POLITICAL SCIENCE
POL S 445/560 A2
Topics in Globalization and Governance: Chinese Foreign Policy
FALL 2017
Lecture days: Thursdays Time: 12:30-3:20PM Location: ED B 76

Instructor: Dr. Isaac Odoom
Office: 11-6 Tory Building
Office hours: Wed, 1-2pm; or by appointment
Email: iodoom@ualberta.ca

I. COURSE OBJECTIVES AND GENERAL CONTENT:
China’s increasing role and influence in the Global South (Africa, Middle East, Asia and Latin America) and beyond in recent times have come under greater scrutiny. However, there are different, often conflicting accounts about the nature of Chinese activities, about their consequences, as well as China’s intentions in the Global South and beyond. This course comparatively examines empirical evidence and critically reviews divergent perspectives which inform the growing public and intellectual discourse about what China is (said to be) doing in the Global South. It also explores the wider implications of the rise of China from historical and theoretical perspectives by relating the phenomenon to the dynamics of contemporary international relations. Over the course of the semester, students will be expected to conduct theoretically nuanced and empirically informed analyses of China’s foreign policy in the global South and elsewhere.

II. LEARNING OUTCOMES:
This course offers a wide-ranging introduction to topics, events and debates central to Chinese foreign policy. By the end of this course, students should be familiar with key literature and debates at an advanced level on Chinese rising political and economic influence and how it has been perceived and responded to by actors/countries in the global South. The course emphasizes skill development through written exercises, class discussion, research and team assignments.

III. COURSE TEXT:
Readings will be made available via eclass, unless otherwise specified. Course readings must be brought to class, whether in digital form or printed out in “hard copy,” on the day for which they are assigned. Almost all of the readings can also be obtained electronically through the University of Alberta’s library system via https://www.library.ualberta.ca/ or via the internet where indicated in the course schedule below.
IV. COURSE FORMAT:
This course is an advanced undergraduate/graduate seminar. While there may be some lectures, the bulk of the course will be conducted in a seminar format devoted to extended discussion of the readings. Each session will begin with a round-table where each student is required to give their first 'impressions' about the assigned readings. This will be followed by presentations, general discussion and deliberations. There will be a 10-15-minutes break half way through each weekly session.

The course requires substantial readings and in order to foster dynamic and informed classroom dialogue all students are expected to complete all readings before the start of the class to fully benefit from the discussions.

V. COURSE EVALUATION AND REQUIREMENTS

Students are assessed via the following methods:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflection Papers (4X)</td>
<td>40%</td>
</tr>
<tr>
<td>2. Presentation/Student led seminar</td>
<td>15%</td>
</tr>
<tr>
<td>3. Participation/Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>4. Research paper</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

1. **Reflection Papers**
Each student is required to submit four (4) reflection papers over the duration of the course. These reflection papers are not a summary of the readings, but rather a reflection and critique of the required readings. Reflection papers will critically synthesize the arguments developed in the required readings for that day and develop a response to those arguments. You will be expected to identify the theoretical orientation and assumptions of the authors, (not merely summarize their main points) and draw out the points of commonality and differences in the authors’ arguments. You should discuss how convincing the authors’ arguments are and what you have learned from them. You should also contemplate linkages between previous week’s readings, if any. The paper must include at least two discussion questions arising from the readings.

Students can choose to prepare their reflection on any of the weekly seminar topics but they are not allowed to do a reflection for the same week as their seminar presentation. Students are only required to use the course readings for the week, but they shall document the sources properly in citing ideas from the readings and other sources in their reflections pieces.
Reflection responses should be between 3 to 4 pages in length (double spaced, Times New Roman 12 font, 1" margins). There is no preference for referencing style, however consistency is necessary. Please indicate referencing style, and list of references at the end of your paper.

The first two papers should be submitted not later than October 19, 2017 with the final entry due by November 30, 2017. Entries must be submitted in hard copy to the instructor at the beginning of class of the day such readings/topic are discussed. Please note, late submission of entries will not be accepted and you will receive a mark of 0.

2. Presentation/Student-led Seminars
Students will be assigned the responsibility to lead the discussion on one week’s readings. The aim of the student-led seminar is to reflect critically on the readings, evaluate the approaches adopted, further our understanding of the issues and be prepared with questions. In your presentation, which should be no longer than 20 minutes, you should select a few issues/problems/questions to contextualize your comments. It may be tempting to try and cover all the points raised in the readings, but this will be too broad and general. The purpose of your presentation is to introduce a discussion and provide an agenda that will facilitate a coherent and focused discussion, not to provide the last word on every issue raised by the readings. Some summary of the material may be necessary to refresh people’s memory and kick start the discussion but your presentation should not be a long summary of the readings. You should assume that everyone in the class has completed all the readings. Following the presentation, the presenter(s) will facilitate the class discussion in relation to the session’s readings.

Some possible points to consider:
- The author/s’ stated or implied purpose in writing the article/chapter
- The author/s’ major contribution to the debate
- Research design, methodology and methods, type of evidence
- The main conclusions or arguments

Seminars that tend to do well involve active student participation and engagement; if there are two presenters, they must work together as a team and both presenters have equal share in leading the presentation and seminar discussion.

Presenters are encouraged to use powerpoint for their presentations or distribute handouts to their peers, should they choose not to use visual aid. Both paper and electronic format is acceptable for handouts. The instructor should receive an electronic copy of the power point presentation or handout via email (iodoom@ualberta.ca) before the start of the class presentation.

Where appropriate, presenters are welcome to highlight other readings/authors not covered in the course if it is necessary to substantiate a point—in that case a full citation should be provided to the class members. Presentation allocations will be done in class on September 14.

3. Attendance and Participation
The mark for participation is a cumulative score which involves the following: participation in class discussion, possible small in-class group exercise and other related activities. You cannot receive a participation mark if you do not attend class. To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare their own weekly reading notes, including questions for discussions, and actively participate in discussions. Also, note that listening and raising good questions are as important as making comments.

Your participation is assessed in the following manner:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Attendance</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (5)</td>
<td>All classes</td>
<td>Arrives fully prepared at every class session. Plays an active role in discussions (on-going). Comments are at an advanced level and engages in-depth of dialogue with the materials of the week and of the class. Actively supports, engages, and listens to peers (on-going).</td>
</tr>
<tr>
<td>Good (4)</td>
<td>Almost all classes</td>
<td>Arrives mostly, if not fully, prepared (on-going). Participates constructively in discussions (on-going). Relevant comments are based on assigned material. Makes a sincere effort to interact with peers (on-going).</td>
</tr>
<tr>
<td>Satisfactory (3)</td>
<td>Frequent attendance of classes</td>
<td>Somewhat prepared, but not actively engaged with the readings. Does not regularly refer to the readings in the discussion. Willing to participate but insightful comments and reflection are sporadic.</td>
</tr>
<tr>
<td>Poor (1)</td>
<td>Occasional attendance of classes</td>
<td>Rarely prepared. Not familiar with the assigned readings. Unwilling to participate. Remarks and comments punctuated by misunderstandings. Limited interaction with peers.</td>
</tr>
<tr>
<td>Failure (0)</td>
<td>Rare attendance of classes</td>
<td>Unprepared. Unfamiliar with readings. Rarely contributes to discussion. Virtually no interaction with peers.</td>
</tr>
</tbody>
</table>

4. Research paper
The research paper requires students to utilize course theory, demonstrate empirical knowledge, and showcase the ability to analyze developments in Chinese foreign relations. The general topic for the research paper must relate to any of the themes/topics discussed in class and will be selected by students in consultation with the instructor during the scheduled office hours or by email. The paper should be a maximum of 10 pages in length. A hardcopy is due on **Thursday December 7, 20017 no later than 4:00pm**. Papers can be submitted to instructor in class or in the essay dropbox in Political Science department, 10-16 Tory Bldg. An e-copy should be sent to: jdooom@ualberta.ca on the due date after hardcopy is submitted. Additional information about the research paper will be provided to students in a separate handout.

**GRADING SCHEME**

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
<td>(90-100%)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>(85-89%)</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>(80-84%)</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>3.3</td>
<td>(77-79%)</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
<td>(73-76%)</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>(70-72%)</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
<td>(67-69%)</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.0</td>
<td>(63-66%)</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>(60-62%)</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>(55-59%)</td>
</tr>
<tr>
<td>Minimal Pass</td>
<td>D</td>
<td>1.0</td>
<td>(50-54%)</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0</td>
<td>(0-49%)</td>
</tr>
</tbody>
</table>

**GRADE APPEALS:**
The appeals process can be found on the Department of Political Science website under “Political Science Grade Appeal Policies and Procedures”. Note that appeals related to work that are handed back prior to the final exam must be initiated before the schedule time for the final exam.
LATE PENALTIES:
Late assignments: It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reasons for being late does not also explain this lack of communication, and if, in the judgement of the instructor, there is no valid reason for a late assignment (e.g health or domestic affliction) then you should be prepared to be penalized by one grade per day on the letter scale. For example, a B would become a B- on the first day, a C+ on the second day, and so on. Term papers more than two weeks late may not be accepted.

POLICY ON EMAIL COMMUNICATION
When contacting the instructor by email, please put the course number in the subject line along with some indication on what you would like to discuss. Please also remember to include your name in the sign off since not all email addresses give easy identifying information.

Instructor aims to respond to emails within one business day, but responses may be more sporadic on the weekends and over holidays. If the topic of your query requires a fairly involved answer which will likely elicit more questions, you may be asked to come in person.

Recording of lectures:
Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Access to Past or Representative Evaluation Material
This course syllabus includes all the required assignments and due dates. The course instructor will distribute all criteria associated with such assignments in advance of the due date.

Learning and Working Environment
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

• Discuss the matter with the person whose behaviour is causing concern; or

• If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the Student Ombuds Office: (http://www.ombudservic.ualberta.ca/). Information about the

**Academic Integrity**
The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

**Academic Honesty:**
All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

**Student Accessibility Services:**
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

**FEELING OVERWHELMED? (In need of student, social, financial or security services?)**
The Student Distress Centre listens, offers support, supplies information and provides services:

- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: www.su.ualberta.ca/sdc
- Chat: www.campuscrisischat.com/
LEARNING AND WRITING SUPPORT
Students looking to improve their essay writing or study habits are encouraged to visit the Student Success Centre at 2-300 Students Union Building. The SSC exists to help students maximize their educational experience. The writing resources staff provide workshops and one-on-one sessions with students, for a small fee. Visit the website at: www.uofaweb.ualberta.ca/academicsupport/writingstaff.cfm

TENTATIVE SCHEDULE OF TOPICS AND READINGS

The course outline is subject to modification/changes throughout the semester. Students will be notified of any changes ahead of time.

Where there is an * next to the reading, it denotes, a non-compulsory reading

Week 1

7 September—Course Introduction and Overview

Introductory Session: China’s (Recent) Rise in World Affairs

Week 2

14 September—Contextualising the Rise of China: What Drives Chinese Foreign Policy?
Readings:


Subramanian, Arvind 2011 "The Inevitable Superpower: Why China's Dominance is a Sure Thing,” Foreign Affairs, September/October 2011 Link to library database


*Alastair Iain Johnston, “What (If Anything) Does East Asia Tell Us About International Relations Theory?” Annual Review of Political Science, 2012: 15, pp. 53-78
Week 3
(September 21) China and the Global South


Questions to consider:
‘Global South’ ‘Developing World’, ‘Third World’: Are these useful concepts in IR?
What does it mean for China to identify as a Southerner or a developing country?
How does China engage the Global South/Developing countries?

Week 4
(September 28) China and Africa: A World of Possibilities
Readings:

Zhang Qingmin and Song Wei (2012) “China’s policy toward Africa: a Chinese Perspective” The Newsletter No.60 International Institute for Asian Studies Leiden, Netherlands Available here (2 pages)


**Week 5**
(October 5) China in Middle East


**Week 6**
(October 12) China in Latin America


*Carol Wise and Margaret Myers (eds), The Political Economy of China-Latin America Relations in the New Millennium: Brave New World (Routledge: 2016)

**Week 7**
(October 19) China and Asia: Belt and Road/Central Asia

Readings:


**Week 8**
(October 26) China in Asia: The Rest of Asia

Readings:


**Week 9**

(December 2) China and Europe: A New Axis of Power?

Readings:


**Week 10**

(December 9) China and Canada: Advantage China?

Readings:


**November 13-17 [Reading Week; No Classes]**

**Week 11**

(December 23) China and the United States

Readings:
Glasser, Susan B. 2012. “Head of State: Hillary Clinton, the blind dissident, and the art of diplomacy in the Twitter era.” *Foreign Policy* July/August, pp. 75-84.

*Week 12*
(November 30) China, International Institutions and Global Order

Readings:


*Week 13*
(Dec 7) China and the BRICS: Towards a New World Order?

Readings:
Armijo, Leslie Elliot. 2007. “The BRICS Countries (Brazil, Russia, India and China) As Analytical Category: Mirage or Insight.” *Asian Perspectives* 31(4): 7-42.


Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2a) No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2b) No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

30.3.2(2c) Cheating (Continued)

30.3.2(2c) No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2d) No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2e) No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

More information can be found at: http://www.osja.ualberta.ca/en.aspx
Procedures for Instructors Regarding

Plagiarism, Cheating,

Misrepresentation of Facts and Participation in an Offence

The following procedures are drawn from the Code of Student Behaviour as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.

Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

- 30.4.3(2)a.i  a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
- 30.4.3(2)a.ii  Reduction of a grade in a course
- 30.4.3(2)a.iii  a grade of F for a course
- 30.4.3(2)a.iv  a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
- 30.4.3(3)b  Expulsion
- 30.4.3(3)c  Suspension

The following sanctions may be used in rare cases:

- 30.4.3(3)e  Suspension of a Degree already awarded
- 30.4.3(3)f  Rescission of a Degree already awarded

30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

PROFESSOR STEVEN PENNEY
CHAIR, CAMPUS LAW REVIEW COMMITTEE

DR STEVEN DEW
PROVOST AND VICE-PRESIDENT (ACADEMIC)

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the Code of Student Behaviour and of student disciplinary procedures.

Updated: 27/08/2015