

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Bachelor of Social Science Education (Honours) (Greater China Studies)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Youth, New Media and Internet Regulation in Greater China
<b>Course Code</b>	: GCS3017
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 3

#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **Professional Excellence;**
- **Ethical Responsibility; &**
- **Innovation.**

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

### 1. Course Synopsis:

This course serves to provide students with a foundational knowledge about the ways in which the development of new media have interwoven with the youth development in Greater China regions. Participatory cultures on the Internet offer an increasing range of opportunities for young people to express themselves. We examine these relations and practices with a view to the way they shape young people's self development at an individual level and the development of civil society at a societal level. Students will understand government policies of the Internet and analyze controversial cases in Mainland China, Hong Kong, Macau and Taiwan. The class will critically discuss issues related to youth development and new media technologies in Greater China regions, such as cyber personas, mental health, Internet addiction, cyber-love, online activism as well as youth civic engagement.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

CILO1: understand the basic concepts of self development, online activism and civil society.

CILO2: understand government policies and state control of the Internet in the global context and in Greater China regions.

CILO3: understand the role of new media in shaping youth development.

CILO4: understand the role of new media in shaping the development of civil society.

CILO5: describe, analyze and debate pedagogical, social and political issues related to youth media cultures in Greater China regions.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Basic concepts of self development, online activism and civil society	CILO <sub>1</sub>	<ul style="list-style-type: none"><li>• Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis of key references</li><li>• Tutorials: students present the chosen topics; comment on the presentations; discuss their views on chosen subject areas</li><li>• Web and library search</li><li>• Reading lecture notes and key references</li></ul>
The development of Internet policies in Greater China regions	CILO <sub>2</sub>	
The impact of new media technologies on youth personal development	CILO <sub>3</sub>	
The role of new media literacy and youth participation in the development of civil society	CILO <sub>4</sub>	
Case studies in Mainland China, Hong Kong, Macau and Taiwan	CILO <sub>3-5</sub>	
Student presentations on pedagogical, social and political issues related to youth media cultures in Greater China regions	CILO <sub>5</sub>	

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Class discussion and participation Students are expected to read relevant readings before they attend the seminars and participate actively in the discussion.	20%	CILO <sub>1-5</sub>
(b) Group presentation and discussion Students are required to work as a team and make a presentation; prepare questions and ideas for discussion; and to facilitate classmates' active participation.	35%	CILO <sub>1-5</sub>
(c) Individual essay Students are expected to write a critique on one of the text books in light of the theories and concepts discussed.	45%	CILO <sub>1-5</sub>

#### 5. Required Text(s)

\*Liu, Fengshu. (2011). *Urban Youth in China: Modernity, the Internet and the Self*. New York: Routledge.

\*Wang, Shiru. (2017). *Cyberdualism in China: The political implications of internet exposure of educated youth*. Oxon: Routledge.

\*Yang, Guobin. (2009). *The Power of the Internet in China: Citizen Activism Online*. New York: Columbia University Press.

#### 6. Recommended Readings

\*Banaji, Shakuntala. (2008). The Trouble with Civic: a Snapshot of Young People's Civic and Political Engagements in Twenty-First-Century Democracies. *Journal of Youth Studies*, 11(5), 543-560.

\*Banaji, Shakuntala, & Buckingham, David. (2010). Young People, the Internet, and Civic Participation: An Overview of Key Findings from the CivicWeb Project. *International Journal of Learning and Media*, 2(1), 15-24.

\*Buckingham, David. (Ed.). (2008). *Youth, Identity and Digital Media*. Cambridge, MA: The MIT Press.

\*Bullingham, Liam. and Vasconcelos, Ana C., 2013. 'The Presentation of Self in the Online World': Goffman and the Study of Online Identities. *Journal of Information Science*, 39(1), 101-112.

\*Bygrave, L. A., & Bing, J. (2009). *Internet Governance: Infrastructure and Institutions*. Oxford: Oxford University Press.

\*Chan, Chitai. (2006). Youth Voice? Whose Voice? Young People and Youth Media Practice in Hong Kong. *McGill Journal of Education*, 41 (3), 215-225.

Clark, Paul. (2012). *Youth culture in China: From Red Guards to netizens*. Cambridge, MA: Cambridge University Press.

\*Cockain, Alex. (2012). *Young Chinese in urban*. Abingdon: Routledge.

\*Deng, Zhenglai. (2010). *State and Civil Society: The Chinese Perspective*. Singapore: World Scientific.

\*Donald, S., Anderson, T. D., & Spry, D. (2010). *Youth, Society and Mobile Media in Asia*. Abingdon, Oxon; New York, NY: Routledge.

\*Dunkels, Elza., Franberg, Gun-Marie, & Hallgren, Camilla. (2011). *Youth Culture and Net Culture Online Social Practices*. Hershey, Pa.: IGI Global.

\*Howard, Philip N., & Jones, Steve. (2004). *Society Online: The Internet in Context*. London: Sage.

\*Kirsh, S. J. (2010). *Media and Youth: A Developmental Perspective*. Chichester, U.K.; Malden, MA: Wiley-Blackwell.

\*Liu, Jun. (2013). Mobile Communication, Popular Protests, and Citizenship in China. *Modern Asia Studies*, 47(3), 995-1018.

\*Lee, Siu-yau. (2016). Surviving Online Censorship in China: Three Satirical Tactics and their Impact. *The China Quarterly*, 228, 1061-1080.

\*Loader, Brian. (Ed.). (2007). *Young Citizens in the Digital Age Political Engagement, Young People and New Media*. London; New York: Routledge.

\*Ong, Rebecca. (2015). Cyberbullying and Young People: How Hong Kong Keeps the New Playground Safe. *Computer Law & Security Review* 31(5): 668-678.

\*Soep, Elisabeth. (2006). Beyond Literacy and Voice in Youth Media Production. *McGill Journal of Education*., 41(3), 197-214.

\*Sautter, Jessica, Rebecca M. Tippet & Philip, Morgan. (2010). The Social Demography of Internet Dating in the United States. *Social Science Quarterly* 91(2): 554-575.

\*Weber, Ian. and Jia, Lu. (2007) Internet and Self-Regulation in China: the Cultural Logic of Controlled Commodification. *Media, Culture & Society* 29(5): 772–89.

\*Xie, Bo and Jaeger, Paul. (2008) Older Adults and Political Participation on the Internet: A Cross-Cultural Comparison of the United States and China. *Journal of Cross-Cultural Gerontology* 23(1): 1–15.

\*Zhao, Yuezhi (2007) After Mobile Phones, What? Re-embedding the Social in China's "Digital Revolution." *International Journal of Communication* 1: 92–120.

\*Zheng, Robert, Burrow-Sanchez, J. J., & Drew, C. J. (2010). *Adolescent Online Social Communication and Behavior Relationship Formation on the Internet*. Hershey, Pa.: IGI

Global.

## 7. Related Web Resources

China Internet Network Information Center <http://www.cnnic.org.cn>  
OpenNet Initiative <http://www.opennetinitiative.net/>  
中國青少年研究網 <http://www.cyca.org/>  
台灣媒體觀察教育基金會 <http://www.mediawatch.org.tw/>  
香港傳媒教育計劃 <http://www.hkbu.edu.hk/~alicelee/media-education/>  
香港獨立媒體 <http://www.inmediahk.net/>  
公民行動影音紀錄資料庫 <https://www.civilmedia.tw/>

## 8. Related Journals

\**Media, Culture & Society*  
\**Critical Asian Studies*  
\**Journal of Contemporary China*  
\**Journal of Youth Studies*  
\**Youth & Society*

## 9. Academic Honesty

The University adopts a zero-tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* ([https://www.eduhk.hk/re/student\\_handbook/text\\_en8.html](https://www.eduhk.hk/re/student_handbook/text_en8.html)). Students should familiarize themselves with the Policy.

## 10. Others

(Note: The asterisk "\*" beside a reference item indicates that there is an e-version of that item in the EdUHK Library or there is a free e-version available on the Internet)

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