

# PIA5048: CHINA AND THE DEVELOPING WORLD

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## Effective Term

Semester B 2025/26

## Part I Course Overview

### Course Title

China and the Developing World

### Subject Code

PIA - Public and International Affairs

### Course Number

5048

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

AIS5048 China and the Developing World

### Exclusive Courses

Nil

## Part II Course Details

### 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 view and 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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify key debates about China's engagement with developing countries around the world		x	x	
2	Use a comparative framework to understand China's international relations within wider socioeconomic and cultural contexts		x	x	
3	Appraise the links between China's domestic challenges and the international activities of diverse Chinese entities.		x	x	
4	Explain China's foreign relations shape the world and how the engaging countries shape the outcome		x	x	x

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	1	Lectures: the instructor will introduce the subject matter and review key issues and cases	1, 2, 3, 4	
2	2	Short assignment: students will respond to questions and discuss them during class	1, 2, 3, 4	
3	3	Presentation: students will use relevant materials to investigate a topic and present in class	1, 2, 3, 4	

4	4	Final test: students will be tested on the major literature and concepts discussed in lectures	1, 2, 3, 4	
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**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Attendance and in-class activities	1, 2, 3, 4	20	-	Yes
2	Group presentation	1, 2, 3, 4	30	-	No
3	Final test	1, 2, 3, 4	50	-	No

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

Attendance and in-class activities (for students admitted before Semester A 2022/23 and in Semester A 2024/25 &amp; thereafter)

**Criterion**

Active participation

**Excellent**

(A+, A, A-)

- Superior understanding of a major issue or problem related to China and the developing world
- Clear ability of independent thinking and critical analysis

**Good**

(B+, B, B-)

- Good understanding of a major issue or problem related to China and the developing world
- Evidence of some good Clear ability of independent thinking and critical analysis

**Fair**

(C+, C, C-)

- Some knowledge of a major issue or problem related to China and the developing world
- Little evidence of analysis of relevant concepts

**Marginal**

(D)

- Limited knowledge of a major issue or problem related to China and the developing world
- Few evidence of analysis of relevant concepts

**Failure**

(F) - Little evidence of knowledge of a major issue or problem related to China and the developing world

**Assessment Task**

Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 &amp; thereafter)

**Criterion**

Quality of group presentation

**Excellent**

(A+, A, A-) Excellent capacity to persuade, critical thinking, and detailed research of a topic.

**Good**

(B+, B, B-) Good capacity to persuade, critical thinking, and detailed research of a topic.

**Fair**

(C+, C, C-) Adequate capacity to persuade, critical thinking, and detailed research of a topic.

**Marginal**

(D) Limited capacity to persuade, critical thinking, and detailed research of a topic.

**Failure**

(F) Inadequate capacity to persuade, critical thinking, and detailed research of a topic.

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**Assessment Task**

Final Test (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Quality of written essay(s)

**Excellent**

(A+, A, A-) Excellent ability to defend an argument with sophisticated theoretical arguments and empirical evidence.

**Good**

(B+, B, B-) Good ability to defend an argument with sophisticated theoretical arguments and empirical evidence.

**Fair**

(C+, C, C-) Adequate ability to defend an argument with sophisticated theoretical arguments and empirical evidence.

**Marginal**

(D) Limited ability to defend an argument with sophisticated theoretical arguments and empirical evidence.

**Failure**

(F) Inadequate ability to defend an argument with sophisticated theoretical arguments and empirical evidence.

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**Assessment Task**

Attendance and class discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Active participation in class discussion

**Excellent**

(A+, A, A-)

- Superior understanding of a major issue or problem of infrastructure development
- Clear ability of independent thinking and critical analysis

**Good**

(B+, B)

- Good understanding of a major issue or problem of infrastructure development
- Evidence of some good Clear ability of independent thinking and critical analysis

**Marginal**

(B-, C+, C)

- Some knowledge of a major issue or problem of infrastructure development
- Little evidence of analysis of relevant concepts

**Failure**

(F) - Little evidence of knowledge of a major issue or problem of infrastructure development

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**Assessment Task**

Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Quality of group presentation

**Excellent**

(A+, A, A-)

- 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

**Good**

(B+, B)

- 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

**Marginal**

(B-, C+, C)

- 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

**Failure**

(F)

- Little evidence of knowledge of a major issue or problem of infrastructure development
  - No scholarly materials consulted
  - Poor quality structure and presentation
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**Assessment Task**

Final Test (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Quality of written essay(s)

**Excellent**

(A+, A, A-) - 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

### Good

(B+, B) - 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

### Marginal

(B-, C+, C) - 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

### Failure

(F) - Little evidence of knowledge of a major issue or problem of infrastructure development - No scholarly materials consulted - Poor quality structure and presentation

## Part III Other Information

### Keyword Syllabus

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.

### Reading List

#### Compulsory Readings

Title	
1	Nil

#### Additional Readings

Title	
1	Brautigam, D (2009) 'The changing face of Chinese engagement in Africa' in Brautigam, D, <i>The Dragon's Gift: The Real Story of China in Africa</i> , Oxford: Oxford University Press
2	Bräutigam, D & Tang, X (2011) 'African Shenzhen: China's special economic zones in Africa,' <i>Journal of Modern African Studies</i> , 49(1): 27-54.
3	Breslin, S (2013) 'China and the South: Objectives, actors and interactions,' <i>Development and Change</i> , 44(6): 1273-1294.
4	Brown, K (2013) 'Is China's non-interference policy sustainable?' <i>BBC News</i> 17 September, available at <a href="http://www.bbc.com/news/world-asia-china-24100629">http://www.bbc.com/news/world-asia-china-24100629</a> .
5	Callaghan, M & Hubbard, P (2016) 'The Asian Infrastructure Investment Bank: multilateralism on the Silk Road,' <i>China Economic Journal</i> , 9 (2): 116-139.
6	Chellaney, B., 2017. <i>China's Debt-Trap Diplomacy</i> , Project Syndicate, 23 January, <a href="https://www.project-syndicate.org/commentary/china-one-belt-one-road-loans-debt-by-brahma-chellaney-2017-01">https://www.project-syndicate.org/commentary/china-one-belt-one-road-loans-debt-by-brahma-chellaney-2017-01</a>
7	Chomsky, N (2009) 'The responsibility to protect,' Lecture at the UN General Assembly, New York City, 23 July 2009, available at <a href="http://www.chomsky.info/talks/20090723.htm">http://www.chomsky.info/talks/20090723.htm</a> .
8	Economic development and working conditions in export processing zones: A survey of trends,' <i>International Labour Office Working Paper</i> , Geneva: ILO, available at <a href="http://ilo.org/public/french/dialogue/download/wp3englishfinal.pdf">http://ilo.org/public/french/dialogue/download/wp3englishfinal.pdf</a> .

9	Freeland, C (2011) 'Accepting the rise of China,' The New York Times, 20 January, available at <a href="http://www.nytimes.com/2011/01/21/us/21iht-letter21.html?_r=0">http://www.nytimes.com/2011/01/21/us/21iht-letter21.html?_r=0</a> .
10	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.
11	Jones, L. and Hameiri, S., 2020, Debunking the Myth of 'Debt-trap Diplomacy, Chatham House International Affairs Think Tank, August, <a href="https://www.chathamhouse.org/2020/08/debunking-myth-debt-trap-diplomacy">https://www.chathamhouse.org/2020/08/debunking-myth-debt-trap-diplomacy</a>
12	Kernen, A. & Lam, K (2014) 'Workforce localization among Chinese state-owned enterprises (SOEs) in Ghana,' Journal of Contemporary China, 23(90):1053-1072.
13	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
14	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.
15	Naim, M (2009) 'Rogue aid,' Foreign Policy, 15 October 2019.
16	Naughton, B (2010) 'China' s distinctive system: Can it be a model for others?' Journal of Contemporary China, 19(65): 437-460.
17	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.
18	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.
19	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):
20	O'Neill, D (2014). 'Risky business: The political economy of Chinese investment in Kazakhstan,' Journal of Eurasian Studies. 5: 145-156.
21	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.
22	Sautman, B. & Yan, H (2015) 'Chinese investment in Africa bears no relation to Western colonialism,' Global Times, 27 November, available at <a href="http://www.globaltimes.cn/content/955186.shtml">http://www.globaltimes.cn/content/955186.shtml</a> .
23	Sun, I.Y (2017) The next factory of the world: how Chinese investment is reshaping Africa, Boston, Massachusetts: Harvard Business Review Press.
24	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.
25	Takagi, K. (2011) Development of high-speed railways in China. Japan Railway and Transport Review, 57: 36–41.
26	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).
27	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.
28	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, <a href="https://www.chathamhouse.org/publication/chinese-investment-and-bri-sri-lanka">https://www.chathamhouse.org/publication/chinese-investment-and-bri-sri-lanka</a>