

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 policy-making 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:

90%-100%	A	Extraordinary, excellent work and mastery of concept
80%-89%	B	Good work and solid command of concept
70%-79%	C	Adequate work and sufficient understanding of concept
60%-69%	D	Poor work, little understanding of concept
0%-59%	F	Lack of work, no understanding of concept

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**
 - David Lampton. (1997). A Growing China in a Shrinking World: Beijing and the Global Order, in Vogel, E. F. ed., *Living with China : U.S./China relations in the twenty-first century*. Chapter 3, pp.120-140. An e-book can be accessed at <https://archive.org/details/livingwithchina00ezra/page/20/mode/2up>
 - Grygiel, J. J. (2006). Great powers and geopolitical change. Baltimore: Johns Hopkins University Press. Chapters 1 and 6.
 - Kirshner J. (2012). The tragedy of offensive realism: Classical realism and the rise of China. *European Journal of International Relations*. 18(1):53-75.
 - Yan Xuetong. (2019). The Age of Uneasy Peace: Chinese Power in a Divided World. *Foreign Affairs*, 98(1), 40–46.
 - Alastair Iain Johnston. (2019). China in a World of Orders: Rethinking Compliance and Challenge in Beijing's International Relations. *International Security*, 44 (2): 9–60.
 - Wang Yi. (2020). Serving the Country and Contributing to the World: China's Diplomacy in a Time of Unprecedented Global Changes and a Once-in-a-Century Pandemic. Available at https://www.fmprc.gov.cn/mfa_eng/wjdt_665385/zyjh_665391/t1839532.shtml

Recommended:

- Fairbank, J. (1969). China's Foreign Policy in Historical Perspective. *Foreign Affairs*, 47(3), 449-463.
 - Weissmann, M. (2015). Chinese Foreign Policy in a Global Perspective: A Responsible Reformer 'Striving For Achievement'. *Journal of China and International Relations*. vol. 3, no. 1.
 - Christensen, T. (1996). *Chinese Realpolitik*. *Foreign Affairs*, 75(5), 37-52.
 - Christensen, T. (2011). The Advantages of an Assertive China: Responding to Beijing's Abrasive Diplomacy. *Foreign Affairs*, 90(2), 54-67.
 - Mitter, R., & Johnson, E. (2021). What the West Gets Wrong About China. *Harvard Business Review*, 99(3), 42–48.
- **Week 2: The Maoist Context: World View, Memories, Practices, Alignments, and Legacies**
 - Mao Zedong. (1938). Problems Of Strategy In Guerrilla War Against Japan. Available at https://www.marxists.org/reference/archive/mao/selected-works/volume-2/mswv2_08.htm
 - Mao Zedong. (1949). Cast Away Illusions, Prepare for Struggle. Available at https://www.marxists.org/reference/archive/mao/selected-works/volume-4/mswv4_66.htm
 - "Secretary Acheson's Letter Transmitting White Paper on China to President Truman," *The New York Times*, August 6, 1949. Full text available at https://timesmachine.nytimes.com/timesmachine/1949/08/06/96467375.pdf?pdf_redirect=true&ip=0
 - Feng, H. (2015). The Operational Code of Mao Zedong: Defensive or Offensive Realist? *Security Studies*, Vo. 14. No. 4, pp. 637-662.
 - John W. Garver. (2016). *China's Quest: The History of the Foreign Relations of the People's Republic of China*. New York: Oxford University Press, pp.1-112.

Recommended

- Peter Martin. (2021). *China's Civilian Army: The Inside Story of China's Quest for Global Power*, chapters 1-3.
- David Lai. (2004). Learning From The Stones: A Go Approach To Mastering China's Strategic Concept, Shi. Available at <https://fas.org/man/eprint/lai.pdf>

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

- John W. Garver. (2016). *China's Quest: The History of the Foreign Relations of the People's Republic of China*. New York: Oxford University Press, pp.113-345.
- Harold P. Ford, "Calling the Sino-Soviet Split," available at <https://www.cia.gov/static/0884d1ea5f58fcaec06584742ed16442/Calling-Sino-Soviet-Split.pdf>

Recommended

- Peter Martin. (2021). *China's Civilian Army: The Inside Story of China's Quest for Global Power*, chapters 4-7.

- **Week 4: Post-Mao Opening**

- Lampton, D. M. (2014). *Following the Leader: Ruling China, from Deng Xiaoping to Xi Jinping*. Berkeley: University of California Press, chapters 1 and 4.
- Remarks by Dai Bingguo on China's White Paper on Peaceful Development, http://www.chinadaily.com.cn/opinion/2011-09/16/content_13712807.htm
- Thomas J. Christensen. (2012). "More Actors, Less Coordination? New Challenges for the Leaders of a Rising China," In: Rozman G. (eds) *China's Foreign Policy: Who Makes It, and How Is It Made?* Asan-Palgrave Macmillan Series. Palgrave Macmillan, New York, chapter 1.
- Ren Xiao, "China's Leadership Change and Its Implications for Foreign Relations," *Asia Policy*, No. 15 (January 2013), pp. 61.
- Kai He & Huiyun Feng. (2013). Xi Jinping's Operational Code Beliefs and China's Foreign Policy, *The Chinese Journal of International Politics*, Volume 6, Issue 3, pp. 209–231.
- Yongjin Zhang. (2016). Introduction: Dynamism and contention: understanding Chinese foreign policy under Xi Jinping, *International Affairs*, Volume 92, Issue 4, pp. 769–772.
- Xi Jinping. (2021). Special Address at the World Economic Forum Virtual Event of the Davos Agenda. Full text is available at http://www.xinhuanet.com/english/2021-01/25/c_139696610.htm

Recommended:

- Peter Martin. (2021). *China's Civilian Army: The Inside Story of China's Quest for Global Power*, chapters 8-11, conclusion.
- Salvatore Babones. (2017). "When Chinese Philosophy Meets American Power," *Foreign Affairs*.

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

- Lampton, D. M. (2001). *The making of Chinese foreign and security policy in the era of reform, 1978-2000*. Stanford, Calif.: Stanford University Press. Chapters 2 & 3
- Hongyi Lai & Su-Jeong Kang. (2014). Domestic Bureaucratic Politics and Chinese Foreign Policy, *Journal of Contemporary China*, 23:86, 294-313,
- Lee Jones & Yizheng Zou (2017) Rethinking the Role of State-owned Enterprises in China's Rise, *New Political Economy*, 22:6, 743-760.

- Phillip C. Saunders, and Andrew Scobell ed. (2015). *PLA Influence on China's National Security Policymaking*, Stanford University Press, chapters 2, 5, 8.
- Jing Sun (2017) Growing Diplomacy, Retreating Diplomats – How the Chinese Foreign Ministry has been Marginalized in Foreign Policymaking, *Journal of Contemporary China*, 26:105, 419-433.
- Dai Bingguo. (2016). Formulate Successful Strategies for the Nation and Generations to Come, available at <http://en.iiss.pku.edu.cn/research/discuss/2014/2420.html>
- Yang Jiechi. (2013). Innovations in China's Diplomatic Theory and Practice Under New Conditions. Available at https://www.fmprc.gov.cn/mfa_eng/wjdt_665385/zyjh_665391/t1066869.shtml

Recommended:

- Jakobson, L., & Manuel, R. (2016). How Are Foreign Policy Decisions Made in China? *Asia and the Pacific Policy Studies*, 3(1), 101–110.
- Cabestan J-P. China's Foreign- and Security-policy Decision-making Processes under Hu Jintao. *Journal of Current Chinese Affairs*. 2009; 38(3):63-97.
- 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
- Linda Jakobson and Dean Knox. (2010). New Foreign policy actors in China, available at <https://www.sipri.org/sites/default/files/files/PP/SIPRI26.pdf>
- Swaine, M. (1996). The PLA and Chinese National Security Policy: Leaderships, Structures, Processes. *The China Quarterly*, 146, 360-393.
- Zhang Qingmin. (2016). Bureaucratic Politics and Chinese Foreign Policy-making, *The Chinese Journal of International Politics*, Volume 9, Issue 4, winter 2016, pp. 435–458.
- Sutter, R. G. (2016). *Chinese Foreign Relations: power and policy since the Cold War*. Fourth edition. Lanham: Rowan & Littlefield, pp. 1-58.
- Susan L. Shirk, “The Domestic Context of Chinese Foreign Security Policies,” Chapter 20 in *Oxford Handbook of the International Relations of Asia*, ed. Pekkanen et al, 2014.
- Nathan AJ. Domestic Factors in the Making of Chinese Foreign Policy. *China Report*. 2016; 52(3):179-191.

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

- Joseph Fewsmith and Stanley Rosen. (2001). The Domestic Context of Chinese Foreign Policy: Does "Public Opinion" Matter? in Lampton edited, *The making of Chinese foreign and security policy in the era of reform, 1978-2000*. Stanford, Calif.: Stanford University Press, chapter 6.
- Weiss, J. Chen. (2014). Powerful patriots : nationalist protest in China's foreign relations. New York: Oxford University Press, pp. 219-248.
- Alastair Iain Johnston, “Chinese Middle Class Attitudes toward International Affairs: Nascent Liberalism?” *The China Quarterly*, No. 179 (September 2004), pp. 603-628.
- Li, C. (2010). Shaping China's Foreign Policy: The Paradoxical Role of Foreign-Educated Returnees. *Asia Policy*, (10), 65-86.
- Wang, H. (2003). National Image Building and Chinese Foreign Policy. *China: An International Journal*, 1(1), 46–72.
- Li, Mingjiang. (2008). China Debates Soft Power. *The Chinese Journal of International Politics*, No. 2, pp. 287-308.
- Kingsley Edney. (2012). Soft Power, Propaganda, and Media in Contemporary China. *Journal of Contemporary China*, Vol. 21, No. 78 pp. 899-914.
- Drew Thompson. (2005). China's Soft Power in Africa: From the “Beijing Consensus” to Health Diplomacy. Available at <https://jamestown.org/program/chinas-soft-power-in-africa-from-the-beijing-consensus-to-health-diplomacy/>

Recommended:

- Holyk, G. (2011). Paper Tiger? Chinese Soft Power in East Asia. *Political Science Quarterly*, 126(2), 223-254.
- Shen, G. C., & Fan, V. Y. (2014). China's provincial diplomacy to Africa: applications to health cooperation. *Contemporary Politics*, 20(2).
- Hessler, P. (2015). Learning to Speak Lingerie: Chinese merchants make inroads in Egypt. *New Yorker*, 56.
- Charlie Q.L. Xue, Guanghui Ding, Wei Chang, Yan Wan. (2019). Architecture of "Stadium diplomacy" - China-aid sport buildings in Africa, *Habitat International*, Volume 90.

● **Week 7: Functional issues in Chinese Foreign Policy (1): The Belt and Road Initiative in China's foreign policy**

- Lampton, D., Ho, S., & Kuik, C. (2020). *Rivers of Iron: Railroads and Chinese Power in Southeast Asia*. Oakland, California: University of California Press. Chapters 2,3,6,7,8;
- Ye, M. (2020). *The Belt Road and beyond : state-mobilized globalization in China: 1998-2018*. Min Ye, Boston University. Cambridge University Press. Chapters 4,5,6,7.
- Swaine, M. (2015). "Chinese Views and Commentary on the 'One Belt, One Road' Initiative" *China Leadership Monitor*. Available at <https://www.hoover.org/sites/default/files/research/docs/clm47ms.pdf>
- Peter Ferdinand. (2016). Westward ho—the China dream and 'one belt, one road': Chinese foreign policy under Xi Jinping, *International Affairs*, Volume 92, Issue 4, July 2016, Pages 941–957.
- Huang, Y. (2016). "Understanding China's Belt & Road Initiative: Motivation, framework and assessment." *China Economic Review*, Volume 40, pp. 314-321.
- 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
- Garlick J, Havlová R. China's "Belt and Road" Economic Diplomacy in the Persian Gulf: Strategic Hedging amidst Saudi–Iranian Regional Rivalry. *Journal of Current Chinese Affairs*.

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

- Godement F. (2012) How do Monetary and Financial Issues Interact with China's Foreign Policy Making?. In: Rozman G. (eds) *China's Foreign Policy: Who Makes It, and How Is It Made?* Asan-Palgrave Macmillan Series. Palgrave Macmillan, New York, chapter 9,
- Bräutigam, D. (2011). Aid "With Chinese Characteristics": Chinese Foreign Aid and Development Finance Meet the OECD-DAC Aid Regime. *Journal of International Development*, 23(5), 752–764.
- Denghua Zhang & Graeme Smith (2017) China's foreign aid system: structure, agencies, and identities, *Third World Quarterly*, 38:10, 2330-2346.
- Chin, G. T., & Gallagher, K. P. (2019). Coordinated Credit Spaces: The Globalization of Chinese Development Finance. *Development and Change*, 50(1), 245–274.
- Ajit Singh (2021) The myth of 'debt-trap diplomacy' and realities of Chinese development finance, *Third World Quarterly*, 42:2, 239-253.
- Kaplan, Stephen B. 2016. "Banking Unconditionally: The Political Economy of Chinese Finance in Latin America." *Review of International Political Economy* 23 (4): 643–76.

Recommended:

- Hessler, P. (2021). The Rise of Made-in-China Diplomacy. *New Yorker*.
- Deborah Bräutigam, Tang Xiaoyang.(2012). Economic statecraft in China's new overseas special economic zones: soft power, business or resource security? *International Affairs*, Volume 88, Issue 4, pp. 799–816.
- Darren J. Lim, Victor A. Ferguson & Rosa Bishop (2020) Chinese Outbound Tourism as an Instrument of Economic Statecraft, *Journal of Contemporary China*.

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

- Kennedy, S. (2006). The Political Economy of Standards Coalitions: Explaining China's Involvement in High-Tech Standards Wars. *Asia Policy*, (2), 41-62.
- Adam Segal, "The Coming Tech Cold War with China: Beijing Is Already Countering Washington's Policy," *Foreign Affairs*, September 9, 2020.
- Hout, T. M., & Ghemawat, P. (2010). China Vs the World: Whose Technology Is It? *Harvard Business Review*, 88(12), pp. 94–103.
- Rose Tenyotkin, April Herlevi, Alison Kaufman, and Anthony Miller, "Economic Statecraft: How China Legally Accesses Foreign Technologies to Build Military Capabilities," CNA Report. Available at <https://apps.dtic.mil/sti/pdfs/AD1107697.pdf>
- "Xi's Gambit: China Plans for a World Without American Technology," *The New York Times*, March 10, 2021.
- "The China dream goes digital: Technology in the age of Xi," European Council on Foreign Relations, available at https://ecfr.eu/publication/the_china_dream_digital_technology_in_the_age_of_xi/
- Anton Malkin (2020) The made in China challenge to US structural power: industrial policy, intellectual property and multinational corporations, *Review of International Political Economy*.

Recommended:

- "Huawei ban timeline," CNET, October 9, 2020. Available at <https://www.cnet.com/news/huawei-ban-full-timeline-us-restrictions-china-trump-android-google-ban-collusion-china/>
- Mu Chunshan, "How Chinese People View the US Sanctions Against Huawei," *The Diplomat*, July 23, 2020. Available at <https://thediplomat.com/2020/07/how-chinese-people-view-the-us-sanctions-against-huawei/>
- 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>
- "The War Against Huawei: Why the U.S. is Trying to Destroy China's Most Successful Brand," *Los Angeles Times*, December 19, 2019.

- **Week 10: Functional issues in Chinese Foreign Policy (4): Energy Security and Climate Change**

- Zha Daojiong, "Debating Energy Security in China: Ideas and Policy Options" in Wu, F., & Zhang, H. (Eds.). (2016). *China's Global Quest for Resources: Energy, Food and Water* (1st ed.). Routledge, chapter 3, pp.42-58.
- Zweig, D., & Jianhai, B. (2005). China's Global Hunt for Energy. *Foreign Affairs*, 84(5), 25-38.

- Ziegler, C.E. (2006). The energy factor in China's foreign policy. *Journal of Chinese Political Science*, 11, 1–23
- Gørild Heggelund, Steinar Andresen, and Inga Fritzen Buan, “Chinese Climate Policy: Domestic Priorities, Foreign Policy, and Emerging Implementation,” Chapter 8 in *Global Commons, Domestic Decisions: The Comparative Politics of Climate Change*, edited by Kathryn Harrison, and Lisa McIntosh Sundstrom, MIT Press, 2010.
- Joanna I. Lewis. (2008). China's Strategic Priorities in International Climate Change Negotiations, *The Washington Quarterly*, 31:1, 155-174.
- Isabel Hilton & Oliver Kerr. (2017). The Paris Agreement: China's 'New Normal' role in international climate negotiations, *Climate Policy*, 17:1, 48-58

Recommended:

- Chen, G. (2008). China's Diplomacy on Climate Change. *The Journal of East Asian Affairs*, 22(1), 145-174.
- 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>
- Wu, F. (2016). Shaping China's Climate Diplomacy: Wealth, Status, and Asymmetric Interdependence. *Journal of Chinese Political Science*, 199–215 (2016).

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

- Oksenberg, M. (1986). China's Confident Nationalism. *Foreign Affairs*, 65(3), 501-523.
- M. Taylor Fravel. (2005). Regime Insecurity and International Cooperation: Explaining China's Compromises in Territorial Disputes. *International Security*, 30(2), 46–83.
- M. Taylor Fravel. (2007). Power Shifts and Escalation: Explaining China's Use of Force in Territorial Disputes. *International Security*, 32(3), 44–83.
- Robert S. Ross, “The 1995–96 Taiwan Strait Confrontation: Coercion, Credibility, and the Use of Force,” *International Security*, Vol. 25, No. 2 (Fall 2000), pp. 87–123.
- Yu, J. (2008). China's Foreign Policy in Sport: The Primacy of National Security and Territorial Integrity Concerning the Taiwan Question. *The China Quarterly*, 194, 294-308.
- Freeman, C. (1998). Preventing War in the Taiwan Strait: Restraining Taiwan: And Beijing. *Foreign Affairs*, 77(4), 6-11.
- Yuchao Zhu & Dongyan Blachford (2005) Ethnic minority issues in China's foreign policy: perspectives and implications, *The Pacific Review*, 18:2, 243-264
- Gauttam, P., Singh, B., & Kaur, J. (2020). Covid-19 and Chinese Global Health Diplomacy: Geopolitical Opportunity for China's Hegemony? *Millennial Asia*, 11(3), 318–340.

Recommended:

- “Territorial Disputes in the South China Sea,” in the Global Conflict Tracker, Council on Foreign Relations, available at <https://microsites-live-backend.cfr.org/global-conflict-tracker/conflict/territorial-disputes-south-china-sea>
- “Tensions in the East China Sea,” in the Global Conflict Tracker, Council on Foreign Relations, available at <https://microsites-live-backend.cfr.org/global-conflict-tracker/conflict/tensions-east-china-sea>
- Hyer, E. (1995). The South China Sea Disputes: Implications of China's Earlier Territorial Settlements. *Pacific Affairs*, 68(1), 34-54.
- Christina Lai (2018) Acting one way and talking another: China's coercive economic diplomacy in East Asia and beyond, *The Pacific Review*, 31:2, 169-187.

- Raj Verma. (2020). China's diplomacy and changing the Covid-19 narrative. *International Journal*, vol 75(2), pp.248-258. Available at <https://journals.sagepub.com/doi/pdf/10.1177/0020702020930054>
- Kowalski, B. (2021). China's Mask Diplomacy in Europe: Seeking Foreign Gratitude and Domestic Stability. *Journal of Current Chinese Affairs*.

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

- Vogel, E. F. (1997). Living with China: U.S./China relations in the twenty-first century. Ezra F. Vogel, editor. 1st ed (1st ed.). W.W. Norton. Introduction chapter (pp.17-35) and Chapter 8. A e-book can be accessed at <https://archive.org/details/livingwithchina00ezra/page/20/mode/2up>
- Jisi, W., Ran, H. (2019). From cooperative partnership to strategic competition: a review of China–U.S. relations 2009–2019. *China International Strategy Review*. 1, 1–10 (2019).
- Yang Jiechi. (2020). “Respect History, Look to the Future and Firmly Safeguard and Stabilize China-US Relations,” available at https://www.fmprc.gov.cn/mfa_eng/zxxx_662805/t1804726.shtml
- Wang Yi. (2021). Righting the Wrongs and Committing to Mutual Respect and Win-win Cooperation. Speech at the Opening of Lanting Forum on Promoting Dialogue and Cooperation and Managing Differences: Bringing China-U.S. Relations Back to the Right Track. Available at https://www.fmprc.gov.cn/mfa_eng/wjdt_665385/zyjh_665391/t1855510.shtml
- Gries, P., Zhang, Q., Crowson, H., & Cai, H. (2011). Patriotism, Nationalism and China's US Policy: Structures and Consequences of Chinese National Identity. *The China Quarterly*, (205), 1-17.
- Zhao, M. (2019). Is a New Cold War Inevitable? Chinese Perspectives on US–China Strategic Competition, *The Chinese Journal of International Politics*, Volume 12, Issue 3, Autumn 2019, Pages 371–394.

Recommended:

- Li, W. (2019). Towards Economic Decoupling? Mapping Chinese Discourse on the China–US Trade War. *The Chinese Journal of International Politics*, Volume 12, Issue 4, Winter 2019, Pages 519–556.
- Olson, E. (2020). The Future of America's Context with China, *New Yorker*.
- Hessler, P. (2020). The Peace Corps Breaks Ties with China, *New Yorker*.
- Thomas, L. (2019). The N.B.A. and China and the Myths of Sports Diplomacy, *New Yorker*.
- Peter Hays Gries, "Problems of Misperception in U.S.-China Relations," *Orbis*, Vol. 53, No. 2 (2009), pp. 220–232.

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

- Lampton, D. M. (2001). China's Foreign and National Security Policy-Making Process: Is It Changing and Does It Matter? in *The making of Chinese foreign and security policy in the era of reform, 1978-2000*. Stanford, Calif.: Stanford University Press. Chapter 1.
- Economy, E. (2010). The Game Changer: Coping With China's Foreign Policy Revolution. *Foreign Affairs*, 89(6), 142-152.
- Christensen, T. (2011). The Advantages of an Assertive China: Responding to Beijing's Abrasive Diplomacy. *Foreign Affairs*, 90(2), 54-67.
- Alastair Iain Johnston, “How New and Assertive Is China's New Assertiveness?,” *International Security*, Vol. 37, No. 4, (2013), pp. 7-48.

- “Q. and A.: Yan Xuetong Urges China to Adopt a More Assertive Foreign Policy,” *The New York Times*, February 9, 2016.
- Yan, X. (2021). Becoming Strong: The New Chinese Foreign Policy. *Foreign Affairs*, 100(4), 40–47.

Recommended:

- Zoellick, Robert B. 2020. “The China Challenge.” *National Interest*, no. 166 (March): 10.
- Christensen, T. (1996). *Chinese Realpolitik*. *Foreign Affairs*, 75(5), 37-52.

- **Week 14: Final Presentation**

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.