Course Description

Is China a fearsome dragon out to upset the global balance of power? Or is China a cuddly panda seeking to integrate itself into the extant world order? This course provides a comprehensive introduction to Chinese foreign policy. With over a fifth of the world’s population (over 1.3 billion people), an enormous economy (a 2006 nominal GDP of over 2.68 trillion), and the world’s largest standing army, China is intrinsically important. Anyone who wishes to understand 21st century world politics needs to engage the China question.

As a graduate seminar, this course focuses on the key debates that animate the field of Chinese foreign policy. The focus of each seminar meeting will be on close analysis of readings and debates. Students are expected to do the readings carefully, and attend class ready to discuss them. In some cases, students will be assigned to present and debate different sides of an argument.

Grading

Your final grade will be based upon a research paper, a book review essay, and class participation:

50% Research paper (due week 14)
20% Book review essay (due week 11)
30% Class participation

1. You will write a 25 page double spaced research paper. See details below.
2. You will write a five page book review essay. See below.
3. The class participation grade will be based upon the quality, not quantity, of your contributions to group discussions. You will be asked to lead class discussions of readings.

Research Paper

A 25 page (double spaced, 12 point font) research paper will be 50% of your grade, but will be broken down into manageable chunks, some of which will contribute to the final paper grade. Each step of the process will be shared with the class, including a final ppt presentation.
Week two: please choose from one of the following broad topics:

**Domestic sources of Chinese foreign policy:**
1. Bureaucratic politics, leadership, and/or decision making
2. Perception and Misperception
3. Nationalism and public opinion
4. Recent Historical Legacies: The Taiwan Straits Issue
5. Deep Historical Legacies: The “Century of Humiliation”

**“Traditional” (bilateral) foreign policy issues:**
7. Sino-American relations
8. Sino-Japanese relations
9. Sino-Korean relations
10. Sino-Russian relations
11. Sino-Indian relations
12. Sino-southeast Asian relations
13. Sino-European relations

**“New” (great power) global issues:**
14. Energy and resource security
15. Climate change, pollution, health
16. Nuclear proliferation
17. Global trade and finance
18. International organizations/global governance

Week 3: please narrow down to a subtopic, presenting a clear question to guide your initial research. The question should be analytic (Why?) not empiric (Who? What? When? Where?), and should not have an immediately obvious answer. It should not yet be an argument/thesis.

Week 4: submit a one page bibliographic outline of key materials you will use in your research.

Week 5: submit a five page review of existing scholarship on your topic. (25% of final paper grade)

Week 6: submit a revised analytic question.

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Week 12: submit a final thesis statement.

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Week 14: **Papers due.** ppt presentations. (25% of final paper grade)
Week 15: ppt presentations (cont.).

**Book review essay**

Choose three of the following books and write a review essay on them:

- Bush, *Untying the Knot*
- Christensen, *Useful Adversaries*
- Chen, *Mao’s China and the Cold War*
- Callahan, *China: Pessoptimist Nation*
- Carlson, *Unifying China, Integrating with the World*
- Deng, *China’s Struggle for Status*
- Fravel, *Strong Borders, Secure Nation*
- Goldstein, *Rising to the Challenge*
- Gries, *China’s New Nationalism*
- He Yinan, *Search for Reconciliation*
- Johnston, *Cultural Realism*
- Johnston, *Social States*
- Kang, *China Rising*
- Kastner, *Political Conflict and Economic Interdepend.*
- Kent, *Beyond Compliance*
- Luthi, *The Sino-Soviet Split*
This is not a book report. Instead, it is your critical reading of the strengths and weakness of the books. For an example, click [here](#). Due week 11.

### Classroom Policies

*Respect is required.* While the discreet consumption of coffee and other beverages is permitted, eating, which might disrupt your classmates, is not. Please turn off all cell phones and other devices that might disrupt class. Disparaging comments or behaviors towards your classmates will not be permitted. Anyone disrupting the educational atmosphere of the classroom will be asked to leave. Sexual harassment will not be tolerated. Anyone experiencing harassment in the classroom should contact the instructor immediately. Harassment anywhere on the OU campus should be reported to the OU [Office of Equal Opportunity](#).

### Plagiarism & Cheating

Academic honesty is presumed and required of all students at OU. Use of the work of others is positively encouraged and is central to scholarship, but it must always be properly credited. When it is not credited, and when the thoughts/words/ideas of others are passed off as your own, that is PLAGIARISM. Plagiarism is serious academic misconduct and will be reported to the appropriate university office; penalties are severe. Visit [www.ou.edu/provost/integrity-rights/](http://www.ou.edu/provost/integrity-rights/) for details of the university’s academic honesty code. If you are in doubt about how to handle quotations or citations, please consult the instructor.

### Disabilities

Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me personally within the first two weeks of class.

### Lecture and Reading Schedule (debates in *italics*)

#### I. CONCEPTS

**WEEK 1** COURSE INTRO, CHINA THROUGH AMERICAN EYES, AND IR THEORY

**WEEK 2** FOREIGN POLICY ANALYSIS AND IR  
(Jacobson and Knox, 2010; *NYT*, 2011; Brzezinski vs. Mearsheimer, 2005)

**WEEK 3** PARETO'S TRIANGLE: THE WORLD THROUGH CHINESE EYES?  
(Schweller, 1999; *Christensen 2001; Christensen vs. Gries, 2001; Shambaugh, 2010*)

#### II. HISTORICAL LEGACIES

**WEEK 4** DEEP HISTORICAL LEGACIES I: “STRATEGIC CULTURE”  
(Christensen, 1996; Johnston, 1996; *Diamant, 2000*)
WEEK 5 DEEP HISTORICAL LEGACIES II: HIERARCHY AND THE TRIBUTARY SYSTEM

WEEK 6 “EARLY MODERN” HISTORICAL LEGACIES: THE “CENTURY OF HUMILIATION”
(Gries, 2004: Ch. 3; Callahan, 2009; Gries, 2011)

WEEK 7 CHINA ENTERS THE KOREAN WAR
(“Intemestic” politics) (Chen Jian, 2001: Intro & Ch. 4; Christensen, 1996: Ch. ?)

WEEK 8 CHINA BUILDS THE BOMB: RATIONAL OR SYMBOLIC?
Fravel & Medeiros, 2010; Larson & Shevchenko, 2010; Lebow, 2008, Ch. ?; Hymans, 2006;
Lewis and Xue, 1988)

III. CHINESE FOREIGN POLICY IN PRACTICE

WEEK 9 TAIWAN STRAITS: SECURITY DILEMMA? FINLINDIZATION?
(Christensen, 2002; Bush, 2005; Gilley vs. Chang & Mouritzen, 2010)

WEEK 10 NO CLASS WRITING WEEK

WEEK 11 TERRITORIAL CONFLICTS: BARGAINING AND PROSPECT THEORY
(Fravel, 2006, 2010; Levy, 1997)

WEEK 12 POPULAR NATIONALISM AND CHINESE FOREIGN POLICY
(Gries, 2004: Ch. 7; Ross vs. Glosney & Saunders, 2010)

WEEK 13 CHINA’S SOCIALIZATION INTO INTERNATIONAL ORGANIZATIONS
(Constructivism) (Johnston, 2007, Kent, 2007)

WEEK 14 POWER TRANSITIONS AND CHINA’S PEACEFUL RISE
(Levy, 2008; Ikenbery, 2008; Buzan vs. Qin and Zhang, 2010)

WEEK 15 THE PAST IN THE PRESENT: SINO-JAPANESE RELATIONS
(Gries, 2004: Chs. 5, 6; Gries, 2005; He, 2009)
Partial Bibliography

Chang, Vance, Hans Mouritzen, and Bruce Gilley. “Is Taiwan Selling Out to China?” Foreign Affairs, May/June 2010
Gilley, Bruce “Not So Dire Straits: How the Finlandization of Taiwan Benefits U.S. Security,” Foreign Affairs, January/February 2010
Ross, Robert S. “Beijing as a conservative power,” Foreign Affairs 76.2 (1997).