

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTFC.

Academic School/Department: Communications, Arts and Social Sciences

Programme: Political Science

FHEQ Level: 5

Course Title: Modern China

Course Code: PLT 5425

Course Leader: Professor Alex Seago

Student Engagement Hours: **120**

Lectures: 22.5

Seminar / Tutorials: 22.5

Independent / Guided Learning : 75

Semester: FALL and/or SPRING and/or SUMMER

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:

Examines aspects of China's history such as the Opium Wars, the downfall of the Empire in 1911, the growth of nationalism and the ensuing civil war, the rise and decline of Maoism and the role of China in world politics, with particular reference to its increasing economic importance.

Pre-requisites: PLT 3100 or PLT 3105 or HST 3100 or HST 3105 or SCL 3100 or DEV 4100 or ECN 4110 or ECN 4115.

Aims and Objectives:

- To generate an understanding of Chinese political and economic history since the Opium Wars, which led to Maoist socialism, Deng's Open Door policies and a mix of economic liberalism and political authoritarianism
- To develop as a substantial knowledge of the importance of Chinese politics and of the Chinese economy, and be familiar with the major issue areas of study and concepts used.
- Through research exercises and essay assignments to strengthen reading and note-taking, research writing and computing skills
- To strengthen participation and organisational skills

Programme Outcomes:

At the end of this course, the students will have achieved the following programme outcomes.

5A(ii); 5B(i); 5B(ii); 5B(iii); 5C(i); 5C(ii); 5C(iii); 5D(ii)

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

Learning Outcomes:

At the end of this course, the students will have achieved the following learning outcomes.

- Demonstrates a detailed understanding of theories of economic and political development as they are relevant or applied to China
- Demonstrates a detailed understanding of China's political institutions, practices and systems
- Demonstrates a critical and theoretical engagement with core problems and issues in the study of Chinese politics
- Demonstrates a detailed understanding of the continuities and transformations evident in Chinese politics
- Completes assigned work with a degree of autonomy, clarity, technical competence, capacity for self-evaluation and critical thinking appropriate for a 5000-level course

Indicative Content:

- Pre-Communist Chinese history and its contemporary relevance (ie Imperial China, The West and China, the Opium Wars, the 'Century of Shame')
- Confucianism and its revival under the Chinese Communist Party
- Maoism and campaigns: Great Leap Forward and Cultural Revolution
- Economic superstar: The Beijing Model
- China's 'Grand Strategy': Foreign and military policy
- Future problems in China's development

Assessment:

This course conforms to the Richmond University Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be **Safe, Enjoyable, Managed, Inclusive, Necessary, Academic, Respectful & Stimulating**. The seminars provide an opportunity for discussion of contentious issues,

