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Diplomacy Syllabi

School of Diplomacy and International
Relations

Fall 2023

DIPL 4601 Chinese Politics and United States - China Relations

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The School of Diplomacy and International Relations
Seton Hall University

CHINESE POLITICS AND UNITED STATES-CHINA RELATIONS

DIPL 4601
Monday 2:00pm-4:30pm

Fall 2023
Muscarelle Hall 208

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Course Objectives

The relationship between the United States and China is among the most important of the twenty-first century. This course will unpack, update, and explain the complexities of interactions between the two countries. It will be both historical and contemporary. Its thematic thrust will be more practical and policy-oriented than theoretical. Readings, lectures, and discussions will focus on the historical evolution of the relationship and major functional arenas of interaction between the two nations.

This course aims to achieve the following objectives: 1) Provide historical and domestic context, coupled with a factual foundation, to understand U.S.-China relations; 2) Explore specific policy issues that either create conflict or foster cooperation between the two nations; and 3) Offer students the opportunity to write concise, policy-oriented analyses. By the end of the semester, students should be familiar with the key issues and debates central to the study of U.S.-China relations. Additionally, they should have developed the essential skills for conducting critical analyses of the U.S.-China relations and effectively conveying that analysis to both policy and academic communities.

Reading Requirements

Robert Sutter, *U.S.-Chinese Relations: Perilous Past, Pragmatic Present* (New York: Rowman & Littlefield, 2018). Third Edition.

Anne Thurston, ed., *Engaging China: Fifty Years of Sino-American Relations* (New York: Columbia University Press, 2021).

Student Responsibilities

Reading Requirements and Class Participation

It is your responsibility to be in class, on time, each day. Attendance is essential for class participation. Your final grade will be lowered by one-half letter grade for each absence beyond **two** (e.g., If your grades average to “B+,” your final grade, with one absence beyond limit, will be reduced to “B”). The instructor makes no distinction between excused and unexcused absences.

Because this course involves genuine, informed participation by all involved, it will be expected that students will keep up with the readings. Most class sessions will be a combination of lecture and discussion of the topic and readings. Your performance in completing assigned readings and participating in class discussions will be an important component of your “participation” grade.

Late Work Policy

All assignments and exams should/must be completed by the scheduled time. Late assignments will not be accepted unless you have a proven excuse. If for some substantial reason you cannot turn in your assignment at the scheduled time you must/should contact me *directly* prior to the scheduled date to avoid the penalty.

Policy on Incompletes

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.

Grading

Course evaluation will be based on the following components:

Two short (1,000 words) policy briefs (20% each)

One take-home final examination (30%)

In-class participation and attendance (30%)

You must complete all components to receive a passing grade.

Grading Scale

A	94-100%	A-	90-93%	B+	87-89%
B	83-86%	B-	80-82%	C+	77-79%
C	73-76%	C-	70-72%	D+	67-69%
D	60-66%	F	59% and below		

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 Integrity & Dishonesty

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: <https://www.shu.edu/documents/Student-Code-of-Conduct.pdf> and <https://www.shu.edu/diplomacy/academic-conduct.cfm>.

Policy on the Use of Artificial Intelligence Tools

Students may use AI tools as a learning support, or as a resource (e.g., to generate ideas and brainstorm), but you should be aware that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Please also note that contributions from anyone or anything else- including AI tools, must be properly quoted and cited every time they are used. For example, if you use ChatGPT-3, you must cite “ChatGPT-3. (YYYY, Month DD of query). ‘Text of your query.’ Generated using OpenAI. <https://chat.openai.com/>” Failure to do so constitutes an academic integrity violation.

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.

CAPS

As part of our commitment to the health and well-being of all students, Seton Hall University’s Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>

Citation Formats

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

COURSE SCHEDULE & READINGS

- PART I THE HISTORICAL EVOLUTION OF U.S.-CHINA RELATIONS**
- 8/28** **Introduction**
[Timeline: US-China Relations, 1949-2023](#), Council on Foreign Relations
- 9/4** **Labor Day – University Closed**
- 9/11** **The United States and China Prior to 1949**
Sutter, pp. 13-48.
- [The China White Paper](#) (August 1949), Vol. I (Stanford University Press, 1967), Introduction and pp. iii-xvii.
- 9/18** **Cold War, Rapprochement and (Ab)Normalization, 1949-1989**
Sutter, pp. 49-90
- [U.S.-PRC Joint Communiqué](#), January 1, 1979
- [Taiwan Relations Act](#), January 1, 1979
- [The August 17, 1982 U.S.-China Communiqué on Arms Sales to Taiwan](#)
- 9/25** **From Tiananmen to Trump, 1989-2016**
Sutter, Chs. 5, 6, 7
- 10/2** **U.S.-China Relations under Trump and Biden**
Kurt Campbell and Ely Ratner, “[The China Reckoning: How Beijing Defied American Expectations](#),” *Foreign Affairs*, March/April 2018
- Bethany Allen-Ebrahimian, “[Special report: Trump’s U.S.-China transformation](#),” *Axios*, January 19, 2021
- Congressional Research Service, “[China Primer: U.S.-China Relations](#),” January 9, 2023
- 10/9** **Fall Break**
- 10/16** **The Domestic Context**
Brian Carlson, “[US-China Strategic Competition in Each Domestic Context](#),” pp. 53-84
- Michael Cunningham, “[We Need To Understand China’s Domestic Politics](#),” The Heritage Foundation, Aug 18, 2021

*****First policy brief, due Friday, Oct. 27*****

Assignment: Over two centuries, interactions between the U.S. and China have oscillated between admiration and apprehension, trust and suspicion, cooperation and competition. This “love-hate” relationship is best illustrated by a persistent cyclical pattern of “boom and bust” in U.S.-China relations. Please identify a crucial historical event (e.g., Tiananmen crackdown), a prominent individual (e.g., Deng Xiaoping), or a third country (e.g., North Korea) that you believe had a profound impact on the trajectory of the U.S.-China relations. To what extent do you believe this person, country, or event was important in shaping the U.S.-China relations?

PART II CRITICAL ISSUES

10/23 Economic and Trade Issues

Thurston, Chapter 6

Sutter, pp. 185-208

Jami Miscik, Peter Orszag, and Theodore Bunzel, “[The U.S.-Chinese Economic Relationship Is Changing—But Not Vanishing](#),” *Foreign Affairs*, May 24, 2023

10/30 Security and Strategic Issues

Sutter, Chapters 8

Thurston, Chapters 3, 11

Cheng Li, “[Biden’s China strategy: Coalition-driven competition or Cold War-style confrontation?](#)”, May 2021

11/6 Taiwan Issue

Sutter, Ch. 10

David Sacks, [U.S.-Taiwan Relations in a New Era: Responding to a More Assertive China](#), Council on Foreign Relations Independent Task Force Report, June 2023

11/13 Global Governance

“[China’s approaches to global governance](#),” Council on Foreign Relations report

Sutter, Chapter 11

Yanzhong Huang, [The Covid-19 Pandemic and China’s Global Health](#)

*****Second policy brief, due Friday, November 24*****

Assignment: You have been invited to deliver a written testimony for presentation to the full Senate Committee on Foreign Relations. The Committee’s Chairman is Senator Bob Menendez from New Jersey, and the ranking Minority Member is Senator Jim Risch, from Idaho. In Senator Menendez’s letter of invitation to you, you have been asked: “In your brief written testimony (no more than 1,000 words in length) please give the Committee your views on China’s activities in _____ (pick one from the following: Africa, Latin America, Southeast Asia, polar regions, cybersecurity, global health, artificial intelligence, and implementing Belt and Road Initiative); China’s interests in conducting these activities; U.S. interests as they are affected by these activities; And, please describe what you believe to be appropriate American policy in light of these activities.”

11/20 **Video Session**

11/27 **Human Rights**
Sutter, Ch. 11

Congressional Research Services, [*Human Rights in China and U.S. Policy: Issues for the 117 the Congress*](#), March 31, 2021

12/4 **People-to-People Exchange and Public Health**
Thurston, Chs. 8, 9, 10

12/11 **The future of U.S.-China relationship**
Susan Shirk, “[*The Dangerous Downward Spiral of U.S.-China Relations*](#),”
Wall Street Journal, December 12, 2022

*****Take Home Final due on Monday, December 18*****
