

Lingnan University
Department of Political Science
POL4305 China in World Politics
Spring Semester, 2018-2019

Instructor: Marcus Chu

Office: WYL311

Telephone: 26167214

Email: pchu@ln.edu.hk

Office Hours: Tuesday 9:30-10:30; Thursday: 10:30-12:00, 14:00-15:30

Brief Course Description

The turn of this century has witnessed China's rising international status in the global arena. Determined to be an important player in a post-Cold War world, China has been carrying out a pragmatic foreign policy to ensure a favorable environment for its economic growth. Chinese foreign policy has never been seen to be as active and confident as in the first years of the 21st century. Despite some ups and downs, China's relations with all the major powers as well as its neighboring countries are at its best time since the establishment of the People's Republic more than half century ago.

Course Objectives

This course aims to offer both theoretical frameworks and practical guidance for our quest to explore various issues of contemporary Chinese foreign relations. We will discuss China's foreign policy-making mechanisms and various approaches to foreign policy studies, followed by an introduction to China's relations with the other major powers, with its neighboring states, and with important international organizations. Students should be able to comprehend and appraise China's foreign policy successes, failures or limitations toward the countries, issues and groupings covered in the lectures and tutorials by the end of the course.

Learning Outcomes

After taking this course, students should:

1. demonstrate understanding of the past, present, and possible future directions of China's foreign policies and external relations, and the fundamental policymaking institutions and processes of the Chinese government;
2. express familiarity with the contemporary challenges facing China and the expectations of China's growing influence in the world in the coming years;
3. demonstrate the ability to critically evaluate contemporary Chinese foreign relations, which means going beyond events to ponder questions of motives, perspectives, and histories of Chinese and foreign political actors arising from their mutual interactions.

Assessment

1. Tutorial presentation (15%) (L1, L2, & L3)
 - The time length of each presentation must be at least 25 minutes but no more than 30 minutes.
 - You are required to give me an outline of your presentation.
 - Each student is suggested to give at least one question at the end of your presentation for discussion.
 2. Tutorial participation (10%) (L1, L2, & L3)
 3. Term paper (35%) (L1, L2, & L3)
 - Each presentation group is required to submit a 3000-3500 word term-paper;
 - You are allowed to write the paper with the same tutorial presentation topic of yours, or to choose a title from the other tutorial presentation topics;
 - Due date of submission: 30 April 2019 17:30 pm (Tuesday);
 - Late submission: 10 marks will be deducted within three working days after the due date. Late submission beyond three working days will receive zero mark for the work;
 - You are reminded to avoid plagiarism by noting the sources of quotations, data and general information in your essays. According to Lingnan University and Social Sciences Programme policy, plagiarism is "presentation of another person's work without proper acknowledgment of the source". Plagiarism (unattributed copying) will be heavily penalized and may attract a zero mark and disciplinary action.
- *Tips for producing a good term-paper:*
- A clear introduction, in which you must state the main argument of your paper;
 - Avoid long paragraphs;
 - A conclusion is a must;
 - Please give 1) subtitle, 2) footnote/endnote, 3) bibliography, and 4) page numbers;
 - Don't exceed the word limit;
 - Please proofread before submission.
4. Final Examination: 40% (L1, L2, & L3)

Course contents

1. Introduction to the course
2. The shaping of China's Foreign Policy and China's Changing Role in Asia
3. Process and International Structure in the Making of Chinese Foreign Policy
4. China's Approaches to Sovereignty, Intervention and Peacekeeping
5. Sino-American Relations
6. Sino-Japanese Relations
7. Sino-Korean Relations
8. Sino-Russian
9. Sino-Indian Relations
10. China and ASEAN
11. China's Energy Diplomacy
12. Foreign Policy of a Rising China

Required readings

1. Judith F. Kornberg and John R. Faust, *China in World Politics: Policies, Processes, Prospects* (Boulder and London: Lynne Rienner, 2005).
2. Barry Buzan and Rosemary Foot, *Does China Matter? A Reassessment*. London: Routledge, 2004.
3. Samuel Kim, ed., *China and the World: Chinese foreign policy faces the new millennium*. 4th edition (Boulder, CO: Westview, 1998)

Suggested readings:

I. Books:

1. James C. F. Wang, *Contemporary Chinese Politics*. 7th ed. Englewood Cliffs, NJ: Prentice Hall, 2002.
2. Andrew Nathan and Robert Ross, *Great Wall and the Empty Fortress* W.W. Norton & Co., 1997.
3. Denny Roy, *China's Foreign Relations*. Basingstoke: Macmillan, 1998.
4. Lu Ning, *The Dynamics of Foreign-Policy Decision making in China*. 2nd ed. Boulder: Westview, 2000
5. Zhao Suisheng, *China's Foreign Policy: Pragmatism and Strategic Behavior*. Armonk, NY: M. E. Sharpe, 2004.
6. Kokubun Ryosei and Wang Jisi, ed., *Rise of China and a Changing East Asian Order*. Tokyo and New York: JCIE, 2004.
7. William W. Keller and Thomas G. Rawski, *China's Rise and the Balance of Influence in Asia*. Pittsburgh, PA: University of Pittsburgh Press, 2007.
8. Susan L. Shirk, *China: Fragile Superpower*. New York, NY: Oxford University Press, 2007.
9. Martin Jacques, *When China Rules the World: The End of the Western World and the Birth of a New Global Order*. New York, NY: Penguin Press, 2009.
10. Alastair Iain Johnston and Robert Ross, ed., *New Directions in the Study of China's Foreign Policy*. Stanford, CA: Stanford University Press, 2006.
11. Avery Goldstein, *Rising to the Challenge: China's Grand Strategy and International Security*. Stanford, CA: Stanford University Press, 2005.

II. Articles and Book Chapters:

1. Michel Oksenberg, "Will China Democratize?" *Journal of Democracy*, 9, 1, Jan. 1998:27-34.
2. Peter Hays Gries, "China Eyes the Hegemon," *Orbis*, Summer 2005: 401-412.
3. Thomas Christensen, "Chinese Realpolitik," *Foreign Affairs*, 75, Sept/Oct 1996:37-52.
4. Yong Deng, "The Chinese Conception of National Interests in International Relations," *The China Quarterly*, 154, Jun. 1998:308-329.
5. Denny Roy, "The Sources and Limits of Sino-Japanese Tensions," *Survival*, 47, 2, Summer 2005:191-214.
6. Zhang Yunling, "China in the Post-Cold War Era," in Hans-Henrik Holm & Georg Sorensen, eds., *Whose World Order?* Boulder, CO: Westview, 1995:89-102.
7. David Shambaugh, "China Engages Asia – Reshaping the Regional Order," *International Security*, 29, 3, Winter 2004/05:64-99.
8. Nicholas Khoo and Michael L. R. Smith, David Shambaugh "Correspondence: China Engages Asia? Caveat Lector," *International Security*, 30, 1, Summer 2005:

196-211.

9. Alastair Ian Johnston, "Beijing's Security Behavior in the Asia-Pacific: Is China a Dissatisfied Power? In Muthiah Alagappa, ed., *Rethinking Security in East Asia*. Stanford, CA: Stanford University Press, 2004:34-96.
10. Nicholas D. Kristof, "The Problem of Memory," *Foreign Affairs*, 77, 6, Nov/Dec 1998: 37-49.
11. J. N. Mak, "The Asia-Pacific Security Order," in Anthony McGrew & Christopher Brook, eds., *Asia-Pacific in the New World Order*. London: Routledge, 1998: 88-120.
12. Ming Wan, "Human Rights in China 1997: Domestic Politics and Foreign Policy," in Joseph Y. Cheng, ed., *China Review 1998*. HK: Chinese UP, 1998: 209-234.
13. Derek McDougall, *Asia Pacific in World Politics*, Boulder, CO: Lynne Rienner, 2007: 115-143. ("The Sino-US Relationship")
14. Chris Alden, "China in Africa," *Survival*, 47, 3, Autumn 2005: 147-164.
15. David Zweig and Bi Jianhai, "China's Global Hunt for Energy," *Foreign Affairs*, 84, 5, Sept/Oct 2005: 25-38.
16. Jing-dong Yuan, "India's Rise After Pokharan II," *Asian Survey*, 41, 6, Nov/Dec 2001: 978-1001.
17. Bates Gill, Chin-hao Huang and J. Stephen Morrison; "Assessing China's Growing Influence in Africa," *China Security*, 3, 3, Summer 2007: 3-21.
18. Bates Gill and James Reilly, "Sovereignty, Intervention and Peacekeeping: The View from Beijing," *Survival*, Volume 42, No. 3, Autumn 2000, pp. 41-59.
19. David M. Lampton, "Testimony 'China on the Eve of the Olympics,'" Hearing, Committee on Foreign Affairs, U.S. House of Representatives, July 23, 2008.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (3* hours of class contact and 6* hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.
- (5) No photography or recording is allowed in class.

Assessment rubrics

Participation (10%)

Criteria	Excellent	Proficient	Meets Minimum Standard	Below Standard
Comprehension of all the relevant concepts	Demonstrates a deep insightful level of understanding	Demonstrates a good surface level of understanding	Demonstrates an adequate level of surface understanding	Demonstrates an inadequate level of understanding
4%	4 marks	3 marks	2 marks	1 mark
Application of concepts to the topic	Appropriate concepts are all applied correctly, to provide in-depth analysis elaboration to all aspects of the topic	Appropriate concepts are correctly applied, to provide analysis to all important aspects of the topic	Appropriate concepts are, for the most part, correctly applied, to provide analysis to all important aspects of the topic	Concepts are not applied, or are generally applied inappropriately or incorrectly; important aspects of the topic unaddressed
3%	3 marks	2 marks	1 mark	0 mark
Presentation	Expression of ideas were consistently accurate, logical and clear	Expression of ideas were generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas were generally accurate, logical and clear, but with a number of minor lapses	Ideas were not expressed logically, and were characterized by significant inaccuracies and lack of clarity
3%	3 marks	2 marks	1 mark	0 mark

Presentation (15%)

Category	Excellent	Fair	Below Standard
Analysis of Issues	<ul style="list-style-type: none"> • Thoroughly interpret and evaluate the information • Comprehensively analyze and synthesize the issues from multiple perspectives 	<ul style="list-style-type: none"> • Information with some interpretation/evaluation • Basic analysis or synthesis from two perspectives 	<ul style="list-style-type: none"> • List information without interpretation/evaluation • Superficially analyze or synthesize the issue • Single perspective is discussed
3%	3 marks	2 marks	0-1 mark
Integration of sources and evidence	<ul style="list-style-type: none"> • Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is highly relevant 	<ul style="list-style-type: none"> • Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is generally relevant 	<ul style="list-style-type: none"> • Much of Information included is not relevant and inadequate to support the topic. Some information is inaccurate or unverifiable
3%	3 marks	2 marks	0-1 mark
Uses good body language, eye contact, appropriate voice tone	<ul style="list-style-type: none"> • Makes good eye contact with audience • Shows enthusiasm and confidence • Uses voice tone effectively 	<ul style="list-style-type: none"> • Makes fairly good eye contact with audience • Shows some enthusiasm and confidence • Uses voice tone relatively effectively 	<ul style="list-style-type: none"> • Make little or no eye contact with audience • Shows little or no enthusiasm and confidence • Uses voice tone ineffectively or too monotone
3%	3 marks	2 marks	0-1 mark

Appropriate time allocation and pace	<ul style="list-style-type: none"> Allocated time appropriately and managed time effectively Appropriate pace 	<ul style="list-style-type: none"> Marginally long or marginally short but uses time reasonably effectively Reasonable pace 	<ul style="list-style-type: none"> Significantly too short or too long and did not use time effectively Pace is significantly too fast or too slow
3%	3 marks	2 marks	0-1 mark
Makes effective use of presentation tools (slides/handouts)	<ul style="list-style-type: none"> Proper use of presentation tools with little or no distractions (e.g. appropriate animation/pictures, appropriate information on one slide, clear titles, etc.) 	<ul style="list-style-type: none"> Generally good use of presentation tools. Some distractions but they are not overwhelming (e.g. reasonable animation/pictures, fair information on one slide, fair titles, etc.) 	<ul style="list-style-type: none"> Poor use of presentation tools and/or many distractions (e.g. too much animation/pictures, too much information on one slide, absence of titles, etc.)
3%	3 marks	2 marks	0-1 mark

Term-paper (35%)

Category	Excellent	Proficient	Meets Minimum Standard	Below Standard
Argument	Arguments both well supported and genuinely compared to conflicting explanations	Main arguments valid, systematic, and well supported	Some arguments valid and well supported, some not	Weak, invalid, or no argument, perhaps a simple assertion
12%	9-12 marks	6-8 marks	3-5 marks	0-2 marks
Use of Data or Evidence	Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	Feasible evidence appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented
12%	9-12 marks	6-8 marks	3-5 marks	0-2 marks
Organization and Writing	Structure enhances the argument, strong sections and seamless flow. Virtually no English error.	Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	Structure is of inconsistent quality, may have redundancies or disconnections. Frequent English errors.	Needs significant reorganization. English errors significantly impair readability.
11%	9-11 marks	6-8 marks	3-5 marks	0-2 marks

Exam (40%)

Criteria	Excellent	Proficient	Meets Minimum Standard	Below Standard
Comprehension of all the relevant aspects about the question	Demonstrates a deep insightful level of understanding	Demonstrates a good surface level of understanding	Demonstrates an adequate level of surface understanding	Demonstrates an inadequate level of understanding
10%	8-10 marks	5-7 marks	3-4 marks	0-2 marks
Application of concepts to the problem posed	Appropriate concepts are all applied correctly	Appropriate concepts are correctly applied	Some concepts are applied at too general a level or misapplied but the central ones are applied correctly and specifically	Most concepts are applied at too general a level or misapplied
10%	8-10 marks	5-7 marks	3-4 marks	0-2 marks
Extent to which ideas are expressed logically, accurately and clearly	Expression of ideas were consistently accurate, logical and clear	Expression of ideas is generally accurate, logical and clear with some minor lapses	Expression of ideas is comprehensible but there are some major lapses	Largely incomprehensible with some major inconsistencies and errors
10%	8-10 marks	5-7 marks	3-4 marks	0-2 marks
Quality of English	English is consistently excellent	English is proficient with no major errors	English conveys the essential meaning but contains a number of	English is below acceptable university standard

			errors	
10%	8-10 marks	5-7 marks	3-4 marks	0-2 marks

Mark Ranges	Grade
85 -100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
45-49	D+
40-44	D
0-39	F