

THE UNIVERSITY OF HONG KONG
Horizons Office

3 Campus East Asia Programme

HKUH1006 The Political Economy of Global Asia (6 credits)

Course Outline

I. Course Aims

The Political Economy of Global Asia is a course designed to provide a platform for students to understand the emerging potentials and dynamics of Asia through participating in this study programme in Hong Kong. This six-week course aims at enhancing students' understanding of the changing landscape in Asia and its connectedness with other parts of the world, as well as at enriching their international learning experiences. Students will be provided with abundant opportunities to discuss key issues and regional developments in East Asia and nearby countries. In addition to the lectures delivered by academics and practitioners, students will undertake a series of field trips designed to deepen their understanding of the day's lectures whilst exposing them to the richness of Hong Kong society.

II. Learning Outcomes

Upon completing the course, students will be able to:

CLO1: understand major issues related to social, cultural, economic and political developments in selected Asian societies in the context of emerging Asia;

CLO2: be aware of major critical challenges that these societies are confronting;

CLO3: appreciate the complexity of social, cultural, economic and political developments in selected Asian societies; and

CLO4: have a better understanding of Asian Studies.

The CLOs of the course align closely with the PLOs of HKU Horizons and the UEAs, as follows:

CLOs	PLOs	UEAs
1	Analyze fundamental human/global issues from multiple perspectives (PLO 4)	Intercultural communication, and global citizenship (UEA 4)
2	Pursue academic and professional excellence in the global context (PLO 2)	Pursuit of academic / professional excellence, critical intellectual enquiry and life-long learning (UEA 1)

	Identify and tackle novel situations and ill-defined problems, and propose possible solutions (PLO 6)	Tackling novel situations and ill-defined problems (UEA 2)
3	Gain deeper intercultural understanding and engage with diverse communities as a responsible global citizen (PLO 3) Acquire better communication and collaboration skills (PLO 5) Enrich students' global experience (PLO 1)	Critical self-reflection, greater understanding of others, and upholding personal and professional ethics (UEA 3) Communication and collaboration (UEA 5)
4	Develop leadership skills and promote advocacy for improvement of the human condition (PLO 7)	Leadership and advocacy for the improvement of the human condition (UEA 6)

III. Course Description

The Political Economy of Global Asia aims at enhancing students' awareness of the changing landscape and regional dynamics in Asia in the globalizing world according to the following key themes:

- Culture and Heritage
- Civil Society and Well-being
- Rise of Knowledge Economy and Creative Industries

IV. Course Details

The programme will be an intensive introduction to Asian Studies in Hong Kong. HKU faculty, local experts and cultural practitioners will offer lectures on Northeast and Southeast Asian affairs, as well as on issues that cut across these regions – such as culture and heritage, digital humanities, civil society, and business and economic development – according to the key themes mentioned above. These lectures will be bolstered by a series of fieldtrips designed to extend the work covered in the lectures as well as give students a chance to enjoy the rich social and cultural environment that exists in Hong Kong.

Study Load

Activities	Hours
Lectures	15
Tutorials and consultations	40

Fieldwork /Visits	20
Reading / Self study	40
Presentations	6
Total	121

V. Attendance

Attendance is mandatory for all lectures and discussion groups. Visits to the various cultural and local institutions are optional; but students' participation is highly recommended. Students will be expected to engage in both lectures and site visits with at least 80% attendance.

VI. Assessment Components and Criteria

Continuous assessment 100%: Group Presentation (25%), Final Essay (50%), Active Participation (25%)

Group Presentation (25%)

Students are required to do a comparative analysis in the format of a 30-minute group presentation during the programme, with topics selected by the students and preapproved by the course instructors (please refer to Appendix A; details will be discussed during the Course Orientation on **July 9, 2022 at 9.30am**).

Final Essay (50%)

Students are required to write an essay of **3,000 words** on a topic chosen from the Q & A sessions ~2 weeks after the completion of the Programme. This essay will provide the ideal opportunity for academic training since students will deal with a topic by presenting a sound argument based on good reasoning and supported with evidence. The essay should be written in a standard social science format.

Students are expected to integrate what they have learned, from lectures and reflections during tutorials, in the essay. A good essay will reveal how the student critically reflected upon the issues/topics discussed in classes and have understood the assigned readings. Additional credit will be given to students who undertook research when writing their essays.

Active Participation (25%)

Students will be assessed on active participation throughout the Programme. Asking questions and raising issues during lectures, field trips and group discussions will also be included. Students will also be required to complete a "Photo Storytelling", an individual project which accounts for half of the 20% awarded for active participation (please refer to Appendix B; details will be discussed during the Orientation on **July 9, 2022 at 9.30am**).

Due Date (Hong Kong Time)
Final Essay: August 12, 2022

Students are required to check their Final Essay through Turnitin, a software program available through HKU which checks on proper citation or potential plagiarism. Instructions on the use of Turnitin will be provided later in the course. The Final Essay shall then be submitted in softcopy to pnleung@hku.hk.

Late Policy

A penalty (10% of mark deduction per day) will be given for late assignments without prior approval. No assignment will be accepted 7 days after the given deadline.

Summary of Assessments

Assessment	Percentage	Due Date (Hong Kong time)
Group Presentation	25%	August 6, 2pm to 5pm
Active Participation (Including successful completion of the “Photo Storytelling” individual project which accounts for half of the 25% weighing)	25%	“photo storytelling” project: August 6, 10am to 12 noon
Essay (3,000 words)	50%	August 12, 2022
Total	100%	

VII. Grading System for Final Essay and Group Presentation

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task (20%)	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) and a few of the subsidiary, embedded or implicit aspects but only addresses them partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
Understanding, Analysis, Synthesis, and Application of Knowledge (20%)	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective.	Frequent perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is generally clear and effective but occasional shortcomings in understanding of relevant concepts and theories are evident.	Overall, some perceptive and critical engagement with issues and themes, the analysis, synthesis and application of knowledge is mostly clear and effective but the essay in parts reveals rather superficial understanding of relevant concepts and theories.	Occasional critical engagement with key issues and themes but in general rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by considerable inaccuracies.	No critical engagement with issues, and themes. Essay characterized by serious inaccuracies and misunderstandings.
Argumentation (20%)	Examines the question/issue/problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Counterevidence or rival positions addressed. Arguments fit together and build a compelling case.	Examines the question/issue/problem from most of the important perspectives. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.	Examines the question/issue/problem from some of the important perspectives. Not all relevant arguments and counter arguments are fully examined. Offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	Examines things from a single perspective. Only minimal examination of relevant arguments and counterarguments. Offers own position, but the arguments are not put forward explicitly and not sufficiently supported.	Arguments are confused and illogical. Student fails to present and defend a coherent position. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand.
Structure / Organization (20%)	Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is appropriate at all times with each paragraph containing a central idea which is developed throughout the paragraph with supporting details.	Introduction states writer's thesis or position, and conclusion summarizes main arguments. Paragraphing is appropriate, but some paragraphs lack supporting detail or contain unrelated details.	Introduction and conclusion are included and generally capture the essence of the topic and discussion. Evidence of ability to paragraph, but some paragraphs lack a central idea or supporting detail	Introduction and conclusion are included but do not adequately capture the essence of the topic and discussion. Ability to construct a paragraph with a central idea and supporting details is evident at times but somewhat limited.	Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.

Mechanics (20%)	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.	The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.	The language is sufficient for arguments to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but show many inconsistencies and/or errors.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).
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Notes:

1. The above grade descriptors are intended to serve as reference materials for the adoption/adaptation by teachers and tutors.
2. Teachers are encouraged to use the full range of the grades, i.e. A+, A, A-, B+, B, B-, C+, C, C-, D+, D and F.
3. Weightings can be assigned to the categories to suit particular courses as necessary.

VIII. Grading System for Photo Storytelling Group Project

	Grade A	Grade B	Grade C	Grade D	Grade F
Understanding of the subject (30%)	Demonstrates a thorough understanding of and in-depth insight into the subject that is responsive to the assigned task(s) and elements of the work.	Demonstrates adequate consideration of and insight into the subject that is responsive to the assigned task(s) and elements of the work.	Demonstrates awareness of and insight into the subject that is responsive to the assigned task(s) and elements of the work.	Demonstrates minimal attention to and insight into the subject that is responsive to the assigned task(s) and elements of the work.	Demonstrates insufficient attention to and insight into the subject that is responsive to the assigned task(s) and elements of the work.
Creativity and originality (30%)	Demonstrates an excellent level of innovation and originality by extending a novel or unique idea, question, format, or product to create new knowledge.	Demonstrates an adequate level of innovation and originality by creating a novel or unique idea, question, format, or product to create new knowledge.	Demonstrates awareness of innovation and originality by connecting with creating a novel or unique idea, question, format, or product.	Demonstrates minimal attention to innovation and originality by reformulating a collection of available ideas.	Demonstrates insufficient attention to innovation and originality by reformulating a collection of available ideas.

Delivery (20%)	The presentation adheres strictly to the time limit set. Presenters engage the audience at all times through a dynamic and engaging photo storytelling. The quality of photographic presentation is very high, with clear evidence of skill and craftsmanship.	The presentation adheres strictly to the time limit set. Presenters engage the audience most of the time through an engaging video production. The quality of photographic presentation is high, with evidence of skill and craftsmanship, though some aspects of it could be done better in some places.	The presentation is slightly over the time limit set. Presenters attempt to engage the audience although some aspects of the photographic presentation and its quality limit audience engagement.	The presentation is significantly over the time limit set. Presenters attempt to engage the audience although most aspects of photographic presentation and its quality limit audience engagement.	The presentation is significantly over the time limit set. Presenters seem to make little attempt to engage the audience throughout the photographic presentation. Its quality is very poor and does not demonstrate effort.
Teamwork (20%)	Team members attend meetings, engage in and contribute to teamwork by both constructively building upon or synthesizing the contributions of others, as well as creating a constructive team climate.	Team members attend meetings, engage in and contribute to teamwork by both constructively building upon or synthesizing the contributions of others.	Team members attend meetings, facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Team members attend meetings, take turns and listen to others without interrupting.	Team members do not attend meetings, nor complete the assigned tasks by deadline.

Notes:

1. The above grade descriptors are intended to serve as reference materials for the adoption/adaptation by teachers and tutors.
2. Teachers are encouraged to use the full range of the grades, i.e. A+, A, A-, B+, B, B-, C+, C, C-, D+, D and F.
3. Weightings can be assigned to the categories to suit particular courses as necessary.

IX. Marking Scale and Grade Distribution

(For Reference Only)					
Mark	Grade	Standard	Grade Point	Recommended Grade Distribution	Grade descriptor
>= 80	A+		4.3	20-30% (up to 10% for A/A+)	Student has demonstrated excellent scholarship and critical analysis.
75 – 79	A	Excellent	4.0		
70 - 74	A-		3.7		
67-69	B+		3.3	40-60%	Student has achieved quality work that demonstrated good scholarship and critical analysis.
63-66	B	Good	3.0		
60-62	B-		2.7		
57-59	C+		2.3	10-30%	Student has demonstrated satisfactory level of scholarship and has met the course expectations.
53-56	C	Satisfactory	2.0		
50-52	C-		1.7		
46-49	D+	Pass	1.3	Balance	Student met minimum course requirements to achieve a passing grade.
40-45	D		1.0		
<= 40	F	Fail	0	Balance	Student failed to meet the scholastic expectations as set out by the course.

X. Plagiarism

In the University Regulations there is a specific statement concerning academic dishonesty. That is, when students cheat in written examinations or present someone else's material for assessment as if it were their own (this is called plagiarism).

“Plagiarism is defined as the unacknowledged use, as one’s own, of work of another person, whether or not such work has been published. A candidate shall not engage in plagiarism nor employ nor seek to employ any other unfair means at an examination or in any other form of work submitted for assessment as part of a University examination.”

General Regulations, Regulations Governing Conduct at Examinations

Academic dishonesty is a matter of serious concern and penalties are imposed. A failed grade would be given if any part of your assignment is found to be copied from someone else’s work or downloaded from the Internet. You are required to submit your Final Essay to Turnitin, a software program available through HKU which checks on proper citation or potential plagiarism. Instructions on how to submit will be provided later in the course.

Please refer to <https://tl.hku.hk/plagiarism/> for details on plagiarism.

“A Comparative Analysis”

Preamble and Rationality:

This assignment aims at enhancing students’ understanding of the changing landscape and regional dynamics in Asia through a comparative perspective. Students can decide their own topic to study with the preapproval from their course instructor.

There are two requirements for the topic to be selected. First, it should be related to one of the following three key themes that could capture some emerging or critical social issues in Asia:

1. Culture and Heritage
2. Civil Society and Well-being
3. Rise of Knowledge Economy and Creative Industries

Second, the topic has to include a comparative perspective, i.e. the topic chosen for analysis should include the discussion and comparison of a particular issue in two (or more) Asian countries.

As students will undertake a series of field trips designed to deepen their understanding of the lectures whilst exposing them to the richness of Hong Kong society, students are recommended to choose a topic that is related to their field-trip observations. Your mentors will explain more to you on the titles and destinations of the field trips during the Orientation.

This assignment is closely related to two Course Intended Learning Outcomes:

- understand major issues related to social, cultural, economic and political developments in selected Asian societies in the context of emerging Asia;
- be aware of major critical challenges that these societies are confronting.

Tasks:

Work in a small group of around 3 students. Choose a relevant topic with the assistance of the mentors. One week before the presentation, confirm the presentation topic with your mentors and prepare a one-page outline/proposal for the group presentation.

During the first presentation session, you will deliver a 30-minute group presentation followed by 10-minute Q&A; every member is required to partake in the actual presentation. The presentation will be evaluated by the Instructor/mentors based on:

- (i) the structure and organization of the topic to be discussed;
- (ii) the ability to offer an in-depth comparative perspective;
- (iii) logical and sensible argument; and
- (iv) the demonstrated level of teamwork.

Appendix B

Individual work for 3 Campus students

“PHOTO STORY-TELLING”

Preamble and Rationality:

Please take a walk in the community in Hong Kong, observe the daily life of people around you and capture some images in an **unobtrusive way** that you think can help you develop a better understanding of *Political Economy of Global Asia* covering one of the three key themes:

1. Culture and Heritage
2. Civil Society and Well-being
3. Rise of Knowledge Economy and Creative Industries

Use **a set of photographs** to tell a story. You are strongly encouraged to do actual on-site photo-shooting. The photos are to depict how people’s activity and interaction are influenced by socio-cultural, economic or political factors in relation to one of the key themes. The selected set of photos will be an important medium for you to communicate with the class your learning in the course and your understanding of issues of political economy in the Asian region. This activity is closely related to two Course Intended Learning Outcomes:

- Appreciate the complexity of social, cultural, economic and political developments in selected Asian societies; and
- Develop a better understanding of Asian Studies.

Tasks:

- Choose a key theme for your photo story-telling (see above)
- Plan your story-line and where you will go for your photoshoot
- Prepare a 5-minute presentation followed by a 5-minute Q&A session
- In your presentation (e.g., a photo slideshow you have prepared together with the “story-telling” or presentation of your main arguments), you may focus on¹:
 - What kind of issues related to your chosen theme have you seen from this set of photographs?
 - Looking at the photos:
 - What do you see here?
 - What is really happening here?
 - Why does this particular issue or concern exist?
 - How could these images extend your understanding of Asian Studies?
 - What can we do about it?
 - What have you learned about *Political Economy of Global Asia* in this exercise?
How has this exercise affected your thoughts, emotions and motivations?

Please note: the above is just a guideline, feel free to focus on what you consider to be salient arguments in your analysis or presentation.

Examples: to be further discussed in the discussion sessions.

¹ Wang, C. C. (2006). Youth participation in photovoice as a strategy for community change. *Journal of Community Practice*, 14(1-2), 147-161.

In the discussion/consultation session, your mentors will explain the tasks in detail with an array of examples; you will also brainstorm and share your initial ideas with the class. During the final presentation session, you will deliver a presentation, which will be evaluated by the Instructor/mentors based on:

- (i) your understanding of the subject and relevant ideas discussed in class;
- (ii) the creativity and originality of your photo storytelling;
- (iii) the delivery of your photographic presentation, and

For details, please check the relevant assessment rubrics.