City University of Hong Kong  
Course Syllabus  
offered by Department of Asian and International Studies  
with effect from Semester A 2017/18  

Part I Course Overview

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Women and Politics in Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>AIS501</td>
</tr>
<tr>
<td>Course Duration:</td>
<td>One semester</td>
</tr>
<tr>
<td>Credit Units:</td>
<td>3</td>
</tr>
<tr>
<td>Level:</td>
<td>P5</td>
</tr>
<tr>
<td>Medium of Instruction:</td>
<td>English</td>
</tr>
<tr>
<td>Medium of Assessment:</td>
<td>English</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Nil</td>
</tr>
<tr>
<td>Precursors:</td>
<td>Nil</td>
</tr>
<tr>
<td>Equivalent Courses:</td>
<td>Nil</td>
</tr>
<tr>
<td>Exclusive Courses:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Part II  Course Details

1. Abstract

Asian women are underrepresented in politics and governance despite notable gains exemplified by the rise of such prominent female leaders as Cory Aquino, Gloria Macapagal-arroyo, Aung San Suu Kyi, Megawati Soekarnoputri, and most recently Park Guen-hae. There is a prevailing perception that Asian women – especially those highly educated or from powerful families – can do well politically or even better than their male counterparts. In contrast, there is little understanding of how women strive and succeed as political leaders in the region. This course is to familiarize students with a broad range of issues involving women and politics, such as women’s political participation, the history of women’s movements, political divisions among women, and what we mean when we refer to “women’s issues.”

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighting (if applicable)</th>
<th>Discovery-enriched curriculum related learning outcomes (please tick where appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1</td>
</tr>
<tr>
<td>1.</td>
<td>Understand the politics of gender and engage in sociological and</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>feminist discourses about gender and women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Examine politics and political issues from a gender perspective</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Understand how social hierarchies of race, gender, class, ethnicity</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>and sexual orientation are interrelated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Discover and analyse social problems that we face in our everyday</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>lives from the gender-centred perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrate an ability to independently analyse problems</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>concerning the politics of gender and gender in Asia’s and global</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>politics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100%

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 self-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.
3. **Teaching and Learning Activities (TLAs)**  
*(TLAs designed to facilitate students’ achievement of the CILOs.)*

<table>
<thead>
<tr>
<th>TLA</th>
<th>Brief Description</th>
<th>CILO No.</th>
<th>Hours/week (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lectures, Seminars and discussions, Case Study and presentations, Documentaries and films, symposiums</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
</tbody>
</table>

4. **Assessment Tasks/Activities (ATs)**  
*(ATs are designed to assess how well the students achieve the CILOs.)*

<table>
<thead>
<tr>
<th>Assessment Tasks/Activities</th>
<th>CILO No.</th>
<th>Weighting</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous Assessment: 100 %</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online and offline discussions</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Two short essays</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Mid-term quiz</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Case study and presentation</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Examination: Nil % (duration: N/A , if applicable)</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
5. **Assessment Rubrics**  
(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Criterion</th>
<th>Excellent (A+, A, A-)</th>
<th>Good (B+, B, B-)</th>
<th>Fair (C+, C, C-)</th>
<th>Marginal (D)</th>
<th>Failure (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Online and offline discussions</td>
<td>Quality of conceptual thinking and informed participation in discussion</td>
<td>High level of conceptual thinking and the ability to critique materials and form sophisticated arguments.</td>
<td>Good ability to think conceptually and the ability to form plausible arguments.</td>
<td>Incomplete/marginal ability to analyse materials and the limited ability to present arguments.</td>
<td>Little comprehension of materials and the minimal ability to present arguments.</td>
<td>Poor or no comprehension of materials and the incapability/unwillingness to present arguments.</td>
</tr>
<tr>
<td>2. Two short essays</td>
<td>Ability to defend an argument with sophisticated theoretical arguments and empirical evidence.</td>
<td>Excellent ability to defend an argument with sophisticated theoretical arguments and empirical evidence.</td>
<td>Good ability to defend an argument with sophisticated theoretical arguments and empirical evidence.</td>
<td>Adequate ability to defend an argument with sophisticated theoretical arguments and empirical evidence.</td>
<td>Limited ability to defend an argument with sophisticated theoretical arguments and empirical evidence.</td>
<td>Inadequate ability to defend an argument with sophisticated theoretical arguments and empirical evidence.</td>
</tr>
<tr>
<td>3. Mid-term quiz</td>
<td>Brief test to prove that students have made their weekly readings.</td>
<td>Excellent understanding of weekly readings</td>
<td>Good understanding of weekly readings</td>
<td>Adequate understanding of weekly readings</td>
<td>Limited understanding of weekly readings</td>
<td></td>
</tr>
<tr>
<td>4. Case study and presentation</td>
<td>Group presentations on cases. Individual reflective comments on case studies.</td>
<td>Excellent structure, content and delivery of the group presentations Highly relevant and insightful reflective comments on case studies</td>
<td>Good quality of reflective comments on case studies</td>
<td>Adequate structure, content and delivery of the group presentations Adequate reflective comments on case studies</td>
<td>Poor structure, content and delivery of the group presentations Few and/or marginally relevant reflective comments on case studies</td>
<td>Inadequate structure, content and delivery of the group presentations Inadequate reflective comments on case studies</td>
</tr>
</tbody>
</table>
Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Women, gender, power, politics, governance, political office, elections, women’s movement, political advancement, political empowerment, intersectionality, culture, social mobility, comparative historical analysis, Asia

2. Reading List

2.1 Recommended Reading Text(s)


Burghoorn, Wil, Iwanaga, Kazuki, Milwertz, Cecilia, & Wang, Qi, (eds.), *Gender Politics in Asia: Women Manoeuvring within Dominant Gender Orders*, Copenhagen: NIAS Press.


**Online Resources**

Journals available at City University’s Library:

*Signs*

*Women: a cultural review*

*Women’s Studies*

*Journal of Asian Studies*

*Journal of Contemporary Asia*

*Journal of Southeast Asian Studies*

*SOJOURN*

*South East Asia Research*

*Asian Pacific Viewpoint*

Films and documentaries:

Course Syllabus

Jan 2017
“Mississippi Masala” (1989)
“This Is My Life” (1992)
“The Story of Qui Ju” (1993)
“Muriel’s wedding” (1995)
“Secrets and Lies” (1996)
“Girls Town” (1997)
“Lola Run Lola” (1999)
“Xiu Xiu The Sent-Down Girl” (1999)
“Boys Don’t Cry” (2000)
“The codes of gender” (2009)
“Half the sky” (2012)

Recommended Readings:


Chalermpalanupap, Termsak. 10 Facts about ASEAN Human Rights Cooperation.


OR


**Journals**


Online resources

These will be particularly useful in providing students with access to key official documents and statements, such as:


