Course Outline

Part I

Programme Title : Undergraduate Programmes
Programme QF Level : 5
Course Title : China Studies
Course Code : SSC3007
Department : Social Sciences
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 3

Part II

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

● Professional Excellence;
● Ethical Responsibility; &
● Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives
1. **Course Synopsis**

In this course, course participants will develop their further and critical understanding of China’s domestic policies and foreign relations since the reform and opening-up, and explore the present opportunities and challenges in people’s living standards and ways of life, sustainable development, governance of the central government, participation in international affairs, and overall national strength of the country.

2. **Course Intended Learning Outcomes (CILOs)**

*Upon completion of this course, students will be able to:*

- **CILO\textsubscript{1}** identify the key issues and problems in contemporary China;
- **CILO\textsubscript{2}** acquire knowledge of the key themes and arguments discussed in the major works on China studies;
- **CILO\textsubscript{3}** formulate research enquiries on socio-economic and political issues in contemporary China; and
- **CILO\textsubscript{4}** apply theoretical perspectives to critically analyze issues and problems in China since reform and opening-up.

3. **Content, CILOs and Teaching & Learning Activities**

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<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tr>
<td>• Highlights of the reform and opening-up: concise history of China 1940-2000, review of its origins, examination of its policies and impacts, e.g. reform of rural economy and the ‘three problems in rural area’ (sannong wenti), reform of urban/industrial economy and the issues derived (migrant workers, state-owned enterprises, urbanization), re-integration and new dynamics of Greater China economy (the Mainland, Hong Kong, Macau and Taiwan) and its challenges;</td>
<td><strong>CILO\textsubscript{1,2}</strong></td>
<td>• Lectures: presentation and discussion of the frameworks, concepts and synthesis of key references</td>
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<td>• Web and library search</td>
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<td>• Reading lecture notes and key references</td>
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<td>• Seminars: lecturer/guest speakers</td>
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- Living standards and ways of life in rural and urban societies, and related changes and responses from different groups and the government: indicators of development, reform in social policies (education, health, social security), change of gender status, problem of regional disparities, change of value and behavior of youths and consumers;

- Examination of the issues of sustainable development, and debate on the direction of further development: the future role of government intervention and market mechanism, contribution and limitation of science and technology, formulation and implementation of policies and laws;

- Relationship between reform and opening-up, and challenges brought to environmental and cultural conservation: role and force of enterprises and NGOs, the government’s considerations in economic, social and political perspectives;

- Impact of participation in international affairs on China’s overall development: role and participation in international organizations (e.g. World Trade Organization), ratification and implementation of international treaties (e.g. International Covenant on Economic, Social and Cultural Rights), emerging influence in humanitarian works;

- Reciprocal relations between the governance and the reform & opening-up: political structure of China today, relations between the central and local governments, civic

| CILO1, 2, 3 | present the chosen topics and students involve in the discussions; |
| Students presentations and class discussions | |
participation in policies formulation and reform in various forms, prospect and alternatives of democratization; and

- Evaluation of the overall national strength in social, economic, political and international aspects: quantifiable and non-quantifiable criteria, perspective of various social groups and international community.

### 4. Assessment

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<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<tbody>
<tr>
<td>a. Online learning tasks – students are required to complete 2 to 3 online tasks (e.g. quiz, learning lesson, etc.) assigned by the lecturer.</td>
<td>30%</td>
<td>CILO1, 2, 3, 4</td>
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<td>b. Group project:</td>
<td>20%</td>
<td>CILO1, 2, 3, 4</td>
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<td>- For classes with tutorials - the group project will take the form of leading tutorial discussion.</td>
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<tr>
<td>- For classes without tutorials – the group project will take the form of class presentation.</td>
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<td>c. An individual essay of 2,000 words. The topic of the essay should be developed from the tutorial topic chosen by the student for the group project (as stated in b above).</td>
<td>50%</td>
<td>CILO1, 2, 3, 4</td>
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### 5. Required Text(s)

Nil
6. **Recommended Readings**

**History of the Chinese Communist Party**

**Politics of post-Mao China**

**Political institutions & structure**

**Legal reform & development**

**Economic reform since 1978**
The China Model debate

Cross-Strait Relations

The Belt & Road Initiative

Civil / human rights

Environmental protection
7. **Related Web Resources**

   - Asia Times Online
     http://atimes01.atimes.com/mediakit/aboutus.html
   
   - The Asia Foundation
     http://www.asiafoundation.org/
   
   - China Development Brief
     http://www.chinadevelopmentbrief.com/
   
   - East-West Studies
     http://www.eastwestcenter.org/

8. **Related Journals**

   - *Asian Survey*. The University of California Press
   - *Journal of Chinese Political Science*. Springer.
   - *Modern China*. Sage.

9. **Academic Honesty**

   The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* ([https://www.eduhk.hk/re/modules/content/item.php?categoryid=9&itemid=116](https://www.eduhk.hk/re/modules/content/item.php?categoryid=9&itemid=116)). Students should familiarize themselves with the Policy.

10. **Others**

   Newspaper articles, policy papers and documentary-clips on relevant issues.

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*Updated on 29 August 2019*