Course Description

Many Americans have a very ambivalent image of China. Is China a fearsome dragon out to upset the global balance of power? Or is China a cuddly panda (here a cute dragon) that we can talk to? This course provides a comprehensive introduction to Chinese foreign policy, but may reveal as much about us as it does about China. Why do we think and talk about China in the ways that we do? Our assumptions about politics are derived from the American experience, so studying China should reveal quite a bit about who we are. But China is more than just a mirror. 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.

The course is divided into five sections. It begins with key issues and concepts. It then reviews China’s external relations prior to “Liberation” in 1949. The focus here will be twofold: interrogating the idea of a “Tributary System” with China at the center, and the narrative of a “Century of Humiliation.” The third section introduces basic concepts from international relations theory in general and theories of foreign policy decision making in particular. The fourth section turns to the history of the PRC’s foreign relations, with an emphasis on Sino-American relations. The fifth and final section explores vital foreign policy issues confronting China in the 21st century: China’s relations with south and southeast Asia, the Taiwan issue, Sino-Japanese relations, and forecasting China’s future global role.

Grading

Your final grade will be based upon data collection, class participation & pop quizzes, two papers, and a final exam:

- 5% Survey research/data collection
- 10% Class participation, pop quizzes, and homework
- 20% Small-group multi-media project (Feb. 24)
- 20% Paper I (10/22)
- 20% Paper II (11/12)
- 25% Final exam (12/19)
1. You will administer about a half dozen online surveys about China.
2. The class participation grade will be based upon the quality, not quantity, of your contributions to group discussions, as well as short homework assignments, and pass/fail pop quizzes on the readings given at the beginning of class on random days throughout the semester.
3. Small group multimedia projects will be due at the beginning of class on February 24.
4. A hardcopy of your first paper will be due at the beginning of class on March 10. Late papers will not be accepted.
5. A hardcopy of your second paper will be due at the beginning of class on April 14. Late papers will not be accepted.
6. The final exam will be held on Thursday May 14 from 1:30-3:30pm. It will be comprehensive. Anyone with a scheduling conflict should inform me no later than April 14.

Papers

Two five page analytic papers will be due on March 10 and April 14. Late papers will not be accepted. The first paper should address the question, “What role does culture play in U.S.-China relations?” The second paper will address the question, “What are the primary determinants of insecurity in U.S.-China relations?”

Small-group Multi-media Project:
Patterns of Western Media coverage of Chinese foreign policy

This class is not just about social science; it is also about doing social science. In lecture during the second week of classes, you will join a team of 3-4 students responsible for putting together a multimedia presentation exploring patterns of Western media coverage of one of the following six topics:

1. China and the UN
2. China and the global financial crisis
3. Sino-Japanese relations
4. Sino-Indian relations
5. Sino-American relations
6. The Taiwan Issue
7. Energy security in U.S.-China relations
8. Tibet and human rights in U.S.-China relations

Over the course of the semester, each team will put together a multimedia (image, text, and possibly sound) presentation (PowerPoint or website) which will be uploaded onto the web before class on Feb. 24. In class, they will hand in a printout of their PowerPoint/website along with the link. Presentations will be made Feb. 24 and Feb. 26. Each team will have ten minutes to present their multimedia project, respond to questions, and be graded by both the instructor and their classmates.

This project presents three separate challenges: 1) working collectively in a small group; 2) data-mining the Internet for an interesting pattern in the media coverage of your topic – and developing a hypothesis/explanation for it; 3) using IT to present your argument succinctly.

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

1) **What?** Uncover interesting patterns in the ways that the media covers China.
   - **Media** is defined broadly: newspapers, TV, movies, music, cartoons, computer games – whatever you can find surfing the web or otherwise.
   - **Patterns** refers to similarities and differences in the coverage (for instance, of Topic, Argument, Assumptions, and/or Tone) of China.
   - **Interesting:** Patterns that are obvious are not interesting. Patterns that are puzzling, by contrast, beg explanation and make for an exciting presentation.

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

25% Presentation: Clear, creative, concise

1) **Be clear:** Substance doesn’t speak for itself; communicate your ideas precisely.
2) **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.
3) **Be concise:** You only have ten minutes, so limit yourselves to just a few multi-media slides that capture your most interesting material.

Grading Process. Your team grade will be determined 50% by me, and 50% by your classmates. We will grade each presentation for both substance and presentation. (See attached grade sheet.) The members of the best two teams will have five points added to their individual final exam grades.

Teamwork. Political science has an extensive literature on the “collective action” or “free-rider” problem: individuals who take more than their fair share of the benefits (such as a good grade) without shouldering their fair share of the costs (such as contributing to the project). How you run your teams is your own business, but I grant each team the right (through a deadline of Feb. 14) to vote out any member that does not meet team expectations. Any student voted out of a team will have to put together their own individual presentation on another topic assigned by the instructor. Group expectations 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. In addition to grading other teams’ projects, you will also grade the contributions of your teammates.

Server space. Every student at OU is given free server space to create websites. If no one in your group currently has a website or access to server space, one or more of you can activate your accounts at OU. OU IT is also available to help you with power points or website creation.

While these are some of the many resources available to you for completing this assignment, you alone are responsible for both the substance and presentation of your project.

Lecture and Reading Schedule

I. ISSUES and CONCEPTS

1 (Jan 20) Course Introduction
   - **South Park, “Olympic Nightmare”**
   - HBO mini-movie, *Strip Search* (begin)

2 (Jan 22): China through American Eyes
• HBO mini-movie, *Strip Search* (continue)

3 (Jan 27) A China Threat?
• “Chasing the Dragon - Authoritarian State,” *Daily Show with Jon Stewart*
  Optional:
  • Ross, Robert S. “Beijing as a conservative power,” *Foreign Affairs* 76.2 (1997).

4 (Jan 29) Culture and Conflict in the Study of Chinese Foreign Policy
  Optional:

II. THE IMPERIAL LEGACY

5 (Feb 3) The “Tributary System” the Early Modern Encounter with Western Imperialism

6 (Feb 5) The “Century of Humiliation”

7 (Feb 10) The “Century of Humiliation” and Popular Nationalism Today
• Lu Xun, “Preface,” *A Call to Arms*
  Optional:

III. INTERNATIONAL RELATIONS THEORY AND CHINESE FOREIGN POLICY

8 (Feb 12) Level I (System-Level Analysis): The Balance of Power approaches to the Rise of China

Optional:

9 (Feb 17) visiting speaker, Mark Frazier, on US-China Economic relations ??
10 (Feb 19) Level I: A Taiwan Security Dilemma?
• Bush, Richard, *Untying the Knot: Making Peace in the Taiwan Strait* (Brookings, 2005), Ch. 5 “The Security Issue.” (skim)

11 (Feb 24) Level II (State-Level Analysis): Domestic Politics and Chinese Foreign Policy
  Optional:

12 (Feb 26) Level II (State-Level Analysis): Domestic Politics and Chinese Foreign Policy
• Peter Hays Gries, *China’s New Nationalism: Pride, Politics, and Diplomacy*. Chapters 6-8.
  Optional:

13 (March 3) Level III (Individual-Level Analysis): People Matter
• *Quotations from Chairman Mao Tse-tung* (The “Little Red Book” 1966), Chapters 3-5, “The Correct Handling of Contradictions among the People,” “War and Peace,” and “Imperialism and All Reactionaries are Paper Tigers.” (Skim)

14 (March 5) Level III: Mo Yan and the Newman Prize for Chinese Literature
• Mo Yan short story TBA

15 (March 10) Level III: Personality and Chinese Foreign policy

IV. POSTWAR GREAT POWER RELATIONS

16 (March 12) 1950s
17 (March 24) 1960s

18 (March 26) Early 1970s Rapprochement:
- **Skim / surf**
  - The Shanghai Communiqué: I (1972)

19 (March 31) Late 1970s Normalization
- The second (Normalization, 1979); and third (Shanghai II, 1982) Communiqués.

20 (April 2) 1980s
- **Optional:**

21 (April 7) The Tiananmen Massacre and US-China relations
- *Frontline: The Tank Man*

22 (April 9) 1990s
- **Skim / surf**

V. CHINA IN THE 21ST CENTURY

23 (April 14) post 9-11 U.S.-China relations
- **Skim / surf**
24 (April 16) Taiwan Revisited
   • Readings TBA

25 (April 21) Sino-Japanese Relations I

26 (April 23) China and Southeast Asia
   optional
   Barry Buzan and Ole Waever, *Regions and Powers* (Cambridge, 2003), Part II.

27 (April 28) China and South Asia

28 (April 30) Energy Security and U.S.-China relations
   • Reading TBA

29 (May 5) Forecasting China’s Future Foreign policy
   optional
   • Eurasia Group, China Task Force, China Risk: Executive Summary.

30 (May 7) Review session

FINAL EXAM Tuesday MAY 14, 1:30-330