

Bowdoin College
Department of Government and Legal Studies
Asian Studies Program

GOV 2540/ASNS 2061 – Spring, 2020
Mon, Wed, and Fri: 11:45 am-12:40 pm
Classroom: Adams Hall 406

U.S.-China Relations

Dr. Aki Nakai

Office: Hubbard Hall, Room 21
Office Hours: Mon and Wed: 1:30 pm-4:30 pm or by appointment
E-mail: anakai@bowdoin.edu (preferred contact method)
Phone: x5814

COURSE DESCRIPTION AND OBJECTIVES

This course examines the development of United States relations with China. The course begins with a brief historical examination of the Opium War, then examines United States policy towards the Nationalists and the Communists during the Chinese Civil War. In the aftermath of the civil war and subsequent revolution, the role of China in the Cold War will be discussed. Then the course focuses on more contemporary issues in United States-China relations, drawing links between the domestic politics of both countries and how they influence the formulation of foreign policy. Contemporary issues addressed include human rights, trade, the Taiwanese independence movement, nationalism, and China's growing economic influence in the world.

Students will develop a better understanding of the diplomatic, military, and political dimensions of U.S.-China relations since the 19th century to the present. Details about the major turning points, influential individuals, and strains of thought that affected the bilateral relations should also become familiar. In addition, students will be able to cultivate a sense of patterns and problems that persist in the relationship.

DISRIBUTION AND DIVISION REQUIREMENTS

This course satisfies the following distribution and division requirements: IP (International Perspectives) and b (Social and Behavioral Sciences)

REQUIRED COURSE READING

Warren I. Cohen, *America's Response to China: A History of Sino-American Relations*, Sixth edition. (New York: Columbia University Press, 2019)

James Mann, *About Face: A History of America's Curious Relationship with China, from Nixon to Clinton*. (New York: Vintage Books, 2000)
Nina Hachigian, eds., *Debating China: The U.S.-China Relationship in Ten Conversations*. (Oxford: Oxford University Press, 2014)

IMPORTANT DUE DATES

- First Short Essay Assignment (One Short Essay): MONDAY, FEBRUARY 17 (5:00 pm)
- Take Home Midterm Exam (Two Short Essays): FRIDAY, MARCH 6 (5:00 pm)
- Second Short Essay Assignment (One Short Essay): MONDAY, APRIL 6 (5:00 pm)
- Third Short Essay Assignment (One Short Essay): FRIDAY, MAY 1 (5:00 pm)
- Final Paper (Op-Ed): MONDAY, MAY 11 (5:00 pm)

GRADING

Class Participation:	10%
First Short Essay Assignment (One Short Essay):	10%
Take Home Midterm Exam (Two Short Essays):	20%
Second Short Essay Assignment (One Short Essay):	15%
Third Short Essay Assignment (One Short Essay):	20%
Final Paper (Op-Ed):	25%

GRADING SCALE

A (93-100%); A- (90-92%); B+ (87-89%); B (84-86%); B- (81-83%); C+ (78-80%); C (75-77%)

PARTICIPATION

Active participation is an important part of this course. Students are expected to read critically and prepared to discuss intelligently about the readings. The instructor will evaluate how the student engages the ideas in the readings and other students' opinions in a constructive and thoughtful way. Consistent lack of contributions to the class discussion will reflect the student's final grade.

SHORT ESSAY ASSIGNMENTS AND TAKE HOME MIDTERM EXAM

Students are required to write total five short analytical essays in response to assigned questions. Essays are to be no more than 1,000 words each, and assigned questions will be provided at least two weeks prior to the due dates. The essays/exams submission links will be set up in Blackboard. The format of each essay is: double-spaced, 12-point font, one-inch margins, and footnotes without bibliography. Students need to identify the total word count at the end of the essay.

Essay topics include: Open Door policy, the U.S. policy toward China between 1900 and 1945, U.S.-China confrontations in the 1950s, U.S.-China-Taiwan relations, and the U.S. views toward China.

Assigning grades to essays may appear to be an arbitrary process because there is no universal standard. Some instructors emphasize the mastery of facts, some emphasize the creativity of the response, some seek to gauge how well the student has assimilated instructors' own point of view, and some seek to read how well the student has utilized a set of ideas or data. This course has three broad objectives:

[1] to encourage students to assimilate ideas and information by articulating and supporting a point of view

[2] to encourage students to write persuasively by stating their argument in a logically sequential fashion leading to a conclusion that is supported by the evidence presented in the essay

[3] to encourage students to think about the words and phrases they select so that they are capable of writing clearly, boldly, and succinctly.

What follows are some guidelines that reflect the way in which the instructor tends to assign grades to essays. The statements below are not complete, and are intended as guides to the judgments the instructor makes.

A:

A successful paper will have a clear point of view, a well-ordered argument that refers to specific information or interpretations laid out in the readings, and will lead the reader through the evidence selected by the author to the conclusion. A successful paper will also be accurate, written in a clear and precise fashion, and will demonstrate not only that the author has read the material, but has also formulated a view that can be supported by the materials. Facts and ideas will be well-balanced and the author will offer either insight about the material moving beyond those ideas that have been presented in the reading or a flair for presentation that lifts an otherwise correct paper to an even higher level.

One model for this standard is the sort of essay one might find in a policy journal. The point of such writing is not simply to offer a narrative, but to explain how one ought to look at the "facts" in light of the author's interpretation.

A minus:

Papers that earn an A minus are those that succeed in most, but not all, of the ways articulated above. For instance, an A minus would be assigned rather than an A for a paper that does present an accurate, clear and well-ordered argument, but may not be balanced, or well-written, or insightful.

B plus:

Generally, the division between papers that earn an A minus and those that earn a B plus is made because of the quality and sophistication of the argument. Papers earning a B plus are mostly correct, but incomplete or superficial in places. An argument that is weak or weakly supported in places, but otherwise correct, would earn a B plus rather than an A minus. A paper that was

written in a way that made it difficult to follow the logical progression of evidence—even if the evidence was largely correct, would likely earn a B plus rather than an A minus.

B:

A response that earns a B demonstrates that the author understands the significance of the question, but cannot articulate well a point of view that moves beyond those presented in the reading material. That is, while a B plus would be assigned to a paper that may be superficial in places, a B would be earned by a paper that was generally superficial or incomplete—assuming that it was correct. Papers that earn a B might also be ones that are poorly organized or badly written.

B minus:

Most papers that receive a B minus are written in a sloppy or haphazard fashion or are papers that make very weak arguments—either by failing to link ideas to evidence or by repeatedly making inaccurate statements.

FINAL PAPER (OP-ED)

Op-Ed, short for Opposite the Editorial, is a newspaper opinion piece from contributors not affiliated with the editorial board. For this assignment, students will write an op-ed article similar to those that appear in major newspapers. The students' goal in this assignment is to connect an important current event or controversy to a topic, theme, or event which was covered in this course.

Op-Ed should be no more than 1,000 words in length (double-spaced, 12-point font, one-inch margins, and footnotes without bibliography). This assignment will give students an opportunity to research individually, think critically about an important topic in the region, and hone their analytical and persuasive writing skills.

Because this assignment asks students to simulate a newspaper column, students should assume that the audience for this paper is the general public and not an academic one. Students should write in a way that will engage the average newspaper reader.

Here are some tips. First, students must select a specific, concrete current security event or controversy that they believe can be better understood by looking at the patterns of conflict and cooperation in the U.S.-China relations. Students should select a current issue that they feel passionately about. Next, students must select a specific, concrete relevant topic or theme that can help shed light on the issues of the U.S.-China relations.

If, after completing this assignment, students would like to submit their article to a newspaper for actual publication, extra credit will be given to those who provide evidence of submission, such as email correspondence or a letter.

The instructor will set up the submission link in the Blackboard and the submission deadline of paper is: 5:00 pm, Monday, May 11th.

For useful information and examples:

<https://styleguide.duke.edu/toolkits/writing-media/how-to-write-an-op-ed-article/>
https://www.washingtonpost.com/news/made-by-history/wp/2017/10/04/looking-for-compromise-on-gun-control-is-futile-but-not-for-the-reasons-you-think/?utm_term=.755c9cb0a1d5

GUEST SPEAKER AND PUBLIC LECTURE EVENT

Students are highly encouraged to attend the following public lecture event:

- Tuesday, April 14th (4:30 to 6:30 pm at the Beam classroom at VAC): “How Hedging Made US-China Tensions Worse,” Dr. Ian Chong, Associate Professor of Political Science at National University of Singapore and a Visiting Fellow at Harvard-Yenching

Dr. Ian Chong is also scheduled to visit the class on Monday, April 13th as a guest speaker.

POLICY ON ATTENDANCE

Students are expected to attend all classes. Absences may be excused for medical, religious, extra-curricular and personal reasons. It is expected that students will approach the instructor in a timely and responsible fashion to discuss the issue of schedule conflicts.

Traditionally students have been allowed to miss no more than three hours of a single class in any semester (Faculty Handbook, 2019-2020, 44). Absences of more than three classes without legitimate excuses will be reflected in the final grade.

Students are responsible for all course material missed due to any absence from any academic activity. For more information, see <https://www.bowdoin.edu/dean-of-students/student-handbook/attendance-policy.html>

POLICY ON LATE WORK

The final paper must be submitted on time. Grades will be penalized by 1/3 of a letter grade for every twenty-four hours after the deadline. This means that a grade of “B+” will become a “B” if work is submitted within the first 24 hours after the deadline, and will become a “B-” if work is submitted between the 24 to 48 hours after the deadline.

POLICY ON MAKE UP

A student with three one-hour examinations in one day or three final examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. To initiate this change during final exams only, students must obtain an Examination Rescheduling Form from the Office of the Registrar at least two weeks in advance of the conflicting exams. For in-class midterm examinations, students make an arrangement directly with the instructor. Other changes may be made for emergencies or for educational desirability, but only with the approval of the

Office of the Dean of Students. For more information, see <https://bowdoin-public.courseleaf.com/academic-standards-regulations/>

POLICY ON “INCOMPLETES”

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of students and the instructor, a grade of INC (Incomplete) may be recorded.

An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished course work under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes (i.e., Wednesday, May 6th) by contacting a dean. If the Incomplete Agreement Form has not been approved and received in the Office of the Registrar by the grade submission deadline and no other grade has been assigned, a grade of F will be recorded. For more information, see <https://bowdoin-public.courseleaf.com/academic-standards-regulations/>

ACADEMIC INTEGRITY

By remaining in the course, you are agreeing to follow the standard principles of academic integrity for this course. Academic dishonesty is a serious offense because it undermines the bonds of trust and honesty among members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism. Examples of academic dishonesty include using someone else’s words or ideas without proper documentation; copying some portion of your text from another source without proper acknowledgement of indebtedness; borrowing another person’s specific ideas without documenting their source; turning in a paper written by someone else, an essay “service,” or from a web site. Any assignment that was generated in whole or part through academic dishonesty will be failed with no “do-overs.” I also reserve the right to use computer software for plagiarism detection. For the college policy on academic honesty and plagiarism, see <https://www.bowdoin.edu/dean-of-students/judicial-board/academic-honesty-and-plagiarism/index.html>

ACCOMMODATIONS

Bowdoin College is committed to ensuring access to learning opportunities for all students. Students seeking accommodations based on a disability must register with the Student Accessibility Office. Please discuss any special needs or accommodations with me at the beginning of the semester or as soon as you become aware of your needs. I am eager to work with you to ensure that your approved accommodations are appropriately implemented. If you have questions about requesting accommodations or your approved accommodations, please contact Lesley Levy (llevy@bowdoin.edu), director of student accessibility. For more information, see <https://www.bowdoin.edu/accessibility/student-accessibility-office/index.html> and <https://www.bowdoin.edu/counseling/index.html>

ELECTRONIC DEVICES IN CLASS

Cell phones must be turned off before entering the classroom, however if you need to have your cell phone on for medical or other reasons, please contact me. You are free to use laptop computers, IPADs, or other devices to take notes, to look at the syllabus or reading material online, or to look up other factual material relating to the course, but not for any other purpose such as **texting or emailing**. These are serious distractions to your learning. Phones and other electronic devices are not permitted during the exam.

DROPPING THE COURSE

During Add/Drop II, Tuesday, January 21st at 9 am through Monday, February 3rd at 5 pm, all students may drop courses without permission. In consultation with their advisors, students have four more weeks to drop a class by using an Extended Drop. This option begins after 5 pm on Monday, February 3rd and continues through 5 pm on Monday, March 2nd. After the Extended Drop deadline, any further adjustments to course schedules must go through the Recording Committee.

SESSION SCHEDULE

Week 1: Introduction & Overview of International Relations Theories

Jan 22, Wed: Introduction of the course

Reading: No readings

Jan 24, Fri: Overview of International Relations Theories

Reading: Stephen M. Walt, International Relations: One World, Many Theories, *Foreign Policy*, 110 (Spring 1998): 29-32; 34-46.

Week 2: Application of International Relations Theories and Foreign Policy Analysis

Jan 27, Mon: IR Theoretical Approaches

Reading: Aaron L. Friedberg, "The Future of U.S.-China Relations: Is Conflict Inevitable?" *International Security*, 30, 2 (Autumn 2005): 7-45.

Jan 29, Wed: Overview of Foreign Policy Analysis

Reading: Valerie M. Hudson, *Foreign Policy Analysis: Classic and Contemporary Theory*. 2nd ed. (Lanham, MD: Rowman & Littlefield, 2014), Chapter 1: 3-35.

Jan 31, Fri: Foreign Policy Analytical Approaches

Reading: Peter Hays Gries, "Problems of Misperception in U.S.-China Relations" *Orbis*, 53, 2 (Spring 2009): 220-232.

Week 3: The Century Begins

Feb 3, Mon: Open Door

Reading: Cohen, Chapter 2: 29-59; George F. Kennan, *American Diplomacy*, expanded edition (Chicago: University of Chicago Press, 1984): 21-37.

As you read, consider the following questions:

- To what degree was U.S. policy influenced by individuals and to what degree did it flow from the U.S. role in the inter-state system?
- What were the interests that the “open door” policy was intended to promote?
- To what degree did U.S. policy reflect a concern for bilateral relations with China and to what degree did it stem from a concern about multilateral relations between the U.S. and the European “powers”?

Feb 5, Wed: Conflicting Attitudes Toward China (1900-1914)

Reading: Cohen, Chapter 3: 60-77.

As you read, consider the following questions:

- To what degree did U.S. policy toward China reflect a concern for bilateral relations with China and to what degree did it stem from a concern about multilateral relations between the U.S. and the European and Japanese “powers”?

Please ensure you are familiar with:

- Russo-Japanese War (1904-1905)
- Treaty of Portsmouth (1905)
- Root-Takahara Agreement (1908)
- Xinhai Revolution (1911)
- Sun-Yat-sen
- Kuomintang (KMT)

Feb 7, Fri: Contending with Japan (1915-1930)

Reading: Cohen, Chapters 3 and 4: 77-114

As you read, consider the following questions:

- In the first quarter of the 20th century, was U.S. policy toward China “imperialist”?
- In the first quarter of the 20th century, how did U.S. policy toward Japan affect Japan’s policy toward China? Was U.S. morally, or otherwise, responsible for China’s plight?

Please ensure you are familiar with:

- Japan’s 21 demands (1915)
- Lansing-Ishii Agreement (1917)
- Treaty of Paris/Versailles (1919)
- May 4th Movement (1919)
- Washington Naval Conference (1921-1922)
- Chinese Communist Party (CCP, established 1921)
- Nine Power Treaty (1922)
- Republic of China (ROC)

Week 4: Pacific War and the “Loss” of China

Feb 10, Mon: The Birth of an Alliance (1931-1941)

Reading: Cohen, Chapter 5: 115-138.

As you read, consider the following questions:

- To what degree was U.S. policy toward East Asia in the first quarter of the 20th century an outgrowth of consistent objectives and to what degree did the policy of the U.S. reflect evolving objectives?

Please ensure you are familiar with:

- Manchukuo (1932)
- Long March (1934-1935)
- Xian Incident (1936)
- Marco Polo Bridge Incident (1937)

Feb 12, Wed: Combating Japan (1942-1944)

Reading: Cohen, Chapter 5: 138-147.

As you read, consider the following questions:

- During the period 1900 to 1945, was the policy of the U.S. government toward China essentially consistent or inconsistent?

Please ensure you are familiar with:

- Cairo Conference/Declaration (1943)
- Wallace Mission (1944)
- Dixie Mission (1944)

Feb 14, Fri: Failure of Mediation (1945-1949)

Reading: Cohen, Chapter 6: 148-186; U.S. Department of State, *The China White Paper* (August 1949): iii-xvii.

As you read, consider the following questions:

- Why did the U.S. mediation efforts between the KMT and the CCP fail?
- Was the “loss” of China inevitable? Why or why not?
- Though the PRC was established in 1949, the US did not establish formal diplomatic relations with the PRC government until the late 1970s. Why didn’t the US recognize the PRC in 1949?

Please ensure you are familiar with:

- Yalta Conference (1945)
- Hurley Mission (1945)
- Marshall Mission (1945)
- Wedemeyer Mission (1945)
- Chinese Civil War (1947-1949)

Week 5: Confrontations

Feb 17, Mon: Korean War

Reading: Cohen, Chapter 6: 186-194.; Chen Jian, *Mao's China and the Cold War* (Chapel Hill, NC: University of North Carolina Press, 2001), Chapters 3, 4, and 6: 49-61.; 85-117; and 138-144.

As you read, consider the following questions:

- What prompted the U.S. to respond with force to the Korean conflict?
- What motivated the U.S. to press northward despite warnings by Beijing that the PRC was prepared to fight if the U.S. troops crossed the 38th parallel?
- Why did the PRC decide to enter the war in Korea?
- What role did ideology play in that decision?
- What role did a perception of threat to national security play in that decision?

Please ensure you are familiar with:

- Geneva Conference (1954)

First Short Essay Assignment due on Feb 17 (5:00 pm)

Feb 19, Wed: Offshore Island Crises

Reading: Cohen, Chapter 7: 195-206; Chen Jian, Chapter 7: 163-204.

As you read, consider the following questions:

- Why did the PRC initiate the first “offshore island” crisis?
- Did this conform to or conflict with the PRC’s posture at Bandung?
- Why did the PRC initiate the second “offshore island” crisis?
- What do these two crises teach about the PRC’s notion of an appropriate use of force during the era that Mao Zedong dominated?
- Why did the U.S. support the ROC to the point of defending the “offshore islands”?
- Was the Formosa Resolution consistent with or a departure from U.S. policy?

Please ensure you are familiar with:

- U.S.-ROC Mutual Defense Treaty (1954)
- Bandung Conference (1955)
- Jinmen/Kinmen/Quemoy
- Mazu/Matsu

Feb 21, Fri: Vietnam War

Reading: Cohen, Chapter 7: 206-214; Chen Jian, Chapter 8: 205-237.

As you read, consider the following questions:

- How did American perceptions of the PRC affect the U.S. entrance into the war?
- How did American perceptions of the PRC affect the U.S. withdrawal from Southeast Asia?
- What comparability/difference do you sense in the PRC’s posture toward involvement in Korea (1950-1953) and Vietnam (1954-1973)?

Week 6: Toward Normalization

Feb 24, Mon: Shift toward Normalization

Reading: Cohen, Chapter 8: 215-217; Chen Jian, Chapter 9: 238-262; Richard Madsen, *China and the American Dream: A Moral Inquiry* (Berkeley, CA: University of California Press), Chapter 2: 28-58.

Feb 26, Wed: Normalization, Phase I (1968-1972) (I)

Reading: Cohen, Chapter 8: 217-221; Chen Jian, Chapter 9: 262-276; Mann, Chapters 1 to 3: 13-77.; Shanghai Communiqué (1972, 5 pages)

As you read, consider the following questions:

- After two decades of adversarial relations, U.S.-China relations began to warm in the early 1970s, culminating in a 1972 visit to China by U.S. President Richard Nixon. In late 1978, the U.S. and the PRC established full diplomatic relations. What caused this turnaround?

Please also ensure you are familiar with:

- Ping Pong Diplomacy
- Guam Doctrine/Nixon Doctrine

Feb 28, Fri: Normalization, Phase I (1968-1972) (II)

Reading: Cohen, Chapter 8: 217-221; Chen Jian, Chapter 9: 262-276; Mann, Chapters 1 to 3: 13-77.; Shanghai Communiqué (1972, 5 pages)

Week 7: Normalization

Mar 2, Mon: Normalization, Phase II (1978-1979) (I)

Reading: Cohen, Chapter 8: 221-225; Mann, Chapters 4 and 5: 78-114.; U.S.-China Joint Communiqué (1979, 1 page)

Mar 4, Wed: Normalization, Phase II (1978-1979) (II)

Reading: Cohen, Chapter 8: 221-225; Mann, Chapters 4 and 5: 78-114.; U.S.-China Joint Communiqué (1979, 1 page)

Mar 6, Fri: Taiwan Relations Act (TRA)

Reading: Cohen, Chapter 8: 225-231; Richard C. Bush, *At Cross Purposes: U.S.-Taiwan Relations since 1942* (New York: M.E. Sharpe, 2004), Chapter 5: 150-160.; Taiwan Relations Act (1979, 9 pages)

Take Home Midterm Exam due on Mar 6 (5:00 pm)

SPRING VACATION (Mar 7-22)

Week 8: Taiwan and Tiananmen Massacre

Mar 23, Mon: Wrestling with Convictions and Arms to Taiwan (I)

Reading: Mann, Chapters 6 to 8: 115-174; National Security Decision Directive (NSDD) No. 11 (September 22, 1981; 1 page); NSDD No. 140 (April 21, 1984; 4 pages); U.S.-China Joint Communique (1982, 2 pages); Six Assurances (1982, 1 page)

As you read, consider the following questions:

- From 1972 to 1982, was U.S. policy toward the PRC and Taiwan consistent or not? If it was consistent, what were the key elements that constitute consistency? If it was not consistent, which elements shifted during that decade?

Mar 25, Wed: Wrestling with Convictions and Arms to Taiwan (II)

Reading: Mann, Chapters 6 to 8: 115-174; National Security Decision Directive (NSDD) No. 11 (September 22, 1981; 1 page); NSDD No. 140 (April 21, 1984; 4 pages); U.S.-China Joint Communique (1982, 2 pages); Six Assurances (1982, 1 page)

Mar 27, Fri: The Tiananmen Turning Point

Reading: Cohen, Chapter 9: 232-245; Mann, Chapters 9 to 11: 175-225.

As you read, consider the following questions:

- Why did the Tiananmen Massacre have such a lasting impact on the U.S.-China relationship?

Week 9: Bush Sr. and Clinton Years

Mar 30, Mon: A New World Order

Reading: Cohen, Chapter 9: 245-251; Mann, Chapters 12 to 14: 226-273.

Apr 1, Wed: The Price of Inexperience (I)

Reading: Cohen, Chapter 9: 251-262; Mann, Chapters 15 to 17: 274-333.

Apr 3, Fri: The Price of Inexperience (II)

Reading: Cohen, Chapter 9: 251-262; Mann, Chapters 15 to 17: 274-333.

Week 10: Clinton, Bush Jr., and Obama Years

Apr 6, Mon: Taiwan Strait Crisis

Reading: Mann, Chapters 17 and 18: 333-368.

Second Short Essay Assignment due on Apr 6 (5:00 pm)

Apr 8, Wed: Bush Jr. Years

Reading: Cohen, Chapter 10: 263-285; Robert Zoellick, "Whither China? From Membership to Responsibility", Remarks to the National Committee on U.S.-China Relations, September 21, 2005; Ying Ma, "The Hate That Won't Go Away: Anti-Americanism in China," *TELOS*, 135 (Summer 2006): 155-161.

Apr 10, Fri: Obama Years

Reading: Cohen, Chapter 10: 285-296; Hillary Clinton, "America's Pacific Century," *Foreign Policy*, 189 (November 2011): 56-64; Robert S. Ross, "The Problem With the

Pivot: Obama's New Asia Policy Is Unnecessary and Counterproductive," *Foreign Affairs*, 91, 6 (Nov/Dec 2012): 70-82.

Week 11: Trump Years; and Can, Will and Should the U.S. and China Choose to Cooperate? (I)

Apr 13, Mon: Trump Years [Guest Speaker: Dr. Ian Chong]

Reading: Cohen, Concluding Thoughts: 297-303; Hal Brands and Zack Cooper, "After the Responsible Stakeholder, What? Debating America's China Strategy," *Texas National Security Review*, 2, 2 (February, 2019): 68-81.

Apr 15, Wed: An Overview of the U.S.-China Relationship

Reading: Hachigian, eds, Chapter 1: 1-20.

Apr 17, Fri: The Economic Relationship

Reading: Hachigian, eds, Chapter 2: 21-42.

Week 12: Can, Will and Should the U.S. and China Choose to Cooperate? (II)

Apr 20, Mon: Political Systems, Rights and Values

Reading: Hachigian, eds, Chapter 3: 43-66.

Apr 22, Wed: The Media

Reading: Hachigian, eds, Chapter 4: 67-87.

Apr 24, Fri: Global Roles and Responsibilities

Reading: Hachigian, eds, Chapter 5: 88-110.

Week 13: Can, Will and Should the U.S. and China Choose to Cooperate? (III)

Apr 27, Mon: Climate and Clean Energy

Reading: Hachigian, eds, Chapter 6: 111-130.

Apr 29, Wed: Global Development and Investment

Reading: Hachigian, eds, Chapter 7: 131-151.

May 1, Fri: Military Developments

Reading: Hachigian, eds, Chapter 8: 152-175.

Third Short Essay Assignment due on May 1 (5:00 pm)

Week 14: Can, Will and Should the U.S. and China Choose to Cooperate? (IV)

May 4, Mon: Taiwan and Tibet

Reading: Hachigian, eds, Chapter 9: 176-197.

May 6, Wed: Regional Security Roles and Challenges

Reading: Hachigian, eds, Chapter 10: 198-220.

Final Paper (Op-Ed) due on May 11 (5:00 pm)