

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: China Studies
Course Code	: SSC3007
Department	: Social Sciences and Policy Studies
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 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

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:

- CILO₁ identify the key issues and problems in contemporary China;
- CILO₂ acquire knowledge of the key themes and arguments discussed in the major works on China studies;
- CILO₃ formulate research enquiries on socio-economic and political issues in contemporary China; and
- CILO₄ apply theoretical perspectives to critically analyze issues and problems in China since reform and opening-up.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none">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;	CILO _{1, 2}	<ul style="list-style-type: none">Lectures: presentation and discussion of the frameworks, concepts and synthesis of key referencesWeb and library searchReading lecture notes and key referencesSeminars: lecturer/guest speakers

<ul style="list-style-type: none"> • 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 	<p><i>CILO</i>_{1, 2, 3}</p>	<p>present the chosen topics and students involve in the discussions;</p> <ul style="list-style-type: none"> • Students presentations and class discussions
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participation in policies formulation and reform in various forms, prospect and alternatives of democratization; and		
<ul style="list-style-type: none"> 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. 	<i>CILO_{1, 2, 3, 4}</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Online learning tasks – students are required to complete 2 to 3 online tasks (e.g. quiz, learning lesson, etc.) assigned by the lecturer.	30%	<i>CILO_{1, 2, 3, 4}</i>
b. Group project: <ul style="list-style-type: none"> For classes <u>with tutorials</u> - the group project will take the form of leading tutorial discussion. For classes <u>without tutorials</u> – the group project will take the form of class presentation. 	20%	<i>CILO_{1, 2, 3, 4}</i>
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).	50%	<i>CILO_{1, 2, 3, 4}</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

History of the Chinese Communist Party

1. Dryer, J.T. (2014). *China's political system: modernization and tradition*. 9th edition. Routledge. Chapter 4 & 5.
2. Walder, A.G. (2015). *China Under Mao: A Revolution Derailed*. Harvard University Press. Chapter 14.

Politics of post-Mao China

1. Dryer, J.T. (2014). *China's political system: modernization and tradition*. 9th edition. Routledge. Chapter 6.
2. Zhao, S. (2016). "The Ideological Campaign in Xi's China: Rebuilding Regime Legitimacy". *Asian Survey* 56(6): 1168-1193.

Political institutions & structure

1. Jacoby, C.L. ed. (2014). *China's Political System: Features, Institutions, and Leaders*. Nova Science Pub Inc.
2. Saich, Tony (2015). *Governance and Politics of China*. 4th edition. Palgrave. Chapter 4 & 5.

Legal reform & development

1. Chen, J. (2009). "Modernization, Westernization, and Globalization: Legal Transplant in China". In Oliverira, J.C and Cardinal, P (eds.). *One Country, Two Systems, Three Legal Orders - Perspectives of Evolution*, 91-114. Springer.

2. Peerenboom, R. (1999). "Ruling the Country in Accordance with Law Reflections on the Rule and Role of Law in Contemporary China". *Cultural Dynamics* 11(3), 315-351.

Economic reform since 1978

1. Naughton, B.J. (2007). *The Chinese Economy: Transitions and Growth*. MIT Press. Chapter 10 & 12.
2. Tantri M.L. (2012). "China's Policy for Special Economic Zone: Some Critical Issues." *India Quarterly: A Journal of International Affairs* 68(3), 231-250.
3. Lin, L.W. (2017). "Reforming China's State-owned Enterprises: From Structure to People." *The China Quarterly* 229, 107-129.

The China Model debate

1. Hou, X. (2014). "Dissecting China's Rise: Controversies over the China Model." *China Perspectives* (2), 61-67.
2. Tang, L. (2016). "The China model and its efficacy in a comparative context." *Journal of Chinese Governance*, 1(1), 174-187.
3. Zhao, S. (2017). "Whither the China Model: revisiting the debate." *Journal of Contemporary China* 26 (103), 1-17.

Cross-Strait Relations

1. Hung, H.F. and Kuo, H.Y. (2010). "'One country, two systems' and its antagonists in Tibet and Taiwan". *China Information* 24(3), 317-337.
2. Yuen, S. (2014). "Under the Shadow of China: Beijing's policy towards Hong Kong and Taiwan in comparative perspective." *China Perspectives* (2), 69-76.

The Belt & Road Initiative

1. Ferdinand, P. (2016). "Westward ho – the China dream and 'one belt, one road': Chinese foreign policy under Xi Jinping." *International Affairs* 92(4), 941-957.
2. Yu, H. (2016). "Motivation behind China's 'One Belt, One Road' Initiatives and Establishment of the Asian Infrastructure Investment Bank." *Journal of Contemporary China* 26(105), 353-368.

Civil / human rights

1. Fu, H. and Cullen, R. (2008). "Weiquan (Rights Protection) Lawyering in an Authoritarian State: Building a Culture of Public-Interest Lawyering." *The China Journal* 59, 111-127.
2. Lee, Karen (2012). "Democracy, Charter 08, and China's Long Struggle for Dignity". In Béja, J-P, et al. (eds.). *Liu Xiaobo, Charter 08 and the Challenges of Political Reform in China*, 141-162. Hong Kong University Press.

Environmental protection

1. Chow, G.C. (2013). "China's Environmental Policy: A Critical Survey." In Man, J.Y. (ed.) *China's Environmental Policy and Urban Development*, 3-14. Lincoln Institute of Land Policy.
2. Goess, S., de Jong, M. and Ravesteijn, W. (2015). "What makes renewable energy successful in China? The case of the Shandong province solar water heater innovation system." *Energy Policy* 86, 684-696.

8. Related Web Resources

Asia Times Online

<https://asiatimes.com/>

The Asia Foundation

<http://www.asiafoundation.org/>

China Development Brief

<https://chinadevelopmentbrief.cn/>

East-West Studies

<http://www.eastwestcenter.org/>

9. Related Journals

Asian Survey. The University of California Press

China & World Economy. Chinese Academy of Social Sciences.

Journal of Contemporary China. Routledge.

Journal of Chinese Political Science. Springer.

Modern China. Sage.

The China Quarterly. Cambridge University Press.

The China Review. Chinese University Press.

10. 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.

11. Others

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

July 2025