

**City University of Hong Kong  
Course Syllabus**

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

**Part I Course Overview**

**Course Title:** **Political Dynamics in Asia**

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**Course Code:** **AIS 3031**

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**Course Duration:** **One semester**

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**Credit Units:** **3**

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**Level:** **B3**

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**Proposed Area:**  
*(for GE courses only)*

Arts and Humanities  
Study of Societies, Social and Business Organisations  
Science and Technology

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**Medium of  
Instruction:**

**English**

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**Medium of  
Assessment:**

**English**

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

Nil

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

Nil

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**Equivalent Courses:**  
*(Course Code and Title)*

**AIS3024 Political Dynamics in East and Southeast Asia**

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

Nil

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## Part II Course Details

### 1. Abstract

This course will bolster students' understanding of politics and political change in Asia, with particular attention given to the Northeast and Southeast Asian regions. Key themes include the development and decay of political systems, modes of political transition, the dynamics of institutional design and operation, and the interdependence of politics with policy outcomes and social forces. Material is ordered in a thematic way, with lectures first introducing a key concept in theoretical terms, and then exploring it across a number of illustrative country cases. Through simulation exercises that encourage self-directed learning and discovery, students will learn how to participate directly in political transitions that have either democratic or authoritarian outcomes. They will learn also how to design resilient institutions and encode them in proto-constitutional documents, whether democratic or authoritarian in their character.

### 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.	Critique different theoretical understandings of politics and political change in East Asia	30%	√	√	
2.	Explain and apply concepts of state power and civil society in East Asia	30%	√	√	√
3.	Evaluate the implications of authoritarian for social mobility and human dignity	20%		√	√
4.	Evaluate the implications of democratic change for political stability, class relations, and corruption	20%		√	√
		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			
CILO 1 and 2	Lectures, reading, tutorial activities	√	√					
CILO 3	Simulation exercises involving political transitions			√				
CILO 4	Simulation exercises involving institutional design and operation				√			

### 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%								
Tutorial attendance, activities and participation	√	√	√	√			30%	
Simulation exercises and assessment reports			√	√			30%	
Final quiz	√	√					40%	
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)
Tutorial attendance, activities and participation	Students are expected to attend all lectures and tutorials. Failure to do so will deduct marks. Participating in class discussions with quality interventions will add marks.	Demonstrates high level of conceptual thinking reflected in tutorial performance. Evident of ability to fully comprehend and critique lecture and reading material. Student is able to form sophisticated arguments and draw insightful conclusions.	Demonstrates good ability to think conceptually at tutorials. Student is able to form plausible arguments and reasonably convincing conclusions.	Demonstrates incomplete/marginal ability to analyse material presented in lectures and readings. While the student has attended tutorials, performance has been below class average.	Indicates that the student has comprehended little of the material presented in lectures and readings. The student has participated little in tutorials.	Indicates that through poor learning or lack of effort, the student has failed to demonstrate even a minimal capacity to analyse concepts and theories. The student has probably failed to attend many tutorials.
Simulation exercises and assessment reports	Need to show capacity to persuade, critical thinking, and detailed research of a topic.	Excellent capacity to persuade, demonstrate critical thinking, and effort in researching a topic and written assignments.	Good capacity to persuade, demonstrate critical thinking, and effort in researching a topic and written assignments.	Adequate capacity to persuade, show critical thinking, and effort in researching a topic and written assignments.	Scant capacity to persuade, show critical thinking, or indicate much effort in researching a topic. Written work, if submitted, has been of a low standard.	Little or no capacity to persuade, show critical thinking, or indicate much effort in researching a topic. Written work, if submitted, has been of a poor standard or plagiarised.
Final quiz	Need to master the topics covered in class, and a capacity to critically reflect on them.	Excellent knowledge of the topics covered in class and capacity to critically integrate lecture and reading material into the quiz.	Good knowledge of the topics covered in class and capacity to integrate lecture material into the quiz.	Adequate knowledge of the topics covered in class and capacity to critically reflect on them.	Limited knowledge of the topics covered in class and capacity to critically reflect on them.	Little or no knowledge of the topics covered in class and capacity to critically reflect on them.

**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 democracy, democratic transitions, authoritarianism, authoritarian durability, state institutions, political parties, elections, social structure, political culture, civil society, the environment, human rights, political corruption

**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.)

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2.	
3.	
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**2.2 Additional Readings**

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

1.	Beeson, M., 2007. National, Domestic Politics and Asian Values. In: M. Beeson, ed., <i>Regionalism and Globalization in East Asia</i> . Houndmills, Hampshire ; New York : Palgrave Macmillan, pp. 100-133.
2.	Bell, Daniel A, 2006. <i>Beyond Liberal Democracy: Political Thinking for an East Asian Context</i> . Princeton: Princeton University Press.
3.	Bell, Daniel A. and Chenyang Li, 2013. <i>The East Asian Challenge for Democracy: Political Meritocracy in Comparative Perspective</i> . Cambridge: Cambridge University Press.
4.	Case, W., 2006. Manipulative Skills: How do Rulers Control the Electoral Arena?. In: A. Schedler, ed., <i>Electoral Authoritarianism: The Dynamics of Unfree Competition</i> . Boulder: Lynne Rienner, pp. 95-112.
5.	Chu, Yun-han, Larry Diamond, Andrew J. Nathan, and Doh Chull Shin, 2008. <i>How East Asians View Democracy</i> . New York: Columbia University Press.
6.	Cole, K. 2007., Religion in Asia Pacific. In: K. P. Kaup, ed., <i>Understanding Contemporary Asia Pacific</i> . Boulder, CO: Lynne Rienner, pp. 353-80.
7.	Dalton, R. J., Chu, Y. H. & Shin, D. C., 2007. Introduction: Parties, Party Choice, and Partisanship in East Asia. <i>Journal of East Asian Studies</i> , Volume 7, pp. 177-84.
8.	Fung, Edmund S.K. and Steven Drakeley, 2014. <i>Democracy in Eastern Asia: Issues, Problems and Challenges in a Region of Diversity</i> . Oxon and New York: Routledge.
9.	Chu, Yin-wah and Wong, Siu-lun, 2010. <i>East Asia's New Democracies: Deepening, Reversal, Non-liberal Alternatives</i> . London: Routledge.
10.	Huntington, S. P., 1991. Democracy's Third Wave. <i>Journal of Democracy</i> , (2)2, pp. 12-34.
11.	Kaup, K. P., 2007. Asia Pacific Politics. In: K. P. Kaup, ed., <i>Understanding Contemporary Asia</i>

	<i>Pacific</i> . Boulder, CO: Lynne Rienner, pp. 77-112.
12.	Kaup, K. P., 2007. Ethnicity. In: K. P. Kaup, ed., <i>Understanding Contemporary Asia Pacific</i> . Boulder, CO: Lynne Rienner, pp. 295-320.
13.	Diamond, Larry Jay, Plattner, Marc F., and Chu, Yun-han, 2013. <i>Democracy in East Asia: A New Century</i> . Baltimore: John Hopkins University Press.
14.	Reilly, B., 2007. Electoral Systems and Party Systems in East Asia. <i>Journal of East Asian Studies</i> , Volume 7, pp. 185-202.
15.	Wood, A.T., 2004. <i>Asian Democracy in World History</i> . New York: Routledge, chp. 4-5.
16.	Zhiqun Zhu ed, 2012. <i>New Dynamics in East Asian Politics: Security, Political Economy, and Society</i> . London: Continuum.

Online resources:

*Asia Foundation*.

Available at: <http://asiafoundation.org/>

*Asian Human Rights Commission*.

Available at: <http://www.ahrchk.net/index.php>

*Freedom House*.

Available at: <http://www.freedomhouse.org/template.cfm?page=1>

*International Centre for the Study of East Asian Development*.

Available at: [http://www.icsead.or.jp/7publication/wp2006\\_e.html](http://www.icsead.or.jp/7publication/wp2006_e.html)

*National Endowment for Democracy*.

Available at: <http://www.ned.org/>

*Taiwan Foundation for Democracy*.

Available at: <http://www.tfd.org.tw/index.php>

*United Nations Economic and Social Commission for Asia and the Pacific*.

Available at: <http://www.unescap.org/>

*World Bank*.

Available at: <http://www.worldbank.org/>

