

**City University of Hong Kong**

**Course Syllabus**

**offered by Department of Media and Communication  
with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** China in the Eyes of World Media (世界傳媒的中國形象)

**Course Code:** GE3201

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B3

Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations

*(for GE courses only)*

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** None  
*(Course Code and Title)*

**Precursors:** None  
*(Course Code and Title)*

**Equivalent Courses:** generally none  
*(Course Code and Title)*

**Exclusive Courses:** None  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

Across the media world, China is the hot topic now. Anything or any event related to China has been circulated, hyped up, scrutinized, exaggerated, and analyzed by thousands of media outlets across the world; and read, watched, talked about, consumed by millions of people worldwide. What is China's image in the world? How has China been presented by the foreign media and perceived by the foreign people? And more importantly, what are the impacts of these deep-rooted, or in many occasions, deeply biased perceptions and reputations? This course takes a broad yet case-focused overview of this subject, paying more attention to the time span of the last two centuries. The case study will be embedded in an interdisciplinary contexts, focusing on major issues such as nationalism and globalization; the political, economic, and cultural underpinnings of media representations; and the forces behind the collection and dissemination of news among various media systems in the world.

### 2. Course Aims

This course is to cultivate students' ability to understand and analyze major issues of international media communication in larger contexts. Students are expected to participate in discussion and debates, individual case analysis and presentations, and group projects. At the end of the course, they will learn a general track record of how China and Chinese people are perceived by the outside world in the past century, and be able to examine and criticize the media and their representations of China and Chinese people.

### 3. 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Examine knowledge of general principles and theories on how world media constructs the image of "China" in the process of international communication.		√		
2.	Apply those principles and theories to the analysis of major issues in the representations of China in different world media.		√	√	
3.	Analyze and discover media's role in the globalization around the world.		√	√	
4.	Detect and evaluate national dynamics and national communication policies in key nation-states in the context of globalization.			√	√
5.	Analyze and criticize world media's representations of China with reference to critical events.		√	√	√
		100%			

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

<sup>#</sup> 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.*

#### 4. 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	5	
Lectures	Main concepts, theories, and case studies on the representations of China in international communication and the driving forces behind the process	√	√	√	√	√	
Class discussions	Both in-class and online discussion will be conducted on issues of China image in the world media to engage students in deliberation and debates	√	√	√	√	√	
Assignments	Group and individual assignments on world media's coverage of China	√	√	√	√	√	

5. **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	5			
Continuous Assessment: ____%								
<p><b><u>Book Review Assignment</u></b>            Students are required to read a book on China that was written by a foreign author and write a professional, scholarly book review. From the reading list in the Appendix, students can either choose one book or choose three scholarly articles on China to write a critical review. The length of the book review should be between 400 to 600 words.</p>	√	√	√	√	√		20%	
<p><b><u>Group Presentation</u></b>            For the class presentation, a team of 4-5 students may choose any topic or subject that is related to the major theme of this course: “China in the eyes of world media,” and prepare a 10-12 minute class presentation. The group presentation will be judged by the width and depth of the PPT contents, as well as the manner and style of the presentation. Each team needs to turn in a soft copy of the presentation.</p>	√	√	√	√	√		30%	
<p><b><u>Group Debate</u></b>            During the final two weeks of this course, all teams will be paired together to debate with each other on some controversial issues related to the course subject. The position was chosen by each team and teams with the opposite position will face off against each other.</p>	√	√	√	√	√		20%	
<p><b><u>Final Wrap-up Quiz</u></b>            The final wrap-up quiz contains 30-40 multiple choice questions that are based on lectures, class discussions, textbook contents, and other assignments.</p>	√	√	√	√	√		30%	
Examination: ____% (duration: _____, if applicable)								
* The weightings should add up to 100%.								100%

## 6. 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. Book Review Assignment	- Knowledge of the assigned readings and - knowledge of subject/ Application of theories/ Critical ability	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Presentation	Knowledge of the assigned readings and demonstration of understanding the social construction process of how “China” images are constructed across the world	Evidence of coherent, clear, and inspiring presentation on the theoretically informed group project and the assigned readings, demonstrate deep understanding the social construction process of how “China” images are constructed across the world.	Evidence of clear and substantive presentation on the group project and good knowledge of the assigned readings demonstrates basic understanding how “China” images are constructed across the world.	Evidence of adequate knowledge of the assigned readings and application of course materials.	Limited evidence of knowledge of the assigned readings and their applications.	Failure to show knowledge of the subject matter.
3. Group Debate	Evidence of ability to relate analysis to the theoretical literature	Evidence of high creativity in interpreting media discourses supported with solid data; strong ability to relate analysis to principles of international communication; high-quality	Evidence of good ability to relate analysis to the theoretical literature; solid data; good writing; and basic description how the China images are different in diversified world media.	Evidence of adequate ability to relate analysis to the theoretical literature; adequate data.	Limited ability to relate analysis to the theoretical literature.	Little evidence of ability to analyze media themes and the assigned Readings.

		writing; and inspiring analysis on the social construction process in the world media.				
4. Final Wrap-up Quiz	Knowledge of the subject matters	Show outstanding analytical ability and knowledge of the subject matters	Show good analytical ability and knowledge of the subject matters	Show adequate analytical ability and knowledge of the subject matters	Show limited analytical ability and knowledge of the subject matters	Show little analytical ability and knowledge of the subject matters

**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.)

World communication, media systems, globalization, media representations of China, national communication policies, impact of western media, cultural imperialism, impact of the Internet, communication and international conflict, international advertising and public relations.

**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.)

<b><u>BOOKS:</u></b>	
1.	Bernstein, Richard and Munro, Ross (1997). <i>The coming conflict with China</i> . New York: Knopf.
2.	Chang, Gordon (2001). <i>The coming collapse of China</i> . New York: Random House.
3.	Fairbank, John K. (1992). <i>China: A new history</i> . Cambridge, MA: The Belknap Press of Harvard University Press.
4.	Fairbank, John K. (1987). <i>The great Chinese revolution 1800-1985</i> . New York: Harper & Row.
5.	Gertz, Bill (2000). <i>The China threat: How the People's Republic targets America</i> . Washington, D.C.: Regnery Publishers.
6.	Gries, P. H. (2004). <i>China's new nationalism: Pride, politics, and diplomacy</i> . Berkeley, CA: University of California Press.
7.	Herbert Yee & Ian Storey (eds., 2002), <i>The China threat: Perceptions, myths, and reality</i> . London: RoutledgeCurzon.
8.	Hodder, Rupert, (2000). <i>In China's Image: Chinese self-perception in Western Thought</i> . Palgrave Macmillan.
9.	Kissinger, Henry (2011). <i>On China</i> . Penguin Press.
10.	Kurlantzick, Joshua (2007). <i>Charm Offensive: How China's Soft Power Is Transforming the World</i> . New Haven, CT: Yale University Press.
11.	Lampton, David (2001). <i>Same bed, different dreams: Managing U.S.-China relations, 1989-2000</i> . Berkeley, CA: University of California Press.
12.	Li, Xiguang and Liu, Kang, <i>Behind the Scheme of Demonizing China</i> (yao mo hua zhongguo de bei hou)(China Social Science Press, 1996).
13.	Lilley, James (2005). <i>China Hands: Nine Decades of Adventure, Espionage and Diplomacy in Asia</i> . PublicAffairs.
14.	Mann, James (1999). <i>About face: A history of America's curious relationship with China, from Nixon to Clinton</i> . New York: Alfred A. Knopf.
15.	Mann, James (2007). <i>The China Fantasy: How Our Leaders Explain Away Chinese Repression</i> . Viking Adult.
16.	Nathan, Andrew & Ross, Robert (1998). <i>The Great Wall and the Empty Fortress: China's search for security</i> . W. W. Norton & Company.
17.	Page, B., Xie, T. & Nathan Andrew (2010). <i>Living with the Dragon: How the American Public Views the Rise of China</i> . Columbia University Press.
18.	Perlmutter, David D. (2007). <i>Picturing China in the American Press: The Visual Portrayal of Sino-American Relations in Time Magazine, 1949-1973</i> . Lexington Books.
19.	Shirk, Susan (2008). <i>China: Fragile Superpower</i> . Oxford University Press.
20.	Weber, Max (1951). <i>The religion of China</i> . New York: The Free Press.
<b><u>ARTICLES</u></b>	
21.	Latham, Kevin (2009). Media, the Olympics and the search for the "Real China." <i>China Quarterly</i> 197: 25-43.
22.	Ikenberry, G. J. (2008). The rise of China and the future of the West. <i>Foreign Affairs</i> 87(1): 23-37.
23.	Lee, Chin-Chuan (2002). "Established Pluralism: U.S. Elite Media Discourse on the
24.	China Policy," <i>Journalism Studies</i> , 3: 383-397.

25.	Lampton, D. (June, 7, 2005). What growing Chinese power means for America. Testimony to U.S. Senate Committee on Foreign Relations.
26.	Zheng, Bijian (2005). China's "Peaceful Rise" to great-power status. <i>Foreign Affairs</i> , 84(5): 18-24.
27.	Nathan, Andrew J. (2001). The Tiananmen Papers: An editor's reflections. <i>The China Quarterly</i> , 167: 724-737.
28.	Osnos, Evan (July 28, 2008). Angry youth: The new generation's neocon nationalists. <i>The New Yorker</i> , pp. 28-37.
29.	Economy, E. & Segal, A. (2008). China's Olympic nightmare: What the games mean for Beijing's Future. <i>Foreign Affairs</i> , 87(4): 47-56.
30.	Stephanie Kleine-Ahlbrandt and Andrew Small (2008). China's new dictatorship diplomacy. <i>Foreign Affairs</i> , 87(1): 38-56.
31.	Blanchard, Jean-Marc. (2008). Harmonious world and China's foreign economic policy: Features, implications, and challenges. <i>Journal of Chinese Political Science</i> 13(2): 165-192.

### Weekly Schedule

- Week 1: Introduction & "Misperceived Misperception"
- Week 2: The Yellow Peril & Fu Manchu (late Qing Dynasty)
- Week 3: Chiang Kai-shek & "Red Star over China" (1919-1949)
- Week 4: The Red China Fought with the World (1949-1979)
- Week 5: Cultural Revolution (1966-1976)
- Week 6: Deng's Reform (1976-1989)
- Week 7: June 4th Tiananmen (1989.6.4)
- Week 8: China's Peaceful Rise? (1992-2012)
- Week 9: "China Threat" or "China Collapse"
- Week 10: 2008 Beijing Olympics & Framing New China
- Week 11: Clash of Civilizations or Clash of Perceptions?
- Weeks 12-13: Debate Day
- Week 14: Final Quiz

### 2.2 Additional Readings

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

1.	
2.	
3.	

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:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	Apply the knowledge learned to the real-life cases through discussion and assignments
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	Assignments and class discussion applying knowledge to the understanding of media and international communication
PILO 3: Demonstrate critical thinking skills	Examine and analyse the presentations of China by world media in class and assignments.
PILO 4: Interpret information and numerical data	Examine and analyse the presentations of China by world media in class and assignments.
PILO 5: Produce structured, well-organised and fluent text	Written assignments for individual and group work
PILO 6: Demonstrate effective oral communication skills	Several class presentations
PILO 7: Demonstrate an ability to work effectively in a team	Group research project
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	Understand the nature of international communication and media world
PILO 9: Value ethical and socially responsible actions	Examine and critique the role of media in today's world
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	Assignments and discussion applying understanding of media and international communication

*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](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.

<b>Selected Assessment Task</b>	<b>Related CILO(s)</b>	<b>Related GE PILO(s)</b>
Group presentation project	1-5	1, 3-10