



Vesalius College
Brussels

VESALIUS COLLEGE vzw/asbl
Term 2017 / Spring

Course Syllabus CODE number: BUS 216E / BUS217G
Business in China

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Mondays 13:30-14:30 and by appointment

Business in China



1. Course Description

This 200-level course will cover both the underlying theoretical knowledge and a number of real-world examples to attempt understanding the unique economic and political conditions in China. China's policy of "reform and opening to the outside", beginning in 1978, resulted first in substantial economic growth by simply mobilizing the potential of a domestic market for basic commodities. In parallel, this policy paved step by step the way for foreign direct investments (FDI) in China, and in recent years even Chinese FDI abroad in unforeseen dimensions. China's 'red capitalism' is unique with its private entrepreneurship and financial liberalization on the one hand, and a Communist Party that reigns with undiminished power on the other hand. This course addresses features of this unique business environment from a theoretical as well as from a practical perspective. On the practical side, this course gives the students insights on Chinese business practices and provides them with helpful tips on how to do business in China. The students will have the opportunity to put in-class experience into practice and engage with practitioners, Chinese politicians and other experts in the field. Furthermore, for being able to engage with Chinese business partners it is important to have basic knowledge on China's multiple

economic actors and institutions. Therefore, course participants will also have to approach China's complex economic and political system from a theoretical, and to some extent historical, perspective.

2. Course Pre-requisite

HUM102P

3. Learning Objectives

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
LO 3: The course provides insights into the broad societal context of business, and the ability to take these into account for the analysis of business-oriented problems.	The course will provide the students with insights on business opportunities and constraints of doing business in China, and elaborate in how much European and US methods are applicable in the Chinese economic environment. They will understand interrelations between societal, politics and business issues and how these influence China's political economy, and how these specific conditions constrain the operation of Western businesses in and with China.	Lectures address real-life problems, through student lead discussions, news corners, and critically discussed readings	Written exam (mid-term & final), Research Proposal, Term paper, News corner, Discussions.	Oral and written feedback on exams (Week 7 mid-term exam and week 15 final exam) Written feedback on term papers. Oral feedback on discussions (as part of news corner and student seminar) and on research proposal
LO 2: The course provides an understanding of the interrelatedness of the different functional fields of business, and the impact on decision-making.	This course provides an overview on China's political and economic system from a theoretical perspective, and elaborates why and how China's political party is able to steer the economic market and its actors. After the first part, the students will comprehend the basic difference between political and economic systems from a theoretical perspective. These profound differences between the EU and China as political and economic actors will be explained using political and economic schools of thought, such as socialism and capitalism as an economic system, and democracy, multilevel-governance and communism as examples for political systems. Furthermore,	Guest lectures: Policy-makers and China's governmental officials Lectures Case studies and minute papers: Students are asked to answer the following questions in which students are asked to make connections between EU/US business practices and China	Paper Leading Seminar Minute papers	Written feedback on term papers (after week 12) Oral feedback on minute paper & leading seminar

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
	theories of state-society relations help to explain in how far Western business is able to capitalize on China's domestic economic and political power through lobbying.			
LO 6: The students learn to identify the international dimension in business-related problems and know how to handle these problems in an effective way.	The students will be able to critically analyze theoretical dynamics of China's political and business environment. They will analyze EU-China relations from political, economic and cultural perspectives. Moreover they will discuss critically economic topics such as foreign direct investments, China's market economy, EU-China business summits and Partnership Agreements. China's market economy status in particular was widely discussed among the European Community. The question how the absence of market economy status influenced the relationship between the two actors will be elaborated. Moreover they will compare major theories and debates on economic and political topics.	Visit the EU & Chinese political Institutions Lectures	Written exams Term papers	See above
LO 9: The students are able to communicate clearly, fluently and accurately; both in a written report as well as in an oral presentation.	They will practice how to moderate a discussion, lead a seminar, to argue on specific topics, to work in a team, and to critically assess own abilities.	Student-led seminars; constant engagement in in-class debates; instructions for the research proposals and papers.	Leading seminars & Discussions	Oral feedback after exercises

4. Course Schedule

Part 1 – China’s political economy	
Week 1	<p><u>Goal of the lecture:</u></p> <ul style="list-style-type: none"> • Introduction to the course • Getting to know China: the country, the people, and what does it mean to do business in China <p><u>Reading 1</u></p> <ul style="list-style-type: none"> • Joseph, W. A. (2014). Ideology and China's Political Development. In W. A. Joseph (Ed.), Politics in China. Oxford and New York: Oxford University Press (pp. 1-38) • Naughton, B. (2007). The Chinese Economy Transitions and Growth. Cambridge & London: The MIT Press, (pp. 1-13) <p><u>Questions for reading 1</u></p> <ul style="list-style-type: none"> • What are possible obstacles for doing business in China? • Why are government relations important when doing business in China <p><u>Activities (besides lecture)</u></p> <ul style="list-style-type: none"> • Leading Seminar Explanation • Find topic for term paper • Academic reading exercise • Select a date for news corner
Week 2	<p><u>Goal of the lecture</u></p> <ul style="list-style-type: none"> • Getting to know China’s economic system <p><u>Reading 1</u></p> <ul style="list-style-type: none"> • Ash, Robert, Porter Robin, Summers, Tim (2014) Rebalancing towards a Sustainable Future: China’s Twelfth Five-Year Programme, in: China and the EU in Context, Kerry Brown (editor), Chapter 3, pp. 81-127 • Naughton, B. (2007). The Chinese Economy Transitions and Growth. Cambridge & London: The MIT Press, (pp. 1-13) <p><u>Questions for reading</u></p> <ul style="list-style-type: none"> • What are the core aspects of China’s economic transformation since the founding of the People’s Republic until now? • What are the main goals of the 13th five-year plan? • Why are the five-year plans important for foreign business? <p><u>Activities (besides lecture)</u></p> <ul style="list-style-type: none"> • News Corner • Students’ Leading Seminar / Discussion on the readings • Information on Research proposal
Week 3	<p><u>Goal of the lecture:</u></p> <ul style="list-style-type: none"> • Getting to know China’s political system

	<p>Guest lecturer: Ambassador Martin Fleischer, EastWest Institute</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Joseph, W. A. (2014). Ideology and China's Political Development. In W. A. Joseph (Ed.), Politics in China. Oxford and New York: Oxford University Press (pp. 1-38) Part I: the political history of modern China • Jinping, X. (2014). The Governance of China. Beijing: Foreign Languages Press, (pp. 123-124 & 128-142) <p><u>Questions for reading</u></p> <ul style="list-style-type: none"> • What means the constitutional “leading role of the Communist Party”? Which are the two main red lines (taboos) in Chinese politics? • Which sensitivities between China and other countries, stemming from recent history, are still important when doing business in China? <p><u>Activities (besides lecture)</u></p> <ul style="list-style-type: none"> • News Corner • Students’ Leading Seminar / Discussion on the readings • Discussion round with Guest speaker
Week 4	<p><u>Goal of the lecture:</u></p> <ul style="list-style-type: none"> • EU-China trade relations from a political perspective (Diplomatic relations caught between human rights discussion and arms embargo) • Guest lecturer: Steffi Weil <p><u>Reading 1:</u></p> <ul style="list-style-type: none"> • Weil, S., & Jing, Y. (2012). The EU and China's Perceptions of Democracy and Their Impacts on China-EU Relations. In Z. Pan (Ed.), Conceptual Gaps in China-EU Relations. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan(Weil & Jing, 2012) <p><u>Question for reading 1</u></p> <ul style="list-style-type: none"> • What are the different perceptions of democracy in the West and in China? <p><u>Reading 2</u></p> <ul style="list-style-type: none"> • Geeraerts, G., & Freeman, D. (2012). Europe, China and Expectations for Human Rights. In Z. Pan (Ed.), Conceptual Gaps in China-EU Relations. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan (Freeman & Geeraerts, 2012) <p><u>Question for reading 2</u></p> <ul style="list-style-type: none"> • What are the different concepts of human rights in China and in “Western” countries? <p><u>Suggested Reading:</u></p> <ul style="list-style-type: none"> • Naughton, B. (2007). The Chinese Economy Transitions and Growth. Cambridge & London: The MIT Press, Chapter 19, pp. 451-481 (Naughton, 2007) • Chung, H. J. (Ed.). (2015). Assessing China's Power: Palgrave Macmillan.

	<p><u>Activities (besides lecture)</u></p> <ul style="list-style-type: none"> • News Corner • Students' Leading Seminar / Discussion on the readings • Discussion round with Guest speaker
<p>Week 5</p>	<p><u>Goal of the lecture</u></p> <ul style="list-style-type: none"> • How does China's state capitalist system function, and why is this important for doing business in China? <p><u>Readings 1</u></p> <ul style="list-style-type: none"> • Zweig, D. (2014). China's Political Economy In W. A. Joseph (Ed.), Politics in China (pp. 254-292). Oxford & New York: Oxford University Press • Fioretos, O. (2001). The Domestic Sources of Multilateral Preferences: Varieties of Capitalism in the European Community In P. A. Hall & D. Soskice (Eds.), Varieties of Capitalism, The Institutional Foundations of Comparative Advantage (pp. 213-246). Oxford & New York: Oxford University Press. <p><u>Questions for readings 1</u></p> <ul style="list-style-type: none"> • What is the distinguishing feature of China's political economy in contrast to most of the European capitalist systems? • What is the Soviet Model of economic development and how did the Chinese adjust the model in its early years of the Republic (1949 – 1957)? • How is China's rising private sector related to a socialist economic model? • What role do joint ventures play in China's economic system? • What role does the Communist Party Play in China's economic system, and why is this important for doing business in China? <p><u>Reading 2</u></p> <ul style="list-style-type: none"> • Kroeber, A. R. (2011). Developmental Dreams, Policy and Reality in China's Economic reform. In S. Kennedy (Ed.), Beyond the Middle Kingdom, Comparative Perspectives on China's Capitalist Transformation (pp. 44-66). Stanford: Stanford University Press <p><u>Questions for reading 2</u></p> <ul style="list-style-type: none"> • What are the differences in China's economic development in contrast to other East Asian countries such as Japan, South Korea and Taiwan? • What role do Foreign Direct Investments play in China's economic development? • What are Foreign Invested Companies? <p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> • Naughton, Barry (2007), The Chinese Economy – Transition and Growth, The MIT Press, Cambridge & London, Chapter 4, pp. 85-110 • Yang, K. (2013). Keep business for business, Associations of private enterprises in China. In J. Y. J. Hsu & R. Hasmath (Eds.), <i>The Chinese Corporatist State - Adoption, survival and resistance</i>. Oxon & New York: Routledge.

	<p><u>Activities (besides lecture)</u></p> <ul style="list-style-type: none"> • News Corner • Students' Leading Seminar • Presentation of the research proposals & feedback
Week 6	<p><u>Goal of the lecture:</u></p> <ul style="list-style-type: none"> • What are the patterns of Government-Business relations - Does the Chinese State establish unfair business practices towards the West? <p><u>Reading 1</u></p> <ul style="list-style-type: none"> • The European Union Chamber of Commerce in China. (2015). EXECUTIVE POSITION PAPER 2015/2016 Beijing The European Union Chamber of Commerce in China (The European Union Chamber of Commerce in China, 2014) <p><u>Questions for reading 1</u></p> <ul style="list-style-type: none"> • What role does the European Union Chamber of Commerce play in China's politics • What are the main obstacles that European business faces in China? <p><u>Suggested Readings</u></p> <ul style="list-style-type: none"> • Kennedy, S. (2011). Fragmented Influence: Business Lobbying in China in Comparative Perspective. In S. Kennedy (Ed.), Beyond the Middle Kingdom (pp. 113-135). Stanford: Stanford University Press (Kennedy, 2011) • Kennedy, S. (2009). Comparing Formal and Informal Lobbying Practices in China. China Information, XXIII (2), 95-222 (Kennedy, 2009) • Hsu, J., & Hasmath, R. (Eds.). (2013). The Chinese Corporatist State - Adaption, Survival and Resistance. Oxon & New York Routledge Taylor & Francis Group (Hsu & Hasmath, 2013) <p><u>Activities (besides lecture)</u></p> <ul style="list-style-type: none"> • News Corner • Students' Leading Seminar • Presentation of the research proposals & feedback
Week 7	Mid-term Exam
Week 8	<p><u>Goal of the lecture:</u></p> <p>Visit of the Chinese Mission to the EU and discuss China's politics with politicians</p> <ul style="list-style-type: none"> • Meet and greet with Chinese Policy makers • Discussion with First and Second Secretary <p><u>Reading 1 :</u></p> <ul style="list-style-type: none"> • Jinping, X. (2014). The Governance of China. Beijing: Foreign Languages Press, pp. 3-27 • Jintao, H. (2007). Hu Jintao's report at 17th Party Congress; Hold High

	<p>the Great Banner of Socialism with Chinese Characteristics and Strive for New Victories in Building a Moderately Prosperous Society in all. Beijing: China.org.cn.</p> <p><u>Questions for reading 1:</u></p> <ul style="list-style-type: none"> • How does Jinping’s politics distinguish from Jintao’s? • How do you describe Socialism with Chinese Characteristics? <p><u>Reading 2</u></p> <ul style="list-style-type: none"> • McNally, C. (2013). Refurbishing State Capitalism: A Policy Analysis of Efforts to Rebalance China’s Political Economy. Journal of Current Chinese Affairs, 42(4), 45-71(McNally, 2013) <p><u>Questions for reading 2</u></p> <ul style="list-style-type: none"> • How does China re-balance its economy? • What is the difference between liberalist- and state-steered economic politics • <p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> • Harvey, D. (2010). A Companion to Marx's Capital. London: Verso.
<p>Week 9</p>	<p><u>Goal of the lecture:</u></p> <ul style="list-style-type: none"> • Knowing about China's new global strategy: One belt one road, Asian Infrastructure Investment Bank, Made-in-China 2025 <p><u>Reading 1</u></p> <ul style="list-style-type: none"> • http://www.china.org.cn/chinese/2015-09/15/content_36591064.htm • http://usa.chinadaily.com.cn/opinion/2015-02/17/content_19610340.htm • https://en.wikipedia.org/wiki/One_Belt,_One_Road • http://english.gov.cn/2016special/madeinchina2025/ • http://www.aiib.org/ <p><u>Question for reading 1</u></p> <ul style="list-style-type: none"> • What is China’s new global strategy? <p><u>Reading 2</u></p> <ul style="list-style-type: none"> • Sharif, N., & Tseng, M. M. (2011). The Role of Hong Kong in Mainland China's Modernization in Manufacturing. Asian Survey, 51(4), 633-658. doi: 10.1525/as.2011.51.4.633 <p><u>Questions for reading 2</u></p> <ul style="list-style-type: none"> • What is the role of Hong Kong in modernizing industries in Mainland China? • Why does Hong Kong play a crucial role for Mainland China in terms of business? <p><u>Suggested Readings:</u></p> <p>Tsai, K. (2007). Capitalism Without Democracy: The Private Sector in Contemporary</p>

	<p>China. New York:</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • News Corner • Review for mid-term exam • Students' leading Seminar
<p>Week 10</p>	<p><u>Goal of the lecture</u></p> <ul style="list-style-type: none"> • Business Strategy for China - How to become successful with E-Commerce and Social Media • Learn about how Guanxi capitalism functions in China <p><u>Reading 1</u></p> <ul style="list-style-type: none"> • McNally, C. (2011). China's Changing Guanxi Capitalism: Private Entrepreneurs between Leninist Control and Relentless Accumulation. Business and Politics, 13(2), Article 5 <p><u>Questions for reading 1</u></p> <ul style="list-style-type: none"> • What does Guanxi mean? • What does Guanxi capitalism mean? <p><u>Reading 2</u></p> <ul style="list-style-type: none"> • Hofstede, G. (Cultures and Organizations). 1994. London: Harper Collins Business <p><u>Questions for reading 2</u></p> <ul style="list-style-type: none"> • What is the main challenge in the management for international companies? • How would you describe the 'country culture' of China? <p><u>Suggested readings</u></p> <p>Boden, J. (2008). The Wall Behind China's Open Door - Towards efficient intercultural management in China. Brussels: Academic and Scientific Publishers nv.</p> <p><u>Activities (besides lecture)</u></p> <ul style="list-style-type: none"> • News Corner • Students' Leading Seminar • Discussion on the readings
<p>Week 11</p>	<p><u>Goal of the lecture</u></p> <ul style="list-style-type: none"> • What is a good corporate strategy for China - Part 1 <p><u>Reading 1</u></p> <ul style="list-style-type: none"> • Story, J. (2010). China uncovered - What you need to know to do Business in China. Harlow: Pearson Education Limited Chapters 3-7 (Story, 2010) • Kennedy, S. (2003). The Price of Competition: Pricing Policies and the Struggle to Define China's Economic System. The China Journal(49), 1-30 <p><u>Questions for reading 1</u></p> <ul style="list-style-type: none"> • What is the risk for EU/US business in China in terms of competition?

	<ul style="list-style-type: none"> • What role does government intervention play in terms of competition? <p><u>Reading 2</u> Gallo, F. (2008). Business Leadership in China: How to Blend Best Western Practices with Chinese Wisdom: John Wiley & Sons, Chapter 3</p> <p><u>Questions for Reading 2</u></p> <ul style="list-style-type: none"> • What are the special leadership needs in China? • Why are leadership needs in China different to those of most European countries? <p>Suggested Reading</p> <ul style="list-style-type: none"> • Pearson, M. (2011). Variety Within and Without. In S. Kennedy (Ed.), Beyond the Middle Kingdom, Comparative Perspectives on China's Capitalist Transformation (pp. 25-43). Stanford: Stanford University Press. • Guosheng, D., & Kennedy, S. (2010). BIG BUSINESS AND INDUSTRY ASSOCIATION LOBBYING IN CHINA: THE PARADOX OF CONTRASTING STYLES. The China Journal (63). <p><u>Activities (besides lecture)</u></p> <ul style="list-style-type: none"> • News Corner • Students' Leading Seminar • Discussion on the readings • Students hand in research papers
<p>Week 13</p>	<p><u>Goal of the lecture</u></p> <ul style="list-style-type: none"> • What is a good corporate strategy for China - Part 2 <p><u>Reading 1</u></p> <ul style="list-style-type: none"> • Story, J. (2010). China uncovered - What you need to know to do Business in China. Harlow: Pearson Education Limited Chapters 1-2 + 8-9 (Story, 2010) • Story, J. (2010). Winning China's market, an SME investment guide. China advisory council, co-founded by the European Commission <p><u>Questions for reading 1</u></p> <ul style="list-style-type: none"> • What are the pros and cons to opening up a business in China? • What do you have to bear in mind in regard of your brand strategy for China? <p><u>Reading 2</u></p> <ul style="list-style-type: none"> • Gallo, F. (2008). Business Leadership in China: How to Blend Best Western Practices with Chinese Wisdom: John Wiley & Sons, Chapters 7-8 <p><u>Questions for reading 2</u></p> <ul style="list-style-type: none"> • What does leading from the heart mean? • What are different leadership styles in China? <p>Suggested readings:</p> <ul style="list-style-type: none"> • Garrick, J. (Ed.). (2012). Law and Policy for China's Market Socialism. London and New York: Routledge. • Yeung, H. W.-c. (2008). The handbook of research on Asian business. Northampton,

	<p>MA: E. Elgar.</p> <p><u>Activities (besides lecture)</u></p> <ul style="list-style-type: none"> • News Corner • Students' Leading Seminar • Summary of lectures in the light of learning goals in preparation for final exam
Week 15	Final Exam

5. Course Material

A reader will be made available. For further background information on China please read:

- Brown, K. (Ed.). (2014). China and the EU in Context. London & New York: Palgrave Macmillan.
- Joseph (Ed.), Politics in China. Oxford and New York: Oxford University Press.
- Naughton, B. (2007). The Chinese Economy Transitions and Growth. Cambridge & London: The MIT Press.

6. Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

Grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	Below 50	0-49

7. Course Assessment

The students will be evaluated on the basis of their performance as follows:

- | | |
|-----------------------|-----|
| ➤ News Corner | 10% |
| ➤ Research Proposal | 10% |
| ➤ Seminar leading | 20% |
| ➤ Written paper | 20% |
| ➤ Midterm examination | 20% |

➤ Final examination	<u>20%</u>
TOTAL	100%

8. Further description of assessment activities:

The lectures are divided into three parts:

1. News Corner
2. Lecture
3. Students' Leading Seminar

Each lecture will begin with a discussion of China's current economic news. Students are asked to provide a 10-minute summary of the news and engage the group in a discussion on current China economic topics. It is important that you visualize information e.g. in form of point slides for this exercise. You need to show that you are well informed, that you are able to present with the help of your notes and that you are able to involve your fellow students in an interesting discussion. It is not sufficient to just show a video of the news. To the contrary you need to elaborate on one or two current topics and make a link to the academic debates / topics addressed in the lecture. Furthermore you need to critically elaborate on the news e.g. have different countries such as US, EU or Chinese reported differently on the very same topic? You should engage your fellow in a critical discussion and motivate them to share their discussion points with the group. Everybody is of course encouraged to follow the news on China weekly to be prepared for the discussion.

After the news-update, the lecturer will provide an overview and analysis of the respective the topic. You will need to prepare for this lecture with the help of the reading so that you are able to follow the lecture and pose questions. On a regular basis we will elaborate on the readings with a number of group exercises, e.g. minute papers and reading tests.

The remaining time of the lecture is dedicated to student's presentations (leading seminar exercise) and/or in-class exercises to further elaborate specific perspectives on the lecture topic. Each week a group of students will lead the seminar by preparing a presentation on the basis of the weekly lecture readings. You should evaluate the literature and be able to criticize certain assumptions and arguments. You will give a short presentation of the seminar readings and lead discussions in the class. The group presentation a) introduces the main points that the article raises; b) raises up to 4 questions emerged by the reading of the article; c) steers discussions in class about the reading. For the discussion you should pose and answer questions, and motivate your fellow students to contribute and summarize the main discussion points.

In the research paper you will be able to apply and show what you have learned throughout the course. You will elaborate on a China business-oriented problem and frame it in a greater societal or international context. In your 3000 words papers you have to compare and contrast at least two arguments by well-known authors in the field of your topic. You should critically analyze the debates and defend one interpretation over the other. The paper is due for in **week 11**. Please discuss the subject matter and elaborate the topic with the help of a research question.

In order to successfully write a research paper you are asked to write a research proposal by week 5. This proposal will serve as a basis for your final paper. In the proposal you will define your research topic and explain how you will collect information to analyze your topic. Moreover you will lay out a time plan in which you show each step of your analysis. It is a first step to engage in the topic, to define your research goals and to get acquainted with the literature. It also supports you to develop a timeline.

9. Grading Rubrics

Each exercise will be graded on the basis of the following criteria:

Rubric News Corner

	0-1	2-3	4-5
Structure of the presentation	The presentation lacks focus and it is poorly or barely structured.	The presentation shows an overall good ability to structure the argument clearly and logically, although with some flaws.	The presentation is well-structured and well-planned. The presentation revolves around a clear focus and a logical and well-identified purpose.
Ability to individuate and synthesize core elements	Sufficient or barely sufficient levels of engagement and understanding	Information and core elements of the topic could have been more succinctly or clearly identified	The presentation draws on an advanced knowledge of both empirical background. Core elements are clearly identified and well synthesized
Ability to grasp complex dynamics	The presentation uncritically tackles the problem at hand	Knowledge and understanding of the topic are not always accompanied by an analytical and critical approach to the topic.	The presentation reveals a good critical understanding of the topic under enquiry

Presentation skills	The presenter has some (or major) problems in managing the time at his/her disposal and to address questions from the audience. Unclear PPT	Skills could be further improved (ability to manage anxiety and timing; minor terminological lacuna). Overall good engagement with the audience. Overall good PPT	Time management is respected. Very good ability to address questions from the audience. Good and clear PPT
Discussion	The presenter has not prepared questions for discussion The presenter hardly engaged with fellow students Questions are not answered or clarified Summary of crucial discussion points was insufficient	The presenter has prepared questions but the engagement with the audience could be improved Questions addressed from the audience were answered but not further elaborated on, Summary of the discussion was correct	Prepare questions for discussion Motivate students to engage in the discussion Take account of discussion points for clarification Summarize crucial discussion points

Seminar Leading

Descriptor	Excellent 4-5	Satisfactory 2-3	Unsatisfactory 0-1
Presentation skills	Very well structured; focused and clear presentation Good use of visual aid (where provided)	Well-structured, mostly focused presentation. Appropriate visual aid (where provided)	Disorganized and unclear presentation. Visual aid is not used or organized at best (where provided).
Leading discussion	Very good leading questions; shows authority and easiness in steering debates	Overall engaging leading questions; confidence in steering debates	Uncertainty and discomfort in leading debates; the leading questions fail to intercept the audience's interest.
Engagement with the audience	Relevant follow-up questions; ability to steer the debates and to keep the audience engaged	Overall good ability to steer discussions and to invoke some discussions	Inability to steer the debates and to engage with the audience
Content	The student identifies the relevant arguments of the readings and makes a link to current debates Student places the reading in a wider academic context	The student identifies the relevant arguments and makes a link to the current debates Ability to place reading in a wider academic context could be improved	Difficulties to identify arguments, link it to current debates Fails to place reading in a wider academic context Inability to critically evaluate the literature

	The student compares, contrasts and synthesizes the main authors and arguments It evaluates strengths and weaknesses of the literature	The student is able to compare and synthesis some of the arguments but does not comprehend the full scope of the rationale Able to point at strengths and weaknesses of the literature but is not able to further elaborate on it	
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The research proposal

	0-1	2-3	4-5
Research puzzle and research question	The object of the research is not clearly identified and presented. No clear research question.	The relevant components of the research puzzle are not clearly identified. The research question needs to be further sharpened and refined.	The puzzle of the research is clearly identified. The research question is relevant and has good potential.
Proposed conceptual or theoretical framework	No theory/concept introduced.	The selected theory/concept does not fit well the proposed analysis or is under-identified.	The selected theory/concept fits well the proposed analysis.
Structure and outline	Major flaws and gaps in the structure of the proposal.	Some flaws and gaps in the structure of the proposal.	Solid and clear structure. The proposal is complete in all components.
Preliminary list of reference	No or insufficient academic source included.	Not all sources identified are good for developing the paper. Mostly policy-oriented sources.	Promising list of reference, including both academic and policy oriented sources.
TOTAL			/20

Written Paper

Criterion	Description	Points
Introduction and Research	Explain Choice of Topic and why it is academically relevant	/2
	Context of topic within the academic debate / identifying briefly the gaps in the literature	/2

Criterion	Description	Points
Question / Statement / Puzzle (/8 Points)	that this paper is addressing/filling Clear and Concise Research Question / Research Statement	/2
	Outline of structure of the paper and main argument	/2
Literature Review (/4 Points)	The literature review identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the student's own topic in the wider academic context	/1
	It compares, contrasts and synthesizes the main authors and arguments	/1
	It evaluates strengths and weaknesses of the literature and identifies the gaps the student's paper addresses	/1
	Based on the Literature Review, the student chooses a clear theoretical/conceptual framework to be applied in the analysis part of the paper	/1
Methods (/10 Points)	The student chooses and justifies an appropriate method to tackle the research question	/5
	The student demonstrates the ability to select and present suitable data for the analysis	/5
Analysis / Discussion (/20 Points)	Extensive Analysis and Arguments supported by facts, empirical examples and up-to-date data	/5
	Wide use and synthesis of sources and references to support key arguments directly addressing the research question	/5
	Application of conceptual and theoretical frame-works	/5
	Critical and dialectic (thesis/antithesis/synthesis) evaluation of strengths and weaknesses of core assumptions and arguments of other authors in non-prejudicial and open-minded manner	/5
Structure (/8 Points)	The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis	/4
	A coherent line of argumentation, linking theories and empirical examples back to answering the main research question.	/4
Originality of Thought (/5 Points)	The paper highlights a level of deep reflection of research, leading to arguments and ideas that go “beyond the obvious”.	/5
Formal Aspects (/10 points)	Correct use of language (spelling, grammar, expression)	/3
	Correct citation and bibliography	/3
	Appropriate Number of Sources	/4
Conclusions (/10 points)	Stating in clear and succinct manner the result of the analysis and main answer to the research question	/4
	Critical, open-minded and non-defensive evaluation the validity of the student's own arguments and results to explore further avenues of research	/6
TOTAL	Final and Overall Comments:	Total

10. Academic Honesty Statement

Academic dishonesty is **NOT** tolerated in this course. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

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