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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Spring 2020

## **Chinese Politics and United States - China Relations**

Yanzhong Huang Ph.D.

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The School of Diplomacy and International Relations  
Seton Hall University

**CHINESE POLITICS AND UNITED STATES-CHINA RELATIONS**

DIPL 4601  
Tuesday 11:00am-1:30pm

Spring 2020  
Stafford Hall 09

Dr. Yanzhong Huang  
Office: 103 McQuaid  
Office hours: T 9-11 or by appointment

Phone: 973-275-2815  
E-mail: huangyan@shu.edu  
On Twitter : @YanzhongHuang

**Course Objectives**

No relationship will be as important to the twenty-first century as the one between the United States and China. This course will unpack, update and explain the complexities of interactions between the two countries. It will be both historical and contemporary. Its thematic thrust will be more practical and policy-oriented than theoretical. Readings, lectures, and discussions will focus on the historical evolution of the relationship and major functional arenas of interaction between the two nations.

There are no formal prerequisites for this course other than a strong interest in China and U.S. diplomacy, and a willingness to do the assigned readings. Students with background in China studies, U.S. foreign policy, and international relations will be well served.

This course has the following objectives: 1) To provide the historical and domestic context as well as the factual basis for understanding U.S.-China relations; 2) To explore the specific policy issues that create conflict, or foster cooperation, between the two nations; and 3) To provide the students the opportunity to write concise, policy-oriented analyses. By the end of the semester, students should have been familiar with key issues and debates involved in the study of U.S.-China relations. They should also have developed the essential skills to conduct critical analysis of the U.S.-China relations and to effectively communicate that analysis to the policy and academic community.

**Reading Requirements**

David Shambaugh, ed., *Tangled Titans: The United States and China* (New York: Rowman & Littlefield), 2013.

Robert Sutter, *U.S.-Chinese Relations: Perilous Past, Pragmatic Present* (New York: Rowman & Littlefield), 2013.

Thomas Christensen, *The China Challenge: Shaping the Choices of A Rising Power* (Princeton: Princeton University Press), 2015.

Selected articles and policy reports will be available online. Recommended readings are denoted with an asterisk (\*).

## **Student Responsibilities**

### **Reading Requirements and Class Participation**

*It is your responsibility to be in class, on time, each day.* Attendance is essential for class participation. Your final grade will be lowered by one-half letter grade for each absence beyond **two** (e.g., If your grades average to “B+,” your final grade, with one absence beyond limit, will be reduced to “B”). The instructor makes no distinction between excused and unexcused absences.

Because this course involves genuine, informed participation by all involved, it will be expected that students keep up with the readings. Most class sessions will be a combination of lecture and discussion of the topic and readings. Your performance in completing assigned readings and participating in class discussions will be an important component of your “participation” grade.

### **Late Work Policy**

All assignments and exams should/must be completed by the scheduled time. Late assignments will not be accepted unless you have a proven excuse. If for some substantial reason you cannot turn in your assignment at the scheduled time you must/should contact me *directly* prior to the scheduled date to avoid the penalty.

### **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.

### **Grading**

Course evaluation will be based on the following components:

Two short (1,000 words) policy briefs (20% each)

One take-home final examination (30%)

In-class participation and attendance (30%)

*You must complete all components to receive a passing grade.*

#### Grading Scale

A	94-100%	A-	90-93%	B+	87-89%
B	83-86%	B-	80-82%	C+	77-79%
C	73-76%	C-	70-72%	D+	67-69%
D	60-66%	F	59% and below		

#### **About the Syllabus**

In view of the progress of the course, the instructor may modify the course contents and schedule. Every effort will be made to notify the class should such a deviation become necessary.

#### **Academic Integrity & 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: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

#### **Accommodation**

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](mailto:DSS@shu.edu).

#### **Citation Formats**

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

### **COURSE SCHEDULE & READINGS**

#### **PART I THE HISTORICAL EVOLUTION OF U.S.-CHINA RELATIONS**

**1/14**                      **Introduction**  
Sutter, Ch. 1

Shambaugh, Chs. 1-2

**1/21**                      **The United States and China Prior to 1949**

Sutter, pp. 17-52

The China White Paper (August 1949), Vol. I (Stanford University Press, 1967), Introduction and pp. iii-xvii.

1/28

**Cold War, Rapprochement and (Ab)Normalization, 1949-1989**

Sutter, pp. 53-94

U.S.-PRC Joint Communiqué, January 1, 1979

Taiwan Relations Act, January 1, 1979

The August 17, 1982 U.S.-China Communiqué on Arms Sales to Taiwan

2/4

**From Tiananmen to 9/11, 1989-2000**

Sutter, Ch. 5.

Christensen, Ch. 6

2/11

**The Post-9/11 World, 2001-2016**

Sutter, Ch. 6.

\*Christensen, Chs. 7-8

Cheng Li, "Assessing U.S.-China relations under the Obama administration," *China-US Focus*, August 30, 2016

2/18

**The Domestic Context**

Shambaugh, Chs. 5-6

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**\*\*\*First policy brief, due Friday, Feb. 28\*\*\***

Assignment: For more than two centuries, contacts between the U.S. and China have mutually generated both fear and admiration, trust and suspicion, cooperation and competition, resulting in a "love-hate" relationship that is best illustrated by a persistent cyclical pattern of "boom and bust" in U.S.-China relations. Please identify a pivotal moment (e.g., the Marshall Mission to China), a prominent individual (e.g., Deng Xiaoping), or a third country (e.g., former USSR) that you believe had a profound impact on the trajectory of the U.S.-China relations. To what extent do you think that person/country/event was important?

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- 2/25**                    **China's Rise and the Challenges to the United States**  
Christensen, Chs. 1, 2
- John W. Garver, "The United States and China's Rise as a Great Power," unpublished manuscript
- \*Christensen, Ch. 3
- 3/3**                        **Spring Break; No Class**
- 3/10**                    **Economic and Trade Issues**  
Shambaugh, Ch. 8
- Remarks by Henry M. Paulson, Jr., on the United States and China at a Crossroads, November 7, 2018
- "A quick guide to the US-China trade war," BBC News, December 16, 2019.
- \* Sutter, Ch. 9
- 3/17**                    **Video Session or Guest Lecture (TBD)**
- 3/24**                    **Security and Strategic Issues**  
Shambaugh, Ch. 10
- Chas W. Freeman, Jr., "United States - China Military Relations: From Enmity to Entente and Maybe Back Again," unpublished manuscript.
- \*Sutter, Ch. 8
- 3/31**                    **Taiwan Issue**  
Shambaugh, Ch. 12
- Sutter, Ch. 10
- \*Zuo Xiying, "Unbalanced deterrence: coercive threat, reassurance and the US-China rivalry in Taiwan strait," *The Pacific Review*, 2019. DOI: [10.1080/09512748.2019.1697353](https://doi.org/10.1080/09512748.2019.1697353)
- 4/7**                        **Global Governance**  
Shambaugh, Ch. 3

Christensen, Ch. 5

\*Shambaugh, Ch. 14

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**\*\*\*Second policy brief, due Friday, April 17\*\*\***

Assignment: You have been invited to deliver a written testimony for presentation to the full Senate Committee on Foreign Relations. The Committee's Chairman is Senator Jim Risch, from Idaho and the ranking Minority Member is Senator Bob Menendez from New Jersey. In Senator Risch's letter of invitation to you of April 7, 2020, you have been asked: "In your brief written testimony (no more than 1,000 words in length) please give the Committee your views on China's activities in \_\_\_\_\_ (pick one from the following: Africa, Latin America, polar regions, cybersecurity, artificial intelligence, and implementing Belt and Road Initiative); China's interests in conducting these activities; U.S. interests as they are affected by these activities; And, please describe what you believe to be appropriate American policy in light of these activities."

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- 4/14 Cultural exchange, human rights, and public health  
Shambaugh, Ch. 9 (cultural relationship)
- Sutter, Ch. 11 (human rights)
- Yanzhong Huang, "U.S.-China relations from a public health perspective," unpublished manuscript.
- 4/21 **Internal challenges, China's rise and U.S.-China relations**
- Yanzhong Huang, *China's Toxic Politics*, book manuscript.
- 4/28 **The future of U.S.-China relationship**
- Jeff Bader, U.S.-China relations: Is it time to end the engagement?, Brookings Institution, September 2018
- Larry Diamond and Orville Schell, Chinese Influence & American Interests: Promoting Constructive Vigilance, Hoover Institution, Stanford University, November 2018
- 5/5 **Reading Day**

**\*\*\*Take Home Final due on Tuesday, May 12\*\*\***