Course Description

When you look at China, what do you see? A fearsome dragon out to upset the global balance of power? Or a cuddly panda seeking to integrate itself into the extant world order? This course seeks to move beyond such caricatures, providing a comprehensive introduction to Chinese foreign policy. With over a fifth of the world’s population (over 1.3 billion people), the world’s second largest economy, and its largest standing army, China is intrinsically important. Anyone who wishes to understand 21st century world politics needs to engage the China question.

The course is divided into five sections. It begins with key questions and concepts, such as the enigma of China’s rise and the utility of IR theory in addressing it. It then reviews key historical legacies shaping China’s foreign policy today, starting with narratives about the imperial Chinese tributary system and the early modern “Century of Humiliation,” before turning to Mao, Deng, and China’s Cold War foreign policy legacies. The third section explores key bilateral and regional relationships today, from the US to Japan, Taiwan, and the South China Seas. The fourth section addresses “new” global or multilateral security issues that an emerging Chinese superpower is now central to, from energy and environmental security to cybersecurity nuclear proliferation, and global economic governance. We conclude with thoughts on forecasting China’s future global role.

While the subject matter of the class is Chinese foreign policy, my primary goal is to promote critical thinking, cultivating your ability to think through issues rigorously and independently.

Grading

Your final grade will be based upon participation, a paper, a group project, and a final exam:

- 20% Class participation, homework, and pop quizzes
- 25% Paper (October 27)
- 25% Small group projects (Nov. 19 & 24, and Dec. 1, 3, & 8)
- 30% Final exam (Thursday, December 17, 8-10 am, HH 150)
1. The class participation grade will be based upon the quality, not quantity, of your contributions to group discussions, as well as homework assignments, and pass/fail pop quizzes on the readings given at the beginning of class on random days throughout the semester. One quarter of the class participation grade will be a three part homework project involving the design, taking, and gathering of responses to a survey experiment on the psychological consequences of talk of China’s rise.

2. A hardcopy of your first paper is due in class on October 27. Late papers will be penalized.

3. The small-group projects will be presented Nov. 19 & 24, and Dec. 1, 3, & 8.

4. The final exam will be held on Thursday, December 17 from 8-10am, in Hester Hall 150. It will be comprehensive. Anyone with a scheduling conflict should inform me no later than Nov. 17.

Readings

You are expected to attend class having completed the readings assigned for that day. Random pop quizzes will test whether you have read them. Lectures will not cover the same ground as the readings, and are no substitute for them. Two books are available for purchase at the OU bookstore and online, but will also be held on reserve at Bizzell Library:


Additional readings will be available on the course and OU library websites.

The readings usually make arguments, and you are expected to read critically. What are the author’s arguments? Are they persuasive? Why do you think that the authors take the positions that they do? Do you agree or not?

Paper

A five page analytic paper will be due in class on Tuesday, Oct 27. Late papers will be penalized. It will address the question, ‘William Faulkner once wrote that ‘The past is never dead. It’s not even past.’ Is this relevant to the study of Chinese foreign policy today? Be sure to illustrate your argument with at least one example from current events.”

Small-group project: China’s role in ‘new’ global security issues

In week 2, you will join a team of about four students responsible for running one class towards the end of the semester, on Nov. 19, 24 & 26, and Dec. 1 & 3. You will choose from five class topics:

1. Global economic governance: The ‘China Model,’ The AIIB & the ‘new silk road’ (Nov. 19)
2. Energy and resource security (Nov. 24)
3. Environmental security and climate change (Nov. 26)
4. Cybersecurity and IPR (intellectual property rights) (Dec. 1)
5. Nuclear proliferation & global terrorism (Dec. 3)
Each of the five groups will divide their class into two parts:

1. Teaching the topic itself, with a focus on China’s perspective on the issue and policy implications for the United States (30 minutes)
2. A research presentation on patterns of international media coverage of the topic (30 minutes)

Both should be presented using ppt and involve multimedia: not just text but also images and possibly also video and/or sound. While both should involve lecturing, they should also involve the rest of the class, whether through Q&A or small group work.

Note that this project requires your team to pose the questions and uncover the puzzles that you will solve. We now live in a world of data overload, and need to develop data mining skills, such as uncovering interesting nuggets that beg explanation.

Grading Criteria: The group presentations will be graded 75% substance and 25% presentation.

75% Substance
1) **What?** Uncover interesting patterns in the ways that US and/or foreign media cover China’s role in your security issue.
   - **Media** is defined broadly: blogs, newspapers, TV, movies, music, cartoons, computer games – whatever you can find surfing the web or otherwise.
   - **Patterns** refers to similarities and differences in coverage (for instance, of Topic, Argument, Assumptions, and/or Tone) among the media that you explore.
   - **Interesting:** Patterns that are obvious are not interesting. Patterns that are puzzling, by contrast, beg explanation and make for an interesting presentation.

2) **Why?** Hypotheses/explanations about why these patterns of similarities or differences exist.

25% Presentation: *Clear, creative, concise*
- Be **clear**: Substance doesn’t speak for itself; communicate your ideas precisely.
- Be **creative**: A picture (or a sound, movie clip, etc.) can be worth a thousand words. Integrate multiple media into your presentation to get your ideas across.
- Be **concise**: Limit yourselves to the multi-media slides that best capture your most interesting material.

Grading Process: You will grade each other’s work. Your team grade will be determined half by your classmates and half by me.

Teamwork: How you run your teams is your own business, but each team has the right to vote out any member who does not meet team expectations. These can be formalized in a signed team contract, which might include pledges to attend weekly group meetings and/or complete various web-based or other research assignments. Any student voted out of a team will receive a separate assignment from the instructor.
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, laptops, 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 me immediately. Harassment anywhere on the OU campus should be reported to the OU Office of Equal Opportunity, (405) 325-3546.

Plagiarism & Cheating

Academic honesty is presumed and required on the part of all students. 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/ for details of the university’s academic honesty code. If you are in doubt about how to handle quotations or citations, please ask me.

Disabilities

Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally within the first two weeks of class so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.
Lecture and Reading Schedule
(debates in italics; readings [in brackets] are optional)

I. QUESTIONS AND CONCEPTS

WEEK 1 COURSE INTRODUCTION; CHINA THROUGH AMERICAN EYES
a. South Park 2008
b. Gries 2014; Daily Show 2008; [Wasserstrom 2000]

WEEK 2 THE PUZZLE: CHINA'S 21st CENTURY FOREIGN POLICY
a. Brzezinski vs. Mearsheimer 2005; Christensen 2015; Shambaugh 2014; [Wu 2014]

WEEK 3 INTERNATIONAL RELATIONS (IR) THEORIES & CHINA'S RISE
a. Walt 2014 (IR Preview); Realism: Schweller 1999; [Wohlfforth 2012]
b. Liberalism: Ikenberry 2008; [Doyle 2012]

II. HISTORICAL LEGACIES

WEEK 4 IMPERIAL / PRE-MODERN:
THE TRIBUTARY SYSTEM & ‘HARMONIOUS WORLD’
b. [Zhao 2006] vs. Callahan 2012; Gries 2007

WEEK 5 ANTI-IMPERIAL / EARLY MODERN:
THE ‘CENTURY OF HUMILIATION’ & POPULAR NATIONALISM TODAY
b. Gries 2004: Chs. 3-4, 7; [Fitzgerald 1999]

WEEK 6 MAOIST / MODERN: THE EARLY COLD WAR, 1950s & ‘60s
a. Chen 2001: Intro, Ch. 4 (Korea)
b. Chen 2001: Ch. 7 (Taiwan Strait); Lüthi 2008: Conclusion (Sino-Soviet split)

WEEK 7 THREE KINGDOMS: SHIFTING ALLIANCES IN THE 1970s
a. Mann 1999: Prologue, Chs. 1-3 (Sino-American Rapprochement)
b. Mann 1999: Chs. 4-5 (Sino-American Normalization)

WEEK 8 DENGIST / REFORM CHINA IN THE 1980s:
TIANANMEN & THE END OF THE COLD WAR
a. Mann 1999: Chs. 6-8 (Tiananmen); Kissinger vs. Solarz and Lord 1989; [Qian 2006: Ch. 6]
b. Visiting lecture by Professor Bo KONG: Mann 1999: Ch. 9 – 11

WEEK 9 POST-DENG / TURN OF THE CENTURY
a. Visiting lecture by Dr. Kevin Carrico, “Are Hong Kongers Chinese enough?”: Mann 1999: Ch. 12-15
b. Mann 1999: Ch. 16-18; Medeiros & Fravel 2003 vs. Gries 2005a
III. KEY BILATERAL AND REGIONAL RELATIONS TODAY

WEEK 10 ‘G2’? POWER TRANSITIONS AND THE UNITED STATES
b. Gries 2004: Ch. 8; Pei 2014

WEEK 11 TAIWAN STRAITS: SECURITY DILEMMA? FINLINDIZATION?
a. Rigger 2014: Ch. 9; Christensen 2002
b. Gilley 2010 vs. Chang & Mouritzen 2010; [Bush 2005: Ch. 5]

WEEK 12 JAPAN AND POPULAR CHINESE NATIONALISM
a. Gries 2004: Chs. 5, 6
b. Gries 2005b; [Nie 2013]

WK 13a THE SOUTH CHINA SEA & THE ‘STRING OF PEARLS’
(SOUTH AND SOUTHEAST ASIA)

IV. ‘NEW’ MULTILATERAL SECURITY ISSUES

WK 13b GLOBAL ECONOMIC GOVERNANCE: THE ‘CHINA MODEL,’
THE AIIB & THE ‘NEW SILK ROAD’
a. Shield 2014; Fallon 2015 [Li 2013 vs. Huang 2011 Ted talks]

WEEK 14 ENERGY AND ENVIRONMENTAL SECURITY
a. Energy & resource security: Johnson 2015; Chanis 2010 [Kennedy 2010; Meidan 2014]
b. Environmental security & climate change: Gerth 2010: Ch. 8; Simons 2012; [Simons 2013: Ch 4] (to be taught Dec. 8)

WEEK 15 CYBERSECURITY & NUCLEAR PROLIFERATION
a. Cybersecurity and IPR: Segal 2012; Easton 2013 [Fallows 2008; Lindsay 2014/15]
b. Nuclear proliferation: Lieggi 2010; Plant & Rhode 2013; [Pandza 2013]

V. CONCLUSIONS

WEEK 16 THE FUTURE OF CHINESE FOREIGN POLICY
a. Environmental security & climate change: Gerth 2010: Ch. 8; Simons 2012; [Simons 2013: Ch 4] (to be taught Dec 8)
BIBLIOGRAPHY


Johnson, Keith. 2015. “China’s Thirst Oil is transforming the country’s foreign policy. Can the United States handle the consequences?” *Foreign Policy* (March).


Survey experiment homework project:  
Chinese and American futures

One quarter of your class participation grade (5% of your final class grade) is a three part homework project involving the design, taking, and gathering of responses to a survey experiment my colleagues and I are conducting on the psychological consequences of news reports about a different trajectories of relative power in US-China relations.

1. Survey design
Americans today are confronted with a variety of news reports about the possibility of a future where China rises and America declines—and one where America does not decline, and it is China that faces economic and other challenges to its future growth. We can and will discuss the objective/factual basis of claims about possible ‘power transitions’ in week 10 of class. We are interested, however, in the psychological impact of exposure to such new reports on the China policy preferences of the American people.

Please surf the web for four video clips from major American TV media (e.g. ABC, CBS, NBC, PBS, CNN, FOX, & MSNBC on the topic of relative power in US-China relations. Please locate two video clips for each of the following dimensions:

a. Economic and/or military: the shifting balance of material power between the US and China over economic resources (such as finance, trade, technology, GDP growth) and/or military power (e.g. arms spending, weapons development).

b. Cultural and/or political: the spread of Chinese political (e.g. authoritarian) and/or cultural (e.g. Confucian) values and their interaction with American Liberal values like human rights, freedoms of speech, religion, or privacy.

Try to find video clips that are:

a) Approximately 2-4 minutes long.
b) Focused: no tangents; video clip is about the relative distribution of power in US-China relations
c) For each dimension try to find one clip that depicts America maintaining its lead over China, and one where China surpasses America.

Please e-mail the four urls to Yiming JING @ yjing@ou.edu.

2. Take pilot survey
We will select a subsample of the videos we receive, and design a 30 minute pilot survey in which you will watch and evaluate the video clips across various dimensions. Your evaluations will help determine which of the videos we will ultimately use in our survey experiment.

3. Gather ten responses to final survey experiment
To maximize the diversity of the sample, the ten responses you gather should not come from other students. If all respondents were students, the range of ages and education levels in the sample would be extremely limited, preventing us from drawing any inferences about the role that age or education plays in the attitudes being explored. So, when you choose who to send the survey url to, please try to maximize variation in age and gender, and perhaps also region, education, and income levels. In other words, try to ask both men and women, and people of different ages, such as both parents and aunts and uncles on the one hand, and grandparents on the other. Also: the survey explores American attitudes towards China, so please try to only ask US citizens.
The following is a sample e-mail text you could cut and paste to gather your responses.

Subject: short survey for my class at OU

Dear X,

I’m taking an international studies class this semester at OU. Would you mind helping me by completing a 5-10 minute survey online? You can take it at:

- Url here

Please enter my name on the last page of the survey to ensure that I receive credit for your participation, and e-mail me to let me know if you took it. My goal is to gather ten responses. Thks!