

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2022/23**

Part I Course Overview

Course Title: China and the Developing World

Course Code: PIA5048

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) AIS5048 China and the Developing World

Exclusive Courses:
(Course Code and Title) Nil

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 China's foreign relations shape the world and how the engaging countries shape the outcome | | ✓ | ✓ | ✓ |
| | | 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 review key issues and cases | ✓ | ✓ | ✓ | ✓ | | | |
| 2 | Short assignment: students will comment and discuss them during class | ✓ | ✓ | ✓ | ✓ | | | |
| 3 | Presentation: students will use relevant materials to investigate a topic and present in class | ✓ | ✓ | ✓ | ✓ | | | |
| 4 | Final test: students will be tested on the major literature and concepts discussed in lectures | ✓ | ✓ | ✓ | ✓ | | | |

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 | | | | |
| Continuous Assessment: 100% | | | | | | | | |
| Attendance and class discussion | ✓ | ✓ | ✓ | ✓ | | | 20 | |
| Group presentation | ✓ | ✓ | ✓ | ✓ | | | 30 | |
| Final test | ✓ | ✓ | ✓ | ✓ | | | 50 | |
| Examination: 0% (duration: N/A , if applicable) | | | | | | | | |
| | | | | | | | 100% | |

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|------------------------------------|--|---|--|--|---|
| 1. Attendance and class discussion | Active participation in class discussion | <ul style="list-style-type: none"> Superior understanding of a major issue or problem of infrastructure development Clear ability of independent thinking and critical analysis | <ul style="list-style-type: none"> Good understanding of a major issue or problem of infrastructure development Evidence of some good Clear ability of independent thinking and critical analysis | <ul style="list-style-type: none"> Some knowledge of a major issue or problem of infrastructure development Little evidence of analysis of relevant concepts | <ul style="list-style-type: none"> Little evidence of knowledge of a major issue or problem of infrastructure development |
| 2. Presentation | Quality of group presentation | <ul style="list-style-type: none"> Superior understanding of a major issue or problem of infrastructure development Clear ability of independent thinking and critical analysis Extensive range of references consulted, including good use of scholarly materials to support all key arguments made Very well organized; coherent arguments presented with a high standard of expression | <ul style="list-style-type: none"> Good understanding of a major issue or problem of infrastructure development Evidence of some good clear ability of independent thinking and critical analysis A reasonably wide range of references consulted, including good use of Scholarly materials to support all key arguments made Well organized; coherent arguments presented with a high standard of expression | <ul style="list-style-type: none"> Some knowledge of a major issue or problem of infrastructure development Little evidence of analysis of relevant concepts Very limited use of scholarly materials Acceptable organization of a mostly descriptive essay | <ul style="list-style-type: none"> Little evidence of knowledge of a major issue or problem of infrastructure development No scholarly materials consulted Poor quality structure and presentation |
| 3. Final Test | Quality of written essay(s) | <ul style="list-style-type: none"> Superior understanding of a major issue or problem of infrastructure development Clear ability of independent thinking and critical analysis Extensive range of references consulted, including good use of | <ul style="list-style-type: none"> Good understanding of a major issue or problem of infrastructure development Evidence of some good Clear ability of independent thinking and critical analysis A reasonably wide range of references consulted, including good use of | <ul style="list-style-type: none"> Some knowledge of a major issue or problem of infrastructure development Little evidence of analysis of relevant concepts Very limited use of scholarly materials Acceptable organization of a mostly descriptive essay | <ul style="list-style-type: none"> Little evidence of knowledge of a major issue or problem of infrastructure development No scholarly materials consulted Poor quality structure and presentation |

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|-----------------|-----------|--|---|----------------------|-------------|
| | | scholarly materials to support all key arguments made <ul style="list-style-type: none"> Very well organized; coherent arguments presented with a high standard of expression | scholarly materials to support all key arguments made <ul style="list-style-type: none"> Well organized; coherent arguments presented with a high standard of expression | | |

Applicable to students admitted before Semester A 2022/23

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|------------------------------------|--|---|---|--|--|--|
| 1. Attendance and class discussion | Active participation in class discussion | <ul style="list-style-type: none"> Superior understanding of a major issue or problem of infrastructure development Clear ability of independent thinking and critical analysis | <ul style="list-style-type: none"> Good understanding of a major issue or problem of infrastructure development Evidence of some good Clear ability of independent thinking and critical analysis | <ul style="list-style-type: none"> Some knowledge of a major issue or problem of infrastructure development Little evidence of analysis of relevant concepts | <ul style="list-style-type: none"> Limited knowledge of a major issue or problem of infrastructure development Few evidence of analysis of relevant concepts | <ul style="list-style-type: none"> Little evidence of knowledge of a major issue or problem of infrastructure development |
| 2. Presentation | Quality of group presentation | 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. |
| 3. Final Test | Quality of written essay(s) | 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. |

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.)

NIL

2.2 Additional Readings

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

NIL

Recommended Reading

- Brautigam, D (2009) 'The changing face of Chinese engagement in Africa' in Brautigam, D, *The Dragon's Gift: The Real Story of China in Africa*, Oxford: Oxford University Press
- Bräutigam, D & Tang, X (2011) 'African Shenzhen: China's special economic zones in Africa,' *Journal of Modern African Studies*, 49(1): 27-54. '
- Breslin, S (2013) 'China and the South: Objectives, actors and interactions,' *Development and Change*, 44(6): 1273-1294.
- Brown, K (2013) 'Is China's non-interference policy sustainable?' BBC News 17 September, available at <http://www.bbc.com/news/world-asia-china-24100629>.
- Callaghan, M & Hubbard, P (2016) 'The Asian Infrastructure Investment Bank: multilateralism on the Silk Road,' *China Economic Journal*, 9 (2): 116-139.
- Chellaney, B., 2017. China's Debt-Trap Diplomacy, Project Syndicate, 23 January, <https://www.project-syndicate.org/commentary/china-one-belt-one-road-loans-debt-by-brahma-chellaney-2017-01>
- Chomsky, N (2009) 'The responsibility to protect,' Lecture at the UN General Assembly, New York City, 23 July 2009, available at <http://www.chomsky.info/talks/20090723.htm>.
- Economic development and working conditions in export processing zones: A survey of trends,' International Labour Office Working Paper, Geneva: ILO, available at <http://ilo.org/public/french/dialogue/download/wp3englishfinal.pdf>.
- Freeland, C (2011) 'Accepting the rise of China,' The New York Times, 20 January, available at http://www.nytimes.com/2011/01/21/us/21iht-letter21.html?_r=0.
- Gonzalez-Vicente, R (2015) 'The limits to China's non-interference foreign policy: Pro-state interventionism and the rescaling of economic governance,' *Australian Journal of International Affairs*, 69(2): 205-223.
- Jones, L. and Hameiri, S., 2020, Debunking the Myth of 'Debt-trap Diplomacy, Chatham House International Affairs Think Tank, August, <https://www.chathamhouse.org/2020/08/debunking-myth-debt-trap-diplomacy>
- Kernen, A. & Lam, K (2014) 'Workforce localization among Chinese state-owned enterprises (SOEs) in Ghana,' *Journal of Contemporary China*, 23(90):1053-1072.
- Lasserre, F., Huang, L. & Mottet, É. 2020. The Emergence of Trans-Asian Rail Freight Traffic as Part of the Belt and Road Initiative: Development and Limits. *China perspectives*, 2020(2), pp.43-52

- Lee, C. K (2018) 'Unnatural capital: Chinese state investment and its travails in Africa' in *The specter of global China: politics, labor, and foreign investment in Africa*. Chicago: The University of Chicago Press, ch.1.
- Naim, M (2009) 'Rogue aid,' *Foreign Policy*, 15 October 2019.
- Naughton, B (2010) 'China's distinctive system: Can it be a model for others?' *Journal of Contemporary China*, 19(65): 437-460.
- Nolan, P (2014) 'Globalization and industrial policy in China,' in P. Nolan, *Chinese Firms, Global Firms: Industrial Policy in the Era of Globalization*, New York: Routledge, pp. 120-160.
- Norris, W. J (2016) 'The challenge of state control,' in *Chinese Economic Statecraft: Commercial Actors, Grand Strategy, and State Control*, London : Cornell University Press, pp. 26-43.
- Nyíri, P (2012) 'Enclaves of improvement: Sovereignty and developmentalism in the Special Zones of the China-Lao borderlands,' *Comparative Studies in Society and History*, 54(3):
- O'Neill, D (2014). 'Risky business: The political economy of Chinese investment in Kazakhstan,' *Journal of Eurasian Studies*. 5: 145-156.
- Reeves, J (2018) 'China's silk road economic belt initiative: network and influence formation in Central Asia,' *Journal of Contemporary China*, (27)112, pp.502-518.
- Sautman, B. & Yan, H (2015) 'Chinese investment in Africa bears no relation to Western colonialism,' *Global Times*, 27 November, available at <http://www.globaltimes.cn/content/955186.shtml>.
- Sun, I.Y (2017) *The next factory of the world: how Chinese investment is reshaping Africa*, Boston, Massachusetts: Harvard Business Review Press.
- Sun, Z. (2015) Technology innovation and entrepreneurial state: the development of China's high-speed rail industry. *Technology Analysis & Strategic Management*. 27(6):646-659.
- Takagi, K. (2011) Development of high-speed railways in China. *Japan Railway and Transport Review*, 57: 36-41.
- Tjia, L. Y. N (2020) 'The Unintended Consequences of Politicization of the Belt and Road's China-Europe Freight Train Initiative,' *The China Journal*, 83 (Ahead of print).
- Wang, X., Ozanne A. & Hao, X (2014) 'The West's aid dilemma and the Chinese solution?' *Journal of Chinese Economic and Business Studies*, 12(1): 47-61.
- Wignaraja G, Panditaratne D, Kannangara P & Hundlani D 2020, *Chinese Investment and the BRI in Sri Lanka*, Chatham House Asia-Pacific Programme, viewed 27 May 2020, <https://www.chathamhouse.org/publication/chinese-investment-and-bri-sri-lanka>