

China and the Developing World, MGCS 6000A
Spring 2016; Tuesdays; 18:30-21:20, Room 4472; Barry Sautman, Room 3383; 23587821;
sobarrys@ust.hk; office hour: Tu 5:30-6:20

Course Significance

Of the world's 7.3 billion people, 84% live in developing countries, where 97% of global population growth occurs. By 2050, more than 87% of the predicted 9.7b people will be in the developing world. At their present growth rate, Africans alone will rise from 15% of the world's people to 39%. The United Nations regards 139 of the world's 193 countries as developing states; 55 are in Africa alone. Although developing countries account for only 20% of global consumption, they hold 80% of the Earth's natural resources. All the world's grave problems – exploitation, poverty, war, refugees, diseases, illiteracy, climate change, etc. -- have their greatest impact in the developing world, but are created by global factors and affect the whole planet.

Despite the developing world's great importance, many people in and from the world's largest developing country, China (including Hong Kong), tend to ignore it. They instead obsess about China's relations with developed countries, particularly the US. That is changing however. That is not only because of China's "one belt, one road" (一帶一路) initiative and need for imported resources. Chinese firms and persons are going out to developing countries to work or visit. China also, more than ever, needs the developing countries politically, to deal with US political leaders' own obsession -- of China as the supposed "strategic rival." Knowledge of China's interface with developing countries is thus essential to understanding the 21st Century world.

Course Format

The course is a seminar, but begins with one lecture meeting, on "Theories of Development." Eight student-centered, readings-based meetings follow and, finally, three meetings devoted to student presentations. Empirical matters will be placed in a theoretical context, to consider key issues in China/developing world interaction and query who benefits and why. Students will lead discussions of the readings in all sessions after the first one. Area-based sessions will focus on Africa, Latin America and South Asia, regions that account for 70% of the developing world's population. Student papers may however be about China and any part of the developing world.

Course Intended Learning Outcomes (ILOs)

The course ILOs are that students will develop capacities to 1) discern the key political, economic and socio-cultural issues affecting relations between China and the developing world and distinguish these from "problems" created out of bias, ignorance or for a political purpose; 2) analyze how links between China and developing countries affect both sides and the rest of the world; 3) respond to analytical readings about aspects of the China/developing world interface with their own analysis and 4) research, write and present a theoretically-guided, empirically informed paper on a discrete aspect of a China/developing world relationship.

Course Requirements

The course has no examinations. There are **three course requirements**:

- 1) **A student or teams of two students – depending on how many students enroll in the course -- will be discussion leaders, for one class meeting for each team.** If a team is involved, the two students will together analyze the one reading assigned to the whole class for that meeting. Each team member will also analyze one of that class meeting's 2 readings assigned to discussion leaders. The team will lead the class discussion of the readings
- 2) **Each student will write two 2-4 page papers responding to readings.** One response paper will be written, with their teammate, about the readings for the class meeting whose discussion they lead. It will be sent to students 24 hours before the class meeting. The other response paper will be written individually, about readings for one other class meeting, to be selected by the student, and sent to the instructor
- 3) **Individually or in teams of two, depending on how many students enroll in the course, students will research and write a research paper,** fully referenced 12-15 pages. Each individual or team will choose a topic that can be discussed in a short paper. Presentations will be in the last three course meetings, with 3-4 papers presented at each meeting (18-25 minutes of presentation and 18-25 minutes of discussion, depending on how many papers are presented). Tutorials will be arranged on how to research and write a paper. Each individual or team will meet with the instructor by 19 Feb. to discuss their paper topic. By 26 Feb., each individual or team will send the instructor an outline of several points the team plans to write about. A soft copy of the final draft paper must be submitted by 4 May (earlier submissions are appreciated). The rule against plagiarism will be enforced.

Course requirements may be adjusted if there are an unusual number of students in the course:

Course Assessments

Students will be assessed on the three requirements, plus class participation. Total marks possible are 100: the research paper, up to 50 marks; the one class discussion leadership, up to 10 marks; and the two response papers, up to 10 marks each. The remaining marks, up to 20, are from participation in class meetings -- except for the first one. **A maximum of two marks can be awarded per class meeting.** For UG students, one mark will be awarded just for attending class and one mark for a substantive intervention in discussion during a class meeting. For PG students, no marks are given for class attendance, but one mark for each substantive intervention, up to two marks per meeting. There are 11 class meetings where marks can be earned. A student can thus get the maximum 20 marks even if he/she misses or does not speak in one class meeting. The teams of students who lead class discussions must also record their classmates' participation.

If the course has both PG and UG students, they will be graded separately. There is no fixed distribution of grades for a 6000-level course. In previous seminars taught by the instructor, grades have been high, because the students have mainly selected the course out of interest.

Course Topics and Readings

Week 1: 2 February: Introduction to the Course and Instructor's lecture on China, the Developing World and Theories of Development. No readings.

Week 2: 9 February No class, no readings: Happy New Year! 新年快樂, 恭喜發財!

Week 3: 16 February China, Neo-Liberalism and "South-South Cooperation"

Whole class reads: Monica Hart, "Remodeling the Global Development Landscape: the China Model and South-South cooperation in Latin America," *Third World Quarterly* 33:7 (2012): 1359-1375

Discussion leaders read:

Sheila M. Rucki, "Global Economic Crisis and China's Challenge to Global Hegemony: a Neo-Gramscian Approach," *New Political Science* 33:3 (2011): 335-355

Javier Vadell, et al., "The International Implications of the Chinese Model of Development in the Global South: Asian Consensus as a Network Power," *Revista Brasileira de Politica Internacional* 57 (2014): 91-107

Week 4: 23 February China and Claims of Colonialism/Neocolonialism/Imperialism

Whole class reads:

Tukumbi Lumumba-Kasongo, "China-Africa Relations: A Neo-Imperialism or a Neo-Colonialism? A Reflection," *African & Asian Studies* 10 (2011): 234-266

Discussion leaders read:

Barry Sautman and Yan Hairong, *East Mountain Tiger, West Mountain Tiger: China, the West and 'Colonialism' in Africa* (Baltimore: University of Maryland, 2007) [also in Chinese, as 人们常把现代殖民主义同历史上的帝国相混淆] [for a brief argument, see Barry Sautman and Yan Hairong, "Chinese Neo-Colonialism in Africa": a Bien-Pensant Political Ploy," University of Nottingham, China Policy Institute, Dec. 17, 2015, <http://blogs.nottingham.ac.uk/chinapolicyinstitute/2015/12/17/chinese-neo-colonialism-in-africa-a-bien-pensant-political-ploy/>]

Emma Mawdsley, "Fu Manchu versus Dr. Livingstone in the Dark Continent? Representing China, Africa and the West in British Broadsheet Newspapers," *Political Geography* 27 (2008): 509-529.

Week 5: 1 March China, Liberal Democracy/Authoritarianism and Human Rights in the Developing World

Whole class reads: Indra de Soysa and Paul Midford, “Enter the Dragon!: An Empirical Analysis of Chinese versus US Arms Transfers to Autocrats and Violators of Human Rights, 1989-2006,” *International Studies Quarterly* 56 (2012): 843-856

Discussion leaders read:

Axel Dreher, et al., “Apples and Dragon Fruits: the Determinants of Aid and Other Forms of State Financing from China to Africa,” AidData Working Paper 15 (2015), http://aiddata.org/sites/default/files/wps15_apples_and_dragon_fruits.pdf.

Julia Bader and Ursula Daxecker, “A Chinese Resource Curse?: The Human Rights Effects of Oil Export Dependence on China and versus the United States,” *Journal of Peace Research* 52: 6 (2015): 774-790

Week 6: 8 March Chinese Investment in the Developing World

Whole class reads: Shen Xiaofeng, “Private Chinese Investment in Africa: Myths and Realities,” *Development Policy Review* 33:1 (2015): 83-106.

Discussion leaders read:

Nicholas Thomas, “Going Out: China’s Food Security from Southeast Asia,” *Pacific Review* 26:5 (2013): 531-562

Bettina Grasnow, “Chinese Infrastructure Investment in Latin America: an Assessment of Strategies, Actors and Risks,” *Journal of Chinese Political Science* 20:3 (2015): 267-287

Week 7: 15 March Chinese Localization in the Developing World

Whole class reads: Antoine Kernén and Katy N. Lam, “Workforce Localization Among Chinese State-owned Enterprises (SOEs) in Ghana,” *Journal of Contemporary China* 23: 90 (2014): 1053-1072

Discussion leaders read:

R. Evan Ellis, *China on the Ground in Latin America: Challenges for the Chinese and Impacts on the Region* (New York: Palgrave Macmillan, 2014): 179-195

Ward Warmerdam and Meine Pieter van Dijk, “Chinese State-owned Enterprise Investments in Uganda: Findings from a Recent Survey of Chinese Firms in Kampala,” *Journal of Chinese Political Science* 18 (2013): 281-301

Week 8: 22 March China and Africa

Whole class reads: Barry Sautman and Yan Hairong, “The Discourse of Racialization and Labor at Chinese Enterprises in Africa,” *Ethnic & Racial Studies*, 2016 [also in Chinese, as **非洲中资企业的劳工和种族化叙述**]

Discussion leaders read: Deborah Brautigam, “The Real Story behind China’s Alleged Conquest of African Farmland,” excerpt from D. Brautigam, *Will Africa Feed China?* (Oxford: Oxford University Press, 2015), <http://qz.com/527570/the-real-story-behind-chinas-alleged-conquest-for-african-farmland/>.

Eric Kiss and Kate Zhou, “China’s New Burden in Africa,” in Dennis Hickey and Guo Baogang (eds.), *Dancing with the Dragon: China’s Emergence in the Developing World* (Lanham: Lexington Books, 2010): 145-164.

Week 9: 5 April China and Latin America

Whole class reads: Ruben Gonzalez-Vicente, ‘Development dynamics of Chinese resource-based investment in Peru and Ecuador’, *Latin American Politics and Society* 55:1 (2013): 46-72.

Discussion leaders read: Daniel Cardoso, “China-Brazil: a Strategic Partnership in an Evolving World Order,” *East Asia* 30 (2013): 35-51.

Riordan Roett and Guadalupe Paz, “China’s Expanding Ties with Latin America,” in Carla Freeman (ed.), *on China and Developing Countries* (Cheltenham: Edgar Elgar, 2015): 496-517.

Week 10: 12 April China and South Asia

Whole class reads: Selina Ho, “Seeing the Forest for the Trees: China’s Shifting Perceptions of India,” in Freeman, Handbook: 445-465.

Discussion leaders read:

Keshab Chandra Ratha & Sushanta Kumar Mahapatra, “Recasting Sino-Indian Relations: Towards a Closer Development Partnership,” *Strategic Relations* 39:6 (2015): 696-709.

Jonathan H. Ping, “China’s Relations with India’s Neighbors: From Threat Avoidance to Alternative Development Opportunity” *Asian Journal of Political Science* 21:1 (2013): 18-46.

Week 11: 19 April Student Paper Presentations

Week 12: 26 April Student Paper Presentations

Week 13: 3 May Student Paper Presentations

Suggested Paper Topics

Note: the suggested topics can be framed in terms of the developing world or one region of it or a particular country

Is China still a developing country?
How Chinese perceive the developing world
Effects of China's "economic slowdown" on developing countries
Western media themes on China and the developing world
Is China's aid to developing countries different from Western states' aid?
Do Chinese who live in developing countries self-isolate?
Claims of Chinese "state capture" of developing countries
Do Chinese companies export their practices from China to the developing world?
Anti-Chinese agitation and discrimination in developing countries
US visions of China as the "strategic rival in the developing world"
Does China seek to compete with the US in developing countries?
Environmental impact of Chinese enterprises and projects in the developing world
Keeping the peace in developing countries: the evolution of China's role
On military bases: is China creating a "string of pearls" in Asia and Africa?
One belt, one road: slogan and reality in the developing world
The value of the renminbi for developing countries
China vs. the international financial institutions in the developing world?
Capitalists like any other? Chinese and Western investment in developing countries compared
China and the industrialization of the developing world
Does China have an "authoritarian model" for developing countries?
Chinese media spreading the word in the developing world
Migrants from developing countries in China: marginalized or in transition?
Chinese agricultural investment and food sovereignty in the developing world
The Chinese-owned manufacturing sector in developing countries
Chinese companies and skills transfer to the developing world
"Are your friends rich and white or poor and black?": Chinese and solidarity of developing states
The developing world's Confucius Institutes
The South China Sea territorial disputes and China's relations with developing countries
Are Chinese exports de-developing the developing world?
Is moving much of China's manufacturing capacity to developing countries feasible?
China's policies toward refugees