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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Spring 2023

## **DIPL 6601 United States-China Relations**

Yanzhong Huang Ph.D.

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# Course Name: United States-China Relations

Course ID: DIPL6601

Semester: Spring 2023

## Instructor Information

Instructor: Prof. Yanzhong Huang

Office: McQuaid 103

Virtual Office Hours: Mondays 10-12 ET

Phone: 973-275-2815

Email: [huangyan@shu.edu](mailto:huangyan@shu.edu)

Twitter: @YanzhongHuang

## Course Description

No bilateral 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. The course 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.

## Course Learning Objectives (CLOs)

At the end of this course, students will be able to:

CLO 1: provide the historical and domestic context as well as the factual basis for understanding U.S.-China relations

CLO 2: identify the key issues and debates involved in the study of U.S.-China relations

CLO 3: explain how domestic actors and internal challenges affect U.S.-China relations

CLO 4: develop the essential skills to conduct critical and balanced analysis of the U.S.-China relations

CLO 5: effectively communicate analysis of U.S.-China relations to the policy community

Required Texts:

Robert Sutter, *U.S.-Chinese Relations: Perilous Past, Uncertain Present* (New York: Rowman & Littlefield, 2018). ISBN: 978-1538105344 (pbk); 978-1-5381-0535 (eBook), 3<sup>rd</sup> Edition. Book purchase information: <https://rowman.com/ISBN/9781538105351/US-China-Relations-Perilous-Past-Uncertain-Present-Third-Edition>

Anne Thurston, ed., *Engaging China: Fifty Years of Sino-American Relations* (New York: Columbia University Press, 2021). ISBN: ISBN: 9780231201292 (paperback); 9780231554022 (eBook). Book purchase information is available at: <https://cup.columbia.edu/book/engaging-china/9780231201292>

Yanzhong Huang, *Toxic Politics: China's Environmental Health Crisis and its Challenge to the Chinese State* (New York: Cambridge University Press, 2020). ISBN: 9781108815284 (pbk). Book purchase information is available at <https://www.amazon.com/Toxic-Politics-Environmental-Challenge-Chinese/dp/1108815286>

Recommended readings:

David Shambaugh, ed., *Tangled Titans: The United States and China* (New York: Rowman & Littlefield), 2013. ISBN: 978-1-4422-1970-0 (pbk); eBook available at the University Library. Book information available at [Amazon.com: Tangled Titans: The United States and China \(9781442219700\)](https://www.amazon.com/Tangled-Titans-The-United-States-and-China/dp/9781442219700); Shambaugh, David: Books.

## Prerequisite Information

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 and participate in class discussions. Students with background in China studies, U.S. foreign policy, and international relations will be well served.

Technology prerequisites:

- Using main features of Blackboard
- Posting in the Blackboard discussion forums
- Checking SHU email (sending/receiving)
- Word processing (creating and saving documents in .doc or .docx format)
- File management
- Conducting research using the internet or SHU Library databases.

## Expectations

Students are expected to:

- Use their Seton Hall email address when emailing the instructor and fellow students
- Review the how to get started information located in the course content area
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Interact online with instructor/s and peers
- Review and follow the course calendar

- Submit assignments by the corresponding deadline

The instructor will:

- Respond to discussion boards postings when appropriate
- Respond to emails/messages within 24-48 hours
- Grade assignments within 7-14 days of the assignment deadline

## Discussion Forums

- The approximate length of original posting is 100-150 words (10-15 lines. **No exceptions**).
- Each student is expected to post or respond to a forum **at least twice** (one original posting + one reply).
- Available dates: check each module under “Assignments”. See also “Assignments/Activities” section in the syllabus.
- Criteria for evaluating the originality and quality of students’ comments and grade credit expected (see Discussion Board Rubric in “Rubrics” folder in the course).
- The instructor will read the posts, interject when needed, but may not respond to every post.

## Assignments/Activities

- Introduce Yourself Discussion Board
  - Due 1/26
  - Post to Blackboard Discussion Board Forum
- Discussion Board 1: Among the Western powers, was the U.S. nicer to China?
  - Initial post due 1/31; Response to peers due 2/3
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric
- Discussion Board 2: Are we pushing China back to “angry isolation”?
  - Initial post due 2/14, Response to peers due 2/17
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric
- First policy brief
  - Due 3/3
  - Submit within Blackboard as a Word document
  - Use Writing Guidelines
- Discussion Board 3: Should the Biden administration seek to contain China’s economic growth?
  - Initial post due 3/14; Response to peers due 3/17
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric
- Discussion Board 4: Is the U.S. and China on collision course for war over Taiwan?
  - Initial post due 3/28; Response to peers due 3/31
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric

- Discussion Board 5: To what extent is China challenging the rules-based international order?
  - Initial post due 4/11; Response to peers due 4/14
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric
- Second policy brief
  - Due 4/28
  - Submit within Blackboard as a Word document
  - Use Writing Guidelines
- Discussion Board 6: Given the consequences of China's domestic problems (e.g., environmental crisis) and the limited effectiveness of the state response, is "letting China sink" an effective way to maximize U.S. competitive advantage?
  - Initial post due 5/2; Response to peers due 5/5
  - Post to Blackboard Discussion Board Forum
  - Use DB Rubric
- Take-home Final
  - In this take-home essay exam, I will ask you to address a set of questions that pertain to U.S.-China relations. You will answer all of them in an essay of 1,200-1,500 words.
  - Distributed 5/8; Due 5/15.
  - Submit within Blackboard as Word document

## Grading Policies

Discussion Forums: (6 @5% each) 30%

Policy briefs (2@20% each), 40%

Take-home final: 30%

### Late Assignments Policy

All assignments and exams should/must be completed by the scheduled time. If for some substantial reason you are unable to turn in your assignment/exam in time you must/should contact the instructor *directly* prior to the due date to avoid the penalty for late work.

### 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.

### Extra credit Policy

Students who submit all of the assignments on time will receive one full extra credit point to their total final grade.

### Grade scale

Grade Ranges			
A	94% - 100%	C+	77% - 79%
A-	90% - 94%	C	73% - 76%
B+	87% - 89%	C-	70% - 72%
B	83% - 86%	D+	67% - 69%
B-	80% - 82%	D	60% - 66%
		F	<60%

### 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 Plan

Module Number & Title	Measurable Learning Objectives	Reading and Resources	Assignments and Assessments
Module 1: US and China prior to 1949  1/18-1/27	MLO1.1: Identify the patterns of US-China relations prior to 1949; MLO1.2: Describe the conflicting interests, values, and perceptions that bedeviled US-China relations before 1949; MLO1.3: Identify important domestic actors on both sides who affected U.S.-China relations; MLO 1.4: Articulate personal expectations & goals for taking this course	Sutter, pp. 1-48 (MLO1.1, 1.2, 1.3, CLO1, 2)  <u>The China White Paper</u> (August 1949). Vol. I (Stanford University Press, 1967), Introduction and pp. iii-xvii. (MLO1.2, 1.3, CLO1, 2, 3)	Introduce Yourself! DB (MLO 1.4) Due 1/26
Module 2: Cold War, Rapprochement and (Ab)Normaliza	MLO2.1: Identify the patterns of US-China relations during 1949-1989;	Sutter, pp. 49-90 (MLO2.1, 2.2, 2.3, CLO1, 2, 3)	Discussion Board 1: Among the Western powers, was the U.S. nicer to China? (MLO1.2, CLO2, 4)

<p>tion, 1949-1989</p> <p>1/30-2/3</p>	<p>MLO2.2: Describe the conflicting interests, values, and perceptions that bedeviled US-China relations during 1949-1989;</p> <p>MLO2.3: identify important domestic actors on both sides that affected U.S.-China relations</p>	<p>U.S.-PRC Joint Communiqué, January 1, 1979 (MLO2.1, 2.2, CLO1, 2)</p> <p>Taiwan Relations Act, January 1, 1979 (MLO2.1, 2.2, CLO 1, 2)</p> <p><u>The August 17, 1982 U.S.-China Communiqué on Arms Sales to Taiwan</u> (MLO2.1, 2.2, CLO1, 2)</p>	
<p>Module 3: From Tiananmen to Trump, 1989-2016</p> <p>2/6-2/10</p>	<p>MLO3.1: Identify the priorities and issues in US policy toward China in the post-Cold War era</p> <p>MLO3.2: Explain the role of U.S. domestic debate on China in U.S.-China relations;</p> <p>MLO3.3: Describe the priorities that shaped the PRC's policy toward the US</p>	<p>Sutter, Chapters 5, 6, 7 (MLO3.1, 3.2, 3.3; CLO 1, 2, 3)</p>	
<p>Module 4: US China Policy under Trump and Biden, 2017 – present</p> <p>2/13 – 2/17</p>	<p>MLO4.1: Describe the shift in US-China relations under Trump;</p> <p>MOL4.2: critically examine the forces that led to the deterioration in U.S.-China relations</p> <p>MOL4.3: Compare and contrast U.S. China policy under Trump and Biden</p> <p>MOL4.4: Identify the main issues in US-China relations</p>	<p>Kurt Campbell and Ely Ratner, "<u>The China Reckoning: How Beijing Defied American Expectations</u>," <i>Foreign Affairs</i>, March/April 2018 (MLO4.2, CLO1, 2)</p> <p>Bethany Allen-Ebrahimian, "<u>Special report: Trump's U.S.-China transformation</u>," <i>Axios</i>, January 19, 2021 (MLO4.1, COL1, 2)</p> <p>Jeffrey Bader, "<u>Biden's China policy needs to be more than just Trump lite</u>," Brookings Institution, January 25, 2022 ((MOI.4.3, CLO2, 3, 4)</p> <p>Congressional Research Service, "<u>China Primer: U.S.-China Relations</u>,"</p>	<p>Discussion Board 2: Are we pushing China back to "angry isolation"?</p> <p>(MLO4,1, 4.2, 4.3, CLO1, 4)</p> <p>Initial post due 2/14, Response to peers due 2/17</p>

		January 9, 2023 (MOL4.4, COL2)	
Module 5: The Domestic Context 2/20-3/3	MOL5.1: Explain the domestic American influences on U.S-China relations MOL5.2: Explain the domestic Chinese influences on U.S.-China relations	Shambaugh, Chs. 5-6 (eBook available at the University Library) (MOL5.1, 5.2, COL1, 3)	First policy brief, due 3/3 (COL1, 3, 5)
Module 6: Economic and Trade Issues 3/13-3/17	MOL6.1: Review the history of the past forty years of commercial relations between U.S. and China MOL6.2: examine the role of the bilateral trade/investment in each country's economic development MOL6.3: assess the importance of the U.S-China economic relationship in the overall bilateral relationship; MOL6.4: explore the origins and impacts of trade policy under Trump and Biden	Thurston, Chapter 6 (MOL6.1, COL1)  Sutter, pp. 185-208 (MOL6.1, 6.2, 6.3, COL2, 4)  Ryan Hass and Abraham Denmark, " <u>More pain than gain: How the US-China trade war hurt America</u> ," August 7, 2020 (MOL 6.4, COL2, 4)  Gavin Bade, " <u>A sea change: Biden reverses decades of Chinese trade policy</u> ," <i>Politico</i> , December 26, 2022 (MOL6.4; COL2, 3)	Discussion Board 3: Should the Biden administration seek to contain China's economic growth? (MOL6.3, 6.4, COL2, 4)  Initial post due 3/14; Response to peers due 3/17
Module 7: Security and Strategic Issues 3/20-3/31	MLO1: Review the history of the U.S.-China military/security relations MLO2: Examine how the Taiwan issue and maritime disputes have shaped U.S.-China relations MLO3: Explain the shifts in U.S.-China strategic relationships	Sutter, Chapter 8, 10 (MLO1, 2, 3, CLO1, 2)  Thurston, Chapters 3, 11 (MLO1, 2, 3, CLO1, 2)	Discussion Board 4: Is the U.S. and China on collision course for war over Taiwan? (MLO2, CLO2, 4)  Initial post due 3/28; Response to peers due 3/31



<p>Module 8: Human Rights and Global Governance 4/3-4/14</p>	<p>MLO1: Discuss the role of human rights in US-China relations MLO2: Examine the history and approaches of China's engagement in global governance MLO3: Assess the implications of China's engagement in global governance</p>	<p>"China's approaches to <u>global governance</u>," Council on Foreign Relations report (MLO2, CLO2)  Sutter, Chapter 11 (MLO1, CLO1, 2)  Sophie Richardson, "<u>China's Influence on the Global Human Rights System</u>," Brookings Institution, September 14, 2020 (MLO3, CLO2)  Yanzhong Huang, <i>The Covid-19 Pandemic and China's Global Health Leadership</i>, Council on Foreign Relations Special Report, February 2022 (MLO3, CLO1, 2, 4, 5)</p>	<p>Discussion Board 5: To what extent is China challenging the rules-based international order? (MLO2, CLO2, 4) Initial post due 4/11; Response to peers due 4/14</p>
<p>Module 9: People-to-People Relations 4/17-4/28</p>	<p>MLO1: Discuss how U.S. engagement in China has affected people-to-people relations in areas such as public health and education. MLO2: Compare and contrast the effectiveness of US engagement in different areas MLO3: Prescribe solutions for future U.S.-China cooperation</p>	<p>Shambaugh, Chapter 9 (eBook available at the University Library) (MLO1, 2, CLO1, 4)  Thurston, Chapters 1, 9, 10 (MLO1, 2, CLO1, 4)  Yanzhong Huang and Scott Kennedy, <i>Advancing U.S.-China Health Security: Cooperation in an Era of Strategic Competition</i> (CSIS, December 2021) (MLO3, CLO5)</p>	<p>Second policy brief, due 4/28 (CLO2, 4, 5)</p>
<p>Module 10: Internal Challenges and China's Rise 5/1-5/8</p>	<p>MLO10.1: explain how a major internal challenge can translate into stumbling blocks in China's rise MLO10.2: Discuss the implications of the Chinese state's capacity in handling internal challenges for U.S. China policy</p>	<p>Huang, Chapters 1-5, Conclusion (MLO10.1 CLO1, 3)  Yanzhong Huang, "<u>America's Political Immune System Is Overreacting to China</u>," <i>Foreign Policy</i>, September 8, 2020 (MLO10.2, CLO2, 4)</p>	<p>Discussion Board 6: Given the consequences of China's domestic problems (e.g., environmental, public health) and the limited effectiveness of the state response, is "letting China sink" an effective way to</p>

			maximize U.S. competitive advantage? (MLO10.2, CLO3, 4)
5/8 – 5/15			Take-home Final (CLO 2, 4, 5) Distributed 5/8; Due 5/15

## 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 [service@shu.edu](mailto:service@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](#).

## 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 <https://www.shu.edu/diplomacy/academic-conduct.cfm>

Resources for academic integrity are on the course Blackboard page.

## 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 (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

## CAPS

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis

counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>