

**City University of Hong Kong
Course Syllabus**

**offered by College/School/Department of Asian and International Studies
with effect from Semester A 2017 / 18**

Part I Course Overview

Course Title: The Asian Century

Course Code: AIS2036

Course Duration: One semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) GE2207

Part II Course Details

1. Abstract

(A 150-word description about the course)

In 2005 the National Intelligence Council of the US government released a report entitled *Mapping the Global Future*. The key conclusion of that report was that by 2020 the United States would no longer be the dominant power in global affairs. Instead China and India would rise to be co-equal players in global affairs. At the same time the economic power that had resided in North America and Europe for the last century would shift to Asia. Hong Kong stands at the heart of Asia. It is a window to China and a global node for international finance. If Asia is rising and if the West is declining, then how does that affect you? What are the issues to which you need to pay attention? What will Asia look like in 2020? What impact will Asia have on regions such as Africa and Latin America as well as global organizations and the global order? More fundamentally, what are its challenges? Can Asia rise the way the United States has predicted or will environmental, health, and other insecurities cripple Asia's ascent? Students will be exposed to these issues and start to answer some of these critical questions.

This course aims to introduce students to social, political, economic, cultural, and environmental features of Asia and its evolving position in the global political economy. Asia accounts for a third of the world's population, one half of its economic output. It is also an extraordinarily culturally diverse region. Although Asia has always figured prominently in world affairs, its position in those affairs is changing. This change will have far-reaching impacts: across the world, throughout the region, and here in Hong Kong. This course invites students to explore contemporary perspectives on Asia and the World. Given the centrality of Asia this course will equip students for their future studies and their future careers.

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.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate an awareness of the key geographical, demographic, social, political, cultural, and ecological features of Asia, cross-nationally and in global perspective		√	√	
2.	Determine the impact global processes have on Asia, as well as Asia's impact on a range of global issues and		√	√	

	phenomena				
3.	Evaluate current and prospective challenges and opportunities facing different groups and ecosystems in selected Asian societies		√	√	
4.	Examine the various roles of individual countries in the region and the relations between them and the wider world.		√	√	√
5.	Recognise major social, political, economic, cultural, and environmental issues facing Asia;		√	√	

* If weighting is assigned to CILOs, they should add up to 100%.

100%

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1	Lectures: faculty will showcase key bodies of knowledge that help students understand Asia and the World	√	√	√	√	√	
2	Discover and Innovate (DEC) Tutorials: students will go deeper into concepts, cases and readings. In some weeks, all tutorial groups may reconvene in the lecture theatre to share their conclusions and reflections.	√	√	√	√	√	
3	Mobile learning: iPod Touch units will be available for real-time questions and answers and discussion	√	√	√	√	√	

using online software. This will supplement conventional class Q&A. Students will learn how to pose better and more frequent questions and a wider range of student voices will be heard.								
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4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: <u>100</u> %								
Presentation	√	√	√	√	√		20%	Students will work in small groups to present a DEC-aligned topic for discussion and analysis within the tutorials
Discussant	√	√	√	√	√		15%	Each student will serve as a discussant once to introduce a tutorial topic relevant to the weekly class discussion.
Participation	√	√	√	√	√		15%	Students will be assessed on the quality and quantity of their contributions to lectures, tutorials and mobile learning. Attendance will be taken in lectures.
Quiz	√	√	√	√	√		50%	Students will be expected to demonstrate a strong grasp of the concepts and empirical matter studied in the course.
Examination: _____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Discussant	Each student will serve as a discussant once to introduce a case study relevant to the weekly topic and to raise questions for class discussion.	Excellent mastery of themes and concepts, and excellent analysis for particular topics or problems, as demonstrated in discussant performance	Good to very good mastery of course themes and concepts, and good to very good analysis of particular topics or problems, as demonstrated in discussant performance.	Basic mastery of course themes and concepts, and good to very good analysis of particular topics or problems, as demonstrated in discussant performance.	Below satisfactory and partial mastery of course themes and concepts, and good to very good analysis of particular topics or problems, as demonstrated in discussant performance.	Failure to demonstrate even basic mastery of course themes and concepts, and good to very good analysis of particular topics or problems, as demonstrated in discussant performance.
Presentation	Students will work in small groups to present a DEC-aligned topic for discussion and analysis within the tutorials	Excellent mastery of themes and concepts, and excellent analysis of tutorial topics, as demonstrated in tutorial presentation.	Good to very good mastery of themes and concepts, and excellent analysis of tutorial topics, as demonstrated in tutorial presentation.	Basic mastery of themes and concepts, and excellent analysis of tutorial topics, as demonstrated in tutorial presentation.	Below satisfactory and partial mastery of themes and concepts, and excellent analysis of tutorial topics, as demonstrated in tutorial presentation.	Failure to demonstrate even basic mastery of themes and concepts, and excellent analysis of tutorial topics, as demonstrated in tutorial presentation.
Participation	Students will be assessed on the quality and quantity of their contributions to lectures, tutorials, and mobile learning. Attendance will be taken in lectures.	Attend all classes and participate very actively at all time.	Attend all classes and participate actively.	Attend at least 80% of the classes and participate actively.	Attend at least 70% of the classes and participate in class activities.	Attend less than 60% of the classes and rarely participate in class activities.
Quiz	Students will be expected to demonstrate a strong	Excellent mastery of course themes and concepts, as	Good to very good mastery of course themes and	Basic mastery of course themes and concepts, as	Below satisfactory and partial mastery of course themes and	Failure to demonstrate even basic mastery of course themes and

	grasp of the concepts and empirical matter studied in the course.	demonstrated in quiz performance.	concepts, as demonstrated in quiz performance. participation in class discussions.	demonstrated in quiz performance. e participation in class discussions.	concepts, as demonstrated in quiz performance.	concepts, as demonstrated in quiz performance.
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Anthropological approaches, Asian developmental states, authoritarianism, demography, democracy, historical change, identity and international relations, institutions and Asian history, social and cultural contexts.

2. Reading List

2.1 Recommended Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

There is no one book that covers all these topics. As such, course readings will be drawn from a variety of sources, which will be uploaded to Blackboard. The following is an indicative list of the types of reading materials (including a list of recommended media organisations) as well as the level of reading materials that will be used.

Abramowitz, M. & Bosworth, S. (2006). America confronts the Asian century. *Current History*, April.

Abramowitz, M. & Kolieb, J. (2008). A new strategy on Myanmar. *Current History*, November.

Allison, A. (2004). Cuteness as Japan's millennial product. In J. Tobin (Ed.). *Pikachu's global adventure: The rise and fall of pokemon*. Durham: Duke University Press.

Aspen Ideas Festival (2009). *Chimerica: Niall Ferguson and James Fallows discuss the influence of China on the US economy*.

Beeson, Mark. "Southeast Asia and the Politics of Vulnerability." *Third World Quarterly* 23, no. 3 (2002): 549-64.

Beeson, Mark. (2007). *Regionalism and globalization in East Asia: Politics, security and economic development*. Houndmills: Palgrave.

Berger, Mark T. *The Battle for Asia - from Decolonization to Globalization*. Edited by Mark Selden, *Asia's Transformations*. London: Routledge, 2004.

Borras et al. (eds) (2000). *International production networks in Asia: Rivalry or riches?* London: Routledge.

Bowring, P. (2011). Can Asia really fulfil its promise. *South China Morning Post*, May 8.

Campbell, L.B. (2004). The political economy of environmental regionalism in Asia. In T.J. Pempel (Ed.). *Remapping East Asia: The construction of a region*, Ithaca: Cornell University Press.

Carroll, Toby, and Darryl Jarvis. "The Death of Development in Asia." *The Jakarta Post*, Monday, August 19 2013, 6.'

Carroll, Toby. "Asia under Late Capitalism." *Critical Asian Studies* 45, no. 1 (2013): 133-52.

Connors, M.K., Davison, R. & Dorsch, J. (2011) *The New Global Politics of the Asia Pacific*, London: Routledge.

Craig, T.J. & King, R. (2003). *Global goes local: Popular culture in Asia*, Vancouver: UBC Press.

Crossette, B. (2007). Think Again: India. *Foreign Policy*, January.

Dirlik, A. (1998). Introduction: Pacific contradictions. In Dirlik (Ed.). *What is in a rim? Critical perspectives on the pacific region idea*. Lanham: Rowman & Littlefield.

Eisenman, J. & Kurlantzick, J. (2006). China's African strategy. *Current History*, May.

Elliott, M. (2008). A tale of three cities. *Time*, January 17.

Fairbank et al. (1989). *East Asia: Tradition & transformation*. London: Wadsworth Publishing.

Ferguson, N. (2009). Chimerica is headed for divorce. *Newsweek*, August 24/31.

Foot, R. & Walter, A. (1999). Whatever happened to the pacific century? In Cox et al (Eds.)

Interregnum: Controversies in world politics 1989–1999. Cambridge: Cambridge University Press.

Friedman, T. (2008). *Hot, flat and crowded*. New York: Farrar, Straus and Giroux.

Hamilton, A. (2004). The moving zones of China: Flows of rite and power in Southwest Asia. In Iwabuchi et al (Eds.). *Rogue flows: Trans-Asian cultural traffic*. Hong Kong: Hong Kong University Press.

Harding, H. (2007). Think again: China. *Foreign Policy*, March/April.

Heywood, A. (2011) *Global Politics*, Houndmills: Palgrave.

Hobson, J.M. & Seabrooke, L. (2008). Everyday IPE: Revealing everyday forms of change in the world economy. In J.M. Hobson & L. Seabrooke (Eds.). *Everyday politics of the world economy*, Cambridge: Cambridge University Press.

Holland, T. (2010). HK gains ground as financial centre; Shanghai nowhere. *South China Morning Post*, September 2.

Kang, D.C. & Cha, V.D. (2003). Think again: The Korea crisis. *Foreign Policy*, May/June.
Kawai, Masahiro, and Peter Petri, A. *Asia's Role in the Global Economic Architecture 2010* [cited 26 October 2010].

Kennedy, P. (1989). *The rise and fall of the great powers*. New York: Vintage.

Lane, Max. *Unfinished Nation: Indonesia before and after Suharto*. London: Verso, 2008.

Leung, L. (2008). Mediating Nationalism and Modernity: The transnationalization of Korean dramas on Chinese (Satellite) TV. In Huat, C.B. & Iwabuchi, K. (Eds.). *East Asian pop culture: Analysing the Korean wave*, Hong Kong: Hong Kong University Press.

Loh, C. & Tay, S. (2007). Marshalling Asia to act. *GlobalAsia*, Vol. 2, No. 3.

Mahbubani, K. (2008). America's place in the Asian century. *Current History*, May.

McNicoll, G. (2004). Demographic future of East Asian regional integration. In T.J. Pempel (Ed.).

Remapping East Asia: The construction of a region, Ithaca: Cornell University Press.

Pempel, T.J. (2004). Introduction: Emerging webs of regional connectedness. In T.J. Pempel (Ed.).

Remapping East Asia: The construction of a region, Ithaca: Cornell University Press.

Powell, B. (2008). The Ballad of Kim Jong Il? *Time*, March 10.

Rodan, Garry, Kevin Hewison, and Richard Robison, eds. *The Political Economy of South-East Asia*.

Melbourne: Oxford University Press, 2001.

Rubin, J. (2009). Why the US, China are about to get divorced. *The Globe and Mail*, November 25.

Sassen, S. (1999). Global financial centers. *Foreign Affairs*, Vol. 78, No. 1.

Sharma, S. (2006). Asia's challenged giants. *Current History*, April.

Solingen, E. (2004). East Asian regional institutions: Characteristics, sources, distinctiveness. In T.J. Pempel (Ed.). *Remapping East Asia: The construction of a region*. Ithaca: Cornell University Press.

Stubbs, R. & Reed, A.J. (2005). Regionalization and globalization. In R. Stubbs & G.R.D. Underhill (Eds.). *Political economy and the changing global order*, Toronto: University of Oxford Press.

The Economist. "Asia: Stuck in a Haze." *The Economist*, October 14 2006, 79.

The odd couple. *The Economist*, October 22, 2009.

Varian, H. (2007). An Ipod has global value. *New York Times*, June 28.

Vickers, Adrian. *A History of Modern Indonesia*. Cambridge: Cambridge University Press, 2005.

Walker, M. (2006). The geopolitics of sexual frustration: Asia has too many boys. *Foreign Policy*, March/April.

World Wildlife Fund. "Coming Clean. The Truth About the Future of Coal in Asia Pacific." 2006.

Media sources

The BBC: <http://www.bbc.co.uk/news/>

The Financial Times: <http://www.ft.com/home/asia>

The Guardian: <http://www.theguardian.com/uk>

The International Herald Tribune: <http://international.nytimes.com/>

The Jakarta Globe: <http://www.thejakartaglobe.com/>

The Jakarta Post: <http://www.thejakartapost.com/>

The Nation (Bangkok): <http://www.nationmultimedia.com/index.php>

The South China Morning Post: <http://www.scmp.com/frontpage/hk>