

<b>Course Title</b>	:	China in World Politics
<b>Course Code</b>	:	POL4305
<b>Recommended Study Year</b>	:	3 and 4
<b>No. of Credits/Term</b>	:	3
<b>Mode of Tuition</b>	:	Lecture-Tutorial
<b>Class Contact Hours</b>	:	3 hours per week
<b>Category in Major Prog.</b>	:	Major in Political Science (Elective Course)
<b>Discipline</b>	:	Political Science
<b>Prerequisite(s)</b>	:	N/A
<b>Co-requisite(s)</b>	:	N/A
<b>Exclusion(s)</b>	:	N/A
<b>Exemption Requirement(s)</b>	:	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 21<sup>st</sup> 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 – 16<sup>th</sup> Ed. (2010)

<<http://libguides.wvu.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](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
3. Process and International Structure in the Making of Chinese Foreign Policy: Sutter chapter 3; Shambaugh pp.53-72.
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:

Robert G. Sutter, *Chinese Foreign Relations: Power and Policy since the Cold War*, 4<sup>th</sup> ed., Lanham, MD: Rowman & Littlefield, 2016.

Tom Miller, *China's Asian Dream: Empire Building along the New Silk Road*, London: Zed Books, 2017.

Thomas J. Christensen, *China Challenge: Shaping the Choices of a Rising Power*, New York & London: Norton, 2015

David Shambaugh, *China Goes Global: The Partial Power*, Oxford: Oxford University Press, 2013.

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

June Teufel Dreyer, *Middle kingdom and empire of the rising sun: Sino-Japanese relations, past and present*, New York: Oxford University Press, 2016. [RES DS740.5.J3.D742016]

Foreword and Barry Buzan, "How and to whom does China matter?" in Barry Buzan and Rosemary Foot, ed., *Does China Matter? A Reassessment*, London: Routledge, 2004, pp. 143-164. [RES [DS779.27 .D64 2004](#)]

Allen Carlson, "More Than Just Saying No: China's Evolving Approach to Sovereignty and Intervention since Tiananmen," in Alastair Iain Johnston and Robert Ross, ed., *New Directions in the Study of China's Foreign Policy*. Stanford, CA: Stanford, 2006. [RES [DS779.27 .N49 2006](#)]

Avery Goldstein, *Rising to the Challenge: China's Grand Strategy and International Security*, Stanford, CA: Stanford University Press, 2005, pp. 136-176. [RES POL 305.1]

Judith F. Kornberg and John R., Faust, *China in World Politics: Policies, Processes, Prospects*, Boulder and London: Lynne Rienner, 2005. [RES DS779.27 F 395 2005]

Kokubun Ryosei and Wang Jisi, ed., *Rise of China and a Changing East Asian Order*, Tokyo and New York: JCIE, 2004. [RES DS518.15 .R47 2004]. Copies of these books have been placed on 3-hour reserves in the Library.

David Zweig and Bi Jianhai, "China's Global Hunt for Energy," *Foreign Affairs*, Volume 84, No. 5, pp. 25-38 [[SER] [D410 .F67](#) v.84 no.5 2005]

Jing-dong Yuan, "India's Rise After Pokharan II," *Asian Survey*, 41:6, pp. 978-1001 [SER] [DS1 .S87](#) v.41 2001]

Bates Gill, Chin-hao Huang and J. Stephen Morrison; "Assessing China's Growing Influence in Africa," *China Security*, Volume 3, No. 3, Summer 2007, pp. 3-21  
[<http://yaleglobal.yale.edu/about/pdfs/china-africa.pdf>]

Bates Gill and James Reilly, "Sovereignty, Intervention and Peacekeeping: The View from Beijing," *Survival*, Volume 42, No. 3, Autumn 2000, pp. 41-59  
[[http://csis.org/files/media/csis/press/00fallgill\\_reilly.pdf](http://csis.org/files/media/csis/press/00fallgill_reilly.pdf)]

David M. Lampton, "Testimony 'China on the Eve of the Olympics,'" *Hearing, Committee on Foreign Affairs, U.S. House of Representatives*, July 23, 2008  
[<http://foreignaffairs.house.gov/110/lam072308.pdf>]

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*

James E. Dougherty & Robert L. Pfaltzgraff, Jr., *Contending Theories of International Relations*, 5<sup>th</sup> ed., New York: Pearson, 2000.

James C. F. Wang, *Contemporary Chinese Politics*, 7<sup>th</sup> ed., Englewood Cliffs, NJ: Prentice Hall, 2002.

Zhao Suisheng, *China's Foreign Policy: Pragmatism and Strategic Behavior*, Armonk, NY: M. E. Sharpe, 2004.

Barry Buzan and Rosemary Foot, *Does China Matter? A Reassessment*, London: Routledge, 2004.

Alastair Iain Johnston and Robert Ross, *New Directions in the Study of China's Foreign Policy*, Stanford, CA: Stanford, 2006.

William W. Keller and Thomas G. Rawski, *China's Rise and the Balance of Influence in Asia*, Pittsburgh, PA: University of Pittsburgh Press, 2007.

Susan L. Shirk, *China: Fragile Superpower*, New York, NY: Oxford University Press, 2007.

Thomas Fingar, ed., *The New Great Game: China and South and Central Asia in the Era of Reform*, Stanford CA: Stanford University Press, 2016.

*Articles and Book Chapters*

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

Denny Roy, "The Sources and Limits of Sino-Japanese Tensions," *Survival*, 47, 2, Summer 2005:191-214.

David Shambaugh, "China Engages Asia – Reshaping the Regional Order," *International Security*, 29, 3, Winter 2004/05:64-99.

Nicholas Khoo and Michael L. R. Smith, David Shambaugh "Correspondence: China Engages Asia? Caveat Lector," *International Security*, 30, 1, Summer 2005: 196-211.

Alastair Ian Johnston, "Beijing's Security Behavior in the Asia-Pacific: Is China a Dissatisfied Power? In Muthiah Alagappa, ed., *Rethinking Security in East Asia*. Stanford, CA: Stanford University Press, 2004:34-96.

Derek McDougall, *Asia Pacific in World Politics*, Boulder, CO: Lynne Rienner, 2007: 115-143. ("The Sino-US Relationship")

Chris Alden, "China in Africa," *Survival*, 47, 3, Autumn 2005: 147-164.

*Websites*

PRC Ministry of Foreign Affairs: <http://www.fmprc.gov.cn/english/dhtml/>

PRC Embassy to the US: <http://www.china-embassy.org/>

PRC Embassy to UK:

<http://www.chinese-embassy.org.uk/Diplomacy/diplomacy.htm>

Inside China: <http://www.insidechina.com/>

People's Daily on-line edition: <http://english.peopledaily.com.cn/home.html>

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/>.

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**Assessment rubrics**

Participation (10%)

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

Presentation (15%)

<b>Category</b>	<b>Excellent</b>	<b>Fair</b>	<b>Below Standard</b>
<b>Analysis of Issues</b>	<ul style="list-style-type: none"> <li>• Thoroughly interpret and evaluate the information</li> <li>• Comprehensively analyze and synthesize the issues from multiple perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Information with some interpretation/evaluation</li> <li>• Basic analysis or synthesis from two perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• List information without interpretation/evaluation</li> <li>• Superficially analyze or synthesize the issue</li> <li>• Single perspective is discussed</li> </ul>
<b>3%</b>	3 marks	2 marks	0-1 mark
<b>Integration of sources and evidence</b>	<ul style="list-style-type: none"> <li>• Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is highly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Much of Information included is not relevant and inadequate to support the topic. Some information is inaccurate or unverifiable</li> </ul>
<b>3%</b>	3 marks	2 marks	0-1 mark
<b>Uses good body language, eye contact, appropriate voice tone</b>	<ul style="list-style-type: none"> <li>• Makes good eye contact with audience</li> <li>• Shows enthusiasm and confidence</li> <li>• Uses voice tone effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Makes fairly good eye contact with audience</li> <li>• Shows some enthusiasm and confidence</li> <li>• Uses voice tone relatively effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Make little or no eye contact with audience</li> <li>• Shows little or no enthusiasm and confidence</li> <li>• Uses voice tone ineffectively or too monotone</li> </ul>
<b>3%</b>	3 marks	2 marks	0-1 mark

<b>Appropriate time allocation and pace</b>	<ul style="list-style-type: none"> <li>Allocated time appropriately and managed time effectively</li> <li>Appropriate pace</li> </ul>	<ul style="list-style-type: none"> <li>Marginally long or marginally short but uses time reasonably effectively</li> <li>Reasonable pace</li> </ul>	<ul style="list-style-type: none"> <li>Significantly too short or too long and did not use time effectively</li> <li>Pace is significantly too fast or too slow</li> </ul>
<b>3%</b>	3 marks	2 marks	0-1 mark
<b>Makes effective use of presentation tools (slides/handouts)</b>	<ul style="list-style-type: none"> <li>Proper use of presentation tools with little or no distractions (e.g. appropriate animation/pictures, appropriate information on one slide, clear titles, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>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.)</li> </ul>	<ul style="list-style-type: none"> <li>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.)</li> </ul>
<b>3%</b>	3 marks	2 marks	0-1 mark

Term-paper (35%)

<b>Category</b>	<b>Excellent</b>	<b>Proficient</b>	<b>Meets Minimum Standard</b>	<b>Below Standard</b>
<b>Argument</b>	Arguments both well supported and genuinely compared to conflicting explanations	Main arguments valid, systematic, and well supported	Some arguments valid and well supported, some not	Weak, invalid, or no argument, perhaps a simple assertion
<b>12%</b>	9-12 marks	6-8 marks	3-5 marks	0-2 marks
<b>Use of Data or Evidence</b>	Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	Feasible evidence appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented
<b>12%</b>	9-12 marks	6-8 marks	3-5 marks	0-2 marks
<b>Organization and Writing</b>	Structure enhances the argument, strong sections and seamless flow. Virtually no English error.	Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	Structure is of inconsistent quality, may have redundancies or disconnections. Frequent English errors.	Needs significant reorganization. English errors significantly impair readability.
<b>11%</b>	9-11 marks	6-8 marks	3-5 marks	0-2 marks

Exam (40%)

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