

INR 4931 U.S.-China Relations

Spring 2016 - M. W. F 3 Fine Arts C

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Description

The rapid ascent of the People's Republic of China (PRC) as a major political and economic power has meant that its relationship with the United States has become central in contemporary international politics. To an increasing extent, some of the biggest global challenges — ranging from nuclear proliferation, to sustainable development, and even counter-terrorism — require U.S.-China cooperation if they are to be managed effectively. Yet, the U.S.-China relationship is at times turbulent, and its future remains critical. Consequently, representations and narratives of U.S.-China relations are often captured through bifocal lenses of the 'China Threat' and 'China Opportunity'. This course is aimed at examining these narratives.

To do so, the syllabus is designed in four parts. The first will introduce students to a historical background of U.S.-China relations and will equip them with the necessary [Chinese and American] foreign policy frameworks to conceptualize the relationship. The second part will examine the current World Order and question to what extent U.S. leadership is being challenged by China's increasing global role. Next, the course will look at lingering conflicts and persisting issues that come up as challenges in the U.S.-China relations. These include territorial disputes, the question of Taiwan, cybersecurity threats, etc. The last part of the course will be dedicated to examining potential areas of cooperation by looking at China's involvement in developing countries in Africa and Latin America and its implications for U.S.-China relations.

Overall the course invites students to think about U.S.-China relations from a multitude of theoretical frameworks, and to form their own educated views about the relationship. The format followed in this course is seminar like. Students are expected to critically engage with the material and come to class prepared to share insights and discuss the readings with their peers. The main assignment is a research project which is meant to provide students with the opportunity to explore in more depth an angle of the U.S.-China relationship that interests them.

Required Texts

- Warren I. Cohen, *America's Response to China*, fifth edition, New York: Columbia University Press, 2010.
- Amitav Acharya, *The end of American World Order*, Polity Press, 2014.
- Robert S. Ross, Zhu Feng, *China's Ascent: Power, Security, and the Future of International Politics*, Ithaca: Cornell University Press, 2008.

Recommended Texts

- Chengxin Pan, *Knowledge, Desire, and Power in Global Politics*: Edward Elgar Publishing
- Michael Schaller, *The United States and China*, Oxford University Press, 2015.

Grade Distribution

- ✓ Research proposal 5%
- ✓ Preliminary bibliography 5%
- ✓ Literature review 20%
- ✓ Final paper 30%
- ✓ Pop quizzes: 15 % (pop quizzes are unannounced expect the map quiz)
- ✓ Group work and class performance: 15 %
- ✓ Two reports from attending a talk/lecture outside of class: 10%

Pop quizzes: these contain questions on readings required for any given session. Since students are expected to come to class well-read and prepared; these quizzes will test that.

Group work: you are asked to collaborate in groups of three and present (one time for each small group) during the semester on a theme of your interest. The presentations will be scheduled on Fridays, a plan will be established during the second week of class.

When it's your team's turn to present: make sure you find at least one scholarly article that is not on the syllabus to add to the readings assigned, prepare a critical analysis of all the readings at hand, and organize your presentation to reflect your analysis. Make sure to email the readings you pick as well as your slides to the instructor on Thursday by noon prior to your presentation.

Class performance: this course is based on seminar format and the goal is to get students to actively debate, engage, and critically reflect on class material. Although class roll will be taken and unexcused absences will be sanctioned, the bulk of the grade is about the quality of your participation. Come ready to participate, challenge, and debate issues (albeit in respectful manners). If you are shy, speak to me as soon as the semester begins.

Reports from attending talks outside of class: this exercise aims at encouraging students to integrate the culture of intellectual growth on our campus. UF has many centers which thrive on organizing events, conferences, and talks. You are asked to take advantage of these opportunities at least twice during the semester. After you attend your selected event (preferably related to the course even broadly), submit a 400-word essay critically reflecting on the talk.

Research Project: you will choose a research puzzle that interests you. The topic you pick has to be related to US-China relations in one way or another. You are also allowed and encouraged to explore themes that are not on the syllabus, but you will be required to confirm with me your research topics before the first assignment is due.

I have structured the project into several stages in order to allow you to receive constructive feedback at each stage of the writing process. The secondary goal of this assignment is to walk you through the stages it takes to write a successful quality research paper. The final draft of your projects is expected to be at least 4000 but no more than 5000 words and is due in its final form on April 25th on canvas.

Your final cumulative score will be translated into a letter grade according to the following schedule:

93 points or higher = A; 90–92.9 = A-; 87–89.9 = B+; 83–86.9 = B; 80–82.9 = B-; 77–79.9 = C+; 73–76.9 = C; 70–72.9 = C-; 67–69.9 = D+; 63–66.9 = D; 60–62.9 = D-; <60 = E.

Information on UF's grading policies is posted at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Useful Links:

a) For Talks/Events:

Bob Graham Center at UF: <http://www.bobgrahamcenter.ufl.edu/>

Women's Studies and Gender Research at UF: <http://www.wst.ufl.edu/>

Masters of Sustainable Development program at UF: <http://mdp.africa.ufl.edu/>

b) For Course-related News and Updated Analyses:

The National Committee on United States-China Relations <https://www.ncuscr.org/> on twitter [@NCUSCR](https://twitter.com/NCUSCR)

Bill Bishop https://sinocism.com/?page_id=2349 you can also follow him on Twitter [@niubi](https://twitter.com/niubi)

Jonathan Sullivan for US-Taiwan-China relations <http://jonsullivan.com/> and on Twitter [@jonsullivan](https://twitter.com/jonsullivan)

Andrew Erickson <http://www.andrewerickson.com/category/journal-articles/> Twitter [@AndrewSErickson](https://twitter.com/AndrewSErickson)

Course policies:

- **University Policy on Accommodating Students with Disabilities:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.
- **University Policy on Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.
- **The instructor reserves the right to make changes to syllabus readings whenever necessary.**

GETTING HELP:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Email address Policy:

Any communication with the instructor is to be conducted via ufl.edu addresses. Please keep other email addresses and social media platforms to other purposes than contacting me about course-related matters.

Important Dates:

Classes Begin	January 5
Official University Holidays - no classes	Martin Luther King Jr. Day January 18 th , Spring Break: February 27 – March 5
ISA Annual Meeting – no class	March 16 to 19
Research Proposal	02/12 at 9:30 am
Bibliography	03/11 at 9:30 am
Literature Review	04/04 at 9:30 am
Final draft	04/25 at noon
Reading Days - no classes	April 21 – 22
Final Exams	April 23, 25 – 29

Course schedule

I – Historical Relations and Theoretical Frameworks

Week 1 (January 6 – 8) Off to a Late Start? The Delayed Recognition of PRC by the U.S.

- W. Introduction to the course and syllabus walk through (no readings)
- F. a) Robert G. Sutter, “U.S.-Chinese Relations: Perilous Past, Pragmatic Present” P 15 – 38
(available as e-book on UF library P 17 – 40 and on canvas).
- b) James Mann, “About Face: A History of America’s Curious Relationship with China, From Nixon to Clinton”, p. 78 – 95 (available on Canvas and on Course Reserve = C.R)

Week 2 (January 11– 15) U.S. China Relations: from Rapprochement to Tiananmen

- M. a) Cohen, Chapter 8, P 215 – 232

- b) Michael Schaller, “Only Nixon Could Go to China”, p 149 – 170 (on canvas)
- W. a) Michael Schaller, “From Tacit Allies to Tiananmen”, p 170 – 190 (on canvas)
- F. a) Nathan and Scobell, “Life on the Hinge”, p 65 – 89 (on canvas)

Week 3 (January 18– 22) ‘China Threat’ and ‘China Opportunity’ Discourses

- M. a) Michael Schaller, “The American Discovery of China”, p 1 – 25 (on canvas)
b) Cohen, Chapter 1, P 8 – 29
- W. a) Chengxin Pan, “Threat and Opportunity: a bifocal lens”, p 20 – 42 (on CR)
b) Michael Schaller, “Red Scare and Yellow Peril”, p 104 – 122 (on canvas)
- F. a) Richard Madsen, “Nixon’s China: Propaganda of a Liberal Myth” p 59-85 (on CR)
b) Cohen, Chapter 9, p 232 – 262

Week 4 (January 25 – 29) U.S. Perceptions of China and China’s Ascent

- M. a) China’s Ascent, Chapter1, p 11 – 34
b) Avery Goldstein, First Things First: The Pressing Danger of Crisis Instability in U.S.-China Relations, *International Security*, vol. 37, no. 4 (Spring 2013), p 49 – 89. (on C.R)
- W. a) China’s Ascent, Chapter 7, p 163 – 191
b) Screening Stanley Rosen, [Images of China in Recent American Films](#). Video recorded by the USC US-China Institute, 2013, and Zhiwei Xiao, [America in Chinese Cinema](#). Video recorded by the USC U.S.-China Institute, 2013
- F. a) China’s Ascent Chapter 11, p 260 – 293

Week 5 (February 1– 5) Chinese Perceptions of the U.S. and the ‘International’

- M. a) John K. Fairbank, “A Preliminary Framework,” in John K. Fairbank (eds.), *The Chinese World Order: Traditional China’s Foreign Relations*, p. 1 – 19. (On C.R)
b) Robert E. Kelly, “A ‘Confucian Long Peace’ in pre-Western East Asia?,” *European Journal of International Relations*, vol. 18, no. 3 (September 2012), pp. 407-430
- W. a) David C. Kang, “Getting Asia Wrong: The Need for new Analytical Frameworks,” *International Security* 27: 4 (Spring 2003) pp. 57-85
- F. a) China’s Ascent, Chapter 6, p 141 – 163
b) Cohen, Chapter 10, p 263 – 292

**** 2/5 Reports from outside of class Talk #1 Due**

II- Whose Order(ing) is it? World Order viewed from U.S. and China Perspectives

Week 6 (February 8– 12) unipolar, bipolar, multipolar?

- M. a) Amitav Acharya, Chapters 1 and 2 p 1 – 33
- b) Kissinger, Henry, “World Order,” p 212 – 233 (on C.R)
- W. a) China’s Ascent, Chapter 4, p 89 – 115
- b) Fisher, Max, [“40 more maps that explain the world.”](#) The Washington Post, 1/13/2014
- c) Walt, Stephen. [“The End of the American Era.”](#) The National Interest. Nov/Dec 2011
- F. a) Jonathan Kirshner, “The tragedy of offensive realism: Classical realism and the rise of China,” *European Journal of International Relations*, vol. 18 (1) (March 2012), p 53-75.
- b) Posner, Eric, “Sorry, America, the New World Order Is Dead,” [Foreign Policy, 5/6/2014](#)

*** 2/12 Research Proposal Due

Week 7 (February 15– 19) Is the American Century Over?

- M. a) Nye, Joseph. *The Future of Power*, p 187 – 204 (on C.R)
- b) Beckley, Michael. "China's Century: Will America's Edge Endure?", [International Security](#), Winter 2011/12, Vol. 36, No. 3: 41-78
- W. a) Colby, Elbridge and Paul Lettow, “Have we hit Peak America?” [Foreign Policy, 7/3/2014](#)
- b) Shambaugh, David. [“The Coming Chinese Crackup.”](#) Wall Street Journal, March 6, 2015
- F. a) “Divided States of America: Notes on the Decline of a Great Nation,” [Spiegel 11/5/2012](#)
- b) Amitav Acharya chapter 4, p 59 – 79

Week 8 (February 22– 26) Is the Chinese Century On?

- M. a) Nathan and Scobell, what drives Chinese foreign policy, p 3 – 37 (on course reserve)
- W. a) Michael Cox, “Power Shifts, Economic Change and the Decline of the West?” *International Relations*, vol. 26, no. 4 (December 2012), pp. 369-388.
- b) Taylor Fravel, “International Relations Theory and China’s Rise: Assessing China’s Potential for Territorial Expansion,” *International Studies Review*, Vol. 12(4) (December 2010), pp. 505-532
- F. a) Pehrson, Christopher J., "String of Pearls: Meeting the Challenge of China’s Rising Power across the Asian Littoral," Carlisle Papers in [Security Strategy, July 2006](#)
- b) Townsend, Ashley S., [“Unraveling China’s ‘String of Pearls’,”](#) Yale Global Online, September 16, 2011

Spring Break: February 27 – March 5

III – Persisting Issues and Future Challenges in U.S. – China Relations

Week 9 (March 7– 11) U.S.- China Military Competition

- M. a) Fravel and Cunningham, “Assuring Assured Retaliation: China's Nuclear Posture and U.S.-China Strategic Stability” 2015, [International Security Vol. 40: 2, pp 7-50](#)
- W. a) Allison, Graham, [“Avoiding Thucydides’s Trap.”](#) *Financial Times*, 2012
b) Xuotong, Yan, [“How China Can Defeat America.”](#) *New York Times*, November 21, 2011
c) Nye, Joe. “China’s Rise Doesn’t Mean War.” *Foreign Policy*, January/February 2011.
- F. a) Thomas J. Christensen, “The Meaning of the Nuclear Evolution: China's Strategic Modernization and US-China Security Relations,” *Journal of Strategic Studies* Vol. 35, Issue 4 (2012), pp. 447-487 (on course reserve)

*** 3/11 Preliminary Bibliography Due

Week 10 (March 14 – 18) Taiwan and U.S.-China Relations

- M. a) Shelley Rigger, “Why Taiwan Matters: Small Island, Global Powerhouse”, p. 133-197 (on canvas, you will notice an excerpt on C.R but it’s another chapter for extra reading)
b) Dennis Hickey, “Parallel Progress: US-Taiwan Relations During an Era of Cross-Strait Rapprochement,” *Journal of Chinese Political Science*, vol 20: (2) July 2015 (on canvas)
- W. a) Nathan and Scobell, “Problems of Stateness: Tibet, Xinjiang, Hong Kong and Taiwan”, p 195 – 222 (canvas)
b) Dennis Hickey, “The Taiwan Relations Act: A Mid-Life Crisis At 35?” Policy Brief for the Wilson Center, March 2014 (on canvas)
- F. ISA conference (no class)

** 3/18 Reports from outside of class Talk #2 Due

Week 11 (March 21 – 25) The South China Sea

- M. a) Allen Carlson, “Constructing the Dragons Scales: China’s Approach to Territorial Sovereignty and Border Relations,” *Journal of Contemporary China* Vol. 12, No. 37 (November 2003), pp. 677–698 (on course reserve)
- W. a) Fravel, M. Taylor, "China's Strategy in the South China Sea", *Contemporary Southeast Asia*, 33(3), 2011, p. 292-319. (on course reserve)

- b) Kaplan, Robert D. “The South China Sea is the Future of Conflict”, [Foreign Policy, Sept/Oct 2011](#).
- F. a) Fravel, M. Taylor, 2014 “Territorial and Maritime Boundary Disputes in Asia”. In Oxford handbook of the International Relations in Asia (on C.R) or [check bottom of this link](#)
b) Bonnie Glaser, China’s Island Building in the Spratly Islands: for What Purpose? 2015, - 31 – 41 (on canvas or [on this link](#))

IV – Half Full or Half Empty? Potential Cooperation Opportunities in China-U.S. Relations

Week 12 (March 28– April 1) China’s Increasing Financial Prowess and Implications

- M. a) Nina Huang, “[China Looks to Hollywood](#)”, The Diplomat, September 2015
b) Lilian Lin and Laurie Burkitt, “[Hollywood’s New Backer: China](#)”, Wall Street Journal, July 25, 2015
c) Joshua Kurlantzick, “Charm Offensive: How China’s Soft Power is transforming the World”, 2008 p. 37-60 (on course reserve)
 - W. a) Daniel Drezner, “Bad Debts: Assessing China’s Financial Influence in Great Power Politics”, International Security 2009 Vol 34: 2 p 7-45 (on course reserve)
 - F. a) Dale Copeland, “Economic Interdependence and the Future of U.S.-Chinese Relations”, 2003, International Relations and Asia Pacific (on course reserve).
b) Nathan and Scobell, Dilemmas of opening, p 243 – 278 (canvas)
- [Instructor could be attending the Association of Asian Studies Conference on Friday April 1st – to be confirmed]

Week 13 (April 4 – 8) China’s Influence in Africa and Implications on U.S.-China Relations

- M. a) David Shinn, Africa, “[China, the United States, and Oil](#)” 2015, a publication for the Center for Strategic and International Studies.
b) Ian Taylor, “[China’s Relations with Africa and the American Context](#)”, 2012 for e-IR.
- W. a) Princeton Lyman, “[China and the US in Africa: A Strategic Competition or an Opportunity for Cooperation?](#)” a publication for the Council on Foreign Relations
b) Howard French, “[Is ‘China in Africa’ something to fear?](#)”, Washington Post, July 2015.
- F. a) Daniel Large, “Beyond ‘Dragon in the Bush’: The Study of China–Africa Relations”, 2008 African Affairs, Volume 107, Issue 426, p 45 – 61

- b) Sun Chenghao, [Intensifying U.S.-China Rivalry in Africa Calls for Sensible Solutions](#).
December 2015.

*** 4/4 Literature Review Due

Week 14 (April 11 – 15) China’s Influence in Latin America and Implications on U.S.-China Relations

- M. a) Rhys Jenkins, “China’s Global Expansion and Latin America,” *Journal of Latin American Studies*, vol. 42, no. 4 (2010): 809 – 837 (on course reserve)
b) Matt Ferchen, “[Crude Complications: Venezuela, China, and the United States](#)”,
Carnegie-Tsinghua Center for Global Policy, 2014.
- W. a) Barbara Stallings, “The U.S.-China-Latin America Triangle: Implications for the Future,”
p. 239 – 259 (course reserve)
b) Ruben Gonzalez-Vicente, “[Mapping Chinese Mining Investment in Latin America: Politics or Market?](#)” *The China Quarterly*, vol. 209 (2012): 35 – 58.
- F. a) <http://ufl.kanopystreaming.com/video/inside-china-2-china-future>

Week 15 (April 18 – 22) Wrap up

- M. a) Amitav Acharya, chapters 5 and 6 p, 79 – 118
b) Thomas J. Christensen, “Shaping the Choices of a Rising China: Recent Lessons for the Obama Administration,” *The Washington Quarterly*, Vol. 32, No. 3(July 2009), pp. 89-104
- W. Class Cancelled – Work on final papers
- F. Reading Day, no class.

*** 4/25 Final Paper Draft Due