Course Title: China in World Politics  
Course Code: POL4305  
Recommended Study Year: 3 and 4  
No. of Credits/Term: 3  
Mode of Tuition: Lecture-Tutorial  
Class Contact Hours: 3 hours per week  
Category in Major Prog.: Major in Political Science (Elective Course)  
Discipline: Political Science  
Prerequisite(s): N/A  
Co-requisite(s): N/A  
Exclusion(s): N/A  
Exemption Requirement(s): N/A

Brief Course Description

China's rising international status in the global arena is beyond doubt. Determined to be an important player in a post-Cold War world, China has been carrying out a pragmatic foreign policy to ensure a favorable environment for its economic growth. Chinese foreign policy has never been seen to be as active and confident as in the first decades of the 21st century. China’s relations with all the major powers as well as its neighboring countries are facing both its greatest opportunities and severest challenges since the establishment of the People’s Republic.

Aims

This course offers both theoretical frameworks and practical guidance in our quest to explore various issues of contemporary Chinese foreign relations. We will discuss China's foreign policy-making mechanisms and various approaches to foreign policy studies, followed by an introduction to China's relations with the other major powers, with its neighboring states, and with important international organizations. Students should be able to comprehend and appraise China’s foreign policy successes, failures or limitations toward the countries, issues, and groupings covered in the lectures and tutorials by the end of the course.

Learning Outcomes (LOs)

After taking this course, students should be able to:

1. demonstrate understanding of the past, present, and possible future directions of China’s foreign policies and external relations, and the fundamental policymaking institutions and processes of the Chinese government;
2. comprehend the contemporary challenges facing China and the expectations of China’s growing influence in the world in the coming years;

3. discuss the foreign policy choices and constraints open to the Chinese leadership; and

4. demonstrate the ability to think critically about contemporary Chinese foreign relations, which means going beyond events to ponder questions of motives, perspectives, and histories of Chinese and foreign political actors arising from their mutual interactions.

**Teaching Method**

Lectures, class participation, tutorial presentations and discussions, and student research and writing.

**Measurement of Learning Outcomes**

Learning outcomes are measured on the basis of students’ performance during tutorial discussions (for active participation in class) and presentations (for knowledgeable conceptualization of a topic framework constructed on the advice of the instructor), on the term paper (in which analysis of the topic is demonstrated in a clear, logical, detailed and well-organized manner), and on the examination (to assess students’ overall knowledge of key concepts and core factual information relating to the course and ability to discuss the foreign policy choices and constraints open to the Chinese leadership). All contribute to learning outcomes 1-4.

**Assessment**

Continuous assessment takes 60% of the final grade – 10% for participation in tutorial discussions; 15% for presentation in the tutorial; and 35% for the term paper. An end-of-term examination will make up the remainder 40% of the course grade.

Students’ participation is vitally important to the success of this course, so please contribute to discussions in class. The topic for class presentation and term paper should be finalized with the instructor at least one week before the presentation. The term paper should be about 2000 words, including references, to be submitted no more than two weeks after the presentation. For citation, please refer to Chicago Manual of Style – 16th Ed. (2010) <http://libguides.wwu.edu/c.php?g=308303&p=2056277>, or A Manual for Writers of Term Papers, Theses, and Dissertations by Kate L. Turabian - 8th Ed (2013) <http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html>.
Indicative Contents

(Refer to the “Required Reading List” below for book chapters and journal articles)

1. Introduction to the course (For a historical overview of China’s foreign policy since the end of the Cold War, read Sutter chapter 2; Christensen chapters 6, 7, and 8)

2. The shaping of China’s Foreign Policy and China’s Changing Role in Asia and the World: Sutter chapter 1; Christensen chapters 1 & 2; Miller chapter 1; Buzan & Foot, chapter 10


4. China’s Approaches to Sovereignty, Intervention and Peacekeeping: Christensen pp. 162-165, 176-179, 233-240, and 266-271; Carlson; Gill and Reilly

5. China’s Energy Diplomacy: Zweig and Bi; Gill, Huang and Morrison; Shambaugh pp. 162-174

6. Sino-American Relations: Sutter chapter 6; Christensen chapter 3; Lampton

7. Sino-Japanese Relations: Sutter chapter 8 pp. 174-192; Dreyer, pp. 156-318

8. Sino-Russian/Central-Asian Relations: Sutter chapters 10 pp. 242-255 & 11 pp. 259-274; Miller chapter 2; Goldstein pp. 136-143

9. Sino-Indian Relations: Sutter chapter 10 pp. 232-241; Miller chapter 5; Yuan; Goldstein pp. 168-172

10. China-Southeast Asian Relations: Sutter chapter 9 pp. 209-224; Miller chapters 3, 4 & 6

11. Coping with a Risen China: Shambaugh chapter 8; Miller conclusion chapter

Required/ Essential Readings

There are four main readings for this course placed on 3-hour reserves in the Library:


Other required readings placed on 3-hour reserves in the Library are:


These texts should be regarded as essential background readings. Students are also expected to read the supplementary readings and update themselves on information from the Internet and/or printed media.

**Recommended/ Supplementary Readings**

(This is only a partial list of recommended readings. Students are expected to read newspapers and magazines such as Renmin ribao and Beijing Review regularly, and to visit news websites on the Internet often, to get the latest information on Chinese foreign policy and China’s foreign relations. The instructor will recommend relevant readings in the Chinese language upon students’ request.)

**Books**


*Articles and Book Chapters*

Peter Hays Gries, “*China Eyes the Hegemon*,” *Orbis*, Summer 2005: 401-412.


*Websites*


**Important Notes:**

(1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.

(3) Students are required to submit writing assignment(s) using Turnitin.

(4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on https://pla.ln.edu.hk/.
**Assessment rubrics**

Participation (10%)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Meets Minimum Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension of all the relevant concepts</strong></td>
<td>Demonstrates a deep insightful level of understanding</td>
<td>Demonstrates a good surface level of understanding</td>
<td>Demonstrates an adequate level of surface understanding</td>
<td>Demonstrates an inadequate level of understanding</td>
</tr>
<tr>
<td>3%</td>
<td>3 marks</td>
<td>2 marks</td>
<td>1 mark</td>
<td>0 mark</td>
</tr>
<tr>
<td><strong>Application of concepts to the topic</strong></td>
<td>Appropriate concepts are all applied correctly, to provide in-depth analysis elaboration to all aspects of the topic</td>
<td>Appropriate concepts are correctly applied, to provide analysis to all important aspects of the topic</td>
<td>Appropriate concepts are, for the most part, correctly applied, to provide analysis to all important aspects of the topic</td>
<td>Concepts are not applied, or are generally applied inappropriately or incorrectly; important aspects of the topic unaddressed</td>
</tr>
<tr>
<td>3%</td>
<td>3 marks</td>
<td>2 marks</td>
<td>1 mark</td>
<td>0 mark</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Expression of ideas were consistently accurate, logical and clear</td>
<td>Expression of ideas were generally accurate, logical and clear. Lapses were rare and minor in nature.</td>
<td>Expression of ideas were generally accurate, logical and clear, but with a number of minor lapses</td>
<td>Ideas were not expressed logically, and were characterized by significant inaccuracies and lack of clarity</td>
</tr>
<tr>
<td>4%</td>
<td>4 marks</td>
<td>3 marks</td>
<td>2 marks</td>
<td>1 mark</td>
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</table>
### Presentation (15%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Fair</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Issues</strong></td>
<td>• Thoroughly interpret and evaluate the information</td>
<td>• Information with some interpretation/evaluation</td>
<td>• List information without interpretation/evaluation</td>
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<td></td>
<td>• Comprehensive ly analyze and synthesize the issues from multiple perspectives</td>
<td>• Basic analysis or synthesis from two perspectives</td>
<td>• Superficially analyze or synthesize the issue</td>
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<td></td>
<td></td>
<td></td>
<td>• Single perspective is discussed</td>
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<tr>
<td><strong>Integration of sources and evidence</strong></td>
<td>• Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is highly relevant</td>
<td>• Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is generally relevant</td>
<td>• Much of information included is not relevant and inadequate to support the topic. Some information is inaccurate or unverifiable</td>
</tr>
<tr>
<td><strong>Uses good body language, eye contact, appropriate voice tone</strong></td>
<td>• Makes good eye contact with audience</td>
<td>• Makes fairly good eye contact with audience</td>
<td>• Make little or no eye contact with audience</td>
</tr>
<tr>
<td></td>
<td>• Shows enthusiasm and confidence</td>
<td>• Shows some enthusiasm and confidence</td>
<td>• Shows little or no enthusiasm and confidence</td>
</tr>
<tr>
<td></td>
<td>• Uses voice tone effectively</td>
<td>• Uses voice tone relatively effectively</td>
<td>• Uses voice tone ineffectively or too monotone</td>
</tr>
<tr>
<td><strong>3%</strong></td>
<td>3 marks</td>
<td>2 marks</td>
<td>0-1 mark</td>
</tr>
</tbody>
</table>

3%
| **Appropriate time allocation and pace** | • Allocated time appropriately and managed time effectively  
• Appropriate pace | • Marginally long or marginally short but uses time reasonably effectively  
• Reasonable pace | • Significantly too short or too long and did not use time effectively  
• Pace is significantly too fast or too slow |
<table>
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</thead>
<tbody>
<tr>
<td>3%</td>
<td>3 marks</td>
<td>2 marks</td>
<td>0-1 mark</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Makes effective use of presentation tools (slides/handouts)</strong></th>
<th>• Proper use of presentation tools with little or no distractions (e.g. appropriate animation/pictures, appropriate information on one slide, clear titles, etc.)</th>
<th>• Generally good use of presentation tools. Some distractions but they are not overwhelming (e.g. reasonable animation/pictures, fair information on one slide, fair titles, etc.)</th>
<th>• Poor use of presentation tools and/or many distractions (e.g. too much animation/pictures, too much information on one slide, absence of titles, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>3 marks</td>
<td>2 marks</td>
<td>0-1 mark</td>
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</tbody>
</table>
## Term-paper (35%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Meets Minimum Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argument</strong></td>
<td>Arguments both well supported and genuinely compared to conflicting explanations</td>
<td>Main arguments valid, systematic, and well supported</td>
<td>Some arguments valid and well supported, some not</td>
<td>Weak, invalid, or no argument, perhaps a simple assertion</td>
</tr>
<tr>
<td><strong>Use of Data or Evidence</strong></td>
<td>Fully exploits the richness of the data/evidence/idea s, and is sufficiently persuasive</td>
<td>Feasible evidence appropriately selected and not over-interpreted</td>
<td>Some appropriate use of evidence but uneven</td>
<td>Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented</td>
</tr>
<tr>
<td><strong>Organization and Writing</strong></td>
<td>Structure enhances the argument, strong sections and seamless flow. Virtually no English error.</td>
<td>Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.</td>
<td>Structure is of inconsistent quality, may have redundancies or disconnections. Frequent English errors.</td>
<td>Needs significant reorganization. English errors significantly impair readability.</td>
</tr>
</tbody>
</table>

| 12%                     | 9-12 marks                                                               | 6-8 marks                                                                  | 3-5 marks                                                                              | 0-2 marks                                            |
| 12%                     | 9-12 marks                                                               | 6-8 marks                                                                  | 3-5 marks                                                                              | 0-2 marks                                            |
| 11%                     | 9-11 marks                                                               | 6-8 marks                                                                  | 3-5 marks                                                                              | 0-2 marks                                            |
### Exam (40%)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Meets Minimum Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension of all the relevant aspects about the question</td>
<td>Demonstrates a deep insightful level of understanding</td>
<td>Demonstrates a good surface level of understanding</td>
<td>Demonstrates an adequate level of surface understanding</td>
<td>Demonstrates an inadequate level of understanding</td>
</tr>
<tr>
<td>10%</td>
<td>8-10 marks</td>
<td>5-7 marks</td>
<td>3-4 marks</td>
<td>0-2 marks</td>
</tr>
<tr>
<td>Application of concepts to the problem posed</td>
<td>Appropriate concepts are all applied correctly</td>
<td>Appropriate concepts are correctly applied</td>
<td>Some concepts are applied at too general a level or misapplied but the central ones are applied correctly and specifically</td>
<td>Most concepts are applied at too general a level or misapplied</td>
</tr>
<tr>
<td>10%</td>
<td>8-10 marks</td>
<td>5-7 marks</td>
<td>3-4 marks</td>
<td>0-2 marks</td>
</tr>
<tr>
<td>Extent to which ideas are expressed logically, accurately and clearly</td>
<td>Expression of ideas were consistently accurate, logical and clear</td>
<td>Expression of ideas is generally accurate, logical and clear with some minor lapses</td>
<td>Expression of ideas is comprehensible but there are some major lapses</td>
<td>Largely incomprehensible with some major inconsistencies and errors</td>
</tr>
<tr>
<td>10%</td>
<td>8-10 marks</td>
<td>5-7 marks</td>
<td>3-4 marks</td>
<td>0-2 marks</td>
</tr>
<tr>
<td>Quality of English</td>
<td>English is consistently excellent</td>
<td>English is proficient with no major errors</td>
<td>English conveys the essential meaning but contains a number of errors</td>
<td>English is below acceptable university standard</td>
</tr>
<tr>
<td>10%</td>
<td>8-10 marks</td>
<td>5-7 marks</td>
<td>3-4 marks</td>
<td>0-2 marks</td>
</tr>
</tbody>
</table>