

**City University of Hong Kong
Course Syllabus**

**offered by Department of Asian and International Studies
with effect from Semester A 2018-19**

Part I Course Overview

Course Title:	<u>Comparative Development in Asia</u>
Course Code:	<u>AIS5312</u>
Course Duration:	<u>One semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: (Course Code and Title)	<u>NIL</u>
Precursors: (Course Code and Title)	<u>NIL</u>
Equivalent Courses: (Course Code and Title)	<u>AIS5012 Political Economy of Development</u>
Exclusive Courses: (Course Code and Title)	<u>NIL</u>

Part II Course Details

1. Abstract

This course explores processes of development in Asia, with a focus on the urban settings. We will examine urban development at different times and places by exploring a series of debates and case studies. Our approach is interdisciplinary: we draw on insights and perspectives offered by anthropology, sociology, geography, history and cultural studies, and our inquiries are informed by various social theories, analytical concepts, case studies and research methods.

This course starts with some key concepts and analytical framework (Part I). In Part II, we will move back to the late nineteenth and early twentieth centuries and investigate how different forms of power regime and ideology had reshaped urban landscape and social structures. In Part III, we examine recent urban transformations shaped by a different set of values and power networks that are usually related to globalization and neoliberalism. Throughout the course, we look at cases from different Asian cities. Meanwhile, we use Hong Kong and your own cities as laboratories – to integrate the analytical tools, critical perspectives and research methods into clear analytic presentations with possible implications for social activism, planning, and policy making.

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.	to become familiar with concepts and debates in the humanities and social sciences on urban development	25%	√	√	
2.	to be exposed to critical analyses using concepts such as space, power, and class	25%	√	√	
3.	to develop a comparative perspective in understanding development projects	20%	√	√	
4.	to grasp basic qualitative research methods	20%		√	√
5.	Apply the above-mentioned critical perspectives to specific case studies	10%		√	√
		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		
1. Lectures & tutorials	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	√	√	√	√	√		
2. Readings	Expose students to various approaches to specific issues in political sociology	√	√	√	√			
3. Photo-Mapping Essay	An exercise for students to observe and reflect upon their observations and assumptions	√	√	√	√	√		
4. Book Review	An exercise for students to synthesize and reflect upon arguments	√	√	√	√			
5. Essay	An exercise for students to synthesize readings, apply ideas and research methods, and analyse data	√	√	√	√	√		

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 and tutorial participation	√	√	√	√	√		25%	
Photo-mapping essay	√	√	√	√	√		25%	
Book Review	√	√	√	√	√		25%	
Essay	√	√	√	√			25%	
Examination: <u>Nil</u> % (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. Class and tutorial participation	Demonstrate preparedness for class, articulate ideas and engage in discussion	Good participation record, adequate familiarity with readings, excellent capacity to articulate ideas and debate	Records of absence, good familiarity with readings, good capacity to articulate ideas and debate	Records of absence, some familiarity with readings, adequate capacity to articulate ideas and debate	Records of substantial absence, limited familiarity with readings, limited capacity to articulate ideas and debate	Records of substantial absence, little or no familiarity with readings, little or no capacity to articulate ideas and debate
2. Book Review	Summarize, analyse and evaluate arguments	Excellent capacity to summarize, analyse and evaluate arguments in assigned works	Good capacity to summarize, analyse and evaluate arguments in assigned works	Adequate capacity to summarize, analyse and evaluate arguments in assigned works	Limited capacity to summarize, analyse and evaluate arguments in assigned works	Fail to summarize, analyse and evaluate arguments in assigned works
3. Photo-mapping essay	Reflect upon ideas learned in the course through observation and mapping exercise	Excellent capacity to reflect upon ideas learned in the course through observation and to map space in a creative and reflexive manner	Good capacity to reflect upon ideas learned in the course through observation and to map space in a reflexive manner	Adequate capacity to reflect upon ideas learned in the course through observation and to map space in a fair manner	Limited capacity to reflect upon ideas learned in the course through observation and to map space in an acceptable manner	Fail to reflect upon ideas learned in the course through observation or to map space in an acceptable manner
4. Final Essay	Synthesize, reflect upon and apply ideas learned in the course	Excellent capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Good capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Adequate capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Limited capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Fail to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner

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.)

Transformation; colonial encounter; modernization; urban reconstruction; development and progress; space; urban; planning; governance; politics; cultural value; social relations.

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.	Block, Fred. 2001. "Introduction." In Polanyi, Karl. <i>The Great Transformation: The Political and Economic Origins of Our Time</i> . Boston, MA: Beacon Press
2.	Ferguson, James. 2010. "The Uses of Neoliberalism." <i>Antipode</i> 41:166-184.
3.	Glover, William J. 2008. <i>Making Lahore Modern: Constructing and Imagining a Colonial City</i> . Minneapolis: University of Minnesota Press. (a selected chapter)
4.	Yeoh, Brenda S. A. 2003. <i>Contesting Space in Colonial Singapore: Power Relations and the Urban Built Environment</i> . Singapore: Singapore University Press. (a selected chapter)
5.	Rogaski, Ruth. 2000. "Hygienic Modernity in Tianjian." In <i>Remaking the Chinese City: Modernity and National Identity, 1900-1950</i> , edited by Joseph Esherick, 30-46. Honolulu: University of Hawai'i Press
6.	Dong, Madeleine Yue. 2000. "Defining Beijing: Urban Reconstruction and National Identity, 1928-1936." In <i>Remaking the Chinese City: Modernity and National Identity, 1900-1950</i> , edited by Joseph Esherick, 121-138. Honolulu: University of Hawai'i Press.
7.	Lu, Duanfang. 2006. <i>Remaking Chinese Urban Form: Modernity, Scarcity, and Space, 1949-2005</i> . New York: Routledge. (selected Chapters)
8.	Hsing, You-tien. 2006. "Land and Territorial Politics in Urban China." <i>The China Quarterly</i> 187:575-591
9.	Tomba, Luigi. 2014. <i>The Government Next Door: Neighborhood Politics in Urban China</i> . Ithaca; London: Cornell University Press. (selected chapter)
10.	Ghertner, D. Asher. 2015. <i>Rule by Aesthetics: World-class City Making in Delhi</i> . New York, NY: Oxford University Press.(selected chapter).
11	Cheung, Sidney C. H. 2003. "Remembering through Space: the politics of heritage in Hong Kong." <i>International Journal of Heritage Studies</i> 9 (1):7-26.

2.2 Additional Readings

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

1.	Edelman, Marc, and Angelique Haugerud. 2008. "Development." In <i>A Companion to the Anthropology of Politics</i> , 86-106. Blackwell Publishing Ltd.
2.	Carroll, Toby and Darryl Jarvis. 2017. "Preface: Development in Asia after the Developmental State," in <i>Asia after the Developmental State: Disembedding Autonomy</i> , eds. by Toby Carroll and Darryl Jarvis, Cambridge: Cambridge University Press
3.	Rose, Nikolas S. 1996. "Governing "Advance" Liberal Democracies." In <i>Foucault and Political Reason: Liberalism, Neo-liberalism, and Rationalities of Government</i> , edited by Andrew Barry, Thomas Osborne and Nikolas S. Rose, 37-64. Chicago: University of Chicago Press
4.	Comaroff, Jean, and John L. Comaroff. 2001. "Millennial Capitalism: First Thoughts on a Second Coming." In <i>Millennial capitalism and the culture of neoliberalism</i> , edited by Jean Comaroff and John L. Comaroff, 1-56. Durham, N.C.: Duke University Press
5.	Bear, Laura. 2007. <i>Lines of the Nation: Indian Railway Workers, Bureaucracy, and the Intimate Historical Self</i> . New York: Columbia University Press. (selected chapter)
6.	Chu, Cecilia. 2013. "Combating Nuisance: Sanitation, Regulation, and the Politics of Property in Colonial Hong Kong." In <i>Imperial Contagions: Medicine, Hygiene, and Cultures of Planning in Asia</i> , edited by Robert Shannan Peckham and David M. Pomfret, 17-36. Hong Kong: Hong Kong University Press.
7.	Lincoln, Toby. 2015. <i>Urbanizing China in War and Peace: The Case of Wuxi County</i> . Honolulu: University of Hawai'i Press. (Selected chapter).
8.	Carroll, Peter. 2006. <i>Between Heaven and Modernity: Reconstructing Suzhou, 1895-1937</i> . Stanford, Calif.: Stanford University Press. (introduction)
9.	Harvey, David. 1978. "On Planning the Ideology of Planning." In <i>Planning Theory in the 1980's: A Search for Future Directions</i> , edited by Robert W. Burchell and George Sternlieb, 213-233. New Brunswick, N.J.: Center for Urban Policy Research, Rutgers University.
10.	Ong, Aihwa. 2006. "Introduction: Neoliberalism as Exception, Exception to Neoliberalism." In <i>Neoliberalism as exception: mutations in citizenship and sovereignty</i> , edited by Aihwa Ong, 1-27. Durham [N.C.]: Duke University Press.
11.	Smart, Josephine, and Alan Smart. 1999. "Personal Relations and Divergent Economies: A Case Study of Hong Kong Investment in South China." In <i>Theorizing the City: The New Urban Anthropology Reader</i> , edited by Setha M. Low, 169-200. New Brunswick, N.J.: Rutgers University Press.
12.	Engels, Friedrich. 2011 (1845). "The Great Towns (from The Condition of the Working Class in England in 1844)." In <i>The City Reader</i> , edited by Richard T. LeGates and Frederic Stout, 46-54. Abingdon, Oxon; New York, NY: Routledge.
13.	Ong, Aihwa. 2011. "Hyperbuilding: Spectacle, Speculation, and the Hyperspace of Sovereignty " In <i>Worlding Cities: Asian Experiments and the Art of Being Global</i> , edited by Ananya Roy and Aihwa Ong, 205-226. Chichester, West Sussex; Malden, MA:

	Wiley-Blackwell.
14.	Huat, Chua Beng. 2011. "Singapore as Model: Planning Innovations, Knowledge Experts." In <i>Worlding Cities: Asian Experiments and the Art of Being Global</i> , edited by Ananya Roy and Aihwa Ong, 27-54. Chichester, West Sussex; Malden, MA: Wiley-Blackwell
15.	Harvey, David C. 2015. "Heritage and scale: settings, boundaries and relations." <i>International Journal of Heritage Studies</i> 21 (6):577-593.
16.	Williams, Raymond. 1973. <i>The Country and the City</i> . New York: Oxford University Press. (chapter 1 "Country and City" & Chapter 25 "Cities and Countries")
17.	Rowe, William T. 2016. "Urban agency in early modern and modern China." <i>Urban History</i> 44 (1):123-129.

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.