

GLBS 3106 The Rise of China in the Global Context (I): Diplomacy, Trade and Soft Power
(1st Term, 2019-2020)

Lecture : Wednesday 10:30am – 12:15pm
Tutorial : Wednesday 12:30pm – 1:15pm (Week 6 to Week 12)
Venue : CKB UG05

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COURSE DESCRIPTION

This course studies the “Rise of China” by both theoretically and practically examining the increasingly important role of China in the international system. The main aim of the course is to equip you with sufficient knowledge about Chinese foreign policy so that you can apply the acquired knowledge to analyze and explain China’s foreign policy behavior more systematically. It first looks into the main features of Chinese foreign policy and reviews various factors that drive China’s foreign policy behavior, including its national and international priorities, foreign policy-making process, national security, and strategic culture. The course then looks at China’s relations with other major actors in the world including both developed and developing states. It also studies China’s “maritime” rise by analyzing its expanding maritime ambitions and capabilities as well as its role in global and regional governance. The course concludes by looking at the future prospects for Chinese foreign policy.

COURSE MATERIALS

This course uses chapters from various books, journal articles, and Internet sources. All these books are available at the University Library, and soft copies of the relevant chapters of the books will be provided in due course. Journal articles can be accessed through the University Library’s database.

EXPECTED LEARNING OUTCOMES

By the end of the semester, students should be able to:

- 1) become thoroughly familiar with the key concepts, features, and driving forces of Chinese foreign policy;
- 2) acquire sufficient knowledge on China’s relations with other key states and actors;
- 3) identify the changes and continuities in Chinese foreign policy; and
- 4) apply the acquired knowledge to analyze and explain China’s foreign policy behavior more systematically.

TEACHING SCHEDULE AND ASSIGNED READINGS

Week 1 (Sept. 4): Introduction to Chinese Foreign Policy

- “Continuity and Change in China’s Foreign Policies” (Chapter 1) in Stuart Harris, *China’s Foreign Policy* (Cambridge: Malden, 2014), pp. 1-23.
- “Continuity and Strategy in Contemporary Chinese Foreign Policy” (Chapter 1) in Robert G. Sutter, *Chinese Foreign Relations: Power and Policy Since the Cold War* (Lanham: Rowan & Littlefield, 2016), pp. 1-18.

Week 2 (Sept. 11): IR Theory and China’s Rise, and China’s National and International Priorities

- Dingding Chen, “China’s Rise and International Relations Theory,” in Emilian Kavalski (ed.), *The Ashgate Research Companion to Chinese Foreign Policy* (Burlington: Ashgate, 2012), pp. 61-72.
- Graham Allison, “The Thucydides Trap: Are the U.S. and China Headed for War?” *The Atlantic* (September 24, 2015) (<https://www.theatlantic.com/international/archive/2015/09/united-states-china-war-thucydides-trap/406756/>).
- Qin Yaqing, “Development of International Relations Theory in China,” in Shaun Breslin, Carla

Freeman, and Simon Shen (eds.), *International Relations of China* (v.1) (Los Angeles: SAGE, 2015), pp. 25-40.

- Elizabeth C. Economy, "The Game Changer: Coping With China's Foreign Policy Revolution," *Foreign Affairs*, Vol. 89, No. 6 (Nov/Dec 2010), pp. 142-152.
- Zhiqun Zhu, "Chinese Foreign Policy: External and Internal Factors," *China: An International Journal*, Vol. 9, No. 2 (September 2011), pp. 185-194.

Week 3 (Sept. 18): The Foreign Policy-Making Process in China

- "Foreign Policy Decision Making" (Chapter 2) in Stuart Harris, *China's Foreign Policy* (Cambridge: Malden, 2014), pp. 24-45.
- Lu Ning, "The Central Leadership, Supraministry Coordinating Bodies, State Council Ministries, and Party Departments," in Shaun Breslin, Carla Freeman, and Simon Shen (eds.), *International Relations of China* (v.2) (Los Angeles: SAGE, 2015), pp. 153-174.
- Bonnie S. Glaser and Evan S. Medeiros, "The Changing Ecology of Foreign Policy-Making in China: The Ascension and Demise of the Theory of 'Peaceful Rise'," *The China Quarterly*, Vol. 190 (Jun 2007), pp. 291-310.
- Kingsley Edney and Baogang He, "The Rise of Nationalism and China's Foreign Policy," in Emilian Kavalski (ed.), *The Ashgate Research Companion to Chinese Foreign Policy* (Burlington: Ashgate, 2012), pp. 75-87.

Week 4 (Sept. 25): China's National Security and Strategic Culture

- "Chinese National Security Policies" (Chapter 5) in Robert G. Sutter, *Chinese Foreign Relations: Power and Policy Since the Cold War* (Lanham: Rowan & Littlefield, 2016), pp. 101-123.
- Huiyun Feng, "China's Strategic Culture and Foreign Policy," in Emilian Kavalski (ed.), *The Ashgate Research Companion to Chinese Foreign Policy* (Burlington: Ashgate, 2012), pp. 47-60.
- William A. Callahan, "Tianxia, Empire, and the World: Chinese Visions of World Order for the Twenty-First Century," in William A. Callahan and Elena Barabantseva (eds.), *China Orders the World: Normative Soft Power and Foreign Policy* (Washington, DC: Woodrow Wilson Center Press, 2011), pp. 91-117.

Week 5 (Oct. 2): China's Relations with the United States

- "Relations with the United States" (Chapter 6) in Robert G. Sutter, *Chinese Foreign Relations: Power and Policy Since the Cold War* (Lanham: Rowan & Littlefield, 2016), pp. 125-152.
- "The United States Views China (and China Views the United States)" (Chapter 6) in Marc Lanteigne, *Chinese Foreign Policy: An Introduction* (Oxon: Routledge, 2016), pp. 127-151.
- Cheng Li and Lucy Xu, "Chinese Enthusiasm and American Cynicism Over the 'New Type of Great Power Relations,'" The Brookings Institution (December 4, 2014) (<https://www.brookings.edu/opinions/chinese-enthusiasm-and-american-cynicism-over-the-new-type-of-great-power-relations/>).

Week 6 (Oct. 9): China's Relations with Russia and Central Asia

Mid-Term Paper Question Distributed **Debate**

- Dmitri Trenin, "True Partners? How Russia and China See Each Other," Centre for European Reform (February 13, 2012) (<https://www.cer.eu/publications/archive/report/2012/true-partners-how-russia-and-china-see-each-other>).
- Gilbert Rozman, "The Sino-Russian Strategic Partnership: How Close? Where To?" in Shaun Breslin, Carla Freeman, and Simon Shen (eds.), *International Relations of China* (v.3) (Los Angeles: SAGE, 2015), pp. 83-100.
- Jean-Pierre Cabestan, "Central Asia-China Relations and Their Relative Weight in Chinese Foreign Policy," in Shaun Breslin, Carla Freeman, and Simon Shen (eds.), *International Relations of China* (v.4) (Los Angeles: SAGE, 2015), pp. 53-68.

Week 7 (Oct. 16): China's Relations with Japan **Debate**

- June Teufel Dreyer, "China and Japan: 'Hot Economics, Cold Politics'," *Orbis*, Vol. 58, Issue 3 (Summer 2014), pp. 326-341.
- Tatsushi Arai, Shihoko Goto, and Zheng Wang (eds.), *Clash of National Identities: China, Japan, and the East China Sea Territorial Dispute*, Wilson Center (2013)

<https://www.wilsoncenter.org/publication/clash-national-identities-china-japan-and-the-east-china-sea-territorial-dispute>).

- Tomonori Sasaki, "China Eyes the Japanese Military: China's Threat Perception of Japan since the 1980s," *The China Quarterly*, Vol. 203 (September 2010), pp. 560-580.

Mid-Term Paper Due on Oct. 18, Friday (5:00pm)

Week 8 (Oct. 23): China and the Korean Peninsula **Debate**

- Chen Ping, "China's (North) Korea Policy: Misperception and Reality," in Gilbert Rozman (ed.), *China's Foreign Policy: Who Makes It, and How Is It Made?* (Basingstoke: Palgrave Macmillan, 2013), pp. 251-274.
- David Hundt, "China's 'Two Koreas' Policy: Achievements and Contradictions," in Shaun Breslin, Carla Freeman, and Simon Shen (eds.), *International Relations of China* (v.3) (Los Angeles: SAGE, 2015), pp. 47-60.
- Hochul Lee, "China in the North Korean Nuclear Crises: 'Interest' and 'Identity' in Foreign Behavior," in Shaun Breslin, Carla Freeman, and Simon Shen (eds.), *International Relations of China* (v.1) (Los Angeles: SAGE, 2015), pp. 139-162.

Week 9 (Oct. 30): China's Relations with Europe **Debate**

- Vincent K. L. Chang and Frank N. Pieke, "Europe's Engagement with China: Shifting Chinese Views of the EU and the EU-China Relationship," *Asia Europe Journal*, Vol. 16, Issue 4 (December 2018), pp. 317-331.
- Zhongqi Pan, "Managing the Conceptual Gap on Sovereignty in China-EU Relations," *Asia Europe Journal*, Vol. 8, Issue 2 (July 2010), pp. 227-243.
- Chi Zhang, "The Conceptual Gap on Human Rights in China-Europe Relations," in Zhongqi Pan (ed.), *Conceptual Gaps in China-EU Relations: Global Governance, Human Rights and Strategic Partnerships* (Basingstoke: Palgrave Macmillan, 2012), pp. 83-97. (available as an E-book at the University library)

Week 10 (Nov. 6): Cross-Strait Relations **Debate**

- Zhiming Chen, "The Logic and Strategies of Beijing's Policy towards Taiwan," in Emilian Kavalski (ed.), *The Ashgate Research Companion to Chinese Foreign Policy* (Burlington: Ashgate, 2012), pp. 317-336.
- "Relations with Taiwan" (Chapter 7) in Robert G. Sutter, *Chinese Foreign Relations: Power and Policy Since the Cold War* (Lanham: Rowan & Littlefield, 2016), pp. 153-172.
- Bonnie S. Glaser, "Prospects for Cross-Strait Relations as Tsai Ing-Wen Assumes the Presidency in Taiwan," Center for Strategic and International Studies (April 20, 2016) (<https://www.csis.org/analysis/prospects-cross-strait-relations-tsai-ing-wen-assumes-presidency-taiwan>).

Week 11 (Nov. 13): China's "Maritime" Rise **Debate**

- Andrew Erickson, Lyle Goldstein, and Carnes Lord, "When Land Powers LOOK SEAWARD," *U.S. Naval Institute Proceedings*, Vol. 137, Issue 4 (April 2011), pp. 18-23.
- Toshi Yoshihara, "China's Vision of its Seascape: The First Island Chain and Chinese Seapower," *Asian Politics & Policy*, Vol. 4, Issue 3 (2012), pp. 293-314.
- Howard W. French, "China's Dangerous Game," *The Atlantic* (November 2014) (<https://www.theatlantic.com/magazine/archive/2014/11/chinas-dangerous-game/380789/>).

Week 12 (Nov. 20): China's Role in Global and Regional Governance

Research Paper Instructions Distributed **Debate**

- "Multilateralism and International Institutions" (Chapter 4) in Marc Lanteigne, *Chinese Foreign Policy: An Introduction* (Oxon: Routledge, 2016), pp. 73-97.
- Lai-Ha Chan, Pak K. Lee, and Gerald Chan, "Rethinking Global Governance: A China Model in the Making?" in Shaun Breslin, Carla Freeman, and Simon Shen (eds.), *International Relations of China* (v.7) (Los Angeles: SAGE, 2015), pp. 277-298.
- Scott Kennedy, "Building China's 'One Belt, One Road,'" Center for Strategic and International Studies (April 3, 2015)

<https://www.csis.org/analysis/building-china%E2%80%99s-%E2%80%9Cone-belt-one-road%E2%80%9D>.

- Stephen G. Brooks and William C. Wohlforth, “The Once and Future Superpower: Why China Won’t Overtake the United States,” *Foreign Affairs*, Vol. 95, Issue 3 (May-June 2016), pp. 91-104.

Week 13 (Nov. 27): Conclusion

- Naazneen Barma and Ely Ratner, “China’s Illiberal Challenge: The Real Threat Posed by China Isn’t Economic or Military – It’s Ideological,” in Shaun Breslin, Carla Freeman, and Simon Shen (eds.), *International Relations of China* (v.8) (Los Angeles: SAGE, 2015), pp. 257-268.
- “Threat or Equilibrium?” (Chapter 13) in Andrew J. Nathan and Andrew Scobell, *China’s Search for Security* (New York: Columbia University Press, 2012), pp. 345-359.

Research Paper Due on Dec. 3, Tuesday (5:00pm)

ASSESSMENT

Your final grade is to be determined based on your performance in the following four components:

(1) Mid-Term Paper (30%)

Essay question to be distributed in Week 6 (October 9) and **due on October 18, Friday (5:00pm)**

(2) Research Paper (40%)

Instructions to be distributed in Week 12 (November 20) and **due on December 3, Tuesday (5:00pm)**

(3) Tutorial Debate (20%)

Tutorials will be held right after the lecture in **Weeks 6-12** (Oct. 9, 16, 23, 30, Nov. 6, 13, 20). Students will form groups and debate on various issues related to Chinese foreign policy. Details will be provided in due course.

(4) Participation (10%)

You are encouraged to actively contribute to class and tutorial discussion.

Grade Descriptors

Grade	Description
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.

Assessment Criteria

Grade	Written Essay	Debate
A (Excellent) A- (Very Good)	Well-structured essay with clear introduction and conclusion. Issues clearly identified. Clear framework for organizing discussion. Appropriate material selected. Evidence of wide reading from many sources. Clear evidence of sophisticated analysis or innovative thinking. Grammatically	Well-structured presentation with clear introduction and conclusion. Issues clearly identified. Clear framework for organizing discussion. Appropriate material selected. Evidence of wide reading from many sources. Clear evidence of sophisticated analysis or innovative thinking. Excellent or very

	correct. Full and accurate references in text and list.	persuasive rebuttal and answers.
B+ (Good) B B-	Well-structured essay with clear introduction and conclusion. Some issues identified. Framework for organizing discussion but not well-developed. Some appropriate material. Evidence of reading from some sources. Some signs of sophisticated analysis or innovative thinking. Some grammatical errors but not substantially affecting understanding. References in text and list generally well presented.	Well-structured presentation with clear introduction and conclusion. Some issues identified. Framework for organizing discussion but not well-developed. Some appropriate material. Evidence of reading from some sources. Some signs of sophisticated analysis or innovative thinking. Generally good or somewhat persuasive rebuttal and answers.
C+ (Fair) C C-	Poorly-structured essay with weak introduction and conclusion. A few issues identified. Attempt at limited framework for organizing discussion. Appropriate material limited. Logical presentation not very successful. Few signs of sophisticated analysis or innovative thinking. Some grammatical errors affecting clarity and understanding. Limited references in text with some not completed or missing from the list.	Poorly-structured presentation with weak introduction and conclusion. A few issues identified. Attempt at limited framework for organizing discussion. Appropriate material limited. Logical presentation not very successful. Few signs of sophisticated analysis or innovative thinking. Limited persuasiveness of rebuttal and answers.
D+ (Pass) D	Very poorly-structured essay with very weak introduction and conclusion. Few issues identified. No framework for organizing discussion. Little appropriate material. Logical presentation unsuccessful. No sign of sophisticated analysis or innovative thinking. Grammatical errors substantially affecting clarity and understanding. Limited and incomplete references in text and list.	Very poorly-structured presentation with very weak introduction and conclusion. Few issues identified. No framework for organizing discussion. Little appropriate material. Logical presentation unsuccessful. No sign of sophisticated analysis or innovative thinking. Rebuttal and answers not persuasive.
F (Fail)	Very poorly-structured essay with no introduction and conclusion. Inappropriate or few issues identified. No framework for organizing discussion. Almost no relevant material. No logical presentation. No sign of sophisticated analysis or innovative thinking. Grammatical errors completely distorting understanding. Inappropriate references in text and list.	Very poorly-structured presentation with no introduction and conclusion. Inappropriate or few issues identified. No framework for organizing discussion. Almost no relevant material. No logical presentation. No sign of sophisticated analysis or innovative thinking. Rebuttal and answers almost non-existent.

ACADEMIC HONESTY - VERIGUIDE

Before making a submission to VeriGuide, students should read the *Statement of Honesty in Academic Work* from the webpage http://www.cuhk.edu.hk/policy/academic_honesty/. Every assignment handed in should be accompanied by a signed declaration as issued by the VeriGuide system. For group projects, all students of the same group should be asked to sign the declaration. For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipts will not be graded by the instructor. Only the final version of assignment should be submitted via VeriGuide.