

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2018/19**

Part I Course Overview

Course Title: China: A Socio – Political Transformation

Course Code: GE 2210

Course Duration: One Semester

Credit Units: 3

Level: B2/A2

Arts and Humanities

Study of Societies, Social and Business Organisations

Proposed Area: Science and Technology
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: None
(Course Code and Title)

Precursors: None
(Course Code and Title)

Equivalent Courses: None
(Course Code and Title)

Exclusive Courses: SA/POL2974 Understanding Contemporary China; GE2209 Market Developments in China.
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

Through teacher and peer initiated learning activities like video review, case studies, role play, lectures, class discussion, and assigned reading, students from different backgrounds and fields of study will identify the latest developments in China's socio-political transformation, especially the major challenges and opportunities arising from China's modernisation during the age of globalisation. Students will then use this knowledge to evaluate the implications of current socio-political developments in China from a cross-disciplinary perspective based on a comparative and cross-cultural approach. Through completing a self-initiated semester-long group project, students will finally apply their knowledge of China's socio-political transformation gained in this course together with their own discipline-specific knowledge to discover potential career options in China and develop their individual career goal in the context of China's current and future development.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the major challenges and opportunities arising from China's modernisation during the age of globalisation.	n/a		x	x
2.	Evaluate the implications of current socio-political developments in China from a cross-disciplinary perspective based on a comparative and cross-cultural approach.	n/a	x	x	x
3.	Discover potential career options in China and develop individual career goal in the context of China's current and future development.	n/a	x		x
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO 1	CILO 2	CILO 3	Hours/Week (if applicable)
Video Review	Extracts from local, mainland, and overseas video documentaries will be selected and employed to help students acquire an integrative and synoptic knowledge of the major challenges and opportunities arising from China's modernisation during the age of globalisation. The selected video extracts will let the students visually see China from diverse angles like the twist and turn in its modernisation process, success and failure in its reform effort, back and fore in its steps towards globalisation, to and fro in its search for sustainable development, rise and fall of its state leaders, pleasure and pain of its people, dream and woe of its new generation, challenges and opportunities for its citizens and neighbours, as portrayed by different producers from diverse perspectives. The strengths and limitations of different viewpoints will be compared and contrasted. The comments presented in the video extracts will be confronted and related to the students' concerns for a broader discussion on the implications of current socio-political developments in China from a cross-disciplinary perspective based on a comparative and cross-cultural approach. Showing the video extracts in class promotes optimal learning effects when all class members together discern the records of China in a dynamic ambience with the teacher facilitating a cross-disciplinary discussion among students from different backgrounds. The video show will not exceed 20% of the overall teaching and learning activities or half an hour out of a 3 hours class meeting per week. Sources of the video extracts, whether from private or library collections, will be explained to the students so that they can review the videos in full after class.	x	x		30 minutes
Assigned Readings	Essential readings explaining major issues related to China's modernisation during the age of globalisation and implications of current socio-political developments in China will also be assigned to students for self-study and follow-up in class discussions. The readings will cover topics like the changing Chinese society and new forms of social dilemmas, the rising market economy as compared to the entrenched state economy, the spread of state power and extent of private autonomy, impacts of globalisation on the Chinese economy and industries, reasons and difficulties for China's integration with Asia-Pacific and western countries, the latest legal framework for the conduct of life and work in China, etc. Two hours of self-study on the assigned readings will be required every week.	x	x		2 hours
Lecture	Lectures will summarise and demonstrate the social, economic and political aspects of a transforming China. Major challenges and	x	x		1.5 hours

	<p>opportunities arising from China's modernisation during the age of globalisation will also be explained. Student-teacher interactions will frequently take place in the form of class debate and discussion. Guest lectures will also be offered by visiting scholars when appropriate. Topics in the lectures will include rise of civil society and individual liberty in China, changing social structure and evolving constraints on the citizens, urban lives and rural subsistence, post-reform economic predicaments and opportunities, the roles and impacts of China in regional and international integration, challenges and opportunities after entry to WTO, perceptions and reactions of neighbouring countries to the rise of China, appeals and snares in the Chinese workplace, practices and limits in dealing with politics of the communist state, cooperation and clash between one country and two systems, etc. The related theoretical models and experiences of other countries will be contrasted wherever appropriate to bring in a comparative perspective</p>				
Class discussion	<p>Small group discussions among students from different disciplines during class meetings will critically review and assess the implications of current developments in China. Students will be asked to express individual opinions and expand the discussion beyond personal perspective through active exchange of views with students from other disciplines. Group representatives will be invited to share their conclusions with the rest of the class so as to facilitate an even broader exchange of views. Topics for the discussions will be based on those explained in the lectures as well as those reported in the video extracts shown in class.</p>		x		35 minutes
Group Presentation	<p>Students in group of 4 to 6 will conduct a self-initiated semester-long project to discover potential career options in China based on their knowledge of China's socio-political transformation gained in this course together with their own discipline-specific knowledge. The field of industry, location of work, and other career related choices are all the students' decisions. Each group will present their findings and conclusion to the whole class by the end of the semester.</p>			x	1 to 2 weeks
Quiz	<p>Students will be given an in class quiz to be completed individually. The quiz will assess understanding of topics covered in the lecture and also to further encourage student to think creatively and independently about issues discussed in the lectures.</p>			x	2 hours
Individual Paper	<p>In line with the group project and by applying knowledge gained in this course and in their professional study, students will develop their individual career goal in the context of China's current and future development. The paper will allow students to explain their individual career goal as well as the discovery process in an organized and self-reflexive manner.</p>			x	1 hour

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks / Activities	CILOs			Weighting *	Remarks
	1	2	3		
Continuous Assessment: <u>100%</u>					
Two quizzes on issues related to China's modernisation during the age of globalisation and implications of current socio-political developments in China.	x	x		30% (15% x 2)	
Class participation will be assessed through class discussions, and interaction with the teachers in the debate and discussion	x	x		15%	
20-min presentation in group on discovery of potential career options in China based on knowledge about China's socio-political transformation gained in this course and students' discipline-specific knowledge. Findings and conclusion should be based on group consensus after focused discussions among students from different professional backgrounds.			x	25%	
A single authored term paper (about 1,200 words) to help students reflect on the major challenges and opportunities arising from China's modernisation during the age of globalisation and their relation with the students' professional education so as to locate student's individual career goal in the context of China's current and future development. The assessment criteria include the abilities to relate the current socio-political developments in China to personal experience and professional education, apply the knowledge in real life, and evaluate the topic for personal and career development.			x	30%	
Examination: _____% (duration: _____, if applicable)					
*The weighting should add up to 100%				100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Term Paper	The assessment criteria include the abilities to relate the current socio-political developments in China to personal experience and professional education, apply the knowledge in real life, and evaluate the topic for personal and career development.	Major ideas in the selected readings are clearly summed up in the student's own words with an awareness of the hierarchy of the ideas. The key points are concisely and precisely presented. The ideas and arguments in the selected readings are effectively applied to the student's personal experience and professional education for personal growth.	Major ideas in the selected readings are summed up in the student's own words but a better awareness of the hierarchy of the ideas can be illustrated. The key points are presented in a structured manner. The ideas and arguments in the selected readings are fairly well applied to the student's personal experience and professional education for personal growth.	Major ideas in the selected readings are not very effectively summed up in the student's own words and a better awareness of the hierarchy of the ideas needs to be demonstrated. Most of the key points are presented in a structured manner. The ideas and arguments in the selected readings are not well applied to the student's personal experience and professional education for personal growth.	Major ideas in the selected readings are not well summed up and a better awareness of the hierarchy of the ideas needs to be demonstrated. Presentation of the key points needs further improvement. The ideas and arguments are not well applied to the student's personal experience and professional education for personal growth.	Major ideas in the selected readings are poorly summed up and a good awareness of the hierarchy of the ideas is not demonstrated. Presentation of the key points is not clear. The ideas and arguments are not applied to the student's personal experience and professional education for personal growth.
Class discussion	Students will be assessed according to their abilities to present original ideas in a clear manner, analyse the subject matters with sound logic, and relate the issues to personal experience and professional education.	Participate very actively in class discussions. Independent ideas about the major issues related to China's modernisation during the age of globalisation and implications of current socio-political developments in China are clearly presented, with	Shows active participation in class discussions. Some good ideas about the major issues related to China's modernisation during the age of globalisation and implications of current socio-political developments in China are presented, with	Shows little participation in class discussions. Some ideas about the major issues related to China's modernisation during the age of globalisation and implications of current socio-political developments in China are presented but improvement is needed and can be	Shows nearly no participation in class discussions. Limited ideas and comments about the major issues related to China's modernisation during the age of globalisation and implications of current socio-political developments in China are presented. Limited relevance to the student's personal experience and	Barely shows any signs of participation in class discussions. No idea or comment about the major issues related to China's modernisation during the age of globalisation and implications of current socio-political developments in China is presented.

		strong logic and relevance to the student's personal experience and professional education.	good logic and relevance to the student's personal experience and professional education.	better related to the student's personal experience and professional education.	professional education.	
Group Presentation (20 mins)	The assessment criteria include the abilities to expand the discussion beyond personal perspective, coordinate different opinions for a group consensus, and interact with other students in the class.	The abilities to discover potential career options in China, expand the discussion beyond personal perspective, coordinate different opinions for a group consensus, and interact with other students in the class are effectively and clearly displayed in the group presentation.	The abilities to discover potential career options in China, expand the discussion beyond personal perspective, coordinate different opinions for a group consensus, and interact with other students in the class are quite well displayed in the group presentation.	The group presentation can report different members' opinions but is weak in discovering potential career options in China, demonstrating an expanded discussion among group members, and formulating a clear group consensus. Can interact with other students in the class.	The group presentation identifies very limited potential career options in China, combines limited perspectives, embodies a limited group consensus, and obtains limited interaction with other students in the class.	The abilities to discover potential career options in China, expand the discussion beyond personal perspective, coordinate different opinions for a group consensus, and interact with other students in the class are not demonstrated in the group presentation.
Quizzes	The assessment criteria include the abilities to present personal opinions effectively based on understanding of China via lectures and assigned readings.	Knowledge of the major challenges and opportunities arising from China's modernisation during the age of globalisation is well applied to real life situation and effectively related to the student's personal experience and professional education.. Original discovery and self-reflection in the learning process are clearly demonstrated.	Knowledge of the major challenges and opportunities arising from China's modernisation during the age of globalisation is fairly well related to the student's personal experience and professional education but can be better applied to real life situation.	Knowledge of the major challenges and opportunities arising from China's modernisation during the age of globalisation is not very effectively related to the student's personal experience and professional education. Application to real life situation is limited. Evaluation of the related issues is also weak.	Knowledge of the major challenges and opportunities arising from China's modernisation during the age of globalisation is not well explained and related to the student's personal experience and professional education. Evaluation of the related issues is insufficient. The discussion contains irrelevant materials.	Knowledge of the major challenges and opportunities arising from China's modernisation during the age of globalisation is not applied to real life situation and not related to the student's personal experience and professional education. Evaluation of the related issues is lacking.

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

1. Keyword Syllabus

(An indication of the key topics of the course.)

People's Republic of China. Economic reform. Opening to the West. China and globalisation. China and regional cooperation. CEPA. Pearl River Delta. Hong Kong-Beijing relation. Chinese social organisations. Chinese economic systems. Chinese political institutions. Chinese legal system. Chinese public and social policy frameworks and actors.

2. Reading List

2.1 Compulsory Readings

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

1.	Cai, Yongshun (2008). Local governments and the suppression of popular resistance in China. <i>The China Quarterly</i> , 193, pp.24-42.
2.	Chow, Gregory (2007). <i>China's Economic Transformation</i> . Malden, Mass. & Oxford: Blackwell. Chapter 4, Further Reform: Problems and Prospects, pp.69-90.
3.	Nolan, Peter (2014). Globalisation and Industrial Policy: The Case of China. <i>The World Economy</i> , 37:6, pp. 747- 764.
4	Shen, Anqi, Antonopoulous, A. Georgios and Lampe, Klaus Von (2010). 'The Dragon Breathes Smoke' Cigarette Counterfeiting in the People's Republic of China. <i>British Journal of Criminology</i> , 50, pp. 239 – 258.

2.2 Additional Readings

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

1.	Sun, Qunyang, Qiu, Larry D. & Li, Jie (2006). The Pearl River Delta: A World Workshop. In Zhang, Kevin Honglin (Ed). <i>China as the World Factory</i> . London: Routledge, pp. 27 - 52
2.	Lei, Xie (2011). China's Environmental Activism in the Age of Globalisation. <i>Asian Politics & Policy</i> , 3:2, pp. 207 – 224.
3.	Perry, Elizabeth J. (2007). Studying Chinese Politics: Farewell to Revolution? <i>The China Journal</i> , 57: pp.1-22.
4.	Zhang, Sheldon and Chin, Ko-lin (2002). Enter the Dragon: Inside Chinese Human Smuggling Organisations. <i>Criminology</i> , 40, pp. 737 -768.
5.	Tsang, Shu-ki (2007). The Hong Kong Economy under Asymmetric Integration: Structural Transformation or Dissolution? <i>The China Review</i> , 7:2, pp.35-63.
6.	Saich, Tony (2006). Negotiating the State: the Development of Social Organizations in China. In Lowell Dittmer and Guoli Liu (Eds.), <i>China's Deep Reform: Domestic Politics in Transition</i> Lanham, Md.: Rowman & Littlefield Publishers, pp.285-302.

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any <i>(can be more than one CILOs in each PILO)</i>
PILO 1: Demonstrate the capacity for self-directed learning	CILO3: Students in group of 4 to 6 conduct a self-initiated semester-long project to discover potential career options in China. The field of industry, location of work, and other career related choices are all the students' decisions.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO 1, 2, 3: Video review, case studies, role play, lectures, class discussion, and assigned reading for students to identify the latest developments in China's socio-political transformation
PILO 3: Demonstrate critical thinking skills	CILO 1, 2, 3: Video review, case studies, role play, lectures, class discussion, assigned reading, and group project for students to evaluate the implications of current socio-political developments in China from a cross-disciplinary perspective based on a comparative and cross-cultural approach
PILO 4: Interpret information and numerical data	CILO3: Students in group of 4 to 6 conduct a self-initiated semester-long project to discover potential career options in China.
PILO 5: Produce structured, well-organised and fluent text	CILO3: Individual paper for students to explain their individual career goal as well as the discovery process in an organized and self-reflexive manner.
PILO 6: Demonstrate effective oral communication skills	CILO3: Group presentation.
PILO 7: Demonstrate an ability to work effectively in a team	CILO3: Group presentation.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO3: Students in group of 4 to 6 conduct a self-initiated semester-long project to discover potential career options in China. Individual paper for students to explain their individual career goal as well as the discovery process in an organized and self-reflexive manner.

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Individual paper where students explain their formulated individual career goal and the discovery process.