



CIEE in Shanghai, China

Course name:	China's International Relations
Course number:	EAST 3004 SCGC / INRE 3001 SCGC
Programs offering course:	Shanghai Accelerated Chinese Language, Shanghai Business, Language and Culture, Shanghai China in a Global Context
Language of instruction:	English
Recommended Credit:	3 semester/4.5 quarter hours
Contact Hours:	45
Term:	Fall 2018

Course Description

This course offers an analysis of China's foreign policy and China's relations with the U.S. and other major players in international affairs, i.e. the EU, India, Japan and Russia, and consists of three interrelated parts: The first (the first five weeks) is a basic understanding of Chinese foreign policy. The second (the sixth and seventh weeks) discusses Sino-European, Sino-Indian, Sino-Japanese and Sino-Russian relations, with the most important third party (U.S.) factor taken into account. The third focuses on important issues in Sino-U.S. relations from a Chinese foreign policy perspective.

We start our introduction to Chinese foreign policy and China's relations with major powers on topics such as "Will Trump triumph in dealing with China" and "When the Dragon encounters the Eagle—China's challenge to Pax Americana." These will be followed by analysis on the new frontier, ideational sources and (conceived) material bases of China's foreign policy, as well as China's soft power gains and deficits. We will then explore the complexities of China's relations with major powers other than the U.S. Finally, we will discuss thematic topics on those issues that closely relate to U.S.—China relations.

The course offers an insider's view on the newest development in Chinese foreign policy, such as China's recent engagement in Africa and its implications for the West, especially the US, as the instructor has been engaging in policy relevant research for over a decade in China.

The course encourages very much active discussions and debates in the classroom. The reading materials for the course include sources from analysts inside and outside China.

Learning Objectives

(a) To develop a critical understanding of the foundation and content of Chinese foreign policy, as well as the interaction between China and other major players (especially the United States) of the world on global and regional levels and in different issue areas. Thus, we encourage students to challenge existing Western and Chinese views on different issues related to the course.

(b) To enable students to compare and contrast, on the one hand, between the Chinese (including the instructor's) and Western interpretations of Chinese foreign policy and relations; on the other, between various western analyses. Based on these, the students will build an ability to analyze critically how the differences in interpretations and perspectives might reflect comprehensively China's foreign relations.

(c) To help improve students to present (both vocally and in written form) their views on those issues of China's international relations, by means of classroom activities (discussions, debates, role plays, quizzes, and group presentations), and written assignments.



Course Prerequisites

Previous coursework in one of the following areas: political science, international relations, sociology, history, Asian studies or Macroeconomics

Course Requirements

Reading

Approximately 70-80 pages of academic works are required to be read every week, although this workload will be reduced during preparation for midterm and final exams. Since this course stresses the importance of your interpretation and analysis of the textual data, you will find beneficial to: 1) read the texts carefully; 2) underline the passages, sentences and words that you think are significant; 3) select several quotes that you believe are central to the works; 4) raise important ideas and/or questions in the seminar that have occurred during your reading; 5) listen carefully to and respond meaningfully to other students' and the instructor's exploration.

Oral Presentation

One group presenters of 2-3 persons will give presentations relevant to the week's topic in front of all seminar participants each week, so students can expect to give group presentation once during the semester.

You should decide upon your presentation topic within the first two weeks of the course.

Group presentations consist of: 1) presentation summary handout (one page), including list of works consulted, to be distributed to the instructor and other students before the presentation takes place; 2) oral presentation of about 15 minutes, with questions to the audience in the end; and 3) comments from other students and the instructor, and response from the presenting group.

The ABC criteria for being a good presentation: 1) your analytical skills shown in the presentation, referring to the logic and nuance of your arguments, as well as your ability to get others involved (an effective way of achieving so is presenting questions in the end of your presentation) (40%); 2) your build-up for the presentation, which can be seen from the data you carefully selected (they need to be significant and up-to-date) (40%); and c) the coherence of your presentation (20%)

Role play

Two role play excises will be arranged in the course. The first is about a big Chinese state-owned company's bidding for drilling right in an African country, and the other about the Six Party Talks on North Korean nuclear issue. Detailed description of the role plays is in the Weekly Schedule. The exercise takes about 40 minutes (10-15 minutes for your preparation and the rest for the role play itself).

Your performance in the role play is judged on the following factors: 1) Speech is clear with appropriate volume (20%); 2) Role is played in a convincing and consistent manner (20%); 3) Arguments and viewpoints expressed fit role played (20%); 4) Role-play is well prepared and organized (20%); 5) Role-play captures and maintains audience interest (20%).

You should sign up for role play within the first two weeks of the course.

Quiz



Four quizzes are administered in the semester. Each quiz consists of three parts as follows: reading an article of 3-4 pages (10 minutes), Q & A focusing on the content of the article (10 minutes), and discussion (10 minutes). You will get the article in the beginning of each respective class. All the articles are chosen to reflect the latest development in China's international relations, for instance, "Is G2 (the U.S. and China) feasible for the current international order?", etc.

Classroom debates

Classroom debates are to be arranged in two camps of students, debating between each other. Two classroom debates are to be scheduled during the course. Topics and time for debates are listed in the Weekly Schedule below. One of the essential aims for this arrangement is to give every student the opportunity of engaging each other actively.

Classroom debates comprise: 1) every student should choose one of the two camps; 2) students in each camp should present their camp's ideas (in two minutes) in the beginning of the debate; 3) the two camps engage in debates with one another, and individual involvement in the debate is an essential requirement.

Writing assignments

The preferred citation style at the CIEE Shanghai Study Center for footnotes and bibliography for all written assignments is the Chicago Documentary-Note Style (also called the Chicago Humanities Style) documentation system set by the University of Chicago Press.

Midterm essay

The take-home midterm exam essay **MUST** be emailed to the instructor by **Monday, Oct. 24**. The essay should be at least 2,000 words, in addition to a bibliography of works cited, and typed with a 12-point font in Microsoft Word. The topic of the essay can be selected from the following three: "China's soft power and US-China relations", "China's engagement in Africa—Implications for the West", and "Impacts of China's Nationalism on US-China relations". After choosing the topic, you might need to narrow down the exact title of your essay (though it should be closely related to your chosen topic), for the reasons spelt out in the "Criteria for being a good essay" below.

Final essay

The take-home final exam essay **MUST** be emailed to the instructor by **Monday, Dec. 12**. The essay should be at least 2,500 words, in addition to a bibliography of works cited, and typed with a 12-point font in Microsoft Word. The topic of the essay can be chosen from the following three: "My perception on China as an international player—Seeing from within Shanghai,"¹ "The Taiwan Factor in US-China relations", and "China's East Asian Policies and US-China relations". After choosing the topic, you might need to narrow down the exact title of your essay (though it should be closely related to your chosen topic), for the reasons spelt out in the "Criteria for being a good essay" below.

Important note for the structure and organization of both midterm essay and final essay (20%): an essay should start with an introduction that briefly indicates the importance of the issue(s) discussed and the proceeding of the essay, and ended with a conclusion, with several sections in between. You should also provide an abstract of about 100 words directly below the title. You are also required to provide footnotes and a list of the works consulted (5 works at least) (in the end of the essay).

Criteria for being a good essay: in addition to the structure and organization, you need to keep in mind the following criteria. 1) Your analytical skills, referring to how deep your analysis can reach (normally we do not encourage students to write on a very broad topic, for that would under most

¹ After 3 months' stay in Shanghai and the field trips offered by various courses, you would probably have a touch of feeling about the city and the country. You are encouraged to write the paper, based on your own experience in China, your contacts with the locals, with the instructors of various courses (including the teacher of this course), and consulting other academic and non-academic sources, and especially, relating to the week's instruction and readings on "China and the US—the Mutual Perception."



circumstances sacrifice the depth of your analysis) (40%); 2) originality of your views (10%); 3) your application of data, which could include the course reader, online sources, and (for some topics) interviewing Chinese people and CIEE faculty, etc.(30%)

Overdue work may be counted down by the professor up to 10 points.

Attendance

Attendance will be taken by the professor within the first fifteen minutes of each class. Class preparation and participation are important and will be considered in the determination of the final grade. No unexcused absence is allowed.

Methods of Instruction

Instruction methods include lectures, PowerPoint presentations, and group presentations, in addition to classroom debates on carefully selected topics, e.g.: Is China's engagement in the developing world a zero-sum game for the West?

Assessment and Final Grade

Class attendance & participation: 15%
Midterm essay: 20%
Group presentation: 20%
Classroom debates: 5 %
Role play: 10 %
Quiz: 5%
Final exam essay: 25%

Weekly Schedule

Class 1 Introduction to Chinese foreign policy and U.S.-China relations

Content:

- Key words in Chinese foreign relations
- China in the financial crisis
- China's foreign policy principles
- Gaps and contradictions in China's foreign relations
- When the dragon encounters the eagle: China's challenge to Pax Americana
- China and global institutions

Readings: Feigenbaum 1-13, Zhao 101-128, Kissinger 1-6, Jacobson 1-19

Class 2 China's engagement in Africa—a new frontier in Chinese foreign policy

Content:

- Why China is attractive to Africa?
- Why Africa is attractive to China?
- Three agents of Influence on China's engagement in Africa: African countries, international community (esp. the West), and China itself
- China's African policy and practice

Readings: Alden, 8-36; Standard Chartered 1-7, Brautigam 203-222, Economy 1-8, Tugendhat 1-5, Wissenbach 1-4



Quiz 1: article to be selected before the class begins

Class 3 China's national identity and nationalism

Content:

--*Self-Identity construction of the present China*: history and self-identity formation, contemporary factors and self-identity formation, and multifaceted identity of China

--*Contemporary Chinese Nationalism*: origin of contemporary Chinese nationalism, and Chinese Nationalism in the post-Cold War era (the interplay of official and popular nationalism)

Readings: Johnston 8-43, Callahan, 199-218; Breslin (2010) 1-12

Role play 1: "CNPC's bid for drilling right in an Angolan oil field"

In this exercise, there will be 8 roles to play, i.e. chief negotiator for China National Petroleum Corporation (CNPC, the largest state-owned oil company in China), representative from Chinese Ministry of Commerce (the ministry is responsible for foreign aid and trade affairs), representative from Chinese Foreign Ministry (the ministry oversees various aspects of China's foreign relations), representative from China Development Bank (providing loans for Chinese investments abroad and so on), Exxon Corporation (biggest American oil company that is competing with CNPC in the bid), a representative from the US government, a representative from the Angolan government that owns the oil field, and a representative from an environmental NGO in Angola, which concerns much about the environmental effects of the possible Chinese investment).

Class 4 Chinese perspectives on the security environment

Content:

--*The global level*: China debates the emergence of a multipolar world in the U.S. unipolar context

--*The regional level*: China's serious concern on the U.S.-led Asian alliance system

--*The "Greater China" level*: Taiwan as a security and strategic challenge for China

--*The "new security concept" of China*

Readings: Jung 1-17, Johnston 7-48, Whelan-Wuest 1-5

Classroom debate 1: Is China's engagement in the developing world a zero-sum game for the West?

Explanation on the term of zero-sum game: zero-sum game refers to a situation in which one party's gain causes directly the other party's loss. In the real world though, there is no 100% zero-sum or non zero-sum. So what we debate about in the activity should be on whether or not the conflicting aspect outweighs the cooperative aspect

Class 5 China's soft power: gains and deficits

--*A theoretical framework*

--*Factors contributing to China's active promotion of soft power*

--*China gains soft power in Southeast Asia*

--*China gains soft power in Africa and Latin America*

--*Two faces of Chinese soft power*

Friday, 1:00-4:00, **Make-up class for Tomb Sweeping Day (Apr. 3)**

Readings: Shambaugh 1-10, Gill 17-36, Breslin (2011) 1-18, Kurlantzick 37-60, Sall 1-10

Quiz 2: article to be selected before the class begins

Class 6 China's relations with the European Union and Russia: wither strategic partnerships

--*Criteria for a strategic partnership and the Chinese practice*

--*My view on Sino-European strategic partnership*



--*Sino-European strategic partnership: a vision far from reality*
--*China's rise as challenges and opportunities for Europe*
Readings: Small (2014) 1-22, Wacker 1-10
Deadline: Midterm essay MUST be emailed to the instructor

Class 7 China's relations with Japan and India: competition for regional dominance?

--*Sino-Japanese relations*: brief history of bilateral relations, the factor of the two nationalisms, the factor of regionalism, and China's new conception on relations with Japan
--*Sino-Indian relations*: brief history of the bilateral relations, the China-Indian-Pakistani trilateral relations, the U.S. factor, and Sino-Indian strategic partnership
Readings: Smith 1-11, Goldstein 1-4, Sahashi 1-15, Godement (2013) 1-11, Bhardwaj 1-4, Godement (2009) 1-12, Pant 83-95
Quiz 3: article to be selected before the class begins
Field trip to Song Qingling Museum

Class 8 China and the U.S.: the mutual perception

--*Perceptions on the U.S. from ordinary Chinese people*: examining an online survey (Chinese people view the U.S.)
--*Perceptions on the U.S. from China's American watchers*: four approaches to interpret the U.S., three main findings, and two suggestions on China's balancing tactics
--*Mutual perception and current relationship*: Chinese perceptions on the U.S., American perceptions on China, simplistic stereotypes of the mutual perceptions, and the perceived state of current bilateral relations
Readings: Lautz 8-16, Zhang 17-24, Frost 170-184, Tao 185-199, Nathan 34-47, Swaine 23-34
Classroom debate 2: Is the world already multipolar? Who gain and who lose?
Explanation on the term of multipolar world: the multipolar world is a structure where at least three countries (or groups of countries like the highly integrated EU) have similar strength and influences in areas as follows: military might, economic strength and influences, political influences, and cultural and social attractiveness (the first two are also termed in IR as hard power, while the latter two as soft power)

Class 9 American War on Terror and U.S.-China Relations

--*Different priorities and approaches of anti-terrorism*
--*A global level analysis*: American pre-occupation with the Middle East as an opportunity for China's rise, and a special case (Iranian nuclear issue and Sino-American relations)
--*A regional level analysis*: Chinese concern on the U.S. Central Asian military presence, SCO (Shanghai Cooperation Organization) as a counter-weight to the U.S. presence in Central Asia, and a special case (North Korean nuclear issue and Sino-U.S. relations)
--*China's war on terror*
Readings: Garnett 389-415, Nye 1-9, Zhao 1-32, Small (2014) 1-2, Sun 1-2
Quiz 4: article to be selected before the class begins

Class 10 China's East Asian Policies and U.S.-China Relations

--*A theoretical framework*
--*China's rise in East Asian regionalization*
--*China's Promotion of East Asian Regionalism*
--*China and East Asian Community Building*: the prospects
--*Addressing the four key issues*: U.S. presence in Asia, China-Japan relations, South China Sea disputes, and Taiwan
Readings: Ratner (2014-1) 1-4, Shambaugh 10-19, Ratner (2014-2) 21-38, Liff 52-91



Classroom debate 3: Should the U.S contain China or not?

Explanation of the concept of containment: Containment is the action or policy of keeping another country's power or area of control within acceptable limits or boundaries

Class 11 The Taiwan Issue and U.S.-China Relations

- *The Taiwan issue as a core national interest for China*: a unified country as the only "legitimate China", and Taiwan's strategic importance for China
- *The American interests in the Taiwan issue*
- *Taiwanese perceptions on China's foreign policy and cross-strait relations*
- *China's domestic policy and the Taiwan issue*
- *Taiwanese identity and cross-strait relations*
- *Parameters in cross-strait relations*: geo-strategic reality, and cross-strait integration (cultural, demographic and economic, but not political)
- Future scenarios of the Taiwan issue

Readings: Gries 73-96, Kaeding 1-26, Romberg 1-26, PSDQ 1-3

Role play 2: "Six Party Talks on North Korean nuclear issue"

The six parties are: China (biggest aid provider and trading partner to the North and crucial in bringing North Korea to the negotiation table), the US (maintaining the firmest position in opposing North Korea's nuclear ambition), North Korea (wants nuclear weapons as a security assurance), South Korea (firmly against the North to have nuclear weapons but hopes to have eventual re-unification of Korea), Japan (firmly opposing North Korea's nuclear attempt and eagerly wanting the North to resolve the kidnapping cases of the North against the Japanese), and Russia (having close political relations with the North, and to be part of talks mainly for a presence in East Asia and have no big role to play)

Class 12 China's Energy Security and U.S.-China Relations

Content:

- *China's energy security and energy policy*
- *U.S. concern about China's out-sourcing for energy*
- *Prospects for bilateral energy cooperation*

Readings: Downs 21-41, Ma 1-38

Deadline: Final essay to be submitted to instructor

Readings

- Alden, Chris, "China's new foreign policy towards Africa", in Chris Alden, *China in Africa*, Zed Book, London, 2007, pp. 8-36
- Bhardwaj, Atul, "The China-India relationship: A possible new paradigm", *Economic and Political Weekly*, May 18 2013, Vol XLVIII, No. 20, 12-15
- Brautigam, Deborah, "Chinese development aid in Africa: what, where, why and how much", in Jane Golley and Ligang Song (eds), *Rising China—global challenges and opportunities*, Canberra 2011, Australian National University Press, 203-222
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- Christensen, Thomas J. "The Contemporary Security Dilemma: Deterring a Taiwan Conflict." *The Washington Quarterly* 25 (2002): 7-21.
- Downs, Erica S., "The Chinese Energy Debate", *The China Quarterly* (2004), 22-41

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- Godement, Francois, et, al, "Shockwaves from the China/Japan island dispute", *China Analysis*, Asia Centre, Paris, Feb. 2013, 1-11
- "China and India: rivals always, partners sometimes", *China Analysis*, Asia Centre, Paris, Nov. 2009, 1-12
- Goldstein, Lyle J. "The World's Most Dangerous Rivalry: China and Japan", *The National Interest*, September 29, 2014
- Gries, Peter H., "Taiwanese Views of China and the World: Party Identification, Ethnicity, and Cross-Strait Relations", *Japanese Journal of Political Science* 14 (1) 73-96 C
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- Johnston, Alastair I., "Is Chinese nationalism rising: evidence from Beijing", *International Security*, Vol. 41, No. 3 (Winter 2016/17), pp. 7-43,
- "How new and assertive is China's new assertiveness", *International Security*, Vol. 37, No. 4 (Spring 2013), pp. 7-48
- Jung, Joo-Youn, "Rising China and the Chinese public's security perceptions", EAI Asia Security Initiative Working Paper, May 2012, 1-17
- Kaeding, Malte, "Identity formation in Taiwan and Hong Kong—How much difference, how many similarities?" in Gunter Schubert et, al (eds), *Taiwanese identity in the 21st century: domestic, regional and global perspectives*, Routledge, London, 2011, 258-279
- Kissinger, Henry, "The future of U.S.-Chinese relations: conflict is a choice, not a necessity", *Foreign Affairs*, March/April 2012, 1-6
- Kurlantzick, Joshua, "A Charm Strategy", in Joshua Kurlantzick, *Charm Offensive: How China's Soft Power is Transforming the World*, Yale University Press, New Haven, 2007, 37-60
- Lautz, Terry, "US views of China: history, values and power", in Douglas Spelman (ed.), *The United States and China: Mutual public perceptions*, Woodrow Wilson International Center for Scholars, Washington, D.C., 2011, 8-16
- Liff, Adam P. and Ikenberry G. J., "Racing toward Tragedy? China's Rise, Military Competition in the Asia Pacific, and the Security Dilemma", *International Security*, Vol. 39, No. 2 (Fall 2014), pp. 52-91
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- "Rebalancing to Asia with an insecure China", *The Washington Quarterly*, 36:2, Spring 2013, 21-38
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- Vargo, Lars, "Mending Sino-Japanese relations", *Policy Brief*, No. 165, Nov. 18, 2014, Institute of Security and Development Policy, 1-2
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