

Information on a General Education Course							
<b>Course Title:</b>		<b>Contemporary China: Challenges and Strategies</b>					
		<b>(Chinese)</b> 當代中國的挑戰與對策					
<b>Credit Units:</b>		3					
<b>Medium of Instruction:</b>		Cantonese / Putonghua supplemented with English					
<b>Course Aims:</b>							
This course aims to help students develop a critical awareness of social, economic, political structures of contemporary China (i.e., People’s Republic of China), situate contemporary social, economic, cultural and developmental issues against a backdrop of recent historical transformations, and consider the potential impacts of national strategies on the country and beyond.							
<b>Course Intended Learning Outcomes (CILOs)</b> ( <i>What the student is expected to be able to do at the end of the course according to a given standard of performance</i> )							
Upon successful completion of this course, students should be able to:							
1. Describe the social, economic and political structures of China;							
2. Analyze the social, economic, cultural and developmental issues that China has been facing;							
3. Critically examine the strategies China has adopted to manage the issues; and							
4. Discuss the implications of the strategies for China, Hong Kong and the world.							
<b>Alignment of the CILOs with the ILOs of General Education:</b>							
<b>Intended Learning Outcomes (ILOs)</b>		<b>CILOs</b> ( <i>Please ✓ if the CILO(s) is/are aligned with the PILO</i> )					
		1	2	3	4		
I.	Demonstrate a solid foundation of generic and practical skills, including inquiry techniques, critical thinking, quantitative reasoning, and problem-solving skills.		✓	✓	✓		
II.	Demonstrate good skills in written and oral communication.	✓					
III.	Increase global awareness and sensitivity by gaining knowledge of diverse peoples and cultures	✓	✓				
IV.	Demonstrate a broad knowledge of the natural and social world through the study of arts and humanities, science and technology, life management, and regional and global issues	✓	✓	✓	✓		
V.	Demonstrate the capacity for assuming individual and social responsibilities, including ethical reasoning and action.			✓			
VI.	Demonstrate the capacity and resourcefulness for lifelong learning and life management to fulfill the needs of personal and professional lives.				✓		
<b>Keyword Syllabus:</b> ( <i>a brief description of the syllabus of the course</i> )							
▪ <b>Political Environment</b>							
China’s political organization, structure and institutions; Role of Chinese Communist Party in the political system; Legal system in China; Socialism with Chinese characteristics; Development of socio-political							

ideology of the three represents; Corruption and recent anti-corruption efforts.

▪ **Economic development and issues**

Open-door policy and various reforms since 1978; Industrial reform and the rise of Township and Village Enterprises (TVEs); Corporatization of state-owned enterprises (SOEs); Special economic zones; the China miracle; Accession to World Trade Organization (WTO) and the impact of foreign direct investments on state-owned enterprises and their workers; the 12th Five-Year Plan; Regional inequalities in economic development within the country

▪ **Demographic problems**

One-Child policy and related issues: imbalanced sex ratio, low fertility rate and aging population; Household registration system (Hukou 户口) and migrant workforce issue: unemployment, institutional discrimination and recent reforms.

▪ **Moral crisis**

“Culture of lies” and food safety, fake products, counterfeit currency scandals; China’s social capital deficit – low-trust authoritarian culture, weak philanthropic tradition, moral corrosion; Development of civil society in China; The various types of non-governmental organizations (NGOs) and their contribution to producing social capital; Government control of the NGOs.

▪ **Challenges to Sustainability**

Current environmental problems in China – pollution, lead and mercury poisoning, and health problems caused; China’s carbon dioxide emission and contribution to climate change; China’s increasing energy demand and oil consumption; China’s climate change compatible energy strategies; renewable energy options in China; Policy options: Command-and-control and incentive-based market instruments; Meeting global targets through international cooperation

▪ **International Relations**

Goals of China’s diplomacy; China’s regional strategic environment; Sino-American relations: Conflict between China and the United States over Taiwan; China and strategic interactions in Asia; China-Europe relations; China’s strategic assistance to African countries; The West’s fear of China becoming the new hegemon; The future of international relations.

**Pre-requisites: NIL**

**Pre-cursors: NIL**

**Equivalent Courses:**

**Exclusive Courses: NIL**

**Course Duration:** 1 semester

**Semester:**

**Teaching and Learning Activities (TLAs):** *(designed to facilitate students’ achievement of the CILOs)*

Types of TLAs	Hours per week (if applicable)
a. Lectures focus on the introduction and explanation of the key historical background of contemporary China, explore the issues and challenges, and critically examine its strategies. Video-clips will be used to illustrate specific topics. In-class brief	2

discussions will also be organized to stimulate students' reflection on certain issues.											
b. Tutorials provide students with the opportunity to examine the challenges of China, the strategies adopted and implications for the world and Hong Kong. Also, students will form groups and be assigned a specific topic to conduct an enquiry and do an oral presentation in the tutorials. Group critique and discussion follow the presentation.						1					
<b>Assessment Tasks/Activities:</b> <i>(designed to assess how well the students achieve the CILOs)</i>											
Students are allowed to use either Chinese or English to complete the assessment tasks.											
Type of assessment tasks/activities			%			Remarks					
i. Group project presentation			15			Students form groups and select a topic related to challenges of contemporary China, conduct investigation and present their findings and views in class. Individual student's performance as well as the overall performance of the group will be assessed.					
ii. Group project report			25			Students after the presentation write a report not less than 3000 words in Chinese or 2500 words in English to explain the findings, analysis and examination in detail.					
iii. Critique group performance			10			Students form groups to critique the presentation of another group. The critique group will receive the presentation materials from the presenting group in advance, and give their comments after the presentation group has finished its presentation.					
iv. Examination			50			Essay questions are set and students are expected to examine the strategies adopted by China to cope with various issues and challenges and the implications for the nation, Hong Kong and the world.					
<b>Alignment of TLAs and Assessment Tasks/Activities with the CILOs:</b>											
<b>CILOs</b>		<b>TLAs</b> <i>(Please ✓ if the TLA(s) is/are aligned with the CILO)</i>					<b>Assessment</b> <i>(Please ✓ if the Assessment(s) is/are aligned with the CILO)</i>				
		a.	b.				i.	ii.	iii.	iv.	
1	Describe the social, economic and political structures of China	✓					✓	✓			
2	Analyze the social, economic, cultural and developmental issues that China has been facing	✓	✓				✓	✓	✓	✓	
3	Critically examine the strategies China has adopted to manage the issues	✓	✓				✓	✓	✓	✓	
4	Discuss the implications of the strategies for China, Hong Kong and the world	✓	✓				✓	✓	✓	✓	
<b>Assessment Schedule</b> (on the basis of Assessment Tasks/ Activities identified above)											
Examination (%): 50%			Duration (Hrs): 2			Coursework (%): 50%			Participation (%): ---		
Grading Mode: Standard or Pass/Fail * (delete as appropriate)											

<b>Indicative Readings</b>
<b><i>Recommended Textbook</i></b>
Dillon, M. (2009). <i>Contemporary China: An introduction</i> . New York: Routledge.
余非 (2007)：《當代中國國情與政治制度》。香港：三聯書店。
<b><i>References</i></b>
劉佩瓊 (2008)：《當代中國解讀》。香港：商務印書館。
郎咸平 (2010)：《郎咸平說：我們的日子為什麼這麼難》。東方出版社。
宋趙來 (2011)：《中國為什麼：當代中國的六大困惑》。台灣：靈活文化。
中國國情報告 <a href="http://guoqing.china.com.cn/">http://guoqing.china.com.cn/</a>

## **Feedbacks from Local Academics and Fulbrighters**

“This proposal has most of the elements of a great course.”

“It’s good to have in-class discussions and group projects and mutual criticism. I think some oral presentation would help students articulate themselves verbally, particularly if it is in English. “To avoid overlapping with the module on Modern China in the DSE Liberal Studies, it would be better to incorporate some theoretical framework –the tools for students to analyze the challenges and strategies.”