

THE UNIVERSITY OF HONG KONG
FACULTY OF SOCIAL SCIENCES

3 Campus East Asia Programme
(June 23, 2018 – July 6, 2018)

FOSS4003 The Political Economy of Global Asia (6 credits)

Course Outline

I. Course Aims

The Political Economy of Global Asia provides a platform for students to engage in the understanding of emerging Asia through participating in this study programme in Hong Kong. This 2-week course aims at enhancing students' understanding of Asia and its connectedness with other parts of the world, as well as at enriching their international learning experiences. Students will be exposed to key issues and developments in Northeast, Southeast, South and West Asia. In addition to the lectures delivered by leading academics and practitioners, students will undertake a series of field trips designed to deepen their understanding of the day's lectures whilst exposing them to the richness of Hong Kong society.

II. Learning Outcomes

Upon completing the course, students should have:

- understood major issues related to social, cultural, economic and political developments in selected Asian societies in the context of emerging Asia;
- examined major critical challenges that these societies are confronting;
- appreciated the complexity of social, cultural, economic and political developments in selected Asian societies; and
- developed a better understanding of Asian Studies.

III. Course Description

The Political Economy of Global Asia aims at enhancing students' awareness of the importance of Asia in the globalizing world according to the following key themes

1. Culture and Heritage
2. Civil Society and Well-being
3. Rise of Knowledge Economy and Creative Industries

IV. Course Details

The programme will be an intensive introduction to Asian Studies in Hong Kong. HKU faculty, people and cultural practitioners, will be offering lectures on Northeast and Southeast Asian affairs, as well as on issues that cut across these regions – such as human rights, popular culture, and business and economic development – according to the key themes mentioned above. These lectures will be bolstered by a series of fieldtrips designed to extend the work covered in the lectures as well as give students a chance to enjoy the rich social and cultural environment that exists in Hong Kong.

V. Attendance

Attendance is mandatory for all lectures and discussion groups. Visit to Hong Kong Museum of History is optional but prior approval should be sought. Students will be expected to engage in both lectures and site visits with at least 80% attendance.

VI. Assessment Components and Criteria

Continuous assessment 100%: In-class Quizzes (30%), Final Essay (50%), Active Participation (20%)

In-class Quizzes (30%)

Students are required to sit an in-class quiz on the last day of the programme. Question paper consists of factual knowledge and a short essay.

Final Essay (50%)

Students are required to write an essay of **3,000 words** on the topics chosen from the Q & A sessions 2 weeks after the completion of the Programme. This essay will provide the ideal opportunity for social science training since students will deal with a topic by presenting a sound argument based on good reasoning and to support it with evidence. The essay should be written in a standard social science format.

Students are expected to integrate what they have learned, from lectures and reflections during tutorials, in the essay. A good essay will reveal how the student critically reflected upon the issues/topics discussed in classes and have understood the assigned readings. Additional credit will be given to students who undertook research when writing up their essays.

Active Participation (20%)

Students will be assessed on active participation throughout the Programme. Asking questions and raising issues during lectures, field trips and group discussions will also be included. In particular, students will also be required to complete a **“photo storytelling” group project**, which takes up 10% of the 20% (please refer to Appendix A; details will be discussed during the Orientation on June 23, 2018).

Due Date (Hong Kong Time)

Final Essay: July 20, 2018 (2 weeks after the end of the programme)

You are required to submit your Final Essay to Turnitin, a software program available through HKU which checks on proper citation or potential plagiarism. Instructions on how to submit will be provided later in the course. The Final Essay shall then be submitted in softcopy to cathy@hku.hk.

Late Policy

A penalty (10% of mark deduction per day) will be given for late assignments without prior approval. No assignment will be accepted 7 days after the given deadline.

Summary of Assessments

Assessment	Percentage	Due Date (Hong Kong time)
In-class Quizzes	30%	July 6, 2018
Active Participation (Including successful completion of the “photo storytelling” group project which takes up 10% of the 20% weighing)	20%	“photo storytelling” group project: July 5, 2018, 09:30 – 11:30
Essay (3,000 words)	50%	July 20, 2018 (2 weeks after the end of the programme)
Total	100%	

VII. Grading System for Final Essay

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task (20%)	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) and a few of the subsidiary, embedded or implicit aspects but only addresses them partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
Understanding, Analysis, Synthesis, and Application of Knowledge (20%)	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective.	Frequent perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is generally clear and effective but occasional shortcomings in understanding of relevant concepts and theories are evident.	Overall, some perceptive and critical engagement with issues and themes, the analysis, synthesis and application of knowledge is mostly clear and effective but the essay in parts reveals rather superficial understanding of relevant concepts and theories.	Occasional critical engagement with key issues and themes but in general rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by considerable inaccuracies.	No critical engagement with issues, and themes. Essay characterized by serious inaccuracies and misunderstandings.
Argumentation (20%)	Examines the question/issue/problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Counter-evidence or rival positions addressed. Arguments fit together and build a compelling case.	Examines the question/issue/problem from most of the important perspectives. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.	Examines the question/issue/problem from some of the important perspectives. Not all relevant arguments and counter arguments are fully examined. Offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	Examines things from a single perspective. Only minimal examination of relevant arguments and counterarguments. Offers own position, but the arguments are not put forward explicitly and not sufficiently supported.	Arguments are confused and illogical. Student fails to present and defend a coherent position. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand.
Structure / Organization (20%)	Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is appropriate at all times with each paragraph containing a central idea which is developed throughout the paragraph with supporting details.	Introduction states writer's thesis or position, and conclusion summarizes main arguments. Paragraphing is appropriate, but some paragraphs lack supporting detail or contain unrelated details.	Introduction and conclusion are included and generally capture the essence of the topic and discussion. Evidence of ability to paragraph, but some paragraphs lack a central idea or supporting detail	Introduction and conclusion are included but do not adequately capture the essence of the topic and discussion. Ability to construct a paragraph with a central idea and supporting details is evident at times but somewhat limited.	Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.
Mechanics (20%)	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.	The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.	The language is sufficient for arguments to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but show many inconsistencies and/or errors.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).

Notes:

1. The above grade descriptors are intended to serve as reference materials for the adoption/adaptation by teachers and tutors.
2. Teachers are encouraged to use the full range of the grades, i.e. A+, A, A-, B+, B, B-, C+, C, C-, D+, D and F.
3. Weightings can be assigned to the categories to suit particular courses as necessary.

VIII. Grading System for Photo Storytelling Group Project

	Grade A	Grade B	Grade C	Grade D	Grade F
Understanding of the subject (30%)	Demonstrates a thorough understanding of and in-depth insight into the subject that is responsive to the assigned task(s) and elements of the work.	Demonstrates adequate consideration of and insight into the subject that is responsive to the assigned task(s) and elements of the work.	Demonstrates awareness of and insight into the subject that is responsive to the assigned task(s) and elements of the work.	Demonstrates minimal attention to and insight into the subject that is responsive to the assigned task(s) and elements of the work.	Demonstrates insufficient attention to and insight into the subject that is responsive to the assigned task(s) and elements of the work.
Creativity and originality (30%)	Demonstrates an excellent level of innovation and originality by extending a novel or unique idea, question, format, or product to create new knowledge.	Demonstrates an adequate level of innovation and originality by creating a novel or unique idea, question, format, or product to create new knowledge.	Demonstrates awareness of innovation and originality by connecting with creating a novel or unique idea, question, format, or product.	Demonstrates minimal attention to innovation and originality by reformulating a collection of available ideas.	Demonstrates insufficient attention to innovation and originality by reformulating a collection of available ideas.
Delivery (20%)	The presentation adheres strictly to the time limit set. Presenters engage the audience at all times through a dynamic and engaging photo storytelling. The quality of photographic presentation is very high, with clear evidence of skill and craftsmanship.	The presentation adheres strictly to the time limit set. Presenters engage the audience most of the time through an engaging video production. The quality of photographic presentation is high, with evidence of skill and craftsmanship, though some aspects of it could be done better in some places.	The presentation is slightly over the time limit set. Presenters attempt to engage the audience although some aspects of the photographic presentation and its quality limit audience engagement.	The presentation is significantly over the time limit set. Presenters attempt to engage the audience although most aspects of photographic presentation and its quality limit audience engagement.	The presentation is significantly over the time limit set. Presenters seem to make little attempt to engage the audience throughout the photographic presentation. Its quality is very poor and does not demonstrate effort.
Teamwork (20%)	Team members attend meetings, engage in and contribute to teamwork by both constructively building upon or synthesizing the contributions of others, as well as creating a constructive team climate.	Team members attend meetings, engage in and contribute to teamwork by both constructively building upon or synthesizing the contributions of others.	Team members attend meetings, facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Team members attend meetings, take turns and listen to others without interrupting.	Team members do not attend meetings, nor complete the assigned tasks by deadline.

Notes:

1. The above grade descriptors are intended to serve as reference materials for the adoption/adaptation by teachers and tutors.
2. Teachers are encouraged to use the full range of the grades, i.e. A+, A, A-, B+, B, B-, C+, C, C-, D+, D and F.
3. Weightings can be assigned to the categories to suit particular courses as necessary.

IX. Marking Scale and Grade Distribution

Mark	Grade	Standard	Grade Point	Recommended Grade Distribution	Grade descriptor
>= 80	A+		4.3	20-30% (up to 10% for A/A+)	Student has demonstrated excellent scholarship and critical analysis.
75 – 79	A	Excellent	4.0		
70 - 74	A-		3.7		
67-69	B+		3.3	40-60%	Student has achieved quality work that demonstrated good scholarship and critical analysis.
63-66	B	Good	3.0		
60-62	B-		2.7		
57-59	C+		2.3	10-30%	Student has demonstrated satisfactory level of scholarship and has met the course expectations.
53-56	C	Satisfactory	2.0		
50-52	C-		1.7		
46-49	D+	Pass	1.3	Balance	Student met minimum course requirements to achieve a passing grade.
40-45	D		1.0		
<= 40	F	Fail	0	Balance	Student failed to meet the scholastic expectations as set out by the course.

X. Plagiarism

In the University Regulations there is a specific statement concerning academic dishonesty. That is, when students cheat in written examinations or present someone else's material for assessment as if it were their own (this is called plagiarism).

“Plagiarism is defined as the unacknowledged use, as one’s own, of work of another person, whether or not such work has been published. A candidate shall not engage in plagiarism nor employ nor seek to employ any other unfair means at an examination or in any other form of work submitted for assessment as part of a University examination.”

General Regulations, Regulations Governing Conduct at Examinations

Very few students indeed commit such offences, but the Department believes that it is important that all students understand why academic dishonesty is a matter of such concern to the University, and why penalties are imposed. A failed grade would be given if any part of your assignment is found to be copied from someone else’s work or downloaded from the Internet. You are required to submit your Final Essay to Turnitin, a software program available through HKU which checks on proper citation or potential plagiarism. Instructions on how to submit will be provided later in the course.

(For the Department’s full statement on academic dishonesty, go to http://www.sociodep.hku.hk/html/teach_under.html)

XI. Certificate / Transcript

Certificate of Attendance

The Certificate will be awarded to students who have completed the programme with satisfactory performance.

Transcript

The results of the programme will be announced in September 2018, and will be followed by an official transcript. For any other personal requests, please contact the Academic Services Office located at G-04, Run Run Shaw Building to fill in an application form or download it from the link at <http://ase.hku.hk/asoffice/>. Normal processing time required upon receipt of the application form for transcript and payment is 10 working days.

Small group work for 3 Campus students (July 5, 2018)
“PHOTO STORY-TELLING”

Preamble and Rationality:

Please take a walk in the community in Hong Kong, observe the daily life of people around and capture some images in an **unobtrusive way** that you think can develop a better understanding of *Political Economy of Global Asia* covering one of the three key themes:

1. Culture and Heritage
2. Civil Society and Well-being
3. Rise of Knowledge Economy and Creative Industries

Working in a small group of 3-4 students, you may use **a set of photographs**. You are strongly encouraged to do actual on-site photo-shooting. The photos are to depict how people’s activity and interaction are influenced by socio-cultural, economic or political factors in relation to one of the five key themes. The selected set of photos will be an important medium for your team to communicate with the class your learning in the course and your understanding of issues of political economy in the Asian region. This activity is closely related to two Course Intended Learning Outcomes:

- Appreciate the complexity of social, cultural, economic and political developments in selected Asian societies; and
- Develop a better understanding of Asian Studies.

Tasks:

- Choose a key theme for your photo story-telling (see above)
- Plan your story-line and where you will go for photoshoot
- Prepare a 10 mins group presentation followed by 5 mins Q&A; every member is required to partake in the actual presentation
- In your presentation (e.g., a photo slideshow you have prepared together with the “story-telling” or presentation of your main arguments), you may focus on¹:
 - What kind of issues related to your chosen theme have you seen from this set of photographs?
 - Looking at the photos:
 - What do you see here?
 - What is really happening here?
 - Why does this particular issue or concern exist?
 - How could these images extend your understanding about Asian Studies?
 - What can we do about it?
 - What have you learned about *Political Economy of Global Asia* in this exercise? How has this present exercise affected your thoughts, emotions and motivations?

Please note: the above is just a guideline, feel free to focus on what you consider as salient arguments in your analyses or presentation.

¹ Wang, C. C. (2006). Youth participation in photovoice as a strategy for community change. *Journal of Community Practice*, 14(1-2), 147-161.

Examples: to be further discussed in the Orientation on June 23, 2018.

In the discussion session, your mentors will explain the involved tasks in detail with an array of examples; also you will brainstorm and share the initial ideas with the class. During the final presentation session (July 5, 0930 – 1130), your group will deliver a presentation, which will be evaluated by the Instructor/mentors based on:

- (i) your understanding of the subject and relevant ideas discussed in class;
- (ii) the creativity and originality of your photo storytelling;
- (iii) the delivery of your photographic presentation, and
- (iv) the demonstrated level of teamwork.

For details, please check the relevant assessment rubrics provided.

May 25, 2018