

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Science Education (Honours) (Greater China Studies)
Programme QF Level	: 5
Course Title	: China's Rise and Globalized World
Course Code	: POS2002
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 1

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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

The course seeks to provide students with an understanding of China's changing role in the world affairs since the economic reforms and open door policy in 1978. This requires first of all some historical knowledge of the linkage between Chinese domestic and foreign relations, with an emphasis on the developmental trajectory of China and the associated concepts, ideologies and theories of self-reliance, modernization, democracy, Chinese style socialism and China's peaceful rise through to the present day. The second part will cover the most recent politico-economic relationship of China with the world, including the impact of globalization on China, the dynamic of China's domestic developments and international relations, China's grand strategy and China's relations with other major powers (US, Russia, Japan, India). This course will cover leadership training which is critical for addressing the power struggles among China and other global leaders in the world. This echoes an initiative by Department of Asian and Policy Studies to integrate social innovation into every core course on the BGCS programme. It is because leadership is also critical to success of a social venture.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ examine China's changing role in world affairs from a variety of perspectives including politics, history, economy and culture.
- CILO₂ describe the forces of globalization that are shaping China's domestic developments and foreign relations.
- CILO₃ analysis China's role in stabilizing global order at the beginning of the 21st century.
- CILO₄ understand the principle antagonisms and dynamics of the relationship between China, the major global actors and the globalized world.
- CILO₅ use knowledge of past and present conditions to make competent predictions about China's future role in world affairs.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Introduce the Chinese domestic and foreign policies reform since 1978, including the end of isolationism and the impact of the Tiananmen Incident	CILO _{1,5}	<ul style="list-style-type: none">• Lectures• Tutorials• Reading
b. Evaluate the impact of globalization on China's domestic developments and foreign relations	CILO _{2,3,4,5}	<ul style="list-style-type: none">• Lectures• Tutorials• Reading• Video-analysis
c. Analyse China's central role in stabilizing global order and explore leadership skills	CILO _{3,4,5}	<ul style="list-style-type: none">• Lectures• Tutorials• Case Study

d. Assess the rise of China's economic, military and diplomatic influence, and how China's rise poses the challenges to America and the other Asian neighbouring countries	<i>CILO</i> _{3,4,5}	<ul style="list-style-type: none"> • Lectures • Tutorials • Reading
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4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Group tutorial presentation and discussion: Students will be expected to substantiate statements and arguments by drawing on the literature as well as empirical examples. Bonus points are awarded to students who make good contributions in class and tutorial discussion.	30%	<i>CILO</i> _{1,2,3,4,5}
(b) Group presentation report: Students will have to write a report on their presentation (2,000 words).	20%	<i>CILO</i> _{1,2,3,4,5}
(c) The examination will consist of data-response and essay questions (with choices). Both materials discussed in tutorial and material covered in required reading will appear on the examination.	50%	<i>CILO</i> _{1,2,3,4,5}

5. Required Text(s)

Nil

6. Recommended Readings

- Guo, S. & Guo, B. (2010). *Greater China in an era of globalization*. Lanham, Md, : Rowman & Littlefield Publishers.
- Howell, J. (Ed.). (2004). *Governance in China*. Lanham: Rowman & Littlefield Publishers, Inc.
- Kinlaw, D. (1998). *Handbook of leadership training activities: 50 one-hour designs* (No. 658.31244 K55). McGraw-Hill.
- Kurlantzick, J. (2008). *Charm offensive: How China's soft power is transforming the world*. Yale University Press.
- Lampton, D. (2008). *The three faces of Chinese power: might, money and minds*, University of California Press.
- McCormick, D. (2007). The Great China challenge. *International Economy*, (21)4, 74-85.
- Mok, K. H. & Ku, Y. W. (Eds.). (2010). *Social cohesion in Greater China: Challenges for social policy and governance*. New Jersey, NJ: World Scientific Press.
- Perry, E. J. & Selden, M. (2010). *Chinese societies: Change, conflict and resistance* (3rd ed.). London: Routledge.
- Shambaugh, D. (2001). *The making of Chinese foreign and security policy in the era of reform*, Stanford University Press.

Shambaugh, D. (2006). *Power shift: China and Asia's new dynamic*, University of California Press.

Sung, Y. W. (2005). *The emergence of Greater China: The economic integration of Mainland China, Taiwan and Hong Kong*, Basingstoke, England: Macmillan.

Young, O. R. (1991). Political leadership and regime formation: on the development of institutions in international society. *International organization*, 45(03), 281-308.

Zakaria, F. (2009). *The post-American world*. W.W. Norton & Co.

許志嘉 (1998)：鄧小平時期中共的外交決策模式，〈《問題與研究》第 37 卷第 8 期〉，頁 49-88。

朱雲漢各賈慶國主編 (2007)：《從國際關係理論看中國崛起》，台北，五南圖書出版股份有限公司。

7. Related Web Resources

Colorcode: Personality Science:

http://www.colorcode.com/choose_personality_test/

China Development Brief:

<http://www.chinadevelopmentbrief.com/>

Shanghai Institutes for International Studies:

<http://www.siiis.org.cn/en/>

The International Institute for Strategic Studies:

<http://www.iiss.org>

The Japan Institute of International Affairs:

<http://www.jiia.or.jp/en/>

8. Related Journals

American Political Science Review. American Political Science Association.

Journal of Contemporary Asia. Routledge.

Modern China. Sage.

The China Quarterly. Cambridge University Press.

The Pacific Review. Routledge.

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

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

Last updated: 22 December 2023