
SS372

The Government and Politics of China

Overview

Welcome to SS372, the Government and Politics of China. The People's Republic of China has the largest population and government in the world today. This course aims to help us acquire an understanding of China's tortuous political development and its recent rise to global prominence. To do so, this seminar class provides an overview of China's political and economic systems and discusses the domestic and foreign policy issues facing the country. The first section of the course examines Chinese political and cultural history, from the Century of Humiliation to the background and rise of the Chinese communist movement, through the death of Mao. The next block considers China's domestic situation, examining Chinese leadership after Mao, Deng's reforms and the institutionalization of power transfers, and current issues facing the regime. We also discuss Chinese political, economic, social, and military structures and the various challenges and opportunities that have emerged due to ongoing reforms. The final part of the course addresses China's foreign relations and assesses the implications of China's emergence as a regional and world power.

Course Goals: Throughout the course, we focus on answering two central questions:

- 1) How and why did the Chinese political system develop the way it did?
- 2) What causes stability and instability in the Chinese political system?

Format

- 30 Lessons @ 75 min, with no labs
- Assignments - 3x policy papers, notes, presentation, WPR, TEE
- 3.0 Credit Hours; Prerequisites: None.

Materials

- Dreyer, June Teufel. *China's Political System: Modernization and Tradition*. 9th ed. New York: Longman, 2015.
- Osnos, Evan. *Age of Ambition: Chasing Fortune, Truth, and Faith in the New China*. New York: Farrar, Straus, and Giroux, 2015.
- Rudolph, Jennifer and Michael Szonyi (eds.). *The China Questions*. Cambridge, MA: Harvard University Press, 2018.
- Westad, Odd Arne. *Restless Empire: China and the World Since 1750*. New York, Basic Books, 2012.
- Other readings available on blackboard
- *The Little, Brown Handbook* (LBH)
- Dean's *Documentation of Academic Work* (DAW)

Milestones

Paper #1 Due

WPR (In-class)

Paper #2 Due

Paper #3 Due

Course Objectives

As a result of completing SS372, each cadet will be able to:

- Explain the political and strategic history of the Chinese Communist Party and this history's impact on modern China.
- Analyze the political culture, social structure, political economy, and institutions of the modern Chinese state.
- Describe the current economic and demographic challenges facing China.
- Analyze Chinese foreign policy and the factors that influence it.
- Describe future issues that will impact the Chinese regime's internal and external actions.
- Perform a critical analysis, both written and oral, of the issues that are examined in the course. This includes the ability to articulate an argument, develop and consider at least one viable counter-argument, and provide a logical rebuttal.

Graded Course Requirements

The appendices at the back of this syllabus contain additional guidance on the presentations and written requirements.

Lesson Notes	100 points
Lesson Presentation	100 points
WPR	150 points
Policy Papers (3 required, 100 points each)	300 points
TEE	250 points
Classroom Participation	100 points
TOTAL	1,000 points

Evaluation

Below are the evaluation standards for graded requirements. There is no course curve. Cadets achieve their grades based on individual academic performance.

	Grade Earned	Points Earned	Percentage Earned	Quality Points	Subjective Interpretation
Mastery	A+	970-1000	97.0-100.0	4.33	<i>Above standards of writing.</i>
	A	930-969	93.0-96.9	4.00	<i>Mastery of concepts.</i>
	A-	900-929	90.0-92.9	3.67	<i>Can apply concepts to new situations.</i>
Proficiency	B+	870-899	87.0-89.9	3.33	<i>Meets standards of writing.</i>
	B	830-869	83.0-86.9	3.00	<i>Solid understanding of concepts.</i>
	B-	800-829	80.0-82.9	2.67	<i>Strong foundation for future work.</i>
Passing	C+	770-799	77.0-79.9	2.33	<i>Approaching standards of writing.</i>
	C	730-769	73.0-76.9	2.00	<i>Acceptable understanding of concepts. Questionable foundation for future work.</i>
Below Standard	C-	700-729	70.0-72.9	1.67	<i>Below standards of writing.</i>
	D	670-699	67.0-69.9	1.00	<i>Doubtful understanding of concepts. Weak foundation for future work.</i>
Failing	F	0-669	< 67.0	0.00	<i>Unacceptable standards of writing. Definitely failed to demonstrate understanding of concepts.</i>

Course Schedule

20 AUG Block 1: PRC History	1 – Course Intro & China’s Cultural/Confucianism Traditions
22 AUG	2 – A Century of Humiliation
26 AUG	3 – Republican China and Mao’s Communist Insurgency
29 AUG	4 – Communism with Chinese Characteristics
5 SEP	5 – The Cultural Revolution and the Death of Mao
11 SEP	6 – Deng Xiaoping and the Beginning of the Reform Era
13 SEP	7 – Protest Movement and the Political Crisis of 1989
17 SEP	8 – The CCP’s Post-1989 Recovery
19 SEP	9 – DROP (Paper #1 DUE)
24 SEP Block 2: Domestic Issues	10 – Structures of Governance
26 SEP	11 – PRC’s Political Economy (1)
30 SEP	12 – PRC’s Political Economy (2)
4 OCT	13 – Chinese Identity & Ethnic Minorities (Xinjiang & Tibet)
8 OCT	14 – Media, the Internet, and Public Opinion
10 OCT	15 – Contention & Civil Society (Environment)
15 OCT	16 – Demographic Challenges
17 OCT	17 - WPR
21 OCT	18 – Human Rights Debate
25 OCT	19 – SCUSA (Paper #2 DUE)
29 OCT Block 3: Foreign Policy	20 – China’s Core Interests
31 OCT	21 –PRC Military Power and Modernization
5 NOV	22 – Status Quo or Revisionist Foreign Policy?
7 NOV	23 – US and PRC Policy Towards Taiwan
12 NOV	24 – Keeping the Peace in the Taiwan Strait
15 NOV	25 – Hong Kong Special Administrative Region
19 NOV	26 – The Belt & Road Initiative and China’s Energy Strategy
26 NOV	27 – Debate: US Policy – Containment or Engagement?
2 DEC	28 – Asian Maritime Security (Paper #3 DUE)
6 DEC	29 – Sino-Japanese Relations
10 DEC	30 – China’s future and Course Wrap

Block I: The Middle Kingdom: How China's Culture and History Shapes Politics, Economics and Policy

Learning Objective: Explain and analyze how China's trajectory of state and regime formation influences current domestic and international policy.

Lesson 1: Course Introduction & China's Cultural and Confucianism Traditions

Lesson Objective (L.O.):

Explain the objectives and relevance of SS372. Explain how Eastern and Western thought differs. Identify the role of Confucianism in traditional and modern Chinese culture.

Reading/Discussion Guide:

1. Why study China's government, history, and economy?
2. What are the course expectations, and how will we conduct our inquiry?
3. How do Chinese cultural traditions affect citizen's attitude toward and expectation from politics?
4. In what ways are Eastern and Western patterns of thought different?
5. What are the major tenets of Confucianism?
6. Is Confucianism compatible with CCP rule in China?

Lesson 2: A Century of Humiliation: China Interacts with the World

Lesson Objective (L.O.):

Describe the Century of Humiliation and explain why it occurred. Analyze the role of this history in China's current political decision-making. Explain the role that memory plays in political narratives.

Reading/Discussion Guide:

1. What is the narrative of the Century of Humiliation?
2. What is the impact of the Century of Humiliation on China's political culture?
3. Why does Garver refer to it as a "myth"?
4. What purpose do museums serve?
5. What is the role of the War of Resistance Museum? What does it represent to China?

Assigned Reading (50)

- SS372 Course Syllabus
- Osnos, Prologue, p 3-8. (6)
- Dreyer, from Ch 2: "The Chinese Tradition" p. 24-38. (15)
- Bruce Ellemen and Sally Paine, "A Cultural Framework for Understanding China," *Modern China*, 2011, p. 1-23 (Blackboard) (23)
- Michael Puett, "Who is Confucius in Today's China?" in *The China Questions*, p. 231-236. (6)

Assigned Reading (30)

- John W. Garver, *Foreign Relations of the People's Republic of China*, NJ, Prentice Hall, 1993, p. 2-17 (Blackboard). (16)
- Rana Mitter, "Behind the Scenes at the Museum," *China Quarterly*, No. 161 (March 2000), p. 279-293. (Blackboard). (14)
- *Optional*: Stephen Owen, "What is the Future of China's Past?" in *The China Questions*, p. 283-7.

Lesson 3: Republican China and Mao's Communist Insurgency

Lesson Objective (L.O.):

Explain the tenants of Republican China, and how they differed from those of Imperial China. Describe the two factions that arose after the death of Sun Yat-sen, and compare their objectives and methods. Analyze the similarities and differences between the Nationalists (KMT) and the Communists.

Reading/Discussion Guide:

1. Why did the Imperial system fall?
2. What were the causes of revolution?
3. Characterize the early CCP: how were decisions made? Who were the party's enemies? What sustained the movement?
4. What is the significance of the Long March?
5. What did the Nationalists (KMT) and Communists have in common, and what differences existed?

Assigned Reading (30 + video)

- Dreyer, Ch 3 from "The Revolutionaries" to end, p. 53-75. (23)
- *PBS Documentary Film: "China, A Century of Revolution - China in Revolution, 1911-1949"* (nearly 2 hours, budget your time wisely!)
<https://www.youtube.com/watch?v=I5cl0GjPjy4>
- John King Fairbank and Merle Goldman, *China: A New History*, 2nd ed., 2006. p. 294-301. *Optional*: p. 301-311. (Blackboard). (7)

Lesson 4: Communism with Chinese Characteristics

Lesson Objective (L.O.):

Explain the implementation of communism in the People's Republic of China. Describe the successes and challenges the new regime experienced. Explain how Mao's version of communism differed from that of the Soviet Union. Assess the early policies of Mao's CCP regime, and identify unifying and dividing characteristics.

Reading/Discussion Guide:

1. What influenced the CCP's initial policy choices after 1949?
2. How did the CCP consolidate power?
3. Why did Mao begin the 100 Flowers Campaign?
4. Was the Great Leap Forward (GLF) successful? Why or why not?

Assigned Reading (45 + video)

- Dreyer, from Ch 4 "PRC Politics Under Mao: 1949-1976" p. 76-95 (20)
- Jung Chang, *Wild Swans: Three Daughters of China* (New York, NY: Simon & Schuster, 1991) pp 201-225. (Blackboard) (25)
- *PBS Documentary Film: "China: A Century of Revolution, 1949-1976"* (watch until 58:17)
<https://www.youtube.com/watch?v=PJyoXvrlns>

Lesson 5: The Cultural Revolution and the Death of Mao

Lesson Objective (L.O.): Describe the Cultural Revolution, and explain the rationale for its implementation. Explain the sequence of events after Mao's death, and analyze how the regime handled the power transition.

Reading/Discussion Guide:

1. What occurred during the Cultural Revolution?
2. What purpose did the Cultural Revolution serve? What effects did it have on Chinese identity?
3. What occurred after the death of Mao?
4. What role does Mao hold in Chinese history?
5. How do Chinese view Mao today?

Lesson 6: Deng Xiaoping and the Beginning of the Reform Era

Lesson Objective (L.O.): Describe and assess the reforms enacted by Deng Xiaoping.

Reading/Discussion Guide:

1. How did Deng Xiaoping alter China's economic and political system?
2. What is "socialism with Chinese characteristics?"
3. Describe the challenges or impediments to Deng's reforms. Who resisted Deng's reforms, and why?
4. Assess the role of Chinese civil society in the late 1970s.
5. What is Deng's legacy?

Assigned Reading (26 + video)

- Dreyer, p. 95-103 (8)
- Osnos, Ch. 19 "The Spiritual Void," p. 277-279. (3)
- David McKenzie and Steven Jiang, "Murdered for Mao: The Killings China 'Forgot'" CNN 4 June 2014. (2)
<https://www.cnn.com/2014/06/04/world/asia/china-maoist-scars/index.html>
- Xiaofei Tian, "Why is it Still So Hard to Talk about the Cultural Revolution?" in *The China Questions*, p. 276-282. (6)
- Roderick MacFarquhar, "Does Mao Still Matter?" in *The China Questions*, p. 26-32. (7)
- *PBS Documentary Film*: "China: A Century of Revolution," (watch from 58:17 to end)
https://www.youtube.com/watch?v=PJyoX_vrlns
- *Optional*: CBS News Video: "The Real Mao Tse Tung" (2007): (13:37 min)
<https://www.cbsnews.com/video/the-real-mao-tse-tung/>

Assigned Reading (26)

- Dreyer, from Ch 6 "PRC Politics in the Post-Mao Era: 1976-2010" pp. 104-119 (16)
- Bruce Gilley, "Deng Xiaoping and his Successors," in William A. Joseph, ed. *Politics in China*, pp. 119-129 (10)
- *Optional*: *PBS Documentary Film*: "China: A Century of Revolution 1976-1994"
<https://www.youtube.com/watch?v=p3W1o3liQZ8>

Lesson 7: The Protest Movement and the Political Crisis of 1989

Lesson Objective (L.O.):

Explain and evaluate the CCP reaction to the Tiananmen protests of 1989.

Reading/Discussion Guide:

1. What were the causes (proximate and long-term) of the 1989 protests?
2. Why did the Party disagree about how to react to the protests?
3. What norms in CCP governance do the Tiananmen papers reveal?
4. Did the Party's ultimate course of action achieve the intended outcome? Why/why not?

Lesson 8: The CCP's Post-1989

Recovery

Lesson Objective (L.O.):

Explain how the CCP maintains legitimacy in the aftermath of the 1989 protests.

Reading/Discussion Guide:

1. What lessons did the CCP take from the 1989 protests and the fall of the Soviet Union?
2. How did these events influence CCP rule?
3. What are the sources of CCP legitimacy? How do they differ from a democratic, multi-party society?
4. How stable is the post-1989 CCP regime?

Lesson 9: DROP – Paper # 1 Due

Assigned Reading (55)

- Dreyer, "The Tiananmen Demonstrations, 1989" pp. 119-124 (5)
- Andrew J. Nathan, "The Tiananmen Papers," *Foreign Affairs*, Jan/Feb 2001. (Blackboard) (43)
- Andrew J. Nathan, "The New Tiananmen Papers," *Foreign Affairs*, May 2019. (Blackboard) (7)
- *Optional Documentary Film*: "The Gate of Heavenly Peace" by Carma Hinton and Richard Gordon. Part I: <https://www.youtube.com/watch?v=1Gtt2JxmQtg> Part II: <https://www.youtube.com/watch?v=o0lgc4fWkWI>

Assigned Reading (34 + Video)

- Bruce Dickson, "Introduction: The CCP's Strategy for Survival," in *The Dictator's Dilemma: The Chinese Communist Party's Strategy for Survival* (Oxford: Oxford University Press, 2016), pp. 1–27 (27)
- Elizabeth Perry, "Is the Chinese Communist Regime Legitimate?" in *The China Questions*, p. 11-17. (7)
- Minxin Pei discussing the strength of the CCP at Hoover Institution event, "The Legacy of Tiananmen at 30." From 25:20-33:05. <https://www.hoover.org/events/legacy-tiananmen-square-30>

Block II: Key Themes in Contemporary Chinese Domestic Politics

Learning Objective: Describe and analyze the current structure of the Chinese regime. Explain the sources of power and legitimacy of the CCP. Describe current domestic challenges and analyze the CCP's policies to address them.

Lesson 10: Structures of Governance

Lesson Objective (L.O.):

Explain how the CCP rules, and the persistence of authoritarianism in China.

Reading/Discussion Guide:

1. How is China ruled? Explain the structures of power and governance.
2. What factions exist in Chinese politics, and what are their core constituencies and beliefs?
3. What characteristics have different "leadership generations" exhibited? Are these useful for understanding CCP policies? Why or why not?
4. Why hasn't the Chinese middle class made demands for more political rights?

Assigned Reading (45)

- Dreyer, Figures 4.1 & 4.2, p. 81-2 (Graphics)
- Cheng Li, "China's Communist Party-State: The Structure and Dynamics of Power," in *Politics in China*, pp.192–221 (30)
- Andrew J. Nathan "The Puzzle of the Chinese Middle Class." *Journal of Democracy* 27, no. 2 (2016) pp. 5-19 (15)
- Fairbank Center Infographic, "How the CCP Rules," <https://fairbank.fas.harvard.edu/wp-content/uploads/2017/11/Post-19th-Party-Congress-Infographic-Updated-Jan-2018.pdf>
- *Optional*: Alice Miller, "Only Socialism Can Save China; Only Xi Jinping Can Save Socialism," *China Leadership Monitor*, May 2018 <https://www.hoover.org/sites/default/files/research/docs/clm56am.pdf>

Lesson 11: PRC's Political Economy – Drivers of Growth

Lesson Objective (L.O.):

Explain how China evolved economically from 1976 to the present. Analyze the development methods used and their effectiveness. Describe the challenges presented by the urban-rural divide, and how the CCP has reacted.

Reading/Discussion Guide:

1. How did the CCP institute elements of a market economy in China?
2. What role did the Special Economic Zones play?
3. What challenges exist in the Chinese economic system?
4. How does China manage urbanization?

Assigned Reading (79)

- Dreyer, Ch. 7, p. 148-176 (28)
- Osnos, Ch. 5, p. 60-75 (15)
- Arthur R. Kroeber, "Industry and the Rise of the Export Economy" and "Urbanization and Infrastructure," Ch. 3 & 4 of *China's Economy: What Everyone Needs to Know*, p. 43-79 (Blackboard) (36)
- *Optional*: James Fallows, "China Makes, the World Takes," *The Atlantic* (July/August 2007), <http://www.theatlantic.com/doc/200707/shenzhen>

Lesson 12: PRC's Political Economy – Remnants of Socialism

Lesson Objective (L.O.):

Explain the characteristics of the PRC's current economy. Is it still socialist? In what ways?

Reading/Discussion Guide:

1. How would you describe the PRC's economy?
2. Has China managed to reduce the rural-urban economic divide? In what ways?
3. What inequality exists in China? Will this lead to unrest?

Lesson 13: Chinese Identity and Ethnic Minorities (Xinjiang & Tibet)

Lesson Objective (L.O.):

Describe the ethnic composition of the PRC. Explain the CCP policy towards minorities, and analyze the actions the government has taken with regard to these minority populations.

Reading/Discussion Guide:

1. What is the Chinese policy toward ethnic minorities?
2. What does it mean to be Chinese?
3. How do Xinjiang and Tibet operate as autonomous provinces?
4. Has China achieved ethnic equality?

Assigned Reading (36)

- Barry Naughton, "Is China Socialist?" *Journal of Economic Perspectives* 31, no. 1 (Winter 2017), pp. 3–24 (22)
- Martin King Whyte, "China's Post-Socialist Inequality," *Current History* (September 2012), pp. 229–234 (6)
- Meg Rithmire, "Will Urbanization Save the Chinese Economy or Destroy It?" in *The China Questions*, p. 133-140 (8)
- Documentary trailer: "We the Workers," (2017) <https://www.youtube.com/watch?v=ndY1294mVDk>

Assigned Reading (40)

- Dreyer, Ch. 13 "Ethnic Minorities and National Integration" pp. 294-301; 311-325 (21)
- Gray Tuttle, "China's Race Problem" *Foreign Affairs* May/June 2015, pp. 39-46. (8) <https://www.foreignaffairs.com/articles/china/2015-04-20/china-s-race-problem>
- PRC State Council 2005 White Paper: "Regional Autonomy for Ethnic Minorities" (skim) http://www.gov.cn/english/official/2005-07/28/content_18127.htm
- *The Economist*, "Who is Chinese? The Upper Han," November 19, 2016 (7)
- Frank Langfitt, "Why a Chinese Government Think Tank Attacked American Scholars," *NPR*. <http://www.npr.org/2015/05/21/408291285/why-a-chinese-government-think-tank-attacked-american-scholars>. (2)
- CFR Backgrounder, "China's Crackdown on Uighurs in Xinjiang," <https://www.cfr.org/backgrounder/chinas-crackdown-uighurs-xinjiang> (2)
- *Optional*: Explore Tibet's Government-in-Exile website @ <http://www.tibet.net/>

Lesson 14: The Media, the Internet, and Public Opinion

Lesson Objective (L.O.):

Describe how the CCP controls the exchange of information. Explain how these actions shape and form public opinion, and analyze the effectiveness of these measures for regime stability.

Reading/Discussion Guide:

1. How does the CCP use social media to generate support?
2. Can the internet be controlled? Describe the techniques that the Chinese government uses to monitor and influence their citizen's communication on the internet.
3. On which topics does the CCP permit critical conversations? Why?
4. Which subjects are off-limits to critical discourse? Why?

Lesson 15: Contention and Civil Society (Environment)

Lesson Objective (L.O.):

Explain the strategies ordinary Chinese citizens use to voice their grievances. Analyze the state's influence over protest activities, and then explain what civil space exists.

Reading/Discussion Guide:

1. What environmental concerns exist in China?
2. What strategies do Chinese citizens use to express their concerns?
3. How does the CCP deal with dissent/social unrest?

Assigned Reading (51)

- Ya-Wen Lei, "What Should We Know about Public Opinion in China?" in *The China Questions*, p. 43-50 (7)
- Gary King, Jennifer Pan, and Margaret E. Roberts. "Reverse-engineering censorship in China: Randomized experimentation and participant observation" Research Summary in *Science*, (Aug 2014). (Blackboard) (1)
- Osnos, Ch. 8, "Dancing in Shackles," p. 117-130 (13)
- Rebecca MacKinnon, "China's Networked Authoritarianism," *Journal of Democracy* (April 2011) vol. 22, no.2, p. 32-44 (Blackboard) (13)
- Siu-yau Lee, "Surviving Online Censorship in China: Three Satirical Tactics and Their Impact," in *The China Quarterly*, No. 228, December 2016, pp. 1061-1077. (Blackboard) (17)

Assigned Reading (39)

- Dryer, p. 265-271, p. 286-293; (13)
- CFR Backgrounder, "China's Environmental Crisis," Jan 2016
<https://www.cfr.org/backgrounder/chinas-environmental-crisis> (3)
- Diana Fu, "Disguised Collective Action in China." *Comparative Political Studies* 50(4), 2016: p. 499-527. (Blackboard) (21)
- Mandy Zuo, "How China's 'river chiefs' are cleaning up the country's polluted waterways," *South China Morning Post*, 20 Sep 2017.
<https://www.scmp.com/news/china/society/article/2111824/how-cleaning-chinas-polluted-rivers-got-personal> (2)
- Documentary trailer: "Plastic China," (2017),
<https://www.youtube.com/watch?v=v0Kif9cugQ0>

Lesson 16: Demographic Challenges

Lesson Objective (L.O.):

Explain China's demographic challenge. Analyze the political and economic risks inherent in their population structure

Reading/Discussion Guide:

1. What is the bare branches theory?
2. Can the state effectively influence the size and makeup of its population? How?
3. What demographic challenges exist for China?

Lesson 17: WPR

The WPR will occur in class.

Lesson 18: Human Rights Debate

Lesson Objective (L.O.):

Debate whether and how China supports human rights.

Reading/Discussion Guide:

1. Does human rights policy in China differ between practice and law? How?
2. What is the state of human rights in China since the 1989 Tiananmen Square incident?
3. Do universal human rights exist, or is this the purview of the laws of a sovereign state?

Assigned Reading (32)

- Dryer, p. 257-265. (8)
- Valerie M. Hudson and Andrea M. Den Boer, "Missing Women & Bare Branches: Gender Balance & Conflict," (Blackboard) (4)
- Susan Greenhalgh, "Why Does the End of the One-Child Policy Matter?" in *The China Questions*, p. 183-90 (8)
- Ma and Adams, "Where Have all the Workers Gone?" *Foreign Affairs*, October 2013. <https://www.foreignaffairs.com/articles/china/2013-10-16/where-have-all-workers-gone> (6)
- Baozhen Luo, "China Will Get Rich Before it Grows Old." *Foreign Affairs*. May/June 2015. p.19-24. <https://www.foreignaffairs.com/articles/china/2015-04-20/china-will-get-rich-it-grows-old> (6)

Assigned Reading (30)

- Yongjin Zhang and Barry Buzan, "China and the Global Reach of Human Rights," *China Quarterly*, 11 Jul 19. (Blackboard) (22)
- Read Exec. Sum., and skim whole document: US State Department Report on Human Rights Practices for China 2018 <https://www.state.gov/wp-content/uploads/2019/03/CHINA-INCLUDES-TIBET-HONG-KONG-AND-MACAU-2018.pdf>
- Xinhua, "China Focus: White Paper Hails Remarkable Progress in Human Rights Protection," Dec 2017 http://www.xinhuanet.com/english/2017-12/15/c_136828551.htm, and skim full white paper at http://www.xinhuanet.com/english/2017-12/15/c_136828822.htm
- Xinhua, "China Issues Report on US Human Rights," 4 Apr 2018 http://www.xinhuanet.com/english/2018-04/24/c_137133826.htm

Lesson 19: SCUSA – Paper #2 Due

Block 3: Foreign Policy

Learning Objective: Identify and explain the principles which have guided Chinese foreign policy since 1949. Analyze common themes, and explain changes. Make predictions, grounded in theory and supported by evidence, regarding likely influencers of future Chinese foreign policy.

Lesson 20: China's Core Interests

Lesson Objective (L.O.):

Describe China's core interests, and analyze the strategy and policy the CCP has used to protect them.

Reading/Discussion Guide:

1. What are China's core interests? What is significant about the use of this term?
2. Has China become increasingly assertive to defend these interests? Why or why not?

Assigned Reading (49)

- Jin Kai, "Are We Living in a 'Chinese Century'?" *The Diplomat* (23 January 2015) <http://thediplomat.com/2015/01/are-we-living-in-a-chinese-century/> (3)
- Michael D. Swaine, "China's Assertive Behavior - Part One: On 'Core Interests,'" *China Leadership Monitor*, no. 34, Feb 2011, pp. 1-11. <http://media.hoover.org/sites/default/files/documents/CLM34MS.pdf> (11)
- "Modernities," p. 439-469 in Westad's *Restless Empire*. (30)
- Wang Jisi, "China's Search for a Grand Strategy," *Foreign Affairs*, Mar/Apr 2011. <https://www.foreignaffairs.com/articles/china/2011-02-20/chinas-search-grand-strategy> (5)

Lesson 21: The People's Liberation Army and Modernization

Lesson Objective (L.O.):

Describe the role of the PLA in China, and explain the civil-military relationship. Explain and analyze the PLA's modernization efforts.

Reading/Discussion Guide:

1. What is the role of the PLA in China?
2. How is the military organized? What changes have recently occurred?
3. What is the "informationalization" process, and how does it influence the PLA's modernization process?

Assigned Reading (45)

- Andrew Erickson, "How Strong are China's Armed Forces?" p. 73-80 in *The China Questions*. (7)
- Michael S. Chase, et al. *China's Incomplete Military Transformation: Assessing the Weaknesses of the People's Liberation Army (PLA)*. Santa Monica, CA: RAND, 2015. ix-xiii; 13-42. (32)
- James Mulvenon, "China's Goldwater-Nichols?" *China Leadership Monitor*, March 2016. <http://www.hoover.org/sites/default/files/research/docs/clm49jm.pdf> (5)

Lesson 22: China's Foreign Policy Future: Status Quo or Revisionist?

Lesson Objective (L.O.):

Explain the PRC foreign policy drivers. Describe how various theories of international relations explain China's actions.

Reading/Discussion Guide:

1. What principles have guided China's foreign policy since 1949?
2. How does the security dilemma affect US-Chinese relations?
3. What is the historical and ideological legitimacy of a Chinese-led world order?

Lesson 23: US and PRC Policy towards Taiwan

Lesson Objective (L.O.):

Explain the evolution of US and PRC policy towards Taiwan.

Reading/Discussion Guide:

1. What are the key components of the US relationship with Taiwan?
2. What is the one-China policy, and how did it develop?
3. How does the PRC view Taiwan?

Assigned Reading (56)

- Dreyer, "Foreign Policy" p. 327-332, 352-354 (8)
- Alistair Iain Johnston, "Is China a Status Quo Power?" *International Security* (Spring 2003), p. 5-6, 49-56
http://muse.jhu.edu/journals/international_security/v027/27.4johnston.pdf (8)
- M. Taylor Fravel, "International Relations Theory and China's Rise: Assessing China's Potential for Territorial Expansion," *Int'l Studies Review* Dec 10, pp. 505-526 (21)
- June Teufel Dryer, "The 'Tianxia Trope': Will China Change the International System?" *Journal of Contemporary China*, 27 Apr 15. (16)

Assigned Reading (41)

- 1972, 1979, 1982 Joint US-China Communiqués
http://www.taiwandocuments.org/doc_com.htm
- Taiwan Relations Act (Sections 3301-3)
<http://www.taiwandocuments.org/tra01.htm> (2)
- "Section 3: The Chinese Government's Basic Position Regarding the Settlement of the Taiwan Question," 1993
<http://webcache.googleusercontent.com/search?q=cache:http://www.china.org.cn/e-white/taiwan/10-4.htm> (2)
- The Anti-Secession Law (2005)
<http://news.bbc.co.uk/2/hi/asia-pacific/4347555.stm> (2)
- Steven Goldstein, "(When) Will Taiwan Reunify With the Mainland?" in *The China Questions*, p. 99-109. (10)
- Shirley A. Kan, "China/Taiwan: Evolution of the 'One China' Policy," CRS Report for Congress, June 2011 pp. 6-30
<https://fas.org/sgp/crs/row/RL30341.pdf> (25)

Lesson 24: Keeping the Peace in the Taiwan Strait

Lesson Objective (L.O.):

Identify the factors that maintain stability between the PRC and Taiwan, as well as friction points that could create conflict.

Reading/Discussion Guide:

1. What factors complicate cross-strait security from Beijing's perspective?
2. Why does the US support Taiwan? Is that support conditional on anything?

Assigned Reading (38)

- Thomas J. Christensen, "The Contemporary Security Dilemma: Deterring a Taiwan Conflict," *The Washington Quarterly* (Fall 2002), 7-20
<https://www.tandfonline.com/doi/abs/10.1162/016366002760252509> (14)
- Nancy Tucker and Bonnie Glaser, "Should the US Abandon Taiwan?" *The Washington Quarterly*, (Fall 2011), 23-36
<https://www.tandfonline.com/doi/pdf/10.1080/0163660X.2011.609128> (14)
- Michael Chase, "Averting a Cross-Strait Crisis," CFR Contingency Planning Memorandum #34.
<https://www.cfr.org/report/averting-cross-strait-crisis> (10)

Lesson 25: The Hong Kong Special Administrative Region

Lesson Objective (L.O.):

Explain the "one country, two systems" paradigm, and how it applies to the PRC relationship with Hong Kong.

Reading/Discussion Guide:

1. How did the UK and the PRC negotiate the handover of Hong Kong?
2. On what does Hong Kong base its legitimacy?
3. What does the future hold for Hong Kong?

Assigned Reading (44 + video)

- Richard Bush, *Hong Kong in the Shadow of China: Living with the Leviathan*, Ch. 1 & 13. (Blackboard) (44)
- Documentary: China – A Century of Revolution 1976-1994
https://www.youtube.com/watch?v=IzLYKnQ8c4Q&list=PLO_sLtxST1N1nNNe2gPttoX1DrjsUbSAV&index=3 (watch from 36:30 – 41:00)

Lesson 26: The Belt & Road Initiative and China's Energy Strategy

Lesson Objective (L.O.):

Explain the PRC's infrastructure and energy strategies in terms of ends, ways, and means.

Reading/Discussion Guide:

1. What is the One Belt, One Road initiative? What does China hope to achieve through it?
2. What are the guiding principles of Chinese energy policy?

Assigned Reading (36)

- Weifeng Zhou and Mario Esteban, "Beyond Balancing: China's Approach to the Belt and Road Initiative," *Journal of Contemporary China*, March 2018, p. 487-501 (15)
- Andrew B. Kennedy, "China's New Energy-Security Debate," *Survival*, 2010, p. 137-158. (21)
- Jane Perlez and Yufan Huang, "Behing China's \$1 Trillion Plan to Shake Up the Economic Order," *NY Times* 13 May 2017.
<https://www.nytimes.com/2017/05/13/business/china-railway-one-belt-one-road-1-trillion-plan.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=photo-spot-region®ion=top-news&WT.nav=top-news&r=0> (3)

Lesson 27: Debate: US Policy towards the PRC: Containment or Engagement?

Lesson Objective (L.O.):

Using the course readings and your knowledge of theories and concepts related to IR and China's foreign policy, debate the policy that the US should pursue towards China.

Reading/Discussion Guide:

1. What are the advantages and disadvantages of pursuing a policy of containment? What risks does this entail?
2. What are the advantages and disadvantages of pursuing a policy of engagement? What risks does this entail?

Assigned Reading (46)

- Kurt Campbell and Ely Ratner, "The China Reckoning." *Foreign Affairs*. Mar/Apr 2018
<https://www.foreignaffairs.com/articles/china/2018-02-13/china-reckoning> (7)
- Wang Jisi, et al. "Did America Get China Wrong?" *Foreign Affairs*. Mar/Apr 2018
<https://www.foreignaffairs.com/articles/china/2018-06-14/did-america-get-china-wrong> (11)
- Robert D. Blackwell and Ashley J. Tellis, "Revising U.S. Grand Strategy Toward China" (Council on Foreign Relations, Special Report, No. 71), p. 7-17, 34-39. (16)
- Alastair Iain Johnston, "The Failures of the 'Failure of Engagement' with China," *The Washington Quarterly*. Summer 2019, p. 99-114 <https://cpb-us-e1.wpmucdn.com/blogs.gwu.edu/dist/1/2181/files/2019/06/Johnston.pdf> (12)

Lesson 28: Asian Maritime Security: The East and South China Seas

Lesson Objective (L.O.):

Explain the current security situation in the Asian maritime domain. Predict and prescribe future US actions to maintain the area as a maritime common.

Reading/Discussion Guide:

1. Which countries have maritime claims in the Asia-Pacific region? On what do they base these claims?
2. What is China's position on maritime territories?
3. What is the string of pearls? The nine-dashed line? Explain the role of these in concepts in China's territorial claims.

Lesson 29: Sino-Japanese Relations

Lesson Objective (L.O.):

Explain the current state of Sino-Japanese relations. Describe the points of friction, opportunities for cooperation, and the role of nationalism and the US-Japan Alliance.

Reading/Discussion Guide:

1. What is the security situation between China and Japan?
2. What areas of territorial dispute exist?
3. What is the potential for cooperation between China and Japan? The potential for conflict?

Assigned Reading (24)

- Mira Rapp-Hooper, "Transparency in Troubled Seas," *Lawfare*, 14 Dec 2014
<http://www.lawfareblog.com/2014/12/transparency-in-troubled-seas/> (2)
- Fu Ying, "South China Sea: How We Got to This Stage,"
<http://nationalinterest.org/feature/south-china-sea-how-we-got-stage-16118> (19)
- "China Crisis: October 2020," *The Economist*, 6 Jul 2019. (Blackboard) (3)
- Explore: "Profile: China," *Maritime Awareness Project*,
<http://maritimeawarenessproject.org/profiles/china/>
- Explore: Asia Maritime Transparency Initiative:
<http://amti.csis.org/>
- Skim: CFR: Tensions in the East China Sea
<https://www.cfr.org/interactive/global-conflict-tracker/conflict/tensions-east-china-sea>

Assigned Reading (29)

- Thomas J. Christensen, "China, the US-Japan Alliance, & the Security Dilemma in East Asia," *International Security*, Spring 1999, p. 52-57
<http://www.jstor.org/stable/pdfplus/2539294.pdf> (5)
- Bonnie Glaser and Brittney Farrar, "Through Beijing's Eyes: How China Sees the U.S.-Japan Alliance," *The National Interest*, May 12, 2015.
<http://nationalinterest.org/feature/through-beijings-eyes-how-china-sees-the-us-japan-alliance-12864?page=show> (5)
- Wu Xinbo, "The End of the Silver Lining: A Chinese View of the US-Japanese Alliance," *Wash. Quarterly*, Vol 29:1, pp. 119-129
<https://www.brookings.edu/wp-content/uploads/2016/06/xinbo20060101.pdf> (11)
- Kerry Brown, "The Most Dangerous Problem in Asia: China-Japan Relations," *The Diplomat*, 31 Aug 2016.
<https://thediplomat.com/2016/08/the-most->

[dangerous-problem-in-asia-china-japan-relations/](#) (2)

- Ezra Vogel, “Can China and Japan Ever Get Along?” in *The China Questions*, p. 110-6. (6)
- *Optional*: Paul J. Smith, “China-Japan Relations and the Future Geopolitics of East Asia,” *Asian Affairs*, Winter 2009, p. 230-251
<http://www.tandfonline.com/doi/abs/10.3200/AAFS.35.4.230-256#preview>

Lesson 30: China’s Future and Course Wrap-Up

Lesson Objective (L.O.):

Describe the future trajectories that exist for the PRC.
Assess the future of US-China relations.

Reading/Discussion Guide:

1. Will China experience regime change?
2. What are the sources of CCP stability?
3. What factors could result in instability?

Assigned Reading

- TBD