

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS1M43												
Subject Title	A New World Order: China and the World, 1949 – 1979												
Credit Value	3												
Level	1												
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p> <input type="checkbox"/> Healthy Lifestyle <input type="checkbox"/> AI and Data Analytics (AIDA) <input type="checkbox"/> Innovation and Entrepreneurship (IE) <input type="checkbox"/> Languages and Communication Requirement (LCR) <input type="checkbox"/> Leadership Education and Development (LEAD) <input type="checkbox"/> Service-Learning <input checked="" type="checkbox"/> Cluster-Area Requirement (CAR) <input type="checkbox"/> Human Nature, Relations and Development [CAR A] <input type="checkbox"/> Science, Technology and Environment [CAR D] <input checked="" type="checkbox"/> Chinese History and Culture [CAR M] <input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N] <input type="checkbox"/> China-Study Requirement <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No <input type="checkbox"/> Writing and Reading Requirements <input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese </p>												
Pre-requisite/ Co-requisite/ Exclusion	Nil												
Assessment Methods	<table border="1"> <thead> <tr> <th>100% Continuous Assessment</th><th>Individual Assessment</th><th>Group Assessment</th></tr> </thead> <tbody> <tr> <td>1. Term Paper</td><td>40%</td><td>--</td></tr> <tr> <td>2. Quizzes</td><td>50%</td><td>--</td></tr> <tr> <td>3. A Mini Individual Project</td><td>10%</td><td>--</td></tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all component(s) if he/she is to pass the subject. 	100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	40%	--	2. Quizzes	50%	--	3. A Mini Individual Project	10%	--
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Objectives	<p>This subject intends to provide students an understanding of China's relations with the other states, including international organisations, from a historical perspective during Mao Zedong's era.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) understand the difficulties China faced at the international level; (b) realize how China has risen internationally; (c) gain insights on how China dealt with the different major powers in the world, particularly the USSR, the US, Japan, India, as well as the African states; (d) examine how China entered and exercised her power at international organisations, such as the UN; (e) evaluate the overall political and economic achievements of China at the international level during the Mao's era; (f) articulate personal perspectives and research findings in accurate and cogent English, both verbally and in writing, in fulfilment of English Writing (EW)/English Reading (ER) requirements.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ul style="list-style-type: none"> • The Historical Background Before the Establishment of the PRC <ul style="list-style-type: none"> ○ How was China's overall situations like before 1949? • The Rise of the PRC: China's International Strategies and Policies <ul style="list-style-type: none"> ○ What were the PRC policies and tactics in dealing with the world's powers? • Entering the International Scene I: Bandung Conference and the Non – Alignment Movement <ul style="list-style-type: none"> ○ How did China react and show her diplomatic muscles in the world and how did China begin to enter the international scene? • From Friendship to Rivalry: China and the Soviet Union <ul style="list-style-type: none"> ○ The evolution of the relations between China and the USSR and how did they become hostile to each other from the initial friendship? • From Rivalry to Friendship: China and the US <ul style="list-style-type: none"> ○ The evolution of the relations between China and the US and how did they establish formal diplomatic relationship from the initial hostile relations? • Doubtful Friendships: China Vs Japan and India <ul style="list-style-type: none"> ○ How did China respond to two of the regional powers with suspicions?

	<ul style="list-style-type: none">• Forever Friends: China and the African States<ul style="list-style-type: none">○ How did China gain and maintain friendships with the African states despite her own limitations and constraints• Entering the International Scene II: The Case of the UN<ul style="list-style-type: none">○ How did China enter the UN and what did she do after entering it?																																														
Teaching/Learning Methodology (Note 3)	<p>The mode of teaching will be face to face (f2f) lecture. To further motivate students to develop their interest in the course and learn as much as they can, the subject teacher will make use of different teaching materials such as documentaries, videos and paintings in addition to lecturing in a conventional format.</p> <p>Where possible, a visit will be arranged to the Commissioner’s Office of China’s Foreign Ministry in the Hong Kong SAR so as to allow students to have a person feel of China’s foreign relations.</p>																																														
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th>f</th></tr><tr><td>Term Paper -10% to be assessed by ELC - 30% to be assessed by APSS (for EWR requirements)</td><td>40%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Two Quizzes (25% x 2) (for fulfilling the ER requirement)</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>A Mini Individual Project</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>As the subject is an EWR subject, the term paper of 1500 - 2,500 words would allow students to analyse and consolidate what they have learnt in the subject, particularly based on what they have read. Students must obtain a D or above in term paper to pass the subject.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	Term Paper -10% to be assessed by ELC - 30% to be assessed by APSS (for EWR requirements)	40%		✓	✓	✓	✓	✓	Two Quizzes (25% x 2) (for fulfilling the ER requirement)	50%	✓	✓	✓	✓	✓	✓	A Mini Individual Project	10%	✓	✓	✓	✓			Total	100 %						
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Total	100 %																																														

	The quizzes would allow an examination of what have been discussed in class and the required readings. Students would need to prepare well beforehand in order to be able to get good grades. The two quizzes could also provide a comprehensive coverage of the topics.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Reading and Revision	50 Hrs.
	▪ Preparation for the Term Paper	30 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<p>Required Reading (Total 207 pages):</p> <p>Mark, Chi-Kwan (2012). <i>China and the World Since 1945: An International History</i>, Abingdon, Oxon: New York: Routledge. Chapters 1 – 7 (pp. 1 – 95).</p> <p>Wang, Gungwu (1977). <i>China and the World Since 1949: The Impact of Independence, Modernity and Revolution</i>, London: Macmillan. (pp. 1 – 143)</p> <p>Supporting Readings:</p> <p>Borisov, O B and Koloskov (1975). <i>Soviet – Chinese Relations, 1945 – 1970</i>, Bloomington: Indiana University Press.</p> <p>Chari, P R (1976). “US – USSR-China Interaction: The Strategic Plane: <i>China Report</i>, Vol. 12, pp. 33 -41.</p> <p>Dibb, Paul (1978). “The Strategic Interrelations of the US, the USSR and China in East Asia -Pacific Area”, <i>Australian Outlook</i>, Vol. 32 (2), pp. 169 – 181.</p> <p>Dulles, Foster Rhea (1972). <i>American Policy Toward Communist China: 1949 – 1969</i>, New York: Crowell.</p> <p>Fairbank, John King (1979). <i>The United States and China</i>, 4th ed., Cambridge, Mass: Harvard University Press.</p> <p>Floyd, David (1963). <i>Mao Against Khrushchev: A Short History of the Sino – Soviet Conflict</i>, New York: Praeger.</p> <p>Kim, Samuel (1979). <i>China, the United Nations and World Order</i>, Princeton University Press.</p> <p>Kim, Samuel. (1978). “China and World Order”, <i>Alternatives: Global, Local, Political</i>, Vol. 3 (4), pp. 555 – 587.</p>	

	<p>Larkin, Bruce D (1971). "China and Africa: A Prospective on the 1970's", <i>Africa Today</i>, Vol. 18 (3), pp. 1 – 11.</p> <p>Kim, Samuel. (1973). <i>China and Africa, 1949 – 1970: the Foreign Policy of the People's Republic of China</i>, Berkeley: University of California Press.</p> <p>Lyons, Roy (1978). "The USSR, China and the Horn of Africa", <i>Review of African Political Economy</i>, Vol. 5 (12), pp. 5 – 30.</p> <p>MacFarquhar, Roderick (1972). <i>Sino – American Relations: 1949 – 1971</i>, Newton Abbot: David & Charles.</p> <p>Mark, Chi – kwan (2012). <i>China and the World Since 1945: An International History</i>, Oxon and NY: Routledge.</p> <p>Maxwell, Neville (1970). "China and India: The Un-Negotiated Dispute", <i>China Quarterly</i>, Vol. 43, pp. 47 – 80.</p> <p>Myers, Ramon Hawley (1978). <i>Two Chinese States: US Foreign Policy and Interests</i>, Stanford, Calif.: Hoover Institution Press.</p> <p>Ohunsanwo, Alaba (1974). <i>China's Policy in Africa, 1958 – 1971</i>. London: Cambridge University Press.</p> <p>Penkala, Maria (1969). <i>Correlated History of the Far East: China, Korea and Japan</i>, Rutland Vt: C E Tuttle.</p> <p>Richman, Barry M (1969). <i>Industrial Society in Communist China; a Firsthand Study of Chinese Economic Development and Management, with Significant Comparisons with Industry in India, USSR, Japan and the United States</i>, New York: Random House.</p> <p>Shao, Kuo-kang (1979). "Chou En-lai's Diplomatic Approach to Non – Aligned States in Asia: 1953 – 60", <i>The China Quarterly</i>, No. 78 (Jun), pp. 324 – 338.</p> <p>Shinn, David H and Eisenman, Joshua (2012). <i>China and Africa: A Century of Engagement</i>, Philadelphia: University of Pennsylvania Press.</p> <p>Simon, Sheldon W. (1974). "Japan – China – USSR Triangle", <i>Pacific Affairs</i>, Vol. 47 (2), pp. 125 – 138.</p> <p>Sladkovskii, M L (1975). <i>China & Japan: Past and Present</i>, Gulf Breeze FL: Academic International Press.</p> <p>Snow, Edgar (1962). <i>China, Russia and the USA: Changing Relations in a Changing World</i>, New York: Marzani & Munsell.</p> <p>Stoessinger, John George (1971). <i>Nations in Darkness: China Russia and America</i>, New York: Random House.</p>
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	<p>Swamy, Sbramanian (1970). “The Economic Distance Between China and India, 1955 – 73”, <i>China Quarterly</i>, Vol. 70, pp. 371 – 382.</p> <p>Taylor, Ian (2006). <i>China and Africa: Engagement and Compromise</i>, Routledge.</p> <p>Wilcox, Francis Orlando (1974). <i>China and the Great Powers: Relations with the United States, the Soviet Union, and Japan</i>, New York: Praeger.</p> <p>Zagoria, Donald s (1962). <i>The Sino – Soviet Conflict, 1956 – 1961</i>, Princeton, N J: Princeton University Press</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020