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 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 addresses “new” global or multilateral security challenges that an emerging Chinese superpower is now central to resolving, 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 about international affairs 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 (March 7)
- 25% Small group projects (April 13-27)
- 30% Final exam (Tuesday, May 9, 8-10 am, Farzaneh 230)
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.
2. A hardcopy of your first paper is due in class on March 7. Late papers will be penalized.
3. The small-group projects will be presented April 13-27.
4. The final exam will be held on Tuesday, May 9, 8-10 am in Farzaneh 230. It will be comprehensive. Anyone with a scheduling conflict should inform me no later than April 9.

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 online, but will also be held on reserve at Bizzell:


Additional readings will be available on the course webpage 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, March 7. 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 Chinese foreign policies."

Small-group project:

*China’s role in ‘new’ global security issues*

In week 2, you will join a team of two or three students responsible for running one class towards the end of the semester. You will choose from five class topics:

1. Global economic governance: The ‘China Model,’ The AIIB, & the ‘new silk road’ (April 13)
2. Energy and resource security (April 18)
3. Environmental security and climate change (April 20)
4. Cybersecurity and IPR (intellectual property rights) (April 25)
5. Nuclear proliferation & global terrorism (April 27)
Each of the five groups will divide their class into two parts:

1. Teaching the global security issue 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.* I seek to foster a collaborative learning environment conducive to civil debate and intellectual exchange. Diverse experiences and perspectives enrich our group discussions, and I encourage everyone to share their points of view—respectfully. I am also committed to making the OU community a safe and inclusive place for people of all backgrounds and identities.

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/](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 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
(check for updates online; debates *in italics*; readings [in brackets] are optional)

I. QUESTIONS AND CONCEPTS

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

WEEK 2 THE PUZZLE: CHINA'S RISE & ITS 21ST CENTURY FOREIGN POLICY
a. Brzezinski *vs.* Mearsheimer 2005; Shambaugh 2014; [Wu 2014]
b. Christensen 2015; Lampton 2016

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 REVISITED: SHIFTING ALLIANCES IN THE 1970s
a. Mann 1999: Chs. 1-3 (Sino-American Rapprochement)
b. Mann 1999: Chs. 4-5 (Sino-American Normalization)

WEEK 8 DENGIST: TIANANMEN & THE END OF THE COLD WAR
a. Mann 1999: Chs. 6-8 (Tiananmen); Kissinger *vs.* Solarz and Lord 1989; [Qian 2006: Ch. 6]

[WEEK 9 NO CLASS SPRING BREAK]
III. KEY BILATERAL AND REGIONAL RELATIONS TODAY

WEEK 10 JAPAN AND POPULAR CHINESE NATIONALISM (Steiger & Wang)
   b. Gries 2005b; [Nie 2013]

WEEK 11 ‘G2’? POWER TRANSITIONS AND THE UNITED STATES
   b. Gries 2004: Ch. 8; Pei 2014

WEEK 12 TAIWAN STRAITS: SECURITY DILEMMA? FINLINDIZATION?
   a. Rigger 2014: Ch. 9; Christensen 2002
   b. Gilley 2010 vs. Chang & Mouritzen 2010; [Bush 2005: Ch. 5]

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. (April 13) Shield 2014; Fallon 2015 [Li 2013 vs. Huang 2011 Ted talks]

WEEK 14 ENERGY AND ENVIRONMENTAL SECURITY
   b. (April 20) Environmental security & climate change: Gerth 2010: Ch. 8; Simons 2012; [Simons 2013: Ch 4] (to be taught Dec. 8)

WEEK 15 CYBERSECURITY & NUCLEAR PROLIFERATION (Jing)
   b. (April 27) Nuclear proliferation: Lieggi 2010; Plant & Rhode 2013; [Pandza 2013]

V. CONCLUSIONS

WEEK 16 THE FUTURE OF CHINESE FOREIGN POLICY
   b. Test prep


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


Pei, Minxin. 2014. “How China and America See Each Other—And Why They Are on a Collision Course,” Foreign Affairs, March/April.


