GLBS 3106 The Rise of China in the Global Context (I): Diplomacy, Trade and Soft Power
(1st Term, 2019-2020)

Lecture : Wednesday 10:30am – 12:15pm
Tutorial : Wednesday 12:30pm – 1:15pm (Week 6 to Week 12)
Venue : CKB UG05

Instructor : HORIUCHI Toru
Office : CKB Rm 517E
Tel. : 3943 9793
Email : toru@cuhk.edu.hk
Office Hrs : by appointment

COURSE DESCRIPTION
This course studies the “Rise of China” by both theoretically and practically examining the increasingly important role of China in the international system. The main aim of the course is to equip you with sufficient knowledge about Chinese foreign policy so that you can apply the acquired knowledge to analyze and explain China’s foreign policy behavior more systematically. It first looks into the main features of Chinese foreign policy and reviews various factors that drive China’s foreign policy behavior, including its national and international priorities, foreign policy-making process, national security, and strategic culture. The course then looks at China’s relations with other major actors in the world including both developed and developing states. It also studies China’s “maritime” rise by analyzing its expanding maritime ambitions and capabilities as well as its role in global and regional governance. The course concludes by looking at the future prospects for Chinese foreign policy.

COURSE MATERIALS
This course uses chapters from various books, journal articles, and Internet sources. All these books are available at the University Library, and soft copies of the relevant chapters of the books will be provided in due course. Journal articles can be accessed through the University Library’s database.

EXPECTED LEARNING OUTCOMES
By the end of the semester, students should be able to:
1) become thoroughly familiar with the key concepts, features, and driving forces of Chinese foreign policy;
2) acquire sufficient knowledge on China’s relations with other key states and actors;
3) identify the changes and continuities in Chinese foreign policy; and
4) apply the acquired knowledge to analyze and explain China’s foreign policy behavior more systematically.

TEACHING SCHEDULE AND ASSIGNED READINGS

Week 1 (Sept. 4): Introduction to Chinese Foreign Policy
- “Continuity and Change in China’s Foreign Policies” (Chapter 1) in Stuart Harris, China’s Foreign Policy (Cambridge: Malden, 2014), pp. 1-23.

Week 2 (Sept. 11): IR Theory and China’s Rise, and China’s National and International Priorities
- Qin Yaqing, “Development of International Relations Theory in China,” in Shaun Breslin, Carla

Week 3 (Sept. 18): The Foreign Policy-Making Process in China
- “Foreign Policy Decision Making” (Chapter 2) in Stuart Harris, *China’s Foreign Policy* (Cambridge: Malden, 2014), pp. 24-45.

Week 4 (Sept. 25): China’s National Security and Strategic Culture

Week 5 (Oct. 2): China’s Relations with the United States

Week 6 (Oct. 9): China’s Relations with Russia and Central Asia

Week 7 (Oct. 16): China’s Relations with Japan

**Mid-Term Paper Due on Oct. 18, Friday (5:00pm)**

**Week 8 (Oct. 23): China and the Korean Peninsula**  

**Week 9 (Oct. 30): China’s Relations with Europe**  

**Week 10 (Nov. 6): Cross-Strait Relations**  

**Week 11 (Nov. 13): China’s “Maritime” Rise**  

**Week 12 (Nov. 20): China’s Role in Global and Regional Governance**  
- “Multilateralism and International Institutions” (Chapter 4) in Marc Lanteigne, *Chinese Foreign Policy: An Introduction* (Oxon: Routledge, 2016), pp. 73-97.
- Scott Kennedy, “Building China’s ‘One Belt, One Road,’” Center for Strategic and International Studies (April 3, 2015)
Week 13 (Nov. 27): Conclusion

Research Paper Due on Dec. 3, Tuesday (5:00pm)

ASSESSMENT
Your final grade is to be determined based on your performance in the following four components:

(1) Mid-Term Paper (30%)
Essay question to be distributed in Week 6 (October 9) and due on October 18, Friday (5:00pm)

(2) Research Paper (40%)
Instructions to be distributed in Week 12 (November 20) and due on December 3, Tuesday (5:00pm)

(3) Tutorial Debate (20%)
Tutorials will be held right after the lecture in Weeks 6-12 (Oct. 9, 16, 23, 30, Nov. 6, 13, 20). Students will form groups and debate on various issues related to Chinese foreign policy. Details will be provided in due course.

(4) Participation (10%)
You are encouraged to actively contribute to class and tutorial discussion.

Grade Descriptors

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<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Outstanding performance on all learning outcomes.</td>
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<tr>
<td>A-</td>
<td>Generally outstanding performance on all (or almost all) learning outcomes.</td>
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<tr>
<td>B</td>
<td>Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.</td>
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<tr>
<td>C</td>
<td>Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.</td>
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<tr>
<td>D</td>
<td>Barely satisfactory performance on a number of learning outcomes.</td>
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<tr>
<td>F</td>
<td>Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.</td>
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Assessment Criteria

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<th>Grade</th>
<th>Written Essay</th>
<th>Debate</th>
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<td>B+ (Good)</td>
<td>Well-structured essay with clear introduction and conclusion. Some issues identified. Framework for organizing discussion but not well-developed. Some appropriate material. Evidence of reading from some sources. Some signs of sophisticated analysis or innovative thinking. Some grammatical errors but not substantially affecting understanding. References in text and list generally well presented.</td>
<td>B (Good)</td>
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<td>B-</td>
<td>Poorly-structured essay with weak introduction and conclusion. A few issues identified. Attempt at limited framework for organizing discussion. Appropriate material limited. Logical presentation not very successful. Few signs of sophisticated analysis or innovative thinking. Some grammatical errors affecting clarity and understanding. Limited references in text with some not completed or missing from the list.</td>
<td>C+ (Fair)</td>
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<td>C (Fair)</td>
<td>Very poorly-structured essay with very weak introduction and conclusion. Few issues identified. No framework for organizing discussion. Little appropriate material. Logical presentation unsuccessful. No sign of sophisticated analysis or innovative thinking. Grammatical errors substantially affecting clarity and understanding. Limited and incomplete references in text and list.</td>
<td>C-</td>
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<td>D+ (Pass)</td>
<td>Very poorly-structured essay with no introduction and conclusion. Inappropriate or few issues identified. No framework for organizing discussion. Almost no relevant material. No logical presentation. No sign of sophisticated analysis or innovative thinking. Grammatical errors completely distorting understanding. Inappropriate references in text and list.</td>
<td>D (Pass)</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>Very poorly-structured essay with no introduction and conclusion. Inappropriate or few issues identified. No framework for organizing discussion. Almost no relevant material. No logical presentation. No sign of sophisticated analysis or innovative thinking. Grammatical errors completely distorting understanding. Inappropriate references in text and list.</td>
<td>F (Fail)</td>
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**ACADEMIC HONESTY - VERIGUIDE**

Before making a submission to VeriGuide, students should read the Statement of Honesty in Academic Work from the webpage [http://www.cuhk.edu.hk/policy/academichonesty/](http://www.cuhk.edu.hk/policy/academichonesty/). Every assignment handed in should be accompanied by a signed declaration as issued by the VeriGuide system. For group projects, all students of the same group should be asked to sign the declaration. For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipts will not be graded by the instructor. Only the final version of assignment should be submitted via VeriGuide.