



## **CIEE Global Institute – Shanghai**

<b>Course name:</b>	China's International Relations
<b>Course number:</b>	EAST 3004 SCGC / INRE 3001 SCGC
<b>Programs offering course:</b>	Shanghai Accelerated Chinese Language, Shanghai Business, Language and Culture, Shanghai China in a Global Context)
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3 semester/4.5 quarter hours
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2020

### **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.

### **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 is advised.

### **Methods of Instruction**

Lectures: lectures will consist of an outline of the issue(s) for the week's topic, detailed analysis of the issue(s) and Q&A based on the analysis.

In addition to lectures, the format of the course includes group presentations, role play, oral quiz, debates and mid-term and final essays.



Field trips: The whole class will have the opportunity to visit Song Qingling Residence Museum. As Song was the widow of Sun Yet-sen and honorary president of the PRC, the museum shows us a variety of exhibits that highlight China's internal and external politics both pre-PRC and in the PRC.

### **Assessment and Final Grade**

1.	Class Participation:	15%
2.	Midterm essay: Presentation	20%
3.	Group presentation:	20%
4.	Classroom debates:	5%
5.	Role Play:	10%
6.	Quiz:	5%
7.	Final exam essay:	25%

### **Course Requirements**

#### **Class Participation**

Participation is valued as meaningful contribution in the classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, peer-to-peer feedback (after presentations), and attentiveness on co-curricular and outside-of-classroom activities.

#### **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. 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. 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,”<sup>1</sup> “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 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.

### **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

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<sup>1</sup> 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.”



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.

### **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.

### **Weekly Schedule**

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|---------------|--|
| <b>Week 1</b> | <b>Introduction to Chinese foreign policy and U.S.-China relations</b><br><br>The opening session will introduce students to key words and basics in China's foreign policy and US-China relations. By the end of this lecture students will have gained fundamental knowledge for understanding China's foreign policy principles and the current state and dynamics of US-China relations.<br><br>Readings: Feigenbaum 1-13, Zhao 101-128, Kissinger 1-6, Jacobson 1-19  |
| <b>Week 2</b> | <b>China's engagement in Africa—a new frontier in Chinese foreign policy</b><br><br>This session of class will discuss the new orientation of Chinese engagement in Africa that started from the turn of the century. Students will be able to know the key motives of Chinese engagement with Africa, and the major factors that determine the unique features of the engagement.<br><br>Readings: <b>Alden</b> , 8-36; Standard Chartered 1-7, Brautigam 203-222, Economy 1-8, Tugendhat 1-5, Wissenbach 1-4<br><u>Quiz 1</u> : article to be selected before the class begins   |
| <b>Week 3</b> | <b>China's national identity and nationalism</b><br><br>This lecture will analyze factors that contributing to China's self-identity construction, the multifaceted national identity of the present China and the ways that this particular identity influences China's foreign policy making. Apart from that, we will also discuss the origin of Chinese nationalism, various expressions and waves of nationalism in post-Cold War China, and the impacts of Chinese nationalism on US-China relations.<br><br>Readings: Johnston 8-43, Callahan, 199-218; Breslin (2010) 1-12<br><u>Role play 1</u> : "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).

#### **Week 4 Chinese perspectives on the security environment**

In this session, we start with an analysis on the impacts of Russia's annexation of Crimea on China's territorial policies, followed by discussions on China's security perspectives on three levels, i.e. the global level (China's debates on the emergence of a multipolar world), regional level (China's serious concern on the US-led Asian alliance network) and greater China level (Taiwan as a security challenge for China). In the end of the lesson, the students will have an overview of the consistent and systematic ways of perceptions of China's foreign policy makers on China's external security environment.

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.

#### **Week 5 China's soft power: gains and deficits**

This lecture will first introduce to the students a theoretical framework of hard and power, followed with an analysis on the factors that have contributed to China's active promotion of soft power since the late 1990s. We will then discuss China's soft power gains in the developing world ever since. Finally, we conclude with a survey on the gains and deficits of China's soft power promotion.

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



## **Week 6**

### **China's relations with the European Union and Russia:**

#### **wither strategic partnerships**

In this lecture, we will introduce a specific way of China's diplomacy, i.e. building strategic partnership, and the application of it in EU-China and China-Russia relations. Followed with that, We will analyze the gains and shortcomings in that approach of China's engagement with Europe and Russia. In the end, we will discuss the US factor in the two bilateral relationships.

Readings: Small (2014) 1-22, Wacker 1-10

Deadline: Midterm essay MUST be emailed to the instructor

## **Week 7**

### **China's relations with Japan and India: competition for regional dominance?**

In the lecture, we begin with an introduction on the historical factors that often play significant roles in China-Japan and China-India relations. Partly related to history, nationalisms in the three countries are on the rise, and we will then analyze the interaction of the Chinese-Japanese nationalisms and Chinese-Indian nationalisms with historical factors taken into account. In the end, we will examine the competitive strategic relations and territorial disputes that have further complicated the two bilateral relationships.

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**

## **Week 8**

### **China and the U.S.: the mutual perception**

In the lecture, we will first examine the perceptions on the US from the Chinese (both ordinary Chinese people and China's American watchers). Followed with that, we are to analyze the American perceptions on China. In the end, the lecture presents the impacts of the mutual perceptions on the current relationships.

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).

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

This lecture begins with a comparison between the American, European and Chinese approaches to the war on terror. It will then analyze the gains and losses of China from the US war on terror and the limited cooperation of the two countries in the war. The lecture ends with a discussion on the newly declared Chinese war on terror and the American policies and attitudes towards that.

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

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

Based on an analysis of a theoretical framework for regional cooperation, this lecture focuses on China's rise and role in East Asian regionalization, by means of addressing the four key issues for China's enhancing roles in the region in particular, and for the regional peace and prosperity in. The lecture ends up with an analysis on the impacts of the enhancing Chinese role in East Asia on the USA.

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

**Week 11 The Taiwan Issue and U.S.-China Relations**

This lecture focuses on the interaction between the three main actors in the Taiwan issue, i.e. Taiwan, the PRC and the USA. It begins with a discussion on the continuous construction of Taiwanese identity in the course of increasing contacts between Taiwan and the Chinese mainland. It will then analyze Chinese policies on and laws relevant to the Taiwan issue. Finally, the lecture examine the US factors in the cross-straight relationship.

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 Korean 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





## Week 12

big role to play.

### China's Energy Security and U.S.-China Relations

Energy security has been a key factor determining the continuous high economic growth of China, and has had profound impacts on US-China relations. The lecture starts with an analysis on China's energy security and policy since the reforms began in the late 1970s. It will then discuss the US serious concern on China's active out-sourcing for energy. The lecture ends with an examination on the future prospects of cooperation and competition between the USA and China in the energy sector.

Readings: Downs 21-41, Ma 1-38

Deadline: Final essay to be submitted to instructor

## Course Materials

### *Readings*

- Alden, Chris. "China's new foreign policy towards Africa". In Chris Alden. *China in Africa*. Zed Book: London, 2007. Pp. 8-36
- Bhardwaj. "The China-India relationship: A possible new paradigm". *Economic and Political Weekly*. Vol XLVIII, No. 20, 2013. 12-15
- Brautigam. "Chinese development aid in Africa: what, where, why and how much". In Golley et al. *Rising China—global challenges and opportunities*, Australian National University Press: Canberra, 2011. Pp. 203-222
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- Christensen, Thomas. "The Contemporary Security Dilemma: Deterring a Taiwan Conflict." *The Washington Quarterly* 25, 2002. Pp. 7-21.
- Downs, Erica. "The Chinese Energy Debate". *The China Quarterly*, 2004. Pp.22-41
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- Godement. et al. "China and India: rivals always, partners sometimes". *China Analysis*. Asia Centre: Paris, November, 2009. Pp. 1-12
- Goldstein, Lyle. "The World's Most Dangerous Rivalry: China and Japan", *The National Interest*. September 29, 2014. Pp.1-4
- Gries, Peter. "Taiwanese Views of China and the World: Party Identification, Ethnicity, and Cross–Strait Relations". *Japanese Journal of Political Science* 14 (1), 2013. Pp. 73–96 C
- Jacobson, Linda. "China's foreign policy dilemma". *Analysis*. Lowy Institute: Sydney. February, 2013. Pp. 1-19
- Johnston, Alastair. "Is Chinese nationalism rising: evidence from Beijing". *International Security*. Vol. 41 (No. 3), 2016. Pp. 7–43
- Johnston, Alastair. "How new and assertive is China's new assertiveness". *International Security*. Vol. 37 (No. 4), 2013. Pp. 7–48
- Jung, Joo-Youn. "Rising China and the Chinese public's security perceptions". *EAI Asia Security Initiative Working Paper*. May, 2012. Pp. 1-17
- Kaeding, Malte. "Identity formation in Taiwan and Hong Kong—How much difference, how many similarities?" In Gunter Schubert et al, *Taiwanese identity in the 21<sup>st</sup> century: domestic, regional and global perspectives*. Routledge: London, 2011. Pp. 258-279
- Kissinger, Henry. "The future of U.S.-Chinese relations: conflict is a choice, not a necessity". *Foreign Affairs*. March/April, 2012. Pp. 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. Pp. 37-60
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- Wacker, Gudrun. "Recent EU-China relations and Obama's 'pivot' towards Asia". 9<sup>th</sup> Symposium on Sino-EU relations and the Taiwan question, Shanghai. June 30-July 2. Pp. 1-10
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### **Online Resources**

International Security Network: <http://www.css.ethz.ch/>  
China Leadership Monitor: <https://www.hoover.org/publications/china-leadership-monitor>  
Asia Times Online: <http://www.atimes.com/tag/hong-kong/>