

Subject Description Form

Subject Code	APSS3531											
Subject Title	China and the World											
Credit Value	3											
Level	3											
Pre-requisite / Co-requisite/ Exclusion	Nil											
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Guided self-study Projects</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Weekly Assignments</td> <td style="text-align: center;">60 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Guided self-study Projects	40 %	--	2. Weekly Assignments	60 %	--
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Objectives	<p>Since the late 1990s the People's Republic of China (PRC) has increasingly gained international influence. This growing role of the PRC has served to highlight many of the historically grown problems, fears, irritations, etc. in the relationship that China has with other countries. The objective of this course is to enable students to critically examine and evaluate the background of these current issues.</p>											
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. provide an analytical account of key stages in the development and history of the relationship between China and other countries; b. understand and evaluate some of the cultural and structural underpinnings of the PRC's relationship with the so-called 'West'; c. draw on evidence from a range of sources to analyse the underlying conceptual frameworks in news reports on China's external relations; d. identify and comment on the role and position of Hong Kong in China's relationship with the rest of the world. 											
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Historical Overview: <ul style="list-style-type: none"> • Imperial China and the Barbarians • Late Qing, Min Guo and Westernization • Second World War, the War of Liberation and Foreign Allies • Mao Zedong and foreign relations – Between Stalin and Nixon • Deng Xiaoping: “要四化，不要西化” • Contemporary China – WTO, 9/11, Olympic Games, and beyond 2. Contemporary Issues in China's relationship with the world: 											

	<ul style="list-style-type: none"> • China and the ‘Western’ press • China and international organizations (UN, WTO, ASEAN, etc.) • China and Japan • China in Africa • China’s Cyberspace • The state, regions, and international discourse, e.g. Tibet, Xinjiang, etc • Hong Kong – between China and the World? 																												
Teaching/Learning Methodology <i>(Note 3)</i>	<p>The approach will be comprised of interactive seminars and guided self-study projects. Audio and video materials will be used to engage students’ interest in the subject. ICT resources (blogs, websites, Second Life) will be employed to facilitate a richer learning experience. Students are expected to study assigned materials before attending the seminars, and to actively participate and provide input during the sessions.</p>																												
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="411 770 1434 1234"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Guided self-study Projects</td> <td>40 %</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Weekly Assignments</td> <td>60 %</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>In the self-study Projects, students will have to demonstrate their understanding of the cultural and social differences between China and other countries, and apply this understanding to specific topical issues discussed in the media, online and in academic papers.</p> <p>The weekly assignments will guide students to an appreciation of the history of China’s encounters with other countries, and of Hong Kong’s unique position and role, through the analysis of a range of source materials, including videos, websites, media, academic articles, etc.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Guided self-study Projects	40 %		✓	✓		2. Weekly Assignments	60 %	✓		✓	✓	Total	100 %				
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Student Study Effort Expected	<table border="1" data-bbox="411 1686 1474 2098"> <tr> <td colspan="2">Class contact:</td> <td></td> </tr> <tr> <td>▪ Lecture</td> <td></td> <td>28 Hrs.</td> </tr> <tr> <td>▪ Seminar</td> <td></td> <td>14 Hrs.</td> </tr> <tr> <td colspan="2">Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Weekly assignments</td> <td></td> <td>42 Hrs.</td> </tr> <tr> <td>▪ Self-Study Projects</td> <td></td> <td>28 Hrs.</td> </tr> </table>	Class contact:			▪ Lecture		28 Hrs.	▪ Seminar		14 Hrs.	Other student study effort:			▪ Weekly assignments		42 Hrs.	▪ Self-Study Projects		28 Hrs.										
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	Total student study effort	112 Hrs.
Reading List and References	<p>Athwal, A. (2008). <i>China-India relations: Contemporary dynamics</i>. Abingdon, Oxon; New York: Routledge.</p> <p>Heazle, M., & Knight, N. (2007). <i>China-Japan relations in the twenty-first century: Creating a future past? Cheltenham, UK; Northampton, MA: Edward Elgar.</i></p> <p>Herold, D. K. (2010). Nationalism vs. Democracy – China’s bloggers and the Western Media. In S. Yao, W. Bin, S. Morgan & D. Sutherland (Eds.), <i>Sustainable Reform and Development in Post-Olympic China</i> (pp. 171-189). London and New York: Routledge.</p> <p>Kang, D. C. (2007). <i>China rising: Peace, power, and order in East Asia</i>. New York: Columbia University Press.</p> <p>Lai, H., & Lim, T. S. (2007). <i>Harmony and development: ASEAN-China relations</i>. Singapore: World Scientific.</p> <p>Lanteigne, M. (2005). <i>China and international institutions: Alternate paths to global power</i>. London; New York: Routledge.</p> <p>Sandschneider, E., Shambaugh, D. L., & Zhou, H. (2008). <i>China-Europe relations: Perceptions, policies and prospects</i>. Abingdon Oxon, Oxford; New York, NY: Routledge.</p> <p>Sautman, B., & Yan, H. (2009). African perspectives on China–Africa links. <i>The China Quarterly</i>, 199, 728-759.</p> <p>王勇 (2007) 。中美經貿關係 (第 1 版) 。北京市：中國市場出版社。</p> <p>周衛平 (2006) 。百年中印關係 (第 1 版) 。北京市：世界知識出版社。</p> <p>楊宏恩 (2007) 。中國與東亞的經濟關係 (第 1 版) 。北京市：社會科學文獻出版社。</p> <p>蕭歡容 (2005) 。國際關係學在中國 (第 1 版) 。北京市：中國傳媒大學出版社。</p>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.