

**City University of Hong Kong
Course Syllabus**

**offered by the Department of Asian and International Studies
with effect from Semester A 2018/19**

Part I Course Overview

Course Title:	<u>China in World Affairs</u>
Course Code:	<u>GE3206</u>
Course Duration:	<u>One semester</u>
Credit Units:	<u>3</u>
Level:	<u>B3</u>
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input checked="" type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

The purpose of “China in World Affairs” is to help students develop a nuanced, thoughtful, and analytical understanding of China’s dramatically changing roles in international and world affairs – not simply the reputation or the image that China has in world affairs, but its actual changing roles. Until mid-2012, the economy of the People’s Republic of China (PRC) was growing faster than that of any major country; China led the world in this category after 1979. The PRC now has the world’s second-largest economy, just after the United States and one step ahead of Japan. If current trends continue, China will surpass the U.S. in aggregate GDP in the late 2020s. But as the course will explore, the PRC’s “rise” in international power terms could stall as a consequence of contradictions in the economic model (e.g., excessive reliance on debt to fuel growth), environmental degradation, population aging, repressive politics, and more. What would the implications be for international relations? For example, would a continually-rising China come into conflict with the United States and its allies, or with India or Vietnam? The answer to such questions might depend on the PRC’s *identity* as an actor, rooted in its distinctive historical experiences – both before and after 1949 or 1979. We will aim in this course to characterize China’s developmental trajectory and understand the role of national identity in influencing the PRC’s international impact by using social science analytical tools and by studying critical junctures in contemporary Chinese history.

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.)

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

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum-related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Convey an accurate understanding of the PRC’s political and economic developmental trajectory to the present	25%	✓	✓	
2.	Explain analytically how China’s distinctive historical experiences have helped shaped the PRC’s identity as an international actor	25%	✓	✓	
3.	Use specified social science concepts to analyse the different possible trajectories of Chinese development moving forward	25%	✓	✓	✓
4.	Assess the influence of economic development, technological advance, participation in globalization, and collective identity on China’s evolving political system	25%	✓	✓	✓
		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	CLIO				Hours/week (if applicable)
		1	2	3	4	
Lecture	The instructor will present concepts, theories, and factual data on China's evolving roles in international and world affairs	✓	✓	✓	✓	
Tutorial	The tutor will guide students in using theories and concepts to analyse China's evolving roles	✓	✓	✓	✓	
Group discussions, group presentations, and debates	Students will work in groups to lead class discussions and make presentations on specific topics	✓	✓	✓	✓	
Quizzes	Each student, working alone, will sit for quizzes to demonstrate mastery of the course material	✓	✓	✓	✓	
Policy analysis paper	Each student, working alone, will write an <u>independent</u> policy analysis analysing China's relationship with one other country that the student will choose		✓	✓	✓	

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

Indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
Participation	✓	✓	✓	✓		10%	
Discussion	✓	✓	✓	✓		10%	
Panel presentation	✓	✓	✓	✓		10%	
Policy analysis paper (paper 2,500 - 3,000 words)		✓	✓	✓		30%	
Quizzes (two, 20% per quiz)	✓	✓	✓	✓		40%	
Examination: ____% (duration: _____, if applicable)							
						100%	

* The weightings should add up to 100%.

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)
Participation	(1) active engagement in discussion and debate sessions; (2) strong effort at using theories and concepts to illuminate issues concerning China; (3) demonstration and development oral presentational skills	Active engagement; clear evidence of strong critical thinking; demonstrated ability to use concepts and theories to analyse issues concerning China; excellent oral presentation skills	Reasonable level of engagement; clear evidence of critical thinking; demonstrated ability to use concepts and theories to analyse issues concerning China; good oral presentation skills	Adequate level of engagement; some evidence of critical thinking; some ability to use concepts and theories to analyse issues concerning China; adequate oral presentation skills	Very little engagement; weak evidence of critical thinking; not much ability to use concepts and theories to analyse issues concerning China; poor oral presentation skills	Almost no engagement; no evidence of critical thinking; hardly any ability to use concepts and theories to analyse issues concerning China; nearly-non-existent oral presentation skills
Discussion	(1) active engagement in discussion and debate sessions; (2) strong effort at using theories and concepts to illuminate issues concerning China; (3) demonstration and development oral presentational skills	Active engagement; clear evidence of strong critical thinking; demonstrated ability to use concepts and theories to analyse issues concerning China; excellent oral presentation skills	Reasonable level of engagement; clear evidence of critical thinking; demonstrated ability to use concepts and theories to analyse issues concerning China; good oral presentation skills	Adequate level of engagement; some evidence of critical thinking; some ability to use concepts and theories to analyse issues concerning China; adequate oral presentation skills	Very little engagement; weak evidence of critical thinking; not much ability to use concepts and theories to analyse issues concerning China; weak oral presentation skills	Almost no engagement; no evidence of critical thinking; hardly any ability to use concepts and theories to analyse issues concerning China; nearly-non-existent oral presentation skills
Panel presentation	(1) active engagement in discussion and debate sessions; (2) strong effort at using theories and concepts to illuminate issues concerning China; (3) demonstration and development oral presentational skills	Active engagement; clear evidence of strong critical thinking; demonstrated ability to use concepts and theories to analyse issues concerning China; excellent oral presentation skills	Reasonable level of engagement; clear evidence of critical thinking; demonstrated ability to use concepts and theories to analyse issues concerning China; good oral presentation skills	Adequate level of engagement; some evidence of critical thinking; some ability to use concepts and theories to analyse issues concerning China; adequate oral presentation skills	Very little engagement; weak evidence of critical thinking; not much ability to use concepts and theories to analyse issues concerning China; weak oral presentation skills	Almost no engagement; no evidence of critical thinking; hardly any ability to use concepts and theories to analyse issues concerning China; nearly-non-existent oral presentation skills
Policy analysis paper	(1) application of relevant examples and materials; (2) evidence of critical thinking and creativity; (3) compelling and effective presentational structure and style	Excellent knowledge of policy issues; clear evidence of strong critical thinking and creativity; keen analytical skills; high level of team cooperation; very well-structured essay	Good knowledge of policy issues; clear evidence of critical thinking and creativity; good analytical skills; reasonable level of team cooperation; reasonably well-structured essay	Adequate knowledge of policy issues; some evidence of critical thinking and creativity; decent analytical skills; fair degree of team cooperation; fairly well-structured essay	Limited knowledge of policy issues; weak evidence of critical thinking and creativity; poor analytical skills; low degree of team cooperation; poorly-structured essay	Hardly any knowledge of policy issues; no evidence of critical thinking and creativity; nearly-non-existent analytical skills; almost no team cooperation; woefully-under-structured essay
Quizzes	(1) application of relevant examples and materials; (2) evidence of critical thinking and creativity; (3) compelling and effective presentational structure and style	Excellent knowledge of the content of readings and lectures; clear evidence of strong critical thinking and creativity; keen analytical skills	Good knowledge of the content of readings and lectures; clear evidence of critical thinking and creativity; good analytical skills	Adequate knowledge of the content of readings and lectures; some evidence of critical thinking and creativity; decent analytical skills	Limited knowledge of the content of readings and lectures; weak evidence of critical thinking and creativity; poor analytical skills	Hardly any knowledge of the content of readings and lectures; no evidence of critical thinking and creativity; nearly-non-existent analytical skills

Part III

Keyword Syllabus:

Chinese foreign policy; China's economic and political development; state identity in international relations; Chinese reform and opening; strategic culture; the rise of China; power transition theory; learning vs. adaptation in international affairs; U.S.-China relations; China's future; Taiwan.

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.	David Shambaugh, <i>China's Future</i> (Cambridge, UK and Malden, MA: Polity Press, 2016).
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2.2 Additional Readings

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

1.	John K. Fairbank and Merle Goldman, <i>China: A New History</i> (Cambridge, MA: Harvard University Press, 2006).
2.	Roderick MacFarquhar and Michael Schoenhals, <i>Mao's Last Revolution</i> (Cambridge, MA: Harvard University Press, 2006).
3.	James Mann, <i>About Face: A History of America's Curious Relationship with China, from Nixon to Clinton</i> (New York: Vintage Books, 2000).
4.	Zheng Wang, <i>Never Forget National Humiliation: Historical Memory in Chinese Politics and Foreign Relations</i> (New York: Columbia University Press, 2012), pp. 95-117.
5.	Yang Jisheng, "The Fatal Politics of the PRC's Great Famine: The Preface to <i>Tombstone</i> ," <i>Journal of Contemporary China</i> , 19(66), September 2010, pp. 755-776.
6.	Richard C. Bush, <i>Uncharted Strait: The Future of China-Taiwan Relations</i> (Washington, DC: Brookings Institution Press, 2013), pp. 213-243.
7.	Marc Lanteigne, <i>Chinese Foreign Policy: An Introduction</i> , 3 rd edition (New York: Routledge, 2016).
8.	Michael Pettis, <i>Avoiding the Fall: China's Economic Restructuring</i> (Washington, DC: Carnegie Endowment for International Peace, 2013).
9.	Robert G. Sutter, <i>Chinese Foreign Relations: Power and Policy Since the Cold War</i> , 4 th edition (Lanham, MD: Rowman & Littlefield, 2016), pp. 287-336.
10.	Wang Feng, "The Future of a Demographic Overachiever: Long-Term Implications of the Demographic Transition in China," <i>Population and Development Review</i> , No. 37 (March 2011), pp. 173-190.
11.	Yasheng Huang, <i>Capitalism with Chinese Characteristics: Entrepreneurship and the State</i> (Cambridge and New York: Cambridge University Press, 2008).
12.	Daniel Lynch, <i>China's Futures: PRC Elites Debate Economics, Politics, and Foreign Policy</i> (Stanford, CA: Stanford University Press, 2015).

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 (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	3,4
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1,2
PILO 3: Demonstrate critical thinking skills	3,4
PILO 4: Interpret information and numerical data	1,2,3,4
PILO 5: Produce structured, well-organised and fluent text	3,4
PILO 6: Demonstrate effective oral communication skills	3,4
PILO 7: Demonstrate an ability to work effectively in a team	3,4
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	1,2,3,4
PILO 9: Value ethical and socially responsible actions	1,2,3,4
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	3,4

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
<p>Policy Analysis Paper (description given below excerpted from what will become the paper prompt issued to students):</p> <p>In preparation for writing the policy memo, you need to become an expert on the relationship of any country in the world except the United States with China. You will then write the policy memo as an analysis of that relationship addressed to the (fictitious) incoming new leader of your country. You are the incoming leader's primary policy adviser on China. Your input is critical to schooling your country's new leader on this all-important relationship. S/he is intelligent and well-educated but not necessarily knowledgeable about China.</p> <p>There is no set format for the memo, but in it you will certainly want to include:</p>

1. An overview of your country's recent (dating back 10-15 years) relations with China, highlighting *and explaining* important trends and tendencies, including in the economic, diplomatic, military-strategic, and cultural sectors.
2. An analytical explanation of the benefits your country derives from the relationship, sector-by-sector.
3. An analytical explanation of the problems in the relationship and/or the ways in which you think it harms your country – also focusing on each sector, in turn.
4. A frank discussion of the *constellations of interest groups* in your country that focus on China and that will put pressure on the new leader's administration (by definition, the interest groups will vary in their demands on the new administration regarding China policy).
5. Summing up the above, a set of cogent, clearly-well-thought-through *policy recommendations* that fully take all of the above factors into account and that show a sophisticated understanding of the need to balance competing demands and make tough and unpleasant trade-offs between competing objectives.

In conducting the research, you should focus your energies on analysing primary sources such as government, party, and interest group documents; data available from international (or national) bureaucracies; and the online newspapers published in “your” country and in China. Less important would be the big international newspapers or secondary sources (other analysts' books and articles).