Chinese Foreign Policy
POSC 232 – Spring 2015
Mon. & Wed. 12:30-1:40pm, Fri. 1:10-2:10pm
Leighton 426

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Course Description

The “Rise of China” presents challenges and opportunities for the United States and other countries around the world. In this course, we will examine China’s growing and changing influence in the world. We will begin by exploring historical Chinese foreign policy, from Imperial China through the Cold War. We will then examine a variety of different theories and factors explaining the general nature of China’s foreign policy. For most of the class we will detail China’s relationships with countries and regions around the world.

Course Requirements and Expectations

This course will cover a large amount of material. Typically readings will average around 150 pages a week, although this may be higher in certain weeks (so plan ahead accordingly). You are expected to come to class having read the material, and prepared to discuss the topics for the day.

Any plagiarism, copying other student’s work, etc. is considered cheating and will be referred to the college for disciplinary action. Please review the website on Academic Integrity at https://apps.carleton.edu/campus/doc/integrity/ or talk to me if you have any questions.

Texts

Most of the readings for this course will be provided electronically. I encourage students to print out the course materials at the beginning of the course and read them in paper format rather than electronically, as this facilitates note taking, better retention of the material, and is easier to reference in class discussion.

There are two required texts for purchase in the Carleton bookstore. The first is “China Goes Global”, by David Shambaugh, and the second is Chen Jian’s “Mao’s China and The Cold War”.

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Grading

Your grade will be based on the following:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Exam</td>
<td>25%</td>
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<tr>
<td>Class Participation and Attendance</td>
<td>20%</td>
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<tr>
<td>2 Response Research Papers OR 1 Research Paper</td>
<td>50%</td>
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<tr>
<td>Research Presentation</td>
<td>5%</td>
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<td><strong>Total</strong></td>
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Exam - 25%

We will have one in-class exam (25%) on the last day of the course. This exam will entail identification, short-response and essay response questions and will cover the entire course content.

Class Preparation, Attendance and Participation - 20%

Attendance and participation is required. In preparation for each class, you are expected to come to class having read and thought about the readings for the day. You are also required to submit at least one comment, question or criticism on the reading for the day to the discussion forum on Moodle. These will be due 1 hour PRIOR to the start of class time. Submitting an adequate question or comment to Moodle for each and every class session will receive an 85% for the electronic portion of your participation grade. If I feel that your comments have been particularly insightful/useful for the discussion, this percentage will increase. I will provide feedback on your electronic participation around midterm.

You are expected to be an active participant in class as well. Half of your participation grade will be determined by participation in class, and half by your electronic participation.

2 Response Research Papers OR 1 Research Paper - 50%

For this portion of your grade, you have two options:

1. Two response research papers → For most classes you will notice a question prompt at the bottom of the readings. On two days of your choosing prepare a 7–9 page research paper in which you respond to the question prompt. If you choose this option, one of your responses must come from the first half of the course (prior to the first exam), and the other from the second half. Other than that, you are free to respond to any day you choose. However, you will be required to choose the date you wish to respond to by Apr. 1 (second class session), which will be a strict deadline that you cannot change. These response papers are expected to be well-researched (including numerous outside sources – 10 for a bare minimum), and have a clear hypothesis. Your response paper will be due by email at 11:59pm on the day prior to the reading (in other words,
if you are doing the response paper for Apr. 8, the due time is 11:59pm on Apr. 7). This option will likely be the most appropriate for the majority of students.

2. A single research paper → You may opt instead to write a full research paper of approximately 20 pages (excluding works cited/cover page, etc.) on a topic of your choice. You may choose this option if you have a topic that you are especially interested in and which you feel deserves the longer treatment of a full research paper. If you choose this option, the final paper will be due at 11:59pm on Saturday, June 6 (the first exam day). If you are a senior, I discourage you from choosing this particular option unless you REALLY REALLY want to.

**Research Presentation - 5%**

Each student will present a short 7 minute presentation of their research findings to the rest of the class. If you are doing the two research response papers, you will present for only one of them. If you are doing the single research paper, you will do your presentation in class on June 1 (note that this is BEFORE the final paper due date – which means you need to have a good handle on the paper by the time you present).

**Course Policies**

**Grading Policies**

I will assign grades using the following scale: A (93.33), A- (90), B+ (86.67), B (83.33), B- (80), C+ (76.67), C (73.33), C- (70), D+ (66.67), D (63.33) D- (60) F (Below 60). I do not round your final grade up or down (so if you receive a 93.327, you will receive an A- for a final grade).

Additional Grading Policies:

1. I will not receive grade complaints if more than one week has passed after the assignment has been returned to you. Before I review your grade you must first:
   - Wait 24 hours.
   - Schedule a time to meet with me to discuss your grade.
   - Submit a formal appeal in writing (email is sufficient–but be clear that it is the appeal in the subject heading) that clearly identifies content in the assignment and the reasons why you think your grade should be changed. These appeals should refer to specific things in the assignment, and not to vague reasons like “I worked really hard.”

   The second grade, whether higher or lower, will become your grade on the assignment.
2. Late assignments are not tolerated. Your grade will be lowered 5 points for each day it is late. That is if the assignment is due on Wednesday at 9:50 am and you turn it in sometime between 9:51 am and Thursday 9:50 am, the highest grade you can achieve is 95.

3. The ONLY acceptable (not penalized) excuses for not completing an assignment on time are family emergencies or illnesses. However, in these cases, I will arrange to give you extra time ONLY if you communicate with me **BEFORE** the assignment is due and you provide **DOCUMENTATION** of the circumstance.

**Electronics in Class Policy**

You are welcome to bring digital equipment (laptop, ebook reader, etc.) to class. However, I expect you to be responsible in your use of electronic equipment: please avoid visiting social networking sites, or otherwise browsing the internet on sites unrelated to the course. Individuals who abuse this privilege will be asked to turn off their computer. Please turn off all cell phones during class. If I notice that the use of an electronic device is distracting you in class, your participation grade will suffer.

**Disability-Related Accomodations**

It is the policy of Carleton College to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services, in addition to making requests known to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible (during the 1st week of the semester), so that appropriate arrangements can be made. The procedures for registering with Disabilities Services can be found at [http://apps.carleton.edu/disabilityservices/](http://apps.carleton.edu/disabilityservices/).
Course Schedule

Readings should be completed prior to class. I reserve the right to make changes to the course schedule. I will alert you to any changes made in class, via email, and I will post the updated syllabus on Moodle.

Section I: Introduction/Theoretical Overview

Mar. 30: Intro to Chinese Foreign Policy

- No readings.

Apr. 1: Theoretical Overview of Foreign Policy Formation

- Please come to class prepared with your paper preferences for the term. If you are doing the two response papers, please rank order the top three choices for topics for each of the two halves of the term (ie. six total choices). If you are doing the single research paper, please come to class with a two to three sentence description of what your proposed topic is going to be.

Section II: Historical Legacies

Apr. 3: Foreign Relations in Imperial China


Apr. 6: Sino-Soviet Alliance


Apr. 8: China, Climate Change and the Environment

• Note: This topic was moved to today to accommodate class visit by Stephanie Ohshita

Apr. 10: Non-Alignment


Apr. 13: Alignment with the United States


• Examine China’s shifting alliances from 1949 to 1976. Among the three prominent theories of international relations (liberalism, realism and constructivism) which do you feel best accounts for China’s foreign policy behavior during this time period?

Section III: Sources and Nature of Chinese Foreign Policy

Apr. 15: The Making of Chinese Foreign Policy


• Examine the organizational process by which foreign policy decisions are made in China. Pick a recent foreign policy incident from the last 10 years involving China and discuss how you feel the bureaucratic process of decision making may have influenced China’s foreign policy behavior in this incident.

Apr. 17: Nationalism and Domestic Influences on Foreign Policy


• Examine one of the recent waves of nationalist/antiforeign protests that have occurred in China. What factors do you feel are driving these protests, and what influence do you feel they might have on China’s foreign policy?

Apr. 20: China and International Organizations


• Examine China’s involvement in a particular international organization or treaty (WTO, World Bank, Asian Development Bank, Kyoto Protocol, United Nations, etc.). Evaluate the degree of China’s involvement in the activities of this particular international organization or treaty.

Apr. 22: Territorial Disputes


• Pick one of China’s current OR historical border disputes. What factors do you feel have made this border dispute difficult to solve? If the dispute you chose is an historical one, why was China able to resolve this particular dispute? If the dispute is ongoing, what do you feel the prospects are for resolving this border dispute?

Apr. 24: Military Modernization


• Examine the growth in China’s military spending and capabilities. To what extent do you feel that China’s military growth challenges United States hegemony?

Apr. 27: Cybersecurity


• Examine an incident of a “cyberattack” involving China in some way (either as a perpetrator or victim). What was the source of the attack? To what extent do you feel this attack was conducted by government agents or independent actors? How do you feel that this particular attack has influenced China and its international relations?

Apr. 29: China and the International Economy

• Do you feel that China’s growing economic clout internationally makes it more or less likely to pursue an assertive and confrontational foreign policy? To answer this question, feel free to examine a specific bilateral relationship between China and another country.

May 1: Culture and “Soft Power”


• Consider any one of the cultural topics discussed in the Shambaugh reading for today (Confucius Institutes, CCTV, literature, tourism, etc.). Evaluate this particular aspect of Chinese cultural outreach and discuss it has a positive or negative impact on China’s image and reputation abroad.

Section IV: Bilateral and Regional Relationships

Each of these class sessions will have the exact same question prompt for a research response paper. It is this: Pick one prominent, ongoing issue between China and [country/region being studied that day]. This issue could be military, economic/trade, environmental, cultural. Provide a case study on this particular issue, and evaluate the possibility for cooperation between China and [country/region] to resolve or ameliorate this particular issue.

For days where we are examining China’s relations with an entire region, you may feel free to focus on one specific country within the region. For example, for the day in which we examine Sub-Saharan Africa and the Middle East, you may choose to examine an issue between China and Saudi Arabia (or any other specific country in the region).

May 6: USA

• David Shambaugh. *China Goes Global: The Partial Power*. Oxford University Press, 2013, Chapter 3, pgs. 73-78


May 8: Taiwan

• Qimao Chen. The Taiwan Straits situation since Ma came to office and conditions for cross-strait political negotiations: A view from Shanghai. *Journal of Contemporary China*, 20(68):153–160, 2011
• Yun-han Chu. The evolution of Beijing’s policy toward Taiwan during the Reform Era. In China Rising: Power and Motivation in Chinese Foreign Policy. Rowman and Littlefield, 2005

May 11: Korea


May 13: Japan


May 15: South China Sea

• Video lecture for today!
• Please watch the first episode of http://news.cntv.cn/special/nhjx/
• Robert Kaplan. Asia’s Cauldron: The South China Sea and the End to a Stable Pacific. Random House, 2014, Chapter 8, pp. 164–183

• No response item for today.

May 18: Southeast Asia


May 20: South Asia

May 22: Latin America


May 25: Sub-Saharan Africa and the Middle East


May 27: Europe


May 29: Central Asia and Eastern Europe


June 1: The Chinese Grand Strategy

- No response item for today.

June 3: In-class final Exam