City University of Hong Kong
Course Syllabus

offered by Department of Public and International Affairs
with effect from Semester A 2022/23

Part I   Course Overview

Course Title: **Special Topics in Asian and International Studies**

Course Code: **PIA5041**

Course Duration: **One Semester**

Credit Units: **3**

Level: **P5**

**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)   **AIS5041 Special Topics in Asian and International Studies**

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

Part II   Course Details

1.   Abstract

This course discusses the role of the state and society in China and Vietnam. Building on varies paradigms to study the state society relationship, the course will seek to explore the similarities and differences between two similar one-party states which have both embarked on a process of economic liberalization under Communist parties. The two countries have both experienced the growing rule of non-governmental organizations in politics. This has been greatly supported by international organizations and to different degrees also embraced by the two governments. At the same time, there has also been a rise in protests against various issues including corruption, land confiscation and environmental degradation. This has raised hopes for the process of political change and democratization in both countries. A number of scholars have, however, argued that the ability to co-opt and effectively deal with societal discontent has strengthened authoritarian rule. Specific case studies from different fields will be used to explore these developments and seek to assess their current situation. Students will develop a comparative case study, present their ideas to class and write a research paper.

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.	Understand the state and society relationship in modern authoritarian regimes	20	✓	✓	
2.	To reflect critically with different theoretical approaches on the state-society dynamic	30	✓	✓	
3.	To compare two similar authoritarian regimes to determine similarities and differences in the state-society relationship	20	✓	✓	
4.	To develop research and analytical skills with a view to making a significant discovery	30	✓	✓	✓
		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			
1	Reading assignments: The students will actively engage in the reading material		✓					
2	Presentations: Students will present their findings to the class	✓						
3	Discussions: Students will actively debate the topics	✓						
4	Research paper: Students will research a topic and write a paper about it			✓	✓			
5	Exam: Understand and link the class topics to the research topic	✓	✓	✓				

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				
Continuous Assessment: 100%								
Attendance and participation	✓	✓	✓				10	
Presentation	✓	✓	✓	✓			15	
Peer review	✓	✓	✓	✓			15	
Paper	✓	✓	✓	✓			40	
In-class Exam (45-90 min)	✓	✓	✓	✓			20	
Examination: 0% (duration , if applicable)								
							100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Attendance and participation	Frequency Relevance	Attended all lectures and talks. Highly relevant, frequent comments and questions in class discussions	Attended nearly all lectures and talks Interesting, frequent comments and questions in class discussions	Attended most lectures and talks. Occasional relevant comments and questions in class discussions	Missed many lectures and talks, Absence of comments and questions in class discussions
2. Presentation	Group presentations	Excellent structure, content and delivery of the group presentations	Good structure, content and delivery of the group presentations	Fair structure, content and delivery of the group presentations	Inadequate structure, content and delivery of the group presentations
3. Peer review	Students will read a paper of a classmate and make comments	Excellent comments, clear and useful to the classmate	Good comments, mostly clear and useful to the classmate	Fair comments, relatively clear and useful to the classmate	Inadequate comments, neither clear nor useful to the classmate
4. Paper (3,000-6,000 words)	At least 9 additional academic sources should be cited. The text should be a clear, argumentative paper.	The paper makes a very good innovative argument in a clear and systematic structure with sufficient evidence.	The paper makes a good innovative argument in a relatively clear and systematic structure with evidence.	The paper makes a fair argument with some structure.	The paper fails to make an argument, has no structure, and provides inadequate evidence.
5. In-class Exam	Ability to write in-class essay(s) based on the class material and research topic.	The exam very well links the topics of the class material and research.	The exam well links the topics of the class material and research.	The exam fairly links the topics of the class material and research.	The exam fails to link the topics of the class material and research.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Attendance and participation	Frequency Relevance	Attended all lectures and talks. Highly relevant, frequent comments and questions in class discussions	Attended nearly all lectures and talks Interesting, frequent comments and questions in class discussions	Attended most lectures and talks. Occasional relevant comments and questions in class discussions	Missed several lectures or talks Rare questions and/or comments of little relevance to class discussions	Missed many lectures and talks, Absence of comments and questions in class discussions
2. Presentation	Group presentations	Excellent structure, content and delivery of the group presentations	Good structure, content and delivery of the group presentations	Fair structure, content and delivery of the group presentations	Poor structure, content and delivery of the group presentations	Inadequate structure, content and delivery of the group presentations
3. Peer review	Students will read a paper of a classmate and make comments	Excellent comments, clear and useful to the classmate	Good comments, mostly clear and useful to the classmate	Fair comments, relatively clear and useful to the classmate	Poor comments, not clear or useful to the classmate	Inadequate comments, neither clear nor useful to the classmate
4. Paper (3,000-6,000 words)	At least 9 additional academic sources should be cited. The text should be a clear, argumentative paper.	The paper makes a very good innovative argument in a clear and systematic structure with sufficient evidence.	The paper makes a good innovative argument in a relatively clear and systematic structure with evidence.	The paper makes a fair argument with some structure.	The paper attempts to makes an argument and shows some knowledge.	The paper fails to make an argument, has no structure, and provides inadequate evidence.
5. In-class Exam	Ability to write in-class essay(s) based on the class material and research topic.	The exam very well links the topics of the class material and research.	The exam well links the topics of the class material and research.	The exam fairly links the topics of the class material and research.	The exam links the topics of the class material and research.	The exam fails to link the topics of the class material and research.

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.)

     State-society relationship, civil society, contentious politics, social movements, governance, Vietnam, China

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.)

     Nil

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

Recommended Readings

Brook, Timothy, and B. Michael Frolic, eds. *Civil society in China*. Armonk: ME Sharpe, 1997.

Chen, Jie. *A middle class without democracy: Economic growth and the prospects for democratization in China*. Oxford: Oxford University Press, 2013.

Hassid, Jonathan, and Wanning Sun. "Stability Maintenance and Chinese Media: Beyond Political Communication?" *Journal of Current Chinese Affairs* 44, no. 2 (2015): 3-15.

He, Baogang. "The Making of a Nascent Civil Society in China," David C. Schak, and Wayne Hudson, eds. Civil Society in Asia. Aldershot: Ashgate Publishing, 2003: 114-139.

Howell, Jude. "Civil society in China: Chipping away at the edges." *Development* 50, no. 3 (2007): 17-23.

Howell, Jude. "Civil society, corporatism and capitalism in China." *Journal of Comparative Asian Development* 11, no. 2 (2012): 271-297.

Howell, Jude. *Governance matters: key challenges and emerging tendencies*. Rowman and Littlefield Incorporated, 2003.

Kang Xiaoguang and Han Heng. "Graduated controls the state-society relationship in contemporary China." *Modern China* 34, no. 1 (2008): 36-55.

Kerkvliet, Benedict J. Tria. "An approach for analysing state-society relations in Vietnam." *Sojourn: Journal of Social Issues in Southeast Asia* (2001): 238-278.

London, Jonathan D. *Politics in Contemporary Vietnam*. Palgrave Macmillan, 2014.

Ma, Shu-Yun. "The Chinese discourse on civil society." *The China Quarterly* 137 (1994): 180-193.

Moise, Edwin E. *Land reform in China and North Vietnam: Consolidating the revolution at the village level*. UNC Press Books, 2017.

Perry, Elizabeth J. "Trends in the study of Chinese politics: state-society relations." *The China Quarterly* 139 (1994): 704-713.

Shan, Wei, and Lijun Yang, eds. *Changing State-Society Relations in Contemporary China*. Singapore: World Scientific, 2016.

Sullivan, Jonathan. "China's Weibo: Is faster different?" *New Media & Society* 16, no. 1 (2014): 24-37.

Teets, Jessica C. "Let many civil societies bloom: The rise of consultative authoritarianism in China." *The China Quarterly* 213 (2013): 19-38.

Wright, Teresa. Accepting authoritarianism: state-society relations in China's reform era. Stanford: Stanford University Press, 2010. Chapter 1

Wu, Fengshi, and Shen Yang. "Web 2.0 and Political Engagement in China." *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations* (2015): 1-22.

Yang, David Da-hua. "Civil society as an analytic lens for contemporary China." China: An International Journal 2, no. 01 (2004): 1-27

Yang, Guobin. "The Internet and civil society in China: A preliminary assessment." *Journal of Contemporary China* 12, no. 36 (2003): 453-475.

Yang, Guobin. *The power of the Internet in China: Citizen activism online*. Columbia University Press, 2009.

Yu, Jianxing, and Sujian Guo, eds. *Civil society and governance in China*. New York: Palgrave MacMillan, 2012.