



**CHINA IN THE WORLD ORDER:
AN EXTRAMURAL PERSPECTIVE
AMES 300 level SK (cross-listing
with Literature)
Spring 2017**

Dates / contact hours:	300 minutes of contact time per week for 7 weeks
Academic Credit:	1 course
Areas of Knowledge:	CZ, SS suggested
Modes of Inquiry:	CCI, EI suggested
Course format:	seminar: lectures, in-class discussions, personal reflections
Class size:	capped at 18 students

Instructor's Information

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Prerequisite(s), if applicable

No prerequisites

Course Description

From economic and financial competition to ecological concerns, from its political influence to the changing configuration of the world order we used to know, China's rise today has profound global implications. To understand the re-emergence of China and its ideological meaning, especially its triumphalism, students need to grasp the radical transformation of the world order propelled by capitalist modernity and European and Japanese imperialism, the Cold War, and neoliberalism. Starting with the emergence of Atlantic

commercial circuits in the sixteenth-century to the two Opium Wars, and from the Opium Wars to the Pacific Century, one of the distinctive features of the world order is the disposability of human lives, as in the genocide of the indigenous population, the enslavement of dark bodies, and the transport of coolies across continents. China as “the sick man of Asia” needs to be apprehended in the contexts of imposed unequal treaties and Japanese invasion that culminated in a strong sense of national humiliation. In short, China’s modern history is entangled with the process of “westernization,” including Japan’s own imitation of it. China’s rise in the era of globalization signals a larger shift towards “de-westernization”—a process of critiquing eurocentrism but not rejecting capitalism’s underpinning logic of progress and developmentalism. In East Asia, China’s re-emergence challenges the hegemony of postwar U.S.-Japan alliance, the Cold War alignments of the cross-strait relations, and the divided system in the Korean peninsula. The course examines China’s place in the changing world order from a regional and global perspective.

A highly interdisciplinary course with a strong emphasis on philosophy, critical theory, and geo-cultural politics, some of the key issues we will discuss with a focus on China include: the Inventions of Asia and Latin America, Westernization and De-Westernization, Modernity/Coloniality, the Geopolitics of Knowledge, Womanhood and Feminism, Decoloniality and De-growth, etc. We realize that not all students will have training in critical theory and we will conduct the course with a combination of faculty explication and student presentation and will be highly interactive and conversational. We will also use media such as film, photography, interviews, etc., to facilitate student learning. At the end of the seminar, students should acquire key concepts in understanding not only China’s place in the world, but also the transformative process of the world order itself.

Course Goals / Objectives

After successfully completing this course, students should:

- Display evidence of knowledge of the formation of the World Order during and after the Cold War.
- Have a sound grasp of different academic and public sphere discourses (oral, written, visual) and to the making and unmaking of world orders.
- Appreciate and be able to articulate the political, social, economic, and cultural relevance of power differentials in the making and unmaking of world orders.
- Be able to identify a range of thematic concerns for the scholars in various disciplines related to students’ own field and personal interests and passion.
- Be able to engage in interdisciplinary conversations, which means to be conversant with fields other than students’ own.

Required Text(s)/Resources

No textbook. Please see weekly schedule below. All readings will be uploaded to Sakai Resources and available in the library.

Recommended Text(s)/Resources

Readings and videos will be provided by the professors and uploaded onto the Sakai site. Prior consultation with Duke and Duke Kunshan University library staff will ensure that all required and subsidiary materials will also be available in the DKU library.

Additional Materials (optional)

Any additional materials will be provided by the instructors.

Course Requirements / Key Evidences

Students are expected to attend class, do all the assigned readings, and watch all the videos. The students are expected to post short weekly reflections, participate in seminar discussions, ask for clarification on unfamiliar theories, and write required midterm and final paper.

Technology Considerations, if applicable

Sakai site, video capabilities in classroom

Assessment Information / Grading Procedures

GRADING PLAN

1. Attendance and Participation (25%)
Students are required to come to class fully prepared to discuss reading and viewing materials. Because this is a significant part of the course grade, a detailed explanation will be given to students regarding what constitutes expected participation and how points will be assigned.
2. Weekly Reflections (30%)
Students are expected to post weekly responses on the Sakai Forum, based on their *personal* reflection on the readings/viewings (800-1,000 wds).
3. Midterm (20%)
Reflexive or creative writing related to the topics under study. This can be in the form of a letter, an op ed., or a dialog.
4. Final paper (25%)
A 10 to 12-page research paper on a chosen topic with consultation with the instructors. This can be an extension from the midterm.

Grading guidelines (rubrics) will be provided for all assignments. Particular attention will be paid to explaining what is expected for in-class participation, weekly reflections, and other forms of pedagogy with which students may not be familiar.

Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

This course will be of interest to students of various backgrounds. Each may come with her or his own personal interests and objectives but the course fosters deep exchanges among these students to help them consider the history, politics, economics, and sociology of China's place in today's world. Guidance on group work and class participation will be provided for students not accustomed to an open discussion style of teaching and learning. EFL students will be encouraged to consult with the writing and oral communications instructors for strategies on reading, writing, listening, and presenting in English.

All aspects of the experience, from in-class discussions to group presentations to library work, will be accomplished with attention to intercultural sensitivity and awareness of global cultural diversity. Professor Mignolo has taught in Hong Kong and Professor Ching has taught in Japan and both have extensive experience with international students at Duke and elsewhere.

Course Policies and Guidelines

- **Course Policies**

Instructors' expectations for all assignments and activities will be made as explicitly as possible, given the likelihood of a wide range of background conventions and habits among the students. The Duke Kunshan University Community Standard will be discussed and adhered to.

- **Academic Integrity**

Each student is bound by the academic honesty standard of the Duke Kunshan University. Its Community Standard states: "Duke Kunshan University is a community composed of individuals of diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity." Violations of the DKU academic honesty standard will not be tolerated. Cheating, lying, falsification, or plagiarism in any practice will be considered as an inexcusable behavior and will result in zero points for the activity.

- **Attendance**

Students are responsible for all the information presented in class. As indicated above, class attendance and participation are important components of the grade.

- **Make-up work**

Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with DKU policy. You must notify the instructor in advance if you will miss an exam or project deadline. Documentation from a health

care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.

- **Appropriate or inappropriate use of cell phone, laptop, or other technology during class**
Students are allowed to use their laptops, iPads, and smart phones to access course-related web materials during class.

Tentative Course Outline or Schedule

Week 1: **Why Columbus and not Zheng He?**

Examine the historical conditions of the divergence between China and the West.

--YouTube Video: "The Conundrum of Admiral Zheng He and Christopher Columbus,"

<https://www.youtube.com/watch?v=2x6vX7lhRQ>

--YouTube Video: "Who Discovered America?" <https://www.youtube.com/watch?v=MAOV09Q0C-M>

--YouTube Video: "Columbus Didn't Discover Us,"

https://www.youtube.com/watch?v=9Aw1gMa_i9c

--"The Difference in 'Discovery and Invention' of the Americas: Looking at National Identities from a View of Decoloniality," <https://interamericanstudies.wordpress.com/2013/04/09/the-difference-in-discovery-and-invention-of-the-americas-looking-at-the-national-identities-from-a-view-of-decoloniality/>

Week 2: **From the Dark Side of the Renaissance to the Decline of the Empire-Nation**

Examine the myth of eurocentrism and the fall of the Chinese empire.

--"Introduction: On Describing Ourselves Describing Ourselves: Comparatism, Differences, Pluritopic Hermeneutics," and "Putting the Americas on the Map: Cartography and the Colonization of Space," in W. Mignolo, *The Darker Side of the Renaissance*.

--"The Empire/Nation-State Binary and European 'World History'," in WANG Hui, *China From Empire to Nation-State*.

Week 3: **The Invention of Latin America and the Making of Asia**

Examine the theoretical and political formation of "areas" by European, American, and Japanese empires.

--"The Americas, Christian Expansion, and the Modern/Colonial Foundation of Racism," in W. Mignolo, *The Invention of Latin America*.

--"How Does Asia Mean," Part 1 & 2, SUN Ge, *Inter-Asia Cultural Studies*.

--"Japan in Asia," L. Ching, entry in *Blackwell A Companion to Japanese History*.

Week 4: **Postwar America in Asia**

Examine postwar American hegemony in Asia during the Cold War and beyond.

--"America' as desire and violence: Americanization in postwar Japan and Asia during the Cold War," YOSHIMI Shunya, *Inter-Asia Cultural Studies*.

-- "Revolution Abroad: Latin America, Vietnam, China," Senator J. William Fulbright, *The Arrogance of Power*.

--Selections from Juan Bosch, *Pentagonism: A Substitute for Imperialism*.

Week 5: **Dewesternization and Rewesternization**

Examine post-Cold War geopolitics: rise of Asia and reassertion of the West.

--Video, "Asia, the West and the Logic of One World," Interview with Kishore Mahbubani
<https://www.youtube.com/watch?v=sCXCjpk2MAY>

--"Introduction" and "De-westernization, the return of history," Kishore Mahbubani, *The New Asian Hemisphere: Irresistible Shift of Global Power to the East*.

--Henry Kissinger, "The Multiplicity of Asia," in *World Order*.

--"The Clash of Civilizations," Samuel Huntington, *Foreign Affairs*.

-- "Soft Power," Joseph Nye, *Foreign Affairs*.

Week 6: **Can or Cannot China Rule the World?**

Examine the rise of China and its implications for the new world order.

--TED Video: "A Tale of Two Political Systems," Eric X. Li
https://www.ted.com/talks/eric_x_li_a_tale_of_two_political_systems?language=en

--TED Video: "Understanding the Rise of China," Martin Jacques.
https://www.ted.com/talks/martin_jacques_understanding_the_rise_of_china?language=en

--YouTube video: "Martin Jacques Interview on Chinese Dream,"
<https://www.youtube.com/watch?v=ksAmik4cc7k>

--"Sinomania and Capitalism," "A Post American World?" and "Global Crisis," Ho-Fung Hung, *The China Boom: Why China Will Not Rule the World*.

Week 7: Degrowth and Decolonial

Examine various emancipatory and egalitarian methods of being human.

--Video: "This Changes Everything," Naomi Klein <https://www.youtube.com/watch?v=Jdaxehd0cF0>

--"The Multiple Crises of Global Capitalism," and "The Alternative: Deglobalization," W. Bello, *Deglobalization*.

-- "Degrowth, Postdevelopment and Transition," Arturo Escobar http://www.degrowth.org/wp-content/uploads/2015/07/ESCOBARDegrowth-postdevelopment-and-transitions_Escobar-2015.pdf

We will have student presentations in the last class meeting as well.

Bibliography (optional)

9 February 2016 version for Robisheaux committee