INTERNATIONAL UNIVERSITY OF JAPAN
Graduate School of International Relations

Academic Year: 2015/2016
Term: Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Course code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REC 5760</td>
<td>Chinese Foreign Policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Instructor</th>
<th>Vida MACIKENAITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Number:</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor’s contact Information</th>
<th>Office#</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail:</td>
<td><a href="mailto:vida@iuu.ac.jp">vida@iuu.ac.jp</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/5,12 (6-7 periods), 4/7,14,21 (4-5 periods)</td>
</tr>
<tr>
<td>4 classes/week from April 5 to April 21</td>
</tr>
</tbody>
</table>

**Course Description:**

With continuous China’s growth, the general picture of the world is undergoing transformation that one could have hardly anticipated a few decades ago. With its expanding economy and ever-closer international integration, China is playing an increasingly significant role in the world affairs. Under such circumstances it is nearly impossible to evaluate further international development without understanding how China approaches the world and what shapes its behavior.

This course provides a comprehensive understanding of the process of Chinese foreign policy making and the actual policies. The course is dedicated to China’s relations with different countries and regions, also - international organizations. Each class also introduces a specific factor in Chinese foreign policy making or a relevant theoretical concept. Through a number of selected readings the course introduces the key developments and problems in China's contemporary foreign relations, while case study analysis in the class encourages the students to apply their knowledge in practice.

The final class focuses on the future direction of China, and is completed with the students’ debate on the topic.

**Learning Objectives:**

- Enhance the students’ understanding of contemporary Chinese foreign policy (hereinafter CFP) and the main factors, which define it.
- Enable the student to (1) independently analyze and explain particular policies of China and its foreign action in general; (2) make China-related policy recommendations for other parties (governments, international organizations, etc.)
- Develop students’ analytical skills, their ability to apply practical knowledge to understanding foreign policy in practice (mainly through in-class case studies)
- Facilitate their ability to formulate and clearly express arguments, back up their positions (class
### Career Relevance:

Deep understanding of Chinese foreign policy making and China’s foreign relations would benefit foreign policy practitioners in their daily work as well as enable them to draft China-related strategic policies. This knowledge would also be useful for those pursuing careers in international organizations, since their functioning nowadays cannot be isolated from Chinese foreign policy. For the students who chose to work in the private sector in global economy, this course might help understand the functioning of Chinese global corporations, which have tight relations with the government. For those, who decide to pursue academic career in the field of international relations, this course would serve in understanding the inner logics of one of the major players in the international system.

Practical skills developed throughout this course (debate, policy paper) would train the to students to advocate their positions in a structured fashion, draft policies, and express their ideas clearly.

### Course Context or Rationalization:

This course builds on the core courses of the IR program related to foreign policy analysis, as well as international politics and security in international relations. It applies theories of international relations to demonstrate their actual applicability, while the case study-based learning enables the student to apply their knowledge of foreign policy analysis.

### Delivery Methods:

The course is based on interactive lectures.

Once (class 5) there will be a class debate (official negotiation-like: China-Japan territorial dispute in the East China Sea), when each student will stand for a specific position (China/Japan territorial claims of Diaoyutai/Senkaku Islands; China/Japan territorial claims on maritime line delimitation in the East China Sea; US position on the two disputes; arbitrary institution – international law perspective). Guidance on what specifically to look at for each position will be provided beforehand in class.

The final assignment will be a policy paper, where students are asked to draft a policy proposal (to suggest policy to a Chinese institution or to suggest policy towards China for a foreign institution). Guidelines how to write a policy proposal will be provided during the course.

### Assessment:

- Class participation: 30%
- Class debate (class 5): 20%
- Policy Paper: 50% (7 pages, 12ppt Times New Roman, 1.5 spacing; Harvard Reference style)

### Prerequisite:

As the course is designed for graduate students, the participants are expected to already have certain background knowledge of international relations theory and practice.
<table>
<thead>
<tr>
<th>Textbook(s)</th>
<th>Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• N/A</td>
</tr>
</tbody>
</table>

Reference books/Journal articles:

• See reading list for each class below

<table>
<thead>
<tr>
<th>Class Outline</th>
<th>1. <strong>Historical background of CFP. The process of CFP making: institutional structure.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class Outline</th>
<th>2. <strong>Fundamental principles and major drivers of CFP.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class Outline</th>
<th>3. <strong>China-US relations.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class Outline</th>
<th>4. <strong>One China policy: dynamics of China’s relations with Taiwan. History and contemporary relations.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class Outline</th>
<th>5. <strong>Living in the present past: Japan in CFP. The role of domestic opinion in CFP making.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Tiezzi, Shannon. 2014. “A China-Japan Breakthrough: A Primer on Their 4 Point Consensus” <em>The Diplomat</em>, November 7 (<em>skim only for the point on Senkaku/Diaoyu Island dispute</em>).</td>
</tr>
</tbody>
</table>
6. From the Soviet Union in the Cold World era to Russia and Central Asia.

7. Security in East Asia: Korean Peninsula, Six-Party Talks; maritime territorial disputes.

8. China’s neighborhood diplomacy: points of tension; China’s soft power.


| Others (if any) | Optional readings and documents for further study: |
Class 1-2:

- “Carrying Forward the Five Principles of Peaceful Coexistence in the Promotion of Peace and Development,” speech by Wen Jiabao, Premier of the State Council of the People’s Republic of China At Rally Commemorating the 50th Anniversary of The Five Principles of Peaceful Coexistence.

Class 3-4

- Joint Communiqué of the United States of America and the People’s Republic of China (1972, 1979, and 1982).
California Press, Ch. 3, pp. 111-156.


**Class 5**


**Class 6**


**Class 7**

http://www.usip.org/sites/default/files/China's_North_Korea_Policy.pdf


**Class 8**


**Class 9**


**Class 10**