

SOSC 4280: CHINA IN THE GLOBAL POLITICAL ECONOMY

Mondays & Wednesdays, 10:30 – 11:50

**Due to COVID-19, all classes will be conducted on Zoom until further notice.*

Instructor	Teaching Assistant
Prof. James K. WONG (jameskalei@ust.hk) Room 3370 (lifts 13-15) Office hours: By e-mail appointment	Ms. Creamy WONG (wyukha@ust.hk) Room 3005 (lift 4)

Course Description

This course examines China from the global political economy perspective. The central theme is to demonstrate how contemporary China shapes the dynamics of the world's political economy, and vice versa. The course introduces the key ideas and issues in the field of global political economy and discusses selected readings and case studies on the phenomenon of global China. By the end of the course, students will benefit with the knowledge, skills, and attitude for analyzing China in the age of globalization.

Pre-requisites

To enroll in this course, students must have completed at least ONE of the following courses:

- HUMA 2590: The Making of the Modern World: Renaissance to the Present
- SOSC 1350: Contemporary China: Continuity and Change
- SOSC 2290: Understanding Globalization

Intended Learning Outcomes

By the end of this course, students will be better equipped to the following:

1. **Knowledge:** (a) Discuss the key ideas and issues in global political economy; and (b) explain the phenomenon of global China from the global political economy perspective.
2. **Skills:** Apply concepts and theories in analyzing the phenomenon of global China.
3. **Attitude:** Exercise independent and critical judgments on issues about China and the world.

Textbooks (Reserved at HKUST Library)

- [RT] Robert O'Brien & Marc Williams (2020) *Global Political Economy: Evolution and Dynamics* (6th edition), London/New York: Palgrave [e-book available].
- [DKS] Tim Dunne, Milja Kurki & Steve Smith (2021) *International Relations Theory: Discipline and Diversity* (5th edition), Oxford/New York: Oxford University Press.

Other References (Reserved at HKUST Library)

- John Baylis, Steve Smith & Patricia Owens (2020) *The Globalization of World Politics: An Introduction to International Relations* (8th edition), Oxford: Oxford University Press.
- Ronen Palan (2013) *Global Political Economy: Contemporary Theories* (2nd edition), London: Routledge [e-book available].
- John Ravenhill (ed.) (2014) *Global Political Economy* (4th edition), Oxford: Oxford University Press.
- Alvin Y. So & Yin-wah Chu (2016) *The Global Rise of China*, Cambridge, UK: Polity Press.
- David Shambaugh (2013) *China Goes Global: The Partial Power*, Oxford: Oxford University Press.
- Lee Ching Kwan (2017) *The Specter of Global China: Politics, Labor, and Foreign Investment in Africa*, Chicago: The University of Chicago Press.
- Shaun Breslin (2013) *China and the Global Political Economy*, London: Palgrave Macmillan [e-book available].

Course Schedule

Week/Date	Topic	Reading
1 Feb 1 (M)	Session 1: Prologue <i>What is the course about? What is global political economy?</i>	[RT], ch. 2
THEME 1: THEORIES OF GLOBAL POLITICAL ECONOMY		
Feb 3 (W)	Session 2: Overview <i>What are the major theories of international relations / GPE?</i>	[RT], ch. 1
2 Feb 8 (M)	Sessions 3 & 4: Realism <i>What is realism? What are its central assumptions? How does realism understand the actors and dynamics in the GPE?</i>	[DKS], ch. 2 & 3
Feb 10 (W)		
3 Feb 15 (M)	Public Holiday – NO CLASS	
Feb 17 (W)	Sessions 5 & 6: Liberalism <i>What is liberalism? What are its central assumptions? How does liberalism understand the actors and dynamics in the GPE?</i>	[DKS], ch. 4 & 5
4 Feb 22 (M)		
Feb 24 (W)	Sessions 7 & 8: Economic Structuralism <i>What is economic structuralism? What are its central assumptions? How does economic structuralism understand the actors and dynamics in the GPE?</i>	[DKS], ch. 7
5 Mar 1 (M)		
Mar 3 (W)	Sessions 9 & 10: Constructivism <i>What is constructivism? What are its central assumptions? How does constructivism understand the actors and dynamics in the GPE?</i>	[DKS], ch. 9
6 Mar 8 (M)		
Mar 10 (W)	Session 11: Interlude <i>What are the key lessons learnt from the major theories?</i>	[See Canvas]
THEME 2: ISSUES IN GLOBAL POLITICAL ECONOMY		
7 Mar 15 (M)	Session 12: International Trade <i>What are free trade and protectionism? What are the key issues in international trade?</i>	[RT], ch. 6
Mar 17 (W)		
Mar 17 (W)	Session 13: Case Writing Workshop <i>What is a case? How can we write a good case?</i>	[See Canvas]
8 Mar 22 (M)	Session 14: Transnational Production <i>What are transnational corporations? What are the key issues in transnational production?</i>	[RT], ch. 7
Mar 24 (W)		
Mar 24 (W)	Session 15: Case Review 1 – China-US Trade War <i>How do we explain the causes and/or consequences of China-US Trade War?</i>	[See Canvas]
9 Mar 29 (M)	Session 16: Economic Development <i>What is development? What are the key issues in economic development in the GPE?</i>	[RT], ch. 11
Mar 31 (W)	Mid-term Break – NO CLASS	
Apr 5 (M)	Public Holiday – NO CLASS	

	Apr 7 (W)	Session 17: Case Review 2 – Alipay in the Global Market <i>How do we explain the rise of Alipay in the GPE?</i>	[See Canvas]
10	Apr 12 (M)	Session 18: Ideas and Knowledge <i>What are ideas and knowledge? What are the major issues in the development of ideas and knowledge in the GPE?</i>	[RT], ch. 13
	Apr 14 (W)	Session 19: Case Review 3 – Made in China 2025 <i>How do we explain the emergence of the Made in China 2025 initiative?</i>	[See Canvas]
11	Apr 19 (M)	Session 20: Security <i>What is security? What are the issues in security in the GPE?</i>	[RT], ch. 14
	Apr 21 (W)	Session 21: Case Review 4 – THAAD Missile Defense System and Sino-South Korean Relations <i>How can we explain the impact of the THAAD Missile Defense System on the Sino-South Korean Relations?</i>	[See Canvas]
12	Apr 26 (M)	Session 22: Global Environmental Change <i>What is the relationship between environmental studies and GPE? What are the issues in global environmental change?</i>	[RT], ch. 12
	Apr 28 (W)	Session 23: Case Review 5 – China’s Economic Relations with North Korea <i>How do we explain the economic relations between China and North Korea?</i>	[See Canvas]
13	May 3 (M)	Session 24: Case Writing Pitches	[See Canvas]
	May 5 (W)	Session 25: Epilogue <i>What are the lessons learnt from the issues in GPE?</i>	[RT], ch. 15

Requirements and Grading

Group-based Assessments			Individual-based Assessments		
Case Review (Verbal)	Case Writing		Case-based Essay	Final Paper	Class Participation (Bonus)
	Written Case	Pitch			
10 points	15 points	5 points	30 points	40 points	5 points maximum

Group-based Assessments

	Case Review (Verbal)	Case Writing
Learning outcomes	#1(a), #1(b), #2 & #3	#1(a) & #3
Objectives	To help students understand the criteria for good case writing and case analysis from the examiners’ perspectives.	To help students develop cases for analysis in their final papers.
Requirements	<ul style="list-style-type: none"> Critically review a sample case <u>OR</u> a sample final paper as assigned. Complete a review form with 	<ul style="list-style-type: none"> Identify an issue about global China and develop a detailed narrative featuring relevant plots and

	<p>comments and suggestions.</p> <ul style="list-style-type: none"> Deliver a presentation of the review in about <u>15-20 minutes</u>. 	<p>characters (i.e., case).</p> <ul style="list-style-type: none"> Write the case in about <u>6 pages</u> (A4 size, single-spaced, font size 12), excluding endnotes and appendices. Deliver a pitch of the case in about <u>4-5 minutes</u>.
Evaluation criteria	(i) Content; (ii) organization; (iii) style	(i) Content; (ii) organization; (iii) style
Deadlines	Mar 24, Apr 7, Apr 14, Apr 21 & Apr 28 (in class)	Written case: 23:59, May 1 (Sat) Pitch: May 3 (in class)
Penalty for no show or late submissions	Zero point awarded for no show	Written case: Three points deducted per day (including part of a day) Pitch: Zero point awarded for no show

Individual-based Assessments

	Case-based Essay	Final Paper
Learning outcomes	#1(a), #1(b), #2 & #3	#1(a), #1(b), #2 & #3
Objectives	To help students consolidate one or more GPE theories through analyzing a prescribed case.	To help students consolidate the application of one or more GPE theories in analyzing a case of their choice.
Requirements	<ul style="list-style-type: none"> Formulate an analysis of the prescribed case about global China based on one or more GPE theories. Write the essay in about <u>1,000-1,500 words</u>, excluding endnotes and appendices. <u>Use Harvard citation and referencing style.</u> 	<ul style="list-style-type: none"> Identify an issue about global China and develop an academic paper which analyzes the issue from the GPE perspective. Formulate the analysis based on ANY of the cases presented on May 3 or by developing a new case on another issue. Write the paper in about <u>2,500 words</u>, excluding endnotes and appendices. <u>Use Harvard citation and referencing style.</u>
Reminders	<u>For confirmed cases of plagiarism, severe sanctions – including but not limited to a failure grade – may be imposed.</u>	When using the cases, please refrain from committing plagiarism (including self-plagiarism). DO NOT copy and paste any texts directly from the cases to the paper without proper citations. <u>For confirmed cases of plagiarism, severe sanctions – including but not limited to a failure grade – may be imposed.</u>
Evaluation criteria	(i) Case interpretation; (ii) quality of argument; (iii) quality of evidence; (iv)	(i) Case interpretation; (ii) quality of argument; (iii) quality of evidence; (iv)

	application of relevant concepts and theories; and (v) structure, clarity, and language	application of relevant concepts and theories; and (v) structure, clarity, and language
Deadlines	23:59, March 19 (Fri)	23:59, May 19 (Wed)
Penalty for late submissions	Three points deducted per day (including part of a day)	Three points deducted per day (including part of a day)

* Class Participation (Bonus): A maximum of 5 points will be awarded to students who contribute actively to class discussions.

Important Dates

Date	Time	Task	
February 2021	19 th (Fri)	23:59	Confirmation of grouping
	24 th (Wed)	In class	Allocation of sample cases and papers
March 2021	19 th (Fri)	23:59	Submission of Case-based Essay
	24 th (Wed)	In class	Case Review 1
April 2021	7 th (Wed)	In class	Case Review 2
	14 th (Wed)	In class	Case Review 3
	21 st (Wed)	In class	Case Review 4
	28 th (Wed)	In class	Case Review 5
May 2021	1 st (Sat)	23:59	Submission of Written Case
	3 rd (Mon)	In class	Case Writing Pitches
	19 th (Wed)	23:59	Submission of Final Paper

Case Teaching and Learning

This course will experiment with the case pedagogy – a teaching and learning innovation project for social science, public policy, and sustainability education at HKUST, led by the course instructor. For enquiries, please contact the project assistant, Miss Vivian Mok (hymokvivian@ust.hk).

Course Communications

All announcements are made through the course website on Canvas (<https://canvas.ust.hk/>). For e-mail communications, students should allow at least 3 working days for a reply. **All e-mail enquiries regarding any of the assessments above should be made at least 48 hours before their respective due dates.**

Class Rules

Students should show respect to every member in the class. They should NOT annotate, share screens, capture screenshots, record sound, take photos or videos, or play sound or videos without the prior permission of the instructor or TA. **They should NOT share the login details, course materials, lecture recordings, or information of class members with any parties outside the class.**

Academic Honesty

Plagiarism and cheating are very serious offences. Students are reminded of the consequences for violating University's regulations governing academic integrity and honesty. For details of the regulations, please visit: <http://ugadmin.ust.hk/integrity/student-1.html>. For advice on avoiding plagiarism and copying, please visit: <http://libguides.ust.hk/writing/style-man>.

Quality Assurance

Students are welcome to offer comments and suggestions on the course. The principal concern of this course is students' learning, and therefore, the instructor may modify the schedule if this will facilitate their learning.

Last revised: January 19, 2021