

PLSC 123 Chinese Foreign Policy

Fall 2022 Semester

Class time: Mondays – Wednesdays – Fridays, 1:25 to 2:15 p.m, Building 123

Instructor Information

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Office Hours: Tu 12:00-1:00, Th 9:00-10:00, and by appointment

Course description

China's re-emergence as a global power marks one of the key developments of contemporary world politics. The intent of this course is to offer a broad understanding of China's growing and changing influence in the world. We will begin by briefly exploring historical Chinese foreign policy, from Imperial China through the Cold War. We will then take a more intensive look at some of the major problems in Chinese foreign policy in the contemporary period. We will seek to understand the international problems that China has faced, how it has conceptualized those problems, and how it has tried to deal with them. We will also analyze China's relations with various countries and regions, Chinese policy toward key functional issues in international affairs, how the rise of China is affecting global power relations (e.g., Sino-US relations), and how other actors are responding.

The specific goals of the course include, but are not limited to guiding students in:

- Developing a broad understanding of the different theories and historical factors that explain the general nature of Chinese foreign policy
- Understanding China's relationships with key countries and regions around the world
- Becoming familiar with the geography of China and to some extent with its history

Prerequisites: The course does not require prior knowledge of China or Chinese politics. It assumes that you will work hard to acquire knowledge.

Course Requirements and Grading Policy

1. Attendance and Participation: 20%

For each class meeting, you will receive a participation score between 0 and 10. The students are expected to read the assigned materials beforehand and be ready to participate in class discussions. Students who make frequent and high-quality contributions to the discussion will earn 10 points, students who make at least some relevant contribution will earn 9 or 9.5 points, and students who are present but silent will earn 8.5 points. Because some days will have more opportunities to participate than others, I will do a slight curve of the participation averages at the end of the semester.

Students will receive a 0 for each unexcused absence. Excused absences will be dropped from the course grade. To have an absence excused, you must contact me with a valid excuse within one week after the absence. I will determine the validity of excuses at my own discretion and may require documentation. Valid excuses generally include physical or mental illness, family emergencies, university-sponsored activities, and career-related activities. Furthermore, I will drop your lowest two participation scores at the end of the semester, which essentially means you can have two “free” absences without needing a valid excuse.

If you arrive after I take attendance, it is your responsibility to let me know after class that you were present. One or more points will be deducted from the daily participation score of students who come in late, leave early, have side conversations, or engage in other disrespectful behavior. If you have a valid reason for arriving late or leaving early on a particular day, please let me know.

2. Critical review of 2 books or journal articles: 30% (15% each)

Upon consultation with the instructor, the students should choose two books, academic journal articles or book chapters relevant to the course, and submit two critical reviews about them (up to 3 pages). The reviews should avoid summarizing the texts but compare theoretical approaches and research methods employed for the analysis and arguments presented. Students are encouraged to express their evaluation of the readings and compare them (some recommendations on how to write a critical review will be given in the beginning of the course).

The reviews should be written in Times New Roman 12pt font, 1.5 spacing with standard margins.

3. Midterm Exam: 25%

Midterm Exam will consist of multiple choices and short answer questions. It will cover the first half of the class. A make-up exam will only be given if a student contacts me prior to the exam and provides a valid excuse with documentation. Otherwise, you will receive a 0 if you miss an exam.

4. Final Exam: 25%

Final Exam will consist of multiple choices and short answer questions. It will cover the second half of the class. A make-up exam will only be given if a student contacts me prior to the exam and provides a valid excuse with documentation. Otherwise, you will receive a 0 if you miss an exam.

Grading Scale

I will use the following grading scale:

A = 93 to 100

A- = 90 to 92

B+ = 87 to 89

B = 83 to 86

B- = 80 to 82

C+ = 77 to 79

C = 70 to 76

D = 60 to 69

F = 59 and below

Electronics in the Classroom: You may use a laptop or tablet to take notes if desired. Please refrain from doing non-course-related activity on your laptop during class, both for your own benefit and as a courtesy to those seated behind you. Please do not take photos during class.

Contacting Me: I generally allot time to respond to student emails at the beginning of each business day (from Monday to Friday). Please do not wait until the last minute to ask a question. If your question requires a response more than a few sentences long, it would be better to ask me after class, come to my office hours, or make an appointment.

***Note:** This syllabus, like our course, should be seen as an evolving experience, and from time to time changes might become necessary. As the instructor, I reserve the right to modify this syllabus, with the stipulation that any changes will be communicated to the entire class clearly and in writing.*

Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Disability Accommodations Statement

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides contact information for every Penn State campus (<http://equity.psu.edu/sdr/disability-coordinator>). For further information, please visit the Student Disability Resources website (<http://equity.psu.edu/sdr/>).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: See documentation guidelines at (<http://equity.psu.edu/sdr/guidelines>). If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

Counseling and Psychological Services Statement

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

- Counseling and Psychological Services at University Park (CAPS) (<http://studentaffairs.psu.edu/counseling/>): 814-863-0395
- Counseling and Psychological Services at Commonwealth Campuses (<http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>)
- Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
- Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Educational Equity/Report Bias

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the University's Report Bias webpage (<http://equity.psu.edu/reportbias/>).

Statements for Long-term Absences

The Student Care and Advocacy Office also suggests incorporating the language below regarding student absences into your course syllabi. This language is not a requirement but rather a recommendation, in the hope of reducing the number of students who contact the Student Care and Advocacy Office whenever they miss a class.

“Extended Absences: During your enrollment at Penn State, unforeseen challenges may arise. If you ever need to miss an extended amount of class in such a circumstance, please notify your professor so you can determine the best course of action to make up missed work. If your situation rises to a level of difficulty you cannot manage on your own with faculty support, reach out to the Student Care & Advocacy office by phone at (814-863-2020) or email them at StudentCare@psu.edu. Office hours are Monday-Friday, 8 a.m. to 5 p.m.”

Course Outline (Note: All dates and readings are subject to change)

All readings will be available on Canvas unless otherwise indicated on the syllabus.

Section I: Historical Legacies

- **Week 1: Introduction to Chinese Foreign Policy**

No readings

- **Week 2: Foreign Relations in Imperial China**

Zhaojie, Li. "Traditional Chinese World Order." *Chinese Journal of International Law* 1 (2002): 1-20.

Kang, David C. "Hierarchy and Legitimacy in International Systems: The Tribute System in Early Modern East Asia." *Security Studies* 19, no. 4 (2010): 591-622.

- **Week 3: The Opium Wars and the Japanese Invasion**

Chapter 2 and 3 in Hunt, Michael H. *The Genesis of Chinese Communist Foreign Policy*. New York: Columbia University Press, 1996.

Fairbank, John King, and Merle Goldman. *China: A New History*. Massachusetts: Harvard University Press, 2006.

Hand-in Critical Review #1

Section 2: Chinese Foreign Policy after 1949

September 5 is Labor Day (No class)

- **Week 4 and 5: China and the Cold War**

Chapter 2 in Chen, Jian. *Mao's China and the Cold War*. Chapel Hill: University of North Carolina Press, 2010.

- **Week 6: US-China Opening**

Chapter 1 and 2 in Harding, Harry. *A fragile relationship: The United States and China since 1972*. Washington, D.C: Brookings Institution Press, 2000.

- **Week 7: Reform and Opening-up**

Maurice Meisner. *The Deng Xiaoping Era*. New York: Hill and Wang, 1996.

Midterm Exam

Section 3: China's Rise

- **Week 8: Rising Power Theories: Pessimistic Views**

Mearsheimer, John J. "China's unpeaceful rise." *Current History* 105, no. 690 (2006): 160.

Chapter 1 and 6 in Allison, Graham. *Destined for War: Can America and China escape Thucydides' trap?* Massachusetts: Houghton Mifflin Harcourt, 2017.

- **Week 9: Rising Power Theories: Alternative Views**

Bijan, Zheng. "China's peaceful rise to great-power status." *Foreign Affairs* 84 (2005): 1-18.

Chapter 2 in Christensen, Thomas J. *The China challenge: Shaping the Choices of a Rising Power*. New York: WW Norton & Company, 2015.

Zhang, Chunman, and Xiaoyu Pu. "Introduction: Can America and China Escape the Thucydides Trap?" *Journal of Chinese Political Science* 24, no. 1 (2019): 1-9.

Section 4: Bilateral and Regional Relationships

- **Week 10 and 11: Sino-US Relations**

Chapter 8 in Shambaugh, David. *Tangled Titans: The United States and China*. Maryland: Rowman & Littlefield Publishers, 2012.

Chapter 3 in Shambaugh, David L. *China Goes Global: The Partial Power*. Oxford: Oxford University Press, 2013.

Pu, Xiaoyu. "One Mountain, Two Tigers: China, the United States, and the Status Dilemma in the Indo-Pacific." *Asia Policy* 26, no. 3 (2019): 25-40.

Weiss, Jessica Chen. "The China trap: US foreign policy and the perilous logic of zero-sum competition." *Foreign Affairs* 101 (2022): 40.

Hand-in Critical Review #2

- **Week 12: October 10 and 12: Taiwan Issue**

Chapter 9 in Deng, Yong, and Fei-Ling Wang. *China rising: Power and motivation in Chinese foreign policy*. Maryland: Rowman & Littlefield Publishers, 2004.

- **Week 13: Sino-Latin American Relations**

Gallagher, Kevin, and Roberto Porzecanski. *The Dragon in the Room: China and the Future of Latin American Industrialization*. California: Stanford University Press, 2010.

- **Week 14 and 15: Relations with Japan and the Koreans**

Chapter 8 in Wang, Zheng. *Never forget national humiliation: Historical memory in Chinese politics and foreign relations*. New York: Columbia University Press, 2014.

Kydd, Andrew H. "Pulling the plug: can there be a deal with China on Korean unification?" *The Washington Quarterly* 38, no. 2 (2015): 63-77.

- **Week 16: Sino-African relations**

Taylor, Ian. "China's oil diplomacy in Africa." *International Affairs* 82, no. 5 (2006): 937-959.

Final Exam