

# **PSCI 4450: Chinese Foreign Policy (previously PSCI 259)**

Term: Spring 2022  
Lectures: Tues 3:30-6:30pm  
Classroom: PCPSE 418

Professor: Fiona S. Cunningham  
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Office Location: PSCPE 303  
Office Hours: Thurs 3.30-4.30pm  
or by appointment

## **COURSE DESCRIPTION**

This seminar examines the influences on and patterns of China's international relations. Topics to be covered include the following: theoretical approaches to analyzing foreign policy; the historical legacy and evolution of China's foreign policy; contemporary China's foreign policy on traditional national security concerns as well as economic, environmental, and humanitarian issues; China's military modernization; China's foreign policy in Asia, Africa, Europe, and Latin America; China's rise and its implications for relations with the United States. The class is a seminar in which student preparation and participation will be essential. Students planning to enroll in the course must have taken [PSCI 219](#) Chinese Politics or PSCI 151 International Security (or, with the instructor's permission, an equivalent course). You are expected to complete all required readings each week and come to seminar meetings prepared to discuss them.

## **SHOULD I TAKE THIS COURSE?**

China's rise is arguably one of the most important issues in international relations today. The consequences of China's increasing power and influence touch on all aspects of international life, from trade to military affairs, climate change to entertainment. One of the major questions for scholars and foreign policy practitioners concerns whether China's foreign policy will resemble rising powers of the past, or whether it will forge a new path that transforms how we think about international politics.

Whether you are interested specifically in China's foreign policy or international relations more generally, this course has something to offer you. If you are interested in Chinese foreign policy specifically, this course will give you an understanding of key trends and debates about what China is doing and why. It will also equip you with the skills and knowledge to provide rigorous answers to questions about Chinese foreign policy using political science research methods.

If you are interested in international relations more generally, this course will give you an opportunity to apply theoretical frameworks and perspectives from international relations to the foreign policy of a particular country. One useful way to understand the strengths and limitations

of international relations theory, which is largely built on the behavior of European great powers during the 20<sup>th</sup> Century, is to apply it to China's relationship with the rest of the world. Applying theories to new contexts, using new data, is a critical task for political scientists seeking to test and refine those theories.

This class assumes that you have some foundational knowledge of the politics of the People's Republic of China, including major domestic political events since 1949. If you have not taken PSCI 219 Chinese Politics, or an equivalent class, you will need to do some extra reading to gain this background knowledge as the course progresses. I will not assume that all students have a strong grasp of key theoretical frameworks in international relations. That said, an introductory international relations class such as American Foreign Policy, International Security, or Introduction to International Relations, will help you with this class. If you have taken neither an international relations class nor PSCI 219, I do not recommend that you take this class.

The course is designed to equip you with the skills and knowledge to conduct independent research on China's foreign policy. Two aspects of the course will help you to develop those skills. First, our seminars will be discussion-based. Rather than lecturing, I will pose questions to facilitate an exchange of your insights, critiques, and ideas, inspired by the assigned readings. Second, the major assessment for the course is an independent research project that you will develop throughout the semester. The course aims to simulate the collaborative environment in which most researchers – both academic and non-academic – do their work. An “independent” research projects means that the ideas you will develop are your own and your process of developing them will be self-directed. It does not mean that you develop your ideas and gather your data in isolation.

This course is divided into three parts. During the first part of the course, we will work our way through the history of China's foreign relations from 1949 until 1990. We'll examine questions such as why China entered the Korean War, why its leaders formed an alliance with the Soviet Union and why that relationship soured. We'll take a brief pause during the second part of the course to examine the processes and sources of China's post-Cold War foreign policy, before we switch from a chronological to a thematic lens to examine China's foreign policy since 1990.

The third part of the course examines various issue areas concerning Chinese foreign policy, including its shifting approach to the U.S.-built “liberal international order”, trade, military strategy, the digital environment, and transnational issues like climate change and global health. The fourth and final section of the course examines China's key foreign policy relationships with the United States, disputes involving countries on its periphery and in the Indo-Pacific region, and its relationships further abroad in the Middle East, Latin America, Africa, and Europe.

## COURSE FORMAT

***Some of you may be taking classes while living outside of the United States. I encourage you to review this course syllabus and to decide if, considering your own country's laws, you are willing and able to take this class and complete all of its requirements.***

- Once a week we will meet for a discussion seminar from 3:30-6:30pm on Tuesdays. I will lead the discussion, but I will not lecture on the course material. Most of class time will be dedicated to giving you with an opportunity to discuss your thoughts and reactions to the course topics and materials with each other. Your preparation and participation for class discussions is therefore essential.
- Classes at Penn will meet online from Wednesday, January 12 (the scheduled first day of classes) through Friday, January 21. Our first seminar will therefore meet via Zoom (link is [here](#), on the first page of this syllabus, and under Zoom tab of Canvas).
- In-person classes are scheduled to resume on Monday, January 24. From that date onwards, we will meet in-person.
- In preparation for class, you should complete all assigned readings in advance and come to class prepared to discuss them. I have provided some further details on how best to prepare for class discussions below.
- Outside of class, you will also need to set aside time to complete assessments and assignments for the course, including a final research paper. These assignments are outlined in more detail below.

## COVID-19 PROTOCOLS

The class will be taught in accordance with Penn's pandemic health and safety protocols regarding online instruction, and, once we meet in-person, masking, social distancing, testing and tracing, and continuity of instruction for any members of the class who are required to isolate. Please respect the health and safety of all members in the class by wearing your mask properly. Penn's guidelines are subject to change, so please keep an eye out for any updates.

## TECHNOLOGY

We'll be using two online platforms for the course.

### **Canvas**

- All class announcements will appear on Canvas.

- All required readings will be available under the modules tab of Canvas, which include a mix of academic and policy articles, links to videos and podcasts, and excerpts from books. You do not need to purchase any books for this course.
- All written assignments should be submitted via the assignments tab on Canvas.
- Questions related to course content should be posted under the discussions tab on Canvas.

### **Zoom**

- Links to Zoom sessions for lectures, sections, and office hours during the period of online instruction will be accessible through the Zoom tab on Canvas.

### **ASSIGNMENTS AND ASSESSMENTS**

#### **30% Active seminar participation – ongoing**

#### **10% News report – week of your choice**

#### **60% Research project**

**5% Nomination of topic – due Friday, February 4**

**5% Abstract – due Friday, February 18**

**10% Outline – due Wednesday, March 16**

**10% Presentation – due Wednesday, April 18**

**30% Final Paper – due Monday, May 2 (first day of exam period)**

Participation grades are based on many factors, including your attendance at section and the quality of your contributions to section discussions. Students tend to achieve the best participation grades when they engage with the arguments and evidence in the assigned readings and come to class prepared to share their reactions to them. Your preparation for class might involve formulating questions about any aspects of the reading that you struggled with, listing aspects of them that you persuasive or unpersuasive, or inspired you to think about topics relevant to the course in a new way. I recognize that not all students are equally comfortable volunteering their views in seminar. Please contact me if you are concerned about speaking in class to explore alternatives for grading your participation.

Your news report assignment requires you to select a news report about China's foreign policy published in the previous week. 1 or 2 students will present each week. You should circulate the article to the class email list by 3.30pm Monday before the class you sign up to present. You should

prepare to lead a 10-minute discussion of the significance of the news article during class for the week you sign up for. We will arrange sign-ups the first week of class.

Your major assessment for this class is an independent research project on a topic related to Chinese foreign policy. To ensure that the question is relevant to the class, you must email the topic to me for approval in the first few weeks of class. Your independent research project is divided up into four steps throughout the semester: proposal of your topic (early February), an abstract (late February), an outline (March), a presentation (April), and the final paper (May).

- Your abstract (300 words or less) should include your question, your hypothesis or proposed answer to the question, the evidence you plan to collect to support your argument, and justify the importance of answering that question.
- Your outline (1-2 pages) should indicate the structure of your research paper, bullet points to identify any existing scholarship relevant to your answer, your key argument, how you plan to present your evidence in the paper, and note any alternative arguments.
- Your presentation (10 minutes) should state your question, argument, and summarize your key evidence. You should record your presentation and upload it to Canvas the week prior to our last class meeting.
- Your final paper (approx. 15 pages) should state your question, describe any scholarship relevant to your question, outline your argument, present your evidence, and engage with any alternative answers to your question.

During our final class meeting, we will simulate a research workshop during which we provide feedback on each other's presentations to help you draft your final paper. Prior to that workshop, you are required to listen to each other's recorded presentations and prepare comments to share during class.

## GRADES

Grades for written work will be assigned according to the following rubric:

A	95-100	Superior work that meets all assignment criteria and also demonstrates excellent writing skills
A-	90-95	High-quality work that meets all assignment criteria and demonstrates good writing skills
B+	87-89	Average-quality work that meets all or most assignment criteria and demonstrates acceptable writing skills
B	83-86	Average quality work that meets all or most assignment criteria but lacks in acceptable writing skills

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|----|-------|--|
| B- | 80-83 | Below-average work that meets some but not all assignment criteria, demonstrating only basic comprehension of material and writing ability |
| C  | 70-79 | Below average work that meets few assignment criteria and fails to engage with material in a substantive way                               |

You can expect the following response if you perceive any errors in your grades, depending on the type of perceived error:

- Errors of addition/subtraction in compiling your individual grades: These are errors easily corrected. If you find such an error, please bring it to my attention.
- Errors of judgment in assigning credit for assignments: All students are given the benefit of any legitimate doubt about such errors. If you think your grade has been affected by one or more errors of this category then please come and see me during office hours within a week of receiving the grade. I will review your assignment to see if you have been awarded an appropriate grade. Please note that I am far more likely to award more credit than an assignment is worth than I am to award less credit. Therefore, a review of your assignment might result in either a higher or lower grade.

#### LATE AND MISSED ASSIGNMENTS

Start your assignments early and leave yourself plenty of time to complete them so that you are able to submit them on time. Without prior arrangement, I will deduct a 3-point penalty for each day that a paper is submitted late. I will not accept assignments that are more than one week late.

In most cases, you cannot make up a missed assignment. If you have a medical or other emergency which physically prevents you from taking completing an assignment on time, you may be eligible for an exception. In such cases, I will grant any accommodations on a case-by-case basis.

#### QUESTIONS AND COMMUNICATION

If you have questions about the class, please follow these guidelines so that I can answer them fairly and efficiently:

- Questions about the class content or assignments: please add a new post to the Discussion section of Canvas so that all students can benefit from the answers to them.
- Questions about absences, missed deadlines, challenges, grades, and other individual matters: please email me and include the PSCI 259 in the title line.
- Questions that require lengthy answers: please come and see me during office hours.

I will endeavor to reply to any emails or questions posted online within two business days.

## CHALLENGES

If you are facing challenges, whether at home or on campus, with the course material or technology, then please let me know so that I can work with you to find a solution. The sooner you're able to communicate with me, the more flexibility I'll be able to offer.

## ACADEMIC INTEGRITY AND COLLABORATION

While I encourage you to discuss the course content with other students as you learn, all assignments must be the result of your own research, writing and reflection of the topic(s). You should adhere to standard practices for properly citing books, articles, websites, lectures, etc. that help you with your written work. Further, you should acknowledge any help you receive (e.g. feedback on a draft) for written assignments. I will provide further details on citation with the instructions for each assignment.

Please familiarize yourself with [Penn's Code of Academic Integrity](#), which applies to this course. Penn Libraries also have a [useful guide](#) to understanding and avoiding plagiarism. If you have any questions about academic integrity, including the definition of plagiarism, please come and see me during office hours. I do not anticipate any problems with academic integrity. In the unlikely event that any concerns do arise on this score, I will forward all related materials to [Penn's Office of Student Conduct](#), for an impartial adjudication.

## SEMINAR RECORDING POLICY

***If you have any concerns about offering your views during recorded seminars then please email me as soon as possible.***

Attendance at seminars is essential, whether they occur synchronously online (before January 25) or in-person (from January 25 onwards). That said, I recognize that occasional absences will be unavoidable, especially with an ongoing pandemic. I will provide flexibility to ensure that you are still able to access material missed during class.

With those considerations in mind, seminar recordings will be available according to the following policy:

- For the period of online instruction: I will make recorded seminars available to all students, recognizing that this period will involve some unexpected and unavoidable absences for logistical reasons as we return to campus. I will post those recordings to Canvas.
- Once in-person lectures resume: I will only record seminars if I receive notice in advance that a student will be absent for a valid reason (e.g. isolation, illness, etc.). The recording will be available only to that student. Please follow the procedures outlined in the absences section below if you will be absent from class.

This policy might change, if necessary, to comply with any SAS guidelines and ongoing pandemic conditions. I will notify you of any changes via Canvas.

## ATTENDANCE AND ABSENCES

If you are unable to attend a seminars in-person but are able to attend the class virtually (e.g. you are required to isolate) then please email me by 10am before class starts to arrange attendance via Zoom. If you inform me any later then I may not be able to arrange for Zoom attendance.

If you plan to miss class, please use the Course Absence System in Penn In Touch to inform me. It is essential that you inform me as soon as possible so that I can determine whether to grant any accommodations to help you make up for that absence, such as recording the seminar.

In cases of emergency or extended absence, you are responsible for notifying me about your circumstance so I can help you determine your ability to complete the course. If you need to leave class early, let me know before class. If you are observing religious and secular holidays that fall on days when our class meets, and do not plan to attend class on those holidays, please contact me within the first two weeks of class.

## ACADEMIC ACCOMMODATIONS

The Weingarten Center offers a variety of resources to support all Penn students in reaching their academic goals. All services are free and confidential. To contact the Weingarten Center, call 215-573-9235. The office is located in Stouffer Commons at 3702 Spruce Street, Suite 300.

Academic Support

[Learning Consultations](#) offers individual consultations and group workshops that support students in developing more efficient and effective study skills and learning strategies. Learning specialists work with students to address time and project management, academic reading and writing, note-taking, problem-solving, exam preparation, test-taking, self-regulation, and flexibility.

[Tutoring](#) offers free access to on-campus tutors for many Penn courses in both drop-in and weekly contract format. Tutoring may be individual or in small groups. Tutors will assist with applying course information, understanding key concepts, and developing course-specific strategies. Tutoring support is available throughout the term but is best accessed early in the semester. First-time users must meet with a staff member; returning users may submit their requests online.

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and received approval from [Disability Services](#). Students can contact Disability Services and make appointments to discuss and/or request accommodations by calling 215-573-9235.



## CLASS SCHEDULE

### **PART I: PRC FOREIGN POLICY SINCE 1949**

#### **Week 1**

No Meeting

#### **Week 2 – Tuesday (January 18) Foreign Policy at the Founding of the PRC**

##### *Introduction to Studying Chinese Foreign Policy*

Joel Wuthnow, “Deciphering China’s Intentions: What Can Open Sources Tell Us?,” The Asan Forum, July 29, 2019, <https://theasanforum.org/deciphering-chinas-intentions-what-can-open-sources-tell-us/>.

Kenneth Lieberthal, “Reflections on the Evolution of the China Field in Political Science,” in *Contemporary Chinese Politics: New Sources, Methods, and Field Strategies*, ed. Allen Carlson et al. (New York, N.Y: Cambridge University Press, 2010), 266–77.

##### *Foreign Policy at the Founding of the PRC*

##### *Concepts: Balance of power, alliances*

John Garver, *China’s Quest: The History of the Foreign Relations of the People’s Republic of China* (New York, N.Y: Oxford University Press, 2016), 29-58.

#### **Week 3 – Tuesday (January 25) The Korean War**

##### *Concepts: Deterrence and misperception*

Thomas J. Christensen, *Useful Adversaries: Grand Strategy, Domestic Mobilization, and Sino-American Conflict, 1947-1958* (Princeton: Princeton University Press), pp. 149-76.

Chen Jian, *China’s Road to the Korean War* (New York, N.Y.: Columbia University Press, 1994), pp. 125-189.

#### **Week 4 – Tuesday (February 1) The Sino-Soviet Split and its Aftermath**

##### *Concepts: Ideology and Status*

Chen Jian, *Mao’s China and the Cold War* (Chapel Hill, N.C.: University of North Carolina Press, 2001), 61-84.

Lorenz Luthi, *The Sino-Soviet Split: Cold War in the Communist World* (Princeton, N.J.: Princeton University Press, 2010), 80-113.

Thomas J. Christensen, "Worse Than a Monolith: Disorganization and Rivalry within Asian Communist Alliances and U.S. Containment Challenges, 1949–69," *Asian Security* 1, no. 1 (January 2005): 80–127.

M. Taylor Fravel, *Strong Borders, Secure Nation: Cooperation and Conflict in China's Territorial Disputes* (Princeton, N.J.: Princeton University Press, 2008), 201-215.

**\*\* Nomination of topic due Friday this week \*\***

## **PART II: THE MAKING OF FOREIGN POLICY**

### **Week 5 – Tuesday (February 8) Sources and Goals**

*Concepts: Grand strategy, domestic legitimacy, strategic culture*

Avery Goldstein, "China's Grand Strategy under Xi Jinping: Reassurance, Reform, and Resistance," *International Security* 45, no. 1 (July 1, 2020): 164–201, [https://doi.org/10.1162/isec\\_a\\_00383](https://doi.org/10.1162/isec_a_00383).

Jessica Chen Weiss and Jeremy L. Wallace, "Domestic Politics, China's Rise, and the Future of the Liberal International Order," *International Organization* 75, no. 2 (ed 2021): 635–64, <https://doi.org/10.1017/S002081832000048X>.

Manjari Chatterjee Miller, *Wronged by Empire: Post-Imperial Ideology and Foreign Policy in India and China* (Palo Alto, C.A.: Stanford University Press, 2013), 7-34.

Alastair Iain Johnston, "Cultural Realism and Strategy in Maoist China," in *The Culture of National Security: Norms and Identity in World Politics*, ed. Peter J. Katzenstein (New York, N.Y.: Columbia University Press, 1996), 216–70.

### **Week 6 – Tuesday (February 15) Processes, Institutions, and Constraints**

*Concepts: Domestic institutions and bureaucratic politics*

Suisheng Zhao, "China's Foreign Policy Making Process: Players and Institutions," in David Shambaugh, ed., *China and the World* (New York, N.Y.: Oxford University Press, 2020), 85-110.

Tyler Jost, "Authoritarian Advisers: Institutional Origins of Miscalculation in Chinese Foreign Policy," working paper, 2022.

Jessica Chen Weiss, "Authoritarian Signaling, Mass Audiences, and Nationalist Protest in China," *International Organization* 67, no. 1 (January 2013): 1–35, <https://doi.org/10.1017/S0020818312000380>.

Alastair Iain Johnston, "Is Chinese Nationalism Rising? Evidence from Beijing," *International Security* 41, no. 3 (Winter 2016/2017): 7–43, [https://doi.org/10.1162/ISEC\\_a\\_00265](https://doi.org/10.1162/ISEC_a_00265).

M.E. Sarotte, "China's Fear of Contagion: Tiananmen Square and the Power of the European Example," *International Security* 37, no. 2 (Fall 2012): 156–82, [https://doi.org/10.1162/ISEC\\_a\\_00101](https://doi.org/10.1162/ISEC_a_00101).

Rebecca Armitage, "'It's Hard to Overstate How Obsessed They Are': Why China Is so Fixated on One Country's Demise," *ABC News*, December 25, 2021, <https://www.abc.net.au/news/2021-12-26/ussr-collapsed-30-years-ago-china-tries-to-avoid-same-fate/100705112>.

*\*\* Abstract due Friday this week\*\**

### **PART III: CONTEMPORARY ISSUES**

#### **Week 7 – Tuesday (February 22) International Organizations and Regimes**

*Concepts: International order and socialization*

Scott L. Kastner, Margaret M. Pearson, and Chad Rector, "Invest, Hold Up, or Accept? China in Multilateral Governance," *Security Studies* 25, no. 1 (2016): 142–79, <https://doi.org/10.1080/09636412.2016.1134193>.

Alastair Iain Johnston, "China in a World of Orders: Rethinking Compliance and Challenge in Beijing's International Relations," *International Security* 44, no. 2 (Fall 2019): 9–60, [https://doi.org/10.1162/isec\\_a\\_00360](https://doi.org/10.1162/isec_a_00360).

Xue Hanqin, "Chinese Observations on International Law," *Chinese Journal of International Law* 6, no. 1 (2007): 83–93, <https://doi.org/10.1093/chinesejil/jml060>.

Courtney J. Fung, "Separating Intervention from Regime Change: China's Diplomatic Innovations at the UN Security Council Regarding the Syria Crisis," *The China Quarterly* 235 (September 2018): 693–712, <https://doi.org/10.1017/S0305741018000851>.

#### **Week 8 – Tuesday (March 1) Finance and Trade**

*Introduction to Contemporary China Library Resources at Penn with Dr. Rebecca Mendelsson*

*Concepts: cooperation and interdependence*

Barry Naughton, "China's Global Economic Interactions," in David Shambaugh, ed., *China and the World* (New York, N.Y.: Oxford University Press, 2020), 113-136.

Yeling Tan, "Disaggregating 'China, Inc.': The Hierarchical Politics of WTO Entry," *Comparative Political Studies* 53, no. 13 (2020): 2118–52, <https://doi.org/10.1177/0010414020912267>.

Scott L. Kastner and Margaret M. Pearson, "Exploring the Parameters of China's Economic Influence," *Studies in Comparative International Development* 56, no. 1 (2021): 18–44, <https://doi.org/10.1007/s12116-021-09318-9>.

Deborah Brautigam, "A Critical Look at Chinese 'Debt-Trap Diplomacy': The Rise of a Meme," *Area Development and Policy* 5, no. 1 (2020): 1–14, <https://doi.org/10.1080/23792949.2019.1689828>.

## **Week 9 – March 7-11**

### **SPRING BREAK**

## **Week 10 – Tuesday (March 15) Military and Nuclear Strategy**

*Concepts: Military Strategy, Coercion*

M. Taylor Fravel, "Shifts in Warfare and Party Unity," *International Security* 42, no. 3 (Winter 2017): 37–83.

Office of the Secretary of Defense, "Annual Report to Congress on the Military Power of the People's Republic of China" (Washington, D.C., 2021), 1-42.

Elsa B. Kania, "Holding Up Half the Sky? (Part 1)—The Evolution of Women's Roles in the PLA," *China Brief* 16, no. 15 (October 4, 2016), <https://jamestown.org/program/holding-half-sky-part-1-evolution-womens-roles-pla/>.

M. Taylor Fravel, *Active Defense: China's Military Strategy Since 1949* (Princeton, N.J., 2019), chapter 8.

Fiona S. Cunningham and M. Taylor Fravel, "Dangerous Confidence? Chinese Views of Nuclear Escalation," *International Security* 44, no. 2 (2019): 61–109.

**\*\* Outline due Wednesday this week \*\***

## **Week 11 – Tuesday (March 22) Digital Environment**

*Concepts: Sovereignty and repression*

R. J. E. H. Creemers, "China's Conception of Cyber Sovereignty: Rhetoric and Realization," in D. Broeders & B. van den Berg (eds.), *Digital Technologies and Global Politics* (pp. 107-142). (Lanham: Rowman & Littlefield, 2020): 107-142, <https://scholarlypublications.universiteitleiden.nl/access/item%3A3220801/view>.

Margaret E. Roberts, *Censored: Distraction and Diversion Inside China's Great Firewall* (Princeton, N.J: Princeton University Press, 2018), 1-20.

Jennifer Pan, "How Market Dynamics of Domestic and Foreign Social Media Firms Shape Strategies of Internet Censorship," *Problems of Post-Communism* (2017) Vol. 64 No.3-4: 167-188.

Sheena Chestnut Greitens, "Dealing with Global Demand for China's Surveillance Exports," Brookings Global China Project (Washington, D.C.: Brookings Institution, 2020), [https://www.brookings.edu/wp-content/uploads/2020/04/FP\\_20200428\\_china\\_surveillance\\_greitens\\_v3.pdf](https://www.brookings.edu/wp-content/uploads/2020/04/FP_20200428_china_surveillance_greitens_v3.pdf).

## **Week 12 – Tuesday (March 29) Environment, Global Health and Terrorism**

*Concepts: epistemic communities*

Scott L. Kastner, Margaret M. Pearson, and Chad Rector, *China's Strategic Multilateralism: Investing in Global Governance* (Cambridge: Cambridge University Press, 2018): 173-216 (Chapter 7: Climate Change Negotiations)

Office of the Spokesperson, "U.S.-China Joint Glasgow Declaration on Enhancing Climate Action in the 2020s," United States Department of State, November 10, 2021, <https://www.state.gov/u-s-china-joint-glasgow-declaration-on-enhancing-climate-action-in-the-2020s/>.

Andrew Small, "China and Counter-Terrorism," in *Terrorism and Counter-Terrorism in China: Domestic and Foreign Policy Dimensions*, ed. Michael Clarke (Oxford University Press, 2018), 129-139.

Deborah Seligsohn, "The Rise and Fall of the US-China Health Relationship," *Asian Perspective* 45, no. 1 (2020): 203–24.

Dominic Dwyer, "I Was on the WHO's Covid Mission to China, Here's What We Found," *The Guardian*, February 22, 2021, <https://www.theguardian.com/commentisfree/2021/feb/22/i-was-on-the-whos-covid-mission-to-china-heres-what-we-found>.

Srinivas Mazumdar, "What Influence Does China Have over the WHO?," *Deutsche Welle*, April 17, 2020, <https://www.dw.com/en/what-influence-does-china-have-over-the-who/a-53161220>.

## PART IV: CONTEMPORARY RELATIONSHIPS

### Week 13 – Tuesday (April 5) U.S.-China Relations and Taiwan

*Concepts: Crisis Stability*

Avery Goldstein, “First Things First: The Pressing Danger of Crisis Instability in U.S.-China Relations,” *International Security* 37, no. 4 (Spring 2013): 49–89.

John J. Mearsheimer, “The Inevitable Rivalry: America, China, and the Tragedy of Great-Power Politics,” *Foreign Affairs* Vol. 100, No. 6 (November-December 2021).

G. John Ikenberry, Andrew J. Nathan, Susan Thornton, Sun Zhe, John J. Mearsheimer, “A Rival of America's Making? The Debate Over Washington's China Strategy/Mearsheimer Replies,” *Foreign Affairs* Vol. 101, No. 2 (March-April 2022).

Caitlin Talmadge, “Beijing’s Nuclear Option: Why a U.S.-Chinese War Could Spiral Out of Control,” *Foreign Affairs* 97, no. 6 (December 11, 2018): 44–50.

Oriana Skylar Mastro, “The Taiwan Temptation,” *Foreign Affairs*, August 2021, <https://www.foreignaffairs.com/articles/china/2021-06-03/china-taiwan-war-temptation>.

Michael D. Swaine, “Recent Chinese Views on the Taiwan Issue,” *China Leadership Monitor*, no. 70 (December 1, 2021), <https://www.prcleader.org/swaine-3>.

### Week 14 – Tuesday (April 11) Crises and Territorial Disputes in the Indo-Pacific

*Concepts: Crisis Bargaining and Stability*

M. Taylor Fravel, *Strong Borders, Secure Nation: Cooperation and Conflict in China’s Territorial Disputes* (Princeton, N.J.: Princeton University Press, 2008), 10-69.

Alastair Iain Johnston, “The Evolution of Interstate Security Crisis-Management Theory and Practice in China,” *Naval War College Review* 69, no. 1 (Winter 2016): 28–71.

Ketian Zhang, “Cautious Bully: Reputation, Resolve, and Beijing’s Use of Coercion in the South China Sea,” *International Security* (2019)

Oriana Skylar Mastro, “Why China Won't Rescue North Korea: What to Expect If Things Fall Apart,” *Foreign Affairs*, Vol. 97, No. 1 (Jan/Feb 2018): 58-66

Russell Goldman, “India-China Border Dispute: A Conflict Explained,” *The New York Times*, June 17, 2020, <https://www.nytimes.com/2020/06/17/world/asia/india-china-border-clashes.html>.

**\*\*Withdraw Deadline\*\***

**Week 15 – Tuesday (April 19) Africa, Latin America, Middle East and the Pacific**

Joshua Eisman and Eric Heginbotham, “China’s Relations with Africa, Latin America, and the Middle East,” in David Shambaugh, ed., *China and the World* (New York, N.Y.: Oxford University Press, 2020), 291-312.

Stephen B. Kaplan, *Globalizing Patient Capital: The Political Economy of Chinese Finance in the Americas* (New York, N.Y.: Cambridge University Press, 2021): 185-220 (optional: pages 221-251).

Philippe Le Corre, “Europe’s Tightrope Diplomacy on China,” Carnegie Endowment for International Peace, March 24, 2021, <https://carnegieendowment.org/2021/03/24/europe-s-tightrope-diplomacy-on-china-pub-84159>.

Ilaria Carrozza, “Legitimizing China’s Growing Engagement in African Security: Change within Continuity of Official Discourse - ProQuest,” *The China Quarterly* 248, no. 1 (December 2021): 1174–99.

Andrea Ghiselli and Pippa Morgan, “A Turbulent Silk Road: China’s Vulnerable Foreign Policy in the Middle East and North Africa,” *The China Quarterly* 247 (September 2021): 641–61.

Jonathan Pryke and Alexandre Dayant, “China’s Declining Pacific Aid Presence,” *The Interpreter* (blog), September 30, 2021, <https://www.lowyinstitute.org/the-interpreter/china-s-declining-pacific-aid-presence>.

**\*\*Presentation Due Wednesday this week\*\***

**Week 15 – Tuesday (April 26) Paper Workshop**

No reading assignments – watch other students’ presentations uploaded to Canvas

**April 28-May 1**

**READING WEEK**

**Exam Period – Monday (May 2)**

**\*\*Final Research Paper Due\*\***