

Seton Hall University

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Diplomacy Syllabi

School of Diplomacy and International
Relations

Spring 2017

United States-China Relations

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The School of Diplomacy and International Relations
Seton Hall University

UNITED STATES-CHINA RELATIONS

DIPL 6601AA
T 2:00pm-4:10pm

Spring 2017
Stafford Hall 207

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Course Objectives

Today, no bilateral relationship is as complex and important as the U.S.-China relations. This course covers the complexity of interactions between the United States and China over time. It will be both historical and contemporary. Its thematic thrust will be more practical and policy-oriented than theoretical. Readings, lectures, and discussion will focus on the historical evolution of the relationship and major functional arenas of interaction between the two nations.

There are no formal prerequisites for this course other than a strong interest in China and U.S. diplomacy, and a willingness to do the assigned readings. Students with background in China studies, U.S. foreign policy, and international relations will be well served.

This course has the following objectives: 1) To provide the historical context and factual basis for understanding U.S.-China relations; 2) To explore the specific policy issues that create conflict, or foster cooperation, between the two nations; and 3) To provide the students the opportunity to write concise, policy-oriented analyses and present such analyses effectively. By the end of the semester, students should have been familiar with key issues and debates involved in the study of U.S.-China relations. They should also have developed the essential skills to conduct critical analysis of the U.S.-China relations and to effectively communicate that analysis to the policy and academic community.

Reading Requirements

Two books have been ordered for this course:

Robert Sutter, *U.S.-Chinese Relations: Perilous Past, Pragmatic Present* (New York: Rowman & Littlefield Publishers), 2013.

Thomas Christensen, *The China Challenge: Shaping the Choices of A Rising Power* (Princeton: Princeton University Press), 2015.

Selected articles and policy reports will be available online. Because this course involves genuine, informed participation by all involved, it will be expected that students keep up with the

readings. Most class sessions will be a combination of lecture and discussion of the topic and readings. Students will be asked questions (“Socratic Dialogue”) and that interaction will constitute an important part of the “participation” consideration in the final grade. You will find it easier to participate if you read the assigned material *before* class.

Critical Reading Assignment

While all students are expected to complete the reading assignments prior to each class, beginning on 2/28 you are also asked to team with another student to lead a class discussion on a weekly reading assignment. You will sign up for a particular topic.

Writing Requirements

Students will be required to write two short papers during the semester—each aimed at developing different skills.

The first will be a 4-5 page (single-spaced) essay analyzing historical “Patterns of Interaction in U.S.-China Relations.” It should be based on the readings for Part I of the course and should be *thematic* in orientation, i.e. to identify the principal *variables and patterns* in the U.S.-China relationship during the past century. Do *not* get bogged down in the detail of what happened when, but rather focus on **1-2 broad factors** that have shaped the relationship over time, factors that have caused breaks in the relationship as well as those producing cooperation. The paper is **due at Week 7 (2/21)**.

The second written assignment will be an exercise in forecasting—and will be coupled with oral presentations. It will be related to any ONE of these topics in Part II of the course (“Critical Issues”). Based on the readings for the session you choose, you are to imagine that you are invited to deliver a written testimony for oral presentation to the full Senate Committee on Foreign Relations. The testimony attempts to forecast: “XXX and Future U.S.-China Relations.” This paper should also be in the range of 4-5 pages (single-spaced), with an Executive Summary of 300 words, and should forecast 2-3 years into the future how U.S.-China relations will likely transpire in the selected arena and why? A bibliography of sources consulted should be attached. This second paper is **due in class the day of the presentations**.

Grading

Grades will be comprised of the following components:

1. Two policy essays (30% each)
2. Critical readings assignment (15%)
3. Oral presentations (10%)
4. In-class participation and attendance (15%)

Late Assignments Policy

All assignments and exams should/must be completed by the scheduled time. If for some substantial reason you are unable to turn in your assignment/exam in time you must/should contact the instructor *directly* prior to the due date to avoid the penalty for late work.

Policy on Incomplete

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

About the Syllabus

In view of the progress of the course, the instructor may modify the course contents and schedule. Every effort will be made to notify the class should such a deviation become necessary.

Academic Conduct

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct here:

<<http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>>

<<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>>

Accommodation

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy

Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

COURSE SCHEDULE & READINGS

PART I THE HISTORICAL EVOLUTION OF U.S.-CHINA RELATIONS

1/10

Introduction

Sutter, Ch. 1

Christensen, "Introduction"

1/17

The United States and China Prior to 1949

Sutter, pp. 17-52

1/24

Cold War, Rapprochement and (Ab)Normalization, 1949-1989

Sutter, pp. 53-94

1/31

From Tiananmen to 9/11, 1989-2000

Sutter, Ch. 5.

Christensen, Ch. 6

2/7

The Post-9/11 World, 2001-2008

Sutter, Ch. 6.

Christensen, Ch. 7

2/14

The Obama Era: 2008-2016

Christensen, Ch. 8

Cheng Li, "Assessing U.S.-China relations under the Obama administration," *China-US Focus*, August 30, 2016

PART II

CRITICAL ISSUES

2/21

China's Rise and the Challenges to the United States

Christensen, Chs. 1, 2, 3

2/28

Economic and Trade Issues

Sutter, Ch. 9

The White House, "Fact Sheet: U.S.-China Economic Relations,"
September 4, 2016

3/7 **Spring Break**

3/14 **Security and Strategic Issues**
Sutter, Ch. 8

Phillip C. Saunders and Julia G. Bowie, "US-China military relations: competition and cooperation," *Journal of Strategic Studies* 39, no. 5-6, 2016

3/21 **Human Rights Issues**
Sutter, Ch. 11

Amnesty International, *Annual Report: China 2015/2016*

3/28 **Guest Lecture**

4/4 **Taiwan Issue**
Sutter, Ch. 10

Max Fisher, "Trump, Taiwan and China: The Controversy, Explained," *New York Times*, December 3, 2016

4/11 **Global Governance**
Christensen, Ch. 5

Jane Perlez, "China Creates a World Bank of Its Own, and the U.S. Balks," *New York Times*, December 4, 2015

Marc Grossman, "China and the US: Two Visions, One Collaboration?" *YaleGlobal*, November 15, 2016

4/18 **Student Presentations**

4/25 **Student Presentations**

5/2 **Reading Day**
Christensen, "Epilogue"