

## **Asia Pacific Comparative Development and Policy Symposium**

<b>Course Title</b>	:	Asia Pacific Comparative Development and Policy Symposium
<b>Course Code</b>	:	SOC 604
<b>Recommended Study Year</b>	:	Taught Master Year 1
<b>No. of Credits/Term</b>	:	3
<b>Mode of Tuition</b>	:	Seminar
<b>Class Contact Hours</b>	:	Intensive Teaching Block
<b>Category in Major Prog.</b>	:	Required
<b>Discipline</b>	:	Social Science
<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**

Each year the IMCSP programme offers its students an opportunity to join an international academic policy symposium in the Asia Pacific in collaboration with its local and international partners. While the exact theme of the symposium may vary, this course will engage students to examine social and public policy, management and governance issues and allow them to actively enhance their learning and research experiences. Throughout the symposium, which usually last between 2-3 days, students will have the opportunity to engage with essential methodological, theoretical as well as practical lessons from leading researchers in comparative social policy, development, and governance. Besides attending the symposium, student learning will be facilitated in several accompanying special seminars asking students to summarise the major points that they have learned during this international event, to improve their academic writing and literature search skills, and to reflect on how the themes learned from the international symposium are connected to their chosen research projects/interests.

### **Aims**

To enhance the student international learning experience through active participation in an academic conference setting. Students will be exposed to high level academic and practical discussions and there will also be opportunities for students to engage in policy and research dialogue with leading scholars and practitioners from the Asia Pacific Region and other parts of the world in comparative development and policy studies fields.

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

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

1. Appreciate international conference experience through active participation in an international symposium setting;
2. Understand the most recent development and policy issues confronted in Asia Pacific region through listening to presentations from invited speakers;
3. Analyze major social policy responses in managing rapid social, economic, demographic and political changes in Asia Pacific by acting as discussants in the symposium;
4. Summarize and reflect their learning experience after the international event in the de-briefing seminars;

5. Build the links between what they propose to research and the discussions highlighted in the international symposium;
6. Establish a network of learning community in Asia Pacific for further research in comparative development and policy studies;
7. Establish relationship between presentations and existing literature;
8. Be equipped with academic integrity skills and understand ethical values in all activities related to learning, teaching and research.

### **Teaching Method**

1. Students will actively participate in presentations by the scholars and practitioners in Asia Pacific during the international event, followed by discussions.
2. Reflections on learning experiences through de-briefing seminars.
3. Building links between their research topics and discussions highlighted in the international event.
4. Making connections between the presentations in the Symposium and existing literature.

### **Measurement of Learning Outcomes**

Learning Outcome	Participation	Presentation	Reflective Journal
1. Appreciate international conference experience through active participation in an international symposium setting	✓		✓
2. Understand the most recent development and policy issues confronted Asia Pacific region through listening to presentations from invited speakers in the international symposium	✓		✓
3. Analyze major social policy responses in managing rapid social, economic, demographic and political changes in Asia Pacific by acting as discussants in the symposium	✓		✓
4. Summarize and reflect their learning experience after the international event in the de-briefing seminars		✓	✓
5. Build the links between what they propose to research and the discussions highlighted in the international symposium		✓	✓
6. Establish a network of learning community in Asia Pacific for further research in comparative development and policy studies			✓
7. Establish relationship between presentations and existing literature	✓	✓	✓
8. Be equipped with academic integrity skills and understand ethical values in all activities related to learning, teaching and research.	✓	✓	✓

## Assessment

<b>Participation (30%)</b>	<ul style="list-style-type: none"><li>• Every student must participate in the international symposium actively by attending all sessions</li><li>• Students are encouraged to act as discussants by commenting and responding to presentations of speakers</li><li>• Every group has to write up a summary (about 2000 words) on the major points that they have learned during the event. (20%)</li><li>• Grading will be based on the assessment rubrics provided in the last section of this course outline.</li></ul>
<b>Group Poster Presentation (25%)</b>	<ul style="list-style-type: none"><li>• Every group will design a poster to present their learning experience and discussions and show how the experiences are linked to their research topics</li><li>• Grading will be based on the assessment rubrics provided in the last section of this course outline.</li></ul>
<b>Reflective Journal (45%)</b>	<ul style="list-style-type: none"><li>• Every student will write a reflective journal (about 3,000-4,000 words, references excluded) based on their learning experience and demonstrate how the lessons learned from the international symposium are connected to their individual research projects/interests. Each student must support their discussion with <b>two relevant research articles</b>. The two articles must use different research methods.</li><li>• Grading will be based on the assessment rubrics provided in the last section of this course outline.</li></ul>

## Written Essay submission guidelines

For all written essays (including group summary and reflective journal), you have to submit your essay (Font: Times New Roman, font size: 12, 1.15 spacing, moderate margins) via Turnitin on Moodle. Please state clearly the following on the first page of the group summary: name and student ID of all group members; course code & course name; topic/title; date of submission; and word count.

Late submission will receive a 10% reduction in marks (cumulative) for each day past the deadline. Papers received more than 5 days after the deadline will not be marked. All citations and references should be given in the proper citation and reference format. The recommended citation style for this course is the American Psychological Association (APA) style. Students can use other reference styles as long as it is proper and coherent. Number the pages and check for grammar and spelling errors before submitting the paper.

## Important Notes

- 1) Emails with course information/updates will be sent as needed; This will be posted on moodle, and you

are required to read and take the necessary actions.

- 2) If you are struggling to meet the project deadline due to an emergency or mitigating personal circumstances, you have to report in writing, along with supporting evidence, to the course instructor and the Programme Office as soon as possible.
- 3) 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 and Course Work. 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 summarized 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.
- 4) Written work/assignments will be submitted through Turnitin via the course moodle page.
- 5) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

### Recommended Readings

In line with the international nature of the conference setting, the following readings are recommended as examples of collaborative outcomes of international symposia in social policy analysis:

1. Goodman, R., Kwon, H. J., & White, G. (1998). *The East Asian welfare model: Welfare orientalism and the state*. Psychology Press.
2. Hassim, S., & Razavi, S. (2006). Gender and social policy in a global context: Uncovering the gendered structure of ‘the social’. In *Gender and social policy in a global context* (pp. 1-39). Palgrave Macmillan, London.
3. Horsfall, D. and Hudson, J., eds. *Social Policy in an Era of Competition: From Global to Local Perspectives*, 2018, Policy Press: Bristol.
4. Hudson, J., Kühner, S. & Yang, N. (2014). "Productive Welfare, the East Asian ‘Model’ and Beyond: Placing Welfare Types in Greater China into Context." *Social Policy and Society*. 13(2), 301-315.
5. Kwon, H. J. (1997). Beyond European welfare regimes: comparative perspectives on East Asian welfare systems. *Journal of social policy*, 26(4), 467-484.
6. Kwon, H. J. (2005). Transforming the developmental welfare state in East Asia. *Development and Change*, 36(3), 477-497.
7. Leisering, L. (2003). Government and the life course. In *Handbook of the life course* (pp. 205-225). Springer, Boston, MA.
8. Leisering, L., & Leibfried, S. (2001). *Time and poverty in western welfare states: united Germany in perspective*. Cambridge University Press.
9. Mok, K. H. and Kühner, S., eds. *Managing Welfare Expectations and Social Change: Policy Transfer in Asia*. 2018, Routledge: Abingdon/New York.

10. O'Connor, J. S., Orloff, A. S., & Shaver, S. (1999). *States, markets, families: Gender, liberalism and social policy in Australia, Canada, Great Britain and the United States*. Cambridge University Press.
11. Orloff, A. (1996). Gender in the welfare state. *Annual review of sociology*, 22(1), 51-78.
12. Orloff, A. S. (1993). Gender and the social rights of citizenship: The comparative analysis of gender relations and welfare states. *American sociological review*, 303-328.
13. Orloff, A. S. (2009). Gendering the comparative analysis of welfare states: An unfinished agenda. *Sociological theory*, 27(3), 317-343.

**Supplementary readings:**

1. Hart, C. (1998). *Doing a literature review: Releasing the research imagination*. London, Thousand Oaks, New Delhi: Sage.
2. Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills*. Ann Arbor, MI: University of Michigan Press.
3. Woods, P. (2005). *Successful writing for qualitative researchers*. London and New York: Routledge.
4. Lister, R. (2010) *Understanding Theories and Concepts in Social Policy*. Bristol: The Policy Press.

**Assessment Rubrics**

**Participation 30%**

Criteria	Excellent	Good	Fair	Failure
		A (85-100) A- (80-84)	B+ (75-79) B (70-74) B- (65-69)	C+ (60-64) C (55-59) C- (50-54)
<b>Discussion (10%)</b>				
Acting as discussants in making responses and comments (10%)	Expression of ideas was consistently accurate, logical and clear.	Expression of ideas was generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas was generally accurate, logical and clear, but with a number of minor lapses.	Ideas were not expressed logically and were characterized by significant inaccuracies and lack of clarity.
<b>Written Summary (20%)</b>				
Content (10%)	Comprehensive understanding and coverage of issues. Wide range of evidence used to support arguments and demonstrate critical thinking.	Clear discussion of relevant issues. Good use of evidence support arguments. Go beyond description.	Show some coverage and understanding of main issues. Adequate range of evidence used. More description than analysis in content.	Very little or no understanding of the issues. Inadequate use of evidence to support argument. Describe the issues but show significant misunderstanding of basic issues.

Organisation (5%)	Clear structure. Present a convincing and well-developed argument.	Clear structure. Present a sound argument.	Argument needs further development. Structure needs more clarity.	Poor structure and no clear argument.
Formating, writing and referencing (5%)	Format the paper according to guideline. Demonstrates excellent writing skills. Uses references correctly.	Generally format the paper according to guideline. Competent writing skills. Generally uses references correctly but some parts less well referenced.	There are some flaws in formating. Writing skills could be improved. Some parts not referenced correctly.	Poor formating. Poor writing skills. Need proofreading. Not referenced correctly.

### Group Poster Presentation 25%

Criteria	Excellent	Good	Fair	Failure
	A (85-100) A- (80-84)	B+ (75-79) B (70-74) B- (65-69)	C+ (60-64) C (55-59) C- (50-54)	F (0-49)
The visual presentation of the poster is well designed to deliver information effectively (5%)	1. Display attracts viewer's attention well. 2. Use of font size and variations of words are easy to read from an appropriate distance. 3. Poster is well organized and easy to follow. 4. Graphics and other visuals enhance presentation. 5. The poster is neat and appealing to look at.	1. Display generally attracts viewer's attention well. 2. Use of font size and variations of words are generally easy to read from an appropriate distance. 3. Poster is generally well organized and easy to follow. 4. Graphics and other visuals generally enhance presentation. 5. The poster is generally neat and appealing to look at.	1. Display is somewhat distracting. 2. Words are somewhat too small and variations are not enough to read from an appropriate distance. 3. Poster is somewhat disorganized and difficult to follow. 4. Graphics and other visuals somewhat enhance presentation. 5. The poster is somewhat redundant and confusing to look at.	1. Not very visually appealing. 2. Use of font size and variations of word is distracting. 3. Poster is disorganized and difficult to follow. 4. Graphics and other visuals do not enhance the presentation. 5. The poster is redundant and confusing for readers.
The poster content demonstrates appropriate	1. Great summaries of learning experiences in	1. Good summaries of learning experiences in	1. Fair summaries of learning experiences in conference	1. Poor summaries of learning experiences in conference

unstanding and critical reflection of conference presentations (10%)	conference presentations and discussions. 2. Great reflection of conference contents by linking them with relevant course concepts and theories. 3. Great reflection of conference contents by extending them to students' research interests and social policy issues.	conference presentations and discussions. 2. Good reflection of conference contents by linking them with relevant course concepts and theories. 3. Good reflection of conference contents by extending them to students' research interests and social policy issues.	presentations and discussions. 2. Fair reflection of conference contents by linking them with relevant course concepts and theories. 3. Fair reflection of conference contents by extending them to students' research interests and social policy issues.	presentations and discussions. 2. Poor reflection of conference contents by linking them with relevant course concepts and theories. 3. Poor reflection of conference contents by extending them to students' research interests and social policy issues.
The presentation of the poster and interaction with audiences are effective (10%)	1. Demonstrating great understanding of the subject matter and the poster content; 2. Demonstrating great capacity to succinctly and effectively describe the group's learning and reflection to audiences; 3. Having great interaction with audiences and addressing questions of audiences effectively.	1. Demonstrating good understanding of the subject matter and the poster content; 2. Demonstrating good capacity to succinctly and effectively describe the group's learning and reflection to audiences; 3. Having good interaction with audiences and addressing questions of audiences quite effectively.	1. Demonstrating fair understanding of the subject matter and the poster content; 2. Demonstrating fair capacity to succinctly and effectively describe the group's learning and reflection to audiences; 3. Having fair interaction with audiences and addressing questions of audiences fairly effectively.	1. Demonstrating poor understanding of the subject matter and the poster content; 2. Demonstrating poor capacity to succinctly and effectively describe the group's learning and reflection to audiences; 3. Having poor interaction with audiences and addressing questions of audiences effectively.

### Reflective Journal 45%

Criteria	Excellent	Good	Fair	Failure
	A (85-100) A- (80-84)	B+ (75-79) B (70-74) B- (65-69)	C+ (60-64) C (55-59) C- (50-54)	F (0-49)
Understanding of the key issues presented by speakers in the Symposium	Comprehensive understanding and coverage of issues discussed in the Symposium.	Clear discussion of relevant issues raised in the Symposium.	Shows some coverage and understanding of main issues raised in the event.	Very little or no understanding of the issues discussed in the event.

(11%)	Insightful and well-informed discussions of lessons/experiences.	Shows good insight into the topics raised.		
Use of evidence (11%)	Wide range of evidence. Thoroughly researched. Use of primary sources.	Good use of evidence to support arguments.	Adequate range of evidence used. Could have drawn on more suitable evidence.	Inadequate use of evidence. No use of evidence to support argument
Critical analysis (11%)	Build excellent links between their research topics and discussions highlighted in the International Symposium. Shows original thinking and analysis.	Build good links between their research topics and discussions highlighted in the International Symposium. Analyses material to develop argument.	Build weak links between their research topics and discussions highlighted in the International Symposium. More description than analysis in content. Needs to draw material together to develop argument.	No links between their research topics and discussions highlighted in the International Symposium. Describes the issues but shows significant misunderstandings..
Structure (7%)	Excellent structure of arguments.	Structure is good.	Structure needs more clarity.	Poor structure. No clear linkage from point to point.
Writing and referencing (5%)	Uses references correctly. Demonstrates excellent writing skills.	Generally uses references correctly but some parts less well referenced. Competent writing skills.	Some parts not referenced correctly. Writing skills could be improved.	Not referenced correctly. Poor writing skills. Needed proofreading.