

Foreign Policy and the People's Republic of China Spring 2018

Instructor: John Kennedy

Classroom: Fraser 214

Class Time: M/W 12:30-1:45 pm

Course #: 68541 (POLS, EALC, GIST 678)

Office: 521 Blake Hall

Office Hrs: M/W 2:00-4:00 pm

Office number: 864-9025

E-mail: kennedy1@ku.edu

Scope and Purpose:

This course will survey and analyze the foreign relations of the PRC from 1949 to 2018, including the evolving relationships between China and other major global and regional actors such as the United States, Japan, Korea (north and south), India, Taiwan, Vietnam and Russia as well as countries in Africa. In general, the course is divided into four parts: Ideology and Practice, Cold War and post-Cold War Relations (US-China), China's Relations with its neighbors. Most of the course will focus on regional and bilateral relations including in-class debates from China and other country perspectives.

Readings:

No Textbook: All Readings will be posted on Bb

All the listed readings for the lecture should be read before the class session.

Grading:

The course grade will be based on one mid-term, a paper and the final exam:

Debates: 20%	Midterm: 20% (Mar 14 th)	Paper Final: 30% (May 2 nd)
Map Quiz: 5% (Jan 31 st)	Paper Appointment: 5%	Final Exam: 20% (May 7 st)

Mid Term and Final Exams (40%):

The mid-term and final exams are based on readings, debates, films and lecture material. It is your responsibility to know what has happened in class. A curve is *not* used in the grading, so you are not competing with each other. One week before each exam the instructor will hand out (and post on Bb) a Study Guide. Although the study guide is comprehensive, nothing will be on the exam that is not on the study guide. The Mid-term and Final exam will consist of three parts: (1) identify a number of terms with a single sentence answer, (2) identify concepts and issues with a single paragraph answer and (3) essay questions. The total points possible is 100. Grading for each section is as follows part 1: 30 points, part 2: 30 points and part 3: 40 points. The final is not cumulative.

Debate Papers (20% = 5% participation + 15% debate papers):

Sign in sheet for each debate determine participation (5 points). Each paper is worth ten points. The reaction paper is due the following session. For example, if the debate occurs on February 5th, then the debate paper is due the following week on February 12th. Late debate papers will deduct one point per day and no debate papers accepted after two weeks.

The debate papers are about 2-3 pages double spaced 12 point *not* including a reference page. The main point of the debate paper is to have you clearly articulate the position you supported during in-class as well as your own opinion.

Grading Criteria for Debate Papers [10 points possible total]:

- (1) The structure of the debate paper starts with the stated issue such as “China and African Nations” or “China and US relations.” This is only a few sentences. [1 pts]
- (2) Clearly state your debate group’s initial position and write out the key debate question (or one of the key questions) from your handout. Even if there are many questions focus on one. [1 pts]
- (3) Then address the following three questions based on available evidence. Evidence includes data/statistics, reliable reports/information, policies, historical events or past actions. Using evidence from the readings and other sources, how did your group support the position with evidence? What was the strongest evidence that you think supported your argument? What was the weakest evidence? (This is about a page) [3 pts]
- (4) Then address the following two questions: How did the final debate (larger group) play out in class? In your opinion, which position had the strongest argument? Why? Remember support your opinion with evidence. (This is about half page) [3 pts]
- (5) The conclusion should be your opinion on the outcome of the debate. Do you personally agree with the position of your group? Why or why not? In this part, you do not have to take the position of your debate group, but rather your own position. (This is about a half page) [2 pts]

Paper Appointment (5%):

Once you have selected a topic, you must make an appointment to see me and discuss your research question and paper. The point of the meeting is to help you define the debate and develop a paper outline.

Paper, Draft and Final (30%):

The paper should be at least 10 but no longer than 12 pages, and, of course, double-spaced with 12 pt. font. In your paper, you will conduct an empirical research study of a specific topic and research question. Follow the Paper Outline posted on Blackboard.

First, select a relatively *narrow* topic that you have an interest in. An example of a *broad topic* is “The China Threat”. This topic is too broad and it is not an acceptable paper topic for this course. An example of a *narrow topic* is “The artificial islands that China built and the security interests of Vietnam and the Philippines.” Then, write a single sentence that contains the pro and con of the debate. For example, “Some analysts view the artificial islands as a direct threat to security of Vietnam and the Philippines, while others view the new islands as increasing China’s presence in the South China Sea, but not a direct threat.” Second, you need to restate your topic in the form of a clear research

question that can be answered either as yes or no. “Are the artificial islands that China built a direct threat to the security interests of Vietnam and the Philippines?” **Key point-No hypothetical questions. Third is to provide a literature review examining articles or books that support the “yes” answer to your question and then articles and books that support the “no” answer. Fourth examining the existing evidence either qualitative (i.e. policy text, events/actions or leader statements) or quantitative (statistical data) to see if the evidence supports the “Yes” or “no” answer to your question. Finally, you discuss the finding from your research. Draft Papers are due on the last day of class **Monday, May 2nd**. Late papers will be penalized 5pts per day. No papers will be accepted after May 7th.

Criteria for Grading the Papers (*Follow the Paper Outline):

Papers are graded for both content and form. The evaluation of your paper is based on three questions: 1.) How well does the paper follow the assignment instructions? **Follow the Paper Outline.** 2.) Is the paper organization clear with a concise argument/statement at the beginning, logical development of the argument and a solid conclusion? 3.) Is there plenty of evidence from the class and outside readings to back up the argument?

Evidence can be paraphrased or quoted, but *make sure you provide the proper citation* for each piece of evidence you present (see the Reference Guide attached to the syllabus for the number and type of references required). *No extended quotes.* The total number of quotes for the whole paper cannot exceed one page double spaced. Your paper must have at least six references and NO more than two internet sources. You need at least one book from the library stacks (call number is required). *No cut and paste tables or graphs*, only graphs that are you create using Excel are acceptable.

Disabilities: Any student who has a disability that may influence class participation or test taking should contact the instructor at the earliest possible date so that accommodations can be made.

Class Participation: Students are encouraged to ask questions and participate during lectures and especially during the class debates.

Class Conduct: *Turn off all cell phones:* Each time a cell phone rings during class, *everyone* will **lose one point** from their final grade, but if the professor’s cell phone rings then everyone will receive an extra two points on their final grade. The reason for the cell phone rule is that in-class disturbances waste your classmates’ time and money (tuition). Also, please do not read the newspaper, use class time to sleep, do work for other classes, listen to music or check e-mail/surf the web during class. Sleeping or conducting other business within the 50 minute time period is disruptive and disrespectful to the whole class. Therefore, if you are observed sleeping or surfing the web, then I will stop the lecture to wake you up or ask you to please stop.

In addition, I ask that all students remain in the room for the duration of the class. Getting up and leaving the classroom and coming back in is disruptive. It is only an hour and 15 minutes. If you have a problem or you have to leave, then let me know ahead of time.

E-Mail: I will communicate with you through e-mail to answer questions regarding class assignments and exams. However, all e-mail will receive a response within 24 hours. Regarding exams, I will *not* give exact answers for possible exam questions, but rather I will provide information to help you find the answers. Finally, professional e-mail communication is an important skill that will last beyond the class and college experience. Keep in mind how you want to present yourself through e-mail. For more information of professional e-mails see <http://www.albion.com/netiquette/>.

Blackboard: This course will use Blackboard (<https://courseware.ku.edu/>). I will post the lecture outlines, study guides and lab assignments on Blackboard. If you are not familiar with this web site or you need more information please see the attached student information sheet in this syllabus.

Computers in Class: No computers in class. I provide detailed outlines from the Power Point Slides that are posted on Blackboard before class. I post the outlines in Word.doc with 16 pt font with spaces between key points. These outlines are guides and baseline notes and you can use to in class and write in the additional needed information.

Week 1 (January 17) Introduction:

Lecture 1: Why study Chinese Foreign Policy?

Week 2 (January 22 & 24) History, Culture and Ideology in China's FP

Lecture 2: Major Traditions and Ideologies

Lecture 3: Historical Continuities and Territorial Integrity

Readings: Hunt, "The Pertinence of the Past" (pp. 3-28) from *The Genesis of Chinese Communist Foreign Policy* (N.Y., N.Y.: Columbia University Press, 1996) pp, 3-28; (Territorial Integrity) Nathan and Ross, *Great Wall and the Empty Fortress: China's Search for Security*, Chapter 11, pp. 194-211

Suggested Readings: Liu, Tiewa. "Chinese Strategic Culture and the Use of Force: moral and political perspectives." *Journal of Contemporary China* 23.87 (2014): 556-574; Nathan and Ross, *Great Wall and the Empty Fortress: China's Search for Security*, Chapters 2 "Legacies", pp. 19-34; Fairbank, John K. "China's Foreign Policy in Historical Perspective." *Foreign Affairs*. 1 Apr. 1969

Week 3 (January 29 & January 31) Ideology and Practice in the Making of Chinese Foreign Policy (Map Quiz)

Lecture 4: Theory (Multi polar World), International Relations and Clash of Civilizations

Lecture 5: Structure and Process

Readings: “Structure and Process in Chinese Foreign Policy” Jeremy Paltiel, March 2010, pp. 1-9; Samuel P. Huntington, “The Clash of Civilizations?” *Foreign Affairs*, Vol. 72, No. 3 (1993), pp. 22-49; Jack Snyder, “One World, Rival Theories” *Foreign Policy* (Nov/Dec 2004) pp.53-62

Suggested Readings: Russett, Bruce M., John R. Oneal, and Michaelene Cox. “Clash of civilizations, or realism and liberalism déjà vu? Some evidence.” *Journal of Peace Research* 37.5 (2000): 583-608; Samuel Kim, “Chinese Foreign Policy in Theory and Practice” in *China and the World* (Boulder, Colorado: Westview Press, 1999) pp. 3-33; Bonnie S Glaser and Evan S Medeiros (2007), *The Changing Ecology of Foreign Policy-Making in China: The Ascension and Demise of the Theory of “Peaceful Rise”*. *The China Quarterly*, vol. 190, pp 291-310; Huiyun Feng, *Chinese Strategic Culture and Foreign Policy Decision-Making Confucianism, Leadership and War*, (Routledge 2007)

Week 4: (February 5 & 7) Sino-Soviet (Russian) Relations: Alliance to Enemy and Friendship?

Lecture 6: Sino-Soviet

Lecture 7: Sino-Russian Relations

Readings: Ying, Fu, “How China Sees Russia: Beijing and Moscow Are Close, but Not Allies.” *Foreign Affairs*. 95 (2016) pp. 96-105; Mathieu Duchâtel & François Godement, “China and Russia: Gaming the West” European Council on Foreign Relations, November 2016 (http://www.ecfr.eu/publications/summary/china_and_russia_gaming_the_west7166); Susan Tanner, “Russia, China and Multi-Polar World Order,” *Asian Perspective*, vol 33, no. 1, (2009); Lukin, Artyom, “Russia and China March Together and Eye a Common Adversary—the US.” *New Perspectives Quarterly* 32.4 (2015): 63-65.

Suggested Readings: Robert Ross, “The Rise of Russia, Sino-Russian Relations, and U.S. Security Policy,” *Royal Danish Defense College*, (2009), pp. 1-8; Peter Ferdinand, “Sino-Russian Relations: An Analytical Overview” in *Russia-China Relations Current State, Alternative Futures, and Implications for the West* (The Finnish Institute of International Affairs, 2011), pp. 22-39; James A. Bellacqua (editor) *The Future of China-Russia Relations*, (University of Kentucky Press, 2010); Nathan and Ross, *Great Wall and the Empty Fortress: China's Search for Security*, Chapter 3, pp. 35-55

Week 5 (February 12 & 14): Sino-Russia Debate, China and Africa and Natural Resources

Lecture 8: Debate (1): Is Russia more of an ally or an enemy? Does Russia have more to fear from China’s intentions and foreign interests or is it the other way around?

China View (A): cooperative relations with Russia

China View (B): conflictive relation with Russia

Russian View (A): cooperative relations with China
Russian View (B): conflictive relation with China

China (A/B) vs. Russia (A/B)

Lecture 9: China and Africa

Readings: “China in Africa - Council on Foreign Relations”, July, 2017 (<https://www.cfr.org/backgrounder/china-africa>); Deborah Brautigam, “The Changing Face of Chinese Engagement in Africa” and “Rouge Donor? Myths and Realities” in *The Dragon’s Gift: The Real Story of China in Africa* (Oxford University Press, 2011), pp. 1-21 and 273-306; Bridwell, Larry. “America and China in Africa: Future Competition or Cooperation?.” *Competition Forum*. Vol. 13. No. 1. American Society for Competitiveness, 2015

Suggested Readings: Taylor, Ian. “Africa After the China Boom.” *Current History* 115.781 (2016): 193; Daniel Large “Beyond ‘Dragon in the Bush’: The Study of China-Africa Relations,” *African Affairs*, Vol. 107, Issue 426, pp. 45-61, 2008; Shen, Xiaofang. "Private Chinese investment in Africa: myths and realities." *Development Policy Review* 33.1 (2015): 83-106; Stephanie Hanson, “China, Africa, and Oil” *Council on Foreign Relations*, June 2008 at http://www.cfr.org/publication/9557/china_africa_and_oil.html

Week 6 (February 19 & 21) China, Natural Resources and Africa Debate

Lecture 10: China and Natural Resources

Lecture 11 Debate (2): Is China’s diplomatic and economic involvement with many African countries based more on history and common international interests such as sovereignty and non-interference OR is based more on current and future energy needs? Is China’s growing presence on the African continent a threat to US interests in Africa?

China View (A): Third World Solidarity and shared sovereignty interests
China View (B): Domestic concerns for energy demands

American View (A): China’s growing presence on the African continent is a threat
American View (B): China’s growing presence on the African continent is NOT a threat

African Union View (A): China’s growing presence on the African continent is negative
African Union View (B): China’s growing presence on the African continent is positive

China (A/B) vs. America (A/B) vs. AU (A/B)

Readings: Ferdinand, Peter. “Westward ho—the China dream and ‘one belt, one road’: Chinese foreign policy under Xi Jinping.” *International Affairs* 92.4 (2016): 941-957; Li, Peiyue, et al. “Building a new and sustainable ‘Silk Road economic belt’.” *Environmental Earth Sciences* 74.10 (2015): 7267-7270.

Week 7 (February 26 & February 28): PRC and Taiwan (ROC)

Lecture 12: Taiwan's Political System and Transition

Lecture 13: PRC Policy: Nationalism and Unity and Recent PRC/ROC Relations

Reading: Shelly Rigger, "Why Taiwan (Still) Matters in the Era of Trump and Tsai" Willson Center Report (2017), pages 1-7 ; Glaser, Charles L. "A US-China grand bargain? The hard choice between military competition and accommodation." *International Security* 39.4 (2015): 49-90; Easley, Leif-Eric, Patricia Kim, and Charles L. Glaser. "Correspondence: Grand Bargain or Bad Idea? US Relations with China and Taiwan." *International Security* 40.4 (2016): 178-191.

Suggested Readings: Dickson, "China's Democratization and the Taiwan Experience" *Asian Survey*, vol. 38, no. 4, (April, 1998); Nancy Tucker, *Strait Talk: United States-Taiwan Relations and the Crisis with China* (Harvard University Press, 2009); Scott Kastner, *Political Conflict and Economic Interdependence Across the Taiwan Strait and Beyond*, (Stanford University Press, 2009)

Suggested Reading (Nationalism Debate): Zhao, Suisheng. "A state-led nationalism: The patriotic education campaign in post-Tiananmen China." *Communist and Post-Communist Studies* 31.3 (1998): 287-302; Gries, Peter Hays. "Chinese nationalism: challenging the state?" *Current History*, no. 683 (2005): 251-256.

Week 8 (March 5 & 7): Taiwan Debate and Sino-Japan Relations

Lecture 14: Debate: Should the USA abandon the strategic ambiguity policy and clearly state its commitment to defend Taiwan if attacked by the PRC? Should the U.S. maintain Strategic Ambiguity about the US commitment to defend Taiwan?

Should the PRC leadership be a more flexible and conciliatory towards Taiwan? Should the PRC leadership adopt a more hard-line stance towards Taiwan?

Should the ROC leadership adopt a more independent (and risky) stance towards the PRC? Should the ROC leadership adopt less independence stance and closer relations with the PRC?

PRC View (A): flexible and conciliatory towards Taiwan

PRC View (B): hard-line stance towards Taiwan

American View (A): abandon the strategic ambiguity policy

American View (B): maintain the strategic ambiguity policy

ROC View (A-Pan-Green): more independent (and risky) stance

ROC View (B-Pan-Blue): less independence stance

PRC (A/B) vs. America (A/B) vs. ROC (A/B)

Lecture 15: Sino-Japan Relations

Debate Readings: “PRC White Paper—The One China Principle and the Taiwan Issue” February 2000 (12 pages); Official Document, US Congress Taiwan Relations Act, 1979; Official Document, Anti-Secession Law, PR China 2005

Readings (Japan Lecture): Gries, Peter Hays, Derek Steiger, and Tao Wang. “Popular Nationalism and China’s Japan Policy: the Diaoyu Islands protests, 2012–2013.” *Journal of Contemporary China* 25.98 (2016): 264-276; East Asian Forum (2015) pages 3-16; Pew Report, “Hostile Neighbors: China vs. Japan: Public Opinion” September 2016 pages 2-10; Japan Ministry of Foreign Affairs and Sino-Japan Relations <http://www.mofa.go.jp/region/asia-paci/china/index.html>

Suggested Readings: Richard C. Bush, *The Perils of Proximity: China-Japan Security Relations*, (Brookings Institute, 2010); Min Wang, *Sino-Japanese Relations: Interaction, Logic, and Transformation* (Stanford University Press, 2008); Susan Shirk, “Japan” in *China: A Fragile Superpower*, (Oxford University Press, 2009), pp. 141-180

Week 9 (March 12 & 14): Sino–American Relations: Chinese View of America and Mid Term

Lecture 16: China’s View of the Sino-US Relations

Mid Term Exam

Readings: Andrew J. Nathan and Andrew Scobell, “How China Sees America,” *Foreign Affairs*, 91(5), 32-47; Pew Center Report, “Chinese Public Sees More Powerful Role in World, Names U.S. as Top Threat,” October 2016, pages 1-15; Mearsheimer, John J. “China’s Unpeaceful rise.” *Current History*, (2006): 160-162; Glaser, Charles. “Will China’s rise lead to war? Why realism does not mean pessimism.” *Foreign Affairs* (2011): 80-91.

Week 10 (March 19 & 21): Spring Break

Week 11 (March 26 & 28): American View of China and US-China Debate

Lecture 17: America’s View of the US-China Relations

Lecture 18: Debate: Should the China accept interdependence with the US and consider greater engagement with America? Or should China maintain greater autonomy from the US and take a more anti-US containment posture?

Should the USA accept a more powerful/peaceful China and consider greater engagement with the PRC? Or should America take a more cautious stance and attempt to contain a more powerful and not necessarily peaceful China?

China View (A): interdependence and engagement with America

China View (B): autonomy and anti-US containment posture towards America

American View (A): engagement with China

American View (B): containing China

China (A/B) vs. America (A/B)

Readings: Aldrich, John, Jie Lu, and Liu Kang. "How Do Americans View the Rising China?." *Journal of Contemporary China* 24.92 (2015): 203-221; Pew Report, "Six Facts About How Americans and Chinese See Each Other," March 2016; Even Osnos, "Making China Great Again: How Beijing learned to use Trump to its advantage" January 2018 (<https://www.newyorker.com/magazine/2018/01/08/making-china-great-again>)

Debate Readings: "China's Compliance With World Trade Commitments," Report of the U.S. Trade Representative, *Congressional Digest*, September 2016, (4 pages); "U.S.–China Economic Relations; Addressing Global Financial Challenges," *Congressional Digest*, September 2016, (5 pages); "U.S.–China Trade Relations: 2016–2017 Policy Debate Topic," *Congressional Digest*, September 2016, (2 pages); "U.S.–China Relations Timeline: Chronology of Events — 1945 to Present," *Congressional Digest*, September 2016, (3 pages); "Overview of the U.S–China Relationship: Remarks by National Security Advisor Susan E. Rice," *Congressional Digest*, September 2016, (6 pages)

Suggested Readings: John Pomfret, *The Beautiful Country and the Middle Kingdom* (Henry Holt and Company, 2016); Womack, Brantly. "Asymmetric parity: US–China relations in a multinodal world." *International Affairs* 92.6 (2016): 1463-1480; James Mann, *The China Fantasy*, "Introduction" and "Chapter 1", pp. 1-27; Arvind Subramanian, "The Inevitable Superpower," *Foreign Affairs*, Sep/Oct2011, Vol. 90, Issue 5 (8 pages); Warren I. Cohen, *America's Response to China: A History of Sino-American Relations*, (Columbia University Press, 2010); Sujian Guo and Baogang Guo (editors), *Thirty years of China-U.S. Relations: Analytical Approaches and Contemporary Issues*, (Lexington Books, 2010); David Lampton, *Same Bed, Different Dreams: Managing U.S.-China Relations, 1989-2000*, (Berkeley, CA: University of California Press, 2002); Mearsheimer, John J. "The gathering storm: China's challenge to US power in Asia." *The Chinese Journal of International Politics* 3.4 (2010): 381-391.

Week 12 (April 2 & 4): China and North Korea

Lecture 19: PRC and North Korea

Lecture 20 Debate: North Korean Nuclear Crisis (simulation)

North Korean View: Do not let US or China determine the development of defensive nuclear weapons: How do you use the nuclear develop as a bargaining tool for needed resources such as food aid, oil and consumer goods?

China View (A): Veto the use of force against the DPRK

China View (B): Support the use of force against the DPRK

American View (A): Support the use of force against the DPRK

American View (B): No support for the use of force against the DPRK

DPRK (A/B) vs. America (A/B) vs. China (A/B)

Readings: Song, Wenzhi, and Sangkeun Lee. "China's Engagement Patterns towards North Korea." *Pacific Focus* 31.1 (2016): 5-30; Zhu, Zhiqun. "Comrades in Broken Arms: Shifting Chinese Policies Toward North Korea." *Asian Politics & Policy* 8.4 (2016): 575-592; "The China-North Korea Relationship" *Council on Foreign Relations*, September 2017 (<https://www.cfr.org/backgrounder/china-north-korea-relationship>)

Debate Readings: Official Document, Treaty of Friendship, Co-operation and Mutual Assistance, 1967 (2 pages)

Suggested Readings: Bertil Lintner, *Great Leader, Dear Leader: Demystifying North Korea under the Kim Clan*, (University of Washington Press, 2005); Dick K. Nanto and Mark E. Manyin, "China-North Korea Relations," *Congressional Research Service*, December 28, 2010 (<http://www.fas.org/sgp/crs/row/R41043.pdf>); Jayshree Bajoria, "The China-North Korea Relationship" *Council on Foreign Relations*, February 2013

Week 13 (April 9 & 11): China, South East China and India/Pakistan

Lecture 21: China and South East Asia

Lecture 22: Sino-India and Pakistan

Readings (South East Asia): Fangyin, Zhou. "Between assertiveness and self-restraint: understanding China's South China Sea policy." *International Affairs* 92.4 (2016): 869-890; Goldstein, Lyle. "Rocks, Reefs, and US-China Relations." *Brown Journal of World Affairs* 22 (2015): 271.

Readings (Pakistan/India): Chaziza, Mordechai. "China-Pakistan Relationship: A Game-changer for the Middle East?" *Contemporary Review of the Middle East* (2016); Godbole, Avinash. "India-China Relation: Enhancing Engagement Promises Better Future." *Indian Foreign Affairs Journal* 11.1 (2016): 13.

Week 14 (April 16 & 18): Debate (India/Pakistan or South China Sea) International Organizations and Human Rights

Lecture 23 Debate: Taliban Crisis in Pakistan (simulation)

China View (A): should back the new Taliban-Pakistan regime to counter a rising India
China View (B): should NOT back the new Taliban-Pakistan regime

India View (A): start diplomatic dialogue with the Taliban-Pakistan regime
India View (B): isolate the Taliban-Pakistan regime (possible preemptive strike)

American View (A): start diplomatic dialogue with the Taliban-Pakistan regime
American View (B): isolate the Taliban-Pakistan regime (support India's possible preemptive strike)

China (A/B) and America (A/B) and India (A/B) discuss options

Lecture 24: International Organizations and Human Rights (Universal Human Rights versus Cultural Relativism)

Readings: Amartya Sen, "Universal Truths: Human Rights and the Westernizing Illusion," *Harvard International Review*, Summer 1998, Vol. 20 Issue 3; Zhao, Jun. "China and the Uneasy Case for Universal Human Rights." *Human Rights Quarterly* 37.1 (2015): 29-52.

Suggested Readings: Michael C. Davis (editor), *Human Rights and Chinese Values: Legal, Philosophical, and Political Perspectives* (Oxford University Press, 1995); Ann Kent, "China's International Socialization: The Role of International Organizations" *Global Governance* (September 2002), pp. 1-13;

Week 15 (April 23 & 25): Human Rights Debate and the "China Threat" Military/Global Security

Lecture 25 Human Rights Debate

China—Asian Values and Human Rights (A): Nationalism and Anti-Western Concept
China—Basic Needs and Human Rights (B): Staged development and Human Rights

United Nations—Universal Human Rights No Expectations (A): UN Declaration Applies to all countries and peoples and MUST be enforced (sovereignty does not matter)
United Nations—Semi-Universal Human Rights (B): giving in to some differences to preserve national sovereignty

China (A/B) versus UN (A/B)

Lecture 26: People's Liberation Army and Nuclear Forces

Readings: NBR_2016 Report: "US China Relations in Strategic Domains" Pages 21-42, Elbridge A. Colby and Wu Riqiang "Seeking Strategic Stability for U.S.-China Relations in the Nuclear Domain"; Pages 43-62, Adam Segal and Tang Lan, "Reducing and Managing U.S.-China Conflict in Cyberspace"

Suggested Readings: Robert Sutter, *China's Rise in Asia: Promises and Perils* (Lanham, MD: Rowman & Littlefield, 2005); Michael Swaine, *America's Challenge: Engaging a Rising China in the Twenty-First Century*, (Carnegie Endowment for International Peace, 2011); Randall P. Peerenboom, *China modernizes: threat to the West or model for the rest?* (Oxford University Press, 2007)

Week 16 (April 30 & May 2)

Lecture 27 Debate: Do you agree or disagree with the policy recommendations from the two reports (chapters)?

China IS Not a significant Nuclear Threat to the USA (A):

China IS a significant Nuclear Threat to the USA (B):

China is Cyber Threat that CAN be managed through positive engagement (A):

China is Cyber Threat that CANNOT be managed through positive engagement (B):

Lecture 28: Wrap Up

Final Exam Monday, May 7 from 10:30 am – 1:00 pm (Same Room)

Paper References

The paper must have at least six references and only two references can be an internet source (no print source only found on the web) and at least one has to be from the library and you must cite the library call number in your reference page. **Remember, if you use JSTOR or an electronic resource to find a published journal article DO NOT cite the web address, only cite the journal, magazine or newspaper. Also do not cite Lecture, instead you can cite the readings if relevant.

Some resources from the KU Libraries (Information Gateway):

JSTOR

Project Muse

Article First

Expanded Academic

CIAO: Columbia International Affairs Online

China Data Online (great for information on economy or social and demographic changes—the 2000 China census)

China/Asia Journals:

The China Quarterly

Asian Survey

Beijing Review

The China Journal

Harvard China Review

Journal of Asian Studies

Journal of Contemporary China

Journal of Chinese Political Science

Modern China

Pacific Affairs

The China Journal

Political Science Journals

American Political Science Review (APSR)

World Politics

International Security

International Organizations

Foreign Affairs

Foreign Policy

Harvard International Review

On-Line International Relations Sources

Council on Foreign Relations (<http://www.cfr.org/>)

Center for Strategic and International Studies (<http://csis.org/>)

International Crisis Group (<http://www.crisisgroup.org/>)

Yale Global Online (<http://yaleglobal.yale.edu/>)

China Government White Papers (<http://china.org.cn/e-white/index.htm>)

Reference Guide for Paper Assignment

Reference: Single-Author Book

Alvarez, A. (1970). The savage god: A study of suicide. New York: Random House.

Reference: Book with More than One Author

Natarajan, R., & Chaturvedi, R. (1983). Geology of the Indian Ocean. Hartford, CT: University of Hartford Press.

Reference: An Edited Volume

If you are referring to an article or signed chapter in an edited volume, your reference would look like this:

Pepin, R. E. (1998). "Uses of time in the political novels of Joseph Conrad." In C. W. Darling, Jr., J. Shields, & V. B. Villa (Eds.), Chronological looping in political novels (pp. 99-135). Hartford: Capital Press.

Reference: Newspaper Articles

If the article is "signed" (that is, you know the author's name), begin with that author's name. (Notice the discontinuous pages.)

Poirot, C. (1998, March 17). "HIV prevention pill goes beyond 'morning after'." The Hartford Courant, pp. F1, F6.

If the author's name is not available, begin the reference with the headline or title in the author position.

"New exam for doctor of future." (1989, March 15). The New York Times, B-10.

Parenthetical Citation

The APA system of citing sources indicates the author's last name and the date, in parentheses, within the text of your paper.

A). A typical citation of an entire work consists of the author's name and the year of publication.

Example: Charlotte and Emily Bronte were polar opposites, not only in their personalities but in their sources of inspiration for writing (Taylor, 1990).

Use the last name only in both first and subsequent citations, except when there is more than one author with the same last name. In that case, use the last name and the first initial.

B. If the author is named in the text, only the year is cited.

Example: According to Irene Taylor (1990), the personalities of Charlotte. . .

C. If both the name of the author and the date are used in the text, parenthetical reference is not necessary.

Example: In a 1989 article, Gould explains Darwin's most successful. . .

D. When the reference is to a work by two authors, cite both names each time the reference appears.

Example: Sexual-selection theory often has been used to explore patters of various insect mating (Alcock & Thornhill, 1983) . . . Alcock and Thornhill (1983) also demonstrate. . .

World Wide Wed citations:

Only professional web sites will be accepted such as major magazines (*Time*, *Economist*, *Newsweek*) or newspapers (*New York Times*, *LA Times*, *Washington Post*).

To cite files available on the WWW, give the author's name, last name first (if known); the full title of the work, in quotation marks; the title of the complete work (if applicable), in italics; any version or file numbers; and the date of the document or last revision (if available). Next, list the protocol (e.g., "http") and the full URL, followed by the date of access in parentheses.

Burka, Lauren P. "A Hypertext History of Multi-User Dimensions." *MUD History*. 1993. <http://www.utopia.com/talent/lpb/muddex/essay> (2 Aug. 1996).

In Text cite the author and the first word of the title:

As Burka states, "Some students frequently have a difficult time citing web sites." (Burka, "Hypertext").