

<b>Course Title</b>	:	<b>Comparative Social Policy in Greater China and East Asia</b>
<b>Course Code</b>	:	SOC504
<b>Recommended Study Year</b>	:	Taught Master Year 1
<b>No. of Credits/Term</b>	:	3
<b>Mode of Tuition</b>	:	Lecture, Seminar and Group Research Activities
<b>Class Contact Hours</b>	:	3 hours per week
<b>Category in Major Prog.</b>	:	Master of Social Sciences in Comparative Social Policy (International)
<b>Discipline</b>	:	Sociology and Social Policy
<b>Prerequisite(s)</b>	:	N/A
<b>Co-requisite(s)</b>	:	N/A
<b>Exclusion(s)</b>	:	N/A
<b>Exemption Requirement(s)</b>	:	N/A

### **Brief Course Description**

This course introduces students to social policy concepts and theories, with particular attention given to the comparison of the social, economic, demographic changes taking place in the Greater China and East Asian regions. More specifically, this course critically examines major social policy challenges confronting societies in Greater China and Asia, examining how governments, markets and civil societies in the region respond to such challenges in adopting social policy policies appropriate for managing rapid changes. One major feature of this course is social policy issues are addressed through case examples and accompanied by concrete analyses based on policy practices of societies in the region. Adopting a comparative approach in analysing policy formation and implementation, together with the collaborative learning activities, this course will enable students to understand the most recent developments related to poverty alleviation, education, health, social security, and housing policies in Greater China and East Asia.

### **Aims**

To enable students to engage in comparing and contrasting major social policy issues with the purpose of understanding their underlying dynamics and devising appropriate responses in Greater China and East Asia.

### **Learning Outcomes (LOs)**

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

1. Understand the most recent development trends and major social policy challenges in Greater China and East Asia
2. Analyzing major social policy responses in managing rapid social, economic, demographic and political changes in Greater China and East Asia from comparative perspectives
3. Summarize and present arguments and findings from collaborative learning activities on major comparative development and social policy issues in the region

4. Communicate verbally and in writing their own viewpoints and arguments regarding their chosen research topics on development and social policy issues
5. Engage effectively in working as teams through collaborative learning activities when tasked to conduct comparative analysis of social policy issues in Greater China and East Asia

**Indicative Contents**

- a. Introduction: Globalization challenges for managing social development and rapid demographic changes in Greater China and East Asia
- b. The productive and protective dimensions of East Asian welfare
- c. Social assistance: globalizing economy, social development and managing poverty and inequality
- d. Old age pensions: Managing the rise of ageing population and post-retirement arrangements
- e. Education: Managing human capital and the rise of transnational higher education in Asia
- f. Employment: Managing youth expectations, education and social mobility
- g. Health and housing: Analyzing health, housing and labour issues from comparative perspectives
- h. Beyond the five pillars of welfare: Managing demographic changes, mobility of population and social integration

**Teaching Method**

1. Lectures combined with seminars. Students will deliver presentations on designated topics in seminars, followed by discussion.

**Assessment Weightings**

Class participation and engagement:	10%
Group presentation:	25%
Research paper:	65%
Total:	100%

**Measurement of Learning Outcomes**

**Lecture with tutorials**

<p><b>Class participation and engagement</b> 10% LOs 3-5</p>	<ul style="list-style-type: none"> <li>• All students are expected to actively participate in discussions and in-class activities.</li> <li>• Grading is based on students ability to (1) contribute to group meetings (25%), facilitate contributions of course participants (25%),</li> </ul>
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	<p>foster a constructive team environment (25%), and make individual contributions outside of team meetings (25%).</p>
<p><b>Group presentation 25%</b> <b>LOs 1-5</b></p>	<ul style="list-style-type: none"> <li>• Each group will lead a presentation and discussion based on their chosen presentation topic</li> <li>• The aim is to provide an informative and stimulating learning experience for the class</li> <li>• Grading is based on (1) structure of presentation (20%), substantive content (20%), use of evidence (20%), visual aids (20%), time management (10%) and audience engagement (10%).</li> </ul> <p>Presentation topic:</p> <p><b>“Examine the similarities and differences of two welfare systems in Greater China and East Asia in one area of social policy.”</b></p> <p>Your presentation should address the following issues:</p> <ul style="list-style-type: none"> <li>• Basic information about the objectives and contents of a policy</li> <li>• Factors contributing to the introduction or reform of the policy</li> <li>• A comparison of similarities and differences of the policy</li> </ul> <p>Each group should use Power Point to present. The duration of a presentation will be 30 minutes and each group member needs to present part of the topic. Each group is supposed to meet the course leader before the presentation to discuss your topic. You will need to send your presentation slides to the course instructor after your presentation. You will receive feedback to help improve your presentation skills and write your individual paper.</p>
<p><b>Research Paper 65%</b> <b>LOs 1-5</b></p>	<ul style="list-style-type: none"> <li>• An individual essay (minimum 3,000 words) based on an individual research project chosen by students</li> <li>• Grading is based on (1) understanding of topic (20%), (2) use of evidence (20%), (3) critical analysis (20%), (4) structure of argument (20%), and (5) writing and referencing (20%).</li> </ul> <p>After the presentation, students are required to submit an individual research paper that critically discusses the following issue:</p> <p><b>“Critically examine the most important factors that shaped the development of a policy in at least two welfare systems in Greater China and East Asia in one area of social policy.”</b></p> <p>Each group will be asked to meet the course instructor twice to share their research progress.</p>

## Measurement of Learning Outcomes

Learning outcome	Assessment Method		
	Class participation and engagement	Presentation	Essay
Understand the most recent development trends and major social policy challenges in Greater China and East Asia		X	X
Analyzing major social policy responses in managing rapid social, economic, demographic and political changes in Greater China and East Asia from comparative perspectives		X	X
Summarize and present arguments and findings from collaborative learning activities on major comparative development and social policy issues in the region	X	X	X
Communicate verbally and in writing their own viewpoints and arguments regarding their chosen research topics on development and social policy issues	X	X	X
Engage effectively in working as teams through collaborative learning activities when tasked to conduct comparative analysis of social policy issues in Greater China and East Asia	X	X	X

### Essential Readings

Mok, K.H. and Lau, K.W. (eds.) 2014. *Managing Social Change and Social Policy in Greater China: Welfare Regimes in Transition*, London: Routledge.

Izuhara, M. (ed.) 2013. *Handbook on East Asian Social Policy*, Cheltenham: Edward Elgar.

Hwang, G.J. (ed.) 2011. *New Welfare States in East Asia*, Cheltenham: Edward Elgar.

### Supplementary Readings

Qian, J.W. and Blomqvist, A. 2014. *Health Policy Reform in China: A Comparative Perspective*, New York: World Scientific.

Mok, K.H., Ngok, K.L. and Huang, G.H. 2013. *Changing Social Policy: Theories, Empirical Research and Comparative Reflections*, Beijing: Social Sciences Academic Press (in Chinese).

Chan, C.K., Ngok, K.L. and Phillips, D. 2008. *Social Policy in China: Development and Well-being*,

Bristol: Policy Press.

Tay, W.S. and So, A.Y. 2012. *Handbook of Contemporary China*, New York: World Scientific.

Mok, K.H. and Ku, Y.W. (eds.) 2010. *Social Cohesion in Greater China: Challenges for Social Policy and Governance*, New York: World Scientific Press.

Mok, K.H. and Forrest, R. (eds.) 2009. *Changing Governance and Public Policy in East Asia*, London: Routledge.

Ramesh, M. 2004. *Social Policy in East and Southeast Asia*, London: Routledge.

(Additional readings will also be provided weekly on a topic-by-topic basis)

### **Important Notes**

- (1) Students are **expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week** to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

**Marking rubric for class participation and engagement:**

	<b>A</b> <b>A-</b>  <b>Excellent</b> <b>100-80</b>	<b>B+</b> <b>B</b> <b>B-</b> <b>Good</b> <b>79-65</b>	<b>C+</b> <b>C</b> <b>C-</b> <b>Pass</b> <b>64-50</b>	<b>F</b> <b>Failure</b> <b>49-0</b>
<b>Contributes to group meetings (25%)</b>	<i>Helps group discussions move forward by demonstrating analytical thinking.</i>	<i>Offers new suggestions to advance the work of the group.</i>	<i>Shares ideas but does not advance the work of the group.</i>	<i>Does not share ideas.</i>
<b>Facilitates the contributions of course participants (25%)</b>	<i>Engages team members in ways that facilitate their contributions to group discussions by both constructively building upon or synthesising the contributions of others as well as noticing when someone is not participating and inviting them to engage.</i>	<i>Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.</i>	<i>Engages team members by taking turns and listening to others without interrupting.</i>	<i>Does not engage team members and fails to listen to others.</i>
<b>Fosters constructive team environment (25%)</b>	<i>Supports a constructive team climate by doing all of the following:</i> <ul style="list-style-type: none"> <li>• <i>Treats team members respectfully by being polite and constructive in communication.</i></li> <li>• <i>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the group and its work.</i></li> <li>• <i>Provides assistance and/or encouragement to team members.</i></li> </ul>	<i>Supports a constructive team climate by doing any two of the following:</i> <ul style="list-style-type: none"> <li>• <i>Treats team members respectfully by being polite and constructive in communication.</i></li> <li>• <i>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the group and its work.</i></li> <li>• <i>Provides assistance and/or encouragement to team members.</i></li> </ul>	<i>Supports a constructive team climate by doing any one of the following:</i> <ul style="list-style-type: none"> <li>• <i>Treats team members respectfully by being polite and constructive in communication.</i></li> <li>• <i>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the group and its work.</i></li> <li>• <i>Provides assistance and/or encouragement to team members.</i></li> </ul>	<i>Does not support a constructive team climate.</i>
<b>Individual contributions outside of team meetings (25%)</b>	<i>Completes all assigned tasks by deadline. Work accomplished is thorough, comprehensive, and advances teaching and learning in the group. Proactively helps other team members complete their assigned tasks to a similar level of excellence.</i>	<i>Completes all assigned tasks by deadline. Work accomplished advances the project.</i>	<i>Completes all assigned tasks by deadline.</i>	<i>Fails to complete assigned tasks by the deadline.</i>

Source: Adapted from TEAMWORK VALUE RUBRIC (for more information, see: [value@aacu.org](mailto:value@aacu.org))

## Marking rubric for presentation:

Grade		Structure or presentation	Substantive content	Use of evidence	Visual aids including charts	Time management	Audience engagement
A A- 80-100	Excellent	<i>Consistently clear, concise, well organised. Points were easy to follow. Transitions between sections smooth and coordinated.</i>	<i>Displayed an excellent grasp of the material. Excellent research depth.</i>	<i>Key points supported with evidence critically evaluated. Data in charts is analysed thoroughly and critically and linked to the literature.</i>	<i>Simple, clear, easy to interpret, easy to read. Well coordinated with content, well designed, used very effectively. Excellent example of how to prepare and use good visual aids.</i>	<i>Perfectly timed, delivery of material very well paced.</i>	<i>Excellent stage presence. Confident, used notes well, at ease, excellent gestures, good audience attention, good eye contact.</i>
B+ B B- 65-79	Good	<i>Usually clear, concise, well organised. Most of the presentation was easy to follow. Transitions between sections usually coordinated.</i>	<i>Displayed a general grasp of the material. Good research depth..</i>	<i>Most points illustrated with relevant evidence. Data in charts is analysed in detail and good links are made to the literature</i>	<i>Usually clear, easy to interpret, easy to read. Generally well coordinated with content, design was okay, generally used effectively. Demonstrated generally reasonable understanding of how to use visual aids.</i>	<i>Well organised, more or less to time and with delivery of material in the main well paced.</i>	<i>Good stage presence. Fairly confident, used notes fairly well, good gestures, acceptable audience attention and eye contact.</i>
C+ C C- 50-64	Fair	<i>Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.</i>	<i>Displayed some grasp of the material. Research not very deep.</i>	<i>Analysis of charts is variable and in some instances the charts presented may not represent the best evidence to support the narrative.</i>	<i>Acceptable, but with many of the most common flaws such overly complex and/or crowded content, and material difficult to read or interpret. Adequate coordination with content. Showed moderate understanding of how to prepare and use visual aids.</i>	<i>Delivery of material rushed and/or ran out of time before covering all parts of presentation</i>	<i>Adequate stage presence. Read parts, fumbled with notes, several distracting mannerisms, minimal gestures, minimal eye contact, too many 'ums'.</i>
D+ D 40-49	Pass	<i>Often unclear and disorganized, rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward.</i>	<i>Displayed a weak grasp of the material. Little depth of research.</i>	<i>Little-to-no linkage between the charts used and the wider narrative and literature. Inappropriate measures and styles adopted in the charts.</i>	<i>Poor quality visual aids, hard to read, technically inaccurate, poorly constructed. Poor coordination with content. Used poorly. The presenters did not seem to know how to prepare or use visual aids effectively.</i>	<i>Significantly under time or significantly over time. Disorganised delivery.</i>	<i>Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of 'ums', turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures.</i>
F 0-39	Failure	<i>No discernable structure.</i>	<i>No narrative, errors presented, no reference to literature</i>	<i>No linkage between narrative, literature, and data.</i>	<i>No visual aids used, representing a failure to address the assessment criteria.</i>	<i>Extremely poor time management inappropriate for level of assessment.</i>	<i>No real stage presence combined with inability to answer questions posed by panel.</i>

**Marking rubric for term essay:**

Grade		Understanding of topic	Use of evidence	Critical analysis	Structure of argument	Writing and referencing
A A- 80-100	Excellent	<i>Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.</i>	<i>Wide range of evidence used to support arguments. Thoroughly researched. Use of primary sources.</i>	<i>Excellent critical awareness of subject matter and current issues. Shows original thinking and analysis.</i>	<i>Clear structure. Presents a convincing and well developed argument.</i>	<i>Thorough referencing throughout. Uses references correctly. Demonstrates excellent writing skills.</i>
B+ B B- 65-79	Good	<i>Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.</i>	<i>Good use of evidence to support arguments.</i>	<i>Goes beyond description. Analyses material to develop argument.</i>	<i>Clear structure. Develops a sound argument.</i>	<i>Generally uses references correctly but some parts less well referenced. Competent writing skills.</i>
C+ C C- 50-64	Fair	<i>Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.</i>	<i>Adequate range of evidence used. Could have drawn on more suitable evidence.</i>	<i>More description than analysis in content. Needs to draw material together to develop argument.</i>	<i>Argument needs further development. Structure needs more clarity.</i>	<i>Some parts not referenced correctly. Writing skills could be improved.</i>
D+ D 40-49	Pass	<i>Superficial coverage and understanding of the issues. Does not answer the question fully/directly enough.</i>	<i>Relies on limited range of sources. Has not been thoroughly researched.</i>	<i>Too descriptive. Needs to draw material together to develop argument.</i>	<i>Arguments not clear. Structure is not clear. Some repetition. Little clear linkage from point to point.</i>	<i>Referencing is inconsistent. Writing skills need considerable improvement. Sentence structure needs work. Needed proof reading.</i>
F 0-39	Failure	<i>Very little or no understanding of the issues. Does not answer the question.</i>	<i>Inadequate use of evidence to support argument. No use of evidence to support argument</i>	<i>Describes the issues but shows significant misunderstanding of basic issues.</i>	<i>Poor structure. No clear argument. No clear linkage from point to point.</i>	<i>Not referenced correctly. Poor writing skills. Needed proof reading.</i>