



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND
INTERNATIONAL RELATIONS**

Political Science and International Relations Programme

INTP 444 CHINA AND THE WORLD

2010 Course Outline
Trimesters 1 + 2
1 March to 14 November

COURSE OVERVIEW

This course examines the rise of China and how it is understood within the International Relations literature. It is not often that a single country becomes the main subject of an IR course. This usually indicates the importance of the country in international relations and its unique significance for our understanding of international relations in general.

Taking the rise of China as a central focus, this course will look at why and how China rises as an instance of the rise and fall of nations; how a rising China fits into the established international system; and how a rising China can affect the power structure, rules and norms, and indeed the logic of the international system.

This is a full-year long, two-trimester course. The first trimester will be weekly seminars that cover key course themes as described above and in the schedule of class below. The second trimester is for students to do substantive research on a topic related to the broad themes of this course and present their research to the class. The schedule of the presentations will be arranged at the beginning of the second trimester.

In this Course Outline:

Course organization (key dates, location, contact and communication)	p. 2
Course content (learning objectives, readings, and class schedule)	p. 2
Course requirements (in-term work, workload, mandatory requirements)	p. 9
Course assessment	p. 9
Policy and regulations	p. 12

1. COURSE ORGANIZATION

Course Dates

- Teaching dates: 1 March 2010 to 14 October 2010
- Mid-trimester break: 5 April to 18 April 2010
- Mid Year Break: 7 June to 9 July 2010
- Mid Trimester Break: 23 August to 3 September
- Examination/ Assessment period: 22 October to 13 November 2010

Students who enrol in courses with examinations must be able to attend an examination at the University at any time during the formal examination period.

Withdrawal dates

Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx>

Dates for Course Assignments and Assessment

In *Schedule of Seminars, Readings and Course Activities* on pp. 5 - 8.

Names and contact details

<i>Course Coordinator:</i>	Professor Xiaoming Huang
<i>Office Hours:</i>	Monday 12-2 or by appointment
<i>Office Location:</i>	MY 504, Kelburn Campus
<i>Contact & Communication:</i>	xiaoming.huang@vuw.ac.nz ; (04) 463-5762

Class times and locations

<i>Seminar Time:</i>	Monday 10-12
<i>Seminar Venue:</i>	MY 402

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Communication of additional information

Additional course information & materials will be made available on Blackboard and distributed at regular class meetings.

2. COURSE CONTENT

Learning objectives

The purpose of this course is to help students to develop an understanding of the conditions and consequences of the changing position of China in the international system and its implications for our study of international relations.

Students passing this course should be able to

- Participate effectively in a research seminar at this level;
- Demonstrate a good knowledge of the subject matter;
- Understand the basic concepts and theories and how they are used in the study of the subject matter; and
- Conduct independent research on the subject.

Assessment pieces in this course (p. 9 - 13) are designed to assess (a) students' ability to take part in advanced-level research seminar (seminar) and (b) their ability to conduct independent research and write a quality research paper (research proposal and paper); and (c) to test students' knowledge on the subject, the extent of their command of the course material, lectures and discussions, and their ability to identify and analyse issues covered in the course (examination).

As with all POLS and INTP courses, learning objectives of this course contribute to the attainment of specific attributes in the areas of critical thinking, creative thinking, communication and leadership. Please consult the Programme Prospectus for more details or on our website <http://www.victoria.ac.nz/pols/>

Readings

There is no set text for the course. Required readings are found under *Schedule of Seminars, Readings and Course Activities* on pp. 5 - 8. They will be electronically available to the class. The texts below are for extended reading. Some of them are used for required readings. They are available from the library.

Brown, Michael E. et al. 2000. *The Rise of China*. MIT Press.

Brown, Michael E., Sean M. Lynn-Jones, and Steven E. Miller. 1996. *Debating the Democratic Peace*. MIT Press.

Chan, Steve. 2008. *China, the US and the Power Transition Theory*. Routledge.

Choucri, Nazli, Robert C. North. 1975. *Nations in Conflict: National Growth and International Violence*. Freeman.

Deng, Yong and Fei-Ling Wang. 2005. *China Rising: Power and Motivation in Chinese foreign Policy*. Rowman & Littlefield Publishers.

Economy, Elizabeth, Michel Oksenberg. 1999. *China Joins the World: Progress and Prospects*. Council on Foreign Relations Press.

Fairbank, John K., 1968. *The Chinese World Order*. Harvard University Press.

- Friedman, Edward and Barrett L. McCormick, 2000. *What if China Doesn't Democratize?* Sharpe.
- Goldstein, Avery. 2005. *Rising to the Challenge*. Stanford University Press.
- Gong, Gerry W. *The Standard of "Civilization in International Society*, Clarendon 1984.
- Hao, Yufan, Lin Su. 2005 *China's Foreign Policy Making: Societal Force and Chinese American Policy*. Ashgate.
- Johnston, Alastair Iain. 2008. *Social States: China in International Institutions, 1980–2000*. Princeton University Press.
- Kang, David C. 2007. *China Rising: Peace, Power, and Order in East Asia*. Columbia University Press.
- Kennedy, Paul M. 1987. *The Rise and Fall of the Great Powers*. Random House.
- Ken, Ann, 2007. *Beyond Compliance: China, International Organization and Global Security*. Stanford University Press.
- Keohane, Robert O. 1989. *International Institutions and State Power*: Westview Press.
- Lampton, David M. 2001. *The Making of Chinese Foreign and Security Policy in the Era of Reform, 1978-2000*. Stanford University Press.
- Lanteigne, Marc. 2005. *China and International Institutions: Alternate Paths to Global Power*. Routledge.
- Lieberthal, Kenneth. 1995. *Governing China*. New York: Norton.
- Lu, Ning 1998. *The Dynamics of Foreign-policy Decisionmaking in China*. Westview Press.
- Mancall, Mark. 1984 *China at the Center: 300 Years of Foreign Policy*. Free Press.
- Mearsheimer, John J. 2001. *The Tragedy of Great Power Politics*. Norton.
- North, Douglass C. and Robert Paul Thomas. 1973. *The Rise of the Western World*. Cambridge: Cambridge University Press.
- Pei, Minxin, 2006. *China's Trapped Transition: The Limits of Developmental Autocracy*. Harvard University Press.
- Olson, Mancur, 1982. *The Rise and Decline of Nations*. Yale University Press.
- Robinson, Thomas, and David Shambaugh. 1994. *Chinese Foreign Policy: Theory and Practice*. Oxford University Press.
- Saich, Tony. 2005. *Governance and Politics of China*. Palgrave Macmillan.
- Shirk, Susan L. 2007. *China, Fragile Superpower: How China's Internal Politics Could Derail Its Peaceful Rise*. Oxford University Press.
- Wallerstein, Immanuel. 1979. *The Capitalist World-Economy* Cambridge University Press.

Schedule of Seminars, Readings and Course Activities

First Trimester

Tasks to note:

- ▶ *Before midterm-break:* each student is required to make an appointment with the course coordinator to discuss their initial ideas for research project;
- ▶ *During the trimester:* each student is required to do two reading reports;
- ▶ *At the end of the trimester:* students submit their research proposal.

8 March Course introduction

Part I: China and the Rise and Fall of Nations

- ▶ China's rise as an instance of the rise and fall of nations. Different perspectives on why and how nations rise and fall. ◀

15 March *Long Cycles, Hegemonic Stability, and the Capitalist World System*

Readings: Kennedy, Paul M., 1987. *The Rise and Fall of the Great Powers*. Random House. "Introduction" and "1. The rise of the Western world," pp. xv-30.

Goldstein, Joshua S., 1988. *Long Cycles: Prosperity and War in the Modern Age*. Yale University Press. "Chapter 6 The war/hegemony debate 2: the current debate," pp. 123-147.

Wallerstein, Immanuel, 1979. *The Capitalist World-Economy* Cambridge University Press. "1. The rise and demise of the world capitalist system," pp. 1-36.

22 March *Dynastic Cycles, Empires, and Revolutions*

Readings: Fairbank, John K., 1968. *The Chinese World Order*. Cambridge, MA: Harvard University Press. "A preliminary framework," pp. 1-19.

Cohen, Warren I. 2007. "China's rise in historical perspective," *The Journal of Strategic Studies* 30 (4-5): 683-704.

Robinson, Thomas. 1994. "Chinese foreign policy from the 1940s to the 1990s," pp. 554-602 in Thomas Robinson and David Shambaugh, *Chinese Foreign Policy: Theory and Practice*. Oxford University Press.

29 March *Institutions, National Growth, and Modern Transformation*

Readings: North, Douglass C. and Robert Paul Thomas, 1973. *The Rise of the Western World*. Cambridge University Press. "Part I," pp. 1-18.

Olson, Mancur, 1982. *The Rise and Decline of Nations*. Yale University Press. "2. The logic and 3. Implications," pp. 17-73.

Qian, Yingyi. 2003. "How reform worked in China," pp. 297-333 in Dani Rodrik, *In Search of Prosperity: Analytic Narratives on Economic Growth*, Princeton University Press.

▸ Class discussion of your initial ideas for research project

5-18 April *Mid-term Break*

Part II: Rise of China and the International System

▸ The impact of China's rise I: the logic of the international system ◀

19 April *Realism, Balance of Power and Power Transition*

Readings: Schweller, Randall. 1999. "Managing the rise of great powers," pp. 1-31 in Alastair Iain Johnston and Robert S. Ross, *Engaging China: the Management of an Emerging Power*. Routledge.

Christensen, Thomas J. 1996. "Chinese realpolitik," *Foreign Affairs* 75(5): 37-52.

Goldstein, Avery. 2007. "Power transitions, institutions, and China's rise in East Asia: theoretical expectations and evidence," *Journal of Strategic Studies* 30(4-5):629-682.

26 April *Liberalism, International Institutions, and International Society*

Readings: Keohane, Robert O. 1989. *International Institutions and State Power: Essays in International Relations Theory*. Westview Press. "Chapter 1 Neoliberal institutionalism," pp. 1-20.

Ikenberry, G. John 2008. "The Rise of China and the Future of the West; Can the Liberal System Survive?" *Foreign Affairs*. 87(1):23-37.

Gong, Gerry W. 1984. *The Standard of "Civilization in International Society*, Clarendon. "I. the standard of civilization," and "V. Entry of China into international society," pp. 3-23 and 130-163.

3 May *Culture, Identity and Social Norms*

Kang, David C. 2007. *China Rising: Peace, Power, and Order in East Asia*. Columbia University Press. "Chapter 2. Power, interests, and identity in East Asian international relations" pp. 18-49.

Johnston, Alastair Iain. 2008. *Social States: China in International Institutions, 1980–2000*. Princeton: Princeton University Press. "Chapter 1. Socialization in international relations theory," and "Chapter 5. Conclusion" pp. 1-44, 197-212.

Part III: Nature of China's Power

▸ The impact of China's rise II: the nature of Chinese state ◀

10 May *Nature of China's Foreign Policy*

Readings: Rozman, Gilbert, 1999. "China's quest for great power identity," *Orbis* 43(3): 383-403.

Kane, Thomas. 2001. "China's foundations: guiding principles of Chinese foreign policy," *Comparative Strategy* 20 (1): 45-55.

Wang, Fei-ling. 2005. "Beijing's incentive structure: the pursuit of preservation, prosperity, and power," pp. 19-49 in Yong Deng, Fei-Ling Wang. *China Rising: Power and Motivation in Chinese foreign Policy*. Rowan & Littlefield Publishers.

17 May *The Political Economy of China*

Readings: Choucri, Nazli, Robert C. North. 1975. *Nations in Conflict: National Growth and International Violence*. Freeman. "Introduction," "1. Conceptual framework," and "2. The major powers," pp.1-43.

Pei, Minxin. 2006. *China's Trapped Transition: The Limits of Developmental Autocracy*. Harvard University Press. "Introduction," "One: why transitions get trapped: a theoretical framework," and "Conclusion," pp. 1-44, 206-15.

Bachman, David. 2000. "China's democratization: what difference would it make for US-China relations?" pp. 195-223 in Edward Friedman and Barrett L. McCormick, 2000. *What if China Doesn't Democratize?* Sharpe.

Part IV: Strategy and Response

▸ Managing a Rising China ◀

24 May *Searching Power and Identity*

Readings: Zheng, Bijian. 2005. "China's 'peaceful rise to great-power status,'" *Foreign Affairs* 84 (5):18-24.

Wu, Guoguang, 2006. "The peaceful emergence of a great power?" *Social Research*. 73(1): 317-346.

Goldstein, Avery. 2003. "An emerging China's emerging grand strategy: A neo-Bismarckian turn?" pp. 57-105 in G. John Ikenberry and Michael Mastanduno, *International Relations Theory and the Asia-Pacific*, Columbia University Press.

- ▶ Class discussion of how to write an effective research proposal

31 May *Engaging with China*

Readings: Hempson-Jones, Justin S. 2005. "The evolution of China's engagement with international governmental organizations: toward a liberal foreign policy?" *Asian Survey* 45 (5):702-21.

Johnston, Alastair Iain. 2003. "Is China a status quo power?" *International Security* 27(4): 5-56.

Ross, Robert S. 1997. "Beijing as a Conservative Power," *Foreign Affairs*, 76(2): 33-44.

- ▶ Research proposal due.

Second Trimester

Tasks to note

- ▶ *During the trimester*: each student is required to do a research presentation;
- ▶ *At the end of the trimester*: students submit their research paper.

12 July	Reintroduction and scheduling of research presentations
19 July – 16 August	Research Presentations
16 August	▶ Class discussion of how to write a good research paper
23 Aug - 3 September	<i>Mid-Term Break</i>
6 - 27 September	Research Presentations
4 October	Course Review
	▶ Research Paper due
11 October	Course ends
Final Examination	Examination period (Time and place to TBA)

3. COURSE REQUIREMENTS

In-term Work (see detailed instructions on pp. 10-11)

- 2 reading reports (1 page of talking-points each);
- Research proposal (about 5 pages, due at the end of first trimester);
- Research presentation (on research project with 1 page of talking-points);
- Research paper (about 7,000 words on an approved topic, due at the end of second trimester).

Expected Workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 10 hours per week to this course. This includes 2 hours of seminar time per week.

Mandatory Course Requirements

To gain a pass in this course each student must:

- Attend all class meetings unless a written explanation for absence is accepted by the course coordinator; and
- Sit the final examination.

As much of the course is devoted to reading report, seminar discussion, lecture and research presentation, regular attendance is essential for doing well in this course.

4. COURSE ASSESSMENT

Components

Assessment for this course has three components as listed in the table below.

Component	Weight in final grade	Due date
(a) Seminar	10%	
● Reading reports		First Trimester (TBA)
● Research presentation		Second Trimester (TBA)
● Regular seminar contributions		Throughout the course
(b) Research Project	50%	
● Proposal	10%	31 May
● Paper	40%	4 October
(c) Final Exam	40%	TBA

Requirements

a. Reading Reports (first trimester)

Each student will do two reading reports in the first trimester. At the first meeting, you will be asked to select your readings.

There are two aspects to the reading report:

(1) *One page of "talking points."* The report should include a (very) brief summary of the readings; your discussion of the readings; and issues, concepts, etc. from the readings that need further discussion at the meeting. Your report should highlight the overall thesis/key arguments of the readings and how they relate to the topic of the meeting, rather than simply gives a condensed version of the readings. Focus on the big picture, organizing concepts, theoretical perspectives and relevance to the topic.

You are expected to email a copy of your report to everyone one day before the meeting. All participants are expected to read the reports before coming to the meeting and be able to discuss the reports.

(2) *An oral report* of the above to the class, leading to further discussion.

You are expected to follow the reading schedule agreed on at the first meeting. If necessary, requests to reschedule your report should be made in advance.

b. Research Proposal (first trimester)

For your research paper, you are free to choose a topic within the general subject area of this course. Each student is required to make an appointment with the course coordinator to discuss their initial ideas for research project before the mid-break. We will also discuss these ideas at the last meeting before the mid-term break. Your research paper has to be on the topic approved by the coordinator. Subsequent change of your topic would require new approval from the coordinator. Research papers not on the approved topic will not be accepted.

The research proposal itself generally tells people what kind of research you plan to do, how you will do it, and why your research is worth doing. You should use your proposal to convince people that your research is interesting, useful, has potential contributions to make to the field, and can be practically done. Your research proposal also serves as a working plan for yourself. A good research proposal can save you from many problems that could occur later in your actual research and writing up of the paper. Two weeks before the proposal is due, we will have some discussion in class on how to write an effective research proposal.

This training in research proposal writing is important for you not only for this course, but also for whatever you plan to do in the future: writing a good and effective proposal is essential for any successful project in academic, government, or corporate work.

I expect the research proposal to be about 5 pages in length, with sections on the purpose of the research and the core research question; existing literature on the problem and how your proposed research fits in; key aspects of the problem you

need to research on and the methodology and resources required; a timetable for phases of the research leading to the final paper; and finally, a list of the materials you have consulted or will do for your research, with a brief explanation on each item as how it will or might contribute to your research.

c. Research Presentations (second trimester)

Research presentation gives you an opportunity to hear feedback on your research project. This is hugely important. You can always design a research project that is convenient and comfortable to yourself. But for a social science exercise such as this where we don't normally have an experiment environment to test your case, peer review is critical to ensure the validity and quality of your research.

Your research presentation is expected to summarize the main points of your research: the core research question, literature on the topic, key concepts/issues used in the research, how the question is answered, findings, remaining issues, etc.; explain how the research is/will be conducted; and discuss how the research fits into this course. One page of talking points summarizing your research should be emailed to everyone one day before the presentation.

d. Research Paper (second trimester)

In the process of actual research, you may find it necessary to add new dimensions to, or change aspects of, the original plan. This is perfectly OK. But it would require approval of the course coordinator if you actually change your research topic.

Writing a research paper is not simply adding more content to your proposal. Suppose your proposal raises an interesting question and proposes some possible answers to the question, your research is to develop an answer that is supported by evidence and analysis; and your paper is to report the research and its findings, and offer a concluding statement on your original research question. We will spend some time at the meeting before the mid-term break on how to write a good research paper and I will discuss in more detail some basic skills of writing a good research paper and the requirements for this paper.

e. Final Exam (during the exam period)

The final examination will cover the material in the readings and seminar discussions. You will need to write three short essays on three questions from a list of 6 questions.

5. POLICY AND REGULATIONS

Policy on Written Work

a. Format of Written Work

All written work must be typewritten on A4 paper, with font size for main text equivalent to Times 12, line spacing at 1.2, and a margin of 1.5 inch on the right.

A **research proposal** or paper should have a cover page that includes the course code and year (INTP 444/2010); name of the assignment (i.e. research proposal or research paper); title of your paper (not topic of your research); and your name, ID number, current contact details. The **research paper** should also have an abstract of 150 words. On either the header or footer of each page are your name and course code/year; and page number and number of total pages (i.e. "page 2 of total 17"), as seen as an example in this Outline.

A **reading report** should not exceed one page but have the following information at the top: your name, course code/year, date of the report; name of the assignment (i.e. reading report 1), *and* a full citation of the reading(s).

b. Citation and Referencing

Reference and Bibliography: all works cited must be listed at the end of paper under References. References *and* works consulted but not cited may be listed at the end of paper under Bibliography.

Full Citation: used only for works in your end-of-paper list of references or bibliography.

Short Citation: used for in-text citation, immediately following the cited content (e.g. Huang 2005: 109-110, i.e. author's last name, year of publication: page number).

Footnote: for this course, use footnotes rather than endnotes. Footnotes are used for additional explanation or information. If it's only a citation, use an in-text citation rather than a footnote.

A writing sample using this system of citation and referencing will be posted on *Blackboard*.

Submission of Written Work

All written work must be submitted in both hard *and* electronic copy. A submission through email only does not constitute a formal submission and I will not act on an email submission. Likewise, your hardcopy will not be marked without submission of the electronic copy.

I will collect the hardcopy submissions at the end of the class meeting on the due date. Please do not leave your work anywhere else (e.g. not under the door of my office, nor in the after-hour essay box at the department office), unless agreed by the coordinator. The electronic copy should be emailed to me on the same due day.

Reading reports should be emailed to everyone one day before the meeting of your report so that everyone will have time to read your report before the meeting. A hardcopy should be distributed to everyone at the beginning of the meeting.

The Programme's policy requires that a signed Assignment Coversheet be attached to the hardcopy of your work submitted. For this course, the Assignment Coversheet is available for download on *Blackboard*. Your work will not be marked without the signed Assignment Coversheet.

Deadline for the Final Submission of all Written in-term Work

There is a uniform deadline for the final submission of all written in-term work (including research papers) for honours courses. Students are advised that this deadline will be firmly adhered to; extensions will only be granted in exceptional circumstances, under the conditions stipulated in Victoria University's aegrotat regulations. Extensions must be approved by the Honours Coordinator (Professor Stephen Levine) in advance of the deadline. In 2010 the deadline will be **5:00 p.m. on Friday, 15th of October**. Work not submitted by this deadline will not be taken into consideration when determining final results.

Return of assignments

Marked research proposals are returned at the first meeting of the second trimester. Marked research papers along with the marking sheet can be collected at the department office after the grades are finalised, normally in late November.

Penalties

This course expects students to submit their assignments on time. Late submissions without an approved extension from the course coordinator will incur a penalty of 5% deduction of marks for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late will not be accepted. Requests for extension should be made through email and extensions must be obtained before the due date. Extensions are normally given only to those with a medical certificate, or other evidence of forces beyond your control.

Statement on legibility

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;

- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx