CIEE Shanghai, China

Course title: China’s International Relations
Course code: EAST 3004 SCGC / INRE 3001 SCGC
Programs offering course: Accelerated Chinese Language, Business, Language and Culture, China in a Global Context
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring 2021

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

By completing this course, students will:

- Analyze the foundation and content of Chinese foreign policy, as well as the interaction between China and other major players of the world on global and regional levels and in different issue areas.
- Critique Western and Chinese views on intergovernmental and transnational issues.
- Compare and contrast both between the Chinese (including the instructor’s) and Western interpretations of Chinese foreign policy and relations, and between various Western analyses.
- Analyze critically how differences in interpretations and perspectives might comprehensively reflect China’s foreign relations.
- Convincingly present views on issues in China’s international relations.

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.

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.

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.

Assessment and Final Grade

1. Midterm Essay: Presentation 20%
2. Group Presentation 20%
3. Classroom Debates 5%
4. Role Play 10%
5. Quiz 5%
6. Final Exam Essay 25%
7. Class Participation 15%

TOTAL 100%

Course Requirements

Midterm Essay: Presentation

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.

Group 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%)

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.

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.

Final Exam 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,” “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.

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.

Attendance

Regular class attendance is required throughout the program, and all 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, 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 any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. 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
Absences for classes will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements, 3% grade penalty &amp; written warning</td>
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<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

**Class:** Introduction to Chinese Foreign Policy and U.S.-China Relations

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.

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

**Week 2**

**Class:** China’s Engagement in Africa—A New Frontier in Chinese Foreign Policy

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.

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

**Week 3**

**Class:** China’s National Identity and Nationalism

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.

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).

**Week 4**

**Class:** 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 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 lost. 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**

**Class:** 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**

**Class:** China's relations with the European Union and Russia: Wither Strategic Partners

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**

**Class:** 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, nationalism in the three countries are on the rise, and we will then analyze the interaction of the Chinese-Japanese nationalism and Chinese-Indian nationalism 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
Field trip to Song Qingling Museum

Week 8
Class: 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.


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
Class: 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.


Quiz 4: article to be selected before the class begins

Week 10
Class: 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.


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
Class: 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 big role to play.

**Week 12**

**Class:** 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**


**Online Resources**


China Leadership Monitor: https://www.hoover.org/publications/china-leadership-monitor

Asia Times Online: http://www.atimes.com/tag/hong-kong/