PIA5312: COMPARATIVE DEVELOPMENT IN ASIA

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Comparative Development in Asia

Subject Code

PIA - Public and International Affairs

Course Number

5312

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

AIS5312 Comparative Development in Asia, AIS5012 Political Economy of Development

Exclusive Courses

Nil

Part II Course Details

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. We then examine 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 your familiar places 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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	to become familiar with concepts and debates in the humanities and social sciences on urban development;	25	X	X	
2	to be exposed to critical analyses using concepts such as space, power, and class;	25	X	Х	
3	to develop a comparative perspective in understanding development projects;	20	X	Х	
4	to grasp basic qualitative research methods	20		x	X
5	Apply the above-mentioned critical perspectives to specific case studies	10		X	X

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 real-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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1, 2, 3, 4, 5	
2	2.Readings	Expose students to various approaches to specific issues in political sociology	1, 2, 3, 4	
3	3. Presentation & Discussion	An exercise for students to summary readings, synthesize arguments and reflect upon readings and lecture discussions	1, 2, 3, 4, 5	
4	4.Book Reviews	An exercise for students to synthesize and reflect upon arguments	1, 2, 3, 4	
5	5. Group Projects	An exercise for students to summary readings, synthesize arguments and reflect upon readings and lecture discussions	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class and tutorial participation	1, 2, 3, 4, 5	15	
2	Presentation & discussion	1, 2, 3, 4, 5	15	
3	Book Reviews	1, 2, 3, 4, 5	30	
4	Group projects	1, 2, 3, 4	40	

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

Class and tutorial participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Demonstrate preparedness for class, articulate ideas and engage in discussion.

Excellent

(A+, A, A-) Good participation record, adequate familiarity with readings, excellent capacity to articulate ideas and debate.

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Good

(B+, B, B-) Records of absence, good familiarity with readings, good capacity to articulate ideas and debate.

Fair

(C+, C, C-) Records of absence, some familiarity with readings, adequate capacity to articulate ideas and debate

Marginal

(D) Records of substantial absence, limited familiarity with readings, limited capacity to articulate ideas and debate

Failure

(F) Records of substantial absence, little or no familiarity with readings, little or no capacity to articulate ideas and debate

Assessment Task

Presentation and Discussion (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Summarize, analyse and evaluate arguments

Excellent

(A+, A, A-) Excellent capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works

Good

(B+, B, B-) Good capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works

Fair

(C+, C, C-) Adequate capacity summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works

Marginal

(D) Limited capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works

Failure

(F) Fail to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works

Assessment Task

Book Review (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Summarize, analyse and evaluate arguments

Excellent

(A+, A, A-) Excellent capacity to summarize, analyse and evaluate arguments in assigned works

Good

(B+, B, B-) Good capacity to summarize, analyse and evaluate arguments in assigned works

Fair

(C+, C, C-) Adequate capacity to summarize, analyse and evaluate arguments in assigned works

Marginal

(D) Limited capacity to summarize, analyse and evaluate arguments in assigned works

Failure

(F) Fail to summarize, analyse and evaluate arguments in assigned works

Assessment Task

Group Projects (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Synthesize and reflect upon ideas learned in the course

Excellent

(A+, A, A-) Excellent capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.

Good

(B+, B, B-) Good capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.

Fair

(C+, C, C-) Adequate capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.

Marginal

(D) Limited capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.

Failure

(F) Fail to synthesize and reflect upon ideas discussed in readings and in class discussion.

Assessment Task

Class and tutorial participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Demonstrate preparedness for class, articulate ideas and engage in discussion.

Excellent

(A+, A, A-) Good participation record, adequate familiarity with readings, excellent capacity to articulate ideas and debate.

Good

(B+, B) Records of absence, good familiarity with readings, good capacity to articulate ideas and debate.

Marginal

(B-, C+, C) Records of substantial absence, limited familiarity with readings, limited capacity to articulate ideas and debate

Failure

(F) Records of substantial absence, little or no familiarity with readings, little or no capacity to articulate ideas and debate

Assessment Task

Presentation and Discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Summarize, analyse and evaluate arguments

Excellent

(A+, A, A-) Excellent capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works

Good

(B+, B) Good capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works

Marginal

(B-, C+, C) Limited capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works

Failure

(F) Fail to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works

Assessment Task

Book Review (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Summarize, analyse and evaluate arguments

Excellent

(A+, A, A-) Excellent capacity to summarize, analyse and evaluate arguments in assigned works

Good

(B+, B) Good capacity to summarize, analyse and evaluate arguments in assigned works

Marginal

(B-, C+, C) Limited capacity to summarize, analyse and evaluate arguments in assigned works

Failure

(F) Fail to summarize, analyse and evaluate arguments in assigned works

Assessment Task

Group Projects (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument

Excellent

(A+, A, A-) Excellent capacity to describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument

Good

(B+, B) Good capacity to Describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument.

Marginal

(B-, C+, C) Limited capacity to Describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument.

Failure

(F) Fail to Describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument.

Part III Other Information

Keyword Syllabus

modernity; family changes; fertility; aging; care; urbanization; rural-urban divide; public spaces; informal settlement; water & sanitation; waste management; platform economy.

Reading List

Compulsory Readings

Com	pulsory Readings
	Title
1	Beck, Ulrich, and Elisabeth Beck-Gernsheim. 2002. Individualization: Institutionalized Individualism and Its Social and Political Consequences. London; Thousand Oaks, CA: SAGE (chapter 7 "Division of Labour, Self-Image and Life Projects").
2	Donner, Henrike, and Gonçalo Santos. 2016. "Love, Marriage, and Intimate Citizenship in Contemporary China and India: An introduction." Modern Asian Studies 50 (Special Issue 04): 1123-1146.
3	Danely, Jason. 2017. In Successful Aging as a Contemporary Obsession: Global Perspectives edited by Sarah Lamb, 154-167. New Brunswick, NJ: Rutgers University Press.
4	Ling, Minhua. "Container housing: Formal informality and deterritorialised home-making amid bulldozer urbanism in Shanghai." Urban Studies 58 (6): 1141-1157
5	Huat, Chua Beng. 2011. "Singapore as Model: Planning Innovations, Knowledge Experts." In Worlding Cities: Asian Experiments and the Art of Being Global edited by Ananya Roy and Aihwa Ong, 27-54. Chichester, West Sussex; Malden, MA: Wiley-Blackwell
6	Ghertner, D. Asher. 2011. "Rule by aesthetics: world-class city making in Delhi." In Worlding Cities: Asian Experiments and the Art of Being Global edited by Ananya Roy and Aihwa Ong. Chichester, West Sussex; Malden, MA: Wiley-Blackwell
7	Moore, Katrina. 2020. "Who Cares for the Elders?: Aging, Independence, and Interdependence in Contemporary Japan." In Beyond Filial Piety: Rethinking Aging and Caregiving in Contemporary East Asian Societies edited by Jeanne Shea, Katrina Moore and Hong Zhang, 191-217. New York: Berghahn Books.
8	Veen, Alex, Tom Barratt, and Caleb Goods. 2020. "Platform-Capital's 'App-etite' for Control: A Labour Process Analysis of Food-Delivery Work in Australia." Work, Employment and Society 34 (3): 388-406.
9	Ochiai, Emiko. 2009. "Care Diamonds and Welfare Regimes in East and South-East Asian Societies: Bridging Family and Welfare Sociology." International Journal of Japanese Sociology 18 (1): 60-78
10	Weinstein Liza. 2014. The Durable Slum: Dharavi and the Right to Stay Put in Globalizing Mumbai. Minneapolis: University of Minnesota Press (Introduction).
11	Björkman, Lisa. 2015. Pipe Politics, Contested Waters: Embedded Infrastructures of Millennial Mumbai. Durham: Duke University Press (chapter 6).
12	McFarlane, Colin, Renu Desai, and Steve Graham. 2014. "Informal Urban Sanitation: Everyday Life, Poverty, and Comparison." Annals of the Association of American Geographers 104 (5):989-1011.
13	Graham, Stephen, Renu Desai, and Colin McFarlane. 2013. "Water Wars in Mumbai." Public Culture 25 (1 (69)): 115-141.
14	Weinstein, Liza. 2014. "Political Entrepreneurship and enduring fragmentations" (chapter 4), in her The Durable Slum: Dharavi and the Right to Stay Put in Globalizing Mumbai. Minneapolis: University of Minnesota Press (ebbook)

15	Anjaria, Jonathan Shapiro. 2016. "Occupied Streets," in his The slow boil: Street food, rights and public space in Mumbai. Stanford, California: Stanford University Press		
16	Anand, Nikhil. 2017. Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai. Durham: Duke University Press (chapter 3 "Time Pe")		
17	Sun, Ping, Julie Yujie Chen, and Uma Rani. "From Flexible Labour to 'Sticky Labour': A Tracking Study of Workers in the Food-Delivery Platform Economy of China." Work, Employment and Society		

Additional Readings

	Title
1	Mitchell, Timothy. 1991. "The Limits of the State: Beyond Statist Approaches and Their Critics " American Political Science Review 85 (1):77-96.
2	Ferguson, James, and Akhil Gupta. 2002. "Spatializing States: Toward an Ethnography of Neoliberal Governmentality." American Ethnologist 29 (4):981-1003.
3	Molotch, Harvey. 1976. "The City as a Growth Machine: Toward a Political Economy of Place." American Journal of Sociology 82 (2):309-332.
4	Mann, Susan. 1984. "Urbanization and Historical Change in China." Modern China 10 (1):79-113
5	Brenner, Neil, and Roger Keil. 2011. "From Global Cities to Globalized Urbanization." In The City Reader edited by Richard T. LeGates and Frederic Stout, 599-608. Abingdon, Oxon; New York, NY: Routledge.
6	Harvey, David. 2011. "Contested Cities: Social Process and Spatial Form." In The City Reader edited by Richard T. LeGates and Frederic Stout, 230-237. Abingdon, Oxon; New York, NY: Routledge
7	Sorace, Christian, and William Hurst. 2016. "China's Phantom Urbanisation and the Pathology of Ghost Cities." Journal of Contemporary Asia 46 (2):304-322.
8	Anand, Nikhil. 2011. "Pressure: The PoliTechnics of Water Supply in Mumbai." Cultural Anthropology no. 26 (4):542-564
9	Jacobs, Jane. 2002 [1961]. The Death and Life of Great American Cities. New York: Random House.
10	Low Setha M., and Neil Smith, eds. 2006. The Politics of Public Space. New York: Routledge (Introduction).
11	Cassegård, Carl. 2014. "Contestation and Bracketing: The Relation between Public Space and the Public Sphere." Environment and Planning D: Society and Space 32 (4):689-703.
12	Caldeira Teresa P. R. 2012. "Imprinting and Moving Around: New Visibilities and Configurations of Public Space in São Paulo." Public Culture 24 (2 67):385-419.
13	Sadana Rashmi. 2018. ""We Are Visioning It": Aspirational Planning and the Material Landscapes of Delhi's Metro." City & Society 30 (2):186-209.
14	Rosenblat Alex, and Luke Stark. 2016. "Algorithmic Labor and Information Asymmetries: A Case Study of Uber's Drivers." International journal of communication (Online) 10:3758-3784.
15	Zhang Jun. 2016. "Taxis, Traffic, and Thoroughfares: The Politics of Transportation Infrastructure in China's Rapid Urbanization in the Reform Era." City & Society 28 (3):411-436.
16	Graham Stephen, and Simon Marvin. 2001. Splintering Urbanism: Networked Infrastructures, Technological Mobilities and the Urban Condition. London; New York: Routledge (Introduction).
17	Salcedo Rodrigo, and Alvaro Torres. 2004. "Gated Communities in Santiago: Wall or Frontier?" International Journal of Urban and Regional Research 28 (1):27-44.
18	Caldeira, Teresa P. R. 2000. City of Walls: Crime, Segregation, and Citizenship in São Paulo. Berkeley: University of California Press (chapter 7).
19	Low Setha M. 2006. "How Private Interests take Over Public Space: Zoning, Taxes and Incorporation of Gated Communities." In The Politics of Public Space edited by Setha M. Low and Neil Smith, 81-103. New York: Routledge.
20	Pow, Choon-Piew. 2009. Gated Communities in China: Class, Privilege and the Moral Politics of the Good Life. London; New York: Routledge.
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21	Lancione Michele, and Colin McFarlane. 2016. "Life at the urban margins: Sanitation infra-making and the potential of experimental comparison." Environment and Planning A: Economy and Space 48 (12):2402-2421.
22	Perlman, Janice E. 2010. Favela: Four decades of living on the edge in Rio de Janeiro. Oxford; New York: Oxford University Press.
23	Huang, Youqin, and Chengdong Yi. 2015. "Invisible migrant enclaves in Chinese cities: Underground living in Beijing, China." Urban Studies 52 (15): 2948-2973.
24	Ghertner, D. Asher. 2010. "Calculating without numbers: aesthetic governmentality in Delhi's slums." Economy and Society 39 (2):185-217.
25	Kooy, Michelle, and Karen Bakker. 2008. "Splintered networks: The colonial and contemporary waters of Jakarta." Geoforum 39 (6):1843-1858.
26	McFarlane Cohn. 2008. "Sanitation in Mumbai's Informal Settlements: State, 'Slum' and Infrastructure." Environment & Planning A 40 (1):88-107.
27	Online Resources:
28	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.