Seminar on China-US Relations
(Spring 2010)

Instructor: Professor Zhang, Qingmin, SIS, PKU.
Class Room: History Department, 209
Time: Tuesday 6:30-9:20

I. Course Objectives:

This Seminar on China-US Relations explores the relationship between China and the United States from their first encounter to the present against the backdrop of dramatic changes within three overlapping contexts: China, the United States, and the East and Southeast Asian region. 1) China, from the late 18th to the early 21st centuries, experienced the decline and collapse of its 2000-year-old imperial system, political decentralization and experimentation, domestic turmoil, urban cultural transformation, foreign invasion, war and revolution. (2) During the same period time the United States grew from an infant nation to a regional power in the 19th century, achieving superpower status in the 20th and early 21st centuries. (3) A shifting regional mosaic in East, Northeast and Southeast Asia–where colonialism, revolution, and struggles for national independence reshaped the political landscape beginning in the late 19th century–also exerted a significant influence on Sino-American relations. This course is designed to explore the complex interaction between the U.S. and China produced by these three intersecting national and regional histories in order to understand current U.S.-China relations. The main body of this course includes two parts: The first part is on the historical development of Sino-US relations from their first encounter to the present day. The second part is on the different dimensions of Sin-US relations such as the Taiwan issue, economic relations, security and strategic relations, and human right. The final section focuses on the current status and the future of Sino-US relations.

II. Requirements and Grading:

1. Consistent attendance and participation in class discussion, 10%
2. Group or individual presentation, 20%
3. Final exam, 35%
4. Final paper, 35%.

Class participation and discussion. You will be asked to read major classic works on Sino-US relations for the historical development of US-China relations. For the second part on different dimensions of Sino-US relations you will be exposed to the major governmental documents from the two sides on related issues so that you can make a comparison. Given its historical length and breadth of the bilateral relations, the course should not only provide you with knowledge on Sino-US relations but improve your ability to understand the driving forces and the logic behind the bilateral relations. My hope is that you will find the material interesting, that you will learn, and that you will grow as a scholar and intellectual. The prerequisite to accomplishing

all this is “time and effort” on your part. Articles in each part listed for you to read must be read carefully by all students, and most of my teaching will based on these articles.

2, The group or individual work:

Students are encouraged to form groups (member of group depend upon the size of the class). Each group is supposed to do a joint research and present it to class on a selected topic in Sino-U.S. relations. These topics should not be too big and they are expected to be done after you have learnt the background and the broad context of our bilateral relations. Consult with professor about your topic of research and presentation. After the presentation you are supposed to hand in a two pages review based on your presentation and class discussion.

3, **The final exam** include two parts. The first part requires you to explain certain terms or major policies in Sino-US relations. The second part asks you to answer two questions on Sino-US relations. You might have the opportunity to select two from four questions which should be quite broad but are related with what have discussed in our class. You are also encouraged to offer your own views when answering these questions.

4, **The term paper** should focus on any specific issues in U.S.-China relations after a general introduction of US-China relations. It should be academic. It is supposed to have proper footnotes and endnotes, with clear logic and structure. It should be 8-10 pages (12 Times New Roman).

III. Course Textbooks

Required Reading:

1. Warren I. Cohen, *America’s Response to China: an Interpretative History of Sino-American Relations,* 4th edition (New York: Columbia University Press, 2000);

2, Jian Chen, Mao’s China and the Cold War (Chapel Hill and London: The University Press of North Carolina Press, 2001)

3, James Mann, *About Face: A History of American Curious Relationship with China, from Nixon to Clinton* (Vintage Books, 2000)

4, David Lampton, *The Three Faces of Chinese Power: Might, Money, and Minds* (University of California Press, 2008).

5. Alan Romberg, *Rein in at the Brink of the Precipice: American policy toward Taiwan and U.S.-PRC Relations,*(The Henry L. Stimson Center, 2003),

Recommended Further Reading:

1, Michael Hunt: *The Making of a Special Relationship* (New York: Columbia University Press, 1983)

2, John King Fairbank, *The United States and China* 4th edition (Cambridge MA: Harvard University Press, 1980).

3, Harry Harding, *A Fragile Relationship: the United and China since 1972,*

(Washington D.C.: the Brookings Institution, 1992)

4, Robert S. Ross, *Negotiating Cooperation: United States and China, 1969-89,* (Stanford University Press, 1995)

6, Patrick Tyler, *A Great Wall: Six Presidents and China,* (Century Foundation, 1999)

7, Nancy Bernkopf Tucker ed., *China Confidential: American Diplomats and Sino-American Relations,* (Columbia University Press, 2001).

8, Robert L. Suettinger, *Beyond Tiananmen: The Politics of U.S.-China Relations, 1989-2000,* (Washington D.C.: The Brookings Institution, 2003)

9, Ezra Vogel, *Living with China U.S.-China Relations in the Twenty-first Century* (W.W. Norton and Company, Inc. 1998).

10, David Lampton, *Same Bed, Different Dreams, Managing U.S.-China Relations 1989-2000,* (University of California Press, 2001),

11, Michael D. Swaine and Zhang Tuosheng, eds., *Managing Sino-American Crisies: Case Studies ad Analysis* (Washington D.C.: Carnegie Endowment for International Peace, 2006)

III. Assignments and Reading Schedule:

Week One, Introduction: Differences and Similarities between U.S. and China

Reading:

Cohen, epilogue

Valerie M. Hudson, Valerie Hudson, "Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations," in *Foreign Policy Analysis,* Vol. 1 No.1, (2005) 1, pp.1-30, http://www.blackwell-synergy.com/links/doi/10.1111/j.1079-1760.2004.374_2.x/abs/

Week Two, U.S. Encounters China: U.S. Relations with Qing Dynasty

Reading assignment:

(1) Cohen, Epilogue, Chapter 1-4.

Teaching points:

Introduction to this field; Domestic and international context of U.S.-China first encounter, Mutual perceptions between China and U.S.; U.S. Approaches towards China; U.S. open door policy; major events in bilateral relations..

Week Three: U.S. relations with the Republic of China.

Reading assignment:

Cohen, Chapter 3, 4, 5, 6.

Teaching points:

U.S. response to Chinese nationalism, U.S. policy towards China during and after WWI; U.S. alliance with ROC during WWII, U.S. and the Chinese Civil war.

Week Four: U.S. Confronting China during the Cold War.

Reading assignment:

(1) Chen Jian, chapter 2, 4, 5, 7

(2) Mann, chapter 3.

Teaching points:

Who lost China debate; PRC's policy toward the US; U.S. China Confrontations (3 fronts); U.S.-China Ambassadorial Talks; The road toward rapprochement.

Week Five: U.S.-China Tacit Alliance during the Cold War

Reading Assignment:

(1) Mann, Chapter 2-7.

(2) Chen Jian, Chapter 9

Teaching points: driving forces in bilateral relations; the three communiqués; strategic, economic cooperation between the two countries.

Week Six: Adjustment and Readjustment of US-China relations.

Reading assignment:

(1), Cohen, chapter 9.

(2), Mann, Chapter 12, 14, 15, 16, 17.

Teaching points:

U.S. response to Tiananmen, MFN debate, Arms sales to Taiwan, Taiwan Strait Crisis, the bombing of Chinese Embassy in Belgrade, the plane collision and Bush's readjustment of its China policy.

Week Seven: The Taiwan Problem in Sino-US Relations

Reading assignment:

(1),Alan Romberg, *Rein in at the Brink of the Precipice: American policy toward Taiwan and U.S.-PRC Relations*,(The Henry L. Stimson Center, 2003),

(2), The Taiwan Question and Reunification of China accessed at http://news.xinhuanet.com/employment/2002-11/18/content_633183.htm

(3), The One-China Principle and the Taiwan Issue, accessed at http://english.people.com.cn/features/taiwanpaper/taiwan.html

(4), China's Anti-cession Law

Different interests, different driving forces, and policies between US and China on the Taiwan issue, the major provisions on the Taiwan issue in the three joint communiqués.

Week Eight: Human rights in Sino-US Relations

Reading assignment:

(1); Dingding Chen, "Explaining China's Changing discourses on Human Rights 1978-2004," in Asian Perspective Vol. 29, No. 3 2005, pp155-182.

(2); Fifty Years of Progress in China's Human Rights, accessed at http://news.xinhuanet.com/zhengfu/2002-11/18/content_633173.htm

China's Progress in Human Rights in 2004, accessed at http://news.xinhuanet.com/english/2005-04/13/content_2822511.htm

(3): US State Department Country Reports on C Human Rights, China. in **1982, 1991, and 2008**

Teaching points:

Major differences on human rights, U.S. policy and Chinese responses on human right issue; the reasons for these differences

Week Nine: Economic Relationship

Reading assignment:

(1) James Mann, About Face, chapter 15 and 16;

(3) http://www.uschina.org/ ;

(4) http://usinfo.state.gov/eap/east_asia_pacific/china/china_trade.html

"On Sino-US Trade Balance", accessed http://news.xinhuanet.com/employment/2002-11/18/content_633193.htm

Teaching points:

The development and current status of U.S.-China economic relations; the major problems and frictions in the bilateral relations, such as trade imbalance, energy issue, environment issue, exchange rates, etc; the role of economic relations in bilateral relations.

Week Ten: Security and Strategic Issues in Sino-US Relations

Reading assignment:

(1), China's National Defense in 1998, accessed at http://news.xinhuanet.com/employment/2002-11/18/content_633176.htm

China's National Defense in 2008, accessed at http://www.china.org.cn/government/central_government/2009-01/20/content_17155577.htm

(2), China's National Security Act.

(3), US National Security Act of 1947, accessed at, http://www.intelligence.gov/0-natsecact_1947.shtml

(4), US National Security Strategy, 2006, accessed at http://georgewbush-whitehouse.archives.gov/nsc/nss/2006/

Teaching points:

Common ground and differences in Sino-U.S. security and strategic relations; bilateral security issues; global security concerns, some cases.

Week Eleven: Summary and Exam

David Lampton, *Chapter 7*,

David Shambaugh, "China and the U.S.: A Marriage of Convenience," http://www.brookings.edu/opinions/2009/0106_china_shambaugh.aspx