THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Social Entrepreneurship and Development Studies
		Bachelor of Social Science Education (Honours) (Greater China Studies)
		Bachelor of Social Sciences (Honours) in Greater China Studies
Programme QF Level	:	5
Course Title	:	Regional Cooperation in Greater China: Challenges and Issues
Course Code	:	GCS4005
Department	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	EMI
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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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**

This course will scrutinize the historical development, political and economic characteristics and importance of the regional cooperation in Greater China. The course begins by outlining the main theoretical approaches (realism, pluralism, idealism and globalism) that are used to examine the regional cooperation, the existence of different type of regional cooperation, and various strategies for its maintenance and for improving its quality. The second part of the course focuses on the institutional system of the regional cooperation in Greater China, with special attention of the interaction between different actors in the region. From a social innovation perspective, students will explore the possibility of fostering regional cooperation at the sub-state level. The final part is concerned with the challenges facing the regional cooperation in Greater China and how the governments in the region use organizations and policy coordination to respond to the challenges.

2. **Course Intended Learning Outcomes** (CILO$_s$)

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

CILO$_1$ Examine the interplay of various factors to better understand and analyze regional cooperation in Greater China such as nationalism, authoritarianism and democracy;

CILO$_2$ explain the origins, context and content of regional efforts to promote cooperation, and to describe the nature of challenges;

CILO$_3$ examine the role of regional cooperation organizations in Greater China and the evolution of such organizations; and

CILO$_4$ explain the need for effective regional cooperation to meet the challenges.

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

	Course Content	**CILOs**	**Suggested Teaching & Learning Activities**
a.	Examine the rationales for regional cooperation; and to assess the challenges and limitations of regional cooperation in Greater China	*CILO$_{1,2}$*	• Lectures • Tutorials • Reading
b.	Introduce some key concepts (sovereign, state, power, international system), and theories (realism, neo-realism, neo-liberalism, environmentalism)		
c.	Analyse the social and cultural factors in regional cooperation process	*CILO$_{1,2}$*	• Lectures • Tutorials • Reading • Video-analysis
d.	Analyse how the regional cooperation in Greater China is organized, who the key players in the system, and what role they play	*CILO$_{3,4}$*	• Lectures • Tutorials • Case Study

Assessment Tasks	Weighting (%)	CILOs
e.	Identify the major developments which affect the lives and prospects of people across the region	*CILO3,4*	• Lectures • Tutorials • Reading

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Tutorial Participation: Active learning is an important component in higher education. Students are encouraged to articulate their opinions and raise relevant questions as part of the learning process. To achieve this learning objective, students are expected to attend every tutorial and participate actively in class discussions.	15%	*CILO1,3,4*
(b) Group Presentation: Students will form groups of 3 and address a question pertaining to the regional cooperation in Greater China. Each group will have 20 minutes to present their arguments and a short Q&A session afterward. Students who are not presenting are required to participate actively during the Q&A section.	35%	*CILO1,2,3,4*
(c) Final Examination: A 2-hour paper examination will be conducted towards the end of the course to examine whether the students have a good understanding of all course materials.	50%	*CILO1,2,3,4*

5. Required Text(s)

Nil

6. Recommended Readings

Akihiko, T. (2007). The development of the ASEAN+3 framework. In M. G. Curley., & N. Thomas. *Advancing East Asian regionalism* (pp. 52-73). London & New York: Routledge.

Brrson, M., & Stubbs, R. (2011). *Routledge handbook of Asian regionalism.* Milton Park, Abingdon, Oxon; New York, NY: Routledge.

Chai, W. (2003). The ideological paradigm shifts of China's world views: From Marxism-Leninism-Maoism to the pragmatism-multilateralism of the Deng-Jiang-Hu Era. *Asian Affairs, an American Review* 30(3), 163-175.

Chiu, P.Y.W. (2006). CEPA: a milestone in the economic integration between Hong Kong and Mainland China., *Journal of Contemporary China*. 15(47), 275-295.

Chiu, S., & Lui, T. L. (2009). *Hong Kong: Becoming a Chinese global city*. London: Routledge.

Christopher M. Dent. (2008). *East Asian regionalism*. London: Routledge.

Diamond, L., & Myers, R.H. (2001). *Elections and democracy in Greater China.* New York: Oxford University Press.

Dreyer, J. T. (2007). China's power and will: PRC's military strengthen and grand strategy. *Orbis*, Fall 2007, 647-660.

Gotz, N., & Haggren, H. (2009). *Regional cooperation and international organization*. London: Routledge.

Gungwu, W., & Zheng, Y. (2008). *China and the New International Order*. London: Routledge.

Guo, S., & Guo, B. (2010). *Greater China in an era of globalization.* Lanham: Rowman & Littlefield Publishers.

Harding, H. (2007). China. *Foreign Policy,*159, 26-32.

Hayashi, S. (2010). The developmental state in the era of globalization: beyond the Northeast Asian model of political economy. *The Pacific Review*, 23(1), 45-69.

Howell, J. (2004). *Governance in China*. Lanham: Rowman & Littlefield Publishers.

Lai, Y. H. (2011). Interpreting the ECFA: A New Common Market for Taiwan and Mainland China. *Journal of East Asia & International Law*. 4 (1), 173-191.

Lam, W. M. (2010). Promoting hybridity: The politics of the new Macao identity. *The China Quarterly.* 203, 656-674.

Mok, K. H., & Forrest, R. (2009). *Changing governance and public policy in East Asia*. London: Routledge.

Perry, E. J., & Selden, M. (2010). *Chinese societies: Change, conflict and resistance* (3rd ed.). London: Routledge.

Pollack, J. D. (2007). China military power: what vexes United States and why?. *Orbis*, Fall, 635-650.

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

Tao, J., Cheung, A., Painter, M., & Li, C. Y. (2010). *Governance for harmony in Asia and beyond*. London: Routledge.

Yeung, Y. (2011). The Pearl River Delta: Governance Issues and Implications. In *Collaborative regional development in Northeast Asia: towards a sustainable regional and sub-regional future* (pp. 309-328). Hong Kong: Chinese University Press.

7. Related Web Resources

Center for Civil Society Studies, The Chinese University of Hong Kong:
http://www.cuhk.edu.hk/centre/ccss/index.html

Center for the Third Sector, National Chengchi University (政治大學第三部門研究中心):
http://tw.funwish.net/nccu333/?p=47

China Development Brief: http://www.chinadevelopmentbrief.com/

NGO Research Center, Tsinghua University (清華大學, 清華 NGO 研究所):
http://www.ngorc.org.cn/

One Country Two Systems Research Centre, Macao Polytechnic Institute:
http://www.ipm.edu.mo/ceupds/2systems_content10_3.html

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.
Voluntas: International Journal of Voluntary and Nonprofit Organizations. Springer.

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/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others

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

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