

**City University of Hong Kong
Course Syllabus**

**offered by Department of Asian and International Studies
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	China and the Developing World
Course Code:	AIS5048
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	N/A
Precursors: <i>(Course Code and Title)</i>	N/A
Equivalent Courses: <i>(Course Code and Title)</i>	N/A
Exclusive Courses: <i>(Course Code and Title)</i>	N/A

Part II Course Details

1. Abstract

China and the Developing World reviews key debates on China's relations with the 'developing world'. The course will start with an introductory lecture reviewing China's international engagement since 1949 and framing some of the main themes in China's contemporary relations with Asia, Africa and Latin America. The subsequent lectures will revolve around a key question or topic that will be explored through a brief lecture, a discussion of the assigned readings, and a debate. Students are expected to read all the required materials before attending the class. The course is designed to encourage critical thinking, independent work and active participation in discussions and debates.

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 key debates about China's engagement with developing countries around the world		√	√	
2.	Use a comparative framework to understand China's international relations within wider socioeconomic and cultural contexts		√	√	
3.	Appraise the links between China's domestic challenges and the international activities of diverse Chinese entities.		√	√	
4	Explain how China's foreign relations shape the world in which the students live		√	√	√
		100%			

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 No.				Hours/week (if applicable)
		1	2	3	4	
1	Lectures: the instructor will introduce the subject matter and revise key issues and cases	√	√	√	√	
2	Discussion of readings: students will comment on the readings online before the class, and discuss them during class	√	√	√	√	
3	Debate: a selected group of students will debate on the chosen subject matter	√	√	√	√	
4	Research: students will use relevant materials to investigate a topic and write a paper as set by the instructor	√	√	√	√	
5	Participation: students will participate in a class discussions after the debates providing perspectives from their assigned countries	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Essay	√	√	√	√	40%	
Attendance/Participation	√	√	√	√	20%	
Debates	√	√	√	√	30%	
Weekly test on readings	√	√	√	√	10%	
					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)
1. Essay (40%)	Ability to defend an argument with sophisticated theoretical arguments and empirical evidence.	Excellent ability to defend an argument with sophisticated theoretical arguments and empirical evidence.	Good ability to defend an argument with sophisticated theoretical arguments and empirical evidence.	Adequate ability to defend an argument with sophisticated theoretical arguments and empirical evidence.	Limited ability to defend an argument with sophisticated theoretical arguments and empirical evidence.	Inadequate ability to defend an argument with sophisticated theoretical arguments and empirical evidence.
2. Attendance/Participation (20%)	Attendance to class is compulsory. Any student who misses more than 3 lectures without reasonable cause will receive zero for this component. A typical class will start with a brief lecture, to be followed by a discussion of the readings, a debate, and a final discussion. Participation in class is essential, during the discussion of readings, Q&A session of the debates and subsequent discussions.	Excellent contribution to discussion of readings, Q&A session of the debates and subsequent discussions.	Good contribution to discussion of readings, Q&A session of the debates and subsequent discussions.	Adequate contribution to discussion of readings, Q&A session of the debates and subsequent discussions.	Limited contribution to discussion of readings, Q&A session of the debates and subsequent discussions.	Inadequate contribution to discussion of readings, Q&A session of the debates and subsequent discussions.
3. Debates (30%)	Need to show capacity to persuade, critical thinking, and detailed research of a topic.	Excellent capacity to persuade, critical thinking, and detailed research of a topic.	Good capacity to persuade, critical thinking, and detailed research of a topic.	Adequate capacity to persuade, critical thinking, and detailed research of a topic.	Limited capacity to persuade, critical thinking, and detailed research of a topic.	Inadequate capacity to persuade, critical thinking, and detailed research of a topic.
4. Weekly test (10%)	Brief test to prove that students have made their weekly readings.	Excellent understanding of weekly readings	Good understanding of weekly readings	Adequate understanding of weekly readings	Limited understanding of weekly readings	Inadequate understanding of weekly readings

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.)

Chinese foreign policy, foreign direct investment, trade, finance, development cooperation, Africa, Latin America, Southeast Asia, human rights, the ‘Chinese model’, non-intervention foreign policy, peaceful rise, migration, overseas special economic zones.

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.	
2.	
3.	

2.2 Additional Readings

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

1.	
2.	
3.	

Recommended Reading

Readings (indicative):

Brautigam, D. (2009) ‘Rogue donor? Myths and realities’, in *The Dragon’s Gift: The Real Story of China in Africa*, Oxford: Oxford University Press.

Brautigam, Deborah & Tang Xiaoyang (2011) ‘African Shenzhen: China’s special economic zones in Africa’, *Journal of Modern African Studies* 49(1): 27-54.

Breslin, S. (2005) ‘Power and production: Rethinking China’s global economic role’, *Review of International Studies*, 31: 735-753.

Breslin, Shaun (2013) ‘China and the South: Objectives, actors and interactions’, *Development and Change* 44(6): 1273-1294.

Chan, A. (2003) ‘A race to the bottom’, *China Perspectives* 46, available at <http://chinaperspectives.revues.org/259>

Chan, S. (2008) ‘Introduction: the basic arguments’, in *China, the U.S., and the power-transition theory*, Oxon: Routledge.

De Haan, Arjan (2011) ‘Review article: Will China change international development as we know it?’, *Journal Course Syllabus Jun 2017*

of *International Development* 23(7): 881-908.

Hart-Landsberg, M. (2010) 'The U.S. economy and China: Capitalism, class and crisis', *Monthly Review* 61(9): 14-31.

Kaplinsky, R. & Messner, D. (2008) 'Introduction: The impact of Asian Drivers on the Developing World', *World Development* 36(2): 197-209.

Liu, Tiewa (2012) 'China and Responsibility to Protect: Maintenance and change of its policy for intervention', *The Pacific Review* 25(1): 153-173.

Mawdsley, E. (2008) 'Fu Manchu versus Dr Livingstone in the Dark Continent? Representing China, Africa and the West in British broadsheet newspapers', *Political Geography* 27: 509-529.

Mearsheimer, J. (2004) 'Why China's rise will not be peaceful', available at <http://mearsheimer.uchicago.edu/pdfs/A0034b.pdf>

Mohan, G. & Power, M. (2009) 'Africa, China and the 'new' economic geography of development', *Singapore Journal of Tropical Geography* 30(1): 24-28.

Nolan, P. (2012) *Is China Buying the World?*, Cambridge: Polity Press.

Nyiri, P. (2006) 'The Yellow Man's Burden: Chinese Migrants on a Civilizing Mission' *The China Journal* 56: 83-106.

Orlik, T. (2013) 'Rising wages pose dilemma for China', *The Wall Street Journal* 17 May, available at <http://online.wsj.com/news/articles/SB10001424127887324767004578488233119290670>

Pang, Z.Y. (2009) 'China's non-intervention question', *Global Responsibility to Protect* 1:237-252.

Qu, Y., Fang, C. Zhang, X.B. (2012) 'Flying geese in China', *East Asia Forum* 22 November, available at <http://www.eastasiaforum.org/2012/11/22/flying-geese-in-china/>

Sautman, B. & Yan, H.R. (2006) 'East mountain tiger, West mountain tiger: China, the West, and "Colonialism" in Africa', *Maryland Series in Contemporary Asian Studies* 3(186): 1-77.

Sceats, S. & Breslin, S. (2012) *China and the International Human Rights System*, London: Chatham House, available at http://www.chathamhouse.org/sites/files/chathamhouse/public/Research/International%20Law/r1012_sceatsbresl

in.pdf

Spiegel, S. J. and Le Billon, P. (2009) 'China's weapons trade: From ships of shame to the ethics of global resistance', *International Affairs* 85(2): 323-346.

Subramanian, A. (2011) 'The inevitable superpower: Why China's dominance is a sure thing', *Foreign Affairs* 90(5): 66-78.

Tan-Mullins, M., Mohan, G. & Power, M. (2010) 'Redefining 'Aid' in the China-Africa Context', *Development and Change* 41(5): 857-881.

Taylor, I. (2008) 'Sino-African relations and the problem of human rights', *African Affairs* 107(426): 63-87.

The Economist (2014) 'China's military spending: At the double', March 15th, available at <http://www.economist.com/news/china/21599046-chinas-fast-growing-defence-budget-worries-its-neighbours-not-every-trend-its-favour>

Walker Guevara, M., Ryle, G., Olesen, A., Cabra M., Hudson, M. & Giesen, C. (2014) 'Leaked records reveal offshore holdings of China's elite', *The International Consortium of Investigative Journalists*, 21 January, available at <http://www.icij.org/offshore/leaked-records-reveal-offshore-holdings-chinas-elite>

Xue H & Chan A (2013) 'The global value chain: Value for whom? The soccer ball industry in China and Pakistan', *Critical Asian Studies* 45(1): 55-77.

Internet Resources:

In general this course will adopt text-based materials provided to the students via Canvas. Online resources will be used on a weekly basis to highlight events/issues that arise between lectures, thereby providing a real-time element to the course to further stimulate students' interest. As such, online media will be generally used but also such Chinese government websites such as <www.fmprc.gov.cn/>. Online databases – principally Proquest Direct – will also be used in the development and management of students' research and learning strategies.