

China in Global Politics - Rising Power and Ancient Civilisation

Course code: IRS 330/630

Term and year: Spring 2022

Day and time: Wednesday 14:45-17:30

Instructor: Ing. Zuzana Veselá

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Consultation hours: Tuesday, Thursday 10:00 - 12:00

Credits US/ECTS	3/6	Level	Introductory
Length	14 weeks	Pre-requisite	none
Contact hours	42 hours	Course type	BA/MA Elective

1. Course Description

China of the 21st century summons a mixed image - an indisputable rising world power, which lifted millions of people from poverty in the scope of 30 years but also a country facing issues with human rights; a fast transforming society embracing modern technologies and AI yet simultaneously the world's oldest bureaucratic state. To understand the rising Asian hegemon, it is crucial to study it not only via the lens of its revolutionary Communist past, but in the context of a 4000 years lasting civilisation. Its long cultural, political and philosophical development was entirely independent from the Western tradition and it forms China's politics at home and abroad to this day.

In this course we will study China's determining features such as its population, geography and economy and how these have influenced its position in international relations. By delving into the Middle Kingdom's long history, its patterns of philosophy, religion and society, we will get a better understanding of the culture of China today. How uniform is this culture? What is the position of the minority ethnic groups in Tibet and Xinjiang? What about Taiwan? Alongside domestic policy, we will analyse China's foreign policy and current issues, its unique approach to diplomacy, so different from the West and the ways in which these cultural differences cause major misunderstandings in international diplomacy. We will examine China's relationships with other world powers and its rising economic and political presence in Africa and South America. To quote Napoleon: "China is the sleeping giant, let her sleep for when she wakes, she will shape the world".

2. Student Learning Outcomes

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

- Analyse the current position of China in the world order, as a global power and a regional power in terms of its economic, political, military and cultural influence
- Describe the main historical events that shape China's self-perception and influence its domestic and foreign policy today
- Analyse how China's determining features such as its economy, population size, geography and culture impact its behaviour and policy formation
- Assess China's main strengths and weaknesses as an actor of international relations as well as on the domestic front, identify the short-term and long-term threats
- Describe China's foreign policy and its diplomatic relations with the global powers and with its neighbours
- Argue their opinion on China's development in the future

3. Reading Material

Required Materials

- Kenneth Lieberthal. *Governing China: From Revolution Through Reform, 2nd Edition*. W. W. Norton & Company, New York, 2nd edition, December 2003
- William A. Joseph, editor. *Politics in China: An Introduction, Second Edition*. Oxford University Press, New York, NY, 2nd edition, April 2014.
- Yu Jie. *From Deng to Xi: Economic Reform, The New Silk Road, and the Return of the Middle Kingdom*. LSE Special Report. London, May 2017
- Kissinger, Henry. *On China*. London: Allen Lane. 2011.
- Peter Cai, "Understanding China's Belt and Road Initiative". Lowy Institute for International Policy, 2017

Recommended Materials

- BRAUTIGAM, D. *The dragon's gift: the real story of China in Africa*. Oxford: Oxford University Press. 2009.
- CARDENAL, J.P. & ARAÚJO, H. *China's silent army: the pioneers, traders, fixers and workers who are remaking the world in Beijing's image*. London: Allen Lane. 2013.
- ELLIS, R.E. *China in Latin America: The Whats and Wherefores*. Boulder: Lynn Rienner. 2009.
- EMMOTT, B. *Rivals: How the Power Struggle Between China, India, and Japan Will Shape Our Next Decade*. Boston: Mariner Books. 2009.
- FANG, T. *Chinese Business Negotiating Style*. Thousand Oaks: Sage. 1999.
- FÜRST, R. -- TESAR, F. *China's comeback in former Eastern Europe : no longer comrades, not yet strategic partners*. Prague: Institute of International Relations. 2013.
- GUO, S. *China's 'Peaceful Rise' in the 21st Century: Domestic and International Conditions*. Aldershot: Ashgate. 2006.
- JACQUES, M. *When China rules the world: the end of the Western world and the birth of a new global order (2nd ed.)*. London: Penguin. 2012.
- MAGNUS, George. *Red Flags: Why Xi's China Is in Jeopardy*. Yale University Press, 2019.
- PAULSON, H.M. *Dealing with China: an insider unmask the new economic superpower*. New York: Twelve. 2015.
- SHAMBAUGH, D. *China goes global: the partial power*. Oxford: Oxford University Press. 2013.
- SHAMBAUGH, D. *China's future*. Cambridge: Polity Press. 2016.
- SHIRK, S.L. *China: fragile superpower*. Oxford: Oxford University Press. 2007.
- SUTTER, R. 2016. *Chinese foreign relations: power and policy since the Cold War (4th ed.)*. Lanham, Maryland: Rowman & Littlefield. 2016.
- TAYLOR, I. *China's New Role in Africa*. Boulder: Lynn Rienner. 2009.
- WASSERSTROM, J.N. *China in the 21st Century: What Everyone Needs to Know*. New York: Oxford University Press. 2010.

- ZHU, Z. *China's New Diplomacy: Rationale, Strategies and Significance*. Farnham: Ashgate. 2010.

4. Teaching methodology

The course will be taught as a combination of lectures, presenting the main ideas and illustrating them with in-depth case-studies, and seminars. The seminar part of the lesson will feature either a class discussion, where students divided into four groups of 5-6 students debate a given topic and present their opinion, or a student presentation. Students will get a chance to choose a topic according to their area of interest at the beginning of the semester. Students that might be prevented from delivering their part of their presentation live due to time-difference are expected to pre-record the commentary to their slides.

Students will be encouraged to interact and ask questions during both parts of the class and express their opinion in and out of discussions. The students' opinion formation and critical thinking are further encouraged through thoughts on the set reading/listening. For each reading, students will be expected to prepare a short response, which they will be ready to present upon asking. Each student will be asked to present their response to the reading at least once. On a larger scale, students will hone their analytical and research skills on a presentation on their chosen (pre-agreed) topic. There will be a take-home final exam at the end of the semester to be completed within 48 hours.

5. Course Schedule

Date	Class Agenda
Session 1 Feb 10th	<p>Topic: Rise of China in the 21st century</p> <p>Reading: Chapter 1, "Studying Chinese Politics" in William A. Joseph, editor. Politics in China: An Introduction</p> <p>Solomon, Chazan. (2021) 'We need a real policy for China': Germany ponders post-Merkel shift. Financial Times</p> <p>Assignments/deadlines:</p>
Session 2 Feb 17th	<p>Topic: History of China - from Imperial China to Century of Humiliation and Mao</p> <p>Reading: Lieberthal Chapter 1: The Legacies of Imperial China Lieberthal Chapter 4: The Maoist Era</p> <p>Assignments/deadlines: Choosing presentation</p>
Session 3 Feb 24h	<p>Topic: The economic awakening of China - Deng's reforms and China's economic rise</p> <p>Reading: W. Joseph - Deng Xiaoping and his Successors Cable, Vince - Deng: Architect of the Chinese Superpower</p> <p>Assignments/deadlines:</p>
Session 4 March 3rd	<p>Topic: China's international awakening - arms race, techrace, normalisation of China as a global power</p> <p>Reading: ISDP - Made in China 2025 Report Xi Jinping Thought</p> <p>Assignments/deadlines: Presentation 1</p>

Session 5 March 10th	Topic: China's Foreign Policy - disputes with neighbours: South China Sea, Senkaku Islands, India Reading: G. Rachman - China and its Neighbours Assignments/deadlines: Presentation 2
Session 6 March 17th	Topic: China's Foreign Policy towards South: Africa, South America Reading: Ficawoyi Donou-Adonsou - On the importance of Chinese investment in Africa Assignments/deadlines: Presentation 3
Session 7 March 24th	Topic: China's Foreign Policy towards the West: US, EU and Australia Reading: Peter Cai, "Understanding China's Belt and Road Initiative". Lowy Institute for International Policy, 2017 Assignments/deadlines: Presentation 4
March 31st	SPRING BREAK
Session 8 April 7th	Topic: Challenges within China: domestic policy on Hong Kong and Taiwan Reading: Hernandez: Harsh Penalties, Vaguely Defined Crimes: Hong Kong's Security Law Explained, https://www.nytimes.com/2020/06/30/world/asia/hong-kong-security-law-explain.html Assignments/deadlines:
Session 9 April 14th	Topic: China and its Autonomous Regions Reading: Ramzy, Buckley - The Xinjiang Papers, https://www.nytimes.com/interactive/2019/11/16/world/asia/china-xinjiang-documents.html Assignments/deadlines:
Session 10 April 21st	Topic: Xi Jinping – the next thirty years Reading: Chinese Communist Party New resolution on History: https://asia.nikkei.com/Politics/Full-text-of-the-Chinese-Communist-Party-s-new-resolution-on-history NYT: https://www.nytimes.com/2021/11/16/world/asia/china-history-xi-jinping.html LRP: https://omny.fm/shows/the-little-red-podcast/the-great-reconciler-and-the-end-of-chinese-history?in_playlist=the-little-red-podcast!podcast Assignments/deadlines: Presentation 5
Session 11 April 28th	Topic: What did China do right? Reading: Mahbubani - China: Threat or Opportunity? Tony Saich: Understanding CCP Resilience Surveying Chinese Public Opinion Through Time Assignments/deadlines: Presentation 6
Session 12 May 5 th	Topic: China's Weaknesses Reading: FT Big Read: China's Economy: the fallout from the Evergrande crisis Red Flags: Debt Trap(pp.75-96), Demographic (Ageing) Trap (pp. 112-129) Assignments/deadlines: Final Essay Deadline
Session 13 May 12 th	Topic: Future of the Party – step away from capitalism? Reading: LRP: https://omny.fm/shows/the-little-red-podcast/shakeup-or-shakedown-chinas-new-red-economy?in_playlist=the-little-red-podcast!podcast Assignments/deadlines: Presentation 7
Session 14 May 19 th	Topic: Final Exam Reading: Assignments/deadlines:

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	42	20%	Participating in class discussions, answering questions, asking questions - to the lecturer and during student presentations	1,2,3
Essay	28	30%	Students will be asked to research and prepare for a debate on a set topic. They will then argue their case against an opposing group. Depth of research, ability to present and debate arguments will be graded. Each student will be graded individually.	1,2
Research Presentation	40	20%	Group analytical presentation on a topic of the group's choice, delivered with a ppt during class time. Each student will be graded individually.	1,2,3
Final Exam	40	30%	48 hour take-home exam testing analytical skills and knowledge of topics covered in reading and class	1,3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Assignment 1: Essay

Students will write an essay on topic related to China with at least 10 academic sources. The topic of the essay, which is entirely up to the student (although suggestions will be made by the lecturer) should be analytical and demonstrate the student's ability to apply the studied concepts onto specific case studies. The length of the essay should be 1500 words (10% +/-). Only the content will be graded, grammatical mistakes will not result in any point deductions.

Assessment breakdown

Assessed area	Percentage
Research and knowledge of the relevant topic	60%
Ability to present the side's argument	20%
Ability to counter opposing side's argumentation	20%

Assignment 2: Research Presentation

Students will deliver an in-depth research presentation on a topic chosen within the group (and agreed to by the lecturer) related to China in 20th and 21st century. They will cooperate to put together a powerpoint presentation (any other software is welcome), however will be graded individually. The topic of the presentation should be analytical and demonstrate the students' ability to apply the studied concepts onto specific case studies related to China. The contents of the presentation must be carefully sourced (students will have to submit a bibliography with academic references).

Assessment breakdown

Assessed area	Percentage
Demonstration of knowledge on the subject	30%
Quality of analysis, valid argumentation and use of critical thinking	30%
Organisation and structure of the presentation, teamwork	10%
Delivery of the presentation (ability to hold attention, usage of powerpoint etc.)	10%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is required. Students who are absent 35 percent of classes or more cannot complete the course. Those with a majority of unexcused absences will be failed; those with a majority of excused absences will be administratively withdrawn from the course. Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he can submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. These must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form. Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the exam or assignment will be failed and the student will be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities are asked to contact the Dean of Students as soon as possible to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95–100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90–94	
B+	87–89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83–86	
B–	80–82	
C+	77–79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73–76	
C–	70–72	
D+	65–69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60–64	
F	0–59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Zuzana Veselá

Date: February 10th, 2022