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Spring 2020

DIPL 6622 China's Foreign Relations

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SCHOOL OF DIPLOMACY AND
INTERNATIONAL RELATIONS
SETON HALL UNIVERSITY

China's Foreign Relations

DIPL 6622

Semester: Spring 2020

Professor: Dr. Zheng Wang

Office Hours: TBN

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COURSE DESCRIPTION

China's rise in world affairs has become one of the most significant and challenging foreign policy issues in today's international system. This course examines China's relations with various countries and regions, the rise of China and its challenges and opportunities, and the various factors that affect Chinese foreign policy decision-making processes. This graduate seminar also seeks to prepare students to conduct original research on Chinese foreign policy, the foreign-domestic linkage in China's international behavior, and the US-China relations. This course will include a blend of lectures, class discussions, and individual and group exercises.

COURSE OBJECTIVES AND LEARNING OUTCOMES

By the end of the semester, students should have acquired knowledge and understanding to:

1. Identify and discuss the key concepts, theories, and debates involved in the study of China's foreign relations;
2. Explain the organizational, cultural, perceptual factors that influence Chinese foreign policy;
3. Analyze the foreign-domestic linkage in China's international behavior;
4. Apply the concepts and theories to analyze and explain the current cases of China's diplomacy practices.

COURSE REQUIREMENTS

1. Active participation in the class activities (assignments, group discussions and blogs) (60%)

- Discussion Forums blog posts: 5@4 points each = 20 points
- Essay writings: 5@8 points each = 40 points

2. **Final Exam: (40%)** The final exam will be a take home essay exam. There will be no tricks in this exam. You will receive 3-4 questions and each question is closely related with the subjects that we have discussed during the semester, and you are required to choose one question to answer and send your essay via Blackboard assignment submission by a due time. Details will be provided before the exam time. If students do the required reading, complete the assignments, and think for themselves, they will do well on this exam.

For all written assignments it is expected that you will cite your class texts, supplemental readings, and other sources. Papers should be double-spaced, spell-checked, and legible. It should be in 12-point characters in the 'Times' font. Please choose Chicago citation style. They should be your own work and must not be copied or otherwise plagiarized from another source whether it be an internet site or another student. Plagiarism or academic dishonesty of any kind will result in a failing grade in this course.

Grade Ranges			
A	95% - 100%	C+	77% - 79%
A-	90% - 94%	C	73% - 76%
B+	87% - 89%	C-	70% - 72%
B	83% - 86%	D+	65% - 69%
B-	80% - 83%	D	60% - 64%
F		< 59%	

REQUIRED TEXTS:

The China Reader: Rising Power (6th Edition)

by David Shambaugh (Editor)

Publisher: Oxford University Press; 6 edition (Paperback: April 26, 2016)

ISBN-10: 9780199397082

ISBN-13: 978-0199397082

Never Forget National Humiliation: Historical Memory in Chinese Politics and Foreign Relations

by Zheng Wang

Publisher: Columbia University Press (Paperback, April 22, 2014)

ISBN-10: 0231148917

ISBN-13: 978-0231148917

On-line Recourses:

American Chamber of Commerce in Beijing. <http://www.amcham-china.org.cn>

Asian Studies Virtual Library. coombs.anu.edu.au/WWWVL-AsianStudies.html

China Data Center (University of Michigan). www.umich.edu/~iinet/chinadata

China Statistical Yearbook On Line. www.stats.gov.cn
Chinese Ministry of Foreign Affairs. www.fmprc.gov.cn
CIA World Factbook. www.cia.gov/cia/publications/factbook
Human Rights in China. www.hrichina.org
National Committee on U.S.-China Relations. www.ncuscr.org
National Security Archive. www.gwu.edu/~nsarchiv
The Asia Maritime Transparency Initiative. <https://amti.csis.org/>
U.S.-China Business Council. www.uschina.org
US-China Economic and Security Review Commission. <http://www.uscc.gov>
U.S. Embassy in China. www.usembassy-china.org.cn

Technology Service Desk

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. The Technology Service Desk provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite. For more tips and technical information, go to [Seton Hall's Technology Blog](#).

Statement on Students with Disabilities

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester.

For more information or to register for services, contact DSS at:

Email: dss@shu.edu
Phone: 973-313-6003
Fax: 973-761-9185
Duffy Hall room 67

Academic and Professional Integrity Policy

Students are expected to follow the Academic and Professional Integrity Policy outlined in the Student Handbook In addition to the specific Academic and Professional Integrity Policy of his/her major school or college:

1. Dependability: candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. Respect & Empathy: candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. Open-mindedness: candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. Integrity: candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet) and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. (Original student

work is expected. Any work containing plagiarized material will result in an automatic “0” for the assignment.)

5. Passion for the profession: candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

Plagiarism and academic dishonesty:

Plagiarism and other forms of academic dishonesty will be reported to the administration and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

[Students Academic Conduct](#)

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Policy on Incompletes:

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

CLASS SCHEDULE AND ASSIGNMENTS

Module 1	Introduction and Overview
January 13-26	As first module of this course, this module will provide an introduction and overview of this course. It will introduce the main topics in Chinese foreign policy and the main theoretical frameworks and approaches to the study of Chinese foreign policy. The module will also review course syllabus, required texts and course requirements. It will also welcome the students and introduce the administrative matters of this course.
Module Learning Objectives	<p><i>Student will be able to learn:</i></p> <ul style="list-style-type: none"> • MLO1.1: Identify and discuss the major issues and topics in studying Chinese foreign policy; • MLO1.2: Identify and explain the main theoretical frameworks and approaches to study the foreign policy of a nation state.
Required reading:	Shambaugh, <i>The China Reader: Rising Power</i> , Introduction
Assignments	<p><u>Due Dates: January 19</u> Points value: 4 Module Learning Objectives reinforced: <i>MLO1.1, MLO1.2</i> Course Learning Objective reinforced: <i>CLO1</i></p> <p>Introductory blog post: Introduce yourself to the class members and answer the following questions in a short blog post of about 300 - 400 words:</p> <ul style="list-style-type: none"> • Tell us about your background: name, hobbies, cultural background, special experiences, any China related experiences... • Why are you interested in this course? • What are your interests in this subject of the course? • What do you want to get out of this course?

Module 2	China's Rise and the Debates on China's Foreign Policy
January 27- Feb 2	China's rise in world affairs has become the most significant and challenging foreign policy issues in today's international system. At the same time, the debate over China's foreign policy has never been as intense as it is today. Understanding the context and contents of these debates is essential to comprehending China's foreign policy and its global role.
Module Learning Objectives	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • <i>MLO2.1:</i> Identify and list the key events and milestones for China's rise as a global power, and how China became the World's Second Economic Power; • <i>MLO2.2:</i> Explain China's changing roles in world affairs and identify the main debates regarding China's foreign policy and future orientation; • <i>MLO2.3:</i> Compare the different perspectives and prescriptions regarding the impacts and consequences of China's rise on the global order.

Required reading:	<p>Shambaugh, <i>Rising China</i> (pp 5-33); <i>Building an Economic Superpower</i> (pp. 100-116); <i>Modernizing the Military</i> (pp. 312-323)</p> <p>Joseph O'Mahoney and Zheng Wang, "China's 1989 Choice: the Paradox of Seeking Wealth and Democracy." <i>Wilson Quarterly</i> 40:2 (2014).</p>
Assignments	<p><u>Due Date: Jan. 29</u> Points value: 8 Module Learning Objectives reinforced: (e.g. MLO1.1, MLO1.2): MLO3.1, MLO3.2, MLO3.3 Course Learning Objective reinforced: (e.g. CLO1, CSLO2) CLO1</p> <p>Instructions: This written assignment is a 3-4 page (double-spaced) essay review of the articles or books chapters on "China rise" assigned for Module 2. The review will (a) describe the authors' main argument(s); (b) compare the different authors' perspectives on China's rise; and (c) offers your own critique of the authors' argument(s).</p>

Module 3	Case Study: South China Sea Disputes
Feb 3-9	<p>In recent years, the South China Sea disputes have been ever-increasing sources of tension in the Asia-Pacific region—ones that could even lead to direct conflict between the United States and China. Historical geopolitics along with growing nationalism and military capabilities of regional players have strained international relations in this region. This Module uses the South China Sea disputes as a case study to introduce several key elements in understanding Chinese foreign policy.</p>
Module Learning Objectives	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • MLO3.1: Summarize the claims of the different countries involved in the South China Sea disputes; • MLO3.2: Identify and explain the internal debates in China over the South China Sea issues and the influences of the public media and domestic education on China's South China Sea policy; • MLO3.3: Identify the United States' interests in the region, and explain what role Washington could play in easing regional tensions and facilitating greater cooperation among claimants.
Required reading:	<p>"Chinese Discourse on the 'Nine-Dashed Line': Rights, Interests, and Nationalism." <i>Asian Survey</i> 55:3 (2015): 502-524.</p> <p>Shambaugh, <i>The Asian Neighborhood</i> (pp. 368-388)</p> <p>Zheng Wang, "What China Can Learn From the South China Sea Case," <i>The Diplomat</i>, July 14, 2016.</p>

Assignments	<p>Due Date: Feb 9 Points value: 8 Module Learning Objectives reinforced: (e.g. MLO1.1, MLO1.2) MLO3.1, MLO3.2, MLO3.3. Course Learning Objective reinforced: (e.g. CLO1, CSLO2) CLO1, CSLO2 & CLO3</p> <p>Instructions: This written assignment is a 3-4 page (double-spaced) essay answering the following questions:</p> <ol style="list-style-type: none"> 1. What are the historical underpinnings of the East and South China Sea disputes? How and why are they relevant today? 2. What are the greatest obstacles to settling the South China Sea disputes from the main players points of view? 3. What role does nationalism play in the disputed maritime regions?
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Module 4	Domestic Politics and Foreign Relations
Feb 10 - 16	This Module focuses on the effects of domestic politics on international politics and vice versa. We will study how domestic institutions, interest groups, and the mass public shape the foreign policy choices of political leaders. At the same time, we will discuss how international relations, the structure of the international system, and major power foreign policy choices shape the domestic politics.
Module Learning Objectives	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • MLO4.1: Identify and explain the linkages between domestic politics and foreign relations; • MLO4.2: Analyze and discuss how domestic politics, including the domestic institutions, leadership succession systems, domestic narratives, etc., influence the foreign policy making in China; • MLO4.3: Comprehend how international relations, especially the relations with the major powers, have influenced PRC domestic politics in the history and present.
Required reading:	<p>Shambaugh, <i>Politics</i> (pp. 34-50, 74-99)</p> <hr/> <p>Zheng Wang, “China’s New Identity Crisis,” <i>TIME</i>, September 30, 2014.</p> <hr/> <p>Zheng Wang, “China's Democracy Challenge,” <i>The Diplomat</i>, September 16, 2014.</p>
Assignments	<p>Due Date: Feb 16 Points value: 8 Module Learning Objectives reinforced: (e.g. MLO1.1, MLO1.2) MLO4.1, MLO4.2. Course Learning Objective reinforced: (e.g. CLO1, CSLO2) CLO1, CSLO2 & CLO3</p>

	Instructions: Please write a 3-4 page (double-spaced) essay: Please choose any recent or past Chinese foreign policy event to discuss the effect of PRC domestic politics on foreign policy behavior or decision making.
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Module 5	Relations with the United States
Feb 17-23	The U.S.-China relationship has become the most important bilateral relationship in the world. Its evolution and management will have a decisive impact on international peace and security in the twenty-first century. China's ascendance in world affairs is also one of the most significant and challenging foreign policy issues facing the United States today. This Module aims to introduce students to the history of evolution of the bilateral relations, the dynamics of interactions and policy-making on both sides, and to discuss a number of key issues in the bilateral relationship.
Module Learning Objectives	<p><i>Student will be able to:</i></p> <p>MLO5.1: Review the history of bilateral relations and list key historical events in the relationship;</p> <p>MLO5.2: Identify the key issues in the bilateral relations, such as the Taiwan question, trade and tariff, human rights, and environmental issues;</p> <p>MLO5.3: Discuss the major security issues affecting the US-China relations, such as the South China Sea disputes, North Korea nuclear impasse, etc.</p>
Required reading:	<p>Shambaugh, <i>The United States and China</i> (pp. 395-409)</p> <p>Zheng Wang, "US-China Relations: The Danger of Strategic Misjudgment," <i>The Diplomat</i>, November 8, 2014.</p> <p>Zheng Wang, "How U.S. Ambassadors Influence China (But Not Americans)," <i>The Diplomat</i>, February 27, 2014.</p>
Supplementary Readings	<p>Official Documents: Shanghai Communiqué: Joint Communiqué of the United States of America and the People's Republic of China, February 28, 1972</p> <p>Joint Communiqué of the United States of America and the People's Republic of China, January 1, 1979</p> <p>August 17 Communiqué: Joint Communiqué of the United States of America and the People's Republic of China, August 17, 1982</p> <p>Taiwan Relations Act (Public Law 96-8 96th Congress)</p>
Assignments	<p>Due Date: Feb 23</p> <p>Points value: 8</p>

	<p>Module Learning Objectives reinforced: (e.g. MLO1.1, MLO1.2) MLO5.1, MLO5.2. MLO5.3.</p> <p>Course Learning Objective reinforced: (e.g. CLO1, CSLO2) CLO1, CSLO2 & CLO3</p> <p>Instructions: Please write a 3-4 page (double-spaced) essay: There are three important political documents between China and the United States, namely the Shanghai Communiqué, the Joint Communiqué on the Establishment of Diplomatic Relations, and the August 17th Communiqué. These documents have established the principles and laid the foundation for China-US relations. Please outline the major principles the three documents have laid out for the bilateral relations.</p>
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Module 6	One Belt, One Road: New Diplomacy, New Initiatives
Feb 24 - March 1	<p>China’s rise has been largely an economic phenomenon in the past twenty years. However, in the two years following the new leadership of President Xi Jinping, we have seen a series of major strategy adjustments in China’s foreign policy as China takes a more proactive role in international relations. This is particularly clear in the recent major initiatives and institution-building actions that Beijing has undertaken. China’s changing global role is no doubt an immense new variable in today’s international relations, and therefore it is imperative to understand the consequences of these actions. This Module discusses China’s recent new diplomacy and new initiatives, especially the Belt and Road Initiative (BRI).</p>
Module Learning Objectives	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • MLO6.1: Explain the content and scope of the Belt and Road Initiative (BRI) and China’s other recent major diplomatic initiatives; • MLO6.2: Identify and discuss the impacts of BRI on specific countries, regions, economic policies, and geopolitical considerations; • MLO6.3: Use the recent new initiatives to discuss China’s new diplomacy and global role.
Required reading:	<p>Zheng Wang, “China’s Alternative Diplomacy,” <i>The Diplomat</i>, January 30, 2015.</p> <p>Zheng Wang, “China’s Institution Building: Leading the Way to Asian Integration.” <i>Georgetown Journal of Asian Affairs</i> 2:1 (2015).</p>
Assignments	<p>Due Date: March 1 Points value: 4 Module Learning Objectives reinforced: (e.g. MLO1.1, MLO1.2) MLO6.1, MLO6.2. MLO6.3.</p> <p>Course Learning Objective reinforced: (e.g. CLO1, CSLO2) CLO1, CSLO2 & CLO3</p>

	Online blog post: Choose any country or region that you are familiar with, please write a post in 200-300 words (double-spaced) to discuss the impacts of BRI on this country or region.
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Module 7	Historical Memory and Foreign Relations
March 9 -15	To what extent does collective historical memory influence a country’s foreign policy? Historical memory means different things in different regions and countries. For China, historical memory is one of the biggest driving forces shaping and constraining its foreign policy. Historical memory also is the most important context for understanding China’s new nationalism. Understanding the politics of historical memory is, therefore, essential for comprehending the linkage between the top-down state nationalism and popular social nationalism in today’s China.
Module Learning Objectives	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • MLO7.1: Identify and discuss the function of collective memory in national identity formation; • MLO7.2: Explain how collective memory influence China’s foreign policy; • MLO7.3: Apply the concepts of historical memory and national identity to another country’s foreign policy or politics.
Required reading:	Wang, Introduction, Chapter 2 & 3
	Zheng Wang, “ The Legacy of Historical Memory and China’s Foreign Policy in the 2010s. ” In <i>Misunderstanding Asia: International Relations Theory and Asian Studies over Half a Century</i> , edited by Gilbert Rozman, 227-240. New York: Palgrave Macmillan, 2015.
	Zheng Wang, “ In China, ‘History Is a Religion,’ ” <i>The Diplomat</i> , June 16, 2014.
Assignments	<p>Due Date: March 15 Points value: 4 Module Learning Objectives reinforced: <i>MLO7.1, MLO7.2, MLO7.3</i> Course Learning Objective reinforced: <i>CLO1, CSLO2</i></p> <p>Online blog post: In the required reading “The Legacy of Historical Memory and China’s Foreign Policy in the 2010s.” the author argues that historical memory is one of the biggest driving forces shaping and constraining China’s foreign policy. What are the main supporting arguments and analyses the author provides in this article regarding this statement? Please write your answers in 200-300 words.</p>

Module 8	Nationalism and Foreign Relations
March 16-March 22	Nationalism continues to be an important ideology that informs the way state elites formulate and implement foreign policy. The relationship between nationalism and foreign policy is complex: there are many relevant levels of analysis and multiple causal pathways linking nationalism and foreign policy. This Module discusses the functions of nationalism in China's foreign policy and compares the new nationalism and populism in China and the United States.
Module Learning Objectives	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • MLO8.1: Identify the different levels of analysis and causal pathways linking nationalism and foreign policy; • MLO8.2: Explain the relationship between nationalism and China's foreign policy; • MLO8.3: Compare the similarities and differences between the new nationalism and populism in China and the United States.
Required reading:	<p>Wang, Chapter 6 & 9</p> <p>Shambaugh, <i>Nationalism and Identity</i> (pp. 171-186)</p> <p>Zheng Wang, "The New Nationalism: 'Make My Country Great Again'," <i>The Diplomat</i>, May 10, 2016.</p> <p>Zheng Wang, "How the Chinese See U.S. Elections: Three Myths," <i>New America Weekly</i>, Edition 116, March 24, 2016.</p>
Assignments	<p>Due Date: March 22 Points value: 4 Module Learning Objectives reinforced: <i>MLO8.1, MLO8.2, MLO8.3</i> Course Learning Objective reinforced: <i>CLO1, CSLO2</i></p> <p>Online blog post: Please write a brief opinion post (in 200-300 words) to compare the similarities and differences between the rise of new nationalism and populism in China and the United States.</p>

Module 9	China and the World
March 23-March 29	Through a series of exhilarating policy initiatives, China is engaging the world in an unprecedented manner in the 21st century. This Module introduces China's relationship with the countries and regions that have not been discussed during the semester, including Africa, Europe, and the Latin America.
Module Learning Objectives	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • MLO9.1: Identify and discuss China's rising influence in the World;

	<ul style="list-style-type: none"> • MLO9.2: Explain the relationship between China and the other major countries and regions covered in this Module.
Required reading:	Shambaugh, <i>Foreign Relations</i> (pp. 345-367; 410-458)
Assignments	<p>Due Date: March 29 Points value: 8 Module Learning Objectives reinforced: <i>MLO9.1, MLO9.2</i> Course Learning Objective reinforced: <i>CLO1, CSLO2 & CLO3</i></p> <p>Instructions: Please choose any one country being discussed during this Module, and please write a 3-4 page (double-spaced) essay to review the country's relationship with China in the past twenty years. You should also discuss the main problems or concerns existing in this bilateral relationship.</p>

Module 10	Review and Integration
March 30-April 5	This Module reviews what has been discussed during this semester about China foreign relations, and will integrate the different analytic frameworks and theories for understanding China's new global role and its new diplomacy and changing foreign policy.
Module Learning Objectives	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • MLO10.1: Analyze and explain China's foreign policy from multiple perspectives and conceptual frameworks; • MLO10.2: Summarize and explain China's new diplomatic initiatives and changing foreign policy behavior; • MLO10.3: Review and integrate the different modules and readings regarding China's foreign relations.
Required reading:	Shambaugh, <i>China Faces the Future</i> (pp. 473-498)
Assignments	<p>Due Date: April 5 Points value: 4 Module Learning Objectives reinforced: <i>MLO10.1, MLO10.2, MLO10.3.</i> Course Learning Objective reinforced: <i>CLO1, CSLO2</i></p> <p>Online blog post: Please list and explain 3-4 major conceptual frameworks being introduced and discussed during the semester. Please write your answers in 200-300 words.</p>