



**GEORGETOWN UNIVERSITY**  
**School of Continuing Studies**

## **China's Rise to Global Power BLHS 415-40**

**Course Dates:** May 18 to August 16, 2020

**Time:** Thursdays 5:15 to 8:15 pm

**Location:** This is an online course that meets once a week via Zoom video conferences. Zoom tutorials are available at <https://uis.georgetown.edu/zoom/> Course content is organized and managed using the Canvas LMS. To learn more about Canvas, please consult the Canvas instructional videos at [canvas.georgetown.edu/student-resources](https://canvas.georgetown.edu/student-resources)

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**Office hours:** by appointment using Zoom conferencing

### **Course Description**

Will the 21st century be China's century? Are we headed for a Chinese-led global order? Conflicting opinions abound on what the future holds for China, but key elements of the present picture are not in doubt: one, China is the leading economy in Asia, the world's most dynamic region, accounting for about 60% of global growth; two, China is following a clear strategy to promote innovative technologies at home and extend its business, trade, and investment interests abroad both regionally and globally; and, three, understanding China with its unique development path, rapid transformation, and expanding presence worldwide is essential for all Americans, particularly next-generation job seekers in a range of fields from cybersecurity to law, business, IT services and emerging technologies such as AI, facial recognition, and robotics. "China's Rise" helps explain China beyond the headlines: how its economy grew so big so fast, what is distinctive about its policies, practices, and institutions today, and what its chances are to win the race for technology dominance in the years ahead.

# Course Learning Objectives

The student who has mastered the content of this course will be able to:

1. describe what makes China a distinctive society: historical patterns, geographic setting, system of governance, and economic model;
2. discuss the opening phase of China's digital revolution, the growth of China's Internet giants, and their place in the global business arena today;
3. cite statistical evidence to support arguments on China's likely business/economic future and to evaluate the reliability of secondary sources reporting on China;
4. discuss and debate in clear-eyed fashion the Chinese concept of Internet sovereignty and differing perspectives internationally on privacy, dissent, business ethics, and use of surveillance technology;
5. explain the strategy and specifics behind China's push for next-generation digital technologies;
6. understand the climate of business innovation in China today and distinctively Chinese marketing techniques;
7. provide knowledgeable input to debates on how to manage U.S.-China cybersecurity friction and the race for digital dominance; and
8. produce a well-written, mature research paper that presents a logical argument backed by solid evidence from reliable sources.

## Assigned materials and course requirements

There is no single, required text for the course; in essence, we will be writing our own. Assigned materials, listed week by week on the Canvas site, will consist of articles/book chapters available through Lauinger e-reserves; reports/studies accessible through online links; and videos of conferences, book talks, and interviews.

You are expected to attend all lectures. You are expected to spend 5-6 hours per week before each class doing the readings, watching assigned videos, and posting discussions on Canvas so that you can contribute to in-class discussion and debate. **Be sure to check the Canvas course site each week** for updated sources; the course topics (e.g., tech companies and the coronavirus, Huawei) are dynamic and fast-changing. "China's Rise to Global Power" is of compelling importance to the global future. I can almost guarantee that you will enjoy the time you spend studying course materials and the sense of satisfaction you'll feel at your growing China expertise.

The foundational work of the course in the early weeks will enable you to home in on a specialized research topic to be selected by week 8 from a list I will post on Canvas. You will have a chance to share your research findings with other students in a 10-15 minute presentation

during the final class session. The basis for grading research papers is as follows: written expression (grammar/spelling/word use) =20%; organization (clarity of thesis statement/logical construction of argument)=30%; evidence (use of solid, carefully considered data in support of main points)=30%; and creativity (original observations and broad insights derived from deep understanding of course material)=20%. Note that the discussion posts will be graded with the same weight given to written expression, organization, evidence and creativity, but with the emphasis here on succinct answers to posted discussion topics.

***Summary of course requirements:***

- Short essays: before coming to class, students will highlight the main points in the week's readings/viewings either in a brief essay (about 500 words) posted on Canvas or in preparation for in-class debate. Your careful preparation will be supplemented and reinforced by my lectures and Q and A in class.
- China Now: Each week--starting with Week 2--students will come to class with a China-related article to share, a good way to broaden awareness of source materials and stimulate discussion and debate.
- Quiz: one factual-knowledge-based quiz mid-way in the course.
- Research paper: In lieu of a final exam, students will write an 8-10 page research paper that relies primarily on course materials for evidence and interpretation. I will post the research topics in Week 8 of the course.<sup>1</sup>

***Grading***

- Discussion posts=30%
- China Now and participation in classroom debates=30%
- Quiz=10%
- Research paper=30%

The course grading system is as follows:

93-100%=A, 90-92%=A-  
87-89%=B+, 83-86%=B, 80-82%=B-  
77-79%=C+, 73-76%=C, 70-72%=C-  
67-69%=D+, 60-66%=D, Below 60%=F

## **Course Schedule**

18-10 pages, 12 point, Times New Roman font, double spaced with standard 1" top and bottom/1.25" left and right, using standard citation systems, e.g., Turabian's *Student's Guide to Writing* or *The Chicago Manual of Style*.

Week	Topic	Preparation	Output
1	<p>Syllabus review: what you can expect to learn from the course</p> <p>China Briefing China in a nutshell: history, geography, political system, economic model</p>	<p>Arthur Kroeber, <i>China's Economy: What Everyone Needs to Know</i>, Chapter I: "Overview: China's Political Economy"</p> <p>Nikkei Asian Review "The Year of the '9'" <a href="#">Xi's prediction of a cursed year came true</a></p>	none
2	<p>China's command economy, 1949-1979: prioritizing industry, collectivizing agriculture</p>	<p>Barry Naughton, <i>The Chinese Economy</i>, "The Socialist Era, 1949-1978: Big Push Industrialization and Policy Instability," 55-67, "Rural Organization," "The Chinese Village," "Agricultural Collectives," 231-240, and "The Socialist Era," 69-83</p>	China Now article for class discussion
3	<p>Transitioning from Command to Market Economics</p>	<p>Kroeber, Chapter 2: "Agriculture, Land, and the Rural Economy"</p>	<p>China Now article</p> <p>Quiz on China briefing summarized in P.Harrell Powerpoint</p>
4	<p>Industrialization and Urban Growth</p>	<p>Kroeber, Chapters 3 and 5: "Industry and the Rise of the Export Economy" and "The Enterprise System"</p>	<p>China Now article</p> <p>Discussion board post on assigned materials</p>

		<b>Urbanization changing China</b> <a href="#">The Heat: Urbanization changing China Pt 1</a>	
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5	<b>How the Internet got its start in China and grew---fast</b>	<p>Yongming Zhou, “China and the Internet: Proactive Development and Control,” in <i>Historicizing Online Politics</i></p> <p>IMF, “The Long and the Short of the Digital Revolution,” <a href="#">The Impact of Digital Technology on Society and Economic Growth - IMF F&amp;D Magazine - June 2018   Volume 55   Number 2</a></p> <p>CNNIC (China Internet Network Information Center) 44th Statistical Report on Internet Development (to be released Mar-April)</p>	<p><b>China Now article</b></p> <p><b>Discussion board post on assigned materials</b></p>
6	<b>Replicate then innovate: building a uniquely Chinese digital ecosystem</b>	<p>Duncan Clark, <i>Alibaba: The House that Jack Ma Built</i>, chapters 4, 5, 7.</p> <p>David Wallerstein, Tencent Chief eXploration Officer explaining WeChat,</p>	<p><b>China Now article</b></p> <p><b>Discussion post on assigned readings</b></p>

		<p>QQ, and gaming  <a href="#">Tencent's Chief eXploration Officer, David Wallerstein on WeChat, QQ, and Gaming</a></p> <p>Brookings, "China's Online Payment System: Revolution, Evolution or Passing Fad" (June 17, 2019)  <a href="https://www.youtube.com/watch?reload=9&amp;v=iHMilhVCszY">https://www.youtube.com/watch?reload=9&amp;v=iHMilhVCszY</a></p>	
7	China's e-commerce companies: marketing to Chinese consumers at home and abroad	<p>Nanjing Marketing Group  <a href="https://www.nanjingmarketinggroup.com/en/blog/category/newsletter">https://www.nanjingmarketinggroup.com/en/blog/category/newsletter</a></p> <p>"How Technology is Changing Rural China"  <a href="https://www.cnbc.com/2018/11/30/how-technology-is-changing-rural-china.html">https://www.cnbc.com/2018/11/30/how-technology-is-changing-rural-china.html</a></p>	<p>China Now article</p> <p>Discussion post</p>
8	Promoting the Internet/patrolling its users: domestic rules, tools, and regulations	<p>Josh Chin, "Next-Level Surveillance: China Embraces Facial Recognition" (Wall Street Journal) <a href="#">Next-Level Surveillance: China Embraces Facial Recognition</a></p> <p><b>Jennifer Pan,</b></p>	<p>China Now article</p> <p>Prepare for in-class debate.</p> <p>Check Canvas for additional/updated sources and questions to consider.</p> <p>Come to class with</p>

		<p><b>Stanford University HAI 2019 <a href="#">Stanford HAI 2019 - Jennifer Pan</a></b></p> <p><b>Samm Sacks, “Beyond Worst-Case Assumptions on China’s Cybersecurity Law” <a href="#">Beyond the Worst-Case Assumptions on China's Cybersecurity Law</a></b></p> <p><b>Rogier Creemers (interview): <a href="#">Interview with Dr. Rogier Creemers: AI + Social Credit + Algorithmic Governance + Cybersecurity + VPNs</a></b></p>	<p>preliminary proposal for research topic</p>
9	<p><b>China’s tech companies and the coronavirus</b></p>	<p><b>Nikkei Asian Review, <a href="#">China's giant tech companies join fight against deadly coronavirus</a></b></p> <p><b>Wall Street Journal <a href="://www.wsj.com/articles/china-marshals-the-power-of-its-surveillance-state-in-fight-against-coronavirus-11580831633">://www.wsj.com/articles/china-marshals-the-power-of-its-surveillance-state-in-fight-against-coronavirus-11580831633</a></b></p>	<p><b>China Now article</b></p> <p><b>Prepare for in-class debate</b></p> <p><b>Check Canvas for additional/updated sources and questions to consider</b></p>
10	<p><b>China’s “Made in China 2025” strategy: challenges/opportunities for MNCs</b></p>	<p><b>Scott Kennedy, “Made in China 2025” (CSIS) <a href="#">Made in China 2025</a></b></p> <p><b>Henrik Christensen, Congressional</b></p>	<p><b>Prepare for in-class debate</b></p> <p><b>Check Canvas for additional/updated sources and questions to</b></p>

		<p>Testimony, “China’s Pursuit of Next-Frontier Tech: Computing, Robotics and Biotechnology” (2017) <a href="#">1. Introduction</a></p> <p>John Costello, “Chinese Efforts in Quantum Information Science” (2017) <a href="#">1. Introduction</a></p> <p>2020 AmCham China Business Climate Survey</p>	consider
11	5G and the case of Huawei	<p>“Huawei and Telefunken: Communications enterprises and rising power strategies” (Australian Strategic Policy Institute, 2017) <a href="#">Huawei and Telefunken: Communications enterprises and rising power strategies</a></p> <p>Defense Innovation Board, “The 5G Ecosystem: Risks and Opportunities for DoD” (April 2019) <a href="#">THE 5G ECOSYSTEM: RISKS &amp; OPPORTUNITIES FOR DoD</a></p> <p>“Huawei’s Undersea</p>	<p>Prepare for in-class debate</p> <p>Check Canvas for additional/updated sources and questions to consider</p>



		<p>Cables: Huawei’s Ace in the Hole?” <i>Asian Nikkei Review</i> <a href="#">Undersea cables -- Huawei's ace in the hole</a></p> <p>US may subsidize Huawei alternatives <a href="#">US may subsidize Huawei alternatives with proposed \$1.25 billion fund</a></p>	
12	<p>China’s Belt and Road Initiative (BRI) and the 21st century digital Silk Road</p>	<p>"China's Belt and Road: The new geopolitics of global infrastructure development" (April 2019) <a href="#">China's Belt and Road: The new geopolitics of global infrastructure development</a></p> <p>“From Silk Threads to Fibre Optics: The Rise of China’s Digital Silk Road” <a href="#">From silk threads to fiber optics: The rise of China's digital silk road</a></p> <p>Jonathan Hillman, “War and Peace on China’s Digital Silk Road,” CSIS <a href="#">War and PEACE on China’s Digital Silk Road</a></p>	<p>Prepare for in-class debate</p> <p>Check Canvas for additional/updated sources and questions to consider</p>
13	<p>U.S.-China Contentious interactions:</p>	<p>Interview with Craig Allen, President of</p>	<p>China Now article</p> <p>Discussion board</p>

	<p>business/trade/technology</p>	<p>U.S./China Business Council <a href="#">Interview with Craig Allen, president of U.S.-China Business Council</a></p> <p>Kai-fu Lee, <i>AI Superpowers: China, Silicon Valley, and the New World Order</i>, Chapters 1,2,3,5</p> <p>Jack Goldsmith, "The United States is Losing the Digital Cold War" <a href="#">Jack Goldsmith: "The United States is Losing the Digital Cold War"   Talks at Google</a></p>	<p>post</p> <p>Check Canvas for additional/updated sources</p>
<p>14</p>	<p>U.S.-China contentious interactions: cybersecurity</p>	<p>Adam Segal, "China as the Most Active Shaper of the Cybersecurity Space," <a href="#">China As The Most Active Shaper Of The Cybersecurity Space</a></p> <p>Rail cars and national security <a href="#">Railcar manufacturer CRRC a target in US-China trade war</a></p> <p>Brookings, Ruling the world with AI <a href="https://www.brookings.edu/blog/future-development/2020/01/17/whoever-leads-in-artificial-">https://www.brookings.edu/blog/future-development/2020/01/17/whoever-leads-in-artificial-</a></p>	<p>China Now article</p>

		<a href="https://www.bbc.com/news/technology-55111111">intelligence-in-2030-will-rule-the-world-until-2100/?utm_campaign=Global%20Economy%20and%20Development&amp;utm_source=hs_email&amp;utm_medium=email&amp;utm_content=82477471</a>	
15	Presentation of final research papers		Presentation of final research papers

## Course-specific and Georgetown-Standard Practices

### Course management

**Late assignments and absences:** Late assignments may be accepted on a case by case basis with evidence provided for the delay (e.g., a doctor’s note). All other late submissions will be subject to point deductions.

Regarding absences: since we have only a limited number of sessions in which to cover a lot of important material, it is essential that you plan to attend each and every class. From a practical standpoint, too, the participation grade obviously depends on being present and contributing to discussions. Work conflicts, illness, and other emergencies will be treated sympathetically, but more than three absences during the semester will negatively impact your final grade.

**Communications:** I check emails frequently. If you have a concern and send me a message, either to my Georgetown email or through Canvas, you can expect a rapid response. You may also arrange a conversation using Zoom.

Announcements will be posted on Canvas on a regular basis. Please check announcements when you log in as they will contain important information about upcoming projects and assignments.

**Respect guidelines:** To promote the highest standard of liberal thought, Georgetown asks each student to respect the opinions of others and respond courteously both in class and online. The topics in this course are often controversial and debate is a good thing, but the language of

discourse must be uniformly respectful. For a full discussion of SCS student conduct expectations please review the policy found in the **Bachelor of Arts in Liberal Studies Undergraduate Bulletin**. For questions about the Code of Student Conduct, please review the information provided by the **Office of Student Conduct**.

**School closings:** During inclement weather or another emergency on a day when we are scheduled to meet, check the university's website or call 202-687-7669 for information on whether the university is open. If it is, the class will meet. If the university is closed, the class will meet via Zoom conferencing. Check your email for a message from me on details. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

**Disabilities:** If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or [arc@georgetown.edu](mailto:arc@georgetown.edu). This must be done before the start of classes to give the Center time to review documentation.

**Technical requirements:** Be sure to consult the Canvas instructional videos at [canvas.georgetown.edu/student-resources](https://canvas.georgetown.edu/student-resources) before the start of class so you are fully up to speed on how to navigate the website. For 24-hour Canvas support by phone, call the Canvas Support Hotline at 855-338-2770.

## **Georgetown ethical/legal guidelines and support services**

**Academic integrity:** All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the following documents available at <http://scs.georgetown.edu/academic-affairs/honor-code> : Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course may be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge as follows:

*he pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: to be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

**Copyright:** The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes. More information about intellectual property and copyright can be found here:

<https://www.library.georgetown.edu/copyright> More information about computer acceptable use policy and intellectual property can be found here: <https://security.georgetown.edu/it-policies-procedures/computer-systems-aup>

**Religious observances:** Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

**Title IX at Georgetown:** For a full discussion of Title IX, see <https://titleix.georgetown.edu/> As part of the Title IX provisions, Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

More broadly, Title IX prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. Information about campus resources can be found at <https://sexualassault.georgetown.edu/get-help> and importantly include Jen Schweer, MA, LPC at (202) 687-0323 and Erica Shirley, Trauma Specialist at (202) 687-6985. For general counseling services see [Counseling and Psychiatric Services](#) 202-687-6985.

**Academic/library support services:** SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

[Academic Resource Center](#) 202-687-8354 | [arc@georgetown.edu](mailto:arc@georgetown.edu)  
Of special importance to BLHV-01 is Georgetown's Writing Center  
<https://writingcenter.georgetown.edu/>

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, Canvas, etc.). This service is available to currently enrolled students who need assistance

with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.