

**City University of Hong Kong
Course Syllabus**

**offered Department of Asian and International Studies
with effect from Semester B 2020/21**

Part I Course Overview

Course Title:	Problem-based Studies of Selected Asian Societies and Regions I
Course Code:	AIS 3041
Course Duration:	One semester
Credit Units:	3
Level:	<input type="checkbox"/> Arts and Humanities
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Study of Societies, Social and Business Organisations
	<input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course uses problem-based learning method to acquaint students with analytical concepts and qualitative approaches in anthropology and sociology to understand important issues in Asian societies and regions. We will start with the basics of contemplating and designing a research project. In Part II, two kinds of activities take place in a parallel manner. On the one hand, we will do close reading of several case studies to learn how to analyse data and draw conclusion. On the other hand, students will work in small groups and explore problems under designated themes, problems that they define by themselves. Through teamwork and problem-based learning, students will learn how to identify, analyse, appraise and solve problems in collaborative and innovative ways.

Themes for this year include:

1. Family, Marriage and Reproduction
2. Care work and aging society
3. Media and the self
4. Technology and society

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.	Be exposed to key analytical concepts in designated themes in anthropology and sociology;	25%	√	√	
2.	Be acquainted with qualitative research approaches in anthropology and sociology;	25%	√	√	
3.	Develop skills to relate social phenomena to existing literature, to design qualitative research projects, and to conduct research;	20%	√	√	√
4.	Develop skills to do teamwork;	20%	√	√	√
5.	Apply the above-mentioned concepts, research methods, and other skills to specific case studies of particular social phenomena.	10%		√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 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	
Lectures & Discussions	Introduce and explain concepts, theories, histories, and debates through use of diverse pedagogical strategies; Provide students with opportunities to synthesize readings, raise questions and debate in a critical yet respectful manner	√	√	√	√	√	
Readings	Expose students to various approaches to specific issues in political sociology	√	√	√	√		
Group Projects	An exercise for students to synthesize, reflect upon and apply ideas learned in the course and work as a team	√	√	√	√	√	
Critical Engagement of others' work	An exercise for students to critically evaluate other people's work, provide constructive suggestions and foster collegiality	√	√	√	√	√	
Individual essays	An exercise for students to build upon and push forward ideas developed in the group projects, and take a more individualized perspective	√	√	√	√	√	

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: 100 _____ %							
Class Participation	√	√	√	√	√	20%	
Individual Essay	√	√	√	√	√	25%	
Group Projects	√	√	√	√	√	40%	
Critical Engagement in others' work	√	√	√	√	√	15%	
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. Class participation	1.1 Familiarity with readings and relevant concepts	Excellent	Good	Moderate	Limited	Not even reaching marginal levels
	1.2 Participation in discussion and other class activities.	Active and engaging	Significant participation	Moderate level of participation	Occasional participation	No participation
2. Individual Essay	2.1 Summarize relevant readings and discussions.	Excellent	Good	Moderate	Basic	Not even reaching marginal levels
	2.2 Utilize analytical concepts to evaluate arguments;	Excellent	Good	Moderate	Basic	Not even reaching marginal levels
	2.3 Capacity to articulate one's ideas in a logical manner	Excellent	Good	Moderate	Basic	Not even reaching marginal levels
3. Group Projects	3.1 Utilize analytical concepts to ask questions ;	Excellent	Good	Moderate	Basic	Not even reaching marginal levels
	3.2 Identify and synthesize relevant readings;	Excellent	Good	Moderate	Basic	Not even reaching marginal levels
	3.3 Ability to design a qualitative research plan and carry out research;	Excellent	Good	Moderate	Basic	Not even reaching marginal levels
	3.4 Ability to analyze empirical data and make a logical argument.	Excellent	Good	Moderate	Basic	Not even reaching marginal levels
4. Critical Engagement in others' work	4.1 Summarize and evaluate the other people's works.	Excellent	Good	Moderate	Basic	Not even reaching marginal levels
	4.2 Provide constructive comments for improvement.	Excellent	Good	Moderate	Basic	Not even reaching marginal levels

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.)

Family change; Sports; Language and politics; Internet and communication; Technology, Security and Privacy; Asia; modernity; modernization; social sciences; qualitative research

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.	Santos, Gonçalo D., and Stevan Harrell, eds. 2017. <i>Transforming Patriarchy: Chinese Families in the Twenty-first Century</i> . Seattle: University of Washington Press. (Introduction).
2.	Berg, Ulla D. 2015. <i>Mobile selves: race, migration, and belonging in Peru and the U.S, Social transformations in American anthropology</i> . New York: New York University Press. (selected chapters)
3.	Grindstaff, Laura, and Susan Murray. 2015. "Reality Celebrity: Branded Affect and the Emotion Economy." <i>Public Culture</i> 27 (1 75):109-135.
4.	Fraser, Nancy. 2016. "Contradictions of Capital and Care." <i>New Left Review</i> 100 (July/August):99-117.
5.	Ochiai, Emiko. 2014. "Care Diamonds and Welfare Regimes in East and Southeast Asian Societies." In <i>Transformation of the Intimate and the Public in Asian Modernity</i> , edited by Emiko Ochiai and Leo Aoi Hosoya, 166-189. Leiden: Brill.
6.	Marwick, Alice E. 2015. "Instafame: Luxury Selfies in the Attention Economy." <i>Public Culture</i> 27 (1 (75)):137-160.
7.	Wallis, Cara (2013) <i>Technomobility in China: Young Migrant Women and Mobile Phones</i> . NYU Press. (selected chapters)
8.	Cowan, Ruth Schwartz. 2012. "The Consumption Junction: A Proposal for Research Strategies in the Sociology of Technology." In <i>The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology</i> , edited by Wiebe E. Bijker, Thomas P. Hughes and Trevor J. Pinch, 253-272. Cambridge, MA: The MIT Press.

2.2 Additional Readings

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

1.	Paper, Jordan. <i>Chinese Religion and Familism: The Basis of Chinese Culture, Society, and Government</i> . London: Bloomsbury Publishing PLC. (selected chapters)
2.	Hochschild, Arlie R. 2012. <i>The Second Shift: Working families and the revolution at home</i> . New York, N.Y.: Penguin Books..
3.	Santos, Gonçalo. 2020. "Birthing Stories and Techno-moral Change across Generations: Coping with Hospital Births and High-tech Medicalization in Rural South China, 1960s–2010s." <i>Technology and Culture</i> 61 (2):581-616..
4.	Shi, Lihong. 2017. "From Care Providers to Financial Burden: The Changing Role of Sons and Reproductive Chocie in Rural Northeast China." In <i>Transforming Patriarchy: Chinese Families in the Twenty-first Century</i> , edited by Gonçalo D. Santos and Stevan Harrell, 59-73.

	Seattle: University of Washington Press..
5.	Buch, Elana D. 2015. "Anthropology of Aging and Care." <i>Annual Review of Anthropology</i> 44 (1):277-293. .
6.	Donner, Henrike, and Gonçalo Santos. 2016. "Love, Marriage, and Intimate Citizenship in Contemporary China and India: An introduction." <i>Modern Asian Studies</i> 50 (Special Issue 04):1123-1146..
7.	Davis, Deborah, and Sara Friedman, eds. 2014. <i>Wives, Husbands, and Lovers: Marriage and Sexuality in Hong Kong, Taiwan, and Urban China</i> . Palo Alto, CA; Hong Kong: Stanford University Press; University of Hong Kong (Introduction)..
8.	Lemonnier, Pierre, ed. 1993. <i>Technological Choices: Transformation in Material Cultures since the Neolithic</i> . London; New York: Routledge.
9.	Wilf, Eitan. 2013. "Toward an Anthropology of Computer-Mediated, Algorithmic Forms of Sociality." <i>Current Anthropology</i> 54 (6):716-739..
10.	Wajcman, Judy. (2015). <i>Pressed for time: The acceleration of life in digital capitalism</i> . University of Chicago Press. [selected chapters]
11.	Cowan, Ruth S. (1985). <i>More work for mother. The ironies of household technology from the open hearth to the microwave</i> . Basic Books. (selected chapters)
12.	Chen, Yujie, Zhifei Mao, and Jack Linchuan Qiu. 2018. <i>Super-sticky WeChat and Chinese society</i> . United Kingdom: Emerald Publishing (selected chapters).
13.	Jasanoff, Sheila, and Sang-Hyun Kim. (eds) 2015. <i>Dreamscapes of Modernity. Socio-technical imaginaries and the fabrication of power</i> . Chicago: University of Chicago Press. [Introduction].
14.	Morozov, Evgeny. 2013. <i>To Save Everything, Click here: The Folly of Technological Solutionism</i> . London: Penguin Books Ltd (selected chapters).

Online Resources:

Canvas is used for the provision of readings (as pdf or html or Word files), for Discussions Forums, and to provide links to external web-based material.