

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** History and Society in Asia

**Course Code:** AIS2040

**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:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** AIS2031 Institutions and Historical Change in Asia  
*(Course Code and Title)* AIS3023 Changing Social Structure in East and Southeast Asia

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

This course is designed to provide students with a foundational overview of the histories of South and Southeast Asia by looking at the circulation of peoples' ideas and objects throughout the region from the pre-modern period to the early 20<sup>th</sup> century. The lectures and readings are divided into thematic and chronological sections focusing primarily on the movements of traders, religions, and material items between South Asia, Southeast Asia, and Europe. The course provides students with a contextualized view of Asian History and not simply a collection of dates and names to be memorized.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify and describe major dynamics affecting Asia from pre-modern times to the establishment of nation-states		✓	✓	
2.	Explain the impact of European expansion and colonialism on contemporary Asia		✓	✓	
3.	Compare and contrast Western colonialism, Asian Imperialism, and Inter-Asian relations		✓	✓	✓
4.	Analyse the role of religion and ethnicity in shaping Asian societies		✓	✓	✓
		100%			

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

<sup>#</sup> 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			
1	Lectures: the instructor will present concepts, theories and case studies on Asian history, politics, and social change	√						
2	Oral presentations: students will work in groups to lead class discussions and structure question and answer sessions on relevant topics		√					
3	Critical analysis: students will submit individually prepared written assignments				√			

### 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: ____%								
Seminar participation and presentations	√	√	√	√	√		20%	
Coursework	√	√	√	√	√		50%	
Quizzes on lectures	√	√	√	√	√		30%	
Examination: ____% (duration: _____, if applicable)								
							100%	

\* The weightings should add up to 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)
1. Attendance and Discussion	Active and informed participation in class/class etiquette  Presence and communication  Organization and quality of material presented	Evidence of excellent conceptual and critical thinking reflected in class discussions, group participation, written work, and the quiz. Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, as well being able to extend the different	Evidence of good ability to think conceptually reflected in class discussions group participation, written work, and in the quiz. Major themes of the lectures and readings are understood. Student is able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, and have a broad understanding of the theories that	Evidence of incomplete/marginal ability to analyze material presented in lectures and discussion groups. While the student has regularly attended class, performance has been below class average demonstrating only a general understanding of lectures and reading materials as shown in class discussions, group participation, written work, and the quiz. Student cannot make sustained arguments or reach convincing conclusions.	Evidence of limited comprehension of the lectures or reading materials. The student was marginal in class discussions. Limited participation in discussions, and group work. The course-work was of a low standard and the quiz result was weak. Student has a very limited grasp of key issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, and the theories used to explain them have not been understood.	Little or no effort put into the course. The student has failed to demonstrate even a minimal capacity to analyze issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, and the related theories. The student has missed a number of classes and participated little, if at all, in class discussions and group activities. Course-work, if submitted, has been of a poor standard or plagiarized. The quiz result was poor.

		theoretical models in a clear and precise manner.	underpin them.			
2. Individual course-work	<p>Completion of readings and writing assignments</p> <p>Application and demonstrated comprehension of theories and approaches covered in the course</p>	<p>Evidence of excellent conceptual and critical thinking reflected in class discussions, group participation, written work, and the quiz. Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, as well being able to extend the different theoretical models in a clear and precise manner.</p>	<p>Evidence of good ability to think conceptually reflected in class discussions group participation, written work, and in the quiz. Major themes of the lectures and readings are understood. Student is able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, and have a broad understanding of the theories that underpin them.</p>	<p>Evidence of incomplete/marginal ability to analyze material presented in lectures and discussion groups. While the student has regularly attended class, performance has been below class average demonstrating only a general understanding of lectures and reading materials as shown in class discussions, group participation, written work, and the quiz. Student cannot make sustained arguments or reach convincing conclusions.</p>	<p>Evidence of limited comprehension of the lectures or reading materials. The student was marginal in class discussions. Limited participation in discussions, and group work. The course-work was of a low standard and the quiz result was weak. Student has a very limited grasp of key issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, and the theories used to explain them have not been understood.</p>	<p>Little or no effort put into the course. The student has failed to demonstrate even a minimal capacity to analyze issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, and the related theories. The students has missed a number of classes and participated little, if at all, in class discussions and group activities. Course-work, if submitted, has been of a poor standard or plagiarized. The quiz result was poor.</p>

<p>3. Quizzes</p>	<p>Quality and demonstration of knowledge gained from readings and lecture notes.</p>	<p>Evidence of excellent conceptual and critical thinking reflected in class discussions, group participation, written work, and the quiz. Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, as well being able to extend the different theoretical models in a clear and precise manner.</p>	<p>Evidence of good ability to think conceptually reflected in class discussions group participation, written work, and in the quiz. Major themes of the lectures and readings are understood. Student is able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, and have a broad understanding of the theories that underpin them.</p>	<p>Evidence of incomplete/marginal ability to analyze material presented in lectures and discussion groups. While the student has regularly attended class, performance has been below class average demonstrating only a general understanding of lectures and reading materials as shown in class discussions, group participation, written work, and the quiz. Student cannot make sustained arguments or reach convincing conclusions.</p>	<p>Evidence of limited comprehension of the lectures or reading materials. The student was marginal in class discussions. Limited participation in discussions, and group work. The course-work was of a low standard and the quiz result was weak. Student has a very limited grasp of key issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, and the theories used to explain them have not been understood.</p>	<p>Little or no effort put into the course. The student has failed to demonstrate even a minimal capacity to analyze issues and debates concerning colonialism, post-colonial societies, issues of identity, and other historical and contemporary dynamics discussed during the module, and the related theories. The students has missed a number of classes and participated little, if at all, in class discussions and group activities. Course-work, if submitted, has been of a poor standard or plagiarized. The quiz result was poor.</p>
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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.)

Asia; history; colonialism;; trade; religion,

**Indicative Syllabus**

1. Introduction
2. What is History? What is Asia?
3. Prehistoric Asia
4. Asian Religions and Their Cultures
5. The Traditional Societies of Asia
6. The Civilization of Ancient India
7. Early and Medieval Southeast Asia
8. Mughal India and Central Asia
9. The West Arrives in Asia
10. The Rise of British Power in India
11. The Triumph of Imperialism in Asia
12. Subjugation, Nationalism, and Revolution in China and India
13. South Asia and Southeast Asia in the Modern World

**2. Reading List**

**2.1 Compulsory 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.)

1.	
2.	
3.	

**2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Andaya, B., 2006. Oceans Unbounded: Traversing Asia across 'Area Studies'. <i>Journal of Asian Studies</i> , 65(4) , pp. 669-690.
2.	Anderson, B., 2006. <i>Imagined Communities</i> . London, New York: Verso, Introduction & Chp. 1: Cultural Roots.
3.	Anderson B., 1990. Politics of Language and Javanese culture. In: <i>Language and power</i> . Ithaca, N.Y.: Cornell University Press.
4.	Battuta, I., translated by Gibb, H. A. R., 1972. <i>The travels of Ibn Battuta</i> . London: Cambridge University Press, excerpts.
5.	Dirks, N. B., 2001. <i>Castes of Mind: Colonialism and the making of modern India</i> . Princeton: Princeton University Press, Part 1, The 'invention' of Caste.

6.	Emmerson, 'D. K., 1984. Southeast Asia': What's in a Name?. <i>Journal of Southeast Asian Studies</i> , 15(1), pp.1-21.
7.	Federspiel, H. M., 1998. Islam and Muslims in the southern territories of the Philippine Islands during the American colonial period, 1898-1946. <i>Journal of Southeast Asian Studies</i> , 29(2), pp. 340-56.
8.	Geertz, C., 1980. <i>Negara: the theatre state in 19<sup>th</sup> century Bali</i> . Princeton, N.J.: Princeton University Press, Chp. 1: 'Political definition: The Source of Order'.
9.	Hardacre, H., 1989. <i>Shinto and the State, 1868-1988</i> . Princeton, N.J.: Princeton University Press, Chp. 1 'The Modern history of relations between Shinto and the state', pp.21-41.
10.	Holcombe, C., 2010. <i>A History of East Asia: From the Origins of Civilization to the Twenty-First century</i> . New York: Cambridge University Press, "Introduction: What is East Asia?".
11.	Juergensmeyer, M., 2008. <i>Global Rebellion</i> . Berkeley: University of California Press, selected sections.
12.	Keyes, C., 1971. Buddhism and National Integration in Thailand. <i>The Journal of Asian Studies</i> , 30(3), pp. 551-567.
13.	Kingsbury, D., 2009. <i>East Timor: the price of liberty</i> . New York: Palgrave-Macmillan.
14.	Lieberman, V., 1993. Local Integration and Eurasian Analogies: Structuring Southeast Asian History, c. 1350-c.1830. <i>Modern Asian Studies</i> , 27(3), pp. 475-572.
15.	McCargo, D., 1965. <i>Tearing apart the land</i> . Ithaca: Cornell University Press, 'Introduction'.
16.	Raffles, T. S., 1965. <i>The History of Java</i> . Kuala Lumpur, New York: Oxford University Press, excerpts.
17.	Reid, A., 2007. Muslims and Power in a plural Asia. In: <i>Islamic Legitimacy in Asia</i> . New York: Routledge, pp. 1-13.
18.	Ruoff, K., 2010. <i>Imperial Japan at Its Zenith: The Wartime Celebration of the Empire's 2,600th Anniversary</i> . Cornell University Press, "Chapter 3: Imperial Heritage Tourism"
19.	SarDesai, D. R., 2010. <i>Southeast Asia: past and present</i> . Boulder, Co: Westview Press.
20.	SarDesai, D. R., ed., 2006. <i>Southeast Asian History: essential readings</i> . Boulder, Co: Westview Press, selected chapters.
21.	Scott, J., 1985. <i>Weapons of the Weak</i> . New Haven: Yale University Press.
22.	Winichakul, T., 1994. <i>Siam Mapped: A History of the Geo-body of a Nation</i> . Honolulu University of Hawaii Press, 'Introduction'.
23.	Wolters, O. W., 1999. History, Culture, and Region in Southeast Asian perspectives. Singapore: ISEAS, Chp. 2, 3, and post-script I.

## Online Resources

*Asian Civilization Museum, Singapore.*

Available at: <http://www.acm.org.sg/home/home.asp>

*Asian Reading Room, The Library of Congress with Digital Projects, Databases, and Online Publications).*

Available at: <http://www.loc.gov/rr/asian/>

*KITLV's Image database (Royal Netherlands Institute of Southeast Asian and Caribbean Studies).*

Available at: <http://www.kitlv.pictura-dp.nl>

*Peranakan Museum, Singapore.*

Available at: <http://www.peranakanmuseum.sg/home/home.asp>

*"Selected Maps and Views of Macau from the Collections of the Geography and Map Division," Library of Congress, covering the period from 1665 to 1991.*

Available at: <http://memory.loc.gov/ammem/gmdhtml/macau/macau.html>

*The Hong Kong Story, Hong Kong Museum of History.*

Available at: <http://hk.history.museum/index.php>

## Electronic resources on Macau

*Early Modern Resources on Asia.*

Available at: <http://earlymodernweb.org/category/regions/asia>

*Macau WWW Virtual Library.*

Available at: <http://newton.uor.edu/Departments&Programs/AsianStudiesDept/macau-hist.html>

*The Silk Road Virtual exhibition.*

Available at: <http://depts.washington.edu/silkroad/exhibit/index2.html>

*'Virtual' version of an exhibition of 2002, focusing on trading contacts between European and Asian countries from 1600 (British Library).*

Available at: <http://www.bl.uk/onlinegallery/features/trading/home.html>