



Hello Mean Green! Welcome to Spring 2023 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 2023

Credit Hours: 3

Instruction Mode: Face to face

Meeting Days/Time/Location: TUES & THURS/2:00pm – 3:20 pm/LANG 218

### Course Instructor Information



Instructor: Dr. Sing Hui Lee  
Office: GAB 119F  
Email: [Singhui.Lee@unt.edu](mailto:Singhui.Lee@unt.edu)  
Office Hours: MON, 11:30am–1:00pm (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.
- Fujino, D. C., & Rodriguez, R. M. (Eds.). (2022). *Contemporary Asian American Activism: Building Movements for Liberation*. University of Washington Press.
- 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.

### 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. <i>(Please see below for further details)</i>
25%	"Let's Talk About..." Project	Learners will work with a partner on this project either on a case study or a contemporary issue affecting Asian youth and present it to the class. <i>(Please see below for further details)</i>
5%	Instructor-learner Meeting	Learners will meet with the course instructor periodically to discuss the "Making a Difference" Project and report on the progress of the project. <i>(Please see below for further details)</i>

50%	"Making a Difference" MaD Project	Learners will choose one contemporary issue affecting Asian youth and form a team to work on an action-based project. <i>(Please see below and the separate class handout for further details)</i>
10%	Presentation for "Making a Difference" Project	Learners will make a 10-15 minute class presentation on their MaD project. <i>(Please see below for further details)</i>

## 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.**

### "Let's Talk About..." Project (25%)

Learners will work with a partner for this project. Learners will choose ONE "Let's Talk About..." module from the syllabus, work on the topic/area/issue, submit a short paper on the topic/area/issue **(2 pages double-spaced. No more than 3 pages)**, prepare a short presentation introducing the topic/area/issue, and lead a class discussion on it. Learners will also prepare 3-4 questions for class discussion.

The **short paper** will be assessed on the extent to which learners:

- Demonstrate a good understanding of the topic/area/issue.
- Provide well thought-out views and/or explanation addressing the topic/area/issue.
- Provide innovative solutions to the topic/area/issue.

The **class discussion** will be assessed on the extent to which learners:

- Cover the required contents for the chosen module.
- Demonstrate the ability to lead a discussion well.

### Instructor-Learner Meeting (5%)

Learners will meet with the course instructor periodically to discuss the MaD Project and report on the progress of the project. These meetings are important for learners in working toward the success of the MaD Project. These meetings would include but not limited to:

- Concerns and issues surrounding the project.
- Concerns and issues working with the team.

### "Making a Difference" Project, MaD Project (50%)

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. Learners will be working on this final project throughout the semester.

The project will be evaluated following Bloom's taxonomy (Bloom et al., 1956) to assess learners' knowledge, skills, values, collaborative personality, and leadership through **four key competencies**:

- 1) Action-oriented project that will have substantial and positive impact for all (demonstrate knowledge of the topic and/or issue)
- 2) Innovative thinkers (demonstrate the ability to use information, concepts, facts, evidence, statistics, etc. professionally and creatively to offer potential recommendations that meet the project assignment and mission)
- 3) Teamwork (demonstrate the ability to work well with other teammates to achieve the project's framework and concept)
- 4) Ethically-driven team leader (demonstrate the ability to effectively lead the team ethically and identify the skills of each teammate)

For the key competencies on action-oriented project and innovative thinkers, learners will submit a 5-page written report (**no more than 5 pages**) that will include:

- A clearly defined purpose of the project.
- The root cause(s) of the problems or concerns affecting the issue.
- The significant difference 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.*

### **Project Presentation: MaD Project (10%)**

For this project presentation, learners will make a short class presentation (**10-15 minutes**) on the MaD Project.

The project presentation will be **assessed** on the extent to which learners:

- Demonstrate good presentation skills that include (but not limited to):
  - Good framing and conceptualization of the project's overall concept and mission.
  - Clear and concise presentation of facts and materials.
  - Ability to connect with the audience.
  - Ability to keep slides and visual aids simple.
  - Ability to keep an engaging pace and tone.
- Demonstrate the ability to answer questions presented by other members of the learning community.

### **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](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 2023 Academic Calendar** here: <https://registrar.unt.edu/regISTRATION/spring-registration-guide>.

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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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 Modules & Themes	Assignments & Due Dates
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1	JAN 17 & 19	<p><b><u>IAN 17: Meet &amp; Greet!</u></b></p> <ul style="list-style-type: none"> <li>• Course overview</li> <li>• Review of syllabus</li> </ul> <p><b><u>IAN 19: Community Dialogue</u></b></p> <ul style="list-style-type: none"> <li>• Class dialogue on the forces driving Asian youths' attitudes and behaviors on political and social issues and perspectives on digital media and global culture</li> <li>• Team assignment for MaD project</li> <li>• Pair assignment for "Let's Talk About..." project</li> </ul>	
2	JAN 24 & 26	<p><b><u>IAN 24: Community Dialogue</u></b></p> <ul style="list-style-type: none"> <li>• Class dialogue on the Asian Values concept, concerns of Asian youths, and challenges Asian youths face</li> <li>• Refer to Canvas for pre-class preparation</li> </ul> <p><b><u>IAN 26: Understanding "youth"</u></b></p> <ul style="list-style-type: none"> <li>• Chapter 2: The Theoretical Landscape of Youth Studies (Johansson &amp; Herz, pp. 11-26)</li> <li>• Exploring the differences between youths in Asia and the West</li> <li>• Refer to Canvas for pre-class preparation</li> </ul>	
3	JAN 31 & FEB 2	<p><b><u>IAN 31: Asian Youth and Activism</u></b></p> <ul style="list-style-type: none"> <li>• Examining political and social activism among youths across Asia</li> <li>• Decreasing World Suck: Harnessing Popular Culture for Fan Activism (Neta Kligler-Vlenchik, pp. 102-148)</li> <li>• "It's Called Giving a Shit!" What Counts as "Politics"? (Henry Jenkins and Sangita Shresthova, pp. 253-289)</li> <li>• Young people across Asia pushed for change (14 pages)</li> <li>• Refer to Canvas for pre-class preparation</li> </ul> <p><b><u>FEB 2: Project Workshop</u></b></p> <ul style="list-style-type: none"> <li>• Teams meet to work on the MaD Project and report on the progress of the project</li> </ul>	
4	FEB 7 & 9	<p><b><u>FEB 7: The Ugly Truth of K-Pop</u></b></p> <ul style="list-style-type: none"> <li>• Case study: Examining the K-Pop industry</li> <li>• The dark side of K-Pop (5 pages)</li> <li>• The dark side of K-Pop: prostitution, suicide, and spycams (11 pages)</li> <li>• Refer to Canvas for pre-class preparation</li> </ul> <p><b><u>FEB 9: Community Dialogue</u></b></p> <ul style="list-style-type: none"> <li>• Why so Sang? Pessimism in Chinese youth culture (7 pages)</li> <li>• Tired of consumerism: meet the minimalist Chinese youth (6 pages)</li> <li>• Exhausted and without hope, East Asian youth are 'lying flat' (13 pages)</li> <li>• Refer to Canvas for pre-class preparation</li> </ul>	

5	FEB 14 & 16	<p><b><u>FEB 14: Project Workshop</u></b></p> <ul style="list-style-type: none"> <li>Teams meet to work on the MaD Project and report on the progress of the project</li> </ul> <p><b><u>FEB 16: The Gender and Marriage Stigma</u></b></p> <ul style="list-style-type: none"> <li>Case study: China's "leftover women" (sheng nü)</li> <li>Watch "Marriage Market Takeover" video <a href="https://www.youtube.com/watch?v=irfd74z52Cw&amp;t=5s">https://www.youtube.com/watch?v=irfd74z52Cw&amp;t=5s</a></li> <li>How China's 'leftover women' are using their financial power to fight the stigma of being single (4 pages)</li> <li>Refer to Canvas for pre-class preparation</li> </ul>	<p><b>Submit first draft for MaD project</b>  <b>*Due FEB 16, Thursday, 11:59 pm</b></p>
6	FEB 21 & 23	<p><b><u>FEB 21: The Tuition Madness</u></b></p> <ul style="list-style-type: none"> <li>Examining the tuition industry in Asia</li> <li>Why the tutoring industry in Asian countries is surging (6 pages)</li> <li>Private tuition in Singapore (4 pages)</li> <li>The Asian tuition craze (3 pages)</li> <li>Refer to Canvas for pre-class preparation</li> </ul> <p><b><u>FEB 23: Project Workshop</u></b></p> <ul style="list-style-type: none"> <li>Teams meet to work on the MaD Project and report on the progress of the project</li> </ul>	
7	FEB 28 & MAR 2	<p><b><u>FEB 28: The Dark Side of East Asia's Educational Environment</u></b></p> <ul style="list-style-type: none"> <li>Examining bullying and suicide among East Asian youths</li> <li>Is bullying and suicide a problem for East Asia's schools? (22 pages)</li> <li>Why is bullying so vicious in Japanese schools? (3 pages)</li> <li>School bullying in the Asia-Pacific affects us all (2 pages)</li> <li>Refer to Canvas for pre-class preparation</li> </ul> <p><b><u>MAR 2: Project Workshop</u></b></p> <ul style="list-style-type: none"> <li>Teams meet to work on the MaD Project and report on the progress of the project</li> </ul>	<p><b>Submit second draft for MaD project</b>  <b>*Due MARCH 2, Thursday, 11:59 pm</b></p>
8	MAR 7 & 9	<p><b><u>MAR 7: Project Workshop</u></b></p> <ul style="list-style-type: none"> <li>Teams meet to work on the MaD Project and report on the progress of the project</li> </ul> <p><b><u>MAR 9: Project Workshop</u></b></p> <ul style="list-style-type: none"> <li>Teams meet to work on the MaD Project and report on the progress of the project</li> </ul>	<p><b>Submit final draft plan for MaD project</b>  <b>*Due MARCH 10, Friday, 11:59 pm</b></p>
9	MAR 14 & 16	<ul style="list-style-type: none"> <li>SPRING BREAK!</li> </ul>	
10	MAR 21 & 23	<p><b><u>MAR 21: Let's Talk About...</u></b></p> <ul style="list-style-type: none"> <li>Class discussion and dialogue on Asian youth's cultural expression, concerns, or challenges</li> </ul> <p><b><u>MAR 23: Project Workshop</u></b></p>	<p><b>MAR 21 "Let's Talk About..." assignment</b>  <b>*Due MARCH 31, Friday on</b></p>

		<ul style="list-style-type: none"> <li>Teams meet to work on the MaD Project and report on the progress of the project</li> </ul>	<b>Canvas, 11:59 pm</b>  <b>Submit final plan for MaD project</b> <b>*Due MARCH 24, Friday, 11:59 pm</b>
11	MAR 28 & 30	<b><u>MAR 28: Stop Asian Hate</u></b> <ul style="list-style-type: none"> <li>Exploring anti-Asian racism and xenophobia</li> <li>Why I've Stopped Telling People I'm Not Chinese (2 pages)</li> <li>Refer to Canvas for pre-class preparation</li> </ul> <b><u>MAR 30: Let's Talk About...</u></b> <ul style="list-style-type: none"> <li>Class discussion and dialogue on Asian youth and digital media</li> </ul>	<b>MARCH 30</b> <b>"Let's Talk About..."</b> <b>assignment</b> <b>*Due APRIL 9, Sunday on Canvas, 11:59 pm</b>
12	APR 4 & 6	<b><u>APR 4: Let's Talk About...</u></b> <ul style="list-style-type: none"> <li>Class discussion and dialogue on Asian youth activism</li> </ul> <b><u>APR 6: Subculture Trends among Asian Youths</u></b> <ul style="list-style-type: none"> <li>Where are we going now? Subculture in East Asian cities and the heart of youth (Takumasa, 24 pages)</li> <li>Today's subculture and youth trends in China (8 pages)</li> <li>Refer to Canvas for pre-class preparation</li> </ul>	<b>APRIL 4 "Let's Talk About..."</b> <b>assignment</b> <b>*Due APRIL 14, Friday on Canvas, 11:59 pm</b>
13	APR 11 & 13	<b><u>APR 11: Let's Talk About...</u></b> <ul style="list-style-type: none"> <li>Class discussion and dialogue on Asian youth activism</li> </ul> <b><u>APR 13: Asian Youth and Social Media</u></b> <ul style="list-style-type: none"> <li>Case study: Examining Asian youths' social media landscape</li> <li>What is Little Red Book? (13 pages)</li> <li>Asian Youth Cultural Expression, Creativity, and Innovation on YouTube (Hidayat, 22 pages)</li> <li>Refer to Canvas for pre-class preparation</li> </ul>	<b>APRIL 11 "Let's Talk About..."</b> <b>assignment</b> <b>*Due APRIL 21, Friday on Canvas, 11:59 pm</b>
14	APR 18 & 20	<b><u>APR 18 &amp; 20: Project Workshop</u></b> Teams meet to work on the MaD Project and report on the progress of the project	<b>FINAL PROJECT SUBMISSION</b> <b>*Due APRIL 23, Sunday on Canvas, 11:59 pm</b>
15	APR 25 & 27	<b><u>APR 25 &amp; 27: MaD Project presentation</u></b> <ul style="list-style-type: none"> <li>MaD Project presentation</li> </ul>	
16	MAY 2 & 4	<b><u>May 2: MaD Project presentation</u></b> <ul style="list-style-type: none"> <li>MaD Project presentation</li> </ul> <b><u>May 4: Course Wrap up</u></b> <ul style="list-style-type: none"> <li>Course reflection and feedback</li> </ul>	