Course Outline

Part I

Programme Title	:	Master of International Relations and Development
Programme QF Level	:	6
Course Title	:	Experiencing Developing Societies: Field Visits
Course Code	:	SSC6288
Department	:	Department of Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	EMI
Course Level	:	6

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;**
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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

This course aims to critically examine different groups' and individuals' experiences (such as urban poor/working poor, migrants, women, university students and elderly people) under rapid socio-economic and institutional changes and how these groups react to and interact with different institutions (such as governmental departments, non-governmental organizations (NGOs), trade unions, and interest groups, etc). This course is also an intensive and experiential unit, which provides a platform for students to study beyond classroom. In collaboration with major universities outside Hong Kong. Special lectures and class discussions, professional visits and cultural tours will be organized for students in selected societies to engage them in field observations and field visits to enable them to develop a more critical understanding of development, policy and governance issues through their active participation and personal experience.

2. Course Intended Learning Outcomes (CILOs)

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

$CILO_1$: Identify experiences and perspectives of various social groups in a country/ a region.
$CILO_2$: Examine how narratives and experiences of these social groups are shaped by socioeconomic and institutional changes.
$CILO_3$: Analyze how diverse social groups react to and interact with different institutions in the changing context.
$CILO_4$: Apply research and communication skills, team-work and skills to conduct discussion and presentation in a group context.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Examine socioeconomic and institutional transformations in a selected society/societies; and discuss how these changes affect different social groups in societies	$CILO_{1,2,3,4}$	➢ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references
Analyze how different social groups, including urban poor/working poor, migrants, elderly people, etc. respond to the changing environment	$CILO_{1,2,3,4}$	➢ Field Visits: Students are expected to actively participate in these activities
Examine how various social groups interact with different institutions, such as governments, trade unions and employers, and NGOs	$CILO_{1,2,3,4}$	➢ Web and library search ➢ Reading lecture notes and key references

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Group Presentation	40%	$CILO_{1-4}$

Students are required to conduct a class presentation on a chosen topic based on the field observations and research. After the presentation, students are expected to submit individual reflective essay (200 words) to report the entire learning experience in the group project.			
(b) **Individual Report** Students will write a 3,000–word essay on a chosen topic related to the social, economic, and political development. It is expected that students will integrate the knowledge learnt from lectures, class discussion and field observations.	50%	$CILO_{1-4}$
(c) **Class Discussion and Participation** Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.	10%	$CILO_{1-4}$

5. Required Text(s)

Nil

6. Recommended Readings

Arghiros, D. (2016). *Democracy, development and decentralization in provincial Thailand.* Routledge.

Borras, S., Mcmichael, P., & Scoones, I. (2010). The politics of biofuels, land and agrarian change: Editors' introduction. *The Journal of Peasant Studies, 37*(4), 575-592

Chibber, V. (2003). *Locked in place: State-building and late industrialization in India.* Princeton University Press.

Chow, P. (1987). Causality between export growth and industrial development: Empirial evidence from the NICs. *Journal of Developing Economics.* 26(1), 55-63.

Chu, Y. (2002). Re-engineering the developmental state in an age of globalization: Taiwan in defiance of Neo-liberalism. *The China Review*, 2(1), 29-59. Hong Kong: Chinese University Press.

Coleman, B. (2006). Microfinance in Northeast Thailand: Who benefits and how much? *World Development, 34*(9), 1612-1638.

Davis, M. (2006). Planet of slums. *New Perspectives Quarterly.* 23(2), 6-11.

Doug, G. (2001). *Dragon in a three-piece suit: The emergence of capitalism in China*. Princeton University Press.

Fu, T., & Hughes, R. (2009). *Ageing in East Asia: Challenges and policies for the Twenty-first century.* London: Routledge.

Hsiao, M., Kalleberg, A., & Hewison, K. (2015). *Policy Responses to Precarious Work in Asia.* Taipei, Taiwan: Academic Sinica.

Intarakumnerd, P., Chairatana, C., & Tangchitpiboon, T. (2002). National innovation system in less successful developing countries: the case of Thailand. *Research policy*, 31(8), 1445-1457.

Johnson, C., & Forsyth, T. (2002). In the Eyes of the State: Negotiating a "Rights-Based Approach" to Forest Conservation in Thailand. *World Development, 30*(9), 1591-1605.

Kim, Chen, & Jang. (2006). Tourism expansion and economic development: The case of Taiwan. *Tourism Management,27*(5), 925-933.

Mattlin, M. (2011). *Politicized society: The long shadow of Taiwan's one party legacy.* Copenhagen: NIAS Press.

Natsuda, K., Igusa, K., Wiboonpongse, A., & Thoburn, J. (2012). One Village One Product – rural development strategy in Asia: The case of OTOP in Thailand. *Canadian Journal of Development Studies/Revue Canadienne D'études Du Développement, 33*(3), 369-385.

Selden, M. (2016). *The political economy of Chinese development*. Routledge.

Sen, A. (1999). *Development as freedom.* University of Oxford Press.

Tang, K. (2000). *Social welfare development in East Asia*. Basingstoke, Hampshire: Palgrave.

Wade, R. (1990). *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization*. Princeton University Press.

Whyte, M. (2010). *One country, two societies: Rural-urban inequality in contemporary China.* Cambridge, Mass.: Harvard University Press.

7. **Related Web Resources**

   Nil

8. **Related Journals**

   Development and Change
   Global Social Policy
   Journal of Contemporary Asia
   Modern China
   Population and Development Review
   Social Development
   The Developing Economies
   The China Quarterly
   World Development

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/0000000016336798924548BbN5). Students should familiarize themselves with the Policy.
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10. **Others**

   Newspaper articles, policy papers and video-clips on relevant issues.

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