

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** Politics and Social Movements in Asia

**Course Code:** AIS5300

**Course Duration:** One semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Medium of Assessment:** English

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

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

**Equivalent Courses:** AIS5000 Social Movements and the Development Process  
*(Course Code and Title)*

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

## **Part II Course Details**

### **1. Abstract**

This course explores the significance of politics and social movements with respect to power relations and patterns of social and economic change in Asia. While acknowledging the importance of formal political institutions and processes, this course is especially concerned with understanding how social movements and other forms of unconventional politics have affected the politics and outcomes of development across the region. Particular attention is given to the formation, dynamics, and outcomes of counter-hegemonic movements aimed at achieving more transparent and accountable governance.

#### **Course Aims:**

The course first explores theories of social movements that aim to understand the structural conditions and resources that determine the emergence and development of social movements. Competing theoretical approaches to social movements will be discussed.

Having established this context, the course explores that nature and significance of social movements and unconventional politics in the political economy of development in Asia. The remainder of the course is organized around a thematic survey of politics and social movements in Asia. Examples will be drawn from various periods in the 20th century, such as anti-colonial, peasant and working-class movements. Particular attention will be given to contemporary instances of social movements and unconventional politics (including local, national, and transnational instances) and their bearing on development processes and outcomes across and within Asia.

## 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	Explain major concepts and theorizations of politics and social movements		√	√	√
2	Recount major theorizations of political change in developing countries with particular attention to ‘civil society and the public sphere’ and state repression		√	√	√
3	Extend concepts and theories listed in CILOs 1 and 2 to the analysis of social movements and unconventional politics in selected countries or thematic area		√	√	√
4	Demonstrate a studied grasp of politics in late-developing Asian contexts and an ability to communicate in nuanced terms on the subject		√	√	√
		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.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
1	Lectures on various theoretical approaches and frameworks	√	√	√				
2	Discussion of the lecture and reading materials	√	√	√	√			
3	Case based-discussions of social movements and unconventional politics				√			
4	Lectures by community development management agencies in the region				√			

### 4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.						Weighting
	1	2	3	4	5	6	
Continuous Assessment: 100 %							
Essay	√	√		√			15%
Presentation of reading material in class	√	√		√			20%
Participation in debates	√	√	√	√			15%
Research Paper	√	√	√	√			50%
Examination: 0 % (duration: N/A, if applicable)							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. Essay, Presentation and Participation (50%)	Demonstrates the ability to fully comprehend and critique lecture and reading material, and to demonstrate the activeness of classroom participation and theory applications	Demonstrates high level of conceptual thinking reflected in discussion groups, written work, and participation. Evidence of ability to fully comprehend and critique lecture and reading material. Student is able to form sophisticated arguments and drawn insightful conclusions. For example, an A range student would be able to clearly identify the key aspects of the	Demonstrates good ability to think conceptually and to perform in discussion groups, written work, and participation. Student is able to form plausible arguments and reasonably convincing conclusions. At this level a student should be able to identify the major aspects of the issues and case studies used and have a broad understanding of	Demonstrates incomplete/marginal ability to analyze material presented in lectures and discussion groups. While the student has attended class, performance has been below class average. A C range student may have only a general understanding of Development Studies cases. They may appreciate how the major issues in the field are expressed but would not show	Indicates that the student has comprehended little of the material presented in lectures, discussion groups and written work as intended by the CILOs. The student was peripheral to the class participation and discussions following the presentations. The term paper, if submitted, has been of a low standard.	Indicates that through poor learning or lack of effort, the student has failed to demonstrate even a minimal capacity to analyze concepts and theories behind issues reviewed as outlined in the CILOs. The students has failed even to attend most classes and participated very poorly. Written work, if submitted, has been of a poor standard or plagiarized.

		Development Studies issues and case studies under review as well as be able to apply the different theoretical models in a clear and precise manner.	the theories that underpin them, as outlined in the CILOs.	sustained evidence of the theoretical underpinnings and other more abstract material, as outlined in the CILOs.		
2. Research Paper (50%)	To assess the ability to write a research paper, citing the required readings and including several additional sources	Demonstrates high level of conceptual thinking reflected in discussion groups, written work, and participation. Evidence of ability to fully comprehend and critique lecture and reading material. Student is able to form sophisticated arguments and drawn insightful conclusions. For example, an A	Demonstrates good ability to think conceptually and to perform in discussion groups, written work, and participation. Student is able to form plausible arguments and reasonably convincing conclusions. At this level a student should be able to identify the major aspects of the issues	Demonstrates incomplete/marginal ability to analyze material presented in lectures and discussion groups. While the student has attended class, performance has been below class average. A C range student may have only a general understanding of Development Studies cases. They may appreciate how	Indicates that the student has comprehended little of the material presented in lectures, discussion groups and written work as intended by the CILOs. The student was peripheral to the class participation and discussions following the presentations. The term paper, if submitted, has been	Indicates that through poor learning or lack of effort, the student has failed to demonstrate even a minimal capacity to analyze concepts and theories behind issues reviewed as outlined in the CILOs. The students has failed even to attend most classes and participated very poorly. Written

		<p>range student would be able to clearly identify the key aspects of the Development Studies issues and case studies under review as well as be able to apply the different theoretical models in a clear and precise manner.</p>	<p>and case studies used and have a broad understanding of the theories that underpin them, as outlined in the CILOs.</p>	<p>the major issues in the field are expressed but would not show sustained evidence of the theoretical underpinnings and other more abstract material, as outlined in the CILOs.</p>	<p>of a low standard.</p>	<p>work, if submitted, has been of a poor standard or plagiarized.</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.)

Political development; political order; Political opportunity structure, mobilizing structure, political process model, grievances, movement of madness, claimant, scale shift, polity model, contentious politics, rooted cosmopolitan, transnational advocacy network, network, meso-mobilization, collective action, framing process, injustice frame, agency frame, collective identity frame, frame alignment; labor movements; environmental movements; identity politics; internet activism

#### **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.)

##### **Suggestive list of readings**

- Alagappa, Muthiah, ed. *Civil society and political change in Asia: expanding and contracting democratic space*. Stanford University Press, 2004.
- Asef Bayat, *Social Movements, Activism and Social Development in the Middle East*, Civil Society and Social Movements: United Nations, Programme Paper Number 3, Nov 2000.
- Anthony Bebbington, *Social Movements and Poverty in Developing Countries*, Civil Society and Social Movements: United Nations, Programme Paper Number 32, Oct 2010.
- Aspinall, Edward Thomas. *Political opposition and the transition from authoritarian rule: The case of Indonesia*. Diss. Australian National University, 2000.
- Biekart, Kees, and Alan Fowler. "Transforming Activisms 2010+: Exploring Ways and Waves." *Development and Change* 44.3 (2013): 527-546.
- Bebbington, A. (1996). Movements, modernizations, and markets. *Liberation ecologies: Environment, development, social movements*, 86-109.
- Bebbington, A. (2007). Social movements and the politicization of chronic poverty. *Development and Change*, 38(5), 793-818.
- Robert D. Benford; David A. Snow, "Framing Processes and Social Movements: An Overview and Assessment," *Annual Review of Sociology*, Vol. 26. (2000), pp. 611-639.
- Chan, Lai-Ha, and Ronald Colin Keith. "China's changing public health paradox and the new generation of health NGOs." *The Asian Century, Sustainable Growth and Climate Change* (2013): 137.
- Chan, C. K. C. (2013). Promoting Freedom of Association in China? Putting Transnational Corporate Social Responsibility into a National Context. *Journal of Comparative Asian Development*, 12(1), 6-34.
- Jaehoon Choi, *Social Movements for Foreign Workers in South Korea: A Perspective on the State for Transnational Social Movements*, Ph.D Dissertation, University of Chicago, Aug 2008.
- Chowdhury, M. (2008). *The role of the Internet in Burma's saffron revolution*. Berkman Center for Internet and Society.
- Gerald F. Davis, Doug Mcadam, W. Richard Scott and Mayer N. Zald, *Social Movements and Organization Theory* (Cambridge University Press: Cambridge, 2005).



- Edwards, Michael, and John Gaventa, eds. *Global citizen action*. Routledge, 2014.
- Fitzpatrick, Sheila. *Stalin's peasants: Resistance and survival in the Russian village after collectivization*. Oxford University Press, 1996.
- Joe Foweraker, Grassroots Movements, Political Activism and Social Development in Latin America--A Comparison of Chile and Brazil, Civil Society and Social Movements: United Nations, Programme Paper Number 4, Aug 2001.
- Funari, V., de La Torre, S., & Grupo Factor, X. (2006). *Maquilapolis: City of Factories*. Documentary film. *USA/Mexico*.
- Gaventa, J., & Barrett, G. (2012). Mapping the outcomes of citizen engagement. *World Development*, 40(12), 2399-2410.
- Gallagher, Mary E. "China's Workers Movement & the End of the Rapid-Growth Era." *Daedalus* 143.2 (2014): 81-95.
- Kleber B. Ghimire, The Contemporary Global Social Movements—Emergent Proposals, Connectivity and Development Implications, Civil Society and Social Movements: United Nations, Programme Paper Number 19, Aug 2005.
- J. Craig Jenkins, "Resource Mobilization Theory and the Study of Social Movements," *Annual Review of Sociology*, Vol. 9 (1983), pp. 527-553.
- Hank Johnston and Bert Klandermans, "The Cultural Analysis of Social Movements," in Johnston and Klandermans, eds., *Social Movements and Culture*, (Minneapolis: University of Minnesota Press, 1995), pp. 3-24.
- Hewison, Kevin. "Red vs. Yellow. Volume 2: Thailand's Political Awakening." *Journal of Contemporary Asia* 42.2 (2012): 331-333.
- Huntington, Samuel P. *Political order in changing societies*. Yale University Press, 2006.
- Jayasuriya, Kanishka, and Garry Rodan. "Beyond hybrid regimes: more participation, less contestation in Southeast Asia." *Democratization* 14.5 (2007): 773-794.
- Karpf, D. (2010). Online political mobilization from the advocacy group's perspective: Looking beyond clicktivism. *Policy & Internet*, 2(4), 7-41.
- Margaret Keck and Kathryn Sikkink, *Activists beyond Borders: Advocacy Networks in International Politics* (Ithaca, New York: Cornell University Press, 1998).
- Kosack, Stephen, and Archon Fung. "Does Transparency Improve Governance?." *Annual Review of Political Science* 17 (2014): 65-87.
- Kuruvilla, S., Lee, C. K., & Gallagher, M. (2011). *From iron rice bowl to informalization: Markets, workers, and the state in a changing China*. Cornell University Press.
- Leftwich, Adrian. "Governance, the State and the Politics of Development." *Development and change* 25.2 (1994): 363-386.
- Amy Lind and Martha Farmelo, *Gender and Urban Social Movement--Women's Community Responses to Restructuring and Urban Poverty*, United Nations Research Institute: United Nations, May 1996.
- Maquilapolis: City of factories*. California Newsreel, 2006.
- Mario Diani and Dound Mcadam, *Social Movements and Networks--Relational Approaches to Collective Action*, Oxford University Press: United States, 2003.

- Doug McAdam, *The Political Process and the Civil Rights Movement* (Chicago: University of Chicago Press, 1982).
- Doug McAdam, Sidney Tarrow, Charles Tilly, *Dynamics of Contention* (New York: Cambridge University press, 2001).
- McKay, S. C. (2006). The squeaky wheel's dilemma: new forms of labor organizing in the Philippines. *Labor Studies Journal*, 30(4), 41-63.
- Mitlin, D., Hickey, S., & Bebbington, A. (2007). Reclaiming development? NGOs and the challenge of alternatives. *World Development*, 35(10), 1699-1720. David S. Meyer, "Protest and Political Opportunities," *Annu. Rev. Sociol.* 2004. 30:125-45.
- Morozov, Evgeny. *The net delusion: The dark side of Internet freedom*. PublicAffairs, 2012.
- Nelson Pichardo, "New Social Movements: A Critical Review," *Annual Review of Sociology*. Volume 23, Aug 1997, pp. 411-430.
- Ossewaarde, Ringo, André Nijhof, and Liesbet Heyse. "Dynamics of NGO legitimacy: how organising betrays core missions of INGOs." *Public Administration and Development* 28.1 (2008): 42-53.
- Maria Pilar Garcia-Guadilla, *Environment Movements, Politics and Agenda 21 in Latin America, Civil Society and Social Movements: United Nations, Programme Paper Number 16, Oct 2005*.
- Francesca Polletta, "Collective Identity and Social Movements," *Annual Review of Sociology*, 2001, 27:283-305.
- Rodan, G. (1997). Civil society and other political possibilities in Southeast Asia. *Journal of Contemporary Asia*, 27(2), 156-178.
- Rodan, Garry, ed. *Political oppositions in industrialising Asia*. Routledge, 2013.
- Sæther, Elin. "A New Political Role? Discursive strategies of critical journalists in China." *China aktuell* 4 (2008): 6-29.
- Shirky, Clay. "Political Power of Social Media-Technology, the Public Sphere Sphere, and Political Change, The." *Foreign Aff.* 90 (2011): 28.
- David Snow et al., "Frame Alignment Process, Micromobilization and Movement Participation, *American Sociological Review*, 51: 464-81.
- Sidney Tarrow, *Power in Movement*, 2<sup>nd</sup> edition, (New York: Cambridge University Press, 1998).
- Sidney Tarrow, *The New Transnational Activism* (New York: Cambridge University Press, 2005).
- Simpson, A. (2013). Challenging hydropower development in Myanmar (Burma): cross-border activism under a regime in transition. *The Pacific Review*, 26(2), 129-152.
- Charles Tilly, *Social Movements 1768-2004* (New York: Cambridge University Press, 2004).
- Unger, Jonathan, Anita Chan, and Him Chung. "Deliberative Democracy at China's Grass Roots: Case Studies of a Hidden Phenomenon." *Politics & Society* (2014): 0032329214547344.
- Tandon, Rajesh, and L. David Brown. "Civil societies at crossroads: lessons and implications." *Development in Practice* 23.5-6 (2013): 784-796.
- Neil Webster, *Understanding the Evolving Diversities and Originalities in Rural Social Movements in the Age of Globalization, Civil Society and Social Movements: United Nations, Programme Paper Number 7, Feb 2004*.
- Zhao, Dingxin. *The power of Tiananmen: State-society relations and the 1989 Beijing student movement*.

University of Chicago Press, 2004.

## **2.2 Additional Readings**

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

Nil