China’s interaction with the world is more extensive today than at any time in the country’s history. China is now the world’s second largest economy and 21st Century communications technology allows for unprecedented inter-connectivity. Economic and technical factors are not however the only reasons for China’s greater global presence: thus far at least, it has also walked a different path from the one taken by past great powers, such as Britain and the US, by not using force to impose its will on others.

Despite its name, this course cannot cover China’s ties to the whole world. Lectures will thus focus on a big continent and a big country. Africa is the continent within the developing with the largest number of countries, fastest growing population, greatest resources, and most-discussed relationship with China. The US is the developed world’s leading state; it has the greatest impact on both China and the world. At the very outset of the course, a taste of theory will also be provided, just to give you an idea of what theory is like for social scientists and to provide some context for China’s international relationships.

The China/US topics are based on the main issues in the relationship. China/Africa topics are the most controversial ones and reflect the instructor’s own research. Students who want to explore these links or China’s ties with areas other than Africa and the US, can do so: they can volunteer to write and present a paper, which can be about a discrete aspect of China’s relations with any region or country (see below).

**Intended Learning Outcomes (ILOs)**

HKUST has outcome-based education. Courses here have goals: ILOs. Students in Common Core courses vary in their interests and the amount of work they are willing to do. There thus should be different ILOs for different kinds of students. Here are the kinds of students who are expected to take this course, their rough expected proportions, their characteristics, and the ILOs for each category of student. The percentages are not the same as the expected course distribution of grades. They are based only on the amounts of work students typically do.

<table>
<thead>
<tr>
<th>Poor Students</th>
<th>Ave./Good Students</th>
<th>Very Good Students</th>
<th>Excellent Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>about 15% of class</td>
<td>About 50% of class</td>
<td>About 20% of class</td>
<td>about 15% of class</td>
</tr>
<tr>
<td>miss most lectures never read not interested in doing a paper</td>
<td>attend most lectures reads little or nothing may be interested in doing a paper</td>
<td>attend most lectures read sometimes interested in doing a paper</td>
<td>Attend almost all lectures; read a lot very interested in doing a paper</td>
</tr>
<tr>
<td>ILO (#1): get a grade and have some idea of what topics are covered in a China and the world course</td>
<td>ILO (#2): same as #1, + at end of course, able to understand news articles on China and the world</td>
<td>ILO (#3): same as #1 and #2, + can basically discuss key social issues related to China and the world</td>
<td>ILO (#4): same as #1,2 and 3, + has basically grasped how social science reasoning works</td>
</tr>
</tbody>
</table>
Course Requirement

The only course requirement is to take two multiple choice exams. Each question is given in English and Chinese. Exams are based on the lectures and student presentations. The first exam will cover China/Africa and have about 48 questions (about 6 on theories of development and 42 China/Africa). The second exam will have about 52 questions (32 on China/US and 20 on student presentations).

Volunteering to Write and Present a Paper

Writing and presenting in class a research paper, on a current topic of your own choosing, is entirely voluntary. The topic can be about China’s relationship with any part of the world, but the topic must be narrow, so that you can discuss it in a 12-15 page (double-spaced) paper and presentation.

If you write a paper, it will be 50% of your final grade; your exam marks will be the other 50%. There are two benefits to volunteering. One is that, on average, grades on papers are one full grade above the average grades from the exams alone. That is because students who write papers usually do a good job. The other benefit is that writing and presenting a research paper is a valuable experience in itself. In your future career, you will likely have to write many reports and some will require research. Students have found that researching, writing and presenting a paper is generally much easier than they expected and that they have a lot to say in the paper and presentation.

You can do a paper as an individual or, if there is a significant enrollment in the course, in a team of two students. Sign-up by e-mailing the TA from 5-14 Feb. If more than 12 individuals or groups want to do a paper, a TA will do a computerized lucky draw on 15 Feb. You can specify your topic when you volunteer, but do not need to do so. Papers on China/US topics will however be limited to one-third of the total -- probably about four (first come, first-served). You must meet briefly (10 minutes, by appointment) with the instructor from 20-22 Feb. to discuss your topic. After 22 Feb., you can change your topic, but you must present a paper or you will receive an F for half your grade.

The paper must have footnotes with the sources you have used for each bit of information, and not just a bibliography. It must be written almost entirely in your own words: plagiarism (copying any work of others and pretending it is your own) can result in failing the course. Papers will be presented in class during the last 4 class meetings. The presentation time depends on how many papers are presented; probably each will be 17-18 minutes, followed by 7-8 minutes for questions.

Two optional seminars will be set up for paper writers: one on how to research a paper and the other on how to write one. A few sample papers will be put on reserve. If the paper writer or at least one student in a group of paper writers is literate in Chinese, a bilingual .ppt must be used during the presentation. Students will present in reverse order of the date/time they signed up; those who sign-up earlier thus get more time to prepare. Papers are due on 9 May, in a soft copy sent to the instructor.

Discussion Matters

You are encouraged to ask questions or make comments at any time in class. Please ask the TAs about administrative matters, not the instructor. Please do not talk above a whisper to friends in class
and turn off your cell phone. To do well in this class, you should pay attention to lectures and presentations. Please do not waste your time in class by checking social media, playing games, or chatting with friends. If there are qualified TAs, optional tutorials may be held once a week for 50 minutes, with the TAs raising and answering questions. If there are two TAs and one can speak Cantonese or Putonghua, one tutorial will be in Chinese and the other in English. Tutorials will help you to better understand lectures and prepare for exams.

**Tentative Schedule of Topics and Readings**

This course is about rapidly changing topics, so it is hard to estimate how much lecture time to devote to each topic. Please “cut me some slack” (放我一馬吧), as the outline of topics may require adjustment.

Readings are listed below for each topic. Most readings are 20-40 pages and you can choose among readings, picking those that seems most interesting to you. Because the readings are in English, most students will likely not read many; but if you do read, the articles will reinforce and supplement what you hear in the lectures. The lectures however are the basis for the exam questions.

**China/Africa (11 Class Meetings)**

1. & 2. (5, 7 Feb.): Theories of Development: Modernization and World Systems

3. & 4. (12, 14 Feb.): Introduction to China/Africa

5. (21 Feb.): Chinese Neo-Colonialism in Africa?

6. (26 Feb.): Chinese Mining in Africa

7. (28 Feb.): Localization of Chinese Enterprises in Africa


8. (5 Mar.) Racialization and Labor in Chinese Enterprises in Africa


9. (7 Mar.) China and African Agriculture


10. & 11. (12, 14 Mar.): Myths about Chinese in Africa: Exporting Chinese Prisoners and Viewing Africans as Lazy


Marte Kjaer Galtung and Stig Stenslie, *49 Myths about China* (Lanham: Rowman & Littlefield, 2015): 139-141 or


12. 1st Exam: 19 Mar., on theories of development and China/Africa links

China/US (8 Class Meetings)

13. & 14. Economic Issues (21, 26 Mar.)


Wang Chi, *Obama’s Challenge to China: The Pivot to Asia* (Farnham: Ashgate, 2015): 261-278 or


17. & 18. Taiwan (11, 16 Apr.)


19. & 20. Tibet (18, 23 Apr.)

Lin Le, “China’s Perception of External Threats and Its Current Tibet Policy,” *China Journal* no. 76 (July, 2016): 103-123 or


21.-24. Student Presentations (4 Class Meetings: 25, 30 Apr; 2, 7 May)

25. 2d Exam. 9 May, on China/US and Student Presentations