INTA 621 Chinese Foreign Policy

(Fall 2021, preliminary, subject to change)

Course Information

Course Number: INTA 621
Course Title: Chinese Foreign Policy
Section: 
Time: Tuesdays
Location: 1620 L St. NW, Washington DC
Credit Hours: 3

Instructor Details

Instructor: Zongyuan Zoe Liu
Office: 7th floor, 1620 L St. NW, Washington DC
E-Mail: zoe.liu@tamu.edu
Office Hours: Wednesdays 10:00 am -12:00 pm or by appointment.

Course Description

In this course, “China” is defined as the People’s Republic of China under the leadership of the Chinese Communist Party. The PRC has transformed to be one of the largest economies in the world today. In many strategic industries, China even to a very large extent dominates the supply chains, causing concerns for the rest of the world regarding the supplies of critical industrial inputs. Many believe that it may even emerge to become the largest economy in the post-Covid 19 world. China represents a different type of political economic model that is considered as different from the liberal democratic international system championed by the United States. Therefore, it is important for current and next generations of policymakers and professionals in nearly all industries to understand what China wants from the rest of the world, how China makes policies to achieve its interests, and how the rest of the world has misunderstood China. This class will help students answer these questions by looking at how China projects its political, economic, and financial power in the world, through what kind of foreign policymaking process and implementation channels, and the different domestic and international factors that shape China’s foreign policy making.

This course covers contemporary Chinese foreign policy from 1949 to the present. Organized around the theme of continuity and change in China’s approach to international relations, the course examines China’s foreign policy toward countries around the world and global issues to understand key junctures in Chinese foreign policy and the factors shaping China’s foreign policy choices.

Explaining China’s foreign policy requires examining it along multiple vectors. China’s policy process is relatively opaque so in order for analysts to make educated guesses about motivations for decisions and their impacts, they must know something about both the institutional architecture that formally describes the policy process and the informal nodes and modes of decision-making as well. They also need to know something about the leaders and influencers who are involved in policy decisions. In addition, Chinese leaders are active as formal communicators, but to try to interpret their goals and intentions requires at the very least some understanding of the historical experiences and political and social milieu in which they are making their policy choices.
Today, in capitals around the world, policy makers and expert observers are asking: what are China’s international goals? What do China’s leaders want and why? Industrialized powers, not least the United States, are wary of China’s global objectives, a wariness that infuses discourse between the two countries even as new areas of friction join longstanding ones. Countries in China’s periphery are also uncertain about what having China on the international stage as a global heavy weight means for them; many societies along China’s borders have long and complicated histories of dealing with Chinese power and influence that inform their contemporary relations with China. In Africa and Latin America, policymakers are making sense of the pros and cons of engaging with China: Beijing tells a compelling rags to riches story and has an economic model that is attractive to many developing countries, it represents a link to an offshore power without the historical baggage of former colonizers, and it offers an approach to foreign aid that appears different from the (well-meaning) paternalism of the West. But their histories tell them, *caveat emptor*. China has become more active in innovating international institutions raising questions about Beijing’s objectives in doing so: is it seeking to remedy gaps in global governance or is it seeking to challenge the norms and rules erected by the US and its allies for the sake of adding to its own global influence?

Seeking to make sense of Chinese foreign policy also requires seeing China’s foreign policy as a dynamic between internal and external factors. How do domestic constraints interact with the behaviors of other states, inchoate groups/networks, and transnational organizations to shape how China behaves the world stage?

This course has three primary building blocks: 1) The evolution of Chinese foreign policy in a global context; 2) the structure and process of Chinese foreign policy; and 3) Functional issues in Chinese foreign policy.

This class seeks: 1) To help students understand the foundations and historical precursors to China’s foreign policy today—the layers of historical memory and institutional practice that inform China’s current foreign policy; 2) To consider to what degree China’s foreign policy is strategic or reactive; 3) To describe the principal institutional structures and processes that characterize the Chinese foreign policymaking system; 4) To understand how factors outside formal institutional structures may influence policy choices; 5) To examine China’s policies with respect to key geographic areas and functional issues and analyze the particular instruments that Beijing uses with respect to these environments and issues; and 6) To assess some of the global responses to China’s behavior and how these responses inform Chinese foreign policy.

This course is not a history course that systematically reviews the evolution of China’s international relations. However, students are strongly encouraged to explore the historical dimension of contemporary Chinese foreign policy making. Having deep appreciation of history is critical for appropriately understanding Chinese foreign policymaking today. Moreover, this course is not a course on China’s international relations. Although we do cover China’s foreign policy towards different parts of the world, this class is not an introductory course about China’s international relations. The primary goal of this course is to get student understand China’s foreign policy making process and the relevant actors, as well as critical issue areas and potential contention points between China and the rest of the world. Upon completing this course, students will not only get a clear picture of the decision-making process of Chinese foreign policy and what China considers as its key interests, but will also be able to use the relevant theories and cases to analyze new issues.

**Course Prerequisites**

No special prerequisites. Having previous knowledge of international relations theory would be a plus, but not necessary. **NO** Chinese language requirement. Readings for this course have been assigned based
on the assumption that becoming familiar with some of the best studies and analyses and being able to make sense of them in the context of the times in which they were written and in relation to other important works is a reason people go to graduate school. Moreover, being able to process substantial amounts information efficiently to be able to use it in one’s own analysis is a critical part of what it means to be a professional. So, I have assigned a fairly heavy amount of reading from which students are expected to glean key concepts and critical issues. Group study of readings offers one approach to managing the reading load. I do not anticipate changing the readings, but may make recommendations for supplemental (not required) readings.

Course Learning Outcomes

Upon completion of this course, students are expected to be able to:

- Understand of the major forces shaping contemporary foreign policy of China.
- Be familiar with the existing theoretical approaches to the analysis of China’s international relations and foreign policy making.
- Apply theoretical frameworks to analyze critical issues in China's international relations and foreign policy.
- Critically evaluate the current and future challenges for China’s global ambition.
- Develop skills of oral and written communication.

Textbook and/or Resource Materials

No required textbook. All course materials are accessible via Texas A&M library system. If you need help finding the material, please feel free to contact our fabulous librarian Ms. Monica Crabtree. She can be reached at mcrabtr1@exchange.tamu.edu. She is very resourceful.

Course Works and Assignments

1) Attendance and Participation (5%)
2) Three response papers (15% each, total 45%)
3) Class debate (12.5%)
4) Class presentation (12.5%)
5) Term paper (25%)

Note:
1. Details of the term paper will be given during class. Grading rubrics will be announced alongside the assignments.
2. A response paper should be between 1000 and 1200 words (approx. 4 pages). It should incorporate and discuss at least four assigned readings and six additional news pieces or policy commentary (six for graduate students) from sources such as New York Times, Washington Post, Financial Times, The Economist, Wall Street Journal, Caixin, Nikkei Asian Review, Straits Times, China Daily, People’s Daily, South China Morning Post, FP.com, Foreign Affairs, Council on Foreign Relations, Brookings, China Leadership Monitor, Atlantic Monthly, New Yorker, among others.
3. Good response papers will provide:
   a. clarity on difficult questions and debates by identifying competing viewpoints and points of agreement and disagreement.
b. critical analysis of commonly used phrases and sound bites, unpacking concepts and identifying tensions or challenges to implementing concepts in specific cases. Students wishing to write essays that culminate in a normative conclusion, opinion, or policy recommendation are welcome to do so. However, such conclusions should not comprise more than a third of the essay.

c. Response papers are due before the start of class. Students can decide when they want to submit the three response papers between Weeks 2-13, but at least one paper must be submitted by Week 5. Students submitting response papers will speak for no more than 10 minutes in class, presenting the main points of their paper. Before class, students are required to share their response papers and links to relevant news pieces on Canvas/eCampus for the class to read and comment during the following week.

4. Important dates for course works:
   a. At least one response paper should be submitted by Week 5 before class.
   b. Class debate takes place in the second half of Week 12.
   c. Class presentation takes place in Week 14.
   d. Final term paper due on December 3, 2021 at 11:59 pm US Eastern Time.

Learning Resources

In this course you will practice writing short essays and a research paper, which can be used as your writing samples in your job applications. TAMU Bush School has a writing site that contains resources for helping you prepare writing assignments and career materials. For policy memo in particular, you can find useful tips here: https://sites.google.com/site/bushschoolwriting/policy-documents/policy-memos
You can also contact Cindy Raisor, Writing Program Director, at c-raisor@tamu.edu, or (979) 862-8835. Bush School DC also have a writing consultant, please feel free to reach out and get help!

In addition, you may find the website of China’s Ministry of Foreign Affairs resourceful for your research. It contains rich information on the PRC’s foreign relations, including key speeches by Chinese leaders, a list of statements and communiqués, a list of treaties, diplomatic history, a list of China’s diplomatic allies, and a directory of foreign diplomats in China. The website can be accessed at https://www.fmprc.gov.cn/web/

You may also find that China’s official website for the Belt and Road Initiative quite informative in providing updates about the latest Chinese initiatives. The website can be accessed at http://english.www.gov.cn/beltAndRoad/

Grading Policy

The standard Bush School scale will apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Extraordinary, excellent work and mastery of concept</td>
</tr>
<tr>
<td>B</td>
<td>Good work and solid command of concept</td>
</tr>
<tr>
<td>C</td>
<td>Adequate work and sufficient understanding of concept</td>
</tr>
<tr>
<td>D</td>
<td>Poor work, little understanding of concept</td>
</tr>
<tr>
<td>F</td>
<td>Lack of work, no understanding of concept</td>
</tr>
</tbody>
</table>
Late Work Policy

- Late work will **NOT** be accepted, although health or family emergency may be given exceptions.

Course Schedule

**Week 1: China in the World: Power, Geography, History, and Memory**

Recommended:

**Week 2: The Maoist Context: World View, Memories, Practices, Alignments, and Legacies**
Recommended

**Week 3: The Cold War Context: Conflict and Realignments**

Recommended

**Week 4: Post-Mao Opening**

Recommended:

**Week 5: The Structure and Process of Chinese Foreign Policy**


Recommended:


• Cabestan J-P. China’s foreign and security policy institutions and decision-making under Xi Jinping. *The British Journal of Politics and International Relations*. December 2020


---

**Week 6: Public Opinions and Soft Power in Chinese Foreign Policy**


Recommended:

**Week 7: Functional issues in Chinese Foreign Policy (I): The Belt and Road Initiative in China’s foreign policy**
- Xuming Qian & Jonathan Fulton (2017) China-Gulf Economic Relationship under the “Belt and Road” Initiative, Asian Journal of Middle Eastern and Islamic Studies, 11:3, 12-21

Recommended:
- Mark Beeson (2018) Geoeconomics with Chinese characteristics: the BRI and China’s evolving grand strategy, Economic and Political Studies, 6:3, 240-256

**Week 8: Functional issues in Chinese Foreign Policy (2): International trade, finance, and development**
Recommended:

**Week 9: Functional issues in Chinese Foreign Policy (3): Technology**

Recommended:
- Adam Segal, “Innovation, Espionage, and Chinese Technology Policy,” April 15, 2011, prepared testimony before the House Foreign Affairs Subcommittee on Oversight and Investigations, United States House of Representatives. Available at [https://www.files.ethz.ch/isn/146284/Segal%20HFA%20testimony.pdf](https://www.files.ethz.ch/isn/146284/Segal%20HFA%20testimony.pdf)

**Week 10: Functional issues in Chinese Foreign Policy (4): Energy Security and Climate Change**
• Isabel Hilton & Oliver Kerr. (2017). The Paris Agreement: China’s ‘New Normal’ role in international climate negotiations, Climate Policy, 17:1, 48-58

Recommended:
• Abbās Varij Kāzemi and Xiangming Chen. (2014). “China and the Middle East: More Than Oil” Available at https://digitalrepository.trincoll.edu/cgi/viewcontent.cgi?article=1101&context=facpub

• Week 11: Functional issues in Chinese Foreign Policy (5): Tensions, Disputes and China’s foreign policy


Recommended:


**Week 12: Functional issues in Chinese Foreign Policy (6): U.S. - China relations and China’s foreign policy**


**Recommended:**

**Week 13: Change and Continuity in Chinese Foreign Policy**

University Policies

This section outlines the university level policies that must be included in each course syllabus. The TAMU Faculty Senate established the wording of these policies.

NOTE: Faculty members should not change the written statements. A faculty member may add separate paragraphs if additional information is needed.

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to Student Rule 7 in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to Student Rule 7 in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” (Student Rule 7, Section 7.4.1).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” (Student Rule 7, Section 7.4.2).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See Student Rule 24.)
Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” (Section 20.1.2.3, Student Rule 20).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

NOTE: Faculty associated with the main campus in College Station should use this Academic Integrity Statement and Policy. Faculty not on the main campus should use the appropriate language and location at their site.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

NOTE: Faculty associated with the main campus in College Station should use this Americans with Disabilities Act Policy statement. Faculty not on the main campus should use the appropriate language and location at their site.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a
formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s Title IX webpage.

NOTE: Faculty associated with the main campus in College Station should use this Title IX and Statement on Limits of Liability. Faculty not on the main campus should use the appropriate language and location at their site.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

COVID-19 Temporary Amendment to Minimum Syllabus Requirements

The Faculty Senate temporarily added the following statements to the minimum syllabus requirements in Fall 2021 as part of the university’s COVID-19 response.

Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2021 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- Face Coverings—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

**Personal Illness and Quarantine**

Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See Student Rule 7, Section 7.2.2.) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student’s medical provider is preferred, for Fall 2021 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.

**Operational Details for Fall 2021 Courses**

For additional information, please review the FAQ on Fall 2021 courses at Texas A&M University.