City University of Hong Kong
Course Syllabus

offered by Department of Public and International Affairs
with effect from Semester A 2024/25

Part I   Course Overview

Course Title: **Comparative Development in Asia**

Course Code: **PIA5312**

Course Duration: **One Semester**

Credit Units: **3**

Level: **P5**

**Medium of
Instruction:**   **English**

**Medium of
Assessment:**   **English**

Prerequisites:
(Course Code and Title)   **Nil**

Precursors:
(Course Code and Title)   **Nil**

Equivalent Courses: **AIS5312 Comparative Development in Asia**
(Course Code and Title)   **AIS5012 Political Economy of Development**

Exclusive Courses:
(Course Code and Title)   **Nil**

Part II   Course Details

1.   **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.

2.   **Course Intended Learning Outcomes (CILOs)**
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	to become familiar with concepts and debates in the humanities and social sciences on urban development;	25	✓	✓	
2.	to be exposed to critical analyses using concepts such as space, power, and class;	25	✓	✓	
3.	to develop a comparative perspective in understanding development projects;	20	✓	✓	
4.	to grasp basic qualitative research methods	20		✓	✓
5.	Apply the above-mentioned critical perspectives to specific case studies	10		✓	✓
		100%			

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.

3. Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

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

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No. 1	2	3	4	5		Weighting	Remarks
Continuous Assessment: 100%								
Class and tutorial participation	✓	✓	✓	✓	✓		15	
Presentation & discussion	✓	✓	✓	✓	✓		15	
Book Reviews	✓	✓	✓	✓	✓		30	
Group projects	✓	✓	✓	✓			40	
Examination: 0% (duration: **N/A**, if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class and tutorial participation	Demonstrate preparedness for class, articulate ideas and engage in discussion.	Good participation record, adequate familiarity with readings, excellent capacity to articulate ideas and debate.	Records of absence, good familiarity with readings, good capacity to articulate ideas and debate.	Records of absence, some familiarity with readings, adequate capacity to articulate ideas and debate	Records of substantial absence, limited familiarity with readings, limited capacity to articulate ideas and debate	Records of substantial absence, little or no familiarity with readings, little or no capacity to articulate ideas and debate
2. Presentation and Discussion	Summarize, analyse and evaluate arguments	Excellent capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Good capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Adequate capacity summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Limited capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Fail to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works
3. Book Review	Summarize, analyse and evaluate arguments	Excellent capacity to summarize, analyse and evaluate arguments in assigned works	Good capacity to summarize, analyse and evaluate arguments in assigned works	Adequate capacity to summarize, analyse and evaluate arguments in assigned works	Limited capacity to summarize, analyse and evaluate arguments in assigned works	Fail to summarize, analyse and evaluate arguments in assigned works
4. Group Projects	Synthesize and reflect upon ideas learned in the course	Excellent capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Good capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Adequate capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Limited capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Fail to synthesize and reflect upon ideas discussed in readings and in class discussion.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class and tutorial participation	Demonstrate preparedness for class, articulate ideas and engage in discussion.	Good participation record, adequate familiarity with readings, excellent capacity to articulate ideas and debate.	Records of absence, good familiarity with readings, good capacity to articulate ideas and debate.	Records of substantial absence, limited familiarity with readings, limited capacity to articulate ideas and debate	Records of substantial absence, little or no familiarity with readings, little or no capacity to articulate ideas and debate
2. Presentation and Discussion	Summarize, analyse and evaluate arguments	Excellent capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Good capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Limited capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Fail to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works
3. Book Review	Summarize, analyse and evaluate arguments	Excellent capacity to summarize, analyse and evaluate arguments in assigned works	Good capacity to summarize, analyse and evaluate arguments in assigned works	Limited capacity to summarize, analyse and evaluate arguments in assigned works	Fail to summarize, analyse and evaluate arguments in assigned works
4. Group Projects	Describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument	Excellent capacity to describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument	Good capacity to Describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument.	Limited capacity to Describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument.	Fail to Describe a social phenomenon, collect empirical data, apply concepts and theories to analysis, and make an argument.

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   Keyword Syllabus
   (An indication of the key topics of the course.)

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

2.   Reading List
2.1   Compulsory Readings
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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").
4.	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.
5.	Danely, Jason. 2017. In *Successful Aging as a Contemporary Obsession: Global Perspectives*, edited by Sarah Lamb, 154-167. New Brunswick, NJ: Rutgers University Press.
6.	Ling, Minhua. "Container housing: Formal informality and deterritorialised home-making amid bulldozer urbanism in Shanghai." *Urban Studies* 58 (6): 1141-1157
7.	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
8.	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
9.	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.
10.	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.
11	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
12	Weinstein, Liza. 2014. *The Durable Slum: Dharavi and the Right to Stay Put in Globalizing Mumbai*. Minneapolis: University of Minnesota Press (Introduction).
13	Björkman, Lisa. 2015. *Pipe Politics, Contested Waters: Embedded Infrastructures of Millennial Mumbai*. Durham: Duke University Press (chapter 6).
14	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.
15	Graham, Stephen, Renu Desai, and Colin McFarlane. 2013. "Water Wars in Mumbai." *Public Culture* 25 (1 (69)): 115-141.
16	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 (eb-book)
17	Anjaria, Jonathan Shapiro. 2016. "Occupied Streets," in his *The slow boil: Street food, rights and public space in Mumbai*. Stanford, California: Stanford University Press
18	Anand, Nikhil. 2017. *Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai*. Durham: Duke University Press (chapter 3 "Time Pe")
19	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*

2.2   Additional Readings
   (Additional references for students to learn to expand their knowledge about the subject.)

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.
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.

Online Resources:

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.