

THE UNIVERSITY OF HONG KONG
FACULTY OF SOCIAL SCIENCES

Summer Institute: Asia as the Global Future
(June 21 – July 19, 2015)

Course Outline

FOSS4005 *Asia as the Global Future (12 credits) – 4-week programme*

I. Course Aims

Asia as the Global Future provides a platform for students to engage in emerging Asia through participating in a four-week intensive study programme in different parts of Asia. This summer institute aims at enhancing students' understanding of Asia and its connectedness with other parts of the world, as well as at enriching their international learning experiences.

II. Learning Outcomes

Upon completing the course, students should have:

- understood major issues related to social, cultural, economic and political developments in selected Asian societies in the context of emerging Asia;
- examined major critical challenges that these societies are confronting;
- appreciated the complexity of social, cultural, economic and political developments in selected Asian societies; and
- developed a better understanding of Asian Studies.

III. Course Description

Asia as the Global Future aims at enhancing students' awareness of the importance of Asia in the globalizing world according to the key themes

- Asia in the World
- Economic Transformation and the Challenges of Growth
- Politics and Human Well-being
- Culture, Civil Society and Social Movements

Students will spend four weeks in Hong Kong, Beijing. By the end of these four weeks students will have gained a unique perspective on Asia through interacting with academics, government officials, community leaders, cultural practitioners and local people in selected Asian societies.

IV. Course Details

The first two weeks will be an intensive introduction to Asian Studies in Hong Kong. HKU faculty, as well as members of other universities, the diplomatic community, leading business people and cultural practitioners, will be offering lectures on Northeast and Southeast Asian affairs, as well as on issues that cut across these regions – such as human rights, popular culture, 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.

In the third and fourth week students will fly to Beijing and stay at Renmin University of China. During this time a series of lectures on China's domestic development and its international challenges will be delivered, along with a series of field trips of various academic and cultural interests.

V. Attendance

Attendance is mandatory at all lectures and discussion groups. Some field visits are optional but prior approval should be sought. 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%: In-class Quizzes (40%), Final Project (40%), Active Participation (20%)

In-class Quizzes (40%)

Students are required to sit in-class quizzes on the last day of second week and fourth week of the Summer Institute. Each question paper consists of the factual knowledge and a short essay.

Final Project (40%)

Students are required to produce a final project on a selected topic in **4000 words** three weeks after the end of the programme. The final project will compare and contrast one chosen topic from the four major themes in at least two Asian societies (possible topics will be given before the commencement of the programme). The final project will thus be a more advanced level analysis of Asia as the Global Future. Students are expected to integrate lecture notes with assigned readings and to conduct small-scale research and ground the work with their fieldtrips and other experiences in the four weeks of the programme.

Students are expected to ground academic work in concrete experiences through research. A good project will not only show students' competence in analyzing social issues in a comprehensive manner, making use of lectures, assigned readings, tutorial discussions and field trip observations; but also will demonstrate the ability to integrate academic study with research and personal experiences.

Active Participation (20%)

Students will be assessed on active participation throughout the Summer Institute. Asking questions and raising issues during lectures, field trips and group discussions will also be included.

Due Date (Hong Kong Time)

Final Project: August 10, 2015 (3 weeks after the end of the programme)

You are required to submit your Final Project 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. The Final Project shall then be submitted in softcopy to sumins@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)
In-class Quizzes	40%	July 2, 2015 July 16, 2015
Final Project (4000 words)	40%	August 10, 2015 (3 weeks after the end of the programme)
Active Participation	20%	
Total	100%	

VII. Grading System for Final Project Essays

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task	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	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	Examines the question/issue/problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Counter-evidence 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	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	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.).

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. Marking Scale and Grade Distribution

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.

IX. 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

Very few students indeed commit such offences, but the Department believes that it is important that all students understand why academic dishonesty is a matter of such concern to the University, and why 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 Project 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.

(For the Department’s full statement on academic dishonesty, go to http://www.sociodep.hku.hk/html/teach_under.html)

X. Certificate / Transcript

Certificate of Attendance

The Certificate will be awarded to students who have completed the programme with satisfactory performance.

Transcript

The results of the programme will be announced in September 2015, and will be followed by an official transcript. For any other personal requests, please contact the Academic Services Office located at G-04, Run Run Shaw Building to fill in an application form or download it from the link at <http://www.asa.hku.hk/regform/>. Normal processing time required upon receipt of the application form for transcript and payment is 10 working days.

June 15, 2015