

PIA5041: SPECIAL TOPICS IN ASIAN AND INTERNATIONAL STUDIES

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Special Topics in Asian and International Studies

Subject Code

PIA - Public and International Affairs

Course Number

5041

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

AIS5041 Special Topics in Asian and International Studies

Exclusive Courses

Nil

Part II Course Details

Abstract

This course discusses the role of the state and society in China and Vietnam. Building on various paradigms to study the state-society relationship, the course will seek to explore the similarities and differences between two similar one-party states which have both embarked on a process of economic liberalization under Communist parties. The two countries have both experienced the growing rule of non-governmental organizations in politics. This has been greatly supported by international organizations and to different degrees also embraced by the two governments. At the same time, there has also been a rise in protests against various issues including corruption, land confiscation and environmental degradation. This has raised hopes for the process of political change and democratization in both countries. A number of scholars have, however, argued that the ability to co-opt and effectively deal with societal discontent has strengthened authoritarian rule. Specific case studies from different fields will be used to explore these developments and seek to assess their current situation. Students will develop a comparative case study, present their ideas to class and write a research paper.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand the state and society relationship in modern authoritarian regimes	20	x	x	
2	To reflect critically with different theoretical approaches on the state-society dynamic	30	x	x	
3	To compare two similar authoritarian regimes to determine similarities and differences in the state-society relationship	20	x	x	
4	To develop research and analytical skills with a view to making a significant discovery	30	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	1	Reading assignments: The students will actively engage in the reading material	2	
2	2	Presentations: Students will present their findings to the class	1	
3	3	Discussions: Students will actively debate the topics	1	
4	4	Research paper: Students will research a topic and write a paper about it	3, 4	

5	5	Exam: Understand and link the class topics to the research topic	1, 2, 3	
---	---	--	---------	--

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Attendance and participation	1, 2, 3	10	
2	Presentation	1, 2, 3, 4	15	
3	Peer review	1, 2, 3, 4	15	
4	Paper	1, 2, 3, 4	40	
5	In-class Quiz (45-90 min)	1, 2, 3, 4	20	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Attendance and participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Frequency Relevance

Excellent

(A+, A, A-) Attended all lectures and talks.

Highly relevant frequent comments and questions in class discussions

Good

(B+, B, B-) Attended nearly all lectures and talks.

Interesting frequent comments and questions in class discussions

Fair

(C+, C, C-) Attended most lectures and talks.

Occasional relevant comments and questions in class discussions

Marginal

(D) Missed several lectures or talks.

Rare questions and/or comments of little relevance to class discussions

Failure

(F) Missed many lectures and talks.

Absence of comments and questions in class discussions

Assessment Task

Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Group presentations

Excellent

(A+, A, A-) Excellent structure, content and delivery of the group presentations

Good

(B+, B, B-) Good structure, content and delivery of the group presentations

Fair

(C+, C, C-) Fair structure, content and delivery of the group presentations

Marginal

(D) Poor structure, content and delivery of the group presentations

Failure

(F) Inadequate structure, content and delivery of the group presentations

Assessment Task

Peer review (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Students will read a paper of a classmate and make comments

Excellent

(A+, A, A-) Excellent comments, clear and useful to the classmate

Good

(B+, B, B-) Good comments, mostly clear and useful to the classmate

Fair

(C+, C, C-) Fair comments, relatively clear and useful to the classmate

Marginal

(D) Poor comments, not clear or useful to the classmate

Failure

(F) Inadequate comments, neither clear nor useful to the classmate

Assessment Task

Paper (3,000-6,000 words) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

At least 9 additional academic sources should be cited. The text should be a clear, argumentative paper.

Excellent

(A+, A, A-) The paper makes a very good innovative argument in a clear and systematic structure with sufficient evidence.

Good

(B+, B, B-) The paper makes a good innovative argument in a relatively clear and systematic structure with evidence.

Fair

(C+, C, C-) The paper makes a fair argument with some structure.

Marginal

(D) The paper attempts to make an argument and shows some knowledge.

Failure

(F) The paper fails to make an argument, has no structure, and provides inadequate evidence.

Assessment Task

In-class Quiz (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to write in-class essay(s) based on the class material and research topic.

Excellent

(A+, A, A-) The exam very well links the topics of the class material and research.

Good

(B+, B, B-) The exam well links the topics of the class material and research.

Fair

(C+, C, C-) The exam fairly links the topics of the class material and research.

Marginal

(D) The exam links the topics of the class material and research.

Failure

(F) The exam fails to link the topics of the class material and research.

Assessment Task

Attendance and participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Frequency Relevance

Excellent

(A+, A, A-) Attended all lectures and talks.

Highly relevant frequent comments and questions in class discussions

Good

(B+, B) Attended nearly all lectures and talks.

Interesting frequent comments and questions in class discussions

Marginal

(B-, C+, C) Attended most lectures and talks.

Occasional relevant comments and questions in class discussions

Failure

(F) Missed many lectures and talks.

Absence of comments and questions in class discussions

Assessment Task

Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Group presentations

Excellent

(A+, A, A-) Excellent structure, content and delivery of the group presentations

Good

(B+, B) Good structure, content and delivery of the group presentations

Marginal

(B-, C+, C) Fair structure, content and delivery of the group presentations

Failure

(F) Inadequate structure, content and delivery of the group presentations

Assessment Task

Peer review (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Students will read a paper of a classmate and make comments

Excellent

(A+, A, A-) Excellent comments, clear and useful to the classmate

Good

(B+, B) Good comments, mostly clear and useful to the classmate

Marginal

(B-, C+, C) Fair comments, relatively clear and useful to the classmate

Failure

(F) Inadequate comments, neither clear nor useful to the classmate

Assessment Task

Paper (3,000-6,000 words) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

At least 9 additional academic sources should be cited. The text should be a clear, argumentative paper.

Excellent

(A+, A, A-) The paper makes a very good innovative argument in a clear and systematic structure with sufficient evidence.

Good

(B+, B) The paper makes a good innovative argument in a relatively clear and systematic structure with evidence.

Marginal

(B-, C+, C) The paper makes a fair argument with some structure.

Failure

(F) The paper fails to make an argument, has no structure, and provides inadequate evidence.

Assessment Task

In-class Quiz (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to write in-class essay(s) based on the class material and research topic.

Excellent

(A+, A, A-) The exam very well links the topics of the class material and research.

Good

(B+, B) The exam well links the topics of the class material and research.

Marginal

(B-, C+, C) The exam fairly links the topics of the class material and research.

Failure

(F) The exam fails to link the topics of the class material and research.

Part III Other Information

Keyword Syllabus

State-society relationship, civil society, contentious politics, social movements, governance, Vietnam, China

Reading List**Compulsory Readings**

Title	
1	Nil

Additional Readings

Title	
1	Brook, Timothy, and B. Michael Frolic, eds. Civil society in China. Armonk: ME Sharpe, 1997.
2	Chen, Jie. A middle class without democracy: Economic growth and the prospects for democratization in China. Oxford: Oxford University Press, 2013.
3	Hassid, Jonathan, and Wanning Sun. "Stability Maintenance and Chinese Media: Beyond Political Communication?" Journal of Current Chinese Affairs 44, no. 2 (2015): 3-15.
4	He, Baogang. "The Making of a Nascent Civil Society in China," David C. Schak, and Wayne Hudson, eds. Civil Society in Asia. Aldershot: Ashgate Publishing, 2003: 114-139.
5	Howell, Jude. "Civil society in China: Chipping away at the edges." Development 50, no. 3 (2007): 17-23.
6	Howell, Jude. "Civil society, corporatism and capitalism in China." Journal of Comparative Asian Development 11, no. 2 (2012): 271-297.
7	Howell, Jude. Governance matters: key challenges and emerging tendencies. Rowman and Littlefield Incorporated, 2003.
8	Kang Xiaoguang and Han Heng. "Graduated controls the state-society relationship in contemporary China." Modern China 34, no. 1 (2008): 36-55.
9	Kerkvliet, Benedict J. Tria. "An approach for analysing state-society relations in Vietnam." Sojourn: Journal of Social Issues in Southeast Asia (2001): 238-278.
10	London, Jonathan D. Politics in Contemporary Vietnam. Palgrave Macmillan, 2014.
11	Ma, Shu-Yun. "The Chinese discourse on civil society." The China Quarterly 137 (1994): 180-193.

12	Moise, Edwin E. Land reform in China and North Vietnam: Consolidating the revolution at the village level. UNC Press Books, 2017.
13	Perry, Elizabeth J. "Trends in the study of Chinese politics: state-society relations." <i>The China Quarterly</i> 139 (1994): 704-713.
14	Shan, Wei, and Lijun Yang, eds. <i>Changing State-Society Relations in Contemporary China</i> . Singapore: World Scientific, 2016.
15	Sullivan, Jonathan. "China' s Weibo: Is faster different?" <i>New Media & Society</i> 16, no. 1 (2014): 24-37.
16	Teets, Jessica C. "Let many civil societies bloom: The rise of consultative authoritarianism in China." <i>The China Quarterly</i> 213 (2013): 19-38.
17	Wright, Teresa. <i>Accepting authoritarianism: state-society relations in China's reform era</i> . Stanford: Stanford University Press, 2010. Chapter 1
18	Wu, Fengshi, and Shen Yang. "Web 2.0 and Political Engagement in China." <i>VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations</i> (2015): 1-22.
19	Yang, David Da-hua. "Civil society as an analytic lens for contemporary China." <i>China: An International Journal</i> 2, no. 01 (2004): 1-27
20	Yang, Guobin. "The Internet and civil society in China: A preliminary assessment." <i>Journal of Contemporary China</i> 12, no. 36 (2003): 453-475.
21	Yang, Guobin. <i>The power of the Internet in China: Citizen activism online</i> . Columbia University Press, 2009.
22	Yu, Jianxing, and Sujian Guo, eds. <i>Civil society and governance in China</i> . New York: Palgrave MacMillan, 2012.