

The Rise of China
Political Science 479
Spring 2016

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Class Times: MWF 9:00-9:50
Room: Holmstedt Hall Rm. 020
Office Hours: MW 10:00-11:00,
Thurs 9:00-11:00, & by appt.

Overview of the Course

This course is designed to introduce students to the reasons behind and the consequences of China's emerging role as a global power. As the once and future dominant country of East Asia, what does China's rise mean for its Asian neighbors, for the United States, and for the world? To answer this question, we need to consider the historical position of China in East Asia, the political and economic bases for its strategic growth, and the political, economic, and security consequences of China's emerging position.

This course is divided into three sections. The first part of the course will consider the historical context for China's rise. As the traditional dominant power in East Asia prior to the arrival of the Western powers, China was at the center of a network of tributary relationships with its neighbors. But from 1840 until 1949, China endured what is known as the "century of humiliation" as it lost wars, territory, and power to the Western countries and Japan. When Mao Zedong and the Communists came to power in 1949, they asserted that "the Chinese people have finally stood up," and sought a path that would return China to its rightful place of influence in Asia and the world. But these efforts were impeded by the excesses of Maoist communism.

The second part of the course builds on the political desire for China's growth as expressed under Mao and focuses on the economic reforms launched by Deng Xiaoping and continued by his successors in the Chinese leadership. These reforms eventually put China onto a path of strategic economic growth that would power its emergence as an Asian and global leader. This section also considers in a general way the economic, political, security, and environmental consequences of China's rise.

The third section looks more specifically at China's relations with the United States, East Asia, and the world at large in light of its emerging global role.

This course is also one of two preparatory courses for the May 2016 faculty-led, short-term study trip to China. Information about that trip will be provided by Dr. Chambers.

Foundational Studies Learning Objectives

As an Upper-Division Integrative Elective (UDIE) course in Foundational Studies, "The Rise of China" is designed to achieve the following Foundational Studies Learning Outcomes:

1. Locate, critically read, and evaluate information to solve problems.
2. Critically evaluate the ideas of others.

3. Apply knowledge and skills within and across the fundamental ways of knowing. *In this course, we integrate global perspectives and cultural diversity, historical studies, and social & behavioral sciences.*
6. Demonstrate an understanding of diverse cultures within and across societies.
7. Students will demonstrate the skills to place their own current and local experience – as well as China’s current experience – in a global, cultural, and historical context.
10. Students will express themselves effectively, professionally, and persuasively both orally and in writing.

It is also designed to assist students achieve the UDIE category learning objectives:

1. Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing (in this course, historical, global perspectives/cultural diversity, and social behavioral sciences).
2. Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue.
3. Analyze and write at an advanced level.

Finally, this course will help students develop critical thinking skills, information literacy skills, and their written communication skills as they critically read and analyze sophisticated, complex texts, write intensively, and apply information from within and across various “ways of knowing.”

Requirements

The requirements for this course are two mid-term exams and a final exam, three quizzes prior to each exam, and two research-based assignments (one on China as a global trade power and one on China’s relations with its neighbors). There will also be a required class excursion to the eastside Walmart (on Rt. 46) on the weekend of February 27-28 (day/time TBA). We will be collecting data on Chinese exports to analyze in class on March 2.

Students will be expected to regularly attend class, to complete the assigned readings before class, and to participate in class discussions. Class participation will be part of your total grade for this course.

Students participating in the May trip to China will write a 10-12 page research paper in lieu of the final exam (although they will still need to take the third quiz). That research paper will integrate the themes of the trip and will incorporate observations from the trip. More information on this paper will be provided to students going on the China trip.

February 8 is the Chinese Lunar New Year festival. Chinese student groups on campus typically have celebrations at ISU (Feb 6th and/or 13th?); watch for more info on these events and plan to attend (great food and entertainment!).

Finally, students will also be expected to follow important events relating to China that occur during this semester. This can be done by reading major newspapers or weekly new magazines online. Good sources include the *New York Times*, *Washington Post*, *Wall Street*

Journal, and *The Economist*, as well as CNN and the BBC online news reporting. For a Chinese view of events, read *The China Daily* (the official English language newspaper of China) or the English language version of *The People's Daily*. For a more hawkish view, you can read *Global Times* (<http://www.globaltimes.cn/>).

Attendance Policy

Attendance is critical for success in this class. Any student who misses 10 class sessions (i.e., 25% of the class meetings) will automatically fail this class. If you need to miss class for a University-sanctioned activity, a legal proceeding, or health-related issue for which I have been given adequate warning (or a doctor's note upon your return), you will be able to make up any assignments due during that absence but these will still count toward the total of ten absences.

Laptop/iPad Policy

In accordance with ISU policy, laptops, iPads, and similar tablet computers are not required for this course but will be permitted for appropriate academic activities (e.g., taking notes). Cell phones may not be used for note taking. If you are caught using these devices for activities that are not relevant to what is going on in this class, you will receive a warning. On the second infraction you will lose your permission to use these devices in class. For more information on acceptable use of laptops, please consult "The Sycamore Standard."

Cell Phones

Cell phones are not permitted for use in class. Please set them to silent before class begins. Regular violators of this policy will be required to surrender their phones until the end of class. If you have a special circumstance (e.g., children in day care) which may require you to receive a phone call during class, you should notify me of this special circumstance in advance.

Academic Dishonesty (Plagiarism):

Students are required to familiarize themselves with ISU's policy on academic dishonesty, which can be found at: <https://www2.indstate.edu/academicintegrity/docs/2012-StudentGuide-AcademicIntegrity.pdf> or at <https://www2.indstate.edu/academicintegrity/>. Bottom line: you need to give credit to others when you borrow their ideas in your academic work. Violations of academic integrity will result in a failure of the assignment or of the course (if the violation is serious enough), and these violations will be reported to Student Judicial.

ADA Policy:

"Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2700 and the office is located on the first floor of Normal Hall. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require

assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

Grading

The final grade for each student will be determined by the following formula:

Mid-term exams	= 36% (2 x 18%)
Final exam	= 21%
China as trade power assignmt.	= 12.5%
China and its neighbors assignmt.	= 12.5%
Class Participation	= 8%
Quizzes (3 total)	= 10%

Readings

There is one book to purchase for this and it is available in the ISU bookstore:

- Michael Yahuda, *The International Politics of the Asia-Pacific*, 3rd and revised edn. (Routledge, 2011)

In addition, there will be numerous book chapters and articles that will be posted onto Blackboard.

Class Schedule *There may be some adjustments to the schedule and/or to the readings if new materials are identified*

Jan 13 Intro to Course

Part I: The Historical Context of China's Rise

A) The Sino-Centric World View and the Century of Humiliation

This section introduces students to the traditional Chinese worldview, which was Sino-centric. In fact, the name for China (*Zhongguo*) means “Middle Kingdom” and indicates China’s self-perception at the time of the intrusion of the Western powers. The section then turns to the “century of humiliation” that China suffered during 1840-1949. The Garver reading in particular begins linking this historical period of humiliation and the Sino-centric culturally based worldview to contemporary China’s view of its role in the world, including the rise of nationalism in China in the middle 1900s.

Jan 15 Fairbank, “Preliminary Framework”

Jan 18	MLK Day: No Class
Jan 20	Garver, <i>Foreign Relations of the PRC</i> , pp. 2-17; Clyde & Beer, <i>The Far East</i> , ch. 6
Jan 22	Clyde & Beer, <i>The Far East</i> , ch. 14
Jan 25	Garver, <i>Foreign Relations of the PRC</i> , pp. 17-28; and Clyde & Beer, <i>The Far East</i> , ch. 25

B) The Mao Years

This section focuses on the early history of the People's Republic of China under the leadership of Mao Zedong, and his efforts to use nationalism as a response to the history of humiliation to try to reclaim China's "rightful" place in the international community. The readings and discussions critically examine his disastrous domestic policies and his more effective diplomatic efforts to return China to a place of prominence.

Jan 27, 29	Mao, "The Chinese People Have Stood Up;" and Dreyer, <i>China's Political System: Modernization and Tradition</i> , ch. 5 *** Quiz #1 on Jan 27 ***
Feb 1	Yahuda, ch. 1 and ch. 6, pp. 137-46
Feb 3	Yahuda, ch. 2 and ch. 6, pp. 146-49
Feb 5	Yahuda, ch. 3, pp. 62-73, and ch. 6, pp. 149-54
Feb 6	ISU Chinese Lunar New Year Celebration?
Feb 8	Garver, <i>Foreign Relations of the PRC</i> , ch. 11
Feb 10	Catch-up day
Feb 12	Mid-Term Exam #1
Feb 13	ISU Chinese Lunar New Year Celebration?

Part II: Causes and Consequences of China's Rise

A) Economic Basis of China's Rise

This section examines the economic reforms that Deng Xiaoping and the post-Mao leadership launched to move China from a command economy to a more market-based economy. Included here are discussions of economic development strategies, the specific reforms launched by Deng, and the politics involved in moving China in this new economic direction. And all of this will be placed into the context of trying to recover China's "rightful" status as a world power, and how economic development was viewed as the driver for this change.

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| Feb 15 | Shirk, <i>The Political Logic of Economic Reform in China</i> , pp. 23-37 |
| Feb 17 | Shirk, <i>The Political Logic...</i> , pp. 38-51 |
| Feb 19 | Lieberthal, <i>Governing China</i> , ch. 8 |
| Feb 22 | Bergsten, et al., <i>China in the Balance</i> , ch. 2 |
| Feb 24 | Readings on China's export-oriented growth strategy: News stories from <i>The Economist</i> and <i>New York Times</i> ; Hale and Hale, "China Takes Off" |
| Feb 26 | Katel, "Emerging China" |

B) Economic, Political, Security, and Environmental Consequences of China's Rise
(Readings in this section may be updated)

This section examines the economic, international political, security/military, and environmental consequences of China's rise to great power status. The readings help students understand China's role in the globalized economy, how China has become a more prominent political actor on the world stage, how its economic might is being translated into growing military power (and why), and how China's economic growth is affecting its own as well as the global environment. Again, students are also reminded of the basic historical context for these developments: China's desire to return to its rightful place in the world after the century of humiliation.

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| Feb 27 or 28 | <i>Required class field trip to eastside Walmart to collect data on Chinese exports to the US. Day and time for trip TBA; those who can't join the group will be given instructions on how to make individual excursions to collect the data.</i> |
| Feb 29 | Bergsten, et al., <i>China's Rise</i> , ch. 1 |
| Mar 2 | News stories from <i>New York Times</i> , <i>Wall Street Journal</i> , and <i>The Economist</i> |
| Mar 4 | <i>China as Trading Power Assignment Due;</i> discussion of results of research |
| Mar 7 | Catch-up day |

Mar 9	Quiz #2; Start discussion of security issues
Mar 11	<i>China's Rise</i> , ch. 9
Mar 14-18	Spring Break: No Class
Mar 21	News stories on security issues: <i>The Economist</i> (2010), <i>Wall St. Journal</i>
Mar 23	Economy, “The Great Leap Backwards? China’s Environmental Crisis”
Mar 25	Readings on environmental consequences of economic development
Mar 28	Readings on environmental consequences of economic development
Mar 30	Readings on environmental consequences of economic development
Apr 1	Catch-up day
Apr 4	Mid-Term Exam #2

Part III: China’s Relations with the U.S., East Asia, and the World

Part III of the course critically examines and discusses China’s contemporary relations with the US, its East Asian neighbors, and the world at large. Students will consider the extent to which China’s rise to global great power status represents a challenge or even a threat to the US – are they witnessing a historic power transition in the international system? In terms of China’s relations with its neighbors, what role does China seek to play in the region? Is it trying to recreate the traditional Sino-centric system from the imperial era? To the extent that China’s economic relations with other developing countries is based primarily on obtaining access to critical natural resources, is China becoming a colonial power? These are the types of questions that students will grapple with in this final part of the course.

A) Rising China and the United States (*Readings in this section may be updated*)

Apr 6	Yahuda, ch. 10
Apr 8	Christensen, “Shaping the Choices of a Rising China;” Lai, “Power Transition Theory,” ch. 2
Apr 11	Kissinger, “Future of US-China Relations;” readings on Obama-Xi summit (June 2013)

B) Rising China and East Asia (*Readings in this section may be updated*)

- Apr 13 Cheng, “China’s Japan Policy: Seeking Stability and Improvement in Uncertainties”
***** *China and Its Neighbors* assignment due *****
- Apr 15 Armstrong, “The Korean Peninsula on the Verge;” and *The Economist*, “Nuclear North Korea: Bad or Mad?”
- Apr 18 Bolt, “Contemporary Sino-Southeast Asian Relations;” and *The Economist*, “Being There”

C) Rising China and the World (*Readings in this section may be updated*)

- Apr 20 Zheng Bijian “China’s Peaceful Rise;” and **TBA**
Quiz #3
- Apr 22 Gill and Reilly, “The Tenuous Hold of China, Inc. in Africa;” and *NYT*, “China Spreads Aid in Africa, with a Catch”
- Apr 25 Farnsworth, “China’s Emerging Role in the Americas”
- Apr 27 Readings on the “Chinese Dream”: *The Economist*, “Xi Jinping and ‘The Chinese Dream’”
- Apr 29 Wrap up
- May 4 **Final Exam 8:00 am**

1/12/16