

**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: Women and Social Change in Asia

Course Code: AIS 4028

Course Duration: One semester

Credit Units: 3

Level: B4

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

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) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course examines the lives and experiences of women in various parts of Asia, taking into account social, economic and political change. Looking into women's private as well as public lives, the course focuses on the intersections and interactions between people's experiences, socially structured institutional arrangements and processes, and collective action. The course seeks to uncover different aspects of the gender politics of women's and social movements, the state, civil society actors, and specifically the role of development NGOs and donors, in attempt to bring about social change. Sources, processes and patterns of social change will be considered in relation to their impact on women's rights, social status, and political power. The course also examines women's proactive and creative engagement with communities, social movements, and groups that have been overlooked or harmed by development projects. The course draws on concepts and theories from gender studies, development studies, and political sociology. Readings include women's own life stories, novels, as well as academic journals and books.

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.	Identify the impact of social, economic and political changes on women's private and public lives in Asia		√	√	
2.	Identify the sources, processes, patterns and consequences of social change in relation to women's private life and experiences as well as social and political movements.		√	√	√
3.	Uncover different aspects of the gender politics of women's and social movements, the state, civil society actors, and specifically the role of development NGOs and donors.		√	√	
4.	Critically read and analyse concepts and theories of gender studies, development studies and critical and political sociology in understanding the impact of social change on women's private and public lives		√	√	
5.	Compare similarities and differences among Asian societies in terms of how everyday social change affects women's status and rights.		√	√	√
6.	Understand the value of comparative analysis and obtain skills and perspectives of analysing contemporary development processes, social and political movements, and everyday social change.		√	√	√
		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			
	Lecture	√	√	√	√			
	Essay writing	√	√	√	√			
	Tutorials/ Small group activities	√	√	√	√			
	Case study and presentation	√	√	√	√			
	Research paper	√	√	√	√			
	Quiz	√	√	√	√			

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: ____%								
Short essays (2)	√	√	√	√			20%	
Class participation/Tutorials	√	√	√	√			15%	
Case study and presentation	√	√	√	√			15%	
Research paper	√	√	√	√			30%	
Quiz	√	√	√	√			20%	
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. Short essays (2)	Show quality of arguments and evidence with own interpretation and understanding	Evidence of excellent quality of arguments and evidence with own interpretation and understanding	Evidence of good quality of arguments and evidence with own interpretation and understanding	Evidence of satisfactory quality of arguments and evidence with own interpretation and understanding	Evidence of limited quality of arguments and evidence with own interpretation and understanding	Fail to show quality of arguments and evidence with own interpretation and understanding
2. Class participation/Tutorials	Attending lectures and tutorials and contributing to class by discussion.	Evidence of attending lectures and tutorials all the time and contributing to class by discussion with excellent quality.	Evidence of attending lectures and tutorials most of the time and contributing to class by discussion with good quality.	Evidence of attending lectures and tutorials often and contributing to class by discussion with satisfactory quality.	Evidence of attending lectures and tutorials occasionally and contributing to class by discussion with marginal quality.	Fail to attend lectures and tutorials and contribute to class by discussion.
3. Case study and presentation	Persuade, critical thinking, and understanding of a topic.	Evidence of excellent ability to persuade, critical thinking, and understanding of a topic.	Evidence of good ability to persuade, critical thinking, and understanding of a topic.	Evidence of adequate ability to persuade, critical thinking, and understanding of a topic.	Evidence of marginal ability to persuade, critical thinking, and understanding of a topic.	Fail to show ability to persuade, critical thinking, and understanding of a topic.
4. Research paper	Research on a topic which is related to the course with analyzation and well organization	Evidence of excellent ability to research on a topic which is related to the course with analyzation and well organization	Evidence of good ability to research on a topic which is related to the course with analyzation and well organization	Evidence of adequate ability to research on a topic which is related to the course with analyzation and well organization	Evidence of marginal ability to research on a topic which is related to the course with analyzation and well organization	Fail to research on a topic which is related to the course with analyzation and well organization
5. Quiz	Understand the topics covered in class and apply the theories and knowledges critically.	Evidence of excellent ability to understand the topics covered in class and apply the theories and knowledges	Evidence of good ability to understand the topics covered in class and apply the theories and knowledges	Evidence of adequate ability to understand the topics covered in class and apply the theories and knowledges	Evidence of marginal ability to understand the topics covered in class and apply the theories and knowledges	Fail to understand the topics covered in class and apply the theories and knowledges critically.

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.)

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.)

2.2 Additional Readings

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

1.	Abelmann, N., 1997. Women's class mobility and identities in South Korea: a gendered, transnational, narrative approach. <i>The Journal of Asian Studies</i> , 56(2), pp. 398-420.
2.	Bennet, L. R. & Manderson, L. eds., 2003. <i>Violence against women in Asian societies</i> . London and New York: RoutledgeCurzon.
3.	Burghoorn, Will, Iwanaga, Kazuki, Milwertz, Cecilia, and Wang, Qi, 2008. Gender politics in Asia: Women manoeuvring within dominant gender orders. Copenhagen: NIAS Press.
4.	Constable, N. ed., 2005. <i>Cross-border marriages: gender and mobility in transnational Asia</i> . Philadelphia: University of Pennsylvania Press, Chp 1.
5.	Donahoe, D. A., 1999. Measuring women's work in developing countries. <i>Population and Development Review</i> , 25(3), pp. 543-576.
6.	Gates, H., 1996. Buying brides in China – again. <i>Anthropology Today</i> , 12(4), pp. 8-11.
7.	Haughton, J. & Haughton, D., 1995. Son preference in Vietnam. <i>Studies in Family Planning</i> , 26(6), pp. 325-337.
8.	Hochschild, A., 1990. <i>The second shift</i> . New York: Avon Books, Chp 14.
9.	Jaschok, M. & Miers, S., 1994. Women in the Chinese patriarchal system: submission, servitude, escape and collusion. M. Jaschok & S. Miers, eds. <i>Women and Chinese patriarchy</i> . London: Zed Books, pp. 1-24.
10.	Judd, E. R., 1990. Men are more able: rural Chinese women's conceptions of gender and agency. <i>Pacific Affairs</i> , 63(1), pp. 40-61.
11.	Lee, C. K., 2004. Public discourse and collective identities: emergence of women as a collective actor in the Women's Movement in Hong Kong. A. Chan & W.L. Wong, eds. <i>Gendering Hong Kong</i> . Hong Kong: Oxford University Press, pp. 621-655.

12.	Lippa, R., 2005. <i>Gender, nature, and nurture</i> . 2nd edition. New Jersey: Lawrence Erlbaum Associates, Inc.
13.	Mies, M., 2001. Colonisation and housewifization. <i>Patriarchy and accumulation on a world scale: women in the international division of labour</i> . London: Zed Books, Chp. 3.
14.	Mies, M., 2001. <i>Patriarchy and accumulation on a world scale: women in the international division of labour</i> . London: Zed Books.
15.	Ortner, S., 1974. Is female to male as nature to culture?. <i>Woman, culture and society</i> . Stanford: Stanford University Press, pp.67-87.
16.	Parish, W. & Farrer, J., 2000. Gender and family. W. F. Tang & W. Parish, eds. <i>Chinese urban life under reform: the changing social contract</i> . Cambridge: Cambridge University Press, pp. 232-271.
17.	Pun, N., 2005. <i>Made in China: Women Factory Workers in a Global Workplace</i> . Durham: Duke University Press, Chp 7.
18.	Rofel, L., 1999. <i>Other modernities: gendered yearnings in China after socialism</i> . Berkeley: University of California Press, Introduction.
19.	Rosen, S., 1995. Women and political participation in China. <i>Pacific Affairs</i> , 68(3), pp. 315-341.
20.	Samuels, H., 1999. Hong Kong on women, Asian Values, and the law. <i>Human Rights, Quarterly</i> 21(3), pp. 707-734.
21.	Shaheed, F., 1998. The other side of the discourse: women's experiences of identity, religion and activism in Pakistan. P. Jeffery & A. Basu, eds. <i>Appropriating gender: women's activism and politicized religion in South Asia</i> . New York: Routledge, pp. 143-164.
22.	Wee, V. & Sim, A., 2004. Transnational labour networks in female labour migration: mediating between Southeast Asian women workers and international labour markets. A. Ananta, ed. <i>International migration in Southeast Asia: challenges and impacts</i> . Singapore: Institute of Southeast Asian Studies, pp. 167-199.
23.	Wee, V., 2002. Gender and development in post-Crisis Southeast Asia. R. K. H. Chan, R. Ngan & K. K. Leung, eds. <i>Development in Southeast Asia</i> . Aldershot: Ashgate.
24.	Wermuth, L. & Monges, M. M., 2002. Gender stratification: a structural model for examining case examples of women in less-developed countries. <i>Frontiers: A Journal of Women Studies</i> , 23(1), pp. 1-22.

25.	Wieringa, S., 1995. Matrilinearity and women's interests: the Minangkabau of Western Sumatra. <i>Subversive women: women's movements in Africa, Asia, Latin America and the Caribbean</i> . London and New Jersey: Zed Books.
26.	Worthman, C. M., 1995. Hormones, sex, and gender. <i>Annual Review of Anthropology</i> , Volume 24, pp. 593-617.
27.	Wu, Q., 1999. What I know about gender and development. M. Porter & E. Judd, eds. <i>Feminists doing development</i> . London and New York: Zed Books, pp. 57-69.
28.	Yeoh, B. S. A, Huang, S. & Rahman, A. N. eds., 2005. <i>Asian women as transnational domestic workers</i> . London and Singapore: Marshall Cavendish.