SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2015
Discipline: East Asian Studies
EAST 3559: Sino-American Relations.
Division: Upper Division
Faculty Name: Lili Dong, Beijing Foreign Studies Univ., John Shepherd, Univ. of Virginia.
Credit Hours: 3; Contact Hours: 38
Class meets: 14:25-15:40 on A days

Pre-requisites: There are no prerequisites. However, academic or other exposure to Chinese history, society, culture, politics, or foreign relations, as well as some knowledge of American history and foreign relations, will be useful.

COURSE DESCRIPTION
Interactions between two economic and military superpowers—China and the US—are likely to shape much of world history in the twenty-first century. How is the U.S. responding to the emergence of a second superpower and shifts in the balance of power? How will China wield its growing economic and political influence on the international stage? This course seeks to provide perspective on the challenges that each country faces in managing the relationship over the next decades. To provide background on the preconceptions, grievances, and aspirations each party brings to the relationship, we begin with a quick overview of the history of U.S.-China relations in the last century. We then proceed to survey current issues and their implications for the relationship by focusing on selected topics, including the issues surrounding trade, investment, intellectual property rights, security arrangements, Taiwan, Korea, human rights, environment and energy. The course also assesses the impact of third countries on the strategic relationship, especially those we will visit on this voyage: Japan, Vietnam and other ASEAN countries, India, and the countries of Africa. In all cases we will strive to represent the variety of points of view that exist on both sides of the bilateral U.S. – China relationship. Multimedia resources and field studies will be utilized to complement readings and class discussions.

COURSE OBJECTIVES
Students will gain a basic knowledge of China-US relations in the 19th and 20th centuries. This course seeks to convey an understanding of the interaction of two nations that occupy center stage at the beginning of the 21st century. One is the world’s sole surviving super-power, the other the world’s most populous state, now in the fourth decade of the longest sustained period of rapid economic development of any third world country. In spite of profound political and cultural differences, as the world’s first and second largest economies, the two are interlinked and interdependent. In addition to exploring diplomatic, military, and economic relations between China and the United States, we will take a close look at the more diffuse but equally important cultural, social, academic, and psychological interactions between their people. Through the dynamic interplay of
Chinese-American team teaching and with first-hand onshore exposure to China and related Asian cultures, students should emerge from this course better able to understand the common interests and complexities that characterize Sino-US relations in an age of globalization.

REQUIRED TEXTBOOKS


TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 7:

**A1- January 9:** The U.S. and China: early contacts.

**A2-January 11:** The relationship in WWII.
Readings: Schaller 2002: chapters 3-5, pp. 49-104.
Film: Misunderstanding China, 52 mins.

**A3- January 13:** The Chinese Revolution and the War in Korea.
Readings: Schaller 2002: chapters 6-8, 105-163.

**Hilo: January 14**

**A4-January 16:** The relationship from Nixon to the first Bush.
Film, PBS American Experience: Nixon’s China Game. 60 mins.

**A5-January 18:** Bridging the Centuries: Bush’s (G.W) Roller Coaster: From “partner” to “competitor” and back to “partner” again


Recommended:

Study Day: January 20

A6- January 22: A Chinese view of International Relations.

Readings:

Recommended:

A7-January 24: China, Japan, and the U.S.

Readings:

Recommended:
4. Yong Deng 2008 China’s Struggle for Status, chapter 6 “Independent Rivalry with Japan.”
7. Manicom, James. Bridging Troubled Waters: China, Japan, and Maritime Order in the East China Sea (Georgetown University Press; 2014)

**Yokohama: January 26-27**
**In-Transit: January 28**
**Kobe: January 29-31**

**A8 – February 1.** China, Taiwan and the U.S.
Readings:
Recommended:
Film: The Founding of a Republic (2009, Chinese historical film directed by Han Sanping and Huang Jianxin to mark the 60th anniversary of the People’s Republic of China.)
Electronic file with English subtitles.

**Shanghai: February 3-4**
**In-Transit: February 5-6**
**Hong Kong:7-8**

**A9- February 9:** U.S.-China Relations, Southeast Asia, and the South China Sea controversy.
Readings:
4. Hiebert, Murray. 2014. “China’s push in the south china sea divides the region.” Yale Global 15 May 2014. [http://yaleglobal.yale.edu/content/china%E2%80%99s-push-south-china-sea-leaves-region-divided](http://yaleglobal.yale.edu/content/china%E2%80%99s-push-south-china-sea-leaves-region-divided)
Recommended:

**Ho Chi Minh: February 11-16**

**A10-February 17:** China, the U.S., and North and South Korea.

Readings:

Recommended:

**Singapore: February 19-20**

Study Day: February 21

**A11-February 22:** Human Rights Issues and Myanmar.

Readings:
1. Yong Deng 2008 China’s Struggle for Status, chapter 3 “Negotiating the Human Rights
Before we get into the discussion of bilateral economic relations, we need to acquire basic knowledge about the macroeconomic structure of both countries. What are the differences in the development patterns between the two?

Readings:

Film: American Dreams in China ( 2013, Chinese film directed by Peter Chan and starring Huang Xiaoming, Deng Chao, and Tong Dawei. It was shown at the 2013 Toronto International Film Festival.)

The U.S. has long been suffering from huge deficit, while China keeps huge surplus. However, the real picture is much more complicated than this simple interpretation. How does the real situation
look like? What factors underlie the imbalance and how will those factors evolve over time? What are the different concerns for the two partners?

Readings:

Readings:
Recommended:

Port Louis: March 18

A17-March 20: RMB exchange rate
China has long been blamed for manipulating the RMB exchange rate, and acquiring an unfair advantage in trade. How is the RMB exchange rate decided? Why does the Chinese government choose this kind of policy? What does this imply for the bilateral trade between U.S. and China? Will RMB appreciation help stimulate American economic growth as claimed by many American politicians?
Readings:

Study Day: March 21

A18 – March 23: Research paper topic and bibliography DUE.

A18- March 23: Chinese companies going global and the resource strategy
Chinese companies have recently launched huge investments in resources and energy, as well as in some other sectors, all over the world. How will this impact the U.S. and other countries? Is it a threat or opportunity?
Readings:

**Cape Town: March 25-30**

**A19- March 31:** Investment: policy adjustment and future development

China became the largest destination for foreign direct investment since the early 1990s. Foreign investors have been attracted by the cheap labor, lax environmental regulations, tax breaks, and other favorable policies. How will this evolve in the future? Is China still an ideal destination for labor-intensive outsourcing? Are there new opportunities for foreign investors?

Readings:

**Walvis Bay: April 02-06**

**A20-April 7:** Intellectual property rights

What is the current situation for IPR protection? How will this develop in the future? Will the Chinese government take stricter measures under pressure from the U.S. and EU?

Readings:

**A21- April 9:** China, the U.S. and Africa.

Readings:

Recommended:
3. Xu Yi-chong, “China and the United States in Africa: Coming conflict or commercial

**Study Day: April 10**

**A22-April 12:** U.S. – China relations, Russia and the broader context.

Readings:
   [http://forsvaret.dk/FAK/Publikationer/Briefs/Documents/TheRiseofRussiaSino-
   RussianRelationsandUSSecurityPolicy.pdf](http://forsvaret.dk/FAK/Publikationer/Briefs/Documents/TheRiseofRussiaSino-RussianRelationsandUSSecurityPolicy.pdf)

Recommended:
1. Yong Deng 2008 *China’s Struggle for Status*. Chapter 5 “Strategic partnerships with Russia, the European Union. And India.” Pp. 128-166. Cambridge University Press.

**Study Day: April 14**

**A23: April 15:** Research papers DUE.


Readings:
2. Video: Martin Jacques: Understanding the rise of China

Recommended:

**A24: April 17:** Into the 21st century: when China rules the world? Part 2.

Readings:

Recommended:
**FIELD WORK**
Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

1. **Field Lab 1: Yokohama. (Jan.26) Half day.**
   In Yokohama, we will meet the former Japanese ambassador in China to hear his interpretation of the trilateral relation among the China, Japan and the U.S. We will also visit the Yasukuni shrine, the highly controversial place very important in understanding the Sino-Japan relation. Topics for discussion will include, but not be limited to, East China sea issues respecting territorial claims, air defense areas, undersea resource exploitation, and how the U.S. is involved in these China-Japan issues; the legacy of the Sino-Japanese war, including the school textbook issue, Yasukuni shrine visits, and the possible revisions to the Japanese constitution with respect to funding the military.

2. **Field Lab 2: Shanghai. (Feb.3) Half day.**
   In Shanghai we will meet a US Consular officer. She will be able to provide first-hand accounts of the intricacies of Sino-American relations during her term of service. We will also go to visit the Bund, which is a key site of Sino-American historical interactions. Topics for discussion will include, but not be limited to, current hot button issues in the U.S.-China relationship, how different perceptions of the intentions of the two countries affect the relationship, how different understandings of the history of U.S.-China relations lead to misunderstandings, how Chinese memories of the ‘century of humiliation’ color the relationship, how domestic politics in each country affects the relationship, and how, given these obstacles, diplomats and businessmen build working relationships that can ride out the rough patches in the relationship. Will China rule the world in the 21st century? As a well-established superpower, how does America view China’s growing power in both economic and political senses? The American government has declared a strategy of “Back to Asia-Pacific” since 2009 (‘pivot to asia’). How will it impact Sino-American relations in the future, including the role of other Asian countries and regions, like Japan, Taiwan, Korea, and ASEAN?

Each student is expected to take an active part in both events and the follow-up discussion sessions later on. Field Lab Reports are required to summarize what you have learned in each activity, the grades of which will count as 20% of the total score of the course.
Field lab dress code is Business casual. What to Wear: For women, skirt or slacks and a blouse or collared shirt. For men, dress pants, a button down or polo. Personal appearance groomed and neat. Comfortable closed toe shoes. Do NOT Wear: Tee shirts, flip flops, sneakers, jeans, shorts, short skirts, sweat pants, leggings, tank tops, and/or wrinkled, revealing, stained or dirty clothing.

WRITTEN ASSIGNMENTS. [Each page should contain at least 300 words.]

FIELD LAB REPORTS: 20% of final grade.
Following the field labs, students will submit 4-page online essays, “Reflections on a Day in Yokohama / Shanghai”, each of which will count for 10% of the course grade [20% total]. The essay will be graded upon its originality and thoughtfulness. The essays are due at the first class following the port stay.

PORT ENCOUNTER: 10% of final grade.
Students are expected to write up a “Port Encounter” [based on their investigations in any of the ports beyond East Asia, i.e. Rangoon, Cochin, Port Louis, Capetown, Ghana, Dakar] in which they describe evidence of Chinese commercial and cultural presence. Questions that can be addressed include: what Chinese products can be found in local markets? Are Chinese traders, corporations, construction companies visible? What products and industries are they engaged in? Is there a presence in dvd’s, magazines, popular culture, tourism? How does the Chinese presence compare to that of the presence of other countries (U.S., European, Japanese, Latin American, South Asian)? What do locals say about Chinese and other foreigners? Students will submit 4 page online reports, “Port Encounter: Chinese and Foreign presence in [name the Port]”, which will count for 10% of the course grade. The essay will be graded upon its originality and thoughtfulness. The essays are due at the first class following the port stay.

RESEARCH PAPER: 15% of final grade.
Each student will do an 8 page research paper that delves deeper into one of the topics covered in the course. The research paper should be on a topic chosen by the student but taking as a starting point one of the class topics and sets of required readings. Papers should explore in depth particular issues and cases raised by required readings in the syllabus, and must use supplementary and outside readings to research those issues.
A18 – March 23: Research paper TOPICS and bibliography DUE.
A23 – April 15: Research paper DUE.

METHODS OF EVALUATION / GRADING RUBRIC

Participation – 10% (defined as one’s contribution to class discussions)
Midterm – 15%
Research paper – 15%
Field labs (2 @ 10% each) – 20%
Port Encounter Report – 10%
Final Exam – 30%
ADDITIONAL RESOURCES

Movies and pdfs of articles will be available as indicated in the body of the syllabus.

HONOR CODE
Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”

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LIST of ADDITIONAL RESOURCES needing to be added to the S@S library:

[all other readings and materials are held by the instructors and will be supplied by them.]

EAST 3559 Sino-American Relations Request List:*

Purchase and add these source books to the SAS library (these are in addition to the texts required for the course that students and the library should buy):


**Make pdfs of the following articles:  [the instructors have copies of all the others for Sino-American rels.]**