

Lingnan University
Department of Political Science
CLE9004 Greater China: Identity and Interdependence
Term 2, 2018-2019

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Office Hours: Tuesday 9:30-10:30; Thursday 10:30-12:00 and 2:00-3:30

Brief Course Description

This course compares the economic, societal and political development of the four regions of Greater China – Mainland China, Taiwan, Hong Kong and Macau. Although the forces of globalization have drawn these different parts of Greater China ever closer together, they remain separate and distinctive. Their differences are reflected in culture, society, values and norms, and political systems. This course examines the causal factors that have shaped the different destinies of Greater China as well as the forces that are pulling them together.

The concept of Greater China will be analyzed and the other three regions' relationships with the Mainland China will be examined. The focus will be put on the period of the last sixty years. During this period, the four regions have had their different paths of modernization, yet at the same time we witness increasingly significant interactions among the four regions. Based on the concept of Greater China, theoretical issues such as the explanatory powers of culture and ethnicity versus economic development and modernization are also considered.

Aims

After studying the course, students are expected to have a general knowledge of the histories, economies, and politics of the four regions. Moreover, through examination of the different paths of socio-economic and political modernization of the four regions and reflection on the concept of Greater China, students are encouraged to think critically about the degree of homogeneity and differences within the Greater China. For example, students should be able to better understand why most people in Taiwan oppose re-unification with Mainland China and why people in Hong Kong contend for a democratic government in Hong Kong.

Learning Outcomes

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

1. identify, list, and describe the key historical facts and development trends of the four Chinese societies.
2. apply the theoretical and conceptual tools necessary for comparative studies.
3. analyze and discuss issues relating to Greater China by describing differing functional aspects or comparing two societies logically and clearly.

4. list key facts, reflect and develop arguments, generate and defend analysis about the basic socio-economic and political developments and processes of the region of Greater China in both oral and written forms.

Assessment

1. Tutorial presentation (15%) (L1, L3 & L4)
2. Tutorial participation (10%) (L1, L2, L3 & L4)
3. Term paper (25%) (L1, L2, L3 & L4)
 - Each presentation group is required to submit a 3000 word term-paper;
 - You are allowed to write the paper with the same tutorial presentation topic of yours, or to choose a title from the other tutorial presentation topics;
 - Due date of submission: 2 May 2019 17:30 pm (Thursday);
 - Late submission: 10 marks will be deducted within three working days after the due date. Late submission beyond three working days will receive zero mark for the work;
 - You are reminded to avoid plagiarism by noting the sources of quotations, data and general information in your essays. According to Lingnan University and Social Sciences Programme policy, plagiarism is "presentation of another person's work without proper acknowledgment of the source". Plagiarism (unattributed copying) will be heavily penalised and may attract a zero mark and disciplinary action.
**Tips for producing a good term-paper:*
 - A clear introduction, in which you must state the main argument of your paper;
 - Avoid long paragraphs;
 - A conclusion is a must;
 - Please give 1) subtitle, 2) footnote/endnote, 3) bibliography, and 4) page numbers;
 - Don't exceed the word limit;
 - Please proofread before submission.
4. Final Examination: 50% (L1, L2, L3 & L4)

Course contents

1. Greater China: Meaning of the Concept; The Chinese Diaspora and the Historical Relations among the various Regions
2. Common foundation: history, culture and language
3. Differences in political-social-economic development:
 - a) Mainland China: Establishment of the Communist System; Planned Economy and Social Structure under Mao Zedong vs. Economic Reform and the Social Mobility in the Post-Mao Period
 - b) Taiwan: Japanese Colonial Legacy and the Kuomintang (KMT) Occupation; Social Change and Economic Development since 1949; Party Politics and Political Democratisation
 - c) Hong Kong: Social Change and Economic Development under the British Colonial Rule; Transition to 1997; the Changing Constitutional Order
 - d) Macau: Social and Economic Development under the Portuguese Colonial Rule; Transition to 1999; Governance and Economic Change
4. The Current Relationships:
 - a) The Mainland-Taiwan Relationship: Social, Economic and Political

- Interactions across the Taiwan Strait; Taiwan Independence or Reunification?
- b) The Mainland-Hong Kong and Mainland-Macau Relationships: Practicing “One Country, Two Systems” and the Characteristics of the Basic Law
5. Greater China: Contrasting Paths of Socio-economic and Political Modernisation; Development of Civil Societies; Nationalism, Identity and Integration

Readings

Boillot, Jean-Joseph and Nicolas Michelin. 2000. “The New Economic Geography of Greater China”, *China Perspectives*, no. 30 (July-August), pp. 18-30.

Callahan, William A. 2004. *Contingent States: Greater China and Transnational Relations*. Minneapolis: University of Minnesota Press.

Charney, Michael W, Brenda S.A. Yeoh and Tong Chee Kiong (eds.). 2003. *Chinese Migrants Abroad: Cultural, Educational and Social Dimensions of the Chinese Diaspora*. Singapore: Singapore University Press.

Cheung, Gordon C.K. 2009. “Governing Greater China: dynamic perspectives and transforming interactions”, *Journal of Contemporary China*, Vol.18 (58), pp. 93-111.

Chiu, Stephen. 1997. *City States in the Global Economy*. Boulder, Colorado: Westview. (Esp. see chapters on Hong Kong)

Diamond, Larry and Ramon H. Myers (eds.). 2001. *Elections and Democracy in Greater China*. Oxford; New York: Oxford University Press.

Harding, Harry. 1993. “The Concept of ‘Greater China’: Themes, Variations and Reservations”, *China Quarterly*, no. 136, pp. 660-686.

Mok, Ka Ho and Yuen-Wen Ku (eds.). 2010. *Social Cohesion in Greater China: Challenges for Social Policy and Governance*. World Scientific Publishing.

Perry, Elizabeth J. and Mark Selden (eds.). 2010. *Chinese Society: Change, Conflict and Resistance*. New York: Routledge.

Qian, Yingyi and Barry R. Weingast. 1995. *China’s Transition to Markets: Market-Preserving Federalism, Chinese Style*. Stanford: Hoover Institution, Stanford University.

Schak, David C. 1991. “Assistance to Poor Relatives: Chinese Kinship Reconsidered”. In Chen, E.K.Y, Jack F. Williams and Joseph Wong (eds.) *Taiwan: Economy, Society and History*. Hong Kong: Centre of Asian Studies, University of Hong Kong. Pp. 206-234.

Shambaugh, David (edited). 1995. *Greater China: the Next Superpower?* London: Oxford University Press.

So, Alvin. 1995. *East Asia and the World Economy*. London, Thousand Oaks,

New Delhi: Sage. Chapter 10, "The Chinese Triangle of Mainland-Taiwan-Hong Kong".

So, Alvin. 1999. *Hong Kong's Embattled Democracy -A Societal Analysis*. Baltimore: The Johns Hopkins University Press.

The Basic Law of Hong Kong Special Administrative Region of People's Republic of China.

The Basic Law of Macau Special Administrative Region of People's Republic of China.

Tu Weiming. 1996. "Cultural Identity and the Politics of Recognition in Contemporary Taiwan". *China Quarterly*, no. 148, pp. 1115-1140.

Vines, Stephen 1998. *Hong Kong-China's New Colony*. London: Aurum Press Ltd.

Wang, James C.F. 2002. *Contemporary Chinese Politics; An Introduction*. 7th Edition. Englewood Cliffs, N.J.: Prentice-Hall.

Whyte, Martin King. 1995. "The Social Roots of China's Economic Development". *China Quarterly*. No. 144, pp. 999-1019.

Wong, Siu-lun. 1986. "Modernization and Chinese Culture in Hong Kong". *China Quarterly*. No., pp.306-325.

Wong, Yiu-chung (ed.). 2004. *One Country, Two Systems in Crisis – Hong Kong's Transformation since the Handover*. Lanham: Lexington Books.

Yee, Herbert S. 2001. *Macau in Transition: from Colony to Autonomous Region*. New York: Palgrave.

Zhao, Suisheng (ed.). 1999. *Across the Taiwan Strait*. New York: Routledge.

Zhao, Suisheng (ed.). 2000. *China and Democracy: Reconsidering the Prospects for a Democratic China*. New York: Routledge.

Important Notes

- (1) Students are expected to spend a total of 9 hours (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/>.
- (5) No photography or recording is allowed in class.

Assessment rubrics

Participation (10%)

Criteria	Excellent	Proficient	Meets Minimum Standard	Below Standard
Comprehension of all the relevant concepts	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
4%	4 marks	3 marks	2 marks	1 marks
Application of concepts to the topic	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
3%	3 marks	2 marks	1 marks	1 marks
Presentation	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
3%	3 marks	2 marks	1 marks	0 marks

Presentation (15%)

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

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

Term-paper (25%)

Category	Excellent	Proficient	Meets Minimum Standard	Below Standard
Argument	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
9%	7-9 marks	5-6 marks	3-4 marks	0-2 marks
Use of Data or Evidence	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
8%	7-8 marks	5-6 marks	3-4 marks	0-2 marks
Organization and Writing	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.
8%	7-8 marks	5-6 marks	3-4 marks	0-2 marks

Exam (50%)

Criteria	Excellent	Proficient	Meets Minimum Standard	Below Standard
Comprehension of all the relevant aspects about the question	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
15%	12-15 marks	8-11 marks	4-7 marks	0-3 marks
Application of concepts to the problem posed	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
15%	12-15 marks	8-11 marks	4-7 marks	0-3 marks
Extent to which ideas are expressed logically, accurately and clearly	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
10%	8-10 marks	5-7 marks	3-4 marks	0-2 marks
Quality of English	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
10%	8-10 marks	5-7 marks	3-4 marks	0-2 marks

Mark Ranges	Grade
85 -100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
45-49	D+
40-44	D
0-39	F