



## **CIEE Global Institute – Shanghai**

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|----------------------------------|---|
| <b>Course name:</b>              | China's International Relations               |
| <b>Course number:</b>            | INRE 3101 SHCN                                |
| <b>Programs offering course:</b> | Open Campus                                   |
| <b>Open Campus Track:</b>        | International Relations and Political Science |
| <b>Language of instruction:</b>  | English                                       |
| <b>U.S. semester credits:</b>    | 3   |
| <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 is a basic understanding of Chinese foreign policy, the second 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 part focuses on important issues in Sino-U.S. relations from a Chinese foreign policy perspective.

Students are encouraged to challenge existing Western and Chinese views on different issues related to foreign policy and international relations, and to learn to analyze critically how the differences in interpretations and perspectives are likely to reflect China's behavior and policies towards other nations.



### **Learning Objectives**

By completing this course, students will:

- Apply analytical tools within international relations
- Analyze international relations at a global and regional level, using Chinese foreign policy as empirical case study
- Compare and contrast Chinese and Western approaches to foreign policy practice using analytical frameworks proposed by different international relations theoretical schools
- Be able to express and present their analysis succinctly and convincingly, using concepts and vocabulary that is appropriate for a junior level political analyst

### **Course Prerequisites**

Previous coursework in one of the following areas is advised: political science, international relations, sociology, history, Asian studies or macroeconomics.

### **Methods of Instruction**

The format of the course includes introductory lectures using PowerPoint presentations and video excerpts to contextualize and expand on the assigned readings. Students are expected to prepare the assigned texts carefully and will often be asked to prepare questions. Group presentations, role plays, and oral quizzes as well as field trips will create additional learning opportunities.



### **Assessment and Final Grade**

|       |                    |      |
|-------|--------------------|------|
| 1.    | Group Presentation | 20%  |
| 2.    | Role Play          | 20%  |
| 3.    | Quizzes            | 20%  |
| 4.    | Final essay        | 20%  |
| 5.    | Participation      | 20%  |
| TOTAL |                    | 100% |

### **Course Requirements**

#### **Group Presentation**

Each class, a group of 2-3 presenting students will give a presentation relevant to the session's topic in front of all seminar participants. Students can therefore expect to give a group presentation once during the semester.

Students should decide upon their presentation topic within the first two sessions of the course.

A group presentation "event" consists of: 1) a presentation summary handout (one page), including the list of works consulted (at least 5 works), to be distributed to the instructor and other students before the presentation takes place; 2) an oral presentation of no more than 15 minutes, with questions to the audience in the beginning or the end; and 3) a discussion based on comments from other students and the instructor, and responses from the presenting group.

The criteria for a good presentation are: 1) your analytical skills shown in the presentation, meaning the logic and nuances of your arguments, as well as your ability to get others involved (an effective way of achieving this is presenting questions in the beginning or the end of your presentation) (40%); 2) your build-up of the presentation, which can be seen from the data you



have selected (they need to be significant and up-to-date) (40%); and c) the coherence of your presentation (20%).

### **Role play**

Two role play exercises will be arranged in the course. The first is about a big Chinese state-owned company's bidding for drilling rights in an African country, and the other about the Six Party Talks on the South China Sea issue. Detailed descriptions of the role plays are 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) your speech is clear and has appropriate volume (20%); 2) the role is played in a convincing and consistent manner (20%); 3) the arguments and viewpoints expressed fit the role played (20%); 4) the role-play is well prepared and organized (20%); 5) the role-play captures and maintains audience interest (20%).

### **Quizzes**

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 articles are chosen to reflect the latest developments in China's international relations, for instance, "Is G2 (the U.S. and China) feasible for the current international order?"



### **Final essay**

The essay should be 2,000 words in length, 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 “Criteria for a good essay” below.

Important note on the structure and organization (20%) of the final essay: an essay should start with an introduction that briefly indicates the importance of the issue(s) discussed and how the essay progresses, and ends with a conclusion, with several sections in between. You should 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) at the end of the essay.

Criteria for a good essay: in addition to the structure and organization, you need to keep in mind the following criteria: 1) the depth of your analysis (normally we do not encourage students to write on a very broad topic, for that would under most circumstances sacrifice an appropriate level of depth) (40%); 2) the 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%)

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<sup>1</sup>After 6 weeks’ 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.”



### **Participation**

Participation is valued as meaningful contribution in the digital and tangible 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, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

### **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.



For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

| <i>Percentage of Total Course Hours Missed</i> | <i>Equivalent Number of Open Campus Semester classes</i> | <i>Minimum Penalty</i>   |
|--|--|--|
| Up to 10%                                      | 1 content classes, or up to 2 language classes           | Participation graded as per class requirements                         |
| 10 – 20%                                       | 2 content classes, or 3-4 language classes               | Participation graded as per class requirements; <b>written warning</b> |



|               |  |  |
|---------------|--|--|
| More than 20% | 3 content classes, or 5 language classes | Automatic <b>course failure</b> , and possible expulsion |
|---------------|--|--|

### Weekly Schedule

Please note this schedule is subject to change if opportunities arise to enhance the curriculum.

### **Week 1 Orientation Week**

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

The opening session will introduce students to key terms and basic concepts relevant to understanding China's foreign policy. By the end of this lecture students will have gained fundamental knowledge of China's foreign policy principles and the current state and dynamics of US-China relations.

Readings:

Required:

Feigenbaum, Evan. 2016 "Not Since Nixon Has a U.S. President Faced Such a Tough China Challenge." *The National Interest*. December 18, Pp. 1-13

Kissinger, Henry. 2012. "The future of U.S.-Chinese relations: conflict is a choice, not a necessity". *Foreign Affairs*. March/April. Pp. 1-6

Recommended:

Zhao, Shuisheng. 2013. "Chinese foreign policy as a rising power to find its rightful place". *Perceptions*. Vol. XVIII (No.1). Pp. 101-128

Jacobson, Linda. 2013. *China's foreign policy dilemma*. Lowy Institute: Sydney. February. Pp. 1-19

**Week 2**

Class 2:1

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

This class session will discuss the significant expansion of Chinese engagement in Africa, which started from the turn of the century. Students will learn about the key motives of Chinese interest in Africa, and the major factors that determine the nature and type of this engagement.

Readings:

Required:

Alden, Chris. 2007. "China's new foreign policy towards Africa". In Chris Alden. *China in Africa*. Zed Book: London. Pp. 8-36

Standard Chartered. 2012. "Beyond trade—China-Africa investment trends". *Global Research*. Feb. 22. Pp. 1-7

Brautigam. 2011. "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. Pp. 203-222

Wissenbach, Uwe. 2016. "Local politics meets Chinese engineers: A study of Chinese-built gauge railway project in Kenya". *Policy Brief*. No. 16. Pp. 1-4



Recommended:

Economy, Elizabeth. 2008. "China in Africa: Implications for U.S. Policy", In *Senate Committee on Foreign Relations Subcommittee on African Affairs*. Pp. 1-8

Tugendhat, Henry. 2014. "Chinese training courses for African officials: A win-win engagement?" *Policy Brief*. No. 165. Pp. 1-5

**Quiz 1: Article to be selected from required reading list before the class begins**

Class 2:2 **Self-identity construction of the present China**

This lecture will analyze factors contributing to China's self-identity construction, the multifaceted national identity of the present China and the ways that this particular identity influences Chinese foreign policy making.

Readings:

Required:

Zhang, Tiejun. 2004. "Self-Identity Construction of the Present China". *Comparative Strategy*. Vol. 23, No. 3. Pp. 1-21

Zhang, Tiejun. 2002. "Chinese Strategic Culture: Historical and Present Features". *Comparative Strategy*. Vol. 21, No. 2. Pp. 1-28

**Role play 1: CNPC's bid for drilling rights in an Angolan oil field**



In this exercise, there will be 6 roles to play, i.e. the chief negotiator for the China National Petroleum Corporation (CNPC, the largest state-owned oil company in China), a representative from the Chinese government, the chief negotiator for the Exxon-Mobil Corporation (the biggest American oil company, which 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 is concerned about the environmental effects of the exploitation of the oil field.

Class 2:3

### **Contemporary Chinese nationalism: Impacts on US-China relations**

In this session, we will discuss the origins of Chinese nationalism, various expressions and waves of nationalism in post-Cold War China, and the impacts of Chinese nationalism on US-China relations.

Readings:

Required:

Johnston, Alastair. 2016 "Is Chinese nationalism rising: evidence from Beijing".

*International Security*. Vol. 41 (No. 3). Pp. 7–43

Breslin et al. 2010. "Online Chinese nationalism". Asia Programme Paper. ASP PP 03,

Chatham House (Royal Institute of International Affairs): London. Pp. 1-12

Recommended:



Callahan, Williams. 2004. "National insecurities: Humiliation, Salvation, and Chinese Nationalism". *Alternatives* 29. Pp. 199-218

### **Group presentation 1**

### **Week 3**

#### **Class 3:1 Chinese perspectives on the external 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 of China's security perspectives at three levels, i.e. the global level (China's debates on the emergence of a multipolar world), the regional level (China's serious concerns about the US-led Asian alliance network) and the "Greater China" level (Taiwan as a security challenge for China). Students will learn about and analyze how China's foreign policy-makers perceive China's external security environment.

#### Readings

##### Required:

Jung, Joo-Youn. 2012. "Rising China and the Chinese public's security perceptions". EAI Asia Security Initiative Working Paper. May. Pp. 1-17

Johnston, Alastair. 2013. "How new and assertive is China's new assertiveness". *International Security*. Vol. 37 (No. 4). Pp. 7-48

Whelan-Wuest et al. 2017. "Order from Chaos: How Asians view America (and China)".



Brookings Institution: Washington D. C. Jan. 18

**Quiz 2: Article to be selected from required reading list before the class begins**

Class 3:2 **China's soft power: gains and deficits**

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

Readings:

Required:

Shambaugh, David. 2015. "China's soft power push". *Foreign Affairs*. July/August Issue.

Pp. 1-10

Breslin. 2011. "The soft notion of China's soft power". Asia Programme Paper. ASP PP

03. Chatham House (Royal Institute of International Affairs): London. Pp. 1-18

Kurlantzick, Joshua. 2007 "A Charm Strategy". In Joshua Kurlantzick, *Charm Offensive:*

*How China's Soft Power is Transforming the World*. Yale University Press: New Haven.

Pp. 37-60

Recommended:

Gill et al. 2006 "Sources and limits of Chinese 'soft power'". *Survival*. Vol. 48 (No. 2). Pp.

17-36

## Group presentation 2

### Class 3:3 **The China-European Union relationship: “strategic partnerships”**

In this class, we will study a specific feature of China's diplomacy, i.e. that of building so-called “strategic partnerships”, and the application of this approach to EU-China relations as a case in point. In a second step, we will conduct a critical analysis of the gains and shortcomings of “strategic partnerships”. To gain historical context to the EU-China relationship, students will visit the Shanghai Jewish Refugee Museum during this class. The session concludes with a discussion about the challenges and opportunities China's rise presents for the EU.

Readings:

Required:

Zhang, Tiejun. 2009. "Sino-European relations: from the height to the width". In Bart Gaens et al. (eds.). *The Role of the European Union in Asia*. Ashgate: Surrey. Pp. 95-120

Wacker, Gudrun. 2012. “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



## **Week 4**

### **Class 4:1      China and Russia: friends of convenience?**

This class session focuses on both the convergent and divergent interests of China and Russia in the post-Cold War era, followed by an analysis of the roles and contribution of the two countries to the SCO (Shanghai Cooperation Organization) and to BRICS (an association of five major emerging national economies). We will then discuss the extent to which the two countries have developed their economic and strategic relations since the early 1990s. In the final part of the session we will investigate in how far the U.S. has been a factor in Sino-Russian relations.

Readings:

Required:

Chase et al. 2017. "Russia-China Relations: Assessing Common Grounds and Strategic Fault Lines". *NBR Special Report #66*. The National Bureau for Asian Research: Seattle. Pp. 1-66

Recommended:

Small, Andrew. 2014. "Ukraine, Russia, and the China option—the geostrategic risks facing Western policy". Europe Policy Paper 2. German Marshall Fund of the United States, Pp. 1-14

### **Group presentation 3**

Class 4:2      **China's relations with Japan: competition for regional dominance?**

The introductory lecture deals with a consideration of the historical factors that play a significant role in the relationship between China and Japan. Against a background of rising nationalism in both countries, we will subsequently widen our analysis to include general cultural factors as well as the close economic ties that have created one of the largest trading partnerships in the world. In the concluding section, we will examine the competitive element in the two country's strategic relations as well as territorial disputes that have further complicated the relationship.

Readings:

Required:

Sahashi, Ryo. 2014. "Contest without management: Gridlock of Japan-China relations", *8<sup>th</sup> Berlin Conference on Asian Security (BCAS)*. Berlin. Pp. 1-15

Godement, François et al. 2013. "Shockwaves from the China/Japan island dispute". *China Analysis*. Asia Centre: Paris. February. Pp. 1-11

Goldstein, Lyle. 2014. "The World's Most Dangerous Rivalry: China and Japan". *The National Interest*. September 29. Pp. 1-4

**Group presentation 4**

Class 4:3      **China and India: rivalry between two emerging powers**

We continue our survey of China's relationships with the big players regionally and worldwide by focusing on India, the other Asian giant that has almost caught up with



China as the most populous country. The lecture gives an introduction on the historical factors that determine Sino-Indian relations, followed by an analysis of the fluctuations between competition and cooperation among the two countries. The concluding section of the class will add a consideration of the wider geopolitical context, looking at the trilateral relationship between China, India and Pakistan on the hand, and between China, India, and the U.S. on the other.

Readings:

Required:

Jeff, Smith. 2016. "China-India relations in the Modi-Xi era". Testimony in front of the US-China Economic Review Commission: Washington D.C. Pp. 1-22

Godement, François et al. 2009. "China and India: rivals always, partners sometimes". *China Analysis*. Asia Centre: Paris, November. Pp. 1-12

Bhardwaj. 2013. "The China-India relationship: A possible new paradigm". *Economic and Political Weekly*. Vol XLVIII, No. 20, 12-15

Pant, Harsh. 2012. "The Pakistan thorn in China-India-US relations". *The Washington Quarterly*. Winter (35:1). Pp. 83-95

**Quiz 3: article to be selected before the class begins**

**Week 5**

Class 5:1      **China and the U.S.: mutual public perceptions**



In this session, we will examine Chinese public perceptions of the US and compare and contrast them with public U.S. perceptions of China. This kind of investigation, which we expect to be productive from a geopolitical perspective as well as from the standpoint of intercultural communication, will be fundamental for understanding both the stability and the recurring tensions in the relationship between China and the U.S. since the start of China's Reform and Opening-up Era.

Readings:

Required:

Lautz, Terry. 2011. "US views of China: history, values and power". In Douglas Spelman.

*The United States and China: Mutual public perceptions*. Woodrow Wilson

International Center for Scholars: Washington, D.C. Pp. 8-16

Frost, Ellen. 2011. "How US perceptions of China affect US policy". In Douglas Spelman.

*The United States and China: Mutual public perceptions*. Woodrow Wilson

International Center for Scholars: Washington, D.C. Pp. 170-184

Tao, Wenzhao. 2011. "Chinese perceptions of the United States: impact on policy". In

*Douglas Spelman. The United States and China: Mutual public perception*. Woodrow

Wilson International Center for Scholars: Washington, D.C. Pp. 185-199

Recommended:

Zhang, Chuanjie. 2011. "Chinese citizens' attitudes toward the United States from 2001-

2009". In Douglas Spelman. *The United States and China: Mutual public perceptions*.

Woodrow Wilson International Center for Scholars: Washington, D.C. Pp. 17-24

Nathan et al. 2012. "How China sees America: the sum of Beijing fears". *Foreign Affairs*.

Vol. 91 (No. 5). Pp. 33-47



## Group presentation 5

### Class 5:2      **The “War on Terror” and US-China relations**

This session examines what impact the U.S.-led “War on Terror”, which officially began in 2001 and ended in 2013, has had on the Chinese-American relations. What are China’s geopolitical gains and losses connected to this war? What is the nature of the limited cooperation in fighting terrorism that has taken place between the U.S. and China? What is the significance of China’s own “War on Terror” recently declared by the government in Beijing and the American policies and attitudes towards it?

#### Readings:

#### Required:

Nye, Joseph. 2008. “Smart power and the ‘war on terror’”, *Asia-Pacific Review*. Vol. 15, No. 1. Pp. 1-8

Huasheng, Zhao et al. 2012. “China and Afghanistan: China’s interests, stances, and perspectives”. Center for Strategic and International Studies: Washington D.C. March. Pp. 1-21

Small, Andrew. 2013. “Afghanistan: the views from China”. Alert. January. European Union Institute for Security Studies: Paris. Pp. 1-2

#### Recommended:

Garrett, Banning. 2006. “US-China relations in the era of globalization and terror: a framework for analysis”. *Journal of Contemporary China*. 15 (48). Pp. 389-415



Sun, Yun. "Syria: What China has learned from its Libya experience". *Asia-Pacific Bulletin*. No. 152. East-West Center. Pp. 1-2

### **Group presentation 6**

#### **Class 5:3      China's East Asian policies and US-China relations**

This session will use prominent theoretical frameworks for regional cooperation to analyze China's increasingly powerful role in East Asia and beyond. Among the questions addressed in the lecture and subsequently in the class debate are the following: How does China handle disputes in the region and maintain good relations? How does China's history and how do the country's self-idealizations shape its policies towards its neighbors today? What consequences does the resurgence of Chinese power in East Asia have for the U.S.?

Readings:

Required:

Ratner, Ely. 2014. "Rising China and the US Rebalancing to Southeast Asia". In *Testimony before the US-China Economic and Security Review Commission*. March 13. Pp. 1-4

Ratner, Ely. 2013. "Rebalancing to Asia with an Insecure China". *The Washington Quarterly*. 36:2. Pp. 21-38

Shambaugh, David. 2013. "Assessing the US 'pivot' to Asia". *Strategic Studies Quarterly*, Vol. 7 (No. 2). Pp. 10-19

Liff et al. 2014. "Racing toward Tragedy? China's Rise, Military Competition in the Asia Pacific, and the Security Dilemma". *International Security*. Vol. 39, No. 2. Pp. 52-91



**Quiz 4: Article to be selected before the class begins**

**Field trip: Song Qingling (Sun Yet-sen's widow) Residence Museum**

**Week 6**

**Class 6:1 The Taiwan issue and US-China relations**

This session focuses on the interaction between the three main actors involved in the Taiwan issue, i.e. Taiwan, the People's Republic of China (PRC) and the U.S. An introductory lecture will cover the historical genesis of the conflict, the development of political and economic relations between the PRC and Taiwan, as well as the emergence of a Taiwanese identity through increasing contacts between Taiwan and the Mainland in recent years. We will also analyze Chinese legislation and policies connected to the Taiwan issue and examine how the tacit U.S. support for Taiwan and the deliberately ambiguous U.S. foreign policy towards the PRC factor into the cross-strait relationship.

**Readings:**

**Required:**

Gries, Peter. 2013. "Taiwanese Views of China and the World: Party Identification, Ethnicity, and Cross–Strait Relations". *Japanese Journal of Political Science* 14 (1). Pp. 73-96.

Romberg, Alan. 2014. "Cross-strait relations: portrayals of consistency, calm on the

surface, padding like hell underneath". *China Leadership Monitor*. Issue 45. Pp. 1-26  
PSDQ (Primary Source Document with Questions DBQs) on "Taiwan Relations Act". April  
10, 1979

Recommended:

Kaeding, Malte. 2011. "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. Pp.  
258-279

### **Role play 2: Six Party Talks on South China Sea Issue**

The six parties concerned are: China (claiming ownership to almost all islands in the South China Sea), the Philippines (one of two main disputants against China, claiming ownership of the Spratly Islands), Vietnam (the other main disputant against China, it claiming ownership of the Pinnacle and Spratly Islands), the United States (having no territorial claims in the South China Sea but seriously concerned about the impacts of Chinese activities in the South China Sea on sea lane communication), Japan (having no territorial claims in the South China Sea but firmly opposing China's recent moves, as Japan views free access to the South China Sea as one of its economic lifelines), and Singapore (having no claim in the South China Sea but much worried about the consequences of China's moves and actively seeking a stronger presence of the U.S. in East Asia in general and the South China Sea in particular)

Class 6:2

**China's energy policy as a geopolitical factor**

A reliable and adequate energy supply is a key factor for sustained economic growth as well as political strength and thus plays an important role in geopolitics. In this session, we will investigate to what extent China's foreign policy is tied to the quest for energy security. In particular, we will discuss how concerns around energy supply have influenced the relationship with the U.S. In its final section, the session will concentrate on the geopolitical aspects of what has been called a "sea change" in Chinese energy policy, i.e. the reduction of carbon dioxide emissions and the massive investment in renewable energies.

Readings:

Required:

Downs, Erica. 2004. "The Chinese Energy Debate". *The China Quarterly*. Pp. 22-41

Ma, Damien. 2015. "Rebalancing China's energy strategy", Paulson Paper on Energy and Environment. January. Pp. 1-38

### **Group presentation 7**

Class 6:3

### **Wrap-up: China, the "long peace" in East Asia and predictions for the future**

IR scholars in the West and East Asia largely agree that East Asia has been enjoying a "long peace" since the end of 1970s. A reform-minded (instead of a Maoist revolution-oriented) China is considered a crucial factor in contributing to this long peace. Starting with this observation, the session will be devoted to an analysis and subsequent debate of China's geopolitical role in East Asia and beyond and possible scenarios of the future. This is intended as a wrap-up of the course.



Readings:

Required:

Layne, Christopher. 2008. "China's Challenge to the US Hegemony". *Current History*.  
January. Pp. 13-18

Ratner, Ely. 2018. "Rising to the China Challenge". Council on Foreign Affairs:  
Washington D.C. Pp. 1-8

**Final essay due**

### **Readings**

Alden, Chris. 2007. "China's new foreign policy towards Africa". In Chris Alden, *China in Africa*. Zed Book: London. Pp. 8-36

Bhardwaj. 2013. "The China-India relationship: A possible new paradigm". *Economic and Political Weekly*. Vol XLVIII, No. 20, 12-15

Brautigam. 2011. "Chinese development aid in Africa: what, where, why and how much". In Jane Golley et al., *Rising China—global challenges and opportunities*, Australian National University Press: Canberra. Pp. 203-222

Breslin et al. 2010. "Online Chinese nationalism". Asia Programme Paper. ASP PP 03, Chatham House (Royal Institute of International Affairs): London. Pp. 1-12

Breslin. 2011. "The soft notion of China's soft power". Asia Programme Paper. ASP PP 2011/03. Chatham House (Royal Institute of International Affairs): London. Pp. 1-18

Callahan, Williams. 2004. "National insecurities: Humiliation, Salvation, and Chinese Nationalism", *Alternatives* 29 (2004). Pp. 199-218

- Chase et al. 2017. "Russia-China relations: Assessing Common Grounds and Strategic Fault Lines". *NBR Special Report #66*. The National Bureau for Asian Research: Seattle. Pp. 1-66
- Christensen, Thomas. 2002. "The Contemporary Security Dilemma: Deterring a Taiwan Conflict." *The Washington Quarterly* 25. Pp. 7-21.
- Downs, Erica. 2004. "The Chinese Energy Debate". *The China Quarterly*. Pp.22-41
- Economy, Elizabeth. 2008. "China in Africa: Implications for U.S. Policy", In Senate Committee on Foreign Relations Subcommittee on African Affairs. Pp. 1-8
- Feigenbaum, Evan. 2016 "Not Since Nixon Has a U.S. President Faced Such a Tough China Challenge", *The National Interest*, December 18, Pp. 1-13
- Frost, Ellen. 2011. "How US perceptions of China affect US policy". In Douglas Spelman. *The United States and China: Mutual public perceptions*, Woodrow Wilson International Center for Scholars: Washington, D.C. Pp. 170-184
- Garrett, Banning. 2006. "US-China relations in the era of globalization and Terror: a framework for analysis". *Journal of Contemporary China* 15(48). Pp. 389-415
- Gill et al. 2006 "Sources and limits of Chinese 'soft power'". *Survival*. Vol. 48 (No. 2). Pp. 17-36
- Glaser. et al. 2009 "Soft power with Chinese characteristics: the ongoing debate". In Carola McGiffert. *Chinese soft power and its implications for the United States*, Center for International and Strategic Studies: Washington DC. Pp.10-26
- Godement. et. al. 2013. "Shockwaves from the China/Japan island dispute". *China Analysis*, Asia Centre: Paris. February. Pp. 1-11
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