom meeting.
- All UNT students have access to Canvas through their UNT student accounts. You can find more information on using Canvas here: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>.

Submission of Assignments

Please submit all written assignments on Canvas by their respective due dates, **at 11:59 pm CST.** (**please see the course syllabus section for the specific due dates*)

Written Assignment Format

Please include the following format for all written assignments:

- Microsoft Word document or pdf format
- Font size 12 point
- Font type/style: Times New Roman, Arial, or Calibri
- Double-spaced
- Align left or justify



Grading Scheme for University of North Texas

Grade	Scoring
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

Support and Planning

One of my main goals is to support you in being successful. If you are a parenting student, are caring for elders or other family members, are dealing with serious physical or mental health issues, are working several jobs, or have other extenuating circumstances that are likely to impact your participation, performance, and attendance in class, **PLEASE feel comfortable to discuss this with me. I will not see it as asking for favors and will not see it as complaining.** I can support you best if I know your situation and circumstances beforehand.

If a problem or emergency arises that prevents you from attending an exam, completing an online quiz, submitting a written assignment, or attending class, **please contact the instructor immediately or at your earliest convenience.**

I hope to support you and work together with you in advance on any alternative arrangements you may need, rather than finding out after the fact that you needed them. I understand that some

learners may have complications. I hope we can address and resolve the complication(s) together.
All information will be held in strict confidence.

Academic Integrity Policy

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

Students may access and read more about The University's Student Academic Integrity here:

https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity_0.pdf.

Student Attendance and Authorized Absences

Please arrive at class on time. As the course is built around interaction and dialogue, attendance is critical. The University of North Texas recognizes that student success is promoted by regular attendance and participation in class. When you miss classes, your grades will be affected. An absence is excused when due to serious illness, religious observance, participation in University of North Texas activities at the request of University of North Texas authorities, or compelling/extenuating circumstances beyond your control. When you miss class, please take note that it is your responsibility to arrange to make up the day's work. Please approach the instructor about your absence and inquire about ways of making it up. Students may access and read more about The University's Student Attendance and Authorized Absences here:

<https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf>.

Make-up Coursework or Late Work Submission

Only students with University-excused absences are able to submit make-up or late work unless you have communicated to the instructor of your extenuating circumstances, and we have arranged an extension for the assignment's due date. Please communicate with the instructor as soon as possible if you anticipate or think that you may not be able to meet the coursework's due dates. **The maximum extension would be ONE WEEK after the initial due date.** Any assignment submitted AFTER the one-week extension will receive a **partial grade**.

Emergency Notification and Procedures

UNT uses a system called **Eagle Alert** to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials. Therefore, the academic calendar is subject to change.

Students may access and read more about The University's Emergency Notifications and Procedures here: <https://emergency.unt.edu/sites/default/files/stay.informed.final.pdf>.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional

forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, and especially the [UNT Student Code of Conduct](https://policy.unt.edu/sites/default/files/07.012_CodeOfStudConduct.Final8_19.format_0_0.pdf) (https://policy.unt.edu/sites/default/files/07.012_CodeOfStudConduct.Final8_19.format_0_0.pdf).

Withdrawal Policy

The Dean of Students Office is committed to helping you if you should ever intend to withdraw from a semester (drop ALL courses). If you wish to withdraw you must **do so in person at the Dean of Students Office (Sage Hall 110) during office hours**. This is a "one stop shop" for the withdrawal process. Students may only withdraw from the first class day until the official last day to withdraw as indicated in the academic calendar. You may find the **Spring 2024 Academic Calendar** here: <https://registrar.unt.edu/sites/default/files/spring-2024-academic-calendar.pdf>.

You must visit the [Dean of Students Office](#) to obtain the official University Withdrawal Form and meet with a staff member. The meeting will ensure you are informed of any obligations you may have with the University or items you may need to fulfill upon returning to UNT. Students will also receive Financial Aid Exit counseling (as applicable). This will allow UNT to better understand the reasons why students leave in order to improve our University and its services. Students may access and find more information regarding withdrawal here: <https://studentaffairs.unt.edu/dean-of-students/policies/withdrawals>.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year.

Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. For additional information, students may access the **UNT Policy 04.008 Records Management and Retention** here: <https://policy.unt.edu/sites/default/files/04.008%20Records%20Management%20and%20Retention.pdf>.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <https://deanofstudents.unt.edu>, or by calling the Dean of Students' office at 940-565-2648. They are here to help.

Non-Discrimination Policy

The University of North Texas prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The university takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Equal Opportunity and Title IX coordinates and monitors the University's compliance with the requirements of federal and state non-discrimination laws. Direct questions or concerns to Equal Opportunity and Title IX at 940-565-2759, TTY access: 940-369-8652 or 800-735-2989. You may contact Equal Opportunity and Title IX by email at oeo@unt.edu.

ADA/ODA Accommodation Policy

The University of North Texas (UNT or University) does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines.

Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter. It is your responsibility to initiate a private discussion with faculty regarding your specific needs in any course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at 940-565-4323.

Diversity, Equity, and Inclusion

Consistent with the [University of North Texas policy on diversity](#), I view diversity as encompassing the intersecting identities that make us unique individuals, including, but not limited to, nationality, ethnic or racial identity, sexual and LGBTQIA+ identity, gender identity and expression, age, religious or spiritual beliefs, socioeconomic status, body shape or size, physical ability status, and varying points of view. I value the many perspectives students bring to our campus. I hope to work with you in creating a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. Thank you.

COVID Policy

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any [symptoms of COVID](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

SPOT Evaluation

The Student Perspective of Teaching (SPOT) is a requirement for all organized classes at UNT. This survey, which will be available to students sometime during weeks 13, 14, and 15 of the long semesters, provides students with the opportunity to evaluate the course and comment on how this class is taught.

Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email spot@unt.edu.

Your feedback and comments are very important to the continued success of this course and in improving my teaching skills. I value your feedbacks greatly. Thank you.

Helpful Resources

1) UNT Learning Center

The UNT Learning Center is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer free of charge a number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Check them out here: <https://learningcenter.unt.edu/>.

2) UNT Writing Lab

Another AWESOME resource available to students is the UNT Writing Lab. Need a refresher course in academic writing or some quick links for your next paper: <https://writingcenter.unt.edu/resources>. On-campus and want to attend a workshop to improve your writing skills? <https://writingcenter.unt.edu/workshops>. Off-campus and struggling with academic paper writing? Check out their online tutoring link here: <https://writingcenter.unt.edu/online-tutoring>.

3) Technical Assistance

If you experience technical difficulties with Canvas or other technology issues, you may contact the UNT Student IT HelpDesk through any of the following methods:

- a) Student help desk website: <https://aits.unt.edu/support>
- b) Email: helpdesk@unt.edu
- c) Phone: 940-565-2324
- d) Walk-in: Sage Hall, Room 330 (walk-in hours: Monday-Friday, 8am – 5pm)
- e) Support hours:

- i. Monday-Thursday, 8am – 9pm
- ii. Friday, 8am – 5pm
- iii. Saturday-Sunday, 11am – 3pm

4) Veteran Students

For students who are active or retired military, thank you for serving our country! If you are a new or returning student, UNT has a lively Student Veteran organization, and a number of other campus resources available here: <http://studentaffairs.unt.edu/student-veteran-services>.

5) Life happens!

If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources here at UNT. <http://deanofstudents.unt.edu/resources>.

6) Basic Needs

You can't learn if you're hungry: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support 940-565-2648. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. You are not alone; we are here to help.

7) The UNT Food Pantry

Any current UNT student in need can visit the Food Pantry 10am-7pm Monday-Thursday and 10am-5pm on Fridays during the long semesters. Student can get in through the front door of Crumley Hall, or through the back near the docks. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. There is also a pantry located at the Discovery Park in Room A160 next to the College of Engineering- Office of the Dean, which is open Mon-Fri 8am-5pm. There is also a Food Pantry located at UNT's New College at Frisco, which can be accessed by visiting the information desk.

Syllabus Change Policy

Unexpected circumstances may make it necessary to change the syllabus or course schedule. The instructor may make changes to the syllabus in anyway deemed appropriate. Changes made to the syllabus will be announced in class and on Canvas.

Course Schedule

Week	Date	Course Structure	Assignments & Due Dates
1	JAN 16 & 18	<p><u>JAN 16: Meet & Greet!</u></p> <ul style="list-style-type: none"> Course overview Review of syllabus Getting to know you <p><u>JAN 18: Community Dialogue</u></p> <ul style="list-style-type: none"> Class dialogue on the forces driving Asian youths' attitudes and behaviors on political and social issues and perspectives on digital media and global culture Team assignments for MaD project & Roundtable Discussion Pair assignment for Reading Summary 	

2	JAN 23 & 25	<p><u>JAN 23: Asian Values Concept</u></p> <ul style="list-style-type: none"> Seminar and class dialogue on the Asian Values concept, concerns of Asian youths, and challenges Asian youths face Refer to Canvas for pre-class preparation <p><u>JAN 25: Western Theories Vs. Asian Values</u></p> <ul style="list-style-type: none"> Seminar and class dialogue exploring the differences between Western theories and Asian values Refer to Canvas for pre-class preparation 	
3	JAN 30 & FEB 1	<p><u>JAN 30: Understanding “Youth”</u></p> <ul style="list-style-type: none"> Seminar and class dialogue broadly exploring youth studies Chapter 2: The Theoretical Landscape of Youth Studies (Johansson & Herz, pp. 11-26) Refer to Canvas for pre-class preparation Teams meet in class to discuss on the roundtable discussion & MaD projects <p><u>FEB 1: Asian Youth Movements</u></p> <ul style="list-style-type: none"> Seminar and class dialogue exploring the Asian Youth Movements Meet 5 young activists who drove change in Asia this year (14 pages) It’s Called Giving a Shit!” What Counts as “Politics”? (Henry Jenkins and Sangita Shresthova, pp. 253-289) Refer to Canvas for pre-class preparation 	
4	FEB 6 (Reading summary 1) & 8	<p><u>FEB 6: Activism (I)</u></p> <ul style="list-style-type: none"> This seminar explores Asian youths’ political and social participations “Negotiating identity in the diaspora: the role of South Asian youth organizations” (Sahoo & Shome, pp. 99-109) “Youth Political Participation and Digital Movement in Indonesia” (Wahyuningroem et. al, pp. 1-22) Refer to Canvas for pre-class preparation <p><u>FEB 8: Roundtable Discussion & MaD Project Workshops</u></p> <ul style="list-style-type: none"> Teams meet to work on the roundtable discussion & MaD projects and report on the progress of the projects. 	
5	FEB 13 (Reading summary 2) & 15	<p><u>FEB 13: Activism (II)</u></p> <ul style="list-style-type: none"> This seminar explores Asian youths’ political and social participations “Hong Kong: Problems of Identity and Independence” (Stephan Ortmann, pp. 57-79) “The Political Environment of Students in China and Taiwan” (Teresa Wright, pp. 8-20) Refer to Canvas for pre-class preparation <p><u>FEB 15: Roundtable Discussion & MaD Project Workshops</u></p> <ul style="list-style-type: none"> Teams meet to work on the roundtable discussion & MaD projects and report on the progress of the projects. 	<p>Submit 1st draft plan for MaD Project *Due February 18, Sunday on Canvas/email, 11:59 pm</p> <p>Submit 1st draft plan for the</p>

			roundtable discussion *Due February 18, Sunday on Canvas/email, 11:59 pm
6	FEB 20 & 22 (Reading summary 3 & 4)	<p><u>FEB 20: Special Topic “K-Pop Fandom”</u></p> <ul style="list-style-type: none"> This seminar explores the influence of K-pop on Asian youth’s identity “Sasaengpaen” or K-pop Fan? Singapore Youths, Authentic Identities, and Asian Media Fandom (Williams & Xiang, pp. 81-94) “Diasporic youth culture of K-pop” (Kyong Yoon, pp. 138-152) Refer to Canvas for pre-class preparation <p><u>FEB 22: Special Topic “Asian Youth Activism and K-Pop”</u></p> <ul style="list-style-type: none"> The seminar explores the influence of K-pop on Asian youths’ activism “K-pop Fan Activism in Indonesia and Thailand” (Andini & Akhni, pp. 38-55) “The interweaving of network nationalism and transnational cultural consumption: the role conflict of K-pop fans” (Yuxin Xia, pp. 1-20) Refer to Canvas for pre-class preparation 	
7	FEB 27 & 29 (Reading summary 5 & 6)	<p><u>FEB 27: Special Topic “The Gender Identity and Marriage Stigma in Asia (I)”</u></p> <ul style="list-style-type: none"> This seminar explores the topics of gender and marriage among Asian young people “Adolescents’ and Young Adults’ Perception of Homosexuality and Related Factors in Three Asian Cities” (Feng et. al, pp. 52-60) “Queering the ‘resourcing’ of LGBTQ+ young people in the Asia Pacific” (Cheong et. al, pp. 2439-2456) Refer to Canvas for pre-class preparation <p><u>FEB 29: Special Topic “The Gender Identity and Marriage Stigma in Asia (II)”</u></p> <ul style="list-style-type: none"> This seminar explores the topics of gender and marriage among Asian young people “The Asian Single Profiles” (Himawan et. al, pp. 3667-3689) “What does it mean to be single in Indonesia?” (Himawan et. al, pp. 1-9) Refer to Canvas for pre-class preparation 	<p>Submit revised 1st draft plan for MaD Project *Due February 29, Thursday on Canvas/email, 11:59 pm</p> <p>Submit revised 1st draft plan for roundtable discussion *Due February 29, Thursday on Canvas/email, 11:59 pm</p>
8	MARCH 5 (Reading Summary 7) & 7	<p><u>MARCH 5: Education (I) – The Private Tutoring Madness & Dark Side of Asia’s Educational Environment</u></p> <ul style="list-style-type: none"> This seminar explores the shadow education system in Asia 	<p>Submit 2nd draft plan MaD project</p>

		<ul style="list-style-type: none"> • “Shadow education as a form of oppression” (Yung, pp. 115-129) • “The shadow education system: students’ response to private tutorial learning” (Krishnaswamy et. al, pp. 201-225) • Why the tutoring industry in Asian countries is surging (6 pages) • Private tuition in Singapore (4 pages) • The Asian tuition craze (3 pages) • Refer to Canvas for pre-class preparation <p><u>MARCH 7: Roundtable Discussion & MaD Project Workshops</u></p> <ul style="list-style-type: none"> • Teams meet to work on the roundtable discussion & MaD projects and report on the progress of the projects. 	<p>*Due MARCH 10, Sunday on Canvas/email, 11:59 pm</p>
9	MARCH 11-17	<ul style="list-style-type: none"> • SPRING BREAK 	
10	MARCH 19 & 21	<p><u>MARCH 19: Education (II) – The Dark Side of East Asia’s Educational Environment</u></p> <ul style="list-style-type: none"> • Examining bullying and suicide among East Asian youths • Is bullying and suicide a problem for East Asia’s schools? (22 pages) • Why is bullying so vicious in Japanese schools? (3 pages) • School bullying in the Asia-Pacific affects us all (2 pages) • Refer to Canvas for pre-class preparation <p><u>MARCH 21: Culture – Asian Young People’s Cultural Expression & Roundtable Discussion Workshop (Final)</u></p> <ul style="list-style-type: none"> • This seminar explores Asian young people’s cultural expression, concerns, or challenges. • Why so Sang? Pessimism in Chinese youth culture (7 pages) • Tired of consumerism: meet the minimalist Chinese youth (6 pages) • Exhausted and without hope, East Asian youth are ‘lying flat’ (13 pages) • Refer to Canvas for pre-class preparation • Teams meet to work on the roundtable discussion 	<p>Submit FINAL plan for MaD Project *Due March 17, Sunday on Canvas/email, 11:59 pm</p>
11	MARCH 26 (Reading Summary 8) & 28	<p><u>MARCH 26: Social Media & Digital Engagement (I)</u></p> <ul style="list-style-type: none"> • Class discussion and dialogue on Asian youths’ social media landscape • What is Little Red Book? (13 pages) • “TikTok and Microcelebrities” (Yang, pp. 23-37) • Refer to Canvas for pre-class preparation <p><u>MARCH 28: Roundtable (I)</u></p> <ul style="list-style-type: none"> • Students work in teams and organize a roundtable session to discuss ONE chosen contemporary issue challenging Asian young people today. • Students can invite other classes to participate. 	<p>Submit FINAL plan for the roundtable discussion *Due March 22, Friday on Canvas/email, 11:59 pm</p>

12	APRIL 2 & 4	<p><u>APRIL 2: Roundtable (II)</u></p> <ul style="list-style-type: none"> Students work in teams and organize a roundtable session to discuss ONE chosen contemporary issue challenging Asian young people today. Students can invite other classes to participate. <p><u>APRIL 4: Roundtable (III)</u></p> <ul style="list-style-type: none"> Students work in teams and organize a roundtable session to discuss ONE chosen contemporary issue challenging Asian young people today. Students can invite other classes to participate. 	
13	APRIL 9 & 11 (Reading Summary 9)	<p><u>APRIL 9: Social Media & Digital Engagement (II)</u></p> <ul style="list-style-type: none"> Class discussion and dialogue on Asian youths' social media landscape "Framing of Boys' Love Television Series" (Ng & Li, pp. 613-630) "Indonesian stand-up comedy" (Sihombing et. al, pp. 1-10) Refer to Canvas for pre-class preparation <p><u>APRIL 11: Special Topic "Subculture Trends among Asian Youths"</u></p> <ul style="list-style-type: none"> Class discussion and dialogue on subculture trends among Asian youths and Chinese youths Youth subcultures in conservative Asia: backlash on transnational popular culture (Akhni, pp. 1-16) Today's subculture and youth trends in China Hip Hop's influence on Chinese youth culture "The surge of nationalist sentiment among Chinese youth during the COVID-19 pandemic" (Ho, pp. 1-22) Refer to Canvas for pre-class preparation 	
14	APRIL 16 & 18	<p><u>APRIL 16: MaD Project Workshop</u></p> <ul style="list-style-type: none"> Teams meet to work on the MaD Project and report on the final progress of the project. <p><u>APRIL 18: MaD Project presentation/community outreach event</u></p> <ul style="list-style-type: none"> MaD Project presentation 	
15	APRIL 23 & 25	<p><u>APRIL 23 & 25: MaD Project presentation/community outreach event</u></p> <ul style="list-style-type: none"> MaD Project presentation 	
16	APRIL 30 & MAY 2	<p><u>APRIL 30 & MAY 2: Course Wrap-up</u></p> <ul style="list-style-type: none"> Course reflection and feedback 	<p>FINAL MaD PROJECT REPORT SUBMISSION *Due MAY 3, Friday on Canvas, 11:59 pm</p>