COURSE Manual

Culture, Politics and Society in Contemporary Asia

SSC 3044

Academic Year: 2017 - 2018

Course Period: 01

University College Maastricht

Bachelor   *Master*

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Introduction

Context

The economies of Asia occupy a specific place in recent history. During the 1980's and much of the 1990's they were among the most competitive exporters of manufactured products and able to maintain high levels of growth. The Asian crisis of 1997-98 seemed to put an end to their astonishing rise. However, the recovery of most of the Asian economies has been just as phenomenal. The improvement of existing institutions, the reinforcement of the market and the introduction of new technologies enabled this comeback. At the dawn of the new millennia, the contemporary industrial and economic dynamics of Asia once again challenge the players in the global market place. *What precisely is the role of Asia in the contemporary age of globalized and digitalized economy?*

To drive home the development of Asia's business and economy, take a look at the following illustration from the Economist's special report: *Business in Asia* (The Economist, 2014).

Exhibit 1: Asian milestones
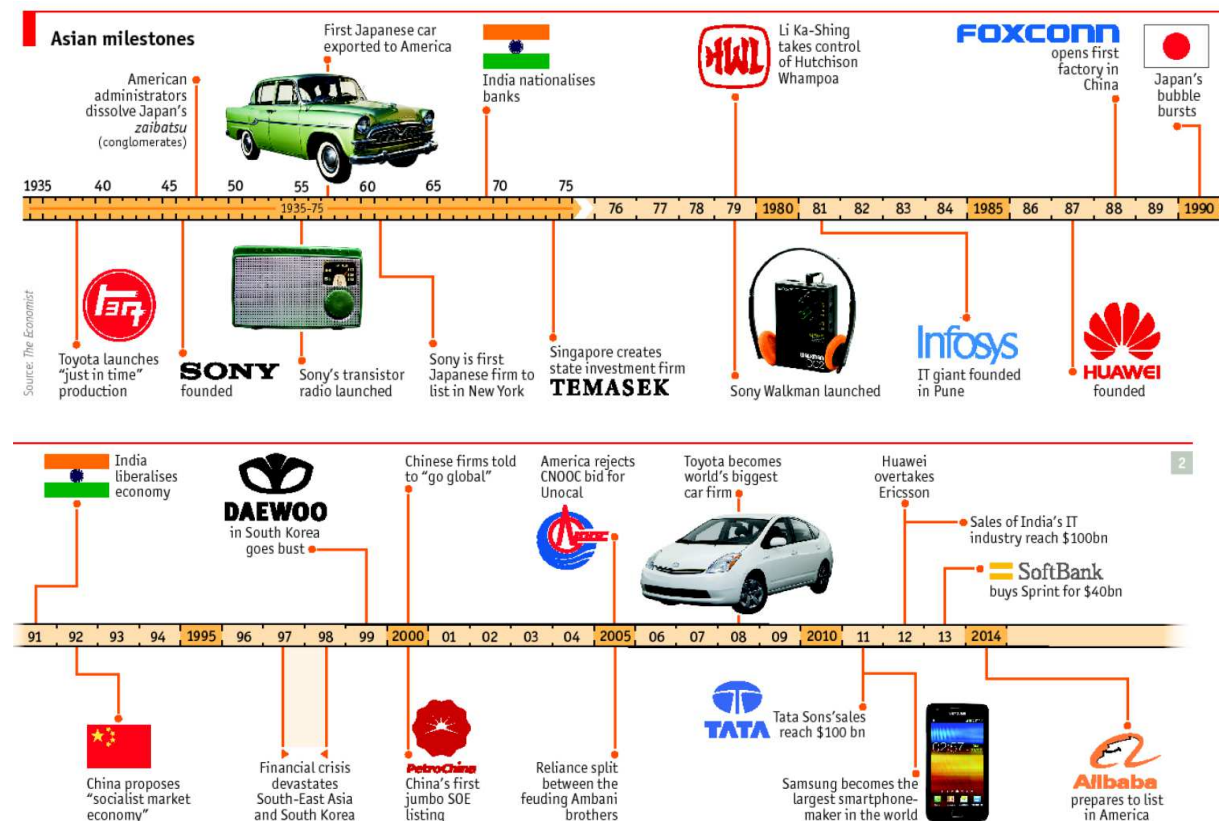
Source: The Economist. 2014. Business in Asia: How to keep roaring, **The Economist**.

Parallel to these economic developments, Asia has modernized its society and step-by-step developed its industry during the past decades. Some countries, such as Japan, South Korea, and Singapore, have already reached the stage of industrial maturity. One of the characteristics of modern industrial society is the emergence of a knowledge-based economy. The new added value of the human endeavour is closely related to the creation, organization and application of science and technology. Competitiveness in the global market place is strongly linked to the generation and effective use (through innovation) of science and technology in industrial processes. *Can Asia match the American and European endeavours and meet the challenge?*

To address these and related questions, we have developed a specialized program: **Encountering Asia**. The program consists of two courses: '*Culture, Politics and Society in Contemporary Asia*' and '*Management and Organization of Asian Enterprises*'. In these courses we pay attention to societal, cultural, economic and political developments in Asia, and to the specifics of the management of Asian enterprises. This particular course on contemporary Asia (SSC 3044) focuses on the integration and synthesis of the macro environment – culture, economics, and politics in the Asian societies, aiming to increase an understanding of the region in its contemporary socio-political and cultural setting and locate Asia role in the world affairs.

This course will transcend the borders of academic disciplines and domains and address discourse on current affairs in relation to Asian society, such as:

- Modernity and public policy,
- Social change and economic prosperity,
- Asian economic development and integration effort,
- Cultural forces in the Asian society,
- Intercultural interaction,
- Politico-cultural challenges for intra-regional cooperation,
- Asian rise in world affairs, *and*
- The emergent of modern Asia.

Talking about Asia often boils down to a focus on the most prominent nations in contemporary discourse, namely China, Japan, (South) Korea and India. In this course, in addition, we will also address developments in the Asian-Pacific region as a whole, which entails consideration of countries in the South and South-East Asia as appropriate. The issues will be dealt with from a multidisciplinary and comparative perspective and discussed alternately in lectures and tutorials. In addition, students will also work as a small team on a special project in the form of a **Country Branding Poster Assignment** which delves deeper in one particular country in Asia that is of specific interest to the team. In this manner, students will gain a broad understanding of the region as well as a deep insight in one particular country of your choice.

As already mentioned, this course is part of a specialize program entitled '*Encountering Asia*'. This program aims to introduce students to the world of Asian economies, businesses, cultures, politics and societies. The program is designed for bachelor students, in particular students whose academic interests are in international business and economics or international relations. As usual, we are very happy to welcome students from abroad (exchange students). Additionally, students will also find this

course to be useful if they are considering an internship or study abroad in Asia. As such, this course and the specialized program have consistently attracted a variety of students through the years, resulting in a student cohort that is exceptionally multicultural, further contributing to make the course a lively learning platform.

Educational method

The educational method that we have selected for this course comprises **lectures, PBL sessions and Country Branding Poster review, presentation and discussion.** This means that, in addition to active participation in the lectures and in the group sessions, during the course students will design, formulate and present a Country Branding Poster that will be presented in a Plenary Session during Week 6. At the end of the course there will be a written examination on the main topics of this course. The compulsory literature for the examination is discussed in more details in a later section of this course manual.

Approach and themes

This course is a *multi-disciplinary*, *multi-perspective, multi-approach* survey of major issues and perspectives regarding Asian societies and economies. Students are advised to note the following implications of this approach.

- As a survey, we do *not* aim at comprehensive analysis of all possible issues and perspectives. Rather, we make *selective* choices of the *most pertinent* issues – vis-à-vis Asia, and attempt to *understand* the competing views regarding the selected issues.

- As a survey, we do *not* give or force definitive 'solution' or 'answer' to any question. Rather, we aim to help students understand the issues and the competing views on those issues. Students are expected to be able to 1) *define* what the issue is about; 2) *explain* the major competing/different views on those issues and their rationale; and 3) make *an informed judgment* on the issue with sound, intellectual arguments, supported by appropriate empirical evidence.

- The general analytical approach is thus to make a good critical survey of approaches and viewpoints such that one can derive an informed view of what Asia is and how it stands in the global context. The survey is *cross-sectional* (across countries, disciplines and viewpoints) as well as *longitudinal* (across historical periods).

The most important message of the course is that Asian societies and economies, like other societies and economies, are complex and complicated. There is no one single viewpoint that can claim absolute authority on an issue vis-à-vis Asia. Further, most, if not all, issues continue to evolve and the process of change itself is of importance. Thus, we must look at past, present and future as one inter-related process. More, we must consider all aspects (social, cultural, political and economic) as one inter-related whole.

Our approach is thematic, not country specific. We incorporate specific countries into the discussion when they are relevant. However, students have the opportunity to gain deeper insights on a specific country of their choice through the Country Branding Poster assignment.

Five main themes of the course:

1. The concept of Asia and Asia in the global context (INTRO and SYNTHESIS)
2. Cultural influence on Asian societies (CULTURE)
3. Asian society and its relative significance in the global context (SOCIETY)
4. Asian economic development and co-operation. (ECONOMY)
5. Asian political traditions and international relations (POLITICS)

Use of Portal

Course Portal is set up at your appropriate faculty/school and will be used to facilitate course management as appropriate. Apart from that, we have not made any special provisions concerning ICT (information and communication technologies) in this course. However, note that you can find a lot of information related to this course on the Internet, particularly to aid in your preparation for the Country Branding Poster assignment. The university e-library is also a good place to conduct your research. With your student account, you can conduct dynamic search on a wide variety of academic and professional databases and search engines. The university library also subscribes to a large number of online databases and journals which allow you to easily retrieve electronic copies of relevant literature.

One important note about the Internet is that, like any source, it is explicitly forbidden to copy materials from the Internet without referencing. **This is considered plagiarism and if we discover it, your work will be graded with an insufficient mark (a "1") without any discussion and you will be excluded from taking the exam and the re-sit exam for this course.** Most importantly, note that the amount of such plagiarism does not matter, i.e. **even copying one sentence or a single image without proper referencing can be too much**. See also further note on plagiarism in a later section.

Staff

- Prof. Dr. Tom van Veen – Professor in Economics of International Education – Coordinator 'Encountering Asia';
- Dr. Nantawan Noi Kwanjai – Lecturer, department of economics, SBE – Course Coordinator;
- Drs. Juan Perilla Jimenez – Lecturer, department of economics, SBE – tutor.
- Mr. Sam Salsal – Lecturer, SBE – tutor.

If you have any questions about the course, please do not hesitate to contact Dr. Kwanjai, e-mail: n.kwanjai@maastrichtuniversity.nl.

Learning outcomes

The learning outcomes for this course are designed based on the Bloom taxonomy and the *EUA Bologna Handbook*[1]. These are given in the following schematic table.

Domain	Learning Outcome	Activity
Cognitive	⬥ The ability to present and explain the pertinent characteristics of the Asian cultural, social, economic and political environment.	⬥ Attend lectures. ⬥ Study the literature. ⬥ Engage in PBL discussion. ⬥ Answer the conceptual questions in the exam.
	⬥ The ability to assess the implications of the Asian cultural, social, economic and political environment on a wide variety of cross-cultural and international interactions.	⬥ Engage in PBL discussion. ⬥ Work on Country Branding Poster assignment. ⬥ Present and pitch Country Branding Poster assignment. ⬥ Answer the case analysis questions in the final exam.
	⬥ The ability to formulate strategic options that optimize the implications of the Asian cultural, social, economic and political environment when engaged in a wide variety of cross-cultural and international interactions.	⬥ Peer review of Country Branding Poster assignment. ⬥ Present and pitch Country Branding Poster assignment. ⬥ Answer the case analysis questions in the final exam.
Affective	⬥ The ability and willingness to appreciate the challenges associated with cross-cultural and international social and professional interactions, particularly with the Asian counterparts. ⬥ The willingness to value and display tolerance of different perspectives inherent in cross-cultural and international social and professional interactions, particularly with the Asian counterparts.	⬥ Engage in the team work for Country Branding Poster assignment, with peers from diverse cultures. ⬥ Reflect and react constructively and professionally during the lectures. ⬥ Engage in PBL discussion. ⬥ Engage in the peer review and Country Branding Poster assignment discussion and presentation process.`

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1 Kennedy, D., Hyland, Á., & Ryan, N. 2006. Writing and using learning outcomes: a practical guide. In E. Froment, J. Kohler, L. Purser,

& L. Wilson (Eds.), *EUA Bologna Handbook – Making Bologna Work*. Berlin: Raabe Verlag.

Course structure

We have planned five lectures, one for each of the six weeks, to be given by several lecturers who are experts in the topics, as indicated in the schedule in a later section. Parallel to these lectures we have planned seven PBL sessions, with two PBL sessions in the first week, and one PBL session in weeks two to six. Parallel to the lectures and PBLs, students will also work on a Country Branding Poster assignment, which is presented during week six.

Study process

For this course, students are to form **teams of minimum two and maximum three** and each team works on a Country Branding Poster assignment for this course. Note that the skill needed to work as a team will be crucial in your future as professionals in a multicultural environment. Most relevant to this course, team work is the underlying skill for any successful international and intercultural interaction. In terms of content, the assignment aims to investigate in-depth a specific Asian country of your choice and formulate a branding strategy for the country to be delivered in the format of a poster presentation/pitching. The tutor will discuss the choice of country in order to ensure a balanced and non-repetitive coverage. **Note that the poster assignment must meet certain standards.** These standards and how your work will be evaluated are explained in details in Appendix 2.

Each team will present two interim updates on the work for this assignment. During these updates the team will undergo a peer review, after which you will finalize your assignment and present the poster as well as pitch the country brand in a plenary Poster Sessions during Week 6.

It follows that, in addition to the attendance at and the preparation for the lectures and the PBL-sessions, **weeks 1–6 must be used to select your country for the poster, research the literature and work towards the final delivery.** This is a hard and intensive job, given the time frame and challenges of teamwork. Therefore, we advise you to start with your project as soon as possible. At the end of week 1, you must already form a team and choose a country for your assignment. During PBL 2 in the first week, your tutor will give feedback on your chosen country so your team is ready to start working on the paper. Use week 2 to start collecting the literature. In week 3 you start with a serious study of the literature for your paper. Start working on the design and formulation of your poster and pitch in week 4 and keep studying and working on the these. **At the end of week 4 you must have collected and studied all of the literature so by week 5 you will have a clear ideas for your poster and pitch to present for peer review.** Week 6 is the final delivery of your assignment, during which teams will position their posters in a plenary hall and pitch their posters to the assessors.

Literature

Readings for each PBL task are listed at the end of each task. These comprise a collection of book chapters and articles related to the topic of each task. On average, the readings for each task amount to about 80-100 (A4) pages, thus you are well advised to plan your study well. It is your responsibility to time and pace your study effort to meet these requirements, **therefore you will want to start on your course paper and get it well progressed as early as possible.**

Most of the readings are available through the Maastricht University library, via the e-Journal section. The intention is to use this as a learning experience for students to exercise the skill of library search and retrieval, which is an important part of research competence. For a few readings that are not available through the e-Journal section, these will be provided via the course portal.

In addition to the required readings, we also advise you to search and investigate the abundant online interactive materials, which provide a dynamic and current perspective on the topic at hand. To this end, we provide you with a list of such online materials throughout this course manual. Naturally, inherent in the nature of such materials, you are well advised to also keep up with the current contents by conducting the online survey yourself, and better yet, share any such materials you deem to be interesting to your peers and tutors.

Please note well that the amount of required readings for this course is very intensive. Students are advised to take this requirement seriously and work to meet the mandatory requirement. Specifically, ALL readings for each task must be done BEFORE the post-discussion session of that task. You will NOT benefit much from the post-discussion if you do not meet this requirement. Your participation grades will duly reflect this fact.

Assessment

Your individual course assessment consists of two grades:

1. For **PPP**: **P**resence, **P**articipation, and **P**oster.

   ◆ **Presence**: as a general rule, you must attend at least four of the five lectures and six of the seven PBL sessions to have a *sufficient* presence grade without having to submit a course assignment. **If your presence is insufficient, you will not be exempted from doing the "course assignment".** In other words, only those with insufficient attendance will need to submit the course assignment to receive a sufficient presence grade; those with sufficient attendance will be exempted from having to submit the course assignment and will automatically receive a sufficient presence grade.

   ◆ **Participation**: this is an evaluation of the quality of your participation in the PBL sessions 1 to 9. You will be graded for your participation individually on a scale of 1 to 10 and **the participation grade counts for 20% of your final grade for the course.** The criteria for the assessment of your participation are outline in the table '*Overall Assessment Scheme*' below.

   ◆ **Poster**: this is an evaluation of the quality of your Country Branding Poster assignment and your performance in the peer review and feedback sessions during the two interim updates on the assignment. You will be graded for your Country Branding Poster assignment *as a team* on a scale of 1 to 10 (so the team grade is the same for all individual members of the team) and **the paper grade will counts for 40% of your final individual grade for the course.** Please consult Appendix 2 on the exact evaluation criteria for the Country Branding Poster assignment.

2. The **final exam** will consist of a number of open-ended essay-type questions relating to the topics discussed in the lectures and the PBLs. Some of these questions will be related to a case which will be provided to the students during Week 4 or 5. There will be review and preparation sessions for the exam, during which the case for the exam may be discussed and the exact format and structure of the exam will be explained. **The exam grade will count for 40% of your final individual grade for the course**.

The final grade is the weighted average of the three grades (i.e. Participation, poster and exam). **However, there is one important restriction: neither the mark for your PPP, nor the mark for the exam can be lower than 5.5.** Consequently, when you have a grade of 5.5 or lower (on a scale of 1-10) for your PPP or for your exam you must be re-evaluated. That is, if you have less than 5.5 for PPP, you must redo the poster or take an extra oral re-sit, depending on your grades and to be decided by your tutor. If you have less than 5.5 in the exam you must then re-sit the exam as appropriate. **Note further that you are only allowed to do the exam when you have submitted and deliver the Country Branding Poster assignment in full.** The grade for the PPP and exam that you have passed will be valid for one year.

The following two tables summarize the evaluation scheme and criteria for the course.

Overall Assessment Scheme

Item of assessment	Evaluation criteria	Contribution to final grade	Objective & Resit Opportunity
Presence	♦ At least 5 PBL sessions, **AND** ♦ At least 4 lectures. **OR** ♦ Submission of course assignment.	must be sufficient	♦ To ensure a level of presence that is needed to gain adequate knowledge and understanding. ♦ In case students need to submit a course assignment to fulfil this assessment item, the course assignment will be given and evaluated by the tutor.
Participation, (PBL sessions)	♦ a grade of 1-10 ♦ must have at least 5.5	20%	♦ To motivate contribution to the individual and group learning. ♦ In case of a fail, students must complete an extra assignment to be given and evaluated by the tutor.

Poster, (poster assignment & peer review)	♦ a grade of 1-10
	♦ must have at least 5.5.
		40%	♦ To assess an integration of the following knowledge, understanding and skills:
			  ➥ Integration and concentration of selected country;
			  ➥ Academic research and reporting;
			  ➥ Critical thinking;
			  ➥ Academic collaboration, through effective team work, peer review and discussion of final reports.
			♦ In case of a fail, the team must revised and re-deliver the poster.

EXAM, (open questions)	♦ a grade of 1-10 ♦ must have at least 5.5.	40%	♦ To assess overall knowledge and understanding of the pertinent theoretical concepts and real world application and evaluation on issues studied during the course (lectures, PBL, and course literature). ♦ In case of a fail, students must resist the exam during the re-sit period.

Participation	Points on a scale of one to ten are given based on the quality of individual students' overall contribution to the problem-based learning sessions.
	<table><tr><th>Points</th><th>Criteria</th></tr><tr><td>1.0 – 5.0</td><td>Failed to participate regularly.</td></tr><tr><td>5.5</td><td>Passed – participated but not always prepared.</td></tr><tr><td>6.0 – 6.9</td><td>Made comments but not always related to course concepts.</td></tr><tr><td>7.0 – 7.9</td><td>Well-prepared and made comments related to course concepts and tasks.</td></tr><tr><td>8.0 – 8.9</td><td>Quality and pro-active participation – listened to other people; added to their comments and related comments directly to the tasks.</td></tr><tr><td>9.0 – 9.9</td><td>Always well-prepared; good insights; contributed effectively and pro-actively to the group's learning.</td></tr><tr><td>10.0</td><td>All of the above in 9.0 – 9.9; only given to students who went out of their way to help the group, show honest respect for contrasting views; and always went the extra mile. This score indicates the level of competence that is close to that of the tutor.</td></tr></table>
Paper	Criteria are outlined in the evaluation form (Appendix 2).
Exam	Criteria are stated explicitly in the exam instructions and questions. A practice exam serves as an explicit and full illustration of the content and norm of the final exam.

Notes regarding exam

Please read the rules of procedure for examinations (to be found on the course portal) carefully. Particularly, please take into account that it is not allowed to take any of the examination papers or your scrap paper home.

Validity of partial results

For this course, any partial result is valid for a period of one academic year.

Re-sit

Please consult the above table "Overall Assessment Scheme" for details regarding re-sit for each of the assessment items.

Fraud and Plagiarism

In order to protect the reputation of the degrees that you – as students – receive, instances of cheating or plagiarism are treated extremely seriously.

Fraud, including plagiarism, is understood as a student's act or failure to act that makes it partially or fully impossible to correctly assess his/her knowledge, insight and skills.

Plagiarism is understood as the presentation of one's own or other people's ideas or words without adequate reference to the source.

Any assignment is an individual piece of work, which means that plagiarism is strictly forbidden. Equally, the use of mobile phones, communication devices or any other information carrier (whether the phone or other device is turned on or off, used or not used, etc. is irrelevant) during an examination is also forbidden.

If the Board of Examiners concludes that anything has occurred in an examination that makes it partially or fully impossible to correctly assess his/her knowledge, insight and skills, they may impose a sanction in accordance with SBE's policy on fraud, including plagiarism.

More information can be found on UCM Intranet.

Comments and Complaints

If you would like to make a comment on the examination itself or file a complaint about your examination results, there are procedures in place to do this.

Please refer to UCM Student Portal for more information.

Comment

Within five days after the examination date you can submit comments on the content and design of the examination (questions) to the course coordinator. The coordinator will inform you how you can submit your comments via a remark on the front page of the exam and/or via the Student Portal > My Courses > Course Details.

Inspection

Within ten working days of the publication of your examination results, you will be able to have a look at your assessed work.

The date and time of the inspection will be published on the 'Student Portal > My Courses > Course Details'.

The date is likely already stated on the front page of the examination.

Complaint

Students can lodge a complaint during the inspection by using the complaint form.

For information regarding an appeal procedure, please read the information on UCM Intranet.

Course schedule

UCM SSC 3044
Culture, Politics and Society in Contemporary Asia
University College Maastricht, Maastricht University, period 1, 2016-2017

Week	Day	Time & Room	Activity	Topic & Task
1 (04 – 08 Sep) **INTRO**	Wed 06 Sep	13:30 – 15:30 Room: Portal	Lecture 1	**Lecturers: Dr. Nantawan Noi Kwanjai & Ms. Lindsey Reid** **Topic:** *Course opening* *Place branding*
		Please consult Portal	PBL 1	Introduction & team formation for course paper Pre-discussion Task 1: Encountering Asia
	Fri 08 Sep	Please consult Portal	PBL 2	Post-discussion Task 1: Encountering Asia Pre-discussion Task 2: Cultural webs of Asian lives ➔ *Finalization of team and country for Country Branding Poster Assignment*
2 (11 – 15 Sep) **CULTURE**	Wed 13 Sep	13:30 – 15:30 Room: Portal	Lecture 2	**Lecturer: Dr. Nantawan Noi Kwanjai** **Topic:** *Cultural influence on Asian Society*
	Fri 15 Sep	Please consult Portal	PBL 3	Post-discussion Task 2: Cultural webs of Asian lives Pre-discussion Task 3: Asian economy: 'end of the miracle' or 'technological dragons'?
3 (18 – 22 Sep) **ECONOMY**	Wed 20 Sep	13:30 – 15:30 Room: Portal	Lecture 3	**Lecturer: Drs. Elisa Calza** **Topic:** *Beyond the miracle: Asian economies' path to structural transformation and growth*
	Fri 22 Sep	Please consult Portal	PBL 4	Post-discussion Task 3: Asian economy: 'end of the miracle' or 'technological dragons'? Pre-discussion Task 4: Back to the future of the new world order/s?
4 (25 – 29 Sep) **POLITICS**	Wed 27 Sep	13:30 – 15:30 Room: Portal	Lecture 4	**Lecturer: Drs. Sam Salsal** **Topic:** *Technological Capability Promotion in Asia*
	Fri 29 Sep	Please consult Portal	PBL 5	Post-discussion Task 4: Back to the future of the new world order/s? *First interim update on Country Branding Poster Assignment*
5 (02 – 06 Oct) **SOCIETY**	Wed 04 Oct	13:30 – 15:30 Room: Portal	Lecture 5	**Lecturer: Prof. Ruut Veenhoven** **Topic:** *Quality of life in East and West*
	Fri 06 Oct	Please consult Portal	PBL 6	Pre-discussion Task 5: Quality of life and societal changes in Asia *Second interim update on Country Branding Poster Assignment*
6 (09 – 13 Oct) **SYNTHESIS**	Wed 11 Oct	13:30 – 15:30 Room: Portal	Poster Session	*Plenary* *Country Branding Poster Presentation*
	Fri 13 Oct	Please consult Portal	PBL 7	*Team report on special assignment Task 5* Post-discussion Task 5: Quality of life and societal changes in Asia
7 (16 – 20 Oct) **EXAM**		**Please consult Portal for details of date, time and location.**		

Lectures & Tutorials

Details of the lectures are outlined in the course schedule above. Please note that the lectures are designed to **complement** the PBL contents and discussions, and as such they will NOT be a reiteration, explanation or clarification of the required literature. In fact, the lectures should be incorporated as part of the materials to be discussed in the PBL, in combination with the required readings. The sessions are structured according to the method of problem based learning (PBL). The aim of these PBL sessions is first to discuss the basics of the course. Second, they aim at clarifying parts of the compulsory literature and lecture contents, when necessary. Last, PBL sessions should also stimulate constructive and innovative debate on the topic at hand. Note that we assume that all students (and in particular exchange students) are familiar with the PBL method and procedures. Appendix 2 in this course manual provides a brief guide/review of the PBL learning environment for students who wish to refresh their knowledge of PBL and its procedures.

General guidelines for Country Branding Poster assignment

The aim of this section is to give you guidelines that you can use for the design, formulation and presentation/pitching of the Country Branding Poster assignment which is the main assignment for this course. The assessment of the Country Branding Poster assignment is based on these guidelines. Read them carefully and apply the advices when working on the assignment.

Aim of the Country Branding Poster assignment

- To gain insight into a specific country in the Asian region.

- To apply the country branding analytical framework to produce a country branding poster and pitch for the country.

- To gain experience in gathering and synthesizing information from a variety of sources regarding a particular country.

- To prepare a well-designed poster to be used as an effective instrument to pitch the chosen country, its brand and the associated unique selling points (USP).

- To gain experience in participating in a peer review process, involving the skills to give and receive feedback from fellow students in a professional manner.

- To gain experience in constructive team work, which constitutes a significant factor of your future success and a foundation for effective cross-cultural and international interaction.

- To gain experience in researching, making and pitching an academic research in a poster format.

Country Branding

Country branding is an emerging practice that is rapidly gaining momentum, both in the academic and practice communities. Country branding is a sub-set of a larger multidisciplinary theme of "place branding". Branching out from the business concept and practice on product, service and corporate branding, place branding aims at promoting a certain geographical area – a city, province, region, country, or continent – in order to attract a target audience – tourists, visitors, migrants, businesses, or investors – via a strategic "branding message" that pinpoints the distinctive identity and unique selling points (USP) of the "place".

For further insights and concepts on place branding, you are advised to consult the following literature.

- Anholt, S. 2008. 'Place branding: Is it marketing, or isn't it?', ***Place Branding & Public Diplomacy***, 01//, pp. 1-6.

- Vuignier, R. 2017. 'Place branding & place marketing 1976–2016: A multidisciplinary literature review', ***International Review on Public and Nonprofit Marketing***.

- Zhao, W., Sun, R. & Kakuda, N. 2017. 'Institutionalized place branding strategy, interfirm trust, and place branding performance: Evidence from China', ***Journal of Business Research***, 78: 261-67.

Poster and pitching

Globalization and digitalization have continued to challenge and change all aspects of communication. One emerging trend in public discord is the combined use of poster, in place of a long report or a full article, AND pitching, in place of an extended presentation. This emerging medium is well-suited for a succinct "selling" of an idea under the constraint of condensed time and fast-paced speed. It is becoming a legitimate and popular medium of the 21st century.

This course thus adopts the poster and pitching format in order to help students develop both the competence in and familiarity with this contemporary medium.

For further information and guidelines on poster presentation, you are advised to search the web where there are an abundance of sites explaining the principles of this medium and providing practical guidelines on how to research, create and pitch an academic poster. You can consult the following web-pages for starters.

- Northern Arizona University. ***Making an academic poster presentation***, http://nau.edu/undergraduate-research/poster-presentation-tips/.

- CIRT. ***Effective Poster Presentations,*** https://cirt.gcu.edu/research/publication_presentation/presentations/poster

Country Branding Poster Session

During week 6 of the course, teams will assemble in a plenary poster session to showcase and pitch their posters. Your tutor will act as the first assessor, to assess your posters together with another member of the course team as the second assessor.

Details of the Poster Session will be announced around week 4 of the course. Details of the requirements and evaluation criteria are given in Appendix 2. You are advised to study the rubric carefully and prepare your poster and pitch accordingly.

Acknowledgement

PBL Tasks

Asia

The continent of Asia encompasses 17,333,732 square miles. Its highest point is Mount Everest in Nepal and China, at 29,028 feet above sea level. Its lowest point is the Dead Sea in Israel and Jordan, at 1,312 feet below sea level. Mount Everest is the highest mountain on planet Earth, and the Dead Sea's surface is the lowest place on Earth. Asia's approximate population in 2002 was 3,797,857,500. Asia, the largest part of the Eurasian land mass, consists of over 40 countries, including Russia, the largest country in the world. It is bounded on the east by the Pacific Ocean, on the southeast by Australia, on the south by the Indian Ocean, on the southwest by the Red Sea, on the west by Europe, and on the north by the Arctic Ocean.

Three of Asia's leading countries, Japan, Indonesia, and the Philippines, are island nations. The longest river in Asia is the Yangtze, which runs through China for 3,964 miles. Asia's largest lake is the Caspian Sea, which is located in Central Asia. At 143,243 square miles, the Caspian Sea is the largest inland lake in the world. For a relief map of Asia, please visit Asia from the CIA World Factbook publication. For maps and statistics of individual Asian countries, the Asia Profiles site is quite useful.

Asia contains the world's highest and lowest points and some remarkable physical features and landscapes. Here you will find the Himalaya, Hindu Kush and Karakoram mountain ranges as well as well-known rivers such as the Yangtze, Tigris-Euphrates, Ganges, Indus and Mekong. Asia also features the dry Gobi Desert and Arabian Peninsula deserts as well as frigid Arctic Ocean islands and tropical Indonesian islands.

The largest city in Asia is Tokyo, Japan; other leading cities include Beijing, Shanghai, Delhi, Seoul, Manila and Tehran. Popular travel destinations include Singapore, Hong Kong, and Thailand. United States travelers often fly to Asia via United Airlines or Continental. Other choices include Singapore Airlines, Japan Airlines, Air India, and Korean Air. Two excellent sources of Asian news and analysis are CNN's Asia News and BBC's focused Asia-Pacific, South Asia, and Middle East sub-sites.

Source: http://www.map-of-asia.us/

Task 1: Encountering Asia

What is the first thing that comes to your mind when you read or hear about Asia? Do you know how many nations there are in Asia? Do you think there is a definite answer to what constitutes Asia? What exactly is Asia?

So many questions; so many answers.

At the simplest level, we can use an instrument such as a map to locate Asia and reflect on what each of us "see" as Asia, in relation to the world. Let's take a look at a selection of the different maps of the world below. Can you locate where and which countries constitute "your" Asia?

Exhibit 2: Maps of the world

Sources: http://www.freeworldmaps.net/world/america-centric/;
http://bashny.net/t/en/24272?page=2
http://chinaculturedesk.com/2013/06/change-of-perspective/.
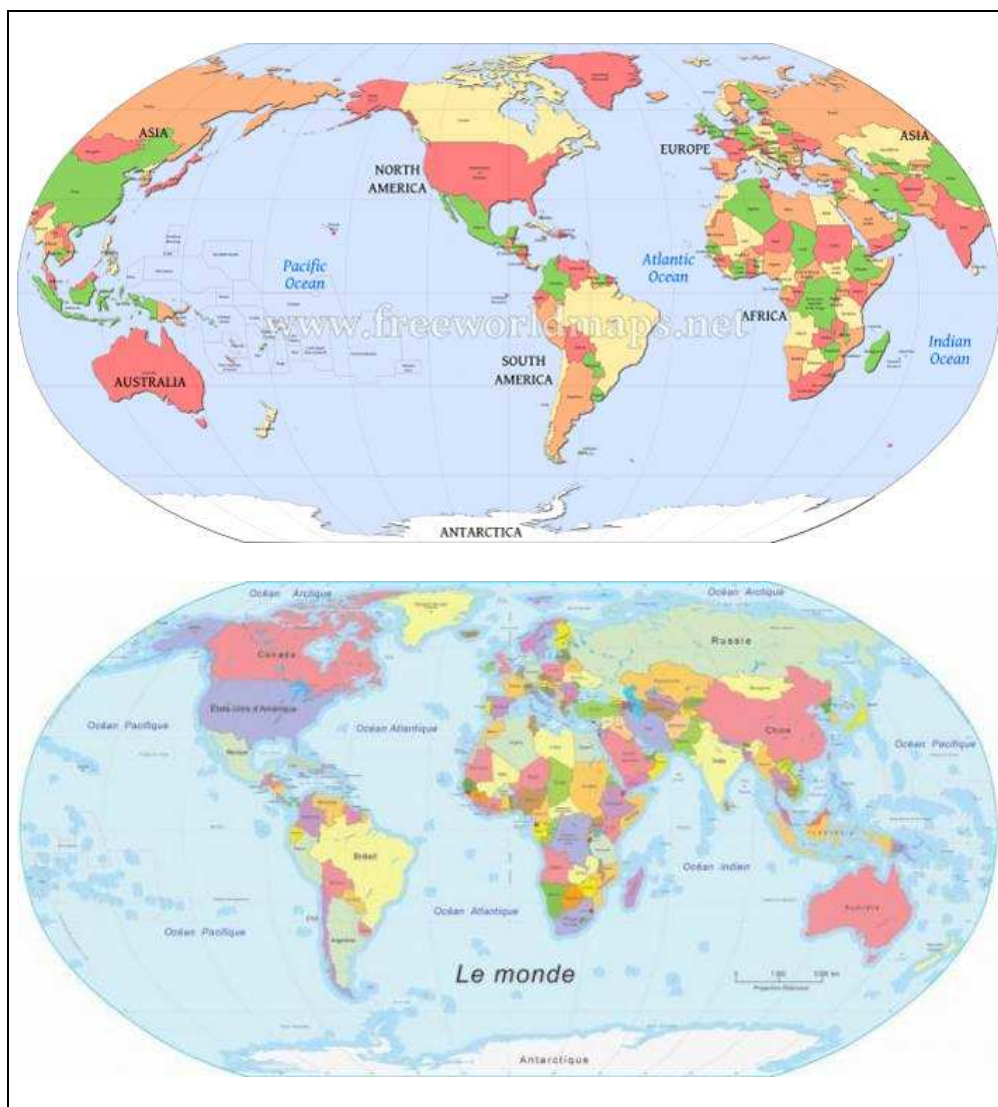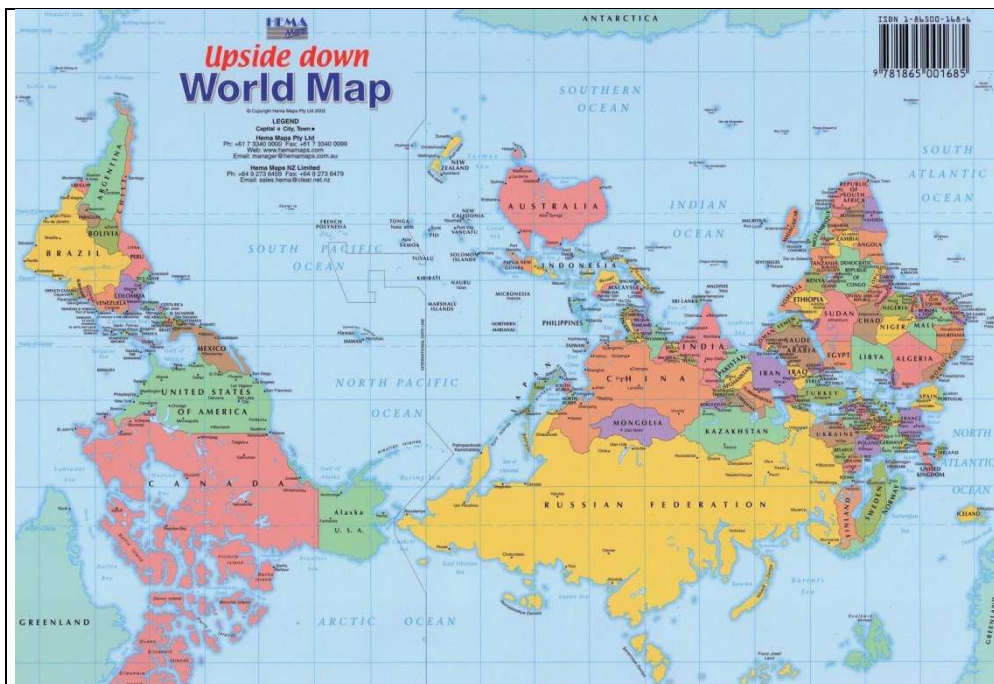
As a matter of fact, the question of what Asia actually means goes beyond a simple geographical definition. This issue has long been a subject of deliberation and is still an on-going debate in many intellectual and societal platforms. What lies behind the concept of Asia? If we are to talk about Asia, a good place to start is to form our own judgment of what we think what "Asia" means. To derive an informed judgment, though, we must first exercise a critical survey of the major deliberations on what the concept of Asia actually constitutes. As the maps above suggest – this may depend remarkably on the perspective one takes.

At present, Asia is attracting a lot of attention from the global community, no matter from what platform you address. Roughly sixty per cent of the world population live in Asia and the two largest Asian nations – China and India – also houses some of the world's oldest and most enduring civilization trajectories. Politically, Asia poses opportunities as well as threats vis-à-vis international relations and global governance. Economically, Asian economies are now major parts of the global business and financial engines, an observation well illustrated in the following video clip.

Exhibit 3: Is Asia the dominant economic power?

Videographic: Is Asia the dominant economic power?

Sources: https://www.youtube.com/watch?v=4ThLCExbdog

Asia's role in the global context is thus as complex as it is controversial. To understand what Asia means to the world and what the world means to Asia, we have to look deeply back into the past, critically at contemporary affairs and well into the future.

Required readings task 1:

1. Hsiung, J. C. 2002. Pacific Asia in the Twenty-First Century World Order. *Asian Affairs: An American Review*, 29(2): 99-115.

2. Kim, M., & Hodges, H. J. 2010. Is the 21st Century an "Asian Century"? Raising More Reservations than Hopes. *Pacific Focus*, 25(2): 161-180.

3. Korhonen, P. 2008. Common culture: Asia rhetoric in the beginning of the 20th century. *Inter-Asia Cultural Studies*, 9(3): 395-417.

4. Vervoorn, A. 2006. *Re-orient: change in Asian societies* (3rd ed.). New York: Oxford University Press.
   'Introduction – The idea of Asia': 2-5.

5. Yamazaki, M. 1996. Asia, a Civilization in the Making. *Foreign Affairs*, 75(4): 106-118.

Suggested readings/other materials task 1:

Videos and other materials

What is Asia?

- As explained by Christopher Mullis:
  https://www.youtube.com/watch?v=3lqiLDUWHi0

- From common people: https://www.youtube.com/watch?v=LFx_j24d2Hg

- Two Metaphors for "What Is Asia?":
  https://www.youtube.com/watch?v=6bYmLTW4cEw

Task 2: Cultural webs of Asian lives

An Asian graphic artist, Yang Liu, aptly elucidates her view of the cultural differences between the West and the East as can be seen at the following web space:

Exhibit 4:   The cultural differences between East and West, according to one artist

SHARE
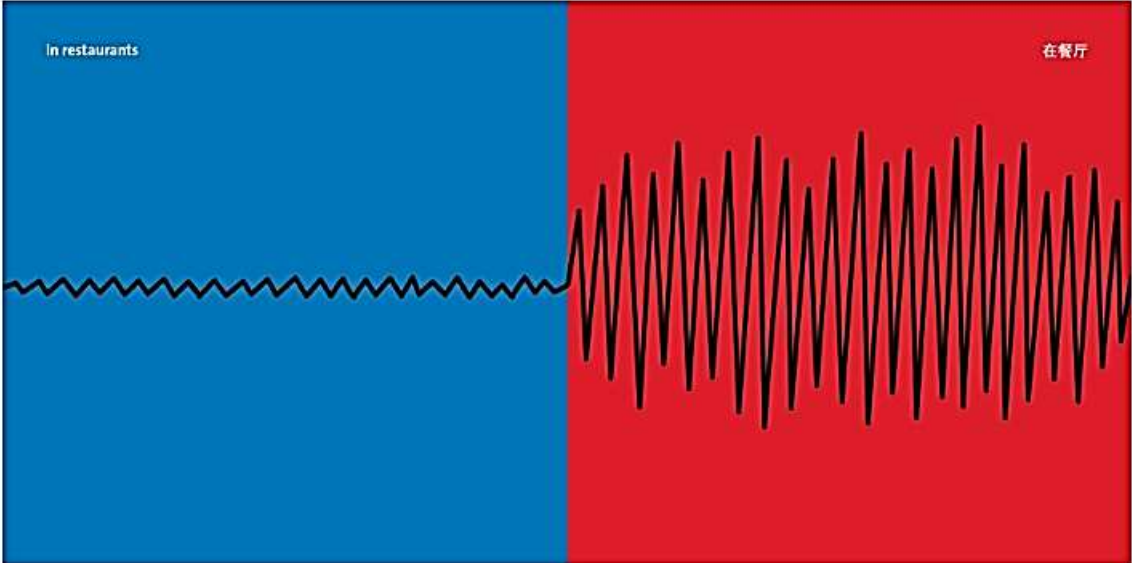
WRITTEN BY
Annalisa Merelli

December 07, 2015

Graphic artist Yang Liu has a sharp eye for cultural comparison, honed by personal experience. In 1990, at the age of 13, she moved from Beijing, to Berlin. After exactly 13 years there, she started an illustrated project to document her dual experiences in China and Germany.

Originally created as 47 simple blue and red posters, Yang Liu's nonjudgmental series playfully captures the difference between cultures: from workplace hierarchy to restaurant etiquette. It has since been shown at the Ministry of Foreign Affairs in Germany, and was published in 2007 by art book authority Taschen with the title *East Meets West*.

In restaurants   在餐厅

Source: http://qz.com/567479/the-cultural-differences-between-east-and-west-according-to-one-artist/.

Intuitively, those of us who have had some exposure to the interaction between the two cultures (and who have not, in this globalized age?) would relate to what Miss Liu tries to illustrates. Yet, few would be ready to "explain" what underpin these differences, and what their implications are.

In a less artistic but more academic fashion than that of Ms. Liu, culture is often characterized along major dimensions from the many dimensional models of culture – Hofstede's and Hall's models being among the well-recognized. Exhibit 5 demonstrates a simple example of how Hall's model can be applied to understand the Asian culture, and compare it to that of the West – that is, while the West communication pattern is "low context", the East tend to be more "high context" in their interpersonal relation. Then, Exhibit 6 illustrates a sample of Hofstede's indices available for a selection of Asian and West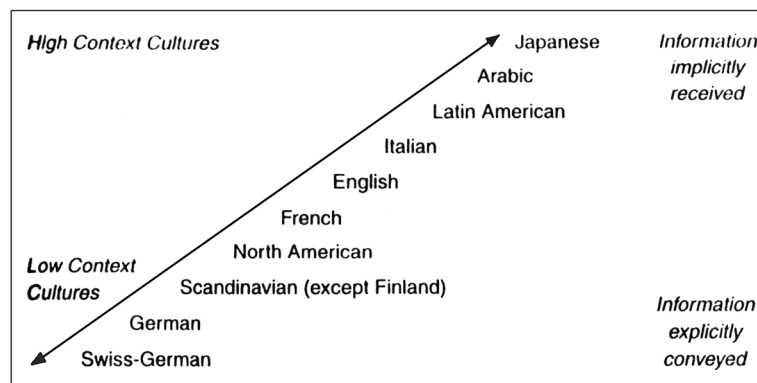ern countries, showing striking differences between the East and West in three of the six dimensions. These dimensional models, limited as they may be, do help us better decipher the many riddles of Asian culture.

Exhibit 5: Hall's model – high v. low context cultures

Source: Katan, D. 1999. Translating Cultures: An Introduction for Translators, Interpreters, and Mediators. Manchester: St. Jerome Publishing.

Factor	High-context culture	Low-context culture
Overtness of messages	Many covert and implicit messages, with use of metaphor and reading between the lines.	Many overt and explicit messages that are simple and clear.
Locus of control and attribution for failure	Inner locus of control and personal acceptance for failure	Outer locus of control and blame of others for failure
Use of non-verbal communication	Much nonverbal communication	More focus on verbal communication than body language
Expression of reaction	Reserved, inward reactions	Visible, external, outward reaction
Cohesion and separation of groups	Strong diistinction between ingroup and outgroup. Strong sense of family.	Flexible and open grouping patterns, changing as needed
People bonds	Strong people bonds with affiliation to family and community	Fragile bonds between people with little sense of loyalty.
Level of commitment to relationships	High commitment to long-term relationships. Relationship more important than task.	Low commitment to relationship. Task more important than relationships.
Flexibility of time	Time is open and flexible. Process is more important than product	Time is highly organized. Product is more important than process

Source: http://changingminds.org/explanations/culture/hall_culture.htm

Exhibit 6: Hofstede's Indices: selected countries

Country	Power Distance	Individualism	Masculinity	Uncertainty Avoidance	Long-term Orientation	Indulgence vs Restraint
Bangladesh	80	20	55	60	47	20
China	80	20	66	30	87	24
Hong Kong	68	25	57	29	61	17
India	77	48	56	40	51	26
Indonesia	78	14	46	48	62	38
Japan	54	46	95	92	88	42
Korea South	60	18	39	85	100	29
Malaysia	104	26	50	36	41	57
Pakistan	55	14	50	70	50	0
Philippines	94	32	64	44	27	42
Singapore	74	20	48	8	72	46
Taiwan	58	17	45	69	93	49
Thailand	64	20	34	64	32	45
Vietnam	70	20	40	30	57	35
~ Asia	*73*	*24*	*53*	*50*	*62*	*34*
Australia	36	90	61	51	21	71
Belgium	65	75	54	94	82	57
Canada	39	80	52	48	36	68
Finland	33	63	26	59	38	57
France	68	71	43	86	63	48
Germany	35	67	66	65	83	40
Great Britain	35	89	66	35	51	69
Netherlands	38	80	14	53	67	68
Sweden	31	71	5	29	53	78
U.S.A.	40	91	62	46	26	68
~ West	*42*	*78*	*45*	*57*	*52*	*63*
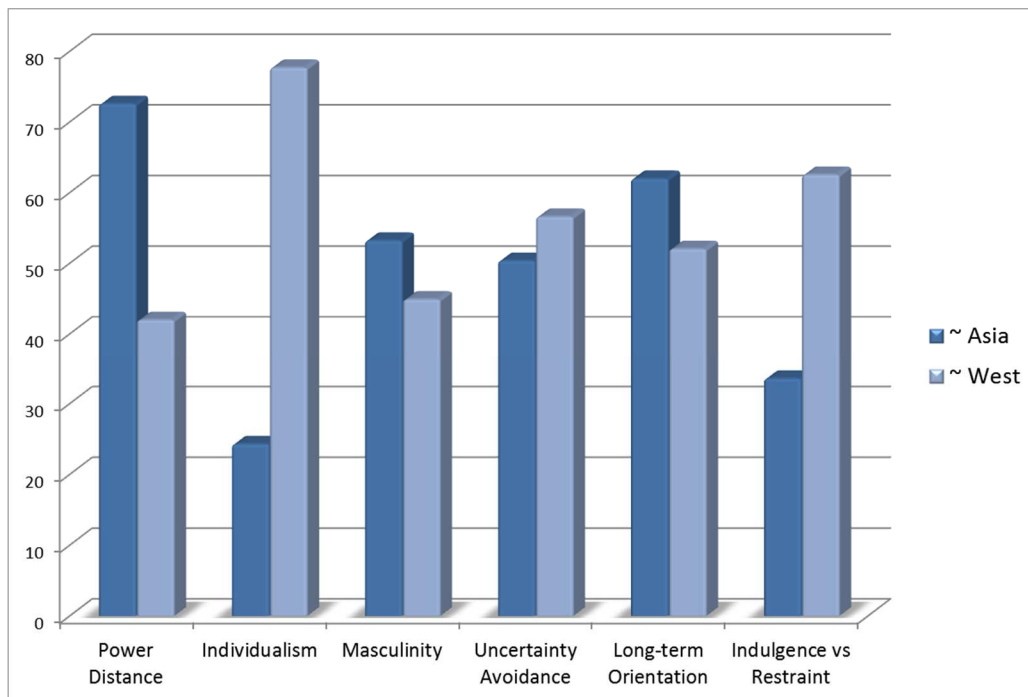
Source: Compiled from data available at: http://www.geerthofstede.nl/dimension-data-matrix.

Whereas Christianity, albeit in many variants, can make a strong claim to be the root of Western thought, Asia as a whole is influenced by intricate webs of more than one distinct cultural heritage. The major ideologies that have deep historical roots and still co-exist in contemporary Asia are Confucianism, Daoism, Hinduism, Buddhism, and Islam. Of course, the legacy of colonial past means that Christianity also exerts influences in certain parts of Asia, while industrialization injects modern Western ideological traditions such as capitalist view of economy and society. This is a recipe for complexity as well as complication.

Take the seemingly simple concept of the "face" – for starters. The "face" plays a major role in Asian interpersonal interaction. "Saving face" and "losing face" could make or break a relationship – a phenomenon that has baffled many foreign sojourns in the region.

At the opposite end of cultural manifestation, we can venture into the realm of taboos, one of which concerns the most mundane, yet least easy to digest: that of excrement. A prominent scholar on China, William Callahan of the London School of Economics (LSE) explores this taboo through a short documentary: 'Toilet Adventures', which challenges us to look at China and its culture – and our reaction to it – in a rather flabbergasting manner – see Exhibit 7.

Exhibit 7:   'Toilet Adventures" – a short film by W. Callahan

Source: https://www.thechinastory.org/2015/08/toilet-adventures-in-china-making-sense-of-transnational-encounters/

To best understand culture is to look at it in action, that is, in how it influences the numerous slices of life. An understanding of the Asian culture could thus aid us in our deliberation on many contemporary issues at the frontier of the debate on Asian affairs – such as the social issue of *human rights* or the business issue of *corporate governance*. By looking at these issues and how cultural influences manifest themselves in contemporary Asia, we can learn a lot about Asian cultures and their forces in society. This understanding could help make the debate on Asia, particularly in relation to the West, more lively and insightful.

Required readings task 2:

1. Davidson, J. S. 2001. 'East versus West: Human rights and cultural difference'. *Canterbury Law Review*, 8(1): 37-53.

2. Kim, J. Y., & Nam, S. H. 1998. The Concept and Dynamics of Face: Implications for Organizational Behavior in Asia. *Organization Science*, 9(4): 522-534.

3. Miles, L., & Goo, S. H. 2013. Corporate Governance in Asian Countries: Has Confucianism Anything to Offer? *Business and Society Review*, 118(1): 23-45.

4. Titus, H., Smith, M., & Nolan., R. 1995. Chapter 19 – Asian Thought, *Living Issues in Philosophy*, 9th ed.: 407-429. New York: Oxford University Press.

5. de Varennes, F. 2006. The Fallacies in the "Universalism Versus Cultural Relativism" Debate in Human Rights Law. *Asia-Pacific Journal on Human Rights and the Law*, 7(1): 67-84.

Suggested readings/other materials task 2:

Videos and other materials

Web sites on dimensional models of culture:

- Hofstede's site: http://www.geerthofstede.nl/dimensions-of-national-cultures.
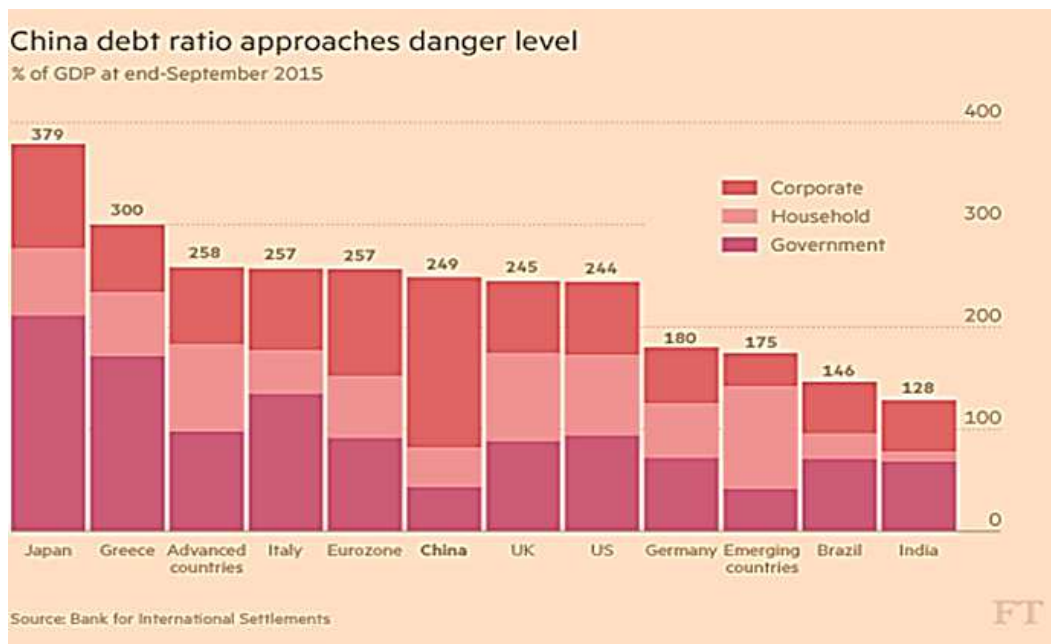
- Brief explanation of Hall's concept: http://changingminds.org/explanations/culture/hall_culture.htm.

- Inteview with Geert Hofstede on Culture (32'): https://www.youtube.com/watch?v=wdh40kgyYOY

- Map visualization of Hofstede cultural dimensions: https://www.youtube.com/watch?v=U-XdIbgFxZo

Task 3: Asian economy: 'end of the miracle' or 'technological dragons'?

In the past decades, several Asian economies have experienced outstanding economic growth accompanied by impressive social development: from near-agricultural economies with low per capita GDP, they have evolved into sophisticated highly urbanized economies with per capita income ten times higher. These economic achievements have been accompanied by a relatively equitable income distribution and advances in human capital, health and life expectancy. The question of 'how did it happen' has fascinated a generation of social scientists, resulting in a variety of explanations and theories.

Yet, nowadays the core of the debate has moved more towards how to deal with the drawbacks of this spectacular growth experiences, and how to ensure its economic *and* environmental sustainability. Many factors – and not only economic ones – may come to play a role in shaping the future of Asian and world economy.

Exhibit 8: China debt ratio

Source: FT June 24th 2016 (http://www.ft.com/fastft/2016/06/14/china-corporate-debt-could-cause-serious-problems-imf/)

Moreover, as history has shown, 'one silver lining' of shared hardship is that it seems to bring nations closer together in the quest for greater co-operation. Thus, the past decades have witnessed several such formal regional co-operation and integration efforts within Asia. We know about the EU, we hear about the NAFTA and the Mercosur - what about ASEAN, APT, APT+1, APEC and the latest AEC ? Have you heard of them before?

The following video and article provide some information about the role and challenges of regional economic integration in Asia. Listen and read carefully - both refer also to some challenges for future economic development of the region:

Exhibit 9: YouTube video – Economic integrations: How it matters

Economic integration: How it matters

Source: **https://www.youtube.com/watch?v=uHabWvOkiF0**

Exhibit 10: AEC 2015 – The Changing Game

ASEAN News

AEC 2015 - The Changing Game

Busabaporn Kittisarawanno
Asia News Network
Publication Date: 15-03-2013

Many countries in ASEAN have begun major constructions, both roads and railways to transport all goods and services within countries and as the routes to reach their neighboring. Land transportation will also become more and more important than sea transportation, considering most of ASEAN countries share land borders with others. Efficient land transport plays a vital role in fostering international trade with and within ASEAN region.

Moreover, the location of ASEAN which is between China and India, 2 countries that have the most population and purchasing power in the world, is also an advantage for ASEAN members to trade with them.

In Thailand, the government already invested 2.2 billion baht in transportation system. The roads from North to South and East to West and the Mass Transit System in Bangkok and surrounding provinces would provide more convenient support for business, said Mr.

Charamporn Jotikasathira, President of the Stock Exchange of Thailand.

ASEAN also have strong capital market but we have to be prepared for challenges, changes and new rules and regulations. However, there are many issues that are considered as the risks ASEAN is encountering. The different of economic and political structure of each country makes it is more difficult to collaborate. Integration will take time and more efforts. AEC also need leadership who can guide people to work together as ONE.

ASEAN has proved itself as a growth region and has capability to complete and struggle in World stage so it only depends on effort and adaptation to reach its goal to accomplish AEC.

Source: http://www.aseanbusinessforum.com/news/allDetail.php?sec=15&id=44099

Parallel to this formal alliances, though, some have observed a more subtle, informal form of co-operative economic networks that seems to be quite compatible with the Asian temperament – the so-called "ethnic business network", among which the ECBN seems to be the most active not only in Asia, but also throughout the globe. Still, something is changing.

Required readings task 3:

1. Noor, M. 2011. Economic integration in ASIA-PACIFIC. ***International Trade Forum***, (4): 16-16.

2. Oba, M. 2016. TPP, RCEP, and FTAAP: Mulitlayered Regional Economic Integration and International Relations. ***Asia-Pacific Review***, 23(1): 100-114.

3. Peng, D. 2000. Ethnic Chinese Business Networks and the Asia-Pacific Economic Integration. ***Journal of Asian and African Studies***, 35(2): 229-250.

4. Yeung, H. W. C. 2006. Change and Continuity in Southeast Asian Ethnic Chinese Business. ***Asia Pacific Journal of Management***, 23(3): 229-254.

Suggested readings/other materials task 3:

Readings:

♦ Nicolas, F. 2008. The political economy of regional integration in East Asia. ***Economic Change and Restructuring***, 41(4): 345-367.

♦ Stiglitz, J. E. 1996. Some Lessons from the East Asian Miracle. ***The World Bank Research Observer***, 11(2): 151-177.

Videos and other material

Economy

♦ Why Singapore became an economic success – rationales for an economic miracle (2' 20"):
https://www.youtube.com/watch?v=5CUz81Y6LO0&index=34&list=PL0KWoY2XZKw7nLZKIMxavl0R4ur14Hpui

- Main challenges for China economy (6' 25'') – demographic challenge: https://www.youtube.com/watch?v=G_VPKGewapI&index=3&list=PL86D1C33C73DBBA8F

- Main challenges for China economy (3' 53''): https://www.youtube.com/watch?v=zz1YaqPhVgw

- China factories and increasing labor costs (3' 40'): https://www.youtube.com/watch?v=7jAkGGUobqY&index=50&list=PL0CDE37397E835C81

- China today in 3 numbers (2' 38''): https://www.youtube.com/watch?v=pXdJPrZC9Ww

- China's debt explained (1' 50''): https://www.youtube.com/watch?v=VaGjUq6XEh4&list=PLrhpR40o4n5wTXSJjqqtqb4h6EzKbkpZo&index=19

- End of the Chinese miracle (15' 28''): https://www.youtube.com/watch?v=t487ILVf87k

Technology: social media, e-commerce and new business models

- The business of social media in Indonesia: 'Eat, Pray, Tweet' , The Economist, Jan 6th 2011 (http://www.economist.com/node/17853348)

- China tech trailblazers: The Economist, 6th August 2016 (http://www.economist.com/node/21703371/print)

- Social media and business models in Asia (up to minute 3' 25'') – video from 2009, thus a bit 'outdated', but interesting what it highlights: https://www.youtube.com/watch?v=nZWKRHVX1Yo

- Technology disruption and new businesses in Asia (18'): https://www.youtube.com/watch?v=wONUVj0QOjc

- Automation in China (2'): https://www.youtube.com/watch?v=wUAM-7jbhIw

- Robotics and technological catch up in China (8' 28''): https://www.youtube.com/watch?v=DRJRJQOpRYs

Informal regional integration – Chinese ethnic business networks

- Ethnic business networks in Asia (4' 04''): https://www.youtube.com/watch?v=m1wS8Hk8GV0

- Quanxi (5' 22''): https://www.youtube.com/watch?v=gKE-k_L3HEk

Task 4: Back to the future of the new world order/s?

Exhibit 11: The geopolitics of 2026

The Economist | World politics | Business & finance | Economics | Science & technology | Culture

Leaders

The geopolitics of 2026

Sometimes a long view helps reveal the big picture. We asked Mark Leonard to peer ahead two decades

Nov 18th 2005 | From The World In 2006 print edition   *Timekeeper*   **Tweet**

History is traced not in straight lines but in jagged and discontinuous strokes. But what if the future follows a more predictable path?

By 2026, China's economy will be bigger than America's, and India's will be much larger than that of any individual European country (Russia, Brazil and Indonesia will not be far behind). The press will be full of articles about "Asian values" and the "Beijing consensus". As these countries develop, so will their voracious appetite for natural resources and human capital. There will be a fierce global scramble for oil, water and skilled labour.

But even the biggest powers will be vulnerable. The privatisation of destruction—with computer nerds able to wreak global havoc from their bedrooms and terrorists able to buy weapons of mass destruction in a global market—will allow groups of individuals to take on nation states. This vulnerability may encourage "defensive imperialism": powerful countries taking over states to prevent them serving as bases or breeding grounds for hostile groups.

If these trends are taken to their logical conclusions 2026 will not see a new world order, but at least four.

As economic might shifts from the north and west to south and east, so will cultural power. The rise of al-Jazeera and Bollywood already means that the world no longer looks at things overwhelmingly through American eyes. Ancient civilisations like China and India will become more self-confident and will project their own ideas on to concepts such as democracy, freedom and the rule of law.

If these trends are taken to their logical conclusions 2026 will not see a new world order, but at least four. This quadri-polar world will be split along two axes: between democracies and autocracies; and between countries seeking a balance of power and those that want a world organised around international law and institutions.

The most powerful pole will continue to be the American World, especially if it can embrace India. However, a falling dollar and an over-militarised global footprint could see America repel as much as it attracts. Traditional allies such as the European Union, Japan and South Korea will have less appetite for American leadership than they did during the cold war.

An expanded Eurosphere that includes Bulgaria, Romania, Norway, Switzerland, Turkey, Ukraine, the Balkans, Moldova, Belarus and Georgia will share a belief in democracy with the United States—but be alienated from it because of a habit of multilateralism. Around its core lie another 70 countries in the former Soviet block, the Middle East and Africa that are dependent on the Eurosphere for trade, aid and investment—and are gradually being drawn into the European way of doing things.

> *To Europe's east will lurk Russia and China, united by their autocratic systems. They will seek to use multilateralism to make the world safe for tyrants. Russia will try to stop the osmotic progress of European values through Eurosphere enlargement. China's economic growth will be a beacon for dictators who want to modernise without giving up power. China and Russia (with Kazakhstan, Kirgizstan, Tajikistan and Uzbekistan) will turn the Shanghai Co-operation Organisation into an anti-G7 of countries that are repressive. They will also use their seats in multilateral institutions—occasionally manipulating the Eurosphere—to contain America.*
>
> *The fourth pole will be the Faith Zone—defined neither by democracy nor the rule of law. By 2026, secular Europe will increasingly be boxed in by a global religious revival. The Muslim world will be the front-line. While some countries in the Middle East—Lebanon, Palestine, Iran—develop a new strain of Muslim democracy, many won't manage to change their politics quickly enough to keep up with social demands. In Saudi Arabia, Egypt and Iraq corrupt elites will be swept away by Islamists with increasingly international connections.*
>
> *Not all countries will be part of a sphere of influence. This will lead to a global battle to co-opt "swing countries". The contest will be intense, with varying players, in South-East Asia, Central Asia, the Caucasus and the Middle East. India could well be the biggest swing country.*
>
> *The good news is that the quadrilateral world, for all its power struggles, is unlikely to resort to all-out war. True, there is a risk that the Faith Zone breeds extremists. But because the four spheres will be bound together by a single economic system—with the different poles frantically trading and investing with each other—the new balance of soft power will be relatively stable.*

Source: http://www.economist.com/node/5133906

The above vision of the new world order weaves a complex dynamic forces that make up the issue of geopolitics.

The first force is of course ***the political system internal to an individual society***. In regard to Asia, while acknowledging the economic achievements of the so-called 'Asian miracles', most critics point at Asia's shortcomings in democracy and civil rights, often accompanied by lack of transparency, authoritarian governments, and misuse of public funds. On the other hand, some claim that such critics are rooted in the fact that democracy is arguably a Western concept and it is possible that Asian countries indeed need strong government to ensure economic progress and social order.

Debates over the dubious nature of Asian politics linger on. Such debates epitomize the dispute over whether the governance in the Asian countries is in need of reform and if so, in what respect. In particular, the concept of 'Asian Value' was at the core of a heated debate for many years. Intellectuals and ideologists from all origins, East and West, took sides. The 1997 Asian financial crisis seemed to have put an end to the debate, heralding the triumph of Western (market) values. A decade later, though, in the midst of the financial crisis of 2009 – a crisis that originated at the very heart of the West, the almighty US, and is believed by some to be likely salvaged by the Asian giants such as China and India – the 'Asian values' debate may again be resurfacing.

Amid this debate is the second and third intertwined forces of geopolitics: first is the force of ***regional international affairs*** – which we have already discussed in an earlier task – and second is the force of ***global international relations***. Some argue that the different political traditions and ideologies between the West and the East present shaky

ground for geopolitics. Now that the East, particularly China and India, are gaining dominance in the world economy, while the force of faith and religious conviction is demanding greater attention from all – culture, politics and economics inevitably mingle, perhaps signalling a turning point in the landscape of the world geopolitics, as envisioned by the above prediction of the new world order/s in **the Economist**.

Required readings task 4:

1. Ganguly, S., & Pardesi, M. S. 2012. Can China and India Rise Peacefully? *Orbis*, 56(3): 470-485.
2. Ichimura, S. 2011. When and How Can Asia Play a Leading Role in the New World Order? *Asian Economic Journal*, 25(1): 113-117.
3. McKinnon, R. I. 2010. China in Africa: The Washington Consensus versus the Beijing Consensus. *International Finance*, 13(3): 495-506.
4. Mukherjee, K. 2010. Is There a Distinct Style of Asian Democracy? *Journal of Asian and African Studies*, 45(6): 684-694.
5. Okano-Heijmans, M., & van der Putten, F.-P. 2009. China's Rise and the Changing Rules of the Game in the International Order, *CEPS Commentaries*: 1-3.
6. Woods, N. 2008. Whose aid? Whose influence? China, emerging donors and the silent revolution in development assistance. *International Affairs*, 84(6): 1205-1221.
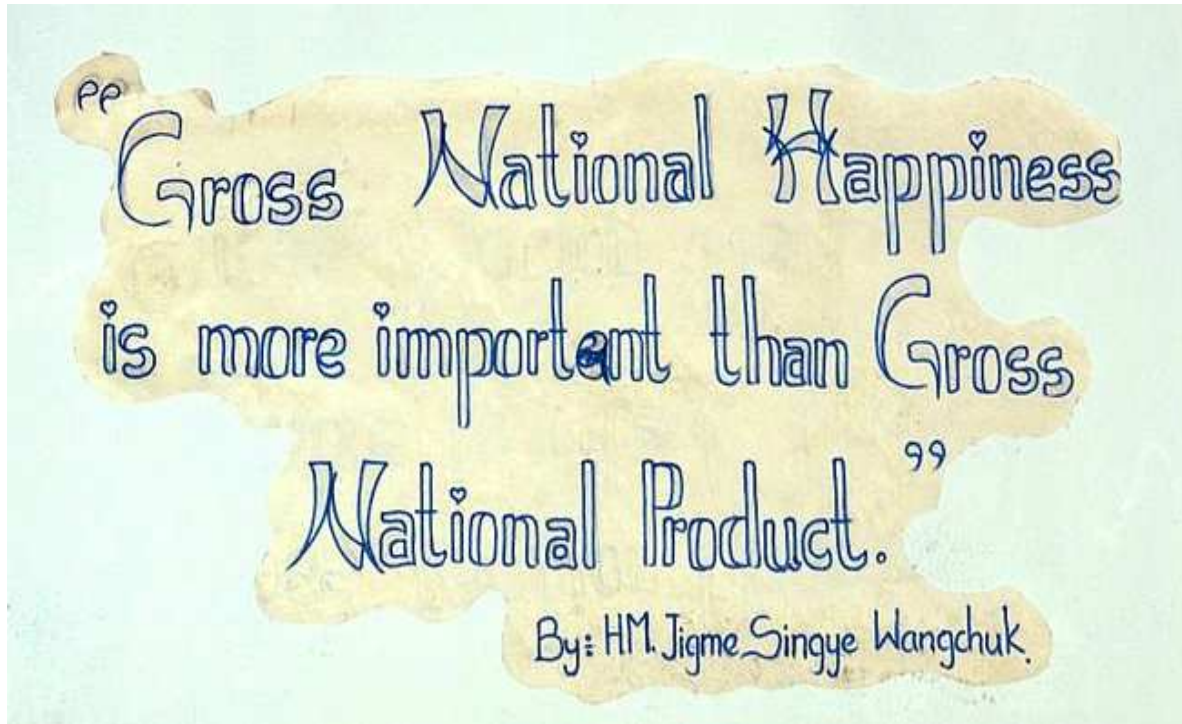
Suggested readings/other materials task 4:

Videos and other material

⬥ The End of the End of History—The Return of Geopolitics:
https://www.youtube.com/watch?v=Tv7mCXtPB68

⬥ Parag Khanna: Mapping the future of countries:
https://www.ted.com/talks/parag_khanna_maps_the_future_of_countries?language=en#t-99369

Task 5: Quality of life and societal changes in Asia

Exhibit 12: Quote from the 4ᵗʰ King of Bhutan

Source: https://bardachtravels.wordpress.com/2011/04/24/bhutan-1-the-country-%E2%80%93-land-of-gross-national-happiness/

During past decades, a rising criticism has surged towards conventional indicators of society's development and progresses, such as the widely used GDP and GDP per capita, which have been 'accused' of focusing exclusively on economic aspects and thus overlooking other factors that are important to shape and understand the living conditions of societies. In this respect, even the United Nations have been pushing forward alternative indicators, such as the Human Development Index (HDI) or the more recent Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs), in the attempt to better grasp the 'conditions' of a society beyond economic-related aspects. A known (and a bit exotic) example is represented by the decision of the country of Bhutan to employ the Gross National Happiness as indicator for country advancements and progresses.

The concepts of "happiness", "well-being" and "quality of life" have been increasingly used to describe, assess and compare different societies. Such comparative analysis can be done in a longitudinal dimension (such as observing the different quality of life among different historical societies, e.g. pre- v. post- industrialization), or on a cross-sectional basis (comparing different societies at one point in time), or indeed on a multi-dimensional perspective that spans both space and time. However, the main challenge is first to define precisely what is meant by "quality of life" and then to judge how far such conceptualization and its measurement could tell us about a particular society. That is

not a simple task, not only because there may be many different ways to define quality of life, but also due to the fact that there could be a large number of possible factors influencing the outcomes, as illustrated in a selection of quotes in Exhibit 13 below.

Exhibit 13: Perspectives on quality of life

The greater part of our happiness or misery depends upon our dispositions, and not upon our circumstances.

Source: Martha Washington, from Brainyquote site:
           http://www.brainyquote.com/quotes/authors/m/martha_washington.html

Subjective well-being encompasses three different aspects: cognitive evaluations of one's life, positive emotions (joy, pride), and negative ones (pain, anger, worry). While these aspects of subjective well-being have different determinants, in all cases these determinants go well beyond people's income and material conditions … . All these aspects of subjective well-being should be measured separately to derive a more comprehensive measure of people's quality of life and to allow a better understanding of its determinants (including people's objective conditions). National statistical agencies should incorporate questions on subjective well-being in their standard surveys to capture people's life evaluations, hedonic experiences and life priorities.

Source: OECD. 2013). Guidelines for the Measurement of Subjective Well-being. Paris: OECD.

The intent is to focus on a democratic approach in the application of subjective surveys in an attempt to use subjective well-being (SWB) as an empirical measure ... [However] Measurement requires a conception that can be measured. The SWB definition is "Happiness is defined as the degree to which someone evaluates positively the overall quality of his or her present life as a whole" (p. 267). It is difficult to measure even if one assumes that all those who receive the survey instrument are aware that this is the conception to be applied. In addition, to assume that "Most people know whether or not they enjoy life" (p.269) is to also assume that all individuals are equally capable of determining their happiness, let alone able to calculate and measure happiness with a degree of accuracy. The conception of goals and values is equally obscure. Does one equate happiness with personal goals, such as romantic relationships or how well one does in school or the office, with "lower order goals," or with values as "guiding principles in life" or "higher order goals" conceivably derived from enculturation (pp. 89-90)?

Source: Brinkman, R. 2002. Culture and Subjective Well-Being. ***Journal of Economic Issues (Association for Evolutionary Economics)***, 36(3): 830-833.

A central issue in the study of well-being is cultural differences. Do cultures have an effect on well-being? Do people in different cultures have different conceptions of well-being that, in turn, influence the feelings they deem most desirable? Are the causes of well-being similar or distinct in different cultures? These questions speak to the fundamental nature of subjective well-being; and, therefore, understanding in this field cannot proceed without first acknowledging the influence of culture."

Source: Diener, E. 2009. Introduction. In E. Diener (Ed.), **Culture and Well-Being: The Collected Works of Ed Diener**: 9-41. Dordrecht: Springer.

The majority of Asian nations, with a few notable exceptions, fare mostly at the bottom end of the rankings of quality of life and well-being. We might want to find out then what lie behind such results and what they actually mean, particularly with respect to Asian society. If we pay attention to how the Asians themselves view the concept of life and its quality, we may be faced with a lot of surprises and new insights.

Exhibit 14: Fung, 2013

ASIAN POPULAR CULTURE

Edited by Anthony Fung
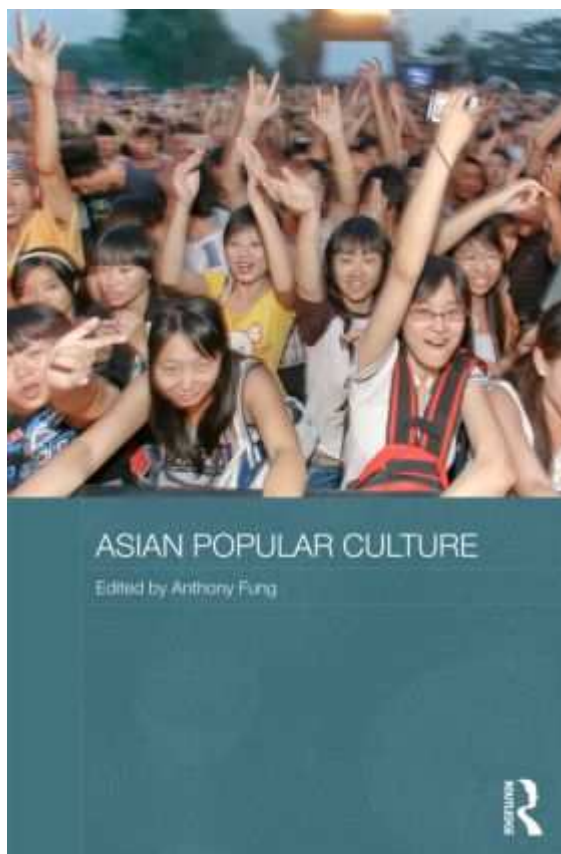
Turning to the features of the variety of societies in Asia, we have seen that these reveal certain mutual characteristics: collectivist-oriented individuals, paternalistic states, and an expanded and complex family structure. Yet, beneath the similar facets, we can see subtle, and often deep-seated, differences in all these elements. Moreover, these diversities and similarities are undergoing changes as Asian societies move forward with time: the fast economic growth and the digital revolution seem to have ignited new trends in many aspects of societal life in Asia – for example in family, gender and social interactions.

In this respect, what do the book cover image and the book title (Exhibit 14) suggest? Why do you think this image has been chosen as cover for a book with that title?

Source: Fung, A. Y. H. (Ed.). 2013. **Asian Popular Culture: The Global (Dis)continuity**. London: Routledge.

The answer to these questions might be better discussed within the framework of a broader debate, whose focus lies on how to characterize the development of human societies on a global scale, whether we are **converging or diverging.** Now, that is another debate you may find rather intriguing, not the least because of its frustratingly fuzzy and contradictory nature.

Required readings task 5:

1. Gaia, A. C. 2005. Culture and Subjective Well-being. *International Social Science Review*, 80(1/2): 67-69.

2. Herkenrath, M., König, C., Scholtz, H., & Volken, T. 2005. Convergence and Divergence in the Contemporary World System: An Introduction. *International Journal of Comparative Sociology*, 46(5-6): 363-382.

3. Inoguchi, T., & Shin, D. C. 2009. The Quality of Life in Confucian Asia: From Physical Welfare to Subjective Well-being. *Social Indicators Research*, 92(2): 183-190.

4. Park, N., Song, H., & Lee, K. M. 2014. Social networking sites and other media use, acculturation stress, and psychological well-being among East Asian college students in the United States. *Computers in Human Behavior*, 36: 138-146.

5. Phatak, A. V., & Sandhu, A. 2010. Family Matters: Explaining Asian Capitalism's Distinct Nature. *Decision Line*, July: 14-16.

6. Shin, D. C., & Inoguchi, T. 2009. Avowed Happiness in Confucian Asia: Ascertaining its Distribution, Patterns, and Sources. *Social Indicators Research*, 92(2): 405-427.

Suggested readings/other materials task 5:

Readings:

1. Fung, A. Y. H. (Ed.). 2013. *Asian Popular Culture: The Global (Dis)continuity*. London: Routledge.
2. Veenhoven, R. 2009. Well-Being in Nations and Well-Being of Nations. *Social Indicators Research*, 91(1): 5-21.

Videos and other materials:

Happiness and quality of life

- Measuring happiness (15'): https://www.youtube.com/watch?v=2slvqU1Zajo
- Buthan Gross National Happiness (6' 24''):
  https://www.youtube.com/watch?v=sAtMqwh21Eo
- Curiosity about research on happiness and well-being: 'Track your happiness' app:
  https://www.trackyourhappiness.org/
- A totally different view on happiness:
  http://www.bbc.com/future/story/20160809-why-it-pays-to-be-grumpy-and-bad-tempered?ocid=ww.social.link.email

Family and women

- Asian new family values: The Economist, 22nd August 2015
  (http://www.economist.com/node/21661805)
- The flight from marriage in Asia: The Economist, 20th August 2011
  (http://www.economist.com/node/21526329/print)
- Women as top-managers in Asia: The Economist, Jun 7th 2012
  (http://www.economist.com/node/21558321/print)
- Role of women in South-East (7' 20' - from minute 1'30''):
  https://www.youtube.com/watch?v=ReAb0m_NZhc
- Marriage crisis in China and India (2' 50'):
  https://www.youtube.com/watch?v=SWwhEaFmSno&index=12&list=PL0CDE37397E835C81

Social media

- Social media apps in Asia (1' 24'):
  https://www.youtube.com/watch?v=n8qiUeFRAdA

Special team assignment task 5 (mandatory):

Each Country Branding Poster assignment team will be assigned by your tutor one of the following indicators/studies and conduct a *quick* research to find out more about it.

List of indicators/studies that could be analysed:

- United Nations annual human development index (HDI):
  http://hdr.undp.org/en/2015-report
- EIU's quality of life index:
  https://www.economist.com/media/pdf/QUALITY_OF_LIFE.pdf
- World database of happiness: http://worlddatabaseofhappiness.eur.nl/
- Asia barometer: https://www.asiabarometer.org
- Prosperity index: http://www.prosperity.com/
- World happiness report: http://worldhappiness.report/

The research should look into the following topics:

1. definition and conceptualization of what constitutes "quality of life" for the selected indicator;
2. methods and operationalization of measures (better examples and with data representations);
3. results, especially vis-à-vis Asian countries (please refer to most recent available data);
4. assessment of the indicator.

In assessing the indicator, the following questions should also be addressed:

a) Which are its strengths and weaknesses?
b) Do you think the results of different countries can be compared?
c) What do you think might be driving the results for the Asian countries?
d) How do you think these indicators might be used by governments or organizations for policy purposes?

Each team is to compile a brief report (in a format of your choice, e.g a bullet-point brief, a printed presentation slides, etc.) on their research and prepare enough copies of this report for the entire group, including one copy for your tutor, who will keep it as a record as part of your evaluation. At the beginning of PBL 4, the teams will give brief presentations of their reports (no more than 5 minutes per team). On the basis of the reports and presentations, the PBL group will proceed to compare and contrast these studies and their research findings in relation to the issue of quality of life in Asia. This discussion should serve as a lead-in to the rest of the PBL post-discussion on task 3.

Appendices

Appendix 1: A quick guide to PBL[2]

This section is intended as a quick guide/reminder to students about problem based learning (PL) process. For detailed information, we suggest that students consult the materials provided to them during the official training session at the beginning of their academic experience with the Maastricht University. More materials on PBL are also available in the university library, in case students wish to gain further insights.

1. What is PBL?

In what way does problem based learning (PBL) differ from more traditional systems of learning? What characterizes Problem Based Learning?

Possible answers are:

- Two way communication instead of one way communication like lectures.
- Student centered instead of teacher centered.
- Working in small groups, this can be motivating while students can test their knowledge.
- Improving problem solving skills, asking questions, cooperative learning.
- Possibility of acquiring communicative skills.
- Possibility to learn how to collaborate with others.
- Activating prior knowledge.
- Problem based learning is a cyclical process in which the discussion in the tutorial group is both a starting point of new learning activities and an endpoint where control and integration of what is learned take place.
- Different roles: the student, the discussion leader, secretary, tutor.
- Function of the tutor differs from a traditional teacher. The tutor is a stimulator of the learning process and the group process of the tutorial group.
- Curriculum is built up in themes.

2. Seven jump learning process

In problem based learning, group discussions are based on the "Seven Jump" method. As you may recall from the training session, these seven steps that are used systematically deal with a specific task. The subsequent explanation of each of these seven steps will make use of the following illustrative task.

> ### *Task: An accident.*
>
> *On a friendly day two sailing boats engaged each other on one of the lakes in Friesland, a Dutch province. One of the boats, a rather big one, carried its sails on starboard. The other,*

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[2] The content of Appendix 2 is based and revised from materials kindly provided by Drs Jeannette Hommes, Assistant Professor, Department of Educational Research and Development, School of Business and Economics, Maastricht University.

smaller, boat carried its sails on backboard. Both captains were rather stubborn and didn't want to give free way to each other, and kept their course. Finally, the boat closest to the shore tried to avoid the accident but it was too late. Both boats collided and there was a lot of damage. About half an hour later the water police arrived and started questioning both captains. After some weeks the captain of the boat with the sails on starboard was fined.

Step 1: **Clarification of Terms**. Identification and definition of terms and concepts in the task which have to be clarified to have a basis for a group discussion. For example, the term "Starboard" will not be clear to all students. It is not necessary to have a complete definition; just a working definition will do for the session.

Step 2: **Problem Definition**. This step shows how much knowledge is already there in the group. A problem definition shows the first way of solving the problem. The closer defined the problem, the more scientific terms are used, the better the follow up discussion. Questions are in this context: *What is the central most critical problem encountered in the task. What are secondary problems that have to be identified?* In the task of the accident a possible problem could be "Does the size of a boat determine the priority? What are the priority rules when sailing? What is the reasoning behind the priority rules?" To make the question more familiar to you, you could ask the following question: "Who would you give priority?" (Note: Problem definitions always have a question mark at the end.)

Step 3: **Problem Analysis/brainstorming**. In the third step you try to answer the problem statement, by using prior knowledge or your own judgment. Stimulate each other in generating ideas. Do not discuss, this disturbs the brainstorming. Use the blackboard to write down the suggestions. Possible answers could be: priority to the biggest boat, priority to the boat closest to the shore.

Step 4: **Systematic Inventory**. In this step the different explanations found in the problem analysis should by catalogued in a systematic order. Furthermore the validity of the answers could be questioned.

Step 5: **Learning Goals**. Probably, you are satisfied with the brainstorm. To test the answers, ask yourself: Do I have enough information if I go sailing? Probably you are uncertain about your answer. So, you should *collectively* formulate learning goals for their individual study. A possible learning goal is: How does the position of the sails influence the priority?

Criteria: Both problem statements and learning goals should be clear and related to the task. Other criteria could be: is there a need for question that asked for an explanation, are concepts related?, is it not too broad?, and is it not too elaborated.

Step 6: **Study**. Additional information outside the group on the basis of the learning goals should be collected and studied at this stage. A lot of sources are available. To limit your search use the literature listed in the course manual.

Step 7: **Report/application to the task** (next session). The newly acquired information and the findings should be reported to the group. The new knowledge each individual has brought to the discussion should be combined with suggestions that lead to solutions of

the task problems. Make sure that you mention your source when you report. So, other group members can check your information if necessary. First discuss the priority rules in general on the water. The priority rule on a lake is starboard gives way to backboard. Next apply the theory to the tasks. So, the captain of the big boat should have given way to the small boat.

Of course, the above seven steps provide a general framework for a PBL meeting. In practice, each tutorial group, with guidance from the tutor, should apply this framework in a flexible manner, with appropriate adjustment to fit the specific content of the course and task at hand.

3. Roles in tutorial meeting

Discussion leader: positive factors *(when formulated the other way round it are negative factors)*.

- is prepared, gives an agenda,
- summarizes regularly,
- controls time and subject,
- clear decision making,
- facilitates participation of all the group members,
- stimulates verbally and non-verbally,
- takes initiatives,
- goals of the discussion are clarified: information given, opinion seeking or decision making.

Group members: positive factors *(when formulated the other way round it are negative factors).*

- are prepared, have done their homework,
- active participation,
- listen to each other,
- give and receive feedback,
- give information,
- ask for information,
- want to be cooperative,
- clear decision making.

Appendix 2: Assessment rubric for Country Branding Poster assignment

TUTORIAL GROUP: UCM–	ASSESSOR 1:
COUNTRY:	ASSESSOR 2:
STUDENT NAMES:	

DELIVERY – THE "PITCH"			
Criteria	**Max**	**Awarded**	**Comments**
You provide a 90-second overview (the "*pitch*") that contextualizes your country branding so that it is *accessible to non-experts* but conforms to the expectations of experts. You have obviously *rehearsed* your overview and deliver it in a *conversational style*, which suggests that you are comfortable and rhetorically savvy.	10		
You appear *enthusiastic* about your country and its brand, partly by adopting open non-verbal gestures and appearing at ease. You give the impression of *confidence in your research*. You are *comfortable* recognizing shortcomings or problematic components of your work when *answering questions* from judges or the audience.	10		
When presenting or answering questions, you *speak clearly*. Your *vocal volume* is appropriate given the background noise in this setting. You may glance at your poster but your *eye contact* remains with your audience. You also *dress appropriately* for this semi-formal but professional occasion.	10		
RESEARCH CONTENT – THE "BRANDING"			
Criteria	**Max**	**Awarded**	**Comments**
You clearly demonstrate *familiarity* not only with your *country and its brand* but also with *how they relate* to current disciplinary, theoretical, scientific and commercial *developments* in the contemporary global context.	15		
You clearly stated your hypothesis in regard to the country USP and its associated brand *compellingly and timely*. You provide important reasons to support why this *hypothesis is worth considering* or why your *branding is worth a serious attention from your audience*. You inject a sense of *originality* or *uniqueness* to your branding.	15		
Your *branding* are based on a *thorough analysis of results* obtained through a *reliable investigative methodology*. Because your analysis is carefully considered and systematically executed, your *branding seems credible and appealing*. Hence, your general argument or approach is conceived as well supported.	20		
DESIGN AND FORMAT – THE "POSTER"			
Criteria	**Max**	**Awarded**	**Comments**
The representation of your research is *logically arranged*; headings and subheadings, textboxes and columns, and the *placement of graphics* present your information so that it can be easily perceived and assessed by viewers. Your text is "chunked" into *readable passages* with font size large enough to be read from 2 meters away. It was *carefully edited and proofread* for quality academic English.	10		
Your poster is a *visually engaging* composition, revealing attention to *design features* such as color, font, images and data visualization; all of these features indicate an attempt to be *aesthetically appealing*. Your poster suggests that you invested time and effort into its production; it has an overall *professional appearance.*	10		
TOTAL MAX	**100**		**Total Awarded**
Date:		Signature, Assessor 1:	