



## 21<sup>st</sup> Century City

### IAFF 340: *Sino-U.S. Relations*

#### Course Description

This is an intermediate course of international relations that helps students to understand the relations between China and the United States, one of the most important ones in the world. This course aims to achieve three major objectives. First, it familiarizes students with the history, the basic facts, and the current issues of Sino-US relations. Second, it helps students to critically understand and analyze Sino-US relations through broad theoretical perspectives. Finally, it attempts to develop students' ability to understand the broader issues of international relations in the 21st century, such as international conflicts, cooperation, war and peace, and global governance.

#### Course Prerequisites

Although this course have no mandatory prerequisites, some basic knowledge about the history, culture, society, and politics of the two countries is helpful for understanding class materials. Students who lack this knowledge are encouraged to get familiar with it before class.

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#### Course Schedule

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**Session 01-14**      **Introduction**

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*Section 1: History of Sino-US Relations (5 weeks)*

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**Session 02-14**      **Pre-1949**

Readings:

Schaller: 67-104; Wang: 9-29

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**Session 03-14**      **1949-1969**

Readings:

Schaller: 88-163; Wang: 30-49

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**Session 04-14**                    **1969-1989**

Readings:

Schaller: 164-230; Wang: 68-143

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**Session 05-14**                    **1989-**

Readings:

Wang: 148-200; Shambaugh: 29-52

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***Section 2: Sino-US Relations in Perspectives (4 weeks)***

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**Session 06-14**                    **Major theories of international relations**

Readings:

Shambaugh: 53-102

Stephen M Walt. 1998. "International Relations: One World, Many Theories." *Foreign Policy* 110: 29-35

Michael Alan Brittingham. 2007. "The 'Role' of Nationalism in Chinese Foreign Policy: A Reactive Model of Nationalism & Conflict." *Journal of Chinese Political Science* 12(2): 147-166.

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**Session 07-14**                    **Theories of power: balance of power, power transition**

Readings:

Stephen Walt. 1985. "Alliance Formation and the Balance of World Power." *International Securities* 9(4): 3-43

Steve Chan. 2006. "Exploring Puzzles in Power-Transition Theory: Implications for Sino-American Relations." *Security Studies* 13(3): 103-141.

Shambaugh 315-346; 371-410

David Shambaugh. 2005. "The New Strategic Triangle: U.S. and European Reactions to China's Rise." *The Washington Quarterly* 28(3): 7-25

Shih-yueh Yang. 2013. "Power Transition, Balance of Power, and the Rise of China: A Theoretical Reflection about Rising Great Powers." *China Review* 13(2):35-66

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**Session 08/09-14**                    **Domestic politics and international relations**

Readings:

Shambaugh: 103-150

Bruce Bueno de Mesquita. 2002. "Domestic Politics and International Relations." *International studies Quarterly* 46: 1-9

Thomas Risse-Kappen. 1991. "Public Opinion, Domestic Structure, and Foreign Policy in Liberal Democracies." *World Politics* 43(4):479-512

Robert S. Ross. 1986. "International Bargaining and Domestic Politics: U.S.-China Relations since 1972." *World Politics* 38(2): 255-287.

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### *Section 3: Major Issues of Conflict in Sino-US Relations (4 weeks)*

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**Session 10/11-14**      **Political issues** (military and security; Taiwan/Tibet; human rights)

Readings:

Shambaugh: 235-314; Hachigian: 43-66; 152-197

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**Session 12-14**      **Economic issues** (trade disputes; RMB; global competition)

Readings:

Shambaugh: 181-210; Hachigian: 21-42; 131-151

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**Session 13-14**      **Regional and global issues** (Asia regional security; North Korea; climate change; terrorism)

Readings:

Shambaugh: 263-292; 315-370; Hachigian: 110-130; 198-220

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**Session 14-14**      **Review and students' presentation**

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### **Course Textbooks**

1. Michael Schaller. 2002. *The United States and China: Into the Twenty-first Century*. Oxford University Press.
2. Chi Wang. 2013. *The United States and China since World War II: A Brief History*. M. E. Sharpe.
3. David Shambaugh. 2012. *Tangled Titans: The United States and China*. Rowman & Littlefield Publishers.
4. Nina Hachigian. 2014. *Debating China: The U.S.-China Relationship in Ten Conversations*. Oxford University Press.

## Evaluation

Class participation, attendance, and participation	20%
Class individual tasks	30%
Mid-term exam	20%
Final	30%

## Assessment Criteria

### Class preparation, attendance, and participation

Students are expected to finish assigned readings before each class and actively participate in discussions, projects, and other class activities.

### Class individual tasks

Students will be assigned to do various forms of works. They will be evaluated how well they finish the works and contribute to classes.

## Grading

Alliance programs utilize the follow standard grading policy well accepted by most US institutions.

Excellent	A	93-100%	Good	B+	87-89%	Acceptable	C+	77-79%
	A-	90-92%		B	83-86%		C	73-76%
				B-	80-82%		C-	70-72%
						Unsatisfactory	D+	67-69%
							D	63-66%
							D-	60-62%
						Failing	F	<60%

## Course Policies

### Exams and Assignments

Students are required to take all regularly scheduled exams in courses for which they are registered, and to submit all assignments on time. Any compelling academic, personal, or medical reason that might justify a rescheduled exam or assignment must be brought up to the Resident Director, not program faculty. Failure to take scheduled exams or submit the requisite assignments for a course will adversely affect your grade as per the stated grading criteria for each course.

### Classroom Conduct

Student punctuality is extremely important in China and India. Please do not be late for classes or other activities, as it is considered impolite to do so. It is improper to eat in class, to engage in other activities such as texting, or to slump or nap. Students are expected to be alert and engaged as a sign of respect for their professors.

**Attendance**

Class attendance is mandatory. It is essential that the students participate fully in the coursework and all required academic activities. Authorized absences may only be approved by the Resident Director, and students are expected to make up any missed work. Unauthorized absences will adversely affect a student's grades.