Chinese Foreign Policy

Course: PLSC 300D
Term: Fall 2016
Instructor: Professor Zha Daojiong
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Course Description

This course is designed to be an upper undergraduate level lecture-discussion process that prepares international students with a comprehensive knowledge base for understanding and evaluating the webs of ties between China and the rest of the world. Although selection of topics is contemporary, students are encouraged to pursue historical knowledge about the complexities in China’s ties with the rest of the world. The overall purpose is less for students to be able to answer what Chinese foreign policy IS than for them to develop a habit of asking further questions in order to shape up independent judgments about behaviors on the part of Chinese entities and their international peers.

Readings are drawn from a variety of academic disciplines, including international relations theory, political science, history, sociology, and market as well as management studies. Because the TBC offers a separate course on Sino-American relations, selection of weekly topics does not have a separate section on how China and the United States interact. But that only leaves room for students to bring in questions about how issues under discussion related to pursuit of ties by entities in both countries. Each cluster of readings chosen for a particular weekly topic is prefaced by a few questions meant for students to bear in mind while reading and provide a roadmap for discussions during class time.

No prior knowledge about contemporary China or Chinese foreign policy is required. As the course proceeds, Chinese language expressions shall be introduced to the extent relevant for enhancing understanding and communication.

Course Outcomes

Upon successful completion of the course, a student can expect to have formed a knowledge base for appraising the domestic-external dynamics in Chinese foreign policy decision making. In particular, students grow in their analytical capacity
through being challenged to critically compare and contrast Chinese perspectives with prevalent notions held outside China.

Such knowledge and analytical process shall be of utility to students who upon completing the course choose to pursue careers either in academic study or professional activities in either the public or private sectors. In a nutshell, the benefit the course brings is that a student learns to formulate their own questions rather than following accepted norms.

Course Requirements and Form of Assessment

It is essential that a student completes reading the assigned papers (full text available in electronic form) before the class session. Students are recommended to take note of their own thing, questions, and/or just points of curiosity to class for sharing and serve as an invitation to discussion.

Each student will be required to offer a 10-minute oral summary of one reading in the syllabus. The summary should cover the key points made therein, issues that arise in the course of reading. A schedule of tasks shall be agreed upon during the second week of the course. This exercise shall count 10% toward the final grade.

Attendance is mandatory. Only valid medical or family emergencies qualify as an absence, and documentation of the same must be presented to the professor no later than the next class meeting.

The mid-term exam takes the form of a student submitting a term paper writing plan (within two pages). This is due, in hard paper copy, in class on October 22, 2013. The substance of a term paper must fall within the general topic of Chinese foreign policy. Furthermore, the paper must be analytical, i.e., have clearly framed research question(s) to address. Upon instructor feedback, if a student decides to change a topic, he/she must secure prior written consent from the instructor.

A student must strictly observe the Loyola University Chicago’s policies for academic integrity. A copy is attached to this syllabus.

A student’s final grade of the course shall be computed according to the following system:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Oral presentation</td>
<td>10%</td>
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<tr>
<td>Term paper writing plan</td>
<td>20%</td>
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<tr>
<td>Term paper</td>
<td>60%</td>
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<td>Total</td>
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Academic Honesty

Please refer to the following web link for policies on academic honesty:
http://www.luc.edu/cas/pdfs/CAS_Academic_Integrity_Statement_December_07.pdf

Course Texts

A. Required Texts: each and every reading listed in the ‘course plan’ is a required text. The instructor may supply additional readings as the course proceeds.
B. Recommended texts. See list of books toward the end of the syllabus. These books are available in the TBC Library. Of course, students are encouraged to make good use of other books and materials the Library offers, in addition to readings and analyses accessible through the web.

Course Plan

All readings stored on-line at www.yahoo.com
Usename: tbccfp@yahoo.com
Password: course12

Session One (September 3) Course Introduction


Session Two (September 10) Foreign Policy Drivers: theoretical inclinations

Questions for reading/discussion
1. In what ways do you find the various theoretical reasoning useful (or irrelevant) to your interest in understanding how China interacts with the rest of the world?
2. Assign yourself the role of interacting with a Chinese international relations scholar. What would you choose to highlight?


Session Three (September 17)  Foreign Policy Drivers: national security
Questions for reading/discussion
1. In what ways does the paper by Chai and Song invite you to think about standard academic assertion that one goal for Chinese foreign policy is to preserve its domestic political system?
2. What is ‘global order’ and, how do you assess it in relation to Chinese foreign policy choices?


Session Four (September 24)  China’s Multilateral Diplomacy Pursuits
Questions for reading/discussion:
1. What are meaningful criteria for assessing the value of a multilateral framework of diplomacy?
2. What would you advise a non-participating government to do about the SCO, BRICS and potentially other groupings?


(October 1-6, National Day Holiday season)

Session Five (October 8) Foreign Policy Drivers: Economic Considerations

Questions for reading/discussion
1. In what ways does the paper by Yueh make you (re)think the validity of debates about growth models?
2. Disputes are part of the norm in trade and investment relationships. What
insights do you gain from the articles by Shan et al. and Kennedy for thinking through dispute management involving China?


Session Six (October 15) Foreign Policy Drivers: economic considerations, II

Questions for reading/discussion

1. What issues in Chinese investments overseas do you see as warranting a resolution at the level of diplomacy?
2. Should you have a career opportunity to facilitate investment from China, what would you focus on?


Session Seven (October 22) China and Korea, Japan

Questions for reading and discussion

1. Imagine yourself to be a diplomat working for the U.S. government, what would you do when there arises a demand for American attention to Northeast Asian issues?
2. The notion of Northeast Asia learning from Europe in pursuing regional integration continues to be attractive. What prospects do you see?


**October 27-November 2 Students on Shanxi study tour Session Ten**

**Session Eight (November 5) The South China Sea**

**Questions for reading and discussion**

1. What options would you offer, in the interest of mitigating differences among littoral and user states?


**Session Nine (November 12) China and Its Neighbors by land**

**Questions for reading/discussion**

1. How useful to do find the analytical paradigm Reeves and Pardo present in their paper?
2. Were you a diplomat working for the Chinese government, what would you champion for managing ties with the country’s ties with neighbors by land?


Session Ten (November 19)  China and Its Neighbors by land, II
Questions for reading and discussion:
1. What insights can you draw from the de Haas piece for appraising the state affairs in Sino-Russian relations?
2. If you had an opportunity to join discussions about United States pursuit of relations with China and India, and Pakistan, whereby the three have a complex set of relationships with each other what would you focus on?


Session Eleven (November 26)  China and Africa
Questions for reading and discussion:
1. In what ways does the selection of readings invite you to begin understanding China’s relationship with Africa?
2. Assume you had an opportunity to work in the global resource extractive industry, how would you go about political risk management?


Session Twelve (December 3) Student Presentations
This is an opportunity for students to share with the rest of the class their
preliminary findings in their research projects. Keep the presentation short and concise.

**December 9-13 Finals**
Term paper due date TBA.

**Recommended Reading List:**


