

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Greater China Studies
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Political Economy of Southeast Asian Countries
<b>Course Code</b>	: POS3013
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 3

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### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis:

China's Belt and Road Initiative is transforming development. This course provides an in-depth examination of a key pillar for the initiative: the Southeast Asian region. It begins with an overview of the political, economic, and social developments among the Southeast Asian countries after the WWII, highlighting how their unique historical backgrounds and institutional configurations have contributed to diversified developmental trajectories. The course then directs students to focus on the interaction and cooperation between the region and China. Students are expected to critically evaluate the social and political transformations of the region, the interplay between business and state actors in development, as well as the opportunities and challenges of China's overseas infrastructure investment projects.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Recognize and identify the unique social and political features of Southeast Asian countries.
- CILO<sub>2</sub> Systematically explain the development and transformation of the Southeast Asian countries.
- CILO<sub>3</sub> Demonstrate understanding of the how historical backgrounds and their uniqueness of modernization affect the international order of region and the relations with Greater China.
- CILO<sub>4</sub> Critically evaluate the opportunities and challenges of China's infrastructure investment projects in Southeast Asia.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILO	Suggested Teaching & Learning Activities
Introduction to Southeast Asian countries since 1945 (General historical background introduction and their paths to development)	CILO <sub>1,3</sub>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group presentation &amp; discussion</li><li>• Textual inquiry</li><li>• Empirical case studies</li></ul>
Political Development of Southeast Asian Countries (Political system variations, modernization, and democratization)	CILO <sub>1,2,3</sub>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group presentation &amp; discussion</li><li>• Textual inquiry</li><li>• Empirical case studies</li></ul>

Economic Development of Southeast Asian countries: newly industrializing economies and the socialist economies (Mainly focus on the economic developments and their strategies among emerging)	CILO <sub>1,2,3</sub>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group presentation &amp; discussion</li> <li>• Textual inquiry</li> <li>• Empirical case studies</li> </ul>
Societal Transformation in Southeast Asian Countries (The change of role and status of women, minorities groups, and education)	CILO <sub>1,2,3</sub>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group presentation &amp; discussion</li> <li>• Textual inquiry</li> <li>• Empirical case studies</li> </ul>
Interaction between Southeast Asian countries and China (Regionalism and regional cooperation; China's investment projects in the region and their impacts)	CILO <sub>1,2,3,4</sub>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group presentation &amp; discussion</li> <li>• Textual inquiry</li> <li>• Empirical case studies</li> </ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Classroom participation: Active learning is an important component in higher education. Students are encouraged to articulate their opinions and raise relevant questions as part of the learning process.	10%	CILO <sub>1,2</sub>
(b) Individual Term paper: Research paper on a topic chosen by students that can apply the theories and concepts discussed in the course.	50%	CILO <sub>1,2,3,4</sub>
(c) Group Presentation: Students are expected to divide into groups and choose a topic for verbal presentation during tutorial.	40%	CILO <sub>1,2,3,4</sub>

#### 5. Required Text(s)

Nil

## 6. Recommended Readings

Chong, Terence. 2008. *Globalization and its counter-forces in Southeast Asia*. Singapore: Institute of Southeast Asian Studies.

Ferdinand, Peter. 2012. *Governance in Pacific Asia: Political economy and development from Japan to Burma*. New York: Continuum.

Frost, Ellen L. 2008. *Asia's new regionalism*. Boulder, Colo.: Lynne Rienner Publishers.  
Hayashi, Shigeko. 2010. "The developmental state in the era of globalization: beyond The Northeast Asian model of political economy", *Pacific Review*, 23:1, pp. 45 -69.

Maidment, Richard and Colin Mackerras (eds). 1998. *Culture and Society in the Asia-Pacific*. London: Routledge.

McGrew, Anthony and Christopher Brook (eds). 1998. *Asia-Pacific in the new world order*. London: Routledge.

Morley, James (ed). 1999. *Driven by growth: Political change in Asia-Pacific region*. Armonk, NY: M.E. Sharpe.

Simone, Vera. 2001. *The Asian Pacific: Political and Economic Development in a Global Context*. New York: Longman.

Tan, Gerald. 2001. *The newly industrialising countries of Asia: development and change*. Singapore: Times Academic Press.

Yahuda, Michael. 2011. *The international politics of the Asia-Pacific*. New York: Routledge.

Zhang, Wenxian, Ilan Alon, and Christoph Lattemann (Eds.). 2018. *China's Belt and Road Initiative: Changing the rules of globalization*. New York: Palgrave Macmillan.

## 7. Related Web Resources

Association of Southeast Asian Nations (ASEAN) <http://www.asean.org/>

Asia-Pacific Economic Cooperation (APEC) <http://www.apec.org/>

The Association for Asian Studies (AAS) <http://www.asian-studies.org/>

Asia Center, Harvard University <https://asiacenter.harvard.edu/>

Woodrow Wilson International Center for Scholars, Asia Program

<http://www.wilsoncenter.org/program/asia-program>

## **8. Related Journals**

Asian Survey  
Journal of Contemporary Asia  
Critical Asian Studies

## **9. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **10. Others**

Nil