

# **YWK505 Youth in The World**

**Level:** 5

**Credit Units:** 5 Credit Units

**Language:** ENGLISH

**Presentation Pattern:** EVERY JULY

## **Synopsis:**

Globalisation, the digital revolution, mass migration, and the prospect of climate instability are triggering new concerns and demanding a new kind of graduate. All across the global, almost every country, companies, military, schools, even communities, are recasting our understanding of economics, communication, security, cultural identity, citizenship, and the environment. It is apparent that all these present to our youths new demands and new opportunities as well. It calls for more powerful, relevant, and self-directed learning that will prepare the young to live, compete, and collaborate in a new global scenario.

YWK505 Youth in The World discusses three major forces shaping lives on the planet: the flattened global economy and changing demands of work; unprecedented global migration and the changing nature of neighbourhoods, identities, and citizenship; and climate instability and the growing need for global environmental stewardship. That as it may be, youths need not look far to see the effects of the major forces, it is shaping their lives very clearly every day. Singapore's proactive government spares no effort to prepare her citizens, especially the young people through education. Local prominent researchers' studies on active citizenry would be discussed to equip students with their engagement with youths.

## **Topics:**

- Developing active citizenry in youths against Singapore's social, political, and economic landscape
- Active citizenship amongst young people stems from deep personal daily citizenship experiences
- Attention to politics is inevitable for young people's relational forms of citizenship
- Critical forms of education for active citizenship can invoke young people citizenship imagination
- The development of civic participation among youth in Singapore
- Understanding the world through disciplinary and inter-disciplinary study
- Defining and assessing Global Competence
- Globally competent youths investigate the world
- Globally competent youths recognise perspectives
- Globally competent youths communicate ideas
- Globally competent youths take actions
- Promoting global competence through public policy

## **Textbooks:**

: France, A., Coffey, J., Roberts, S., & Waite, C. (2020). Youth sociology. 1st Edition Bloomsbury Publishing  
ISBN-13: 9781350314625

Farrugia, D.: Spaces of Youth: Work, Citizenship and Culture in a Global Context. 1st edition  
Routledge  
ISBN-13: 9781317432623

Kelly, P., Howie, L., & Campbell, P.: Rethinking Young People's Marginalisation: Beyond neo-Liberal Futures? 1st edition Routledge  
ISBN-13: 9781317309819

### Learning Outcome:

- Assess current youth culture, attitudes, and trends against contemporary literature on different development stages of youths to identify new areas of focus.
- Understand and evaluate relevant diversity and inclusion theories, frameworks and practices to promote diversity, inclusion and equity.
- Evaluate evidence-informed strategies for youth citizenry engagements from different cultures and background.
- Facilitate and promote diversity, inclusion and equity with youths and all stakeholders; and interdependence between policies and jurisdictions to encourage deep connections and engagements with people and cultures.
- Integrate existing or previous group experiences with new groups for specific outcomes to include diversity and exchange.
- Identify limitations and opportunities to facilitate further youth engagement amidst diversity and difference in schools and the community.

### Assessment Strategies (Evening Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	PARTICIPATION 1	5
	TUTOR-MARKED ASSIGNMENT 1	20
	PRESENTATION 1	25
Overall Examinable Components	ECA	50
<b>Total</b>		<b>100</b>