



THE CHINESE UNIVERSITY OF HONG KONG
INTERNATIONAL SUMMER SCHOOL (JULY SESSION)
26 JUNE – 29 JULY 2024

GLSD3106 THE RISE OF CHINA IN THE GLOBAL CONTEXT (I): DIPLOMACY, TRADE AND SOFT POWER

No. of Credits: 3

Time: Tuesday, Wednesday & Thursday 14:30 – 17:15

Location: YIA LT9

Instructor: Dr. Toru HORIUCHI

Global Studies Programme, The Chinese University of Hong Kong

Email: toru@cuhk.edu.hk

Teaching Assistant: Ms. Kitty HUNG

Email: GLSD3106@cuhk.edu.hk

COURSE DESCRIPTION

This course studies the “Rise of China” by both theoretically and practically examining the increasingly important role of China in the international system. The main aim of the course is to equip you with sufficient knowledge about Chinese foreign policy so that you can apply the acquired knowledge to analyze and explain China’s foreign policy behavior more systematically. It first looks into the main features of Chinese foreign policy and reviews various factors that drive China’s foreign policy behavior, including its national and international priorities, foreign policy-making process, national security, and strategic culture. The course then looks at China’s relations with other major actors in the world including both developed and developing states. It also studies China’s “maritime” rise by analyzing its expanding maritime ambitions and capabilities as well as its role in global and regional governance. The course concludes by looking at the future prospects for Chinese foreign policy.

LEARNING OUTCOMES

By taking this course, students will be able to:

- become thoroughly familiar with the key concepts, features, and driving forces of Chinese foreign policy;
- acquire sufficient knowledge on China’s relations with other key states and actors;
- identify the changes and continuities in Chinese foreign policy; and
- apply the acquired knowledge to analyze and explain China’s foreign policy behavior more systematically.

REQUIRED TEXTBOOKS

This course uses chapters from various books, journal articles, and Internet sources. All these books are available at the University Library, and soft copies of the relevant chapters of the books will be made available on the e-learning Blackboard for this course. Journal articles can be accessed through the University Library’s database.

GRADE DESCRIPTORS

- A: Outstanding performance on all learning outcomes.
- A-: Generally outstanding performance on all (or almost all) learning outcomes.
- B+/B/B-: Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
- C+/C/C-: Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
- D+/D: Barely satisfactory performance on a number of learning outcomes
- F: Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.

ASSESSMENT CRITERIA

Grade	Written Essay (30%+40%)	Presentation (20%)
A (Excellent) A- (Very Good)	Well-structured essay with clear introduction and conclusion. Issues clearly identified. Clear framework for organizing discussion. Appropriate material selected. Evidence of wide reading from many sources. Clear evidence of sophisticated analysis or innovative thinking. Grammatically correct. Full and accurate references in text and list.	Well-structured presentation with clear introduction and conclusion. Issues clearly identified. Clear framework for organizing discussion. Appropriate material selected. Evidence of wide reading from many sources. Clear evidence of sophisticated analysis or innovative thinking. Excellent or very persuasive response to questions or comments.
B+ (Good) B B-	Well-structured essay with clear introduction and conclusion. Some issues identified. Framework for organizing discussion but not well-developed. Some appropriate material. Evidence of reading from some sources. Some signs of sophisticated analysis or innovative thinking. Some grammatical errors but not substantially affecting understanding. References in text and list generally well presented.	Well-structured presentation with clear introduction and conclusion. Some issues identified. Framework for organizing discussion but not well-developed. Some appropriate material. Evidence of reading from some sources. Some signs of sophisticated analysis or innovative thinking. Generally good or somewhat persuasive response to questions or comments.
C+ (Fair) C C-	Poorly-structured essay with weak introduction and conclusion. A few issues identified. Attempt at limited framework for organizing discussion. Appropriate material limited. Logical presentation not very successful. Few signs of sophisticated analysis or innovative thinking. Some grammatical errors affecting clarity and understanding. Limited references in text with some not completed or missing from the list.	Poorly-structured presentation with weak introduction and conclusion. A few issues identified. Attempt at limited framework for organizing discussion. Appropriate material limited. Logical presentation not very successful. Few signs of sophisticated analysis or innovative thinking. Limited persuasiveness of response to questions or comments.
D+ (Pass) D	Very poorly-structured essay with very weak introduction and conclusion. Few issues identified. No framework for organizing discussion. Little appropriate material. Logical presentation unsuccessful. No sign of sophisticated analysis or innovative thinking. Grammatical errors substantially affecting clarity and understanding. Limited and incomplete references in text and list.	Very poorly-structured presentation with very weak introduction and conclusion. Few issues identified. No framework for organizing discussion. Little appropriate material. Logical presentation unsuccessful. No sign of sophisticated analysis or innovative thinking. Response to questions or comments not persuasive.
F (Fail)	Very poorly-structured essay with no introduction and conclusion. Inappropriate or few issues identified. No framework for organizing discussion. Almost no relevant material. No logical presentation. No sign of sophisticated analysis or innovative thinking. Grammatical errors completely distorting understanding. Inappropriate references in text and list.	Very poorly-structured presentation with no introduction and conclusion. Inappropriate or few issues identified. No framework for organizing discussion. Almost no relevant material. No logical presentation. No sign of sophisticated analysis or innovative thinking. Response to questions or comments almost non-existent.

Mark	Participation (10%)
10 – 8 (Excellent)	Student speaks up regularly and enthusiastically. Ideas/opinions are consistently factually accurate, logical, and clear.

7 – 5 (Good)	Student speaks up sometimes. Ideas/opinions are generally factually accurate, logical, and clear. Lapses are rare and minor in nature.
4 – 2 (Fair)	Student participates only when asked by instructor. Ideas/opinions are generally factually accurate, logical, and clear, but with a number of minor lapses.
1 – 0 (Below Standard)	No or almost no participation. Ideas/opinions are not expressed logically and are characterized by significant factual inaccuracies and lack of clarity.

ASSIGNMENTS & GRADING WEIGHTS

1. Mid-Term Paper (30%)

- Essay question to be distributed on July 4 (Class 5) and **due on July 11 (Class 8)**
- Upload your finalized paper to VeriGuide. Your submission to the system will be interpreted as your having agreed to all the terms of VeriGuide and provided your signature to the VeriGuide declaration form.
- Graded papers with comments will be returned to you in due course.

2. Final Paper (40%)

- Essay question to be distributed on July 18 (Class 11) and **due on July 26**
- Upload your finalized paper to VeriGuide. Your submission to the system will be interpreted as your having agreed to all the terms of VeriGuide and provided your signature to the VeriGuide declaration form.

3. Group Presentation (20%)

- Presentations will be conducted right after the lecture in **Classes 6-11** (July 9, 10, 11, 16, 17, 18). Students will form groups, and each group is required to give a presentation on a topic related to Chinese foreign policy, which will be followed by a question and answer session and further discussion in class. Further details will be provided in due course.
- Grades and comments will be provided in due course.

4. Participation (10%)

- Your attendance will be checked in each class. Any absence from class should be reported to the instructor in advance (or after class in case of sickness or any other emergency).
- You are encouraged to actively contribute to class discussion.

CLASS SCHEDULE

Class 1 (June 26): Introduction to Chinese Foreign Policy

- David Shambaugh, "China's Long March to Global Power" (Chapter 1) in David Shambaugh (ed.), *China and the World* (New York: Oxford University Press, 2020), pp. 3-21.
- "Continuity and Change in China's Foreign Policies" (Chapter 1) in Stuart Harris, *China's Foreign Policy* (Cambridge: Malden, 2014), pp. 1-23.

Class 2 (June 27): IR Theory and China's Rise, and China's Grand Strategy for Its Rise

- Dingding Chen, "China's Rise and International Relations Theory," in Emilian Kavalski (ed.), *The Ashgate Research Companion to Chinese Foreign Policy* (Burlington: Ashgate, 2012), pp. 61-72.
- Graham Allison, "The Thucydides Trap: Are the U.S. and China Headed for War?" *The Atlantic* (September 24, 2015) (<https://www.theatlantic.com/international/archive/2015/09/united-states-china-war-thucydides-trap/406756/>).
- "Warring States" (Chapter 2) in Michael Pillsbury, *The Hundred-Year Marathon: China's Secret Strategy to Replace America as the Global Superpower* (New York: St. Martin's, 2015), pp. 31-51.

Class 3 (July 2): The Foreign Policy Making Process in China

- Suisheng Zhao, "China's Foreign Policy Making Process" (Chapter 5) in David Shambaugh (ed.), *China and the World* (New York: Oxford University Press, 2020), pp. 85-110.
- Jessica Chen Weiss, "How Hawkish Is the Chinese Public? Another Look at 'Rising Nationalism' and Chinese Foreign Policy," *Journal of Contemporary China*, Vol. 28, No. 119 (2019), pp. 679-695.

Class 4 (July 3): China's National Security and Strategic Culture

- "Chinese National Security Strategy" (Chapter 5) in Kevin G. Cai, *China's Foreign Policy Since 1949: Continuity and Change* (New York: Routledge, 2022), pp. 93-115.
- William A. Callahan, "Tianxia, Empire, and the World: Chinese Visions of World Order for the Twenty-First

Century," in William A. Callahan and Elena Barabantseva (eds.), *China Orders the World: Normative Soft Power and Foreign Policy* (Washington, DC: Woodrow Wilson Center Press, 2011), pp. 91-117.

Class 5 (July 4): China's Relations with the United States **Mid-Term Paper Question Distributed**

- Robert Sutter, "China's Relations with the United States" (Chapter 10) in David Shambaugh (ed.), *China and the World* (New York: Oxford University Press, 2020), pp. 211-232.
- Evan S. Medeiros, "The Changing Fundamentals of US-China Relations," *The Washington Quarterly*, Vol. 42, No. 3 (July 3, 2019), pp. 93-119.

Class 6 (July 9): China's Relations with Russia and Central Asia **Presentation**

- Alexei D. Voskressenski, "China's Relations with Russia" (Chapter 11) in David Shambaugh (ed.), *China and the World* (New York: Oxford University Press, 2020), pp. 233-250.
- Russell Ong, "China's Relations with Central Asia (SCO)" (Chapter 18) in Emilian Kavalski (ed.), *The Ashgate Research Companion to Chinese Foreign Policy* (London: Routledge, 2016), pp. 237-247.

Class 7 (July 10): China's Relations with Japan **Presentation**

- "Sino-Japanese Relations and the Rise of Coercive Diplomacy" (Chapter 4) in Nicholas Khoo, *China's Foreign Policy Since 1978: Return to Power* (Northampton: Edward Elgar Publishing, 2020), pp. 102-131.
- Ed Griffith and Caroline Rose, "China-Japan Relations" (Chapter 26) in Weiping Wu and Mark W. Frazier (eds.), *The SAGE Handbook of Contemporary China* (London: SAGE, 2018), pp. 544-564.

Class 8 (July 11): China and the Korean Peninsula **Mid-Term Paper Due** **Presentation**

- Clara Fong and Eleanor Albert, "The China-North Korea Relationship," Council on Foreign Relations (March 7, 2024) ([Understanding the China-North Korea Relationship \(cfr.org\)](https://www.cfr.org/asia/china-north-korea-relationship/p47847)).
- Masahiro Hoshino and Shunji Hiraiwa, "Four Factors in the 'Special Relationship' between China and North Korea: A Framework for Analyzing the China-North Korea Relationship under Xi Jinping and Kim Jong-un," *Journal of Contemporary East Asia Studies*, Vol. 9, No. 1 (2020), pp. 18-28.
- Jaeho Hwang, "The Continuous But Rocky Developments of Sino-South Korean Relations: Examined by the Four Factor Model," *Journal of Contemporary East Asia Studies*, Vol. 10, No. 2 (2021), pp. 218-229.

Class 9 (July 16): China's Relations with India **Presentation**

- Kanti Bajpai, "Narendra Modi's Pakistan and China Policy: Assertive Bilateral Diplomacy, Active Coalition Diplomacy," *International Affairs*, Vol. 93, No. 1 (January 2017), pp. 69-91.
- "China's India Policy" (Chapter 6) in Lu Yang, *China-India Relations in the Contemporary World: Dynamics of National Identity and Interest* (New York: Routledge, 2017), pp. 81-100.

Class 10 (July 17): China's Relations with Europe **Presentation**

- Francois Godement, "China's Relations with Europe" (Chapter 12) in David Shambaugh (ed.), *China and the World* (New York: Oxford University Press, 2020), pp. 251-269.
- Janka Oertel, "The New China Consensus: How Europe is Growing Wary of Beijing," European Council on Foreign Relations (September 7, 2020) (https://ecfr.eu/publication/the_new_china_consensus_how_europe_is_growing_wary_of_beijing/).

Class 11 (July 18): Cross-Strait Relations **Final Paper Question Distributed** **Presentation**

- Lindsay Maizland, "Why China-Taiwan Relations are So Tense," Council on Foreign Relations (February 8, 2024) ([Why China-Taiwan Relations Are So Tense | Council on Foreign Relations \(cfr.org\)](https://www.cfr.org/asia/why-china-taiwan-relations-are-so-tense/p47847)).
- Jean-Pierre Cabestan, "Beijing's Policy Towards President Tsai Ying-wen and the Future of Cross-Strait Relations," *Seton Hall Journal of Diplomacy and International Relations*, Vol. 18, No. 1 (April 1, 2017), pp. 54-71.

Class 12 (July 23): China's "Maritime" Rise

- Andrew Erickson, Lyle Goldstein, and Carnes Lord, "When Land Powers Look Seaward," *U.S. Naval Institute Proceedings*, Vol. 137, Issue 4 (April 2011), pp. 18-23.
- Toshi Yoshihara, "China's Vision of its Seascape: The First Island Chain and Chinese Seapower," *Asian Politics & Policy*, Vol. 4, Issue 3 (2012), pp. 293-314.

- Howard W. French, "China's Dangerous Game," *The Atlantic* (November 2014) (<https://www.theatlantic.com/magazine/archive/2014/11/chinas-dangerous-game/380789/>).

Class 13 (July 24): China's Role in Global and Regional Governance

- Katherine Morton, "China's Global Governance Interactions" (Chapter 8), in David Shambaugh (ed.), *China and the World* (New York: Oxford University Press, 2020), pp. 156-180.
- James McBride, Noah Berman, and Andrew Chatzky, "China's Massive Belt and Road Initiative," Council on Foreign Relations (February 2, 2023) ([China's Massive Belt and Road Initiative | Council on Foreign Relations \(cfr.org\)](https://www.cfr.org/asia/chinas-massive-belt-and-road-initiative/p47811)).

Class 14 (July 25): Conclusion

- David Shambaugh, "China and the World" (Chapter 16) in David Shambaugh (ed.), *China and the World* (New York: Oxford University Press, 2020), pp. 343-367.

Final Paper Due on July 26, Friday

ACADEMIC POLICIES

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. A user manual of VeriGuide can be found at: [https://academic.veriguide.org/academic/documents/VeriGuide Academic Student User Manual CUHK.pdf](https://academic.veriguide.org/academic/documents/VeriGuide%20Academic%20Student%20User%20Manual%20CUHK.pdf).

Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.