

233S US-China Relations

Mon and Weds 1-2:15 pm | KJ 102

Instructor: Professor Ivan Willis Rasmussen (PhD)

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Office hours: Mondays 2:30-4:30 pm or by appointment

Note that the Professor reserves the right to alter the syllabus; any changes will be explained in Class and via Email—the most up to date syllabus will be posted on Blackboard

Course description:

This course examines the complexities of the bilateral relationship between the People's Republic of China (China) and the United States (US), focusing on the historical rapport, major debates, and current relations. Topics include Sino-US economic relations, media reporting, variation in political systems, global politics, climate/energy issues, military affairs, and contested territories.

Objectives:

- Increase knowledge of the Sino-US relations on a range of issues related to politics, economics, and other elements of the relationship.
- Improve analytical abilities by developing both hypothesis testing skills (typical research methods for the study of government and political science) and theoretical analysis.
- Explore both longstanding debate and contemporary relations between a 'rising' China and 'declining' US.

Requirements and Grading:

- 1) **Class attendance and participation** (20%): Regular class participation and active engagement is required for this course.
- 2) **Midterm** (20%): Identify and short answer examination to be held in class on **March 9**.
- 3) **Letter to Xi Jinping in response to his book** (10%): From the perspective of the Chinese Ambassador to the US (2 pages max, single-spaced). Due on **March 30 in class (hard copy)**.
- 4) **Simulation participation and response paper** (20%): Simulation on **April 18 and 20** including group presentations on **April 25** and short response paper (2-3 pages, double spaced) due **April 29** (along with individual/peer evaluations of simulation participation).
- 5) **Final exam** (30%): Either in-class on **May 12** or take-home due **May 12 by midnight**. (likely essay format)

Grading:

Your grade will be based on the completion of all assignments in the aforementioned allocation (Attendance/Participation 20%; Letter to Xi Jinping 10%; Midterm 20%; Simulation participation and essay 20%; Final Exam 30%). Please note that it is my policy to reward progress and improvement over the course of the semester through informal assessment built into the attendance/participation grade. Also, I provide several assignments that draw upon

various skill sets from the technical (Midterm) to the informed-creative (Letter to Xi) along with interactive components (Simulation) and analytical (Final exam). My goal is to allow students a wide variety of opportunities to display their intellectual rigor and how well they have engaged the course material.

All excellent work (90-99%) will earn a grade in the A range; all meritorious work will earn a grade in the B range (80-89%); work without any marked merit or defect will earn a grade in the C range (70-79%); and all unsatisfactory or mediocre work will earn a grade in the D range (60-69%). All other work will earn an F (59% or lower). Please do not attempt to bargain, negotiate, or plead for a higher grade. **Grading guidelines for all assignments**, including late penalties, will be given with the assignments themselves; without exception, all assignments will be evaluated according to these guidelines. No extra credit assignments or re-writes will be permitted. Assignments will be returned within ten or twelve (10-12) days after the due date.

Required Texts:

- America's Response to China by Warren Cohen (hereafter **ARC**)
- Debating China: The US-China relationship in ten conversations edited by Nina Hachigian (hereafter **DC**)
- Xi Jinping: The Governance of China (English version) by Xi Jinping (hereafter **XJ**)

All other readings will be posted on blackboard (hereafter **BB**) or provided as a link in the syllabus. The above books should all be available for purchase and on reserve along with some other resources, which you may find particularly useful for your studies.

Web Resources:

Although not required, the following resources are useful for keeping up with daily news relevant to US-China relations and will serve as resources for your assignments (NB this does not constitute an endorsement of all material produced by these sources):

Online News:

Wall Street Journal "China in Real Time": <http://blogs.wsj.com/chinarealtime/>

The People's Daily: <http://english.peopledaily.com.cn/> (in English)

South China Morning Post: <http://www.scmp.com/portal/site/SCMP/> (in English)

The Diplomat: <http://thediplomat.com/>

Classroom approach and policies:

In class:

My approach to teaching is based on using a mix of discussion, lecture, and other activities such as simulations, videos, and debates. Students are asked to be **actively engaged** in both the course material and the presentation of that material in the classroom. On a weekly basis, I send out questions to assist as you do the course readings and those questions are used also as part of

class discussion. Finally, I appreciate and expect students to interact in a positive and respectful way with their peers. If at any time, you feel the classroom environment has deviated from the norms of respectful intellectual engagement, please feel free to bring this to my attention.

Feel free to bring and use laptop computers; however, I expect all cellphones to be put away and turned off or on silent. If you must take a phone call in the case of an emergency or other extenuating circumstances, you can leave the classroom. I do reserve the right to ask you to turn off your laptop during class particularly when we conduct debates.

Academic dishonesty:

Your participation in the course and its assignments must adhere to Hamilton's **Honor Code**. The Honor Code can be found here: <http://www.hamilton.edu/student-handbook/studentconduct/honor-code>. I will proctor exams, less for draconian reasons and more to be available to answer any clarifying questions. Some salient elements include the following statements:

“Any form of academic dishonesty is a serious offense in an academic community. At Hamilton such dishonesty will often result in removal from the course, assignment of an XF for the course, or separation from the College community, or some combination of these. It is essential, therefore, that every student understands the standards of academic honesty and how to avoid dishonesty by proper acknowledgment of intellectual indebtedness. The Honor Court will not excuse a lack of awareness or understanding of what constitutes academic dishonesty. Any attempt to commit any of the following infractions also constitutes academic dishonesty. Academic dishonesty includes but is not limited to:

1. **Plagiarism:** Failure to acknowledge ideas, phrases, data, music, or images used in any paper, examination, quiz, report, presentation, exercise or project submitted in a course but gained from another person. Guidelines for proper documentation are available from many sources, including the Hamilton College Style Sheet, which is provided to all first-year students and may be obtained at the Library or at the Writing Center. Similar guidelines for using sources in oral presentations are available from the Communication Department and the Oral Communication Center.
2. **Misrepresentation or falsification of data** in any coursework.
3. **Self-plagiarism:** the submission of one piece of work in more than one course without the written permission of the instructors involved.
4. **Cooperative or collaborative effort in coursework without acknowledgment.** Assume that acknowledgement is necessary any time you collaborate and/or cooperate, unless you are expressly informed that it is not. This is not meant to inhibit discussion and debate of academic subjects either inside or outside the classroom.
5. **Cooperative or collaborative effort in coursework without the explicit permission of the instructor.** Assume collaboration and/or cooperation are not permitted unless you are expressly informed that they are. This is not meant to inhibit discussion and debate of academic subjects either inside or outside the classroom.
6. **Cheating on examinations or tests:** to give or receive assistance from written material, another person, his or her paper, or any other source, including electronic sources, or to

attempt to do so, during an examination or test. The only exceptions will be at the explicit instruction of the teacher of the course.

7. The **submission of work as one's own that has been prepared by another person.**
8. **Stealing, altering, redirecting, or otherwise tampering with the form or content of digital media created or presented by another person without explicit permission of that person.**
9. **Forgery or falsification of academic documents.** The chair of the Honor Court, after consultation with the dean of students, may remand such complaints to the Judicial Board.”

Attendance:

I will take roster the first two weeks. In general, I take a **1-2-3 approach to absences**. The first absence can be completely unexcused and needs no clearance; the second absence must have a reasonable explanation such as illness; by your third absence, we need to meet to discuss attendance. Note Hamilton’s policy regarding religious holidays:

<https://my.hamilton.edu/chaplain/holy-days-school-policy>

Please give me advance notice of any classes you might miss.

Additional policies:

Hamilton prides itself on **diversity and inclusion** as an institution and particularly within the classroom. This course also seeks to elicit a wide-range of perspectives to enrich your academic and personal experience at Hamilton. That includes being open to discussing a range of issues related but not limited to race, gender, sexual orientation, and more. In this way, the classroom should be viewed as a safe environment for these discussions as long as all involved maintain an appropriate level of respectfulness and sensitivity to others.

In case of an **emergency**, we will follow emergency protocol guidelines. As your instructor, I will gather information and action ordinance then we will follow these instructions as a class.

Hamilton College will make reasonable accommodations for students with properly documented disabilities. If you are eligible to receive an accommodation(s) and would like to make a formal request for this course, please discuss it with me during **the first two weeks of class**. You will need to provide Allen Harrison, Associate Dean of Students (Elihu Root House; ext. 4021) with appropriate documentation of your disability. **All students** should be aware of and take advantage of the various additional services to improve their writing, oral communication, etc.

Course Outline:

Sections:

- 1) Historical bilateral relations (Jan 20-Feb 10)
- 2) Debating Sino-US Relations (Feb 15-March 2)
- 3) Xi Jinping’s Vision (March 28-30)
- 4) Current Relations (April 4-13)
- 5) Simulation (April 18-25)
- 6) Future Developments in US-China Relations (April 27-May 9)

Daily schedule (Jan 20-May 9):

Wednesday Jan 20

Introduction to the class (syllabus discussion)

No readings Activity: China as the ‘middle kingdom’ 中国 and American Exceptionalism(?)

Monday Jan 25

Framework(s) for studying US-China Relations

Readings

- **DC** Chapter 1
- Slaughter “International Relations, Principal Theories” **BB**

Wednesday Jan 27

History: The Early Stages

Readings

- **ARC** Prologue and Chapters 1-2
- The Empress of China: <http://guangzhou.usembassy-china.org.cn/the-empress-of-china.html>

Mon Feb 1

History: The New Nation Meets the Old

Readings

- **ARC** Chapters 3-4
- Excerpt from Lu Xun’s “Storm in a Teacup”: <https://www.marxists.org/archive/lu-xun/1920/10/x01.htm>

Weds Feb 3

History:

Readings

- **ARC** Chapters 5-7
- Mao “Our Great Victory in the War to Resist U.S. Aggression and Aid Korea and our Future Tasks”: https://www.marxists.org/reference/archive/mao/selected-works/volume-5/mswv5_34.htm

Mon Feb 8

History:

Readings

- **ARC** Chapters 8-9

Weds Feb 10

History: Moving to Contemporary Relations

Readings

- **ARC** Chapter 10

Mon Feb 15

Contemporary relations: Political Systems, Rights, and Values

Readings

- **DC** Chapter 3
- Press Conference on Human Rights (Obama and Hu):
<https://www.youtube.com/watch?v=1WUmcDFS8Vg>

Weds Feb 17

Debating China: The Economic Relationship

Readings

- **DC** Chapter 2
- Currency of the US-China Relationship: <http://www.brookings.edu/blogs/order-from-chaos/posts/2015/09/21-chinese-currency-devaluation-dollar>

Mon Feb 22

Debating China: Global Development and Investment

Readings

- **DC** Chapter 7
- The case of the AIIB: <http://foxbudgethog.com/2015/05/a-banks-boudaries-the-emergence-of-the-aiib/>

Weds Feb 24

Chinese Assertiveness—a Debate

Readings

- Johnston “How New and Assertive Is China's New Assertiveness?” **BB**

Mon Feb 29

Global Roles and Responsibilities (cases of UN Security Council voting and UN peacekeeping)

Readings

- **DC** Chapter 5

Weds March 2

Regional Relations (case of China’s partnership strategy)

Readings

- **DC** Chapter 10

Mon March 7

MIDTERM REVIEW

Weds March 9

IN CLASS MIDTERM

Fri March 11

****Spring recess begins at 4 pm****

March 11-27 Spring Break

OVER SPRING BREAK PLEASE READ XI JINPING'S *The Governance of China*

Mon March 28

****Spring recess over | Classes resume****

Xi Dada's Chinese Dream

Readings

- **XJ** Please read as much as possible but concentrate on pages 37-72 and 237-398
- Cheng Li on Xi's recent visit:
<http://www.brookings.edu/research/interviews/2015/09/18-xi-visit-cooperation-committments-li>

Weds March 30

The Man of Contradictions?

Readings

- **XJ** Please read as much as possible but concentrate on pages 37-72 and 237-398
****Letter to Xi Jinping due in class****

Mon April 4

The Media

Readings

- **DC** Chapter 4
- Gary King et al. "How Censorship in China Allows Government Criticism but Silences Collective Expression" Read INTRO: <http://gking.harvard.edu/files/censored.pdf>

Weds April 6

Nationalism and Military Modernization

Readings

- **DC** Chapter 8
- "A Glimpse into Chinese Nationalism" The Diplomat.
<http://thediplomat.com/2014/11/a-glimpse-into-chinese-nationalism/>

Mon April 11

Contested Territories: Taiwan and Tibet

Readings

- **DC** Chapter 9

Weds April 13

Environment (trip to Yun-Fei Ji exhibition at Wellin Art Museum)

Readings

- **DC** Chapter 6

Mon April 18

SIMULATION Day 1: Constructing China Policy

Weds April 20

SIMULATION Day 2: Constructing China Policy

Mon April 25

GROUP PRESENTATIONS

Weds April 27

The Chongqing Model and the Future of China

Readings

- Rithmire “The Chongqing Model” **BB**
- Cheng Li “China in the Year 2020” **BB**

****Simulation Response Paper and Individual/Peer Evaluation due on Friday April 29 by midnight via email (irasmuss@hamilton.edu)****

Monday May 2

Determining the America’s China Policy during Decline (?)

Readings

- China File’s Comparison of American Presidential Candidates on China:
<https://www.chinafile.com/reporting-opinion/media/us-presidential-candidates-china>
- Beckley “China’s Century?” **BB**

Weds May 4

A New Model of Great Power Relations?

Readings

- Yan “How China can Defeat America” **BB**

Mon May 9

Last class course review/summary with concluding remarks

- **DC Conclusion**

May 12

****Final Exam****